

## Comparative Education

GULISTAN J. KERAWALLA

Ahari, Alaeddin Atemad. 1990. **The role of the Islamic Government in the development of higher education in Iran as perceived by university administrators, teachers and students.** Ph.D., Edu. *Panjab Univ.*

*Problem:* This is an attempt to study the role of the Islamic Government in the development of higher education in Iran.

*Objectives:* (i) To study the role of the Islamic Government in the development of higher education in Iran as perceived by university administrators and teachers in accordance with their experiential spans and irrespective of their experiential spans, (ii) to study the role of the Islamic Government in the development of higher education as perceived by university male and female students, and (iii) to study the comparative perceptions of administrators, teachers and students with regard to the development of higher education in Iran.

*Methodology:* Four hundred and fifty respondents, consisting of 300 students, 100 teachers and 50 administrators, were randomly selected from the faculties/departments of three universities of Teheran. The relevant data were collected using a questionnaire consisting of two parts, one for seeking information on the bio-data of the respondents and the second for their perceptions of the role of government in respect of the dimensions under investigation. Analysis of variance, 't' test and percentages were used for the purpose of analysis of data.

*Major Findings:* (1) There did not exist significant differences in the perceptions of male and female students pertaining to the development of higher education in Iran under the Islamic Government. (2) There were very few significant differences seen in the perceptions of administrators and teachers on the basis of their experiential spans, and irrespective of those spans with regard to the total items and units taken together. (3) Significant differences did not exist in the perceptions of administrators, teachers and students with regard to the role of the Islamic government in the development of higher education in Iran. [JNJ 0302]

Al-Habshneh, Zakaria Ayed. 1991. **Jordanian students in Indian universities: A sociological study of their backgrounds, problems, aspirations and perceptions as future agents of social change and modernisation.** Ph.D., Edu. *Jamia Millia Islamia.*

*Problem:* A study of the background, problems, aspirations and perceptions of Jordanian students in India as future agents of social change.

*Objectives:* (i) To study the socio-economic and cultural backgrounds of 400 Jordanian students studying in India, (ii) to study their problems of adjustment and education, (iii) to ascertain their attitudes, values and aspirations, formed as a result of their undergoing university/college

education in India, (iv) to investigate as to what sort of perceptions have been/are being formed in them with regard to their expected future role as active agents of social change, modernisation, development, progress and awakening of future consciousness about the emergent problems of Jordan, and (v) to gather their suggestions as to how the living and education of the Jordanian students in India can be made more functional to their needs, expectations and capabilities.

*Methodology:* A sample of 400 Jordanian students out of the universe of more than 4,000 students studying in the Indian universities during the academic session 1989-90 was taken up for the study. Documentation and interview techniques were used to collect the data. An interview schedule was prepared consisting of four parts, eliciting information on background data, Jordanian society and culture, problems of adjustment and education and students' aspirations and role perceptions as agents of social change and modernisation in Jordan.

*Major Findings:* (1) The demographic profiles of the Jordanian students showed that a majority of them were in the age-group 20-24 years; 40.75% spent most of their lives in villages; 87.5% had passed the senior secondary examination before coming to India to study; and 43.75% came from middle-class families. (2) The majority of the Jordanian students had adjusted in the Indian social milieu. However, they found the food too hot and spicy, Indian teachers and girls non-helpful, and landlords money-minded. (3) English as the medium of instruction, lack of books, politicised university campuses resulting in less number of classes being held, unsatisfactory condition of hostels, libraries and laboratories, and lack of proper machinery for redressal of student grievances caused problems. (4) The democratic and fast-modernising socio-political and industrial milieu of India helped in broadening and modernising the social perceptions of the Jordanian students. (5) Most of the respondents expressed their desire to bring in democracy, modernisation and

prosperity in Jordan. They expressed their disappointment with the widespread nepotism, corruption, inflation, lack of resources and unemployment. [SPR 0610]

Ali, Md. Mohsin. 1991. **A descriptive study to investigate the problems of business education offered by sixteen government commercial institutes in Bangladesh.** Ph.D., Edu. Univ. of Kalyani.

*Problem:* The attempt is to study the problem of business education in Bangladesh, and find out how students, teachers, principals, experts, administrators and employees perceive business education in the country.

*Objectives:* (i) To study the growth and development of business education in Bangladesh, (ii) to study its objectives, (iii) to study the academic, administrative and physical facilities and the curricular materials for business education, and (iv) to study the perceptions of the status and perspective of business education of students, employers, teachers, experts and administrators.

*Methodology:* The sample comprised all the principals of the 16 business institutes of Bangladesh, all 125 teachers and administrators, 50 employers, and 50 holders of diploma in business education. The relevant data were collected through different opinionnaires. The collected data were suitably treated with qualitative analysis.

*Major Findings:* (1) The problem of business education in Bangladesh was related to physical facilities, curriculum and courses, teaching equipment and aids, instructional programmes, apprenticeship training, field trips, co-curricular activities, teaching problems and the working conditions of the teachers. (2) Local as well as external help was needed to improve and update some institutes. [PDR 0626]

Bhagat, Mathema Sundar Shyam. 1988. **Wastage of teacher education in secondary schools of**

**Nepal as related to intelligence, personality, vocational aspirations and attitude towards teaching of drop-outs from profession.** Ph.D., Edu. *Panjab University.*

*Problem:* It attempts to study the wastage of teacher education in secondary schools of Nepal as related to intelligence, personality, vocational aspirations and attitude towards teaching of drop-outs from the profession.

*Objective:* To investigate the causes of wastage in teacher education as related to intelligence, manifest needs of personality, vocational aspirations and attitude towards teaching by comparing the 'stay-in' teachers and 'drop-outs' of the teaching profession.

*Methodology:* The sample of the study comprised 157 teachers, who had done B.Ed. and had five years of teaching experience who were selected through purposive sampling method from 67 secondary schools of four districts of Bagmati zone, i.e. Kavrepalanchowk, Baktapur, Kathmandu and Lalitpur. The sample also included 40 drop-outs. Tools used included Raven's Progressive Matrices, Edward's personal data schedule by the investigator. The data were analysed statistically using mean, SD, 't' ratios, correlations and discriminant analysis.

*Major Findings:* (1) It was found that 'drop-outs' came from higher SES background. (2) Important factors responsible for teacher drop-out phenomenon were lack of interest in teaching, low social and economic status accorded to the profession and compulsion to leave teaching. (3) Drop-outs were more intelligent and had higher vocational aspiration than the stay-in teachers and had a favourable attitude towards teaching. (4) No significant differences existed between male and female teachers on intelligence levels and attitude towards teaching. (5) Male teachers had a strong need for dominance, heterosexuality and aggression, whereas, female teachers had higher need for deference and order. (6) No significant difference existed between male and female drop-outs on intelligence and both

had a favourable attitude towards teaching. (7) Male drop-outs had a higher need for dominance and endurance whereas female drop-outs had higher need for abasement. (8) Stay-in teachers were characterised by deference, nurturance and abasement, whereas drop-outs were characterised by exhibition, interception and aggression. Personality needs were equally responsible for wastage in teacher education. [JNJ 0284]

Chitundu, Wellington Anock. 1990. **Adult education in India and Zambia: A comparative study.** Ph.D., Edu. *Himachal Pradesh Univ.*

*Problem:* This is a comparative study of adult education in India and Zambia.

*Objectives:* (i) To study the overall administration of adult education in both India and Zambia from the pre-Independence to the post-Independence era with some special references to the global aspects and the UN and Unesco declarations, principles and guidelines, (ii) to identify the resemblances and differences in the patterns, programmes and policies of adult education in relation to aims and objectives, infrastructure, curriculum, instructional strategies, and evaluation procedures, (iii) to evaluate adult education programmes in both India and Zambia during the post-Independence era in comparison to the pre-Independence era and in relation to their effectiveness and responsiveness to the national objectives as well as the UN and Unesco declarations and guidelines, and (iv) to make suggestions and recommendations for upgradation of and general improvement in the administration and organisation of adult education in both the countries.

*Methodology:* Eight adult education centres under the direct supervision of the State university or a college administration in Northern India were selected for seeking information from their field functionaries and adult learners. The data pertaining to adult



**Nepal as related to intelligence, personality, vocational aspirations and attitude towards teaching of drop-outs from profession.** Ph.D., Edu. *Panjab University.*

*Problem:* It attempts to study the wastage of teacher education in secondary schools of Nepal as related to intelligence, personality, vocational aspirations and attitude towards teaching of drop-outs from the profession.

*Objective:* To investigate the causes of wastage in teacher education as related to intelligence, manifest needs of personality, vocational aspirations and attitude towards teaching by comparing the 'stay-in' teachers and 'drop-outs' of the teaching profession.

*Methodology:* The sample of the study comprised 157 teachers, who had done B.Ed. and had five years of teaching experience who were selected through purposive sampling method from 67 secondary schools of four districts of Bagmati zone, i.e. Kavrepalanchowk, Baktapur, Kathmandu and Lalitpur. The sample also included 40 drop-outs. Tools used included Raven's Progressive Matrices, Edward's personal data schedule by the investigator. The data were analysed statistically using mean, SD, 't' ratios, correlations and discriminant analysis.

*Major Findings:* (1) It was found that 'drop-outs' came from higher SES background. (2) Important factors responsible for teacher drop-out phenomenon were lack of interest in teaching, low social and economic status accorded to the profession and compulsion to leave teaching. (3) Drop-outs were more intelligent and had higher vocational aspiration than the stay-in teachers and had a favourable attitude towards teaching. (4) No significant differences existed between male and female teachers on intelligence levels and attitude towards teaching. (5) Male teachers had a strong need for dominance, heterosexuality and aggression, whereas, female teachers had higher need for deference and order. (6) No significant difference existed between male and female drop-outs on intelligence and both

had a favourable attitude towards teaching. (7) Male drop-outs had a higher need for dominance and endurance whereas female drop-outs had higher need for abasement. (8) Stay-in teachers were characterised by deference, nurturance and abasement, whereas drop-outs were characterised by exhibition, interception and aggression. Personality needs were equally responsible for wastage in teacher education. [JNJ 0284]

Chitundu, Wellington Anock. 1990. **Adult education in India and Zambia: A comparative study.** Ph.D., Edu. *Himachal Pradesh Univ.*

*Problem:* This is a comparative study of adult education in India and Zambia.

*Objectives:* (i) To study the overall administration of adult education in both India and Zambia from the pre-Independence to the post-Independence era with some special references to the global aspects and the UN and Unesco declarations, principles and guidelines, (ii) to identify the resemblances and differences in the patterns, programmes and policies of adult education in relation to aims and objectives, infrastructure, curriculum, instructional strategies, and evaluation procedures, (iii) to evaluate adult education programmes in both India and Zambia during the post-Independence era in comparison to the pre-Independence era and in relation to their effectiveness and responsiveness to the national objectives as well as the UN and Unesco declarations and guidelines, and (iv) to make suggestions and recommendations for upgradation of and general improvement in the administration and organisation of adult education in both the countries.

*Methodology:* Eight adult education centres under the direct supervision of the State university or a college administration in Northern India were selected for seeking information from their field functionaries and adult learners. The data pertaining to adult

education centres working in Zambia were also collected, from records and through questionnaires. Content-analysis and percentages were used for the purpose of descriptive, evaluative and quantitative analysis of data.

*Major Findings:* (1) Adult education in India and Zambia had progressed in the post-Independence era beyond mere adult literacy, night schools and remedial or second chance education to education for all, by all and for all time, changing the outlook, concept, approach, attitude and essence. (2) The factors perpetuating illiteracy in both the countries were non-accomplishment of the universalisation of elementary education, large number of drop-outs and subsequent relapsing into illiteracy, lack of facilities, high rate of population growth; in Zambia, lack of economic resources was the main constraint. (3) The adult education programmes in India are run at the apex by the Ministry of Human Resource Development and the National Literacy Mission, and at the grassroots level by three agencies, namely, the State Directorate, the university centres of adult, continuing education and extension, and the colleges. Some voluntary agencies also play an effective role. (4) The major educational needs of the people in the country include adult literacy, basic education, and vocation-oriented courses mainly related to agriculture and other agro-industries. (5) The adult education instructors are mostly males, not adequately trained to teach adults, and they receive a low honorarium irregularly. (6) The adult learners lack motivation to learn because there is no economic goal. (7) The adult education programmes in Zambia are run at the apex by the Ministry of Labour and Social Services and asserts its authority through the Department of Social Development with functionaries at provincial and grassroots levels. Voluntary action is also encouraged for literacy programmes. Night schools for neo-literates have boosted the literacy programmes. (8) The salient constraints include lack of interest on the part of male participants

in the National Literacy classes. The learners' economic motivation outweighs educational achievements, and leads to regression of neo-literates into illiterates. (9) In order to improve the adult education programmes, research and evaluation of ongoing programmes, a motivational drive for female participants, strengthening of follow-up activities, introduction of a non-traditional course content in literacy classes with effective use of mass media are needed; these will create a learning environment in the developing societies of India and Zambia. (10) Indigenous systems of education will help to do away with the colonial past and to create a new world order along with the Unesco's call for 'Education for All'. [LK 0244]

Geetha, T. 1988. **The geography syllabus: An international comparison.** M.Phil., Edu. Univ. of Delhi.

*Problem:* The study attempts to examine systematically the geography syllabus prevalent in three major countries, the U.K., the U.S.A. and the U.S.S.R., and compare these syllabi with that of India.

*Objectives:* (i) To understand the basic structure of the educational systems in these countries, (ii) to compare the expressed aims and objectives of teaching of geography in these countries, (iii) to examine whether the teaching of geography has been influenced also by differences on educational philosophy, (iv) to deduce from the physical and social environment of these countries the difference in emphasis, if any, on the objectives of teaching the subject, (v) to identify the important concepts emphasised in the syllabi and find out the resemblances and differences, (vi) to evaluate the apparent importance attached to the subject purely from the organisational criterion, (vii) to ascertain whether the given courses of studies for India ensure a common minimum standard of attainment as compared to the standards attained in other countries, and (viii) to revise syllabus to make it more science-oriented, if needed.

*Methodology:* A documentary analysis of written materials, both published and unpublished, was carried out. The sources of such material were reports published by Unesco, the Council of Europe, the IGU and the NCERT.

*Major Findings:* (1) The British and American teachers, in their decentralised systems, stressed more the utilitarian aims or extrinsic aims, whereas geographers in India and in the U.S.S.R. were very conscious of clearly fixed aims — social and democratic values were stressed in the former case, and social values and communistic upbringing in the latter. (2) There was wide agreement on geography's concern with world citizenship and international understanding through the study of human problems in different parts of the world. (3) The widespread insistence on the importance of observation and reasoned deduction to enhance the scientific rigour in the subject was reflected in the curriculum. (4) Three frameworks were identified to develop the theoretical content in the geography syllabus. These were the regional, systematic and conceptual frameworks. (5) In India and in the U.S.S.R., the regional and systematic approaches were more pronounced. Revision took place very slowly. (6) The recent trend in Western countries seems to be one of reverting back to basics. (7) The procedure of the scientific method allowed the recently developed conceptual approach to become popular in the U.K. and the U.S.A. (8) There are two approaches in sequencing the content — concentric and spiral arrangements. The U.S.S.R. syllabus arranges its content on the socio-economic principle, and the Indian syllabus on the homogeneity as well as typological principles, whereas in the U.S.A., the sequence of regional units is selected on concentric principles. (9) The U.K. and the U.S.A. try to adapt spiral principles, which is the most likely advocated method in sequencing the content. [RDM 0354]

Kettate, Boonyong. 1988. **A comparative study of socio-cultural and educational conditions**

**in the North-Eastern Region of Thailand and India.** Ph.D., Edu. *Panjab Univ.*

*Problem:* The attempt is to study the socio-cultural and educational conditions in the North-Eastern Region of Thailand and the North-Eastern Region of India.

*Objective:* To compare and contrast socio-cultural and educational conditions in the north-eastern region of Thailand and India.

*Methodology:* The sample consisted of non-teachers, non-students, and teachers and students of the Tai Khamiti village in Lohit District in India and of the Thai I-San village in Kantharawichai District in Thailand. The sample was drawn from 15 villages, 80 houses, 100 persons, 3 schools, 50 teachers and 50,000 students from each district. The tools used to collect data included primary, secondary and auxiliary test materials, both original and contemporary, tape recorders, cameras, films, interviews, and survey questionnaires. Percentages and chi-square were used for the purpose of analysis of data.

*Major Findings:* (1) There were some differences and some similarities in Tai Khamti and Thai I-San in respect of the social and cultural conditions of life. The differences were with respect to the social status of men in the society, the settlement pattern, marriage, religious practices and language. The similarities were with respect to kindred, recreation and music, games, way of life, supernatural beliefs, festivals, arts and crafts, and typical houses. (2) The men and women in both Tai Khamti and Thai I-San were engaged in small cottage industries. The men were the heads of the families. The women were not educated and only did the domestic jobs. In both the areas, women saved the money, held the wealth, and gave the same to their husbands in times of need. In their free time, men of both the areas gambled, drank and enjoyed themselves with their friends. (3) The scripts used in both the areas were different. (4) There were some similarities and differences in the educational



set-up in the two areas. In both the areas, there were similar methods of teaching and similar organisation and management of schools. The differences existed in the methods of evaluation, the school system and the curriculum. Some similarities in these aspects also were seen in the educational systems of both Tai Khamti and Thai I-San. [JNJ 0285]

Leelavathy, T.K. 1984. **A comparative study of the teacher education programmes in select developed and developing countries.** Ph.D., Edu. Univ. of Calicut.

*Problem:* This is a comparative study of the teacher education programmes in certain developed and developing countries.

*Objectives:* (i) To study and analyse the teacher education programmes prevalent in the U.K., the erstwhile U.S.S.R., the U.S.A., Nigeria and India, (ii) to make a comparison of the programmes in vogue in the selected areas, and (iii) to suggest steps for revitalising the teacher education programmes in India on the basis of the comparative study.

*Methodology:* The analysis of the data from the area studies was summarised. Five major aspects of the teacher education programme, namely, pattern and organisation, selection procedure, curricular provisions, examination and certification, and administration, were considered for detailed study. The relevant facts in respect of each of the five countries were summarised. The trends were then examined in detail.

*Major Findings:* (1) In the developed countries (the U.K., the U.S.A. and the U.S.S.R.), the trend was towards organising concurrent programmes of teacher education as opposed to the consecutive pattern still in vogue in India. (2) The teacher education programmes in the developed countries were subjected to constant change in the light of the results of experimentation in pedagogy, educational technology, philosophy of the nation,

etc. On the contrary, the developing countries (India and Nigeria) were less dynamic. (3) The trend in the developing countries was to break the isolation between the teacher education programme at all levels; to make in-service training obligatory for the teachers to get promotions, increments, etc.; to enhance the admission requirements for trainees; to offer specialisation (like evaluation, special education, child psychology, psychotherapy, etc.) for teacher trainees, and to attempt at harmonising academic and professional knowledge. (4) In both the developed and developing countries, the trend was to link the teacher training programmes with the society. (5) Internal continuous assessment together with certification from some prestigious validating body, teacher training to be followed by probationary services under senior teachers, and decentralisation of the administration of the institutions were some other trends noticed in the developed countries. (6) In India, there was least provision for diversification of the courses of study for teacher training. Linking advanced theory in education with practical aspects was very limited in India. Professional training, followed by probation under a senior teacher, is not found in India. Administration is more centralised in developing countries. [KSP 0550]

Mann, Raghbir Singh. 1992. **A comparison of selected physical and physiological abilities of American and Indian students in the age-group 10-16 years.** Ph.D., Edu. Punjabi Univ.

*Problem:* This is a study of the differences in the physical and physiological abilities of Indian and American students in the age-groups 10-12, 12-14 and 14-16 years.

*Objective:* To compare and study the differences in the anthropometric measures, and motor and physical abilities of American and Indian students in the age-group 10-16.

*Methodology:* Three hundred American and 300 Indian students, 100 each in the age-groups 10-12, 12-14 and 14-16 years formed the sample.

The tools used to collect data included stadiometer for height, steel tape, weighing machine, and various instruments for measuring arm and abdomen strength, speed, endurance, ability and blood pressure. One-way ANOVA and 't' test were used for the analysis of data.

*Major Findings:* (1) Comparing anthropometric measures, it was found that American students of all three age-groups, 10-12, 12-14 and 14-16 years, were superior to Indian students of the same age-groups. (2) Growth-wise and development-wise, the Indian students lagged behind the American students by at least two years as indicated by the mean scores of 14-16 year Indian students and 12-14 year American students. (3) The American students were found superior in all the three age-groups as compared to Indian students in various activities. The older age-groups were found superior to the younger age-groups. (4) Performance-wise, the Indian students lagged behind the American students by at least four years in strength, speed, endurance and ability. The American students lagged behind by two years in leg-strength. (5) In all the three age-groups, American students had a better pulse-rate, haemoglobin and blood pressure, but both groups were within normal limits. (6) Among the three age-groups of American students, significant differences were found with respect to pulse-rate and blood pressure but not in haemoglobin content. Among the three age-groups of Indian students, differences existed only in blood pressure. [AK 1718]

Rajpal, Raj Kumari. 1990. **A comparative study of the concept of and practices for equilibration of educational opportunities in the U.K., the U.S.A. and India.** Ph.D., Edu. Kurukshetra Univ.

*Problem:* This is a comparative study of the concept of and practices for equalising educational opportunities in the U.K., the U.S.A. and India.

*Objectives:* (i) To analyse the meaning and concept of equalisation of educational opportunities in democratic countries like the U.K., the U.S.A. and India, (ii) to analyse the various practices adopted in the U.K., the U.S.A. and India for the achievement of equalisation of educational opportunities, (iii) to compare the practices adopted for the equalisation of educational opportunities in the U.K., the U.S.A. and India, and (iv) to find out the relevance and application of the practices in the U.K., the U.S.A. and India.

*Methodology:* The statistical information on the concept of educational opportunity as depicted in various government-policy documents and reports of education commissions and committees was analysed and compared.

*Major Findings:* (1) In the U.K., during the feudal era, the society was stratified into a hereditary aristocracy. This restricted the access to education and thereby perpetuated a differential society. The world-wide movement for equality, democracy and freedom paved the way for enlarging the scope of universalisation of education. (2) In the U.S.A., equal educational opportunity is achieved when individual disparities in achievement are as wide and close within one social group as they are in another. (3) In India, the concept of equalisation of educational opportunity started taking shape during the last four years of the British rule. (4) Due to gross discrimination against SC, ST and other backward classes in India, equalisation of educational opportunities is still far away. [CLK 0331]

Ramesh, Mohan C. 1992. **A cross-cultural study of the education of the Stoney natives of Canada and the tribals of Rajpipla (Gujarat) India.** Ph.D., Edu. Jamia Millia Islamia.

*Problem:* This is an attempt at a cross-cultural study of the Stoney natives of Canada and the tribals of Rajpipla of Gujarat.



*Objective:* To investigate such variables that seem to have influenced the educability of the two communities during almost identical colonial and post-colonial situations in Canada and India.

*Methodology:* The observation and interview techniques apart from field observation guide were used.

*Major Findings:* (1) The root cause of lack of education in both the communities may be politically identical, but their social and cultural causes were quite different. (2) 54.8% Stoneys and 85.2% Rajpipla tribals blamed their lack of education on their economic backwardness. (3) On an average, 96.4% Rajpipila tribals and 77.4% Stoneys felt that education brought political consciousness to the respective communities. (4) While 85.2% Rajpipla tribals had a positive attitude towards the governmental programmes for them, the same response was from only 21% of the Stoneys. [SPR 0612]

Zarin, Hamda. 1989. **Cross-cultural comparisons of compassion, aspirations and values among students of India, Ghana and Zambia.** Ph.D., *Psy. Univ. of Lucknow.*

*Problem:* The attempt is to make cross-cultural comparisons between Indian, Ghanian and Zambian students in respect of compassion, aspirations and values.

*Objective:* To make cross-cultural comparisons of values, compassion, compulsion and aspirations of the male and female university students of India, Ghana and Zambia.

*Methodology:* The sample consisted of 433

university students ranging from 22 to 24 years of age, from India, Ghana and Zambia (237 students from India, 157 from Ghana and 39 students from Zambia). The tools used for collecting data included Rokeach Value Survey, CPRI-74-abridged version of Echhardt's CPRI-71 and Cantril's Self-Anchoring Scale composite ranks. Median and analysis of variance were used for the analysis of data.

*Major Findings:* (1) The country-wise comparison of the terminal values of the students of the three countries showed significant differences between the students, the greatest difference being between Indian and Ghanian students. (2) The students showed significant differences in instrumental values, the greatest difference being between Indian and Ghanian students. (3) A comparison of the mean scores indicated that Ghanian and Zambian students were compulsive whereas Indian students were compulsive on personality traits and compassionate on ideological attitudes, the total compassion score showing greater dissonance between personality and ideology. (4) The Zambian students showed a slightly higher positive perception of achievement while Indian students showed a higher negative perception of achievement, reflecting greater satisfaction among the Zambians. (5) The Indian students showed a higher positive level of aspiration in comparison to Ghanian and Zambian students, showing greater optimism. (6) On the whole, comparisons of values, compassion and aspirations between countries and sexes showed more similarities than differences. [RJS 0691]

## Also See

Dhand, Harry and Lyons, John. 1991. **An innovative social studies curriculum in Canada: An experiment.** *Indian Educational Review*, Vol. 26(4): 1-14. [SKB 1913] (See in Chapter 13.)

Herraiz, Laura Benito. 1990. **Women university teachers: A social and psychological comparison between India and Spain.** Ph.D., *Edu. Jawaharlal Nehru Univ.* [USN 1957] (See in Chapter 31.)