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Primary Education

P. N. DAVE

Amanda, Sister M.1991. **A study of intelligence and achievement of the children in relation to infant-feeding practices and nutrition.** Ph.D., Home Sc. *Patna Univ.*

Problem: This study examines the impact of infant-feeding practices on intelligence and academic achievement when they grow up.

Objectives: (i) To find out the difference, if any, in intellectual development between children reared by breast-feeding and those reared by bottle-feeding, and (ii) to examine the difference in academic achievement between children reared by breast-feeding and those reared by bottle-feeding.

Methodology: Two schools from Patna were randomly selected for the purpose. Class IV being a model class at the primary stage, the sampling units were taken from Class IV. The tools used included General Mental Ability Test by R.P. Srivastava and Kiran Asthana, General Achievement Test, Interview schedule for Mothers, NCHS standards by WHO. Chi-square test and median test were used to treat the data.

Major Findings: (1) No significant difference was found between boys and girls either in intelligence or in academic achievement. So they were grouped together for other statistical tests. (2) Significant relationship was found between intelligence and breast-feeding for at least four months or more. No relationship was found between academic achievement and feeding practice. [RPSL 0663]

Batra, Poonam. 1991. **How children think and learn: A socio-psychological study of Grades I and II children in the Betul district of Madhya Pradesh.** Ph.D., Edu. *Jawaharlal Nehru Univ.*

Problem: The present study is undertaken to understand and identify the social, psychological and pedagogical processes that leave an impact on the thinking and learning of Grades I Grade II children in rural Madhya Pradesh.

Objectives: (i) To gain an insight into young children's thinking and learning processes under two types of schooling: (a) schools with the conventional curriculum, and (b) schools using an alternative curriculum, (ii) to make within- and between-group comparisons on base-level and end-level data using Piagetian tasks, (iii) to identify the processes the children followed and the difficulties they faced in acquiring the basic skills of literacy and numeracy, and (iv) to examine the possibilities for an alternative perspective for rural primary education.

Methodology: Two primary schools, where the alternative curriculum was being implemented, constituted the experimental group. Another school was identified in the same block

and used as a control group. In both groups, the school children enrolled for Grades I and II were included in the sample. Their age ranged between 5 to 10 years. In the experimental group, 18 Grade I and 12 Grade II (14 male + 16 female) subjects, and in the control group, 11 Grade I and 14 Grade II (13 male + 12 female) subjects served as the sample. The tools used included Piagetian tasks, reading and numeracy tasks, work-sheets, free and other writing activities, and conversations with children. Base- and end-level data was analysed using frequencies, percentages, cross-tabulations, test of proportions, chi-square, tabular form and graphs.

Major Findings: (1) The rural primary schools were housed in buildings in a poor state, without the facilities of teaching materials and aids. (2) The poor quality of teaching and learning was also evident from the children's performance on various tests and activities. (3) The children did not want to attend school because they found it boring, irrelevant and meaningless. (4) The control-group children reflected a significant improvement over base-level in the ability to classify and reclassify, by the end-level. (5) The experimental group seemed to have already started with an advantage due to an early exposure to the "alternative" curriculum. (6) Children in both groups could conceive length and mass with ease. They found the task of number conservation most difficult. (7) Children in the control group, taught in the conventional manner, did not decode words but letters and hence were unable to read. In contrast, some children from the experimental group demonstrated a fair degree of phonetic awareness, both in reading and in writing spoken words. (8) Children in the control group reflected a better ability to "recount" number names. The experimental group could count in the functional sense. (9) The drawings of the experimental group resembled the "stereotype", human and other figures. Most of the control groups were, in fact, trying to convert a three-dimensional image on to a two-dimensional surface. (10) The findings on worksheet activities clearly demonstrated that the processes of child thinking and learning are universal and yet culture-specific. [SCG 0152]

Bevli, U.1987. **A study of cognitive development in Indian children of 2 to 13 years: A longitudinal study.** Independent study. *National Council of Educational Research and Training.*

Problem: The study is undertaken for an understanding of logical thinking in Indian children that could be used for curriculum development.

Objective: To provide an understanding of the structure of logical thinking in Indian children based on the Piagetian model, that may provide an empirical base for curriculum development.

Methodology: The design of the study comprised a combination of longitudinal and cross-sectional approaches. Testing was started simultaneously with four different groups at four different age-levels, i.e. 2, 5, 8 and 11 years. Two-year old children were tested every six months, and others every once a year during the period of study.

The study was taken up with a total of 176 children, mainly from three schools in Delhi representing four socio-economic (SE) groups, i.e. high, high-middle, low-middle and low. The testing was done on an individual basis. For collection of data, Piagetian-type questioning was used. However, it was structured to a certain extent to suit the field requirement.

For studying the concept of causal thinking, concept of dream, concept of life, notions about the origin of night, notions of movement of clouds, and notion about floating and sinking of objects were considered.

The tests selected for studying a child's concept of class relations were seriation, additive composition of class, brothers and sisters, and classification. Various tests were also constructed for studying the notion of conservation, concept of movement and speed, etc. For teaching geometry the tasks studied were construction of straight line; coordination of perspective; sensory motor space, etc. Comparisions of the three types of schools was attempted. The analysis of variance was applied to see the main effects of school and age on the mathematics scores. The analysis was made at two levels, viz. the location of the stages and the determination of the Age of Accession of these stages.

Major Findings: (1) There were differences in the groups formed with respect to school and age. (2) The overall school, sex and SE differences showed a mixed trend. (3) Sex differences were very few. The differences were found in the age-range 9 to 13 years. They tended to favour boys. [SRA 1125]

Bhargava, S.M.1990. **A study of the growth of educational facilities and enrolment at the elementary stage in India.** Ph.D., Edu. *The Maharaja Sayajirao Univ. of Baroda.*

Problem: The study aims to investigate and discuss the growth and development of education at the primary and the middle stages in India. It also attempts to examine the problem of education of girls, and of Schedule Castes and Scheduled Tribes.

Objectives: (i) To study the growth of educational facilities for the primary and middle stages, and (ii) to study the growth of enrolment of girls, Scheduled Castes and Scheduled Tribes at the primary and middle stages of education.

Methodology: This is a document-survey study. The main documents examined were: *Census of India*, 1981, *Education in India*, Ministry of HRD, 1974-75 onwards, *A Handbook of Educational and Allied Statistics*, Government of India, 1987, Report of *All India Educational Survey* (1966), *Second All India Educational Survey* (NCERT 1967), *Third All India Educational Survey* (NCERT 1979), *Fourth All India Educational Survey* (NCERT 1982), *Fifth All India Educational Survey* (NCERT 1989), and State Tables, NCERT Manuscript (unpublished) of the *Fifth All India Educational Survey.*

The study covers a span of 40 years. But the state-wise analysis of growth of education was done from 1973 to 1986. For this analysis, sixteen states of India, viz. Andhra Pradesh, Bihar, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa, Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal were taken. These states constitute 97% of India's population. To analyse the data percentages, ratios, means and standard deviations were calculated.

Major Findings: (1) There had been a steady growth of educational facilities at the primary stage. In 1957, 59.75% children had schooling facilities within a distance of one kilometre, but this was available to 80.34% in 1986. Among the states, Nagaland had the highest and Tripura, the lowest facilities. The other states that followed Nagaland were Mizoram, Gujarat and Punjab. But Uttar Pradesh, Goa and Himachal Pradesh had the lowest percentages. (2) Educational facilities for girls and ST and SC improved from 38.05% in 1978 to 74.46% in 1986. (3) Middle-stage education facilities within 1 km have also increased from 3.13% in 1957 to 13.25 in 1986, and Junagadh District (Gujarat) had the highest facilities for middle-stage education. (4) At the elementary stage (I-VIII), 1,139 lakh children were enrolled in 1986, and this showed a 51.43% increase over 1973 with an annual growth rate of 3.24%. However, crores of children were out of school and only 30.07% of those who got enrolled in school reached Class VIII. [MSY 0936].

Birdi, Bimlesh. 1992. **A study of the growth and development of the primary education in Punjab from 1947 to 1987.** Ph.D., Edu. *Punjabi Univ.*

Problem: The study traces the growth and development of the primary education in Punjab from 1947 to 1987, where primary education includes Classes I to V.

Objectives: (i) To trace the growth and development of the primary education in Punjab, in its various aspects such as schools, teachers, enrolment and expenditure, (ii) to find out the impact of the changed curriculum and other facilities, (iii) to trace the changes in the administrative and supervisory system, and (iv) to suggest, on the basis of the data, how the primary education programme can be effectively carried on for elimination of illiteracy from Punjab.

Methodology: Since the problem involved the historical method, primary and secondary sources were used to collect the data. The primary source was the Annual Reports of the Panjab Education Department which were available in published form up to 1963-64. Beyond this year, data were collected from the Statistical Branch of the Director of Public Instruction, Panjab. The reports of the various committees and commissions in the country, the reports of the NCERT and educational reviews were also consulted.

Major Findings: (1) In 1947-48, there were 31% students in the age-group 6-11 years who were enrolled in primary schools. In April 1962, the Compulsory Primary Education Act was introduced in the State. The enrolment rose by 23% within two years, but compulsion had not been introduced by 1987. The all-India percentage of enrolment in 1986-87 was 90.3, but for Punjab it was 61.77. During 1987-88, the number of boys and girls enrolled in the primary classes was 10.29 lakh, and 8.74 lakh, respectively, which was 61.98% of the total population in the age-group 6-11 years; the corresponding figure for India was 82.50%. The punitive clauses of the Act mostly remained on paper and the Department showed a lukewarm attitude in the implementation of the Act properly. (2) The condition of buildings, furniture and equipment was unsatisfactory in almost all the primary schools. The rapid expansion, which has not been accompanied by the necessary resources, has been lowering the academic standards. (3) In 1947-48, there were 5,337 teachers, and in 1964-65 the number rose to 50,654. During 1987-88, the total number of the teachers was 47,493, which was nearly nine times of that observed in 1947-48. (4) The yearly expenditure on primary education in 1947-48 was 54.80 lakh, which was 20.5% of the total expenditure on education. During 1980-81, out of the total allocation of Rs13,722.48 lakh for general education, primary education received 4,965.06 lakh, i.e. 36.18%. (5) Since Independence, the methods and procedures of supervision and inspection have not undergone much change. The administrative work of the inspecting officers had increased without any corresponding increase in the strength of staff. In the State Plan the funds required for improvement of administration and inspection were not adequately provided, but wherever they were provided, they became the first victim of reduction. (6) Since 1969, all textbooks have been prescribed and published by the Punjab School Education Board. In 1971, the Textbooks Board was nationalised and with that all rights were vested with the Punjab School Education Board. After 1977 Punjab followed the recommendations of the Curriculum Review Committee and adopted its scheme of education, and in 1978, the Punjab School Education Board adopted the pattern of the NCERT at the primary stage. [AK 1712]

Buch, M.B.1988. **A study of family background variables, some motivational variables, cognitive characteristics and the school**

performance of the primary school children. Independent study, *Baroda: Society for Educational Research and Development.*

Problem: The study is an enquiry into the school performance behaviour of the primary school children studying in the Municipal Corporation schools of Baroda, in the context of their family background, motivation, cognitive style and certain other personal characteristics.

Objectives: (i) To study the family background of the primary school children, (ii) to study the motivational characteristics of the child in terms of his/her motivation towards school and his/her level of need achievement, (iii) to study the cognitive characteristics of the child in terms of field-dependence-field-independence, (iv) to study the school performance in arithmetic and Gujarati, and (v) to study the school performance in relation to family background variables, motivational characteristics and cognitive characteristics.

Methodology: The sample consisted of 223 children studying in Standard IV of four different primary schools run by the Municipal Corporation of Baroda City.

Seven different tools were used for collection of data, namely, Family Interview Schedule, Observation Check-list, Junior Index of Motivation by Jack Frymier, Achievement Motivation Inventory of Prayag Mehta, Stefy Pictorial Embedded Figure Test of Durganand Sinha and two achievement tests for Arithmetic and Gujarati. In addition to computing correlation coefficients, step-wise regression analysis was carried out, keeping school performance as the criterion variable with the other factors as independent variables.

Major Findings: (1) The mean differences across different age-groups were not statistically significant except in the case of academic motivation. (2) Sex difference did not have any impact on the school performance of the learners, and it did not influence their cognitive style either. (3) Children from nuclear families were more field-independent as compared to their counterparts from joint families. (4) Mother's education made no significant difference in the mean score of any of the variables. (5) The mean scores differed only marginally across different educational levels of the fathers with respect to all variables except school performance. (6) Father's occupation did not make any significant difference. (7) Family size did not make any significant impact on sibling relationship, parental interaction and on achievement level of the children. (8) Children with a larger number of siblings were more field-independent in their cognitive style. (9) The intercorrelation matrix revealed that school performance was significantly related to only four of the eleven variables examined, viz. cognitive style, father's education, number of siblings and achievement motivation. Of these, the relationships to cognitive style and father's education were statistically significant. (10) Achievement motivation showed a nega-tive correlation with eight of the 11 variables. (11) Academic motivation was significantly related to three variables, viz. age, number of siblings and family size. (12) Multiple regression analysis, with school performance as the criterion variable, revealed that the 11 independent variables could together explain only 17% of the variance in school performance. [SRA 1122].

Buch, M.B. and Sudame, G.R.1990. **Urban primary education in Gujarat: An in-depth study.** Independent study, *The Maharaja Sayajirao Univ. of Baroda.*

Problem: The project attempts to study the status of the primary education programmes in selected urban areas in Gujarat and suggests appropriate intervention strategies.

Objectives: (i) To describe the organisation of primary education in the urban areas of Gujarat, (ii) to determine the extent of non-enrolment of the children in primary schools,

(iii) to determine the extent of non-attendance, wastage and stagnation of the children at the primary stage of education, and (iv) to identify the factors responsible for poor enrolment, attendance, wastage and stagnation at the primary stage.

Methodology: The enquiry has been carried out mainly as a descriptive survey, involving collection of data from multiple sources and using a variety of tools and techniques designed to cover eight specified urban areas of Gujarat. The tools used for data collection included questionnaires, interview schedules, check-lists and achievement tests. The techniques used were observation, interviews and group-discussions. The collected data were analysed using descriptive statistics.

Major Findings: (1) The urban primary schools in each of the Municipal Corporation areas in Gujarat are either run by the *Nagar Prathamik Shikshan Samiti* or by private managements. It was found (in 1986) that there were 1,287 primary schools in the urban areas of Gujarat, of which 854 (66%) were run by local bodies and the government and 433 (34%) by private managements. (2) A large number of the primary schools in the urban areas of the state faced shortage of space. In addition, many of them were located in regions which were prone to heavy traffic and noise pollution. Also, some of these schools were situated in unhealthy surroundings and were frequented by anti-social elements. (3) Many primary schools had no buildings of their own and they ran in shifts. About 22% to 29% schools did not have proper toilet facilities. However, most schools (93.3%) had provision for drinking water. About 50% schools had no libraries and an equal number of schools did not have any laboratory facilities. (4) The education system, school-related factors, social factors, family and individual-related factors were, respectively, responsible for the phenomena of non-enrolment, non-attendance and wastage. (5) Non-attendance, whether continuous or casual was maximum in Standard I and gradually decreased from Standard I to Standard IV. The study also noticed a decreasing trend in the rate of wastage and stagnation. It went down from 61% to 54%. (6) With regard to the learning of arithmetic and Gujarati the performance of the children of private schools was better than that of municipal schools. The girls scored as well as did boys and in some cases even better than boys. [MSY 0901].

Chavare, D.S.1991. **The problem of students dropping out of the primary schools of the Pune Municipal Corporation.** M.Phil. Soc. Sc. *Tilak Maharashtra Vidyapeeth.*

Problem: The problem centres around students dropping out of the primary schools of the Pune Municipal Corporation and the causes of drop-outs.

Objectives: (i) To review the progress of the primary schools of the Pune Municipal Corporation, (ii) to study the various problems of the primary schools of the Pune Municipal Corporation, (iii) to make a comprehensive study of the problem of drop-outs, and (iv) to suggest measures for resolving the problems and minimising drop-outs.

Methodology: From one administrative division of the total seven divisions of the Pune Municipal Corporation primary schools, only three schools—one boys', one girls' and one Urdu medium—were selected in a random and stratified way for studying drop-outs between 1983-84 to 1989-90 from Yerwada Division. Each of the three schools together had 332 drop-outs (113 boys, 145 girls, 74 Urdu) and of these 33 were selected for intensive study.

Interview schedules for drop-outs, their parents, teachers and heads of schools/centres incharges were used as tools. The collected data were treated with percentages.

Major Findings: (1) All the teachers in the selected three schools were trained and qualified

but there was inadequate equipment/aids, unsatisfactory seating arrangements, and want of drinking water. (2) Of the total 332 drop-outs, 32%, 15%, 12% and 8% have dropped out, respectively, from Standards I, II, III and IV — in all 225 (68.6%). (3) Of the 33 drop-outs, 40% were BC and the rest non-BC. The Muslims were 55%. (4) The majority (55%) of parents were illiterate and only 48% had education up to Standard IV. (5) Eighteen per cent of parents were daily bread-earners and hence did not bother about the education of their wards. (6) Twenty-three of the 33 families were large in size and were below poverty line. (7) Parents had no time to attend to their wards and watch their progress. (8) The majority of students (over 70%) had no books, exercise books, slates, pencils and uniforms. (9) Over 70% students did not get the time to study as they were required to do household chores. (10) Most of the friends of the drop-outs worked outside, or at home looking after siblings and hence the drop-outs also felt like copying them. (11) Most of drop-outs came from hutments and hence were found to be addicted to tobacco, TV, and video watching. (12) Most of the parents wanted their wards to work and earn rather than learn. [AVG 1022].

Chhabra, Prem. 1992. **Impact of the programme of moral education on non-scholastic aspects of the primary school learning behaviour.** Ph.D. Edu., *Vikram Univ.*

Problem: The study aims at developing instructional materials based upon work experience components for primary school children and at studying their impact on non-scholastic aspects of learners' behaviour such as moral judgment, moral preferences and number of moral problems faced by the learners.

Objectives: (i) To compare the moral educational programme with the traditional teaching approach, (ii) to study the effectiveness of the treatment on moral judgment ability, moral preference as co-variates, (iii) to study the influence of the treatment on the gender of the pupils, size of the family, parental qualifications on moral judgment of the children, and (iv) to study the problems faced by the students regarding moral judgment.

Methodology: The sample comprised 305 Class IV Children (77 male, 75 female in the experimental group; and 76 male, 77 female in the control group) from six schools of Ujjain were selected randomly for the purpose of experimentation. The tools used included Moral Judgement Test of the investigator, Problem Check-list by Ross L. Mooney and L.V. Sordon — Indian Adapted Version, Achievement Test of the investigator and Moral Situation Test also of the investigator.

Major Findings: (1) There was no significant influence of treatment (MEP) on the moral judgement and moral preference abilities of boys and girls. (2) Children coming from small and large family sizes differed significantly in respect of their discrimination and overall moral judgement ability. (3) Children of working and non-working mothers did not differ significantly on moral judgement abilities. (4) There was no significant difference in the overall moral judgement ability of the students irrespective of their mothers' qualification. (5) Fathers' qualification significantly influenced the moral decision and analogy ability of the students. (6) Students who had high moral judgement ability had more moral problems as compared to those who had a low level of moral judgement ability. (7) Size of the family, qualification of both parents and employment status of the mothers were found to be the determinants in respect of moral problems faced by the students. [DS 0694].

Das, Ajit K. 1988. **Modernisation themes in primary textbooks.** *Indian Educational Review*, Vol. 23(3), 1-17.

Problem: The present study is undertaken to determine the extent to which the new school textbooks prepared by the National Council of Educational Research and Training (NCERT) incorporate the objective of modernisation. The objective of modernisation was selected because of its comprehensive nature. It is assumed to include many of the national objectives, such as increased productivity, social and national integration, etc. The study was initially designed to cover textbooks in three areas, namely general science or environmental studies, social studies and Hindi, for Classes III and VIII. However, due to non-availability of all the books on time, the project had to be limited to fewer books in each subject area pre-selected for the study.

Objectives: (i) To study the relative incidence of different modernisation themes within each subject area, (ii) to study whether the subject areas differ significantly in terms of the distribution of modernisation themes in them, (iii) to study whether the textbooks for different class levels differ significantly in terms of the number and complexity of modernisation themes, and (iv) to study to what extent have the new textbooks implemented the recommendation made by the Education Commission (1964-66) for curricular reform.

Methodology: The principal method of investigation was content analysis. The categories used in the analysis of data were adapted from Gunnar Myrdal's work on the value premises underlying modernisation. These categories are: (a) Rationality, (b) Development and Planning for Development, (c) Rise in Productivity, (d) Rise in Levels of Living, (e) Social and Economic Equalisation, (f) Improved Institutions and Attitudes, (g) National Consolidation, (h) National Independence, (i) Political Democracy in a Narrow Sense, (j) Democracy at the Grassroots, and (k) Social Discipline vs Democratic Planning. The researcher used chi-square in the treatment of the data.

Major Findings: (1) The distribution of themes in different categories within subject areas as well as across subject areas was quite skewed. Across subjects, 74% of the themes fell into three categories: Rationality, Application of Modern Technology to Increase Productivity, and Modern Attitudes. The remaining 26% themes were distributed over the other categories, none of which accounted for more than five per cent of the themes. There was one blank category (Political Democracy). These differences were statistically significant. (2) In general science, over 90% of the themes were distributed under two categories, Scientific Outlook and Application of Modern Technology to Increase Productivity. The remaining themes fell under four additional categories: Opinion should be Based on Facts, Modern Attitudes, Creating a National Community and Development and Planning for Development, with the last two or three having less than 50% themes. These differences in the frequencies of themes in different categories, were statistically significant. (3) The environmental studies distribution was quite similar to the general science distribution, except that it had somewhat fewer themes (about 10% less) in Rationality and a large number (more than 10%) in the category Opinion should be Based on Facts. These differences were statistically significant. (4) The social studies distribution revealed that modernisation themes were somewhat more widely distributed. The largest number of themes (40%) fell in the category of Modern Attitudes. The next highest concentration of themes (19.16%) fell in the category Application of Modern Technology to Increase Productivity. A sizable proportion (17%) fell in the category Scientific Outlook. These differences were statistically significant. (5) The distribution of modernisation themes in Hindi Readers was somewhat similar to the social studies distribution. The highest percentage (44%) of themes fell in the category Modern Attitudes. The next highest percentage (24%) fell in the category Scientific Outlook. The differences were statistically significant. (6) All three comparisons

between subject areas in terms of the distribution of modernisation themes yielded statistically significant differences between the three distributions. [SKB 1404]

Devi, C.B. 1991. **An investigation into the relationship between language ability, ordinal position, habitation and parental income among deprived primary school students.** Ph.D., Psy., *Patna Univ.*,

Problem: This study seeks to investigate the relationship among language ability, ordinal position, habitation and parental income among primary school children of deprived families.

Objectives: (i) To identify the relationship between language ability and ordinal position, (ii) to identify the relationship between language ability and habitation, and (iii) to identify the relationship between language ability and parental income.

Methodology: The sample consisted of 203 students studying in Class VIII in 11 randomly selected schools located in the district of Patna (Bihar). A language ability test was developed by the investigator. Analysis of variance and 't' test were used for analysis of data.

Major Findings: (1) The ordinal position affected the language ability of the children among the deprived families. (2) Habitation (rural-urban) did not affect language ability. (3) Parental income played a significant role in language development. [KCP 0519]

Gandhi, N. 1991. **A study of the sexist bias in primary school textbooks.** Ph.D., Edu. *Alagappa Univ.*

Problem: The study investigates the sexist bias in primary school textbooks.

Objectives: (i) To identify whether there is any sex bias in the mathematics textbook, (ii) to identify whether there is any sex bias in the primary school environmental sciences textbook, (iii) to identify whether there is any sex bias in primary school environmental social studies textbooks, (iv) to identify whether there is any sex bias in the primary school community living and fine arts textbooks, (v) to know whether there is any significant difference between male and female-centred content-occupation in the primary school mathematics textbook, (vi) to know whether there is any significant difference between male and female-centred concent-occupation in the primary school environmental science textbook, (vii) to know whether there is any significant difference between male and female-centred content-occupation in the primary school environmental social studies textbooks, (viii) to know whether there is any significant difference between male and female-centred content-occupation in primary school life education and fine arts textbooks, (ix) to suggest solutions, if any, to eliminate the sex bias in the primary school subject textbooks, (x) to identify whether there is any sexist bias in primary school subjects textbooks, viz. mathematics environmental sciences, environmental social studies and life education and fine arts taken together, and (xi) to know whether there is any significant difference between male and female-centred content- occupations in primary school subjects textbooks taken together.

Methodology: The content-analysis technique was used to analyse the content of textbooks at primary level. These textbooks were the sample documents for this research. The exercise, prose lessons, occupations, pictorial illustrations, etc. were analysed.

Section A of the questionnaire contained the lesson number, page number, number of pictures (male and female) with or without sexist bias. Section B gave the consolidated male and female-centred figures, lessons, occupations, male authorship, female authorship, concept of methodology, if any, in addition to the content and picture of the wrapper of the textbooks.

The data collected were in the form of frequencies for all male and female-centred prose lessons, poems, pictures, authorship. All these frequencies were tallied and converted into percentages for the purpose of comparison and interpretation.

Major Findings: (1) There was a significant difference between male-centred and female-centred lessons, pictures and occupations in the primary school textbooks. (2) There was no significant difference between the distribution of male- and female-centred poems in the primary school Hindi textbooks. (3) There was significant difference between the distribution of male and female-centred poems in the primary school English textbooks. (4) There was no significant difference between the distribution of male and female-centred lessons and pictures in the primary school English textbooks. (5) There was significant difference between the distribution of male-centred and female-centred pictures in the primary school mathematics textbooks. (6) There was no significant difference between the distribution of male-centered and female-centred occupations in the primary school mathematics textbooks. (7) There was no distribution of female-centred exercises in the primary school mathematics textbooks. (8) There was significant difference between the distribution of male-centred and female-centred lessons, and pictures in the primary school environmental science textbooks. (9) There was no significant difference between the distribution of male-centred and female-centred occupations in the primary school environmental science textbooks. (10) There was no significant difference between the distribution of male- and female-centred lessons in the primary school environmental social studies. (11) There was significant difference between the distribution of male- and female-centred pictures and occupations in the primary school environmental social studies textbooks. [SM 1772]

Gonsalves, F. 1989. **A critical study of the job satisfaction of the primary teachers.** Ph.D., Edu. *Shreemati Nathibai Damodar Thackersey Women's Univ.*

Problem: The present study attempts to critically analyse the job satisfaction of the primary teachers.

Objectives: (i) To study and compare the job satisfaction of the teachers belonging to Zilla Parishad and private schools, and (ii) to compare the job satisfaction of male and female teachers.

Methodology: The sample comprised 793 teachers from 137 schools of Vasai Taluka. The data were collected through official records of the school, and a tool specially constructed to measure the job satisfaction of the teachers. The data were analysed by using statistical techniques such as percentage, and critical ratio.

Major Findings: (1) The percentage of teachers who were satisfied with their job was less than 50% with respect to all types of teachers. (2) The teachers were dissatisfied with their job because of their transfer to remote places, and the other tasks which were assigned to them such as family planning, preparation of electoral rolls, surveys, etc. (3) The teachers were found to be genuinely interested in teaching but reference books, audio-visual aids, etc. were not available in the school. (4) The teachers were quite satisfied with respect to the Education Policy, the teacher-administrator relationship, teachers' ethical values, time with them, and teachers' service conditions. [AGB 0025]

Govinda, R. and Varghese, N.V. 1991. **The quality of basic education services in India: A case study of the primary schooling in Madhya Pradesh.** Independent study, *National Institute of Educational Planning and Administration.*

Problem: The basic purpose of the study was to analyse and understand the quality of primary education in India with specific reference to the varying socio-economic developmental contexts in which the primary education institutions are functioning.

Objectives: (i) To assess the status of the primary schools in terms of facilities provided and the local environment in which they function, (ii) to make a comparative analysis of the quality of the primary schools functioning in varying conditions ranging from a highly urbanised locality to a very underprivileged rural locality, (iii) to measure the outcome of schooling in terms of achievement, level of learners (Grades IV and V) with specific literacy and numeracy skills, and (iv) to correlate student achievement with inputs and processes so as to identify factors determining the quality of education.

Methodology: The sample comprised five specific locations representing five different positions in a continuum (a highly underprivileged rural locality at one end and a well-developed urban zone at the other end) were selected. Each locality (one semi-urban, three rural and one with a predominantly tribal population) consisted of a cluster of villages or a small part of a city or a town and had at least ten to twelve schools (government as well as private management) located in it. The total number of schools, teachers and learners covered was 59, 111 and 2,159, respectively.

School Questionnaire, Headmaster Questionnaire, Teacher Questionnaire, Learner Questionnaire, Parent Questionnaire, School Based Process Observations Schedule, Classroom Observation Schedule, Achievement Tests prepared for testing pupils' achievement in mathematics and language were administered to the students studying in Grades IV and V.

A pilot study was also conducted. The actual data collection was organised in three phases. During the first phase, the data were collected mainly from secondary sources for the preparation of Area Profiles. In the second phase, data were collected using various questionnaires and interview schedules. The third phase of data collection involved the administration of achievement tests.

Profiles of each locality were prepared. The analysis of learner achievement in the study centred mainly around three dimensions: (i) inter-locality variations in the mean achievement scores of the learners, (ii) inter-school variations in the mean achievement scores of the learners, and (iii) correlates of learner achievements. A multivariate analysis to identify the significant variables influencing learners' achievement in different localities was also carried out.

Major Findings: (1) The level of infrastructure facilities provided in the schools played an important role in improving the teaching-learning environment and, consequently, learner achievement levels and overall school quality. (2) Learner achievement was highly correlated with the time spent on teaching-learning activities. (3) The absence of an effective internal mechanism of monitoring was an important factor. (4) The performance of learners taught by generalist teachers teaching all the subjects was lower and inferior to that of learners taught by specialised teachers. (5) A trained teacher made considerable difference in terms of teaching style and classroom management. (6) The performance of schools with one teacher per grade tended to be better than that of schools involving multigrade teaching. (7) Better physical facilities, specially in terms of teaching aids and equipment, were found desirable for good results. Equally important was the training to use these equipment and teaching aids. (8) Homework was a significant factor related to school quality. In private schools children maintained home-work and class work notebooks separately. (9) Possession of textbooks by all was an important correlate of achievement. (10) The following practices were positively related with

achievement: explaining new concepts with frequent use of blackboard, motivating the students to participate in the classroom transaction by asking questions, regularity in classwork in order to provide practice to learners, regularity in giving and correcting homework, and revising the previous lesson before proceeding further. [NS 1040].

Grover, I. 1988. **Enrolment and retention trends in primary education in a rural community in Haryana: A longitudinal perspective.** *Indian Educational Review*, Vol. 23(4): 129-134.

Problem: The study is an attempt towards estimating the enrolment and retention profiles of pupils along with the schooling facilities available in a rural community. It is a longitudinal, micro-level study.

Objective: To study the enrolment and retention trends in primary education in a rural community in Haryana.

Methodology: The study was confined to Dhiranwas Village, Haryana. The village government primary school provided the basic data. Enrolment and retention data were collected from the village government primary school records and the Office of the Block Development Officer. The collected data were treated with frequencies and percentages.

Major Findings: (1) The history of the school revealed that initially, in 1954-55, the classes were held in the Panchayat Ghar, as there was no school building. (2) The school was barely provided with any teaching aids, furniture, stationery items, sports equipment, books, play facilities, etc. (3) Classes were generally held in the lawns beneath the trees in summer or in the sun during winter. There were no mobile boards either. (4) When the school started in 1954-55, it was a single teacher (male) school, however, the teaching strength increased to two, three and four teachers during 1961, 1978 and 1983, respectively. (5) The discrepancies in enrolment occurred on the basis of caste and sex. Girls comprised 77%, and boys 75%. (6) The schooling facilities improved and female teachers were recruited, and the enrolment of girls also increased. (7) Although enrolment did not increase in a linear manner each year, the general trend tended to increase during each decade and appeared to be more stable at the later stage. (8) The number of children who passed the Class V examination each year ranged from 3 to 5 during the 1950s, 3 to 9 during the 1960s, 7 to 14 during the 1970s and 15 to 21 in the 1980s. It further got stabilised. (9) The drop-out rate from 1954-55 to 1984-85 was estimated at 52%. The pass percentage over the years ranged from 71% to 100%. The percentage break-up on the basis of sex and caste showed that 63% of the students who completed primary school were Jat boys, 22% were non-Jat boys; 12% and 3% were girls from Jat and non-Jat households, respectively. Thus, the percentage of girls completing primary education was small, especially those belonging to the non-Jat households. [CGVM 1424].

Gupta, J.K. and Srivastava, A.B.L. 1989. **A sample study of stagnation and drop-out at primary stage in the educationally backward states.** Independent study. *National Council of Educational Research and Training.*

Problem: The present study is taken up to estimate the extent of educational wastage in terms of stagnation and drop-out in nine educationally backward states, namely, Andhra Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. The available data indicates that a large number of children in the age-group 6 to below 11 years in these states either did not enrol in school or if they did, they got out from it soon after getting enrolled.

Objective: To estimate the overall wastage rates in terms of stagnation (repeater) and drop-out rates separately for boys and girls and for rural and urban areas and for children belonging

to Scheduled Castes and Scheduled Tribes categories.

Methodology: A two-stage sampling scheme was adopted for selecting the schools, separately, from the rural and the urban areas of each state. The first stage of the primary sampling units (PSU) were selected by using probability-proportional-to-size (PPS) sampling with replacement, whereas the simple random sampling without replacement (SRSWOR) scheme was applied for picking up the second stage sampling units (SSU) from the selected PSUs. Blocks in rural areas and towns in urban areas were considered as the PSUs while schools with primary sections formed the SSUs.

A questionnaire was used to collect the relevant data from the selected schools. The reconstructed Cohort Method was used for estimating stagnation and drop-out rates. In this method, a group of pupils entering Class I is followed in terms of their getting promoted from one class to the next, repeating a class or dropping out of school, without actually keeping track of the cohort from year to year, till they complete the cycle or drop out in between. The cohort is reconstructed by assuming 1,000 pupils instead of actual enrolment in Class I in the first year.

Major Findings: (1) The overall drop-out rate of the primary stage was more than 60% in the states of Andhra Pradesh, Bihar Jammu & Kashmir and West Bengal, whereas in Assam, Orissa, Rajasthan and Uttar Pradesh it was less than 50%, and, in the case of Madhya Pradesh, it was around 58%. The drop-out rate among SC as well as ST pupils was higher than that of pupils of all communities in all the states except in Jammu & Kashmir. (2) More than 60% of the pupils completed the cycle without repeating in Jammu & Kashmir, Orissa and Rajasthan, whereas in the states of Andhra Pradesh, Assam, Bihar and West Bengal only about one-third of the pupils completed it. (3) In all the states three-fourths of the total years spent in excess are attributable to drop-outs while the remaining are attributable to repeaters who have completed the cycle. [SKB 1163]

Gupta, R.K. and Gupta, D. 1992. **A study of the extent of utilisation of materials supplied under the operation blackboard scheme: A report of the first phase.** Independent study. *National Council of Educational Research and Training.*

Problem: The study examines the position of the supply of materials under the Operation Blackboard Scheme (OBS) and users' views on its likely impact on universalisation of the primary education.

Objectives: (i) To find out the percentage of the schools which had been provided with at least two all-weather rooms with a verandah and separate toilets for boys and girls, in the selected states, (ii) to ascertain the percentage of schools that had been provided with at least two teachers, one of which had to be a woman teacher as far as possible, (iii) to ascertain the position of supplies under different categories in the sample schools as per norms and specifications laid down, and (iv) to find out the views/reactions of the teachers, Block Education Officers (BEOs), and prominent community leaders about the likely impact of the implementation of the scheme on the improvement in the teaching-learning environment in primary schools.

Methodology: In the sample, 216 primary schools were drawn from two blocks each in three states, viz. Rajasthan, Gujarat and Tamil Nadu. The sample was drawn using the random sampling method. The population served covered all states/UTs, all districts covered in the first phase of the OB Scheme in three selected states, all blocks covered under the first phase of OB Scheme in the selected districts, and all primary schools covered under OB Scheme in the first phase in the selected blocks. The tools used included, proforma, and

interview schedules. The collected data were treated with percentages and their comparisons.

Major Findings: (1) Eighty-three point eight per cent of the 216 schools had two all-weather rooms and 55.6% had verandahs, while only 9.7% schools had toilet facilities. (2) Forty-six point two per cent schools had at least two teachers, and 42% had more than two teachers, 20.4% of the two-teacher schools had a woman teacher while 42.0% schools with more than two teachers had at least one woman teacher. (3) The position regarding the supply of items to schools was as follows: syllabi (56%), textbooks (85.2%), teachers' manuals (62.5%), world maps, maps of India, state maps and district maps (95.8%, 5.8%, 90.3% and 8%, respectively), globes (66.7%), charts (75.0%), blocks (88.3%), strips (28.2%), tiles (26.9%); jigsaw puzzles (83.3%), toys (60.0%), Primary Science Kits (92.6%), Mathematics Kits (99.5%), library books (nearly all); Mini tool kits (99.1%), magazines and newspapers (0%), musical instruments (a majority), classroom furniture (33.8%-91.7%), and BB, etc. (83.3%-97.7%). (4) A majority of BEOs and teachers (83.3% and 61.5%) felt the need for orientation in using the materials. (5) In Rajasthan, Gujarat and Tamil Nadu, 80.6%, 43.8% and 39.5% teachers and 66.7%, 56.0% and 66.7% BEOs, respectively opined that the supply of materials would result in increasing emoluments, and retention and level of achievement of the children. (6) The maximum use of the materials would be ensured if the power of writing off damaged items is given to Headmasters, and BEOs. [DPSEE 0529].

Gyaneswar, S.S., 1992. **A study into the extent of stagnation and drop-out in the schools of Manipur.** Independent study. *Imphal: D.M. College of Education.*

Problem: The retention of pupils in one class for more than a year and the consequent dropping out of pupils from school before completing the prescribed course are the major constraints in the process of Universalisation of Elementary Education (UEE) in our country. These phenomena not only cause wastage of the resources put into education but also hamper socio-economic change and the development of the country. Before identification of the causative factors of these phenomena, the investigator gathered information on the extent of the stagnation and drop-out of the pupils in the schools so that up-to-date information may be available.

Objectives: (i) To estimate the overall rate of wastage in terms of stagnation and drop-out in different classes, among the boys and girls, among the children belonging to Scheduled Castes and Scheduled Tribes, and (ii) to compare the wastage rates in urban and rural areas.

Methodology: A sample of 50 schools (27 schools from urban areas and 23 schools from rural areas) was drawn from a district of Manipur, namely, Bishenpur in Manipur Valley, by using a simple random sampling technique.

The tools used included Headmaster's Inventory of Pupil's Drop-out, and Interview Schedule. The data was collected in two phases. For analysis of data the indicators determined were: wastage and stagnation by the Cohort Method; rate of repeaters; and rate of drop-outs. The data analysed pertains to the years 1980-85. The overall rate of drop-out and stagnation was determined by the Cohort Method, with 1980-81 as the base year.

Major Findings: (1) The rate of wastage and stagnation amongst pupils in rural schools was higher than that amongst urban schools. As against 24.8% in urban schools, it was 47.3% in rural schools. (2) The rates of wastage and stagnation amongst boys, girls and Scheduled Tribes in rural schools were 40.9%, 55.2% and 92.8%. They were higher than those in urban schools, viz. 25.6%, 21.8% and 75.0%, respectively. (3) On comparing the same statistics for Scheduled Tribes and Scheduled Castes, the rate was higher amongst Scheduled Castes (100% and 92.8%). (4) For every 100 children enrolled in Class I, only 69% reached Class V during 1984-85, and for boys and girls these figures were 72.4% and 68.8%, respectively. (5) The rate of

repetition was generally higher in the upper classes. In 1980-81, the base year Class I, it was 0.97%, while in the consequent three upper Classes II, III and IV, the repeaters' percentage rose to 3.67%, 6.75% and 6.48%, respectively. The rate of repetition was greater in rural schools than that in the urban schools. (6) As regards Scheduled Tribe pupils, the rate of repetition in the upper classes in urban schools was higher than that in rural schools. [SKB 1212]

Hassan, Arif. 1992. **Textbooks with primary grade children.** Independent study. *Patna: A.N. Sinha Institute of Social Studies.*

Problem: The study focuses on issues related to availability of quality and malpractices in the sale/distribution of the primary stage textbooks in the districts under the Bihar Education Project.

Objectives: (i) To examine the inter-district, rural-urban differences in the availability situation of textbooks for primary grade children, and to analyse the reasons of their non-availability, (ii) to assess the parents' and teachers' views on different aspects of the textbooks, and (iii) to study the planning and management issues related to textbook distribution and production in the state of Bihar.

Methodology: The study was conducted in four districts of Bihar, i.e. Ranchi, West Champaran, Sitamarhi and Rohtas. From each district, first a sample of five blocks (three rural and two urban) was selected and then approximately 10% primary/middle schools from each block were randomly selected for the study. Thus, 198 schools were surveyed. Altogether, 570 teachers, 287 guardians of the children, and booksellers, distributors and some officials of the Bihar State Textbook Publishing Corporation (BTC) located at Patna were interviewed for this purpose.

Major Findings: (1) The physical facilities in the schools, particularly in rural areas were inadequate. However, in terms of teaching strength, the condition of schools was fairly good. (2) In respect of enrolment and attendance of the children, Ranchi District occupied the first position. In the case of the rest of the three districts, the attendance figures fluctuated between 30% to 40% as compared to 60% in Ranchi. (3) With regard to inter-district differences in textbook availability, Ranchi was placed in a relatively better position compared to remaining three districts under survey. (4) The sources of procurement of books by the parents were: first hand purchase from the market; second-hand purchase or purchased at reduced price, and gift/transfer from other children. A greater number of the children in rural than in urban areas used the second-hand source. (5) The parents reported unavailability of books on time and they complained that booksellers compelled them to buy 'keys' along with the textbooks. They were satisfied with different aspects of the textbooks. (6) The BTC has a monopoly in the sale of school textbooks in Bihar. [ML 0538]

Khadse, Indira B. 1992. **A comparative study of the physical, language and social development of the primary school-going children.** Ph.D., Home Sc. *Nagpur Univ.*

Problem: An attempt is made to study comparatively the physical, language and social development of the primary school children belonging to the age-group of 6-10 years from rural and urban areas.

Objectives: (i) To measure the weight, height and other physical factors to know the physical development of the children and consider the health standard of the children, (ii) to measure the language development of the children, (iii) to study the social and economic background of the families of the children, (iv) to measure the social development of the children, (v) to consider the effect of factors like sex, community, economic status, education of parents, number of children, order of birth and

family system on the physical, economic and social development of the children, and (vi) to offer suggestions for child development.

Methodology: The descriptive comparative survey method was used for the study. In the sample, four schools from Wardha and five schools from rural areas in Wardha District were selected by the lottery method. A total of 500 students from urban and rural areas (250 from each) were included in the sample, selected by the random sampling method. The children were of the 6-10 age-group. The tools used included General Information Questionnaire, Physical Development Measurement Test, Linguistic Development Measurement Test, and Social Maturity Measurement Test for Standards I to IV. Percentages were calculated to compare the different variables under study with regard to boys and girls from rural and urban schools.

Major Findings: (1) As regards the background of the children, 79.2% families were nuclear families, whereas 20.8% were joint families. (2) The educational status of the mothers was lower than that of the fathers. (3) The economic status of urban families was higher than that of rural families. (4) The height of the children was related to the economic status of the family. (5) The weight of the children was related to the social status of the family. (6) The extent of accidents among boys was more as compared to girls. (7) There were more ailments in urban areas than in rural areas. (8) Language development was better in the higher economic status families. (9) Language development was better in joint families than in nucleus families. (10) Social development was better among rural girls than rural boys. However, development in the social aspect was equally good among boys and girls in urban areas. [GPK 1590].

Mishra, A. 1989. **A study of the teacher education programme at the primary level.** Ph.D., Edu. *Utkal Univ.*

Problem: The investigation centres around studying the problems of the teacher education programme at the primary level.

Objectives: (i) To study the development of the teacher education programme in Orissa, (ii) to study the objectives of the primary teacher education programme, (iii) to study the curriculum of the primary teacher education programme of Orissa, (iv) to study the primary level teacher education institutions of Orissa, (v) to study the implementation of the primary level teacher education programme in Orissa, and (vi) to suggest measures for the improvement of the primary level teacher education programme in Orissa.

Methodology: All the 70 secondary training schools of the state formed the sample. Two questionnaires were prepared by the researcher and were used for the study. Qualitative and percentage analyses were used to treat the data.

Major Findings: (1) The professional training of the teachers in Orissa started in 1864 with the opening of the Cuttack Normal Class. In 1869, the first normal school was opened at Cuttack, which was later converted to a first grade school. By 1882 Orissa had six teacher training institutions. The number of ST schools was two in 1951, seven in 1961, 23 in 1966, and 70 in 1983 out of which 16 were for women only. There were three Elementary Training (ET) Schools in 1989. A B.T. School was opened at Bari in 1939 and at Angul in 1947. Gradually B.T. Schools were opened in many places but such schools were converted to ST Schools in 1969. (2) The aims and objectives of the teacher education programme have not been specified in the curriculum; on the other hand, the objectives of the different content areas have been specified. The curriculum did not suggest learning experiences for the realisation of the proposed objectives. (3) There were 70 ST Schools and three Elementary Training (ET) Schools in Orissa. The ST Schools admitted H.S.C. pass candidates and the ET Schools

admitted Middle School passed candidates. A large percentage of the ST Schools did not have the required physical facilities. There were no fixed criteria for the selection and posting of the teachers in the ST Schools. (4) The majority of the ST Schools reported that the syllabus was heavy. Heavy workload, lack of expertise, inadequacy of equipment, non-availability of adequate number of books and paucity of funds were some of the problems faced by the ST Schools in implementing the syllabus adequately. (5) All the ST Schools for more in-service training in all the areas of syllabus and suggested the inclusion of Pre-school Education, Elementary Education and Non Formal Education in the syllabus. Further many ST Schools, reported that due to non-availability of required number of practising schools and lack of cooperation by schools for practicals, organisation of practice teaching were not effective. (6) UNICEF projects were implemented with ST Schools as field level implementing agencies. Many ST Schools lacked necessary resources to implement these projects. [KCP 0423]

Mishra, A. 1992. **A study of the development of girls' education at the primary stage in Orissa from Independence to 1977.** M.Phil., Edu. *Cuttack: Ravenshaw College.*

Problem: The study focuses its attention on the development of girls' education at the primary stage in Orissa from Independence to 1977.

Objectives: (i) To trace the origin and evolution of girls' education in India, (ii) to trace the pre-Independence and post-Independence efforts in the direction of girls' education in the present context in India, (iii) to trace the quantitative as well as qualitative expansion of girls' education in Orissa from 1947 to 1977, (iv) to trace the progress of primary education in Orissa after Independence, (v) to study the problems and constraints in the field of girls' education in Orissa, and (vi) to develop remedial measures for the progress of girls' education.

Methodology: The source method was followed in this study. Published documents, departmental files, reports of the Government of India and the Government of Orissa, and various journals, magazines, books, etc. were examined.

Major Findings: (1) There was a steady growth in the number of girls' schools from 1947 to 1965. But from 1965-66 to 1977-78 the total number of girls' schools decreased slowly. Though there was an increase in the number of girls' schools up to 1965, and then a decrease up to 1977, there was a constant and steady increase in the total number of the primary schools from 1947 to 1977. Against this increase, there was a constant decrease in the percentage of girls' schools. The percentage of girls' schools was 2.801% in 1947 which decreased to 0.607% in the year 1977. (2) The highest enrolment of girls in the Cuttack district was during 1977-78, and the lowest enrolment was in the district of Phulbani. (3) There was a remarkable increase in the number of women teachers from 1955 to 1965. Though there was a further increase in the number of the teachers up to 1977, the percentage of increase was not high. [KCP 0476].

Mishra, N. 1989. **Development of a programme of the primary education for Orissa with special reference to the coastal districts i.e. Puri, Cuttack and Balasore.** Ph.D., Edu. *Utkal Univ.*

Problem: The problem is to develop a programme of the primary education for Orissa with special reference to the coastal districts, i.e. Puri, Cuttack and Balasore.

Objective: To suggest ways and means to improve the following dimensions of the primary education which include: structure and other

related problems of the primary education, formulation of aims and objectives of the primary education in the present context, development of a suitable syllabus and other teaching components of the primary education; co-curricular programme for primary schools; provision of education for the weak and the gifted students at the primary level, introduction and concept of work experience at the primary stage, methods of teaching in primary schools, discipline in primary schools, primary school library, wastage and stagnation in primary education, examination at primary level, primary school teachers' training, primary school teachers' recruitment and promotion, and school and society.

Methodology: The sample consisted of professors, principals, readers, director, deputy director and assistant directors of education, district inspectors of schools, lecturers, headmasters of training schools, deputy inspectors of schools, senior teachers of secondary schools, interested public and social workers, high school teachers, sub-inspectors of the schools, parents of school children, members of school managing committees, members of school advisory committees, middle school teachers of both aided and government managed schools, teachers of upper primary and lower primary schools and student-teachers of the teachers' training colleges. The age range of respondents varied from 21 to 68 years. Similarly, their educational qualifications varied from middle school pass to post-graduate with specialised knowledge in the field.

Major Findings: (1) A majority of respondents favoured the introduction of eight years of the primary schooling, so that students could equip themselves with the necessary knowledge and skills to face the future. (2) Better socialisation, development of inner potentialities, development of scientific attitude, development of moral and aesthetic sense and development of a cultured life suiting local needs were suggested as the main aims of the primary education. (3) In-service training, provision of suitable aids and equipment, different incentives to encourage the teachers to adopt suitable methods of teaching, the right type of practical examination, and internal assessment and mid-term evaluation during training and post-training period were some of the steps suggested by respondents to improve the methods of teaching. (4) Positive incentives should be provided to improve discipline. Parent-teacher associations should be activated to maintain discipline of the school. (5) Primary schools should have a library which contains books like biographies of great personalities and freedom fighters, books of funny stories, humorous books having good morals, folk tales of different lands, stories of animals and birds, course books, etc. (6) There should be a common central examination in Classes III, IV and VII to improve the standard of the students. (7) To check wastage and stagnation at the primary level, adequate financial help in the shape of cash or kind should be given to the needy students. (8) Better qualified and trained primary teachers should be appointed. To improve teacher training the syllabus should be re-designed with greater emphasis on skill-oriented education. (9) Teachers should be selected by a small committee consisting of educationists, teachers, administrative officers, etc. Regarding promotion and other facilities, primary school teachers should be promoted as headmasters, assistant SIS of schools, sub-inspectors of schools, teacher educators of training institutes, etc. (10) For better social relations, all developmental programmes operating in the village should be carried under the supervision and with the cooperation of the school. [KCP 0456]

Mohanty, K.C. 1991. **An investigation into the efficiency of the system of supervision in relation to the programme of Universalisation of Elementary Education.** Ph.D., Edu. *Utkal Univ.*

Problem: The study centres upon the problem of the efficiency of the system of supervision in relation to the Programme of Universalisation of Elementary Education (UEE).

Objectives: (i) To study the present condition of the educational supervisory services in the state with reference to those in India and in some of the Western countries, (ii) to examine the scope of effective supervision by the supervisors in the field of UEE in Orissa, (iii) to ascertain the various factors involved in the process of supervision, (iv) to examine the common nature of supervision of elementary schools, (v) to examine the scope and facilities given to effective supervisory work in the state in relation to UEE, (vi) to find out the extent of real supervision work by the supervisory officers, (vii) to get the suggestions of the supervising officers at the elementary level in connection with UEE, (viii) to identify the deficiencies in the present supervisory system in relation to UEE, and (ix) to analyse the suggestions of the higher education officers and educationists for making the supervisory system effective enough to gear up the process of UEE.

Methodology: Administrative/supervising officers, higher officers and educationists srved as the sample. The tools used included questionnaires and interview schedules. The collected data were treated with percentages.

Major Findings: (1) Supervisors were more engaged in para and non-academic work. (2) Their number was insufficient. (3) They were put in a common cadre along with T.G. teachers. (4) Being under the control of the BDO, they were engaged more in non-academic work. (5) Even though SIS are taken as extension officers they were not provided with normal TA and other facilities. (6) There was political interference in the administration of the elementary schools. (7) The DI of schools had less control than required over the supervisors. [KCP 0400].

Mohapatra, B. 1988. **A study of the development of the primary education in the Orissa Division of the Bengal Presidency from 1803 to 1903.** Ph.D., Edu. *Utkal Univ.*

Problem: The study centres around the development of the primary education in the Orissa Division of the Bengal Presidency from AD1803 to AD1903.

Objectives: (i) To delineate the state of the indigenous educational system and its gradual decay during the 19th century, (ii) to trace the growth and development of primary education during the period under study, (iii) to document the quantitative growth of the primary education during the period, (iv) to indicate the changes in the curriculum, (v) to indicate the changes in educational administration, and (vi) to briefly indicate the role of persons in shaping the primary education.

Methodology: The source method was used. Official records, reports of various committees and commissions, administrative reports, statistical accounts, gazettes, rules and regulations, dispatches, notes and memoranda were the primary sources. Books on history, educational history and allied topics were the secondary sources.

Major Findings: (1) A brief background of the Orissa Division and its people during the 19th century was provided as the backdrop. The coming of the British ushered in urbanisation, reformation in social life, the development of modern literature and the publication of printed books, magazines and newspapers. (2) Adam's survey of indigenous education indicated the existence of a large network of indigenous schools. (3) English education was introduced in 1835, and the missionaries were the pioneers in the field. Initially, the people resisted this education, but later accepted it because it was a passport for all governmental jobs. Hardinge established village schools. However, anglo-vernacular schools were more

popular. (4) The Starleys' Dispatch (1859) reaffirmed the need for improvement of English and vernacular education. Woodrow introduced the circle system to improve the schools and the grant-in-aid system. Teachers acted as agents of social change and community development for the first time. The healthy practice of periodical review of educational progress during the rule of the East India Company was neglected during the administration of India by the Crown. (5) The Hunter Commission felt that Orissa had lagged behind in the field of education. The Vernacular Scheme of 1901 prescribed an approach based on the need and availability of resources of the local areas. The Inspectorate developed during this period. The vernacular system of education of 1901 bade good-bye to the grant-in-aid system, and a dynamic primary education was introduced. [KCP 0412]

Muralidharan, R. and Saini, R. 1991. **Child-to-child approach.** Independent study. *National Council of Educational Research and Training and Municipal Corporation of Delhi.*

Problem: Child-to-child approach as a source for imparting ideas related to aspects of physical (health, nutrition and hygiene) and social development is the concern of the study.

Objectives: (i) To improve the levels of health, nutrition and development of school-going children through child-to-child activities, (ii) to make learning a relevant, meaningful and enjoyable experience for children, (iii) to enable school-going children to make qualitative improvements in the life of their younger sisters/ brothers, their parents and their neighbours, thus applying facts learnt in school to daily life, and (iv) to improve the school and the neighbourhood environment through organised activities.

Methodology: The target group in the child-to-child programme was the children of Classes IV and V of MCD primary schools. Initially the programme was implemented in 32 Municipal Corporation primary schools of Delhi. These schools are spread all over the city and mainly cater to the disadvantaged sections of the society.

The programme involved the entire hierarchy of the MCD educational staff, ranging from school attendants to education officer. At its grassroots level, it involved the class teachers of Grades IV and V, who played the pivotal role in passing the desired child-to-child messages to school children.

In the child-to-child approach, the basic tool was the 'child' himself. To impart health knowledge to older children, the technique of situational teaching was used, where the children were given knowledge about health, hygiene and nutrition during regular class hours. The older children, once trained, passed on this information to the younger children with the help of charts, posters, puppets, stories, songs, plays, poems, etc.

Activity sheets were used by the teachers. A set of 14 activity sheets was prepared by the class teachers on topics related to health, hygiene and nutrition.

After the project was successfully launched in the school, it gradually moved to the community. Various activities like organising *Bal Melas*, exhibitions, display of educational skills, plays, *prabhat-pheris* (processions) were conducted for the community by the school children and teachers. Child-to-child activities were supervised and necessary guidance was given to the teachers by the project staff, who visited the schools regularly.

Major Findings : At the end of four years, the project was evaluated by an external agency. Their major findings were; (1) Teachers gave very high scores to this programme in terms of the enthusiasm that it generated among children. Qualitative research revealed that the students "came-alive", a contrast to the dispirited, distracted child. (2) Teachers found the children

in the project schools to be taking pride in being clean, being able to take care of the younger children, showing improved attendance, etc. (3) Teachers expressed high interest in the programme but also wanted some recognition for their good work. They said that with the child-to-child teaching methods children enjoyed learning, found it more interesting and easier to understand and they learned "for ever". [DPSEE 0535]

Naik, Sipra, 1992. **Development of the primary education in Sundargarh district, Orissa with special emphasis on the role played by local leadership.** Ph.D., Edu.*North-Eastern Hill Univ.*

Problem: The study attempts to trace the development of the primary education in a tribal-dominated district of Orissa and also tries to analyse the role played by local leadership in such development.

Objectives: (i) To trace the development of the primary education in Sundargarh District in the post-Independence period, (ii) to survey a representative sample of the primary schools to find the types of facilities available, (iii) to identify and describe the role played by local leaders in the development of the primary education in their localities, and (iv) to identify and describe the problems faced by primary schools in Sundargarh District.

Methodology: A representative sample of 203 schools (about 20% of schools) representing all types of management was drawn from 17 blocks and four municipal areas into which the whole district is divided. A smaller sub-sample of 'good schools' was drawn to make a study of the role played by the local leaders in their development. The criteria used to classify schools as 'good' or 'poor' included daily attendance of pupils, percentage of trained teachers, low drop-outs, number of teachers in the school, physical facilities available, blackboard facilities, and play and playground facilities. In all, ten good schools were compared with ten poor schools from one of the sub-divisions of the district. Tools used to collect the data included a questionnaire and an interview schedule. Collected data were treated with percentages.

Major Findings: (1) There was a phenomenal increase in enrolments, in the number of schools and teachers at the primary school stage in Orissa in general, and in Sundargarh District in particular between 1951-52 and 1988-89. Special efforts made by the state through the tribal sub-plan approach as well as the introduction of various incentives seemed to have helped to expand primary education facilities in the district. (2) The average expenditure per student on primary education in Sundargarh District was Rs 154.48 as per the figures for the late 1980s. The average non-teacher cost was 1.02% of the total expenditure. (3) The development trends in primary education in Sundargarh District showed that 68% of the primary schools were set up in the post-Independence period, 52% of the total enrolment were tribal children, and 71% of schools did not have the one-teacher-one- class status. (4) The percentage of boys dropping out of the primary schools was more than girls being in access of 55% in case of boys. (5) The facilities available in primary schools were inadequate — 63% of schools did not have their own playground and games materials; 65% of them were not supplied with science kits and other teaching aids, and the incentives like free books, mid-day meals, etc. were not provided adequately. (6) The Sevashram type schools had very poor building facilities. The student hostels provided were also found to be inadequately furnished. The amount sanctioned by the government came to Rs 65 per pupil per month. (7) Leaders from areas where the 'good' schools were located showed an active, participative and positive involvement in matters connected with their local primary schools. The involvement took various forms. It was not so with the sample of leaders living near the 'poor' schools. [PPG 0175]

Nandede, G.G. 1989. **A critical study of superstitions prevalent among primary school pupils.** Independent study.*Pune: M.S. Bureau of Textbooks.*

Problem: The study aims at investigating the problem of superstition prevalent among primary school children. One of the common core areas of the National Curriculum (1986) is Inculcation of Scientific Temper among students. Therefore, it is a challenge before teachers, and parents as well, to inculcate scientific temper among students and remove blind faith from their minds.

Objectives: (i) To critically study the superstitions prevalent among primary school pupils, and (ii) to suggest measures for removal of superstitions.

Methodology: The researcher selected 10 schools for his study from Kandhar Taluka of the Nanded District (Maharashtra State). The researcher identified a list of 600 superstitions prevalent among the people and prepared a questionnaire based on them. He administered the questionnaire to four boys and four girls studying in Standard VIII. He found that they were conversant with 116 out of the 600 superstitions, and then he tried the questionaire on 160 boys and 160 girls studying in 10 selected schools. The selection was made at the rate of two boys and two girls from each class (Standards I-VIII) from each school. The researcher prepared an 11-item interview schedule and with its help interviewed 20 teachers at the rate of two teachers from each of the 10 schools included in the sample. The researcher also interviewed 20 parents and 20 elderly persons with the help of a 15-item interview schedule.

Major Findings: (1) Rural pupils were more superstitious than urban pupils. (2) Girls were more superstitious than boys. (3) Children of illiterate parents were more superstitious than those of literate parents. (4) Pupils studying in Standards III-V were more superstitious than those studying in Standards I and II or in Standards VI-VIII. (5) Children of peasants were more superstitious than those of factory workers. [Author 1806]

Packkiam, M. 1990. **A study of operation Blackboard scheme implemented in Sakkottai Panchayat Union, Pasumpon Thevar Thirumagan District.** M.Phil., Edu. *Alagappa University.*

Problem: This study intends to find out the extent of the implementation of the Operation Blackboard Scheme in Sakkottai Panchayat Union with the purpose of providing feedback to the authorities implementing the scheme to chalk out further strategies in the implementation of the scheme.

Objective: To evaluate the Operation Blackboard Scheme's implemention in the primary schools of one of the Panchayat Unions of Pasumpon Thevar Thirumagan District, the Sakkottai Union.

Methodology: Seventy-seven primary schools in Sakkottai Panchayat Union constitute the population of the study. Thirty primary schools—14 government and 16 private management—were taken up for the study on the basis of stratified random sampling technique. Data were collected from 198 primary teachers working in the 30 primary schools and from the 30 headmasters of the primary schools. The Operation Blackboard Scheme Questionnaire (OBSQ) and the Unstructured Interview, the Observation of the school campus and of the Operation Blackboard Scheme teaching sessions served as different sources of data. Percentage, Mean, SD and 't' tests were computed while treating the data.

Major Findings: (1) Eighty-three per cent of the primary schools in the Panchayat Union did not have adequate physical facilities. (2) All the primary schools had two and more than two teachers. (3) The OBS materials were utilised by the teachers in primary schools to a great extent.

(4) Teachers in government primary schools utilised the teachers' materials to a greater extent than teachers in private primary schools. (5) When compared to teachers working in government primary schools, teachers working in private management schools utilised classroom teaching materials, primary science kits, library books, classroom equipments and miscellaneous equipments to a greater extent. There was no significant difference between private primary schools and government schools in their utilisation of play-field materials, games materials, mini tool kits, mathematics kits and musical instruments. [SM 1731]

Padhan, A. 1991. **An input and output analysis of the primary education in Sambalpur district of Orissa during 1975-88.** Ph.D., Edu. *Nagpur Univ.*

Problem: The intention is to study what primary schooling is expected to produce and what it actually produces. So it is imperative to learn more about how primary schools function and what they accomplish in terms of investment and its effectiveness in education, and also the inputs and the outputs.

Objectives: (i) To examine the expenditure as an input from different sources on pupils and staff from institutional and organisational managements, and (ii) to analyse the production function of elementary education by examining the output of education compared with the inputs.

Methodology: The population comprised the elementary schools, Grades I to VIII or part of it of the Sambalpur District of Orissa. The sample consisted of 504 individuals, 72 selected purposively from each of the strata (Sub-divisional Headquarters) representing the district. Two students from every grade of each school, one from urban area and the other from a rural area, were selected randomly by using Tippets' Random Numbers resulting in 204 students finally. The researcher used three interview schedules as basic tools for collection of data from teachers, students and the labour force.

The researcher after collecting the data and analysis of it thereafter worked on the following aspects: Analysis of cost and return covering the cost of elementary education and benefits, age-schooling-earning profile, lifetime costs, adjustment for wastage and stagnation in estimating the rates of net return and internal rate of return, internal efficiency covering wastage and stagnation, costs for estimating the waste of resources, efficiency index for different terminal years during the period of study from 1975-88, and assessment of production function.

Major Findings : (1) Major expenditure came from the government and minor expenditure was incurred by the students. (2) Of the total resource cost, the societal cost consisted more as compared to students' incidental cost. (3) An average of 31% of resources were wasted due to drop-outs and stagnation. (4) None of the variables, i.e. school-cost, teachers' qualification, experience and the students' SES had a significant impact on the scholastic achievement of pupils when the effect of the remaining variables were held constant. [GPK 1690]

Pore, S.K. 1991. **A study of the time-tables of the primary schools in the Maharashtra State with reference to the educational and administrative constraints.** M.Phil., Edu. *Pune: Adarsha Comprehensive College of Education and Research.*

Problem: The role of the time-table is crucial in the administration and efficient organisation of schools of the primary and secondary level and also in educational establishments of higher levels. Yet the problems of time-tabling have not been the subject of much serious study. It is only recently that any effort at all has been made to introduce a more logical and coherent approach to the subject. Therefore, little by way

of advice and guidance exists, either in the literature or in the form of training courses. In order to review the present situation and make recommendations to solve the problem, the present study is undertaken.

Objectives: (i) To examine the importance given to the various schools subjects mentioned in the syllabus in the time-table, (ii) to study the factors related to the time-table, (iii) to examine the provision made for short recesses, long recesses and co-curricular activities, and (iv) to study the use of free periods ('off periods').

Methodology: In all, 75 schools were selected from Pune City of Maharashtra State, out of which 38 were municipal corporation schools and 37 were private management schools. Information regarding the implementation of the time-tables were collected from 75 headmasters, 375 teachers and 1,500 students. Visits to schools, interviews of headmasters, teachers and students were also conducted. The study was limited to primary standards (i.e. Standards V-VII) in Maharashtra State.

First, the criteria for examining the time-tables were fixed in consultation with some experts and experienced headmasters. Secondly, the time-tables collected from the 75 schools were examined in the light of the criteria fixed. Thirdly, with the help of a questionnaire, interviews, and visits, information regarding the present situation was collected. The data thus gathered were analysed with reference to the objectives of the study.

Major Findings: (1) Forty-five periods per week, each of 35 minutes duration, were mentioned in the syllabus. The distribution of these 45 periods would normally be eight periods per day from Monday to Friday and five periods on Saturday (or any other day convenient to the schools). This practice was followed in the municipal schools but not in the private schools where 42 periods weekly were mentioned. (2) Subjects such as the languages, mathematics and English were given prime importance in the time-table, were placed in the first half of the time-table. (3) In many schools (82%) there was no provision for short recesses. According to 68.84% teachers, it was not necessary since the school discipline was disturbed. Provision for long recesses of 30 minutes duration was made in the time-table. (4) Because of the shift system in cities many primary schools run 4 hours 45 minutes in the morning shift and 5 hours 40 minutes in the noon shift. (5) As regards co-curricular activities there was no rigidity in schools; the 'off periods' created due to the absence of the regular teachers were utilised mechanically without any planning which became 'sheer waste' from the students' point of view. [Author 1832]

Prabhakar, Sunanda P. 1989. **Performance of elementary school children with and without nursery experience.** M.Phil., Home Sc. *Sri Venkateswara Univ.*

Problem: The study aims at making a comparative study of the performance of elementary school children who attended nursery school and those who did not attend nursery school.

Objectives: (i) To compare the performance of elementary school children with and without nursery school experience, and (ii) to examine if there is any difference between boys and girls in their social and emotional abilities.

Methodology: The sample for the study consisted of 120 children of Class I; 60 of them had nursery school experience, while 60 did not have it. The sample was selected at random from six schools located in an urban area. The level of SES of the two groups was comparable. The tools used included Achievement Test, Raven's Colored Progressive Matrices, and Rating Scale. Mean, SD and 't' test were used to analyse the data.

Major Findings: (1) There was no significant difference between the mental ability scores of

the children with nursery school experience and those who did not have it. (2) There was no significant difference between the achievement of the two groups in English or mathematics. (3) But when the achievement of girls with nursery school experience and girls without nursery school experience was compared, the first group performed better both in English and mathematics. (4) Children with nursery school experience were rated significantly higher on many of 28 characteristics compared to those who did not have nursery school experience, except on the characteristics: ability to mix with others, respect for others' belongings and cooperation. (5) When boys with nursery school experience were compared with boys who did not have it, the differences were not significant in the case of characteristics: cooperation, attempt at comforting crying children and emotional control. (6) In the case of girls the differences were not significant on the characteristics : ability to mix with others, cooperation, personal cleanliness, participation in classroom activities, and emotional control. (7) Teachers felt that nursery school experience is highly desirable. [AVRR 1261]

Prasad, S. 1990. **Feedback study on implementation of the Programme of Mass Orientation for school teachers.** Independent study, *National Council of Educational Research and Training.*

Problem: The Programme of Massive Orientation for School Teachers (PMOST) was formulated by the Ministry of Human Resource Development (MHRD), Government of India for implementation of the NFE 1986 in the context of Programme of Action (POA). The task of implementation of the programme and its planning and management was entrusted to the NCERT while at the state level, the implementation was in the hands of SCERT as nodal agency.

A feedback study was undertaken in Varanasi District of Uttar Pradesh to provide a quick appraisal of the implementation of PMOST at the micro level.

Objectives: (i) To assess the impact of the PMOST on the teachers for effective transaction in the classroom, (ii) to suggest strategies and approaches to overcome the difficulties faced while implementing the activities in the classroom, and (iii) to provide feedback to the state and the NCERT to bring about necessary modification and improvement in the PMOST scheme.

Methodology: Interview schedules were administered for practising teachers belonging to primary and secondary school stages representing rural, urban, male and female sections who had undergone training under PMOST.

Major Findings: (1) The teachers trained under PMOST had acquired knowledge and become aware of the objectives of the PMOST. The awareness with regard to the major thrusts/concerns in the theoretical perspectives of the NFE, and the specific objectives of the PMOST and its implementation was reflected favourably in both elementary and secondary teachers. The awareness was more in evidence among the female teachers than in their male counterparts. (2) The teachers had rightly conceived their role as an implementor of the NFE and as a facilitator of learning, a guide and a co-partner in learning activities. The strong realisation about their commitment to perform the task expected of them was also reflected in their response. In addition to their role as a promoter, a facilitator of learning, an innovator, a guide and an evaluator, the teachers expressed their realisation of their professional, social and leadership role as a teacher. (3) The major outcome of the PMOST was considered to be related to the professional growth of the teachers and improvement in the teaching-learning strategies for improvement in quality of education and attainment of educational standards by students for their all-round

development. (4) The usefulness of instructional modules and related audio-visual support provided during the PMOST was explicitly accepted and appreciated by the teachers. However they felt that activity-based and curricular-based modules were more useful. [Author 0823]

Pyari, Anand. 1988. **Parenting as a function of caste, economic status and sex in deviant and non-deviant primary school-going children.** Ph.D., Edu. *Meerut Univ.*

Problem: The study attempts to investigate the problem of parenting in deviant and non-deviant primary school children who belong to different castes and socio-economic strata.

Objectives: (i) To make a comprehensive verification that faulty and undesirable type of parenting leads to the behavioural problem of deviance at school, (ii) to assess how far and in what way school deviance is a carry-over phenomenon of faulty parenting, (iii) to find out how family parenting of deviants and non-deviants is associated with caste, economic status and parenting sex, and what role these play in this context, (iv) to explore new vistas of research in the area, and (v) to structure parenting and faulty parenting.

Methodology: The sample of the study comprised students of Class IV and V, ranging from 8 to 12 years and studying in different schools of Agra City. The sampling procedure followed was of a multi-stage technique. The total sample so selected consisted of 1,500 students of both sexes. The tools used in the study included Primary Behaviour Deviance Scale by the researcher, Multi Dimensional Scale for Parenting by C.P. Khokhar, and N.S. Chauhan, Socio-economic Status Scale by Bhardwaj, Shama Gupta and N.S. Chauhan. The collected data were treated with mean, SD and 'F' test.

Major Findings: (1) High caste parenting was positive but Scheduled Castes parenting was negative in procuring love, encouragement and acceptance. (2) High caste parenting of low economic status families and Scheduled Castes parenting of high economic status families was positive in parenting. (3) Good economic status promoted positive fathering and demoted negative fathering while high economic status promoted negative mothering and demoted positive mothering in high caste families. (4) Mothering in families of high economic status was faulty, while in Scheduled Castes fathering was faulty. (5) Deviance as a problem in school was found to be clearly a carry-over phenomenon of faulty parenting. [SS 0899]

Raina, B.L. 1988. **Education in a village of Jammu & Kashmir.** Ph.D., Edu. *The Maharaja Sayajirao Univ. of Baroda.*

Problem: The study is meant to analyse the process of development of education in a village of Jammu & Kashmir State.

Objectives: (i) To study the involvement of the community members and the functionaries in the educational process of the village, and (ii) to study the elements of education as a process and their relevance to the local environment and the effect of education on various aspects of the people's life.

Methodology: The educational records available at different levels of education were surveyed. The functionaries and concerned people in the village, block, district, and state level were selected through the purposive sampling technique. The beneficiaries were selected through incidental sampling technique. Tools used included Information Schedules, Questionnaires, and Interview Schedules. Descriptive statistics were used to analyse the data.

Major Findings: (1) The teacher-student ratio was found to be very low in the village, and about 50% children of the 6-14 age-group were out of school. However, no enrolment drive was undertaken to bring them back either by the

teachers or administrators. (2) Schooling facilities did not affect student enrolment. Mostly students from the well-to-do families attended school. Further, the girl students' enrolment was found to be only 12%. The ill-equipped girls' schools and the attitude of the parents towards girls' education were found to be the causes for this low enrolment. (3) High drop-out was registered during the year 1970 (81% and 30.7% for high school and primary school respectively). The average rate of drop-out was 13% over the years. (4) Two adult education centres operating in the village were unutilised but the two craft centres were functioning well, thereby causing the low enrolment of girl students in the school. (5) The development programmes raised the awareness of the villagers and they have showed keen interest in the programmes and utilised them effectively. (6) Education has led to the migration of educated villagers to other parts of the state as well as outside the state.

Ralte, Lalliani. 1992. **An analytical study of primary education in Mizoram during the post-Independence period.** Ph.D., Edu. *North-Eastern Hill Univ.*

Problem: This study attempts to trace the development of the primary education in Mizoram in the post-Independence period and also analyses the quantitative and qualitative aspects of the primary education in the state.

Objectives: (i) To review the pattern of educational growth at the primary stage in Mizoram from 1947 to 1979, (ii) to examine the pattern of enrolment, teacher strength and teachers' qualifications, facilities available in the schools and the expenditure pattern at the different stages of education since 1979, (iii) to analyse the proportion of the teacher and non-teacher costs, and (iv) to analyse the achievements of the primary school children in English, mathematics and general science.

Methodology: The study was conducted on a sample of 662 primary schools constituting 62.45% of the population of schools. To analyse the achievements of the students, a sample of 546 students out of a total strength of 1,989 students were selected randomly. The tools used included Interview Schedule prepared by the investigator, questionnaire, and achievement tests in mathematics, English, and general science prepared by the investigator. The collected data were analysed using mean, standard deviation and critical ratio.

Major Findings: (1) Primary education developed in a big way during the post-Independence period. (2) The female participation rate in primary education gradually improved from a low of 50 females per 100 males in 1947-48 to 93 in 1978-79. (3) The percentage of wastage of girls (36.8) was higher than that of boys (31.3). (4) The expenditure on education as a proportion of the total Union Territory expenditure (revenue) declined from 18.2% to 15.5% between the years 1972-73 and 1985-86. (5) The allocation on primary education to the total educational outlay came down from 36% in the Fifth Plan to 12% in the Seventh Plan (1985-90). (6) The non-teacher cost per pupil was about Rs 27 in 1985 and Rs 75 in 1986-87. (7) The expansion in enrolment was not matched by a proportionate increase in teacher population. (8) Fifty-five per cent of the schools had properly maintained classrooms. The storeroom, students common room, crafts room, library room, etc. were almost non-existent in most of the schools. (9) The overall performance of a sample of candidates who had appeared in the Primary School Scholarship Examination was not satisfactory in the achievement tests in mathematics, English and general science. There was no significant difference between boys and girls regarding their performance in these subject tests. [PPG 0176]

Rawther, Shahul Hameed Y. 1989. **A comparative study of the aims of education at primary and secondary levels as perceived**

by different sections of the community. Ph.D., Edu. *Univ. of Kerala.*

Problem: The study surveys the expectations of the community from the educative process so that necessary changes can be suggested to improve the process.

Objectives: (i) To find out the aims of education as perceived by different sections of the community, at the primary level, and at the secondary level, (ii) to compare the extent of preferability of each sub-aim among different sections of the community, (iii) to find out the order of priority among the aims of education as expressed by the respondents, (iv) to compare the statewise percentage of responses of different sections of the community, (v) to ascertain whether there has any significant difference between the highest and the lowest percentage of weightages given by different sections of the community, for each sub-aim, and (vi) to suggest measures for improving the existing system of education, based on the aims of education arrived at through the study.

Methodology: One thousand three hundred and eight respondents drawn from all the revenue districts of Kerala representing different sections of the community formed the final sample. Data Blank and Check-lists for primary level, and secondary level were used for collection of data. Percentages and rank orders were calculated.

Major Findings: (1) The most important aims of the primary education identified in the study were: to inculcate self-confidence among the pupils (philosophical); to inculcate faith in and respect for parents (sociological); to develop the habit of punctuality (psychological); to develop good health habits (physical); and to enable pupils to acquire the skill of reading, writing and arithmetic (skill). (2) 'To develop good health habits' obtained the first rank when all the aims were combined for the total sample, courting academicians, professional and other officials. Administrators and social and political workers gave first rank to the aim 'to enable pupils to acquire the skill of reading, writing and arithmetic'. Professionals gave the first rank to 'to develop the habit of punctuality'. The important aims identified for secondary level were 'to develop respect for and appreciation of human values' (philosophical), 'to develop the mental faculties of pupils' (psychological) and 'to provide knowledge about the importance of health and hygiene' by the total sample, the professionals and several other subgroups. [VR 1656]

Roka, S.D.; Rastogi, M.P. and Verma, Savita. 1990. **Comprehensive Access to Primary Education (CAPE), UNICEF-assisted project.** Independent study. *National Council of Educational Research and Training.*

Problem: The study attempts to evolve alternative approaches to providing education for out-of-school children at the primary stage to achieve the goal of universalisation of the primary education.

Objectives: (i) To evolve an alternative approach of education for out-of-school children under part time, non formal arrangement, (ii) to develop flexible, problem-centred, work-based decentralised curricula and learning materials relevant to the needs of diverse groups of learners, and comparable approximately to the primary stage of the formal education, and (iii) to establish learning centres and develop a scheme of evaluation and accreditation of the learners.

Methodology: Initially the project was introduced in all the states and UTs of India. The state departments of education and the SCERTs were the nodal agencies for implementing the project. To achieve the objectives of the project as mentioned the following three phases were conducted: (1) (a) Phase I – Development and try out of the relevance-based problem-centred and work-based learning materials in sufficient quantity and variety for education of out-of

school children in the age-group of 9 to 14 years; (b) Revision of the curriculum of elementary teacher training institutes to include the training-cum-production mode for developing learning materials. (2) Establishment/adoption of learning centres to provide accredited education to the disadvantaged children in the target group. (3) Establishment of evaluation centres to provide acreditation and certification to the learners. For these three phases, a sample teacher educators' training package in the form of self-paced modules/ capsules for teacher facilitators were developed at the NCERT (CRC) level to guide and help the states in developing their own decentralised learning materials.

Major Findings: (1) A complete set of learning, training and evaluation package for the primary stage of education was developed and printed for Hindi-speaking states and also in regional languages by some states. (2) The learning material used in the learning centres was not only helpful in attracting the children to school but also in increasing their achievement levels and improving the quality of education. [DPSEE 0528]

Sachchidananda, 1989. **Disparities in elementary education: A case study of Bihar.** Independent study. *Patna: A.N. Sinha Institute of Social Studies.*

Problem: The study traces the development of the primary education and literacy in Bihar from 1921 to 1981. The expansion of literacy and education has been dealt with against the background of physical, social, economic, cultural, historical and political factors that determined the course and pace of development.

Objectives: (i) To find out the causes of educational backwardness and disparities in educational attainments between rural and urban population, men and women and between the general population and the Scheduled Castes and Scheduled Tribes, (ii) to identify the role of voluntary agencies in the field of education, and (iii) to suggest suitable steps to improve the state of affairs.

Methodology: The relevant statistics drawn from various authoritative sources like the Census, books, reports, etc. were gathered and analysed in the light of the objectives.

Major Findings: (1) In respect of literacy and elementary education, Bihar was far behind than most of the states in the country. (2) The drop-out at the elementary stage was heavy and increased over the years. Unless children completed the first three years of schooling in the primary classes, they tended to relapse into illiteracy. (3) The various factors responsible for the poor performance of elementary education, low enrolment, high drop-out, etc. were: poverty of rural families, lack of the teachers' commitment to their duties, lack of effective supervision and rampant corruption in the supervisory cadres, paucity of women teachers, teachers being highly politicised, and less representation of the SC, ST teachers' low literacy and enrolment among the poor, Scheduled Castes and non-Christian tribals. [ML 1302]

Sarma, H.N.; Dutta, Bineeta and Sarma, Dipti. 1991. **Identification of the problems of primary education.** Independent study. *Jorhat: State Institute of Education.*

Problem: The study makes an attempt at identifying the problems of the primary education and their relationship to pupil achievement.

Objectives: (i) To identify the problems of the primary education and to determine their comparative importance, (ii) to find out the correlation between pupils' academic achievement and daily attendance in the class, (iii) to find out correlation between academic achievement of pupils in Classes III and IV, and (iv) to find out the correlation between pupils' physical facilities at home and academic achievement.

Methodology: Four questionnaires were developed to collect data from pupils, assistant teachers, headmasters and guardians. Information and opinions collected with the help of the proforma were tabulated and classified. Their relative importance was worked out in terms of percentage. Correlations between academic achievement of Class IV pupils and their daily attendance, between academic achievements of pupils in Classes III and IV, and between physical facilities at home and academic achievement.

Major Findings: (1) Lack of physical facilities at school was the major problem of the primary schools: (a) forty-six per cent of the schools did not have school buildings, (b) forty-two per cent of schools had adequate seating arrangement for their pupils, (c) lack of facilities for health and hygiene was a serious problem. Sixty-one per cent of the schools did not have facilities for proper drinking water, 73% did not have lavatories and 54% did not have urinals, (d) games and sports were part of curricular activities of the primary school, but 54% of the schools did not have a playground and 85% did not have any materials for games and sports. (2) In 4% of the schools, there was only one teacher, in 19% there were two teachers, and in 8% there were three teachers. The teacher-pupil ratio was found to be very high in one school (1:110) and that too in a tea garden school, in 24% of the schools the ratio was between 1:11-1:20, in 48% it is between 1:21-1:30, in 28% of the schools the ratio was between 1:31-1:43. (3) The Government of Assam supplies textbooks free of cost to its pupils, but 87% of the teachers considered irregular supplies of textbooks as a major problem. (4) Seventy-one per cent of the teachers considered guardians' lack of cooperation as a serious problem of primary education. (5) Sixty-four per cent teachers and headmasters considered pupils' irregular attendance as a major problem. (6) As regards the professional qualifications of the teachers, all the headmasters were trained. In case of assistant teachers only some had undergone normal/basic training course. Fifty-three per cent of the teachers did not apply training methodologies in the actual teaching-learning situation. (7) There was a significant correlation between pupils' academic achievement in Classes III and IV. This implies that if proper academic guidance is given, good students will tend to show better results in future. (8) The correlation between pupils' regular attendance and their academic achievement was found to be insignificant. (9) The correlation coefficient was found to be insignificant between pupils' academic achievement and physical facilities at home. (10) It was found that 35% of the schools had no blackboards. In 81% of the schools, no teaching aids were available. [PKB 1610]

Sarma, H.N.; Dutta, Bineeta and Sarma, Dipti. 1991. **Identification of the problems relating to education in upper primary level.** Independent study. *Jorhat: State Institute of Education.*

Problem: Education for all in the age-group 6-14 years is the target which India strives to achieve by AD 2000. Though lower primary education from Classes I-IV is given weightage through expression, the upper primary stage from Class V to Class VII is the most neglected stage. There are two different types of ME/MV schools: (1) some schools have only three classes, and (2) some have Classes from V-X. The situation of the ME/MV schools either amalgamated or existed within the same campus with a secondary school is a little better than the ME/MV schools that are existing as independent three-class schools. The present study is undertaken to find out how far the essential educational facilities available in ME/MV schools with three-class, i.e. from Class V to Class VII.

Objectives: (i) To identify the educational and physical facilities in the upper primary level of education, i.e. from Classes V to VII, (ii) to find out the teachers' educational and professional qualification of ME/MV schools, (iii) to find out

the socio-economic background of the pupils, and (iv) to find out pupils' aspirations and attitudes towards the different subjects in the curriculum.

Methodology: In the first step, a list of the middle schools of Jorhat District was collected and then 60 schools with independent compounds were identified. The schools chosen were such that purely individual facilities could be studied. In the case of the middle schools which are amalgamated with high schools or existing within the same campus with secondary schools, the facilities of the high schools were automatically extended to them in spite of a separate administration.

Four types of proformas were prepared and data were collected accordingly from head-masters, assistant teachers, pupils of Class VII, and 25% of the guardians of those pupils. Then the data were compiled. Out of 60 schools, data from 44 schools (73%) could be included in the report. The number of the teachers under study was 224, and that of pupils, 892.

Major Findings: (1) The average teacher-pupil ratio was 1:17, wherein the minimum ratio was 1:6 and the maximum was 1:39. (2) As regards the educational qualifications of the head-masters, 30% were HSLC Examination-passed, 42% were graduates and 28% were pre-university degree holders. Only 39% of the headmasters were trained. Fifty-two of them had short-term training in English, and 41% in mathematics. While 44% were trained in science and 18% in social studies, only 33% of them had training under NEP. (3) Fifty-three per cent assistant teachers were Matric/HSLC Examination-passed, 30% pre-university were degree holders, 16% were graduates and 1% were post-graduate degree holders. While only 33% had a long-term training and 50% had short-term training. (4) Seventy-four per cent schools had a permanent school building, 57% had urinals, 16% had lavatories, 44% had drinking water facilities and 68% had a fence surrounding the compound. Only 9% schools had a sufficient number of desk benches for the students. Seventy-seven per cent had seating arrangement for the teachers and only 49% schools had an almirah for keeping record, books, etc. (5) Seventy-four per cent of schools had sufficient number of blackboards, 21% had teaching aids. 58% schools had playgrounds, and only 68% schools had games teachers. (6) Though 9% schools regularly arranged guardians' meetings their participation was 14%. Fifty per cent of the headmasters sought economic help; 64% sought physical help and 86% sought educational suggestions from the guardians for good-management of the schools. (7) Fifty per cent of the trained teachers did not apply their training methodology in class. They showed the causes for this as follows: want of time (23%); want of teaching aids (11%); tight syllabus (24%); suggestions not applicable in class situation (24%) (the percentages are inclusive). (8) Fifty-five per cent of the teachers opined that the present syllabus was not fit for the pupils. (9) Fifty-four per cent pupils were found to be regular in attendance except for sudden illness, whereas 33% were irregular only because they had to assist their parents in the household work. (10) Twenty-one per cent pupils liked to learn English; 25% liked to learn Hindi; 12% liked to learn mathematics; and 15% liked to learn science. As regards the hobbies of the pupils, 41% liked to read books; 74% of the pupils read a newspaper regularly. (percentage is inclusive). (11) When future expectations of the pupils were studied, it was found that 38% wanted to be teachers; 17% doctors; 12% engineers; 3% pilots; 6% electricians and businessmen and 5% had chosen miscellaneous occupations. (12) Twenty-seven per cent of the guardians were illiterate, out of which 10% were fathers and 17% were mothers. Twenty-four per cent of the fathers and 22% of the mothers had completed primary education, while 32% of the fathers and 31% of the mothers had completed elementary education. Four per cent of the fathers and 8% of the mothers were graduates. (13). As regards the economic background of the

pupils, 52% of the guardians were farmers; 24% were in service; 8% were businessmen; 10% were daily wage earners and the others had combined professions. Eight per cent of them had a yearly income below Rs 2,000, 34% between Rs 2,000-5,000, 26% between Rs 5,000-20,000 and others above Rs 20,000. [PKB 1608]

Sarma, Nirmala, 1992. **A study of the problems of non-enrolment and non-retention of the children of tea garden labours with special reference to the district of Sibsagar (undivided).** Independent study. *Jorhat: State Institute of Education.*

Problem: Though proportion of the children attending school is quite high in the urban area of Assam the backward areas are facing serious problems of non-enrolment and non-retention. The problems of different areas and communities must be carefully identified to take appropriate remedial measures. Along with communities like Scheduled Castes and Scheduled Tribes, the tea garden labour community is an integral part of the population structure of Assam. But only ten per cent of them are literate. A study of the actual causes of the educational backwardness of this community was long overdue. So this study was undertaken to identify the actual causes of the non-enrolment and non-retention of the tea garden labour community children.

Objectives: (i) To identify the causes of non-enrolment and drop-out, (ii) to study the levels of education for children aspired by their parents, (iii) to study the parents' choice of occupation for their children, (iv) to study the problems faced by teachers in teaching the tea garden labour children, (v) to study the condition of the schools in the tea garden area, and (vi) to find remedial measures for ensuring primary education to all the children of the tea garden labour community.

Methodology: A school information schedule was prepared and used to gather information regarding the various aspects of the schools. The respondents to this schedules were the headmasters of the schools. Interview schedule for teachers and guardians were prepared. Data from teachers regarding their problems in teaching, and opinions about drop-outs and non-retention were collected along with the bio-data of the teachers. The guardians were also interviewed.

Major Findings: (1) The following were the four important causes of non-retention and non-enrolment of the tea garden labourers' children (arranged in order of importance): (a) involvement of the children in domestic or non-domestic work; (b) parents' unawareness of the importance of education; (c) Home environment not congenial for education; (d) parents' inability to provide materials needed in school. The first cause got priority both from parents and guardians. But, according to teachers, difference in the language spoken at home and at school was the second important cause of their educational backwardness. (2) Irregular attendance of pupils caused the maximum problem for the teachers in teaching the labour children. Guardians' non cooperation or unawareness in the context of the teacher-guardian relationship was another problem faced by the headmaster in running the schools. (3) The guardians of the tea garden labour children could not express specifically about the level of education they wanted for their children. Thirty-one per cent wanted that the child should preceed as he could. Twenty-nine per cent wanted education up to the matric level. (4) The highest percentage of responses of the parents (49%) wanted their children to take up a service outside the garden in which they resided. Clerical jobs in the garden was the second highest response (22%). (5) The overall condition of the school was far from satisfactory. Eighty per cent schools consisted of a single hall with no separation wall between the classes. No school had an adequate number of desks and benches. Schools had no teaching aids, charts, etc. Sixty per cent of the schools had no

provision for drinking water, while 90% had no latrines and urinals. [PKB 1611]

Sharma, Abha. 1972. **An evaluative study of the role of non-formal education in the state of Uttar Pradesh as a means for universalisation of primary education.** Ph.D., Edu. *Univ. of Lucknow.*

Problem: The study attempts to all the aspects of the non-formal education programme.

Objectives: (i) To evaluate the working of the centres for non-formal education in U.P., with regard to their administrative set-up; financial structure; instructors' and teachers' attitude; problem areas; weaknesses and advantages, and (ii) to have an idea about the level of job satisfaction among the instructors and the administrative staff involved, as well as the reaction of the community towards this programme.

Methodology: The sample included 150 centres of NFE from three randomly selected districts; one having a high percentage of Scheduled Castes and Scheduled Tribes; one, educationally backward, and one district with a high percentage of literacy. The age-group of learners included in the study was 9 to 14 years. The data were collected through questionnaires and personal visits to the centres. The data were analysed by calculating the frequency percentages for various occurrences.

Major Findings: (1) At the Directorate level, there was a Joint Director to supervise all work, but at the regional and district levels, the provisions for supervision were not adequate. (2) Sixty-two per cent centres were located according to the convenience of the learners; 20% of the centres were located at the only places available; and very few centres were located at places convenient for instruction. (3) The study revealed that at 88% of the centres the duration of learning was two hours, which is the stipulated time. Eight per cent had longer hours, and only 4% worked for less than two hours. (4) Twenty per cent of the centres were found to have good physical facilities; 33.3%, satisfactory facilities; while 40.67% centres were working in inadequate conditions. A few centres even worked in the open. (5) Seventy-six of the centres had made adequate arrangements for drinking-water, while only 20.67% centres had toilet facilities. In the case of 0.40% centres, the learners had to sit on the floor; and 50% of the centres were functioning without textbooks, stationery and other learning materials. (6) Sixty-five point thirty-three per cent instructors belonged to the same village and 90% of them had received only one week's training. They were not satisfied with the payments. (7) The attitude of the supervisors toward the instructors was found to be supportive in 56% cases, indifferent in 30.67% cases and obstructive in 7.33% cases. (8) The attitude of the community was supportive only in 40% cases; the majority were indifferent; and only 6.67% were obstructive. (9) Regarding comprehension of lessons by the learners, it was found that 53.72% of the learners comprehended fully, while 30.45% comprehended only some lessons and 15.79% did not comprehend lessons at all. (10) Most of the drop-out cases were found to take place within one to two years. There were more female drop-outs than male. [RJS 0672]

Sharma, I.S., 1988. **A study of the effect of psycho-social factors on the comprehensibility of language used in textbooks at primary level.** Independent study. *National Council of Educational Research and Training.*

Problem: The study investigates the effect of sociological and psychological factors on the comprehensibility of the language used in Hindi, science and social studies textbooks at the primary level.

Objectives: (i) To study the effect of intelligence, socio-economic status, intelligence

and SES combined, locality (rural-urban); sex (male-female); parental occupation, education, income and family type; on the comprehensibility of the language used in Hindi, science and social studies textbooks at the primary level, and (ii) to compare the effect of psycho-social factors on the comprehensibility of the language used in Hindi, science and social studies textbooks at the primary level.

Methodology: The study was conducted in Rajasthan, with Jaipur District as the population area. A purposive sampling procedure was followed. Try-out tests of language comprehensibility were carried out on a sample of 100 students studying in Class III of six schools (three each in the urban and the rural areas) covering all the divisions of Jaipur District. The final administration of the language comprehensibility tests, the intelligence test and the socio-economic status scale was done on a sample of 370 students studying in Class III of 14 government primary schools (seven urban and seven rural). Out of 370 children, 197 were from the urban and 173 from the rural area.

For the purpose of measuring the language comprehension level of the children, three comprehensibility tests, based on the textbooks of Hindi, social studies and science, were prepared by adopting the cloze technique. Raven's Progressive Matrices (coloured) and the Socio-Economic Status Scale by S.P. Kulshreshtha, were administered to measure the intelligence of the children of Class III and to determine the socio-economic status of the families of the children, respectively. Mean, SD, correlated 't' test, simple 't' test and one-way analysis of variance were applied to treat the data.

Major Findings: (1) There was a significant difference between the children of the three intelligence groups on the comprehensibility of language used in Hindi, social studies and science textbooks. (2) A significant difference existed on language-comprehensibility scores on all the three textbooks between girls with high and low intelligence, boys with high and low intelligence, boys with high and average intelligence, boys with average and low intelligence, rural students belonging to high and low SES groups, urban students belonging to high and low SES groups, and high SES groups of rural and urban children. (3) The environment of a child had a significant effect on the language development, and thus on the language-comprehensibility level of the learner. (4) The SES of the family did not affect at a significant level of the language comprehension ability of the children. However, when the data were put to further test the influence of parental occupation, education and income level on the comprehensibility of language used in the textbooks was clearly visible. (5) There was no significant difference on the comprehensibility of the language used, between high intelligence-high SES and high intelligence-low SES groups. (6) The difference was, however, significant between average-intelligence high SES and average-intelligence-low SES groups. The same were the findings regarding (a) high intelligence low SES and average intelligence low SES groups, (b) average intelligence low SES and low intelligence low SES groups, and (c) high intelligence low SES and low intelligence low SES groups. [MSG 1161]

Sinha, S.P, 1992. **A preliminary survey of the primary teachers on some practices of behavioural management of students in the school and classroom settings.** Independent study. *National Council of Educational Research and Training.*

Problem: This study addresses the problem of teachers being inadequately informed or misinformed about their role as stimulator, reinforcer, behaviour shaper and modifier.

Objectives: (i) To assess the status regarding the application of behavioural techniques by

primary school teachers in managing students, and (ii) to study if the corporation and public school teachers differ significantly in the application of these behavioural techniques.

Methodology: In this study probability sampling was used. Accordingly, from the available lists of corporation and public schools in Delhi, 10 schools from each category of school were selected. Thus, a total number of 200 primary teachers, 100 from each category, were selected. The researcher used Behavioural Management Questionnaire as a tool. Mean, SD and 't' test were used to treat the data.

Major Findings: (1) The mean scores of corporation and public school teachers were 22.43 and 22.50, respectively, indicating thereby that these two categories of the teachers did not differ on the mean total scores. (2) Public school teachers showed greater awareness about the role of positive reinforcement in managing students' behaviour in the classroom, whereas the corporation school teachers did not evince as much appreciation of this technique in managing students' behaviour. (3) The two categories of the teachers had different notions (concept) about the behavioural analysis followed by application of reward/punishment in correcting the behaviour of the students. Public school teachers were more likely to apply this technique of reward and punishment in managing classroom behaviour as compared to corporation school teachers. (4) Corporation teachers played a rather passive role in managing students' behaviour, whereas public school teachers played a comparatively more active role in managing the students' behaviour. [VKR 1221]

Thakur, T.; Sarma, Nirmala.; Mahanta, U.J.; Sarma, Dipti and Goswami, G.C. 1988. **Drop-out in the primary schools of Assam: A report.** Independent study. *Assam: State Institute of Education.*

Problem: Three phenomena, namely, wastage, stagnation and lapse into illiteracy, have been adversely affecting primary education of our country. These are the major hurdles in attaining the goal of universalisation of the primary education. To investigate the phenomenon of wastage in the state of Assam, the Director of Elementary Education took up a project and asked the state Institute of Education to carry out the project.

Objectives: (i) To compute the drop-out rate, the stagnation rate and the rate of regular promotion in the primary stage of education in Assam, and (ii) to study the sex-wise, area-wise and community-wise variation of drop-out and stagnation in Assam.

Methodology: The sample consisted of 1,200 primary schools of the state, which covers 4% of the total primary schools of Assam. The random stratified sampling technique was used to select the sample. First, schools from 22 sub-divisions of 18 districts were selected. Then the schools were selected from the lists supplied by deputy inspectors of schools of different sub-divisions, who were asked to categorise the schools according to area. Schools of the Scheduled Castes area meant those schools where the majority of the children in the schools were from the Scheduled Castes community. The true cohort method was used to compute drop-out, stagnation, regular promotion, etc. The total of the wastage due to drop-out and the wastage due to stagnation was termed as 'gross wastage'. 23,182 pupils admitted for the first time in 1975 in Class I formed the cohort, and their careers were followed till they completed their primary course regularly or by repeating grades. The children had to be followed for ten years. The number of the children who left the school without completing the primary course were the cases of drop-out. Wastage due to drop-out is expressed as the percentage of the total number of drop-outs from the cohort. Wastage due to stagnation was the percentage

of the number of repeaters of the cohort.

A schedule was prepared to collect data regarding enrolment, grade repetition, drop-out, etc. The Deputy Inspector of Schools was requested to inform the headmasters of the sampled schools to get together at a particular venue on a particular date. They were also asked to bring the necessary documents like enrolment register, attendance register, counterfoil of certificates issued, etc. Investigators from the State Institute of Education, with the help of the headmaster, filled in the schedules.

Major Findings: (1) The ratios of drop-out, stagnation and regular promotion were 16:13, 46:19 and 37:68, respectively. The gross wastage due to drop-out and stagnation was 62.32%. Out of every 100 pupils admitted into Class I of a primary school, only 38 completed the primary course in the stipulated time; 16 dropped out from the school, and 46 completed the primary course after repeating grades. (2) The rate of drop-out was the highest in Class I. (3) The rate of drop-out for boys was 16.96%, and that for girls 15%. The rate of stagnation for boys was 39.74%, and for girls, 54.87%. The rate of regular promotion was 43.3% for boys, but 30.12% for girls. (4) The rate of drop-out had been the highest in the Scheduled Tribes area (24.59%) and the least in the urban area (12.7%). The rate of stagnation was the highest in the char area 87.93% but the lowest in the urban area. (5) In the urban area the rate of regular promotion was the highest (43.3%) but the least in the char area, i.e. only 13.04%. (5) Out of the 22 sub-divisions, Nalbari Sub-division recorded the lowest rate of drop-out (9.66%), and the Mangaldoi sub-division recorded the highest drop-out rate (29.40%). (6) In respect of stagnation, Mangaldoi recorded the lowest, i.e. 39.10%, and Borpota recorded the highest, i.e. 70.98%. (7) As regards total wastage, Borpeta recorded the highest rate 89.41%. Dibrugarh recorded the lowest. [PKB1609]

Unhale, K.M. 1989. **A critical study of measures for developing map reading ability in pupils of Standards III and IV.** Independent study. *Pune: M.S. Bureau of Textbooks.*

Problem: Maps are the best means of giving geographical information in a nutshell. Precision and clarity are the soul of maps in textbooks. But at present, especially in schools in rural areas, neither students nor teachers use maps for teaching-learning geography. As a result, map reading ability is poorly developed in the pupils. Therefore, it is ncessary to study issues related to students and teachers use geographical maps.

Objective: To study critically the measures for developing map-reading ability in pupils of Standards III and IV.

Methodology: The researcher selected 11 schools for his study, out of which seven schools were rural and four were urban; three were secondary and three were primary. He observed some geography lessons being taught in Standards III and IV of these schools and noted down the strengths and weaknesses of the lessons. Then he studied the geography syllabus and the geography textbooks very carefully. His next step was to interview 18 experts personally and to contact 14 experts by post. He then prepared a 40-item questionnaire and administered it to 120 teachers of whom only 70 responded.

Major Findings: (1) Geography teaching needed more periods than those that were allotted at present in the primary schools' time-table. (2) It is desirable that teachers themselves prepare different kinds of maps. (3) Teachers did not have sufficient context knowledge of geography. (4) Twenty-five different measures which can prove useful in developing map reading ability in the pupils were suggested. [Author 1835]

Vyas, J.C. et al. 1992. **Pupils drop-out at the primary stage in the State of Rajasthan.** Independent study. *Udaipur: State Institute of Educational Research and Training.*

Problem: The study centres on the issue of dropping out of children from schools before completing their primary education.

Objectives: (i) To find out the status of pupils' dropping out from schools, and (ii) to explore its causes.

Methodology: There were 35,571 primary and upper primary schools in Rajasthan in the session 1985-86, out of which 413 schools (316 primary and 97 upper primary) were selected in the sample, using the circular systematic sampling technique. Information regarding 13,979 students, who were enrolled for the first time in the session 1985-86 in the selected 413 sample school was collected; 1,388 dropped out children (808 boys and 580 girls) and their parents were also selected for interview. The researcher used Student Information Blank, Questionnaire, Heads of Institution, and Interview Schedules. The collected data were treated with mean, SD, 't' test and chi-square.

Major Findings: (1) The drop-out rate in the State of Rajasthan was 44.66%. The drop-out rate of girls (53.67%) was more than that of the boys (40.66%). (2) The drop-out rate in urban schools (30.39%) was more than that in rural schools (42,98%). Regarding boys, the difference was significant, whereas for girls it was not. (3) The drop-out rate in government schools (45.36%) was more than that in the private schools (36.65%). The difference was significant. (4) No significant difference in drop-outs was found between the primary and the upper primary schools. (5) The drop-out rate in girls' schools (52.24%) was more that that in the boys' schools (43.96%). The difference was significant. (6) The lowest rate of drop-out was in Sikar District (24.25%), whereas the highest rate was in Jhalawar District (76.35%). (7) The drop-out rate was higher among STs than that among SCs and others. The difference of drop-out rates between SCs and others as well as between STs and others was significant. (8) The drop-out rate of boys and girls of labourers was higher (53.17%) than that of children whose parents were engaged in business (40.04%) or service (40.22%). (9) The potential causes of dropping out were related to family circumstances (52.03%), personal reasons (30.18%) and other reasons (5.76%). (10) The most important cause for drop-out was the financial condition of the family, meaning poverty. Some other important causes were: busy with domestic work, parental vocation; parental unwillingness to send children to school; illiteracy of parents; death of parents; and parental illness. (11) The school-related causes were: non-availability of lady teachers; lack of interest in teaching on the part of the teachers; and co-educational classes. (12) The personal causes were: lack of interest in studies, illness, weakness in studies, inferiority complex; fear; low IQ; early marriage; uncertainty of employment after graduation; handicaps; over-age, etc. (13) From among the drop-outs, 25.22% and 24.30% girls and boys, respectively, were anxious to get readmission. [JCV 0886]

Yadav, Bhupendra Singh. 1991. **A study of the causal factors of drop-out among the socio-economically deprived elementary school students in Haryana.** Ph.D., Edu. *Kurukshetra Univ.*

Problem: The study aims at investigating the causes of drop-out among the socio-economically deprived sections of the society.

Objectives: (i) To study the casual factors: (a) contributing to drop-out among the socio-economically deprived elementary students (SEDES) as perceived by the teachers and students; and (b) contributing to drop-out

among SEDES in the opinion of the potential drop-outs, (ii) to identify the causal factors of drop-out among the SEDES as perceived by the drop-outs themselves and the parents of the drop-outs, (iii) to compare the causal factors of drop-out as perceived by different groups, and (iv) to suggest steps to tackle the problem of drop-out in the light of the main findings of the study.

Methodology: The survey method was used for the present study, with a sample strength of 2,276 respondents, out of which 1,540 were teachers, 436 were students, 200 were potential drop-outs, and 100 were parents of drop-outs. The tools used were opinionnaire and an Interview Schedule. Percentage and chi-square test were applied to analyse the responses.

Major Findings: (1) Of the 68 causal factors, 50 factors were found prominent according to teachers. (2) The factors highly contributing to the phenomena of drop-out in descending order of significance were: the non-dentention policy of the government in Classes I and III; drop-out of students during sowing and harvesting sessions; poor interest of students due to heavy syllabi; illiteracy of parents; punishment at school; poor individual attention in overcrowded classes; large family size in poor families; and poor teacher-pupil relationship due to frequent transfer of the teachers. (3) The main findings on students' perception of causal factors of drop-out were: punishment by teachers; use of guides by teachers instead of textbooks, in teaching; ignorance of parents about the importance of education; and poverty. (4) The potential drop-outs were due to: indifferent behaviour of the teachers towards studies; teachers' fault for not meeting their parents for discussing their difficulties; and priority of household work for girls. (5) In the parents' perception the causal factors contributing to school drop-out were: reluctance to send their wards to co-educational schools; teachers' apathy in teaching; and not getting periodical progress reports of their wards regularly. [CLK 0326].

Also See

Agarwal, S. 1988. **A study of adjustment problems and their related factors of more effective and less effective teachers (with reference to primary level female teachers).** Ph.D., Edu. *Rohilkhand Univ.* [BS 0956] (See in Chapter 25.)

Anand, V.S. 1990. ***Prathemik kakshaon ka pathan shabda bhandar* (The vocabulary of primary standards). Independent study.** *National Council of Educational Research and Training.* (UNICEF Funded) [DPSEE 0536] (See in Chapter 1.)

Anwar, G. 1991. **A study of the effect of short-term content enrichment programme to overcome the deficiencies of trainees in science subjects in T.C.H. course.** Ph.D., Edu.*Univ. of Mysore.* [BNS 0970] (See in Chapter 19.)

Arockiam, Joseph A. 1990. **Training strategies in developing questioning skills among primary school teachers.** M.Phil., Edu. *Madurai Kamaraj Univ.* [MKU 1064] (See in Chapter 23.)

Behera, S.C. 1990. **An investigation into the impact of educational television programmes on the competency of teachers of the elementary schools.** Ph.D., Edu. *Utkal Univ.* [KCP 0404] (See in Chapter 23.)

Bordoloi, Ajanta Dutta. 1990. **A critical evaluation of teacher education in Assam at the primary level during post-Independence period with special reference to the curriculum and in-service training.** Ph.D., Edu. *Gauhati Univ.* [RD 142] (See in Chapter 25.)

Chavan, C.V. 1990. **An analysis of Marathi textbooks to find out the extent to which they develop emotional, national and international integration and international understanding and to develop a relevant programme for Standard VII.** Ph.D., Edu. *Univ. of Poona.* [KC 1372] (See in Chapter 18.)

Das Mohapatra, J. 1989. **A study of the mental health of teachers serving in the primary schools of Puri town.** M.Phil., Edu. *Cuttack: Ravenshah College.* [KCP 0491] (See in Chapter 7.)

Das, R.S. 1991. **An analytical study of vocational interests of primary teachers.** M.Phil., Edu. *Nagpur Univ.* [GPK 1704] (See in Chapter 26.)

Das, Saradindu. 1992. **A study of the effectiveness of the present curriculum of the one-year junior basic training programme for the teachers of primary schools of Assam in developing the proper attitude towards the teaching profession.** Independent study. *Cachar: District Institute of Educational Training.* [PKB 1607] (See in Chapter 25.)

Dhanasekeran, G. 1990. **A study of the awareness of primary and middle school teachers regarding health promotion among school children.** M.Phil., Edu. *Madurai Kamaraj Univ.* [MKU 1069] (See in Chapter 21.)

Dubey, Om Babu. 1990. **A comparative study of a play-way self-learning technique and the traditional method of teaching Hindi at initial primary stage.** Ph.D., Edu. *Univ.of Rajasthan.* [JKS 0697] (See in Chapter 1.)

Duggal, Janak. 1992. **Access of Scheduled Castes girls to elementary education in rural Haryana: A micro study.** Ph.D., Edu. *Jamia Millia Islamia.* [USN 1956] (See in Chapter 31.)

Fonseca, J. 1988. **An analysis of the relationship between the political system and education with particular reference to primary and secondary education in Bombay (1901-1960).** Ph.D., Edu. *Univ. of Bombay.* [GJK 0225] (See in Chapter 4.)

Gaikwad, J.M. 1988. **A study of personality traits of elementary school children in relation to their mothers' marital adjustment and child-rearing practices.** Ph.D., Home Sc. *Nagpur Univ.* [GPK 1584] (See in Chapter 6.)

Gopalakrishnan, Sarojini. 1992. **Impact of environmental education on the primary school children.** Ph.D., Edu. *Coimbatore: Avinashilingam Institute for Home Science and Higher Education for Women.* [MC 1551] (See in Chapter 33.)

Gor, Kantilal Visanji. 1992. **A study of the effectiveness of micro-teaching strategies for developing teaching competency of primary teacher trainees.** Ph.D., Edu. *Saurashtra Univ.* [DAU 0001] (See in Chapter 23.)

Goyal, J.C. and Chopra, Ravi Kanta. 1990. **The elementary school teacher: A profile.** Independent study. *National Council of Educational Research and Training.* [DTESEES 0340] (See in Chapter 25.)

Gupta, Arun K. and Gangal, Renu. 1989. **Value emphasis as perceived by pupils of primary, middle and high school stage in different institutions.** *Indian Educational Review*, Vol. 24(1): 133-42. [CGVM 1520] (See in Chapter 22.)

Jawaharlal, J.R. 1990. **Evolving educational programmes for fostering creativity among primary school children.** M.Phil., Edu. *Madurai Kamaraj Univ.* [MKU 1070] (See in Chapter 11.)

Kamble, P.R. 1992. **A critical study of the effect of facilities given by the Government to the backward class pupils in primary schools in Devgad Taluka, Maharashtra.** M.Phil., Edu. *Univ. of Poona.* [KC 1374] (See in Chapter 30.)

Kaul, Venita; Ramachandran, Chitra and Upadhyaya, G.C. 1992. **Impact of ECE on retention in primary grades.** Independent study. *National Council of Educational Research and Training.* [GCU 1941] (See in Chapter 14.)

Lakshmi Manohari, M. 1991. **Punishment patterns adopted by parents and teachers and children's reactions to the punishment, with special reference to elementary school years.** M. Phil., Home Sc. *Sri Venkateswara Univ.* [AVRR 1272] (See in Chapter 6.)

Mathur, A. 1989. **A study of the teachability and utility of the teaching items in the English syllabus of upper primary classes in Rajasthan.** Independent study. *Udaipur: State Institute of Educational Research and Training.* [JCV 0878] (See in Chapter 1.)

Menon, G.S. 1990. **A study of the relationship among certain environmental factors, personality characteristics and school performance of Standard I students.** Ph.D., Edu. *The Maharaja Sayajirao Univ. of Baroda.* [MSY 0931] (See in Chapter 38.)

Michael, M. Raj. 1991. **A relational study of sexist bias in the primary school textbooks and self-concept of the primary school girls.** M.Phil., Edu. *Alagappa Univ.* [SM 1773] (See in Chapter 31.)

Minocha, Manisha. 1989. **Responses of primary school teachers to an experiment in curriculum reform: A study of the teachers involved in the integrated programme.** M.Phil., Edu. *Univ. of Delhi.* [RDM 0362] (See in Chapter 13.)

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