

## Sociology of Education

SACHCHIDANANDA

Agarwal, Archana. 1989. **Effect of self-esteem, focus of attention and feedback on change in performance of high- and low-castes girls.** Ph.D., Psy. Univ. of Lucknow.

*Problem:* To study the effect of self-esteem, attention and feedback on change in performance of high- and low-castes girls.

*Objective:* To find out the change in performance in high and low self-esteem girls of high- and low-castes under task-focusing and self-focusing conditions involving feedback.

*Methodology:* On the basis of a self-esteem inventory and an intelligence test, 168 girls of the age-group of 10-12 years were selected out of an initial sample of 1,019 from Classes VI and VII. Each group of high- and low-castes was categorised into high- and low-self-esteem groups consisting of 42 subjects each. The subjects were then incidentally put into six experimental conditions. Each group of high- and low-self-esteem was categorised into the task-focus and the self-focus condition, each consisting of 21 subjects, and then the subjects of each condition were assigned to three feedback conditions (seven subjects in each) which were: positive feedback condition, negative feedback condition and no-feedback condition.

The tools used for data collection included, the Manual of Election Law, the Coopersmith Self-esteem Inventory, Zillar's Social Self-esteem Inventory, the Coding Test of Wachslar, and a

Mirror. The statistical treatments used included, mean, SD analysis of variance, and Tukey's multiple comparison test.

*Major Findings:* (1) High-castes girls showed more performance change than low-castes girls. (2) Taking the three types of feedback together, more change was shown under positive and negative feedback than under no-feedback. The maximum change was produced under negative feedback, and the minimum change under the no-feedback condition. (3) The maximum change was shown by subjects of high castes, high self-esteem group, and the minimum by subjects of low castes high self-esteem group. (4) Among the double interaction (caste and feedback interaction), high castes girls showed the maximum performance change under negative feedback, and low castes girls under positive feedback. (5) Among the interaction effects (self-esteem and feedback interaction), high self-esteem girls showed the maximum performance change under negative feedback and low self-esteem girls under positive feedback. (6) Among the interaction effect (focus of attention and feedback), the girls of the task focusing condition showed the maximum performance change under negative feedback, and girls of the self-focusing condition showed the maximum performance change under positive feedback. (7) In the quadruple effect of caste, self-esteem, focus of attention and feedback, the maximum performance change was shown by subjects of

high castes, high self-esteem task-focus negative-feedback group, and the minimum change by subjects of low-castes high self-esteem, task-focus positive-feedback group. [RJS 0693]

Aikara, J. 1990. **Research in sociology of education (1979-88)**. Independent study. Bombay: Tata Institute of Social Sciences. [ICSSR Funded]

*Problem:* The study addresses the problem of understanding the trend in the research in the discipline of sociology of education from 1979 to 1988.

*Objective:* To analyse the research trends in sociology of education for the period 1979 to 1988.

*Methodology:* Secondary data has been used and analysed.

*Major Findings:* (1) As regards the research on education and stratification/equality, the emphasis has been on the Scheduled Castes (SC) and the Scheduled Tribes (ST). However, research on the intragroup variation in the category of the SC/ST, non-SC/ST communities, nomadic and semi-nomadic communities, and research on women's education, has picked up. (2) As regards the research on education and social development, the focus has been on rural development and individual modernity. (3) With regard to research on alternatives in education or non-formal education the focus has been on evaluation of the strengths and weaknesses of the adult education programmes. There has been hardly any work on the impact of the adult education programme on society. (4) There has been inadequate research in the area of education, on the one hand, and in the areas of economy, polity, religion and family on the other. Not enough work has been done in the field of educational administration. (5) Some work has been done on the impact of education in the economic sphere, especially with reference to the economic returns of investment in education.

(6) Not much work has been done on the impact of education on social mobility. [RJ 0215]

Awasthi, Surya Kiran. 1992. **An analytic study of equality in educational opportunities and its use by minority Muslim students in Bhopal**. Ph.D., Edu. Barkatullah Vishwavidyalaya.

*Problem:* The study has attempted to analyse equality in educational opportunities and their use by minority Muslim girl students in Bhopal.

*Objectives:* (i) To analyse the educational facilities available to the Muslim girl students studying in schools, (ii) to study the extent of utilisation of educational facilities available in the school by the Muslim girl students, (iii) to understand the school environment of the Muslim girl students, (iv) to analyse the role of the parents in utilising the educational opportunities provided in the school, and (v) to study the factors in and outside the school which obstruct the Muslim girl students from getting school education.

*Methodology:* The sample comprised all the girl students (both Muslim and Hindu) studying in Classes IX, X and XI in 14 higher secondary girls' schools located in Bhopal City. The tools used included, a School Classification Evaluation Schedule, a Questionnaire for the students, an Interview Schedule for the parents, an Observation Schedule, and a Questionnaire for the educational administrators.

*Major Findings:* (1) The Muslim girl students used educational opportunities less than the non-Muslim girl students. (2) The Muslim girl students lagged behind in academic achievement in comparison to the Hindu students. (3) The problem faced by the Muslim girl students were: long distance from their residence to school, lack of Urdu-medium schools, orthodox social customs, and the *purdah* system. [JSP 0561]

Bhojar, P.G. 1990. **A study of the expectations of the parents of the children from the**

*Methodology:* The members of the Orissa State Legislative Assembly constituted the sample for this study, which included 90 respondents of the Orissa Council of Ministers and some party leaders. The tools used included an Interview Schedule, an Attitude Scale and open-ended and structured questions. Percentage distribution was used to treat the data.

*Major Findings:* (1) The political elite of Orissa is composed of people drawn from various strata and SES categories. (2) The younger age-groups are over-represented in the political elite. Women remain largely unrepresented, the males monopolising and dominating the political elite positions. (3) Social class is commonly measured in terms of a combination of education and caste. In each of these indices, the Orissa political elite stands substantially above the general population. The Orissan political elite does not look like the general population. (4) Political socialisation can occur at various stages of the lifecycle rather than primarily in the pre-adult period even among an important group of elites engaged in the political and legislative processes. (5) A vast majority of them had previously worked and held political/party positions at the local level. From the local level, they struggled up to state-level politics. (6) The elite were more alienated along the axes of isolation and normlessness compared to the axis of powerlessness. (7) The elite were highly cosmopolitan in terms of their exposure and range of interest. (8) The elite were highly innovative and were more favourably oriented toward new technologies but there was decline in the elites' openness to change as far as social customs were concerned. They have significantly changed their attitudes towards the age-old traditional social customs and values and hold highly modern values. There was a downward trend in the anti-traditional response pattern among the elite with regard to values like the authority of the elder in the family. Modernity had entered among the elite. It had done so not by replacement of tradition but by the addition of some traits. [KCP 0507]

Gaur, Ashwani Kumar. 1988. **A sociological study of teacher educators of Rajasthan.** Ph.D., Edu. Meerut Univ.

*Problem:* It attempts to study the sociological study of teacher educators of Rajasthan.

*Objectives:* (i) To study the problems of teacher educators of Rajasthan in relation to the different types of training colleges, (ii) to analyse the different problems of the teacher educators of Rajasthan in relation to SES groups, (iii) to identify the problems of the teacher educators of Rajasthan in relation to different teaching-attitude groups, and (iv) to study the problems of teacher educators of Rajasthan in relation to sex-based groups.

*Methodology:* A sample of 310 teacher educators was randomly selected from Rajasthan's teachers' training colleges. A Teacher Educators' Problems Questionnaire, a Socio-economic Status Scale and a Teaching Attitude Inventory were the tools used to collect data which were analysed by using percentage and chi-square.

*Major Findings:* (1) The teacher educators of the unaided training colleges faced many problems, e.g. the monopoly of the management committee, non-observation of rules in the selection of teachers, too much workload, full salary not being paid, no GPF, no CPF, no gratuity, no pension, no medical facility, no proper library facility, lack of participation in seminars and refresher courses, no social recognition, etc. (2) The teacher educators of the unaided training colleges of Rajasthan did not get the UGC grade. They did not get any educational and vocational opportunities. They work hard under the pressure of the management committee and faced other problems related to recreation, religion, etc. (3) The appointment of teachers in such colleges was not direct but through promotion from secondary schools; hence a lack of academic progress was found. The training colleges of Rajasthan were affiliated to primary and secondary education agencies, not to those of higher education. (4) The teacher

educators of the Correspondence Department of Rajasthan University, Jaipur, faced many problems, e.g. there was no aid from the government for the B.Ed. correspondence courses. (5) The teacher educators of the autonomous institutions of Rajasthan faced problems like insecurity of job, a prescribed dress for the teacher, restrictions in food, excessive workload, and other problems relating to religion, region, recreation and physique. (6) There was a significant difference between the problems of teacher educators of different training colleges. (7) There was a significant difference between the problems of the different SES groups. (8) There was no significant difference among the problems of the different teaching attitude groups. (9) There was no significant difference among the problems of male and female groups. [Author 1555].

Goswami, Ajai. 1988. **A study of the changing patterns of child-rearing practices of first- and later-born children in relation to socio-economic and cultural aspects.** Ph.D., Psy. Agra Univ.

*Problem:* It attempts to study the changing patterns of child-rearing practices of first- and later-born children in relation to socio-economic and cultural aspects.

*Objectives:* (i) To study and compare difference regarding male and female child-rearing practices of first- and later-born children in urban and rural families, (ii) to see the difference in child-rearing practices of first- and later-born children belonging to high and low socio-economic status; (iii) to see the effect of child-rearing practices adopted by mothers for their male/female, first- and later-born children when the mothers belong to small and large sized families, (iv) to see the difference between educated and uneducated mothers in their child-rearing practices of their male/female, first- and later-born children, and (v) to study the pattern of child-rearing practices when the first child is male and the later child is the first is female and the later, male; the first- and later-born are both females.

*Methodology:* The sample comprised 400 children belonging to different castes, and socio-economic status groups. Suitable tools were used to collect data and the collected data were suitably treated.

*Major Findings:* (1) The patterns of child-rearing practices for first- and later-born children significantly differed in various subgroups. (2) Urban mothers remained constant in their child-rearing for their first- and later-born children in comparison to rural mothers. (3) Rural mothers showed a significant difference in their child-rearing practices for their children whatever their sex may be. (4) The patterns of child-rearing practices for first- and later-born child significantly differed in upper-castes and lower-castes families. (5) The pattern of child-rearing practices for first- and later-born children significantly differed in high socio-economic status and low socio-economic status families. (6) Mothers belonging to both higher and lower socio-economic status and urban and rural areas differed in their child-rearing practices significantly. [SS 0803]

Goutam, Neogi. 1983. **Social transition and women in Bengal (1850-1900).** Ph.D., Hist. Jadavpur Univ.

*Problem:* The present study attempts to answer whether various factors behind the social transition after 1850 substantially alter the conditions and status of women in Bengal? If so, how far was this change evident in their political, socio-economic and literary activities?

*Objectives:* (i) To study the position of Bengali women around AD1850 and factors of social change, (ii) to trace the progress of women's education in Bengal, (iii) to trace the attempts at removing social disabilities of Bengali women, and (iv) to study the Christian missionary activities and Bengali women in the second half of the 19th century, (v) to study the Bengali women in India's nationalist movement, (vi) to trace the social organisations and social activities

of Bengali women, and (vii) to study the darker side of women's life: some social evils and delinquencies.

*Methodology:* In this work the primary sources were contemporary periodicals edited by Bengali women, and memories, biographies and autobiographies.

*Major Findings:* (1) Memorable and even radical changes had occurred in the social position of Bengali women in the period 1850-1900. Around 1900, the upliftment of women had been furthered by significant changes in the outlook of women themselves in all walks of life. (2) In this period, women's education in Bengal made remarkable progress at all stages of education. Further, women's education received both public and government support. The Brahmo Samaj made a significant contribution towards the education and emancipation of Bengali women. (3) Though women of respectable Hindu families joined school education in large numbers, their entry into higher education and secular, modern education was largely opposed; education was sought to improve their moral character and their feminine qualities. [SPB 1285]

Groenou, Willem Van W. 1990. **Reign over politics.** *Indian Educational Review*, Vol. 25(3): 1-13.

*Problem:* This study tries to identify the relationship between education and political intervention and identifies two types of pedagogies for this purpose, viz. individuating pedagogy and community-oriented pedagogy.

*Objective:* The major objective of this study was to identify various types of relationships between education and politics.

*Methodology:* The sample of this study was drawn from four schools associated with the Krishnamurti Foundation, India. The total sample comprised 94 students, of which 38 were girls. Most of the students were in the age-group of 14-16 years. The study was conducted in the summer of 1986.

*Major Findings:* (1) A positive relationship existed between political pedagogy and proper political judgment. (2) Child-centred pedagogy with a political base is desirable. (3) General pedagogy was used with prudence in setting up rural TV for children. This diagonal pattern was clearly in favour of the small-scale schools. (4) Individuating pedagogy showed better performance in restoring craftsmanship (although the gamma statistic was affected by the larger 'no answer' scores). (5) Individuating pedagogy had a clear advantage over the other type of pedagogy. [VKR 1468]

Gupta, Sushma. 1990. **Education as a factor of social adjustment of adolescent girls across different levels of socio-economic status.** Ph.D., Edu. *Punjab Univ.*

*Problem:* The present study examines education as a factor of social adjustment of adolescent girls belonging to different levels of socio-economic status.

*Objectives:* (i) To study the extent of the social adjustment of school-going adolescent girls coming from different socio-economic status families studying in different types of schools, (ii) to compare the social adjustment of adolescent girls studying in different types of schools, (iii) to assess the influence of parental education on the social adjustment of adolescent girls, (iv) to obtain the opinions of parents and teachers regarding the social adjustment of adolescent girls, and (v) to offer suggestions, such as may be warranted by the findings, for helping school-going adolescent girls to attain better social adjustment.

*Methodology:* The sample was drawn from 12 schools, randomly chosen from the Union Territory of Chandigarh, consisting of schools both urban and rural, private and government, co-educational and girls', English-medium and Hindi-medium. From each of these schools, 50 girls in the age-range of 13 to 16 years were randomly selected, thereby making a total of 600. Sixty teachers randomly selected, five students

from each of these twelve schools, the principal of each school and the parents of the 600 children selected, also formed the sample. The tools used included, the School Socio-economic Status Questionnaire by Ravi Kant Sharma, Dev Mohan's Socio-economic Status Scale (Revised), the Social Adjustment Inventory for Adolescent Girls of the investigator, the Parent Opinionnaire of the investigator, and the Teacher's Opinionnaire of the investigator. Descriptive statistics, such as mean, SDs, skewness and kurtosis were worked out. Also 't' ratios were calculated and co-efficients of correlation were found to analyse the data.

*Major Findings:* (1) Adolescent girls studying in urban schools were significantly better in their social adjustment as compared to girls in rural schools. (2) Adolescent girls studying in private schools showed significantly better social adjustment as compared to those of government schools. (3) Adolescent girls studying in co-educational schools were significantly better in their social adjustment as compared to adolescents of girls' schools. (4) Adolescent girls studying in English-medium schools were significantly better in their social adjustment as compared to girls of Hindi-medium schools. (5) There was a positive relationship between the SES and the social adjustment of adolescent girls of private, government, co-educational, girls' and English-medium schools though this was not found in the case of urban, rural and Hindi-medium schools. (6) Education of father and education of mother positively influenced the social adjustment of adolescent girls. (7) Parents of girls studying in urban and English-medium schools had a better opinion regarding the social adjustment of their daughters as compared to the parents of girls in rural and Hindi-medium schools. (8) Adolescent girls studying in urban, private, co-educational and English-medium schools belonging to the higher SES showed better social adjustment. [JNJ 0300]

Jena, D.N. 1988. **Social and occupational mobility among the artisan castes of a middle town in Orissa.** Ph.D., Soc. Utkal Univ.

*Problem:* The study addresses the problem of social and occupational mobility among the artisan castes of a middle-sized town in Orissa.

*Objectives:* (i) To study the changing family structure, i.e., size of the family, the family type and the decision-making process as it is taking place among the artisan castes, (ii) to assess the causes and consequences of migration in the wake of urbanisation and industrialisation, (iii) to assess the role of education, general assistance, and other significant factors, in bringing about the social mobility, (iv) to analyse how the changing occupational patterns facilitate social mobility, (v) to assess the impact of the urban style of life on caste, leading to social mobility, (vi) to find out the changing status of the artisan castes under the impact of the forces of mobility, and (vii) to study the changes that have taken place in the attitude, the style of life, and the general outlook of the artisans.

*Methodology:* All the artisan castes of the Kendrapara area were taken into consideration for the purpose of this study. The total population of Kendrapara was 6,097 residing in 897 households, and the respondents were selected on the basis of their sub-caste from among the Vaisya and Sudra caste category. Approximately 33% of the households, proportionately from different artisan castes having different occupational, educational and income backgrounds, were taken as the sample and the heads of the households were identified as the respondents. The tools used included interview schedules and informal interview. Percentage and means were used to treat the data.

*Major Findings:* (1) The incidence of migration was comparatively higher among the lower artisan castes than among the higher artisan castes. (2) Urbanisation and mass media were positively associated with mobility. (3) Education was positively correlated with mobility. (4) There was a positive correlation among the lower caste position, political support, financial assistance and mobility. (5) The majority of the artisans by retaining their traditional caste occupation had

improved their social status. (6) Occupational mobility among the artisans had taken place on a limited scale. (7) The traditional bases of status were intersecting the modern bases of status at different points. (8) Most of the artisans were not in favour of inter-caste marriages and divorce was yet to get the approval of the society. (9) Notwithstanding the impact of modernising forces, religion still continued to guide the individual in his day-to-day life. (10) Artisans were in favour of giving employment to women. (11) So a marked degree of change was perceptible in the status, the caste system and the general attitude towards life among the artisans. [KCP 0461]

Jena, S.S. 1990. **Village characteristics and schooling: Case studies of some typical villages in the Balasore District of Orissa.** Ph.D., Edu. Univ. of Mysore.

*Problem:* It attempts to study the village characteristics focusing on educational facilities in some typical villages of Balasore District of Orissa.

*Objectives:* (i) To arrive at a village typology based upon census data to represent the structure and examine the distribution of educational facilities across the types of villages, and (ii) to conduct case studies of selected villages from the village typology to understand the differences that may exist in utilisation of educational facilities by different structural segments.

*Methodology:* A few typical villages were considered in the study. Village typology was also traced. Case study method was used in the study.

*Major Findings:* (1) The structural properties of a village were a determining factor in obtaining different levels of schooling. (2) The village types were closely associated with the quantity of schooling. The population size of a village was one of the important factors in deciding the level of schooling. Occupationally homogeneous and heterogeneous village types had almost the same number of schools in the pre-Independence

period as compared to the post-Independence period. (3) The overall quality of education in the sample villages was far from satisfactory as revealed by the quality indicators. (4) With regard to the utilisation of educational facilities, the male, female and adult population had higher levels of education in heterogeneous villages as compared to homogeneous villages. (5) Heterogeneous villages had a higher proportion of illiterates among them as compared to homogeneous villages. (6) Differences existed in the socio-economic and educational structure between homogeneous villages and heterogeneous villages. (7) The following policy implications emerged from the study : (a) The coverage of the villages by schooling should be phased in such a way that a specific number of randomly selected villages are provided with schools under the annual plans; (b) small villages should be provided with peripatetic teachers or mobile schools, supported by self-teaching materials; (c) planners should be conscious about the subordination of the educational structure to the social structure. [MKh 1290]

Kalliath, R. P. 1988. **A study of individual modernity and its relation to the educational background and the home environment.** Ph.D., Edu. Univ. of Bombay.

*Problem:* The study operationalised individual modernity (IM) as a mind-set which enables an individual to function as a rational being in modern society.

*Objectives:* (i) To construct instruments to measure individual modernity (IM), modernity of the parent-parent relationship (MPPR), modernity of parent-child relationship (MPCR), modernity of sibling relationship scale (MSR) and socio-economic status (SES), (ii) to measure the IM of students and the modernity level of the home environment (HE) and the economic background (EB), (iii) to compare the IM/EB and HE of students, (iv) to find the relationship between IM and EB and IM and HE, and (v) to find the relationship between IM and EB and IM and HE for the different categories of students.

*Major Findings:* (1) There was a significant difference in the IM of undergraduate and post-graduate students, post-graduate students being higher on IM. (2) There was a significant difference in the IM of students of different courses, the science students and the arts students being higher than the commerce students on IM. (3) Students of denominational institutions and those of English-medium were higher on their IM than students of non-denominational institutions and those of vernacular media. (4) Students who had consistency of medium were more modern than their counterparts. (5) There was no significant difference in the IM of students of urban and rural secondary schools and between the male and the female students. (6) There was a significant difference in the EB of students of different levels and types of education, the post-graduate students and students of science and arts being higher than their counterparts. (7) There was no significant difference in the EB of students of schools of different types of management and media of instruction, but students who had consistency of medium, urban students and female students were found to have a higher level of EB. (8) There was a significant difference in the HE of students of different levels and types of education; the post-graduate students and students of science and arts being higher on the HE than the undergraduates and commerce students. (9) Students of denominational-management schools, students with English as medium of instruction, with consistency of medium, and students from urban secondary schools, and female students, were found to be higher than their counterparts in HE. (10) Post-graduate students and science and arts students were higher on MPPR than the undergraduate students and commerce students. (11) There was a significant difference in the MPPR of students of different groups; students of denominational-management schools, students with consistency of medium, and urban students and female students were high on the variable. (12) As regards MPCR, post-graduate students, science students, urban students and

female students were found to be higher than their counterparts on the variable. (13) The post-graduate students, science students, students with consistency of medium and female students were found to be significantly higher on MSR in relation to their counterparts. (14) There were significant differences in the SES of all the groups except the undergraduate and the post-graduate students. (15) The arts students, followed by the science students, students of denominational-management schools, English-medium students and those with consistency of medium, urban secondary school students and female students were higher on the variable. [GJK 0228]

Kanwar, L.N. 1989. **A study of socialisation practices at home and school and development of personal achievement motivation among secondary school pupils in Assam.** Ph.D., Edu. Dibrugarh Univ.

*Problem:* The role of the family and the school in socialisation processes among secondary school pupils of Assam in relation to personal achievement.

*Objectives:* (i) To survey the strength of personal achievement motivation (Ach) among tribal and non-tribal high school boys and girls classified on different cultural and economic factors and belonging to urban and rural areas, (ii) to compare the socialisation processes at home of secondary school pupils with their levels of personal achievement, (iii) to compare the socialisation processes in different secondary schools with personal achievement, and (iv) to study the relevance of personal achievement, its socio-cultural and economic factors like race, area of residence, socio-economic factors and school variables.

*Methodology:* The sample was drawn from 19 higher secondary and secondary schools. The total number of pupils in the sample was 380. The researcher took both boys and girls of Class IX drawn from different racial backgrounds, SES, schools under different types of management and formal rural and urban areas. The tools used

included a set of six TAT pictures adopted by Mehta, a Questionnaire on Pupil's Perception of School Climate and School Socialisation Practices, an Interview Schedule on Family Socialisation Practices, and a Socio-economic Status Scale. The results were analysed using mean, SDs and 't' tests.

**Major Findings:** (1) There was no significant difference in the levels of personal achievement of boys and girls. (2) The mean difference between personal n-Ach scores of tribal and non-tribal children was not statistically significant. (3) There was significant differences in the mean personal n-Ach scores between urban and rural subjects. (4) The mean personal need-achievement scores of the pupils from government, provincialised and missionary schools were found to be higher than those of the pupils from ad hoc private schools. (5) The high-SES group boys were significantly higher than the low-SES group boys on personal need-achievement motivation. But girls did not show any significant difference. (6) The higher personal need achievement was positively related to earlier socialisation at home level. (7) Boys and girls belonging to high status groups on each dimension showed a higher level of personal achievement-motivation than their respective counterparts of the low-status groups. The children from ad hoc schools appeared to have a lower level of personal n-Ach when compared with pupils from government and provincialised schools. Differences on personal n-achievement levels were found between the high group with middle SES and the low group with middle SES on the factor use of reward and punishment (URP). (8) Comparison of high and low groups sub-divided on the basis of sex, area of residence, SES, racial background and type of school management on each of the factors of school socialisation revealed significant mean differences between certain subgroups on their levels of personal-ach. Significant mean differences were found between high-group boys and low-group boys; high-group girls and low-group; rural high-group children from govern-

ment provincialised missionary schools and low-group children from ad hoc schools on the factor: individual achievement orientation (IAO), high group boys and low group boys, high group girls and low group girls, high group urban and low group urban; high group with his SES and high group with low SES; high group tribal and low group tribals, children from government, provincialised, missionary schools and children from ad hoc school on factor-group achievement orientation (GAO) and high group girls and low group girls; high group urban and low group urban; children from government, provincialised, missionary schools and children from ad hoc schools on the factor overall energy strength (OES). [KCP 0525]

Kasinath, H.M. 1991. **A study of adjustment among migrated Hindi and non-Hindi speaking students studying in Jawahar Navodaya Vidyalayas.** Independent study. *Karnatak Univ.*

**Problem:** The problem is to investigate the adjustment among migrated Hindi-speaking (HS) and non-Hindi-speaking (NHS) students studying in Jawahar Navodaya Vidyalayas with reference to three areas of adjustment, viz. emotional, social and educational.

**Objectives:** (i) To investigate the adjustment, viz. emotional, social and educational adjustment, of students studying in Jawahar Navodaya Vidyalayas (JNVs), and (ii) to test whether there is any significant difference between different areas of adjustment variables and factors like sex and locality.

**Methodology:** The sample comprised 235 students of four JNVs of Karnataka, studying in Standard IX during the year 1990-91. Out of the 235 students, 52 were urban, 183 were rural, 201 were boys and 34 were girls. In all, the study covers 197 non-Hindi-speaking students and 38 Hindi-speaking students.

**Major Findings:** (1) Hindi- and non-Hindi-speaking boys did not differ significantly in

respect of their emotional and educational adjustment. (2) Hindi- and non-Hindi-speaking boys differ significantly in respect of their social adjustment. (3) Hindi- and non-Hindi-speaking girls did not differ significantly in respect of their emotional, social and educational adjustment. (4) Hindi- and non-Hindi-speaking rural students did not differ significantly in respect of their emotional and educational adjustment. (5) Hindi- and non-Hindi-speaking rural students differed significantly in respect of their social adjustment. (6) HS boys and NHS girls did not differ significantly in respect of their total adjustment. (7) HS girls and NHS boys did not differ significantly in respect of their total adjustment. (8) HS rural and NHS urban students did not differ significantly in respect of their total adjustment. [KR 0586]

Lalrinkimi. 1989. **A study of socio-cultural correlates of modernity in Mizoram.** Ph.D., Edu. North-Eastern Hill Univ.

*Problem:* The study tries to examine the socio-cultural correlates of modernity in Mizoram.

*Objectives:* (i) To investigate the extent to which the selected social attitudes have been transformed from traditional ones to modern ones under the impact of education, (ii) to examine the modernising influence of certain personal and socio-cultural variables (sex, age, type of family, family income, family facility, socio-economic status, parental education, media exposure, urban orientation, religious orientation, social participation, contact with other cultures) on attitudes, and (iii) to compare the opinions of people with varying socio-educational background on significant social issues such as co-education, sex education, employment of women, the Mizo custom of marriage, mate selection, family planning, small planned family, free mixing between the sexes, suicide and the social evil of drinking.

*Methodology:* The sample consisted of 426 males and 374 females randomly selected from

the capital town of Aizawl and from five villages in the state of Mizoram. The social attitudes were measured by using a Likert-type five-point scale. The Modernity Attitude Scale was adapted for Mizoram. Other tools used were the Household Data Sheet (HDS), the Socio-economic Status Index (SESI) and the Index for Media Exposure (IME).

*Major Findings:* (1) Education was found to be effective in moulding the attitude of the subjects in a positive direction toward modernity, the level of education being significantly related to the overall modernity attitude and attitudes toward family and education. (2) The relationship was negligible in the case of attitude towards religion, marriage and status of women in society. (3) The type of courses offered and the type of schools attended also showed significant results, with science and technical graduates and the convent and public school educated subjects showing higher mean modernity scores in comparison to the humanities and social sciences graduates and the government and aided school students, respectively. (4) Personal factors — socio-economic status, occupation, family income, family facility, parental education and age (negative) — revealed a considerable influence on individual modernity in attitudes. Mizo women appeared more modern as compared to their male counterparts. (5) Media exposure, urban orientation, religious orientation (negative) and contact with other cultures appeared to be significant socio-cultural factors affecting the attitude toward modernity. (6) A significant sex difference was observed in views regarding the employment of women, with women favouring a positive opinion on the issue. (7) Rural and urban subjects showed a significant difference in views regarding the selection of mate, with rural subjects favouring arranged marriages. (8) Media exposure turned out to be a significant factor influencing the opinion of people toward alcoholic drinks, with subjects less exposed to media not considering drinking as a social evil. [PPG 0181]

Malhotra, M.M and Menon, P.N. 1991. **Factors contributing to students' indiscipline in the polytechnics of Haryana State.** Independent study. Chandigarh: Technical Teachers' Training Institute.

*Problem:* This study attempts to identify the factors that contribute to indiscipline in polytechnics.

*Objectives:* (i) To identify the type of indiscipline problems among the students, and (ii) to explore the factors that contribute to indiscipline.

*Methodology:* From the total of 12 polytechnics in Haryana, four government polytechnics and privately managed institutes were selected randomly. Data were obtained from the principals, heads of departments and teachers and from 10% (selected randomly) of the student population of each of these polytechnics. The tools used included interview schedule, questionnaire and rating scale. The data gathered from students, teachers and administrators were analysed for rank ordering the problems of indiscipline as well as the five most plausible factors contributing to the occurrence of these problems. Ranking was done on the basis of the frequency counts and the total weighted rating received by each problem and by the factors contributing to its occurrence. The coefficient of concordance (w) was calculated for studying the relationships among the perceptions of the students, teachers and administrators regarding the frequency of occurrence of these indiscipline problems and the contributing factors.

*Major Findings:* (1) There was a significant agreement among the students, teachers and administrators about the rank ordering of the problems of indiscipline. (2) The most important problems of indiscipline among students were, ragging of first-year students by seniors, copying in the examinations and class tests, late-coming in the class, and wandering about in school time. (3) There was a significant agreement among the students, teachers and administrators of polytechnics on assigning ranks to the factors

contributing to twelve problems. (4) The first five top-ranking factors identified in the group on each of the above problems were, students' talking in the class, throwing chalks at the teachers while they are teaching, going on strike for a long period, students pulling out wires from switchboards and breaking furniture. The other factors were, wandering about the time the class was in progress, writing comments on teachers and girls on the walls and on the blackboards, not bringing necessary materials for drawing, late-coming in the class, not punctual, ragging of first-year students by seniors, gambling and drinking in the hostel and creating nuisance in the institute. [MMM 0995]

Mistry, D.S. 1988. **A study of the educational contributions of the Parsi community in India.** Ph.D., Edu. Univ. of Bombay.

*Problem:* The study surveyed the contributions of the Parsi community to education and allied fields.

*Objectives:* (i) To study the initial stages of settlement of the Parsis on the west coast of India, (ii) to study the contributions of the Parsis to different fields, in general, and to educational institutions in particular, and (iii) to make a biographical sketch of the Parsis distinguished in various fields.

*Methodology:* The study followed the historical method of research. Data were gathered through documentary analysis and interviews with several Parsis and non-Parsis.

*Major Findings:* (1) Through education, the Parsi community improved its social and economic standards. During the colonial rule, many Parsis migrated to the cities, especially to Bombay City, and the community progressed through trade and commerce. (2) The weaker members of the community, and society at large, benefited by the benevolence of the Parsis. (3) Many schools, hospitals and technical institutes flourished because of the philanthropic nature of Parsis. (4) The first college of architecture and

the first civil hospital in Bombay were opened by Parsis. (5) Parsi institutions were open to all and they made the people politically aware, too. (6) The Parsis preferred convent education for their children. (7) Education enabled the Parsis to take advantage of the manifold facilities available and to improve their lot. (8) The study revealed that ZOSTA, a professional body of eminent Parsis, was training students in academic and non-academic areas. (9) It was found that Parsi males were, by and large, non-enterprising, while the females were hardworking and better educated. The small-family norm of the Parsis adversely affected the miniscule community. (10) It was observed that unless the Parsis' panchayat promoted early marriage among Parsis, and the large family norm, the community faced a threat of extinction. (11) Earning while learning can help to raise the educational level of the Parsis. Education enabled the Parsis to unite and revive the spirit of oneness and to seek out new areas for settlement in order to improve the lot of the community. [GJK 0230]

Modak, Amiya. 1989. **Nepali women's response to social change since 1974: A study of the sociology of education of hill women with special reference to Kurseong area.** Ph.D., Soc. Univ. of Calcutta.

*Problem:* This is an attempt to study the Nepali women's response to social changes, and the role of education in the social and economic development in the hill areas with special reference to the Kurseong areas.

*Objective:* To study the Nepali women's response to social changes, and the role of education in the social and economic development in the hill areas with special reference to the Kurseong areas.

*Methodology:* The participant observation method was used to get the relevant data. This was further supplemented by secondary data published by the government, research scholars and institutions.

*Major Findings:* (1) The women were largely employed in terrace cultivation in the hill areas of West Bengal. The present education system and the pattern of modernisation did not change their harsh work-profile. (2) Women in urban areas, being educated, took up jobs and entered the informal sector. The entry of women into the informal sector was a significant feature of social change. [SPB 0197]

Mohanty, R. N. 1992. **The academic elite of Orissa: A sociological study.** D. Litt., Soc. Utkal Univ.

*Problem:* This is a sociological study of the academic elite of Orissa.

*Objectives:* To explore sociologically the hitherto unchanged but potentially quite significant dimensions of the academic elite of Orissa with respect to : (i) the academic elite and their social characteristics, (ii) their career pattern, (iii) their role-perception and role performance, (iv) their satisfaction with their jobs and alienation from the social order, and (v) their attitude towards modernity.

*Methodology:* The sample for this study consisted of 455 teachers belonging to the three universities of Orissa, namely, Berhampur University, Sambalpur University and Utkal University; out of these 200 teachers were selected by the stratified random sampling technique.

*Major Findings:* (1) The socio-economic profile of the academic elite consisted of upper-castes Hindus, middle class, urban background and the nuclear family. (2) The teaching profession at the university level has been found to be male-dominated. (3) Persons with an average academic career and calibre have been recruited to this profession. It has been found that even after receiving the revised UGC pay-scales the academic elite did not have job satisfaction. [KCP 0452]

Mohapatra, R. 1988. **A socio-economic analysis of the inter-district educational disparity at school level in Orissa.** Ph.D., Edu. Utkal Univ.

*Problem:* The study centres around an analysis of the inter-district educational disparity at school level in Orissa.

*Objectives:* (i) To identify the pattern, magnitude and trend of the inter-district educational disparity at school level in Orissa, (ii) to classify the districts from the point of view of educational advancement vis-a-vis educational backwardness, (iii) to identify the nature and magnitude of the major socio-economic factors responsible for the inter-district disparity, and (iv) to formulate effective action strategies for the removal of such disparities.

*Methodology:* All the thirteen districts of Orissa were taken for the present study and were classified as advanced and backward on the basis of 26 indicators of the composite index. Secondary data were collected from government reports and publications. The data were standardised for further statistical computation. Mean, SD, percentage, and interpolation were worked out to treat the data.

*Major Findings:* (1) Out of 13 districts, seven districts were grouped into a pool with higher levels of educational advancement, and six were grouped as districts with lower levels of educational advancement. Cuttack had obtained the first rank in the advanced group and Kalahandi had obtained the first rank in the group of districts with lower levels of educational advancement. (2) Nine districts would require immediate attention to enhance the achievement of the learners. Six districts were considered extremely backward from the point of view of boys' achievement. (3) The following socio-economic factors had played a significant role in accelerating inter-district educational disparity in Orissa: (a) multi-dimensional deprivation; (b) process of development; (c) scarcity of resources; and (d) ineffective educational planning. [KCP 0424]

Pandey, Rajendra. 1988. **Education and society: A review of perspectives.** *Indian Educational Review*, Vol 23 (2):120-29.

*Problem:* This is an attempt to analyse critically the literature in the sociology of education in the context of the relationship between the school and the society.

*Objective:* To analyse various theories on sociology of education and critically evaluate the same.

*Methodology:* It is basically a study based on review of existing literature in the area of sociology of education.

*Major Findings:* (1) There are two broad models used by the scholars in the study of sociology of education. (2) One school assumes dependence of education and the school on the structure of the society and on its elite. (3) The prominent sociological theories covered are: (a) functionalism, (b) Marxism, (c) the Weberian conflict theory, (d) critical functionalism, and (e) the new direction approach. (4) This school emphasises the power to command, the power to constrain, and the power to profit from educational institutions, and ignores face-to-face relations. (5) The other school treats education as autonomous and includes: (a) the consensus theory, and (b) the interaction theory, phenomenology and ethnomethodology. (6) This school treats human beings not merely as products of social forces but also as constantly shaping and creating their own social worlds in interaction with others. The emphasis is on the active, creative side of the teachers and the taught who negotiate and construct reality every day through day-to-day, face-to-face classroom interaction and practises. It, however, ignores the relationship between the school and the other societal sub-systems in terms of social class relations. [KCN 1103]

Pandey, V. K. 1988. **Social mobility among women in the transitional city of Raipur in Madhya Pradesh.** Ph.D., Soc. Utkal Univ.

*Problem:* The study focuses upon the problem of social mobility among women in the transitional city of Raipur in Madhya Pradesh.

*Objective:* To find out the trends, directions and consequences of social mobility among women, as well as factors responsible for it.

*Methodology:* As this is a descriptive study, the data were collected through personal interview.

*Major Findings:* (1) The present changes in our society have improved the social position of women; their rights have grown. (2) Women of the upper class, the upper middle class, and the intermediate castes, and Brahmin, Kashmiri, Sikh and Jain women play a more important role than others in deciding matters regarding education of children and their careers. In taking debts, women still have the right in most of the cases. (3) Education is an important factor for social mobility among women. (4) The majority of the respondents were of the opinion that some effective efforts should be made for the reform of the caste system, or it should be abolished. The majority of the respondents of different castes still keep intact the endogamous character of caste. (5) A good majority of the respondents from all castes, communities and classes reported that they take into account the economic status of a person while paying respect to him. (6) The majority of the respondents held that class is better than caste for a good urban life. (7) The majority of the respondents belonging to the upper class, middle class, and the lower class still think that the decision on marriage should be taken by the parents. (8) The processes of urbanisation and modernisation are considered as responsible for bringing many changes in the day-to-day life of urban women. [ KCP 0438 ]

Patel, Leelababen K. 1988. **A study of the problems of first-generation learners in Stan-**

**dards I to IV in Ahmedabad city.** Independent study. Ahmedabad: A.G. Teachers' College. [ERIC Funded]

*Problem:* The present study is an attempt to understand the problems of the first-generation learners. If the problems of these pupils are known to the teachers, they can help students properly in their studies and their adjustment.

*Objectives:* (i) To locate where more first-generation learners are found; (ii) to find out the proportion of the first-generation learners in various sections of the society, (iii) to find out the proportion of girls and boys among the first-generation learners, (iv) to investigate and classify the types of problems of first-generation learners, (v) to find out which types of problems are more frequent among them, (vi) to suggest ways and means of minimising such problems, and (vii) to suggest suitable programmes for the parents of such children for better adjustment of the pupils in their homes.

*Methodology:* The sample comprised 100 students (boys and girls) studying in Standards I to IV, in Ahmedabad Municipal Corporation schools. The tools used included Personal Data Sheet and Problem Checklist. Frequencies, percentages, averages and standard deviations (SDs) were used to treat the data.

*Major Findings:* (1) It was found that there was a larger number of girl first-generation learners as compared to boys. (2) The number of first-generation learners went on decreasing year after year. (3) There were more first-generation learners among the non-backward class than in the backward class comprising Scheduled Castes, Scheduled Tribes and other backward classes known as Baxipanch castes. (4) Scheduled Tribes students faced more health problems, followed by Baxipanch castes, the non-backward class, the backward classes and Scheduled Castes. Further, there were more problems related to body parts/organs. (5) In problems with the self also, Scheduled Tribes groups faced more problems, followed by Baxipanch castes, back-

ward castes, Scheduled Castes and the non-backward castes. As regards specific problems, a majority of the students suffered from nervousness. (6) As regards economic problems too, Scheduled Tribes ranked on the top, followed by Baxipanch castes, backward, non-backward class and Scheduled Castes. Further, it was found that poverty was at the centre of the economic problems. (7) With regard to educational problems, Baximpanch castes were more at a disadvantage followed by Scheduled Tribes, the non-backward class, the backward class and Scheduled Castes. The lack of suitable environment for study was found to be the main reason. (8) On social problems, Baxipanch castes had more problems followed by the backward class, Scheduled Castes, non-backward class and Scheduled Tribes. (9) As regards family problems, Baxipanch castes had more problems followed by non-backward class, the backward class, Scheduled Castes and Scheduled Tribes. (10) It was also found that the parents of these first-generation learners were unskilled workers. [CGVM 1096]

Raghuvansh, Sujata. 1992. **The concept of secularism and its educational implications.** Ph.D., Edu. Univ. of Allahabad.

*Problem :* The present study analyses the concept of secularism and its educational implications.

*Objectives:* (i) To analyse the concept of secularism from the philosophical standpoint, (ii) to trace the history of the growth and development of secular education in the West and in India, (iii) to analyse secularism in the context of the Indian Constitution, (iv) to examine the content of the curriculum followed in Allahabad schools and to find out if it promoted the concept of secularism among students, and (v) to find out the views of educationists, politicians, teachers and literary figures regarding the pattern of secular education.

*Methodology:* The sample consisted of 50 primary and 50 secondary school teachers drawn

randomly from schools in Allahabad 50 educationists, 25 literary figures from all over India, and 25 politicians belonging to different registered parties of India.

The technique of conceptual analysis, a questionnaire to measure the concept of secularism, and two schedules prepared by the researcher to analyse the content of the curriculum of the schools as prescribed by the state of Uttar Pradesh were used to collect the relevant data.

*Major Findings:* (1) The majority of the respondents believed that secularism means equal respect for all religions. (2) There should be religious freedom. (3) State and religion should remain apart. (4) The need for a uniform civil code was aired. (5) Economic status rather than caste/religion was considered the correct basis for providing reservation. (6) Secular thoughts as well as teachings from all religions should find a place in the school curriculum. (7) Education in moral values was felt to be possible through non-religious education. (8) The content of the textbooks failed to develop rational, objective and scientific thinking in the pupil. (9) The understanding of other cultures and religions through the teaching material was thought of as deficient. (10) Immediate secularisation of the whole educational system and improvement of textbooks was needed. [PCS 1933]

Sengupta, C. 1992. **Sociological impact of the total literacy campaign: The case of Midnapore.** Independent study. Bombay: Tata Institute of Social Sciences.

*Problem:* The study addresses the problem of understanding the sociological impact of the total literacy campaign in Midnapore, West Bengal.

*Objectives:* (i) To know the extent to which adult learners have acquired the content of literacy education beyond the literacy skills of the three R's, (ii) to understand the issues related to the socio-political consequences of the total literacy mission, (iii) to study the impact of literacy education on the day-to-day life of the neo-

literates, and (iv) to study whether literacy can cut across class, ethnic and spatial boundaries.

*Methodology:* The sample of the study was drawn from 54 blocks and 153 villages of the district selected in accordance with quota sampling. It comprised 3,050 neo-literates, who formed the experimental group, and another 950 illiterates who formed the control group. The tools used were observation, structured and unstructured interview schedules, secondary data analysis and the records of the observers kept with the field workers. Mean, SD, and 't' test were used to treat the data.

*Major Findings:* (1) The total literacy campaign had a positive impact on collective consciousness at political party, administrative and grass-roots levels. (2) It had a positive impact on social and political awareness, functionality, equality of sexes and the scientific temper of the neo-literates. (3) It had a uniform impact on all — advanced, moderate and backward — block and villages. (4) The performance of the female respondents was better than that of the males. (5) Neo-literates belonging to the backward castes achieved a lower level of consciousness in comparison to the Scheduled Castes, Scheduled Tribes and the high castes. The performance of minority religious groups was also not promising. [RJ 0220]

Sharma, Jamna Datt. 1992. **A sociological study of language and social science textbooks produced by the NCERT.** Ph.D., Edu. *Jamia Millia Islamia*.

*Problem:* The present study is undertaken with a view to evaluating the textbooks in languages and social sciences from the standpoint of societal concerns.

*Objectives:* (i) To identify significant societal concerns that need to be reflected in textbooks in languages and the social sciences, (ii) to develop comprehensive criteria for evaluation of textbooks from the standpoint of societal concerns, (iii) to evolve a clear picture about the

actual reflection of the societal concerns in the textbooks in languages and the social sciences produced by the NCERT, (iv) to identify certain plus points in the content and methodology adopted, and (v) to suggest policy implications regarding textbooks produced by the NCERT.

*Methodology:* An evaluation criteria was developed to evaluate the books. Fifty-three textbooks (29 in languages and 24 in the social sciences) were produced by the NCERT for use in secondary and senior secondary classes. Out of them only 20 books were taken up for this study. The researcher identified eight kinds of social concerns: (a) democracy, (b) secularism, (c) social justice, (d) social reform, (e) environmental concerns, (f) modernisation, (g) national integration, and (h) international understanding.

*Major Findings:* (1) Generally the Hindi textbooks did not adequately meet the assumptions of the professions made in their prefaces. (2) The textbooks in English also did not adequately reflect the societal concerns as emphasised by the concerned policy documents and the National Curriculum Framework. (3) The overall picture that emerged in respect of the language textbooks was that most of the societal concerns did not seem to have attracted the serious attention of the authors of the NCERT textbooks. (4) The evaluation of 12 textbooks showed that all the eight societal concerns had been duly taken care of in their writing. (5) The social concerns of 'democracy' and 'secularism' were reflected in the textbooks of all subjects except geography. (6) The reflection of the societal concern 'social justice' was positive, elaborate and without any prejudice in all the 12 textbooks in the social sciences. Three out of the four history textbooks exhibited a remarkably elaborate and non-prejudiced reference to 'social reform' of various types. (7) Seven textbooks — three in history and one each in sociology, economics and political science — made an elaborate and unprejudiced reference to 'national integration'. (8) The position regarding treatment of the social concern of 'international integration' was somewhat

disappointing. (9) The researcher identified some sensitive or prejudicial references in these textbooks which should be eliminated. [SPR 0607]

Sharma, Manju Lata. 1992. **Value orientation, socio-economic status and culture in relation to personality needs**. Ph.D., Psy. Agra Univ.

*Problem:* The researcher attempts to study the four needs of the sample and see its relation with value orientation, SES and culture.

*Objectives:* (i) To study value orientation in relation to personality needs, (ii) to study SES in relation to personality needs, and (iii) to study culture in relation to personality needs. (The four needs selected were : need-affiliation, need-change, need-order and need-achievement.)

*Methodology:* The sample of the study comprised 500 units. Mean, SD, skewness and kurtosis were computed to treat the data.

*Major Findings:* (1) Need-affiliation, need-order and need-achievement were more prominent in the rural culture, irrespective of their values and SES. Need-order was more prominent in those persons who belonged to high SES, irrespective of their values and culture. (2) Need-affiliation was more prominent in those persons who belonged to the rural culture with low theoretical, economic and social values. (3) Need change was more prominent in those persons who belonged to rural culture, and high economic value. (4) Need achievement was more prominent in those persons who belonged to the rural culture and had high religious value. (5) Need-change was more prominent in urban people with low SES. (6) Need-affiliation, need-achievement and need-order were more prominent in the high SES group. (7) Need-affiliation was more prominent in those persons who belonged to the rural culture, low social value and high SES. [SS 1361]

Sharma, R.R. 1990. **Activist and alienated students in relation to their socio-economic status**. *Indian Educational Review*, Vol 25 (4): 98-102.

*Problem:* The study is undertaken to compare activist and alienated students in relation to their socio-economic status.

*Objective:* To study differences between the SES of activists and alienated students.

*Methodology:* A sample of 533 male students was drawn randomly from different faculties of three post-graduate colleges affiliated to the University of Garhwal, Uttar Pradesh. The tools used included the Student Activism Scale and the Student Alienation Scale of Uniyal and Sharma. Mean, SD, CR and chi-square were computed while treating the data.

*Major Findings:* (1) No significant difference existed between activist and alienated students in regard to their family education. (2) There was a significant difference between activist alienated students on their parents'/guardians' occupation. (3) There was a significant difference between activist and alienated students on their parents'/guardians' income. (4) There was a significant difference between activist and alienated students on their socio-economic status. [SPr 1467]

Shukla, Rekha. 1990. **Survey and study of the causes of discontentment prevailing among the teachers of primary and secondary schools**. Ph.D., Edu. Kanpur Univ.

*Problem:* The present study attempts to work out the reasons of discontent amongst primary and secondary school teachers and suggest ways to remove them.

*Objectives:* (i) To work out the reasons of discontent amongst teachers, and (ii) to suggest ways to remove them.

*Methodology:* The survey method has been used in the study. A questionnaire was prepared

and distributed among the male and female primary and secondary school teachers and their answers obtained. Five hundred male and female samples were selected and the questionnaire was distributed amongst them. Mean, standard deviation, standard error and critical ratio of the reasons of discontent were calculated.

*Major Findings:* (1) The study showed that the reasons of discontent amongst the primary and secondary male and female teachers were similar. (2) Generally the factors causing discontent were: (a) Economic : Both male and female teachers were not getting sufficient salary and allowances as required. Due to this they felt dissatisfaction. This was the main reason for discontent. (b) Social : In ancient times the place and status of teachers was high and respected. But nowadays the teaching profession has lost its position and the teachers seek shelter and sympathy from the society. (3) The other causes were : (a) In India, about 85% of teachers belong to middle-class families. These teachers do not get a sound background and this affects the working capacity of the teachers. Since in India the society is divided into castes and subcastes there is no doubt that the feeling of inferiority among inferior castes creates discontent among the teachers. (b) In India, most of the problems and disputes are created by the administrative authorities. The bureaucrats do not know the technique and ethos of the profession, and this is one of the important causes of discontent. [KD 0203]

Singh, Achyut Kumar. 1991. **Education and the development of the national character in India after Independence**. D.Litt., Edu. Bhagalpur Univ.

*Problem:* The study analyses the impact of education on national character after Independence in India, with reference to the Bhagalpur District in Bihar.

*Objectives:* (i) To find out the determinants of Indian character, (ii) to determine the character

of the educated, the uneducated, and the illiterate in India, and (iii) to study the impact of education on the people in the country.

*Methodology:* The researcher used interview technique on selected persons belonging to various fields.

*Major Findings:* (1) A glance at the findings reveals that the illiterate generally live on their labour and they are quite aware of the fact that no one was going to provide them a better opportunity without any interest. So they do not have any tendency to depend on others. They know how to live within their own limitations. (2) Since they are innocent and they do not generally harm others, there is no reason for them to be cowards. They live bravely on their labour and by their sweat, and they do not waste time in futile activities. (3) They struggle hard from dawn to dusk for their bread and hence they do not indulge in flattery for undue advantage. (4) Their character is a balanced one with the ratio of desirable to undesirable attributes being 3:2, i.e. 60% to 40%. (5) The character pattern of the literate is relatively superior. They possess 70% desirable characteristics and only 30% undesirable ones. (6) They possess self-dignity, self-dependence, love for peace, enthusiasm, courage, reasonableness and kindness, along with nepotism and extravagance in social festivals. (7) Simplicity, self-dignity, sincerity, enthusiasm and courage are also some of the desirable characteristics of the less educated. (8) These people are also equipped with intellectual foresight. At the same time they are materialistic and hence they like to be result-oriented. (9) They are not emotional. They like to go after wealth and prosperity though they are lazy and luxurious by nature. (10) The highly educated people, the elite of our society are traditional, enthusiastic, dutiful, reasonable, sincere, and have the capacity of determination. (11) Lack of feeling of altruism in them is a matter of deep concern as it shows a drift from Indianism, Indian culture and dignity. (12) The character pattern of Indians generally is as

follows: They are peace-loving, dutiful, self-dependent, sincere and reasonable. They know how to enjoy a life of quality, fraternity and harmony, although they have to spend extravagantly on social festivals. They do not like flattery and hypocrisy. This shows that Indians, in general, cannot be rated inferior to others in character. Thus it can be said that education has had a considerable impact on the national character. [AKS 0837]

Singh, Angad. 1988. **A study of the relationship of modernisation with academic achievement, intelligence and socio-economic status of undergraduate students.** Ph.D., Edu. Avadh Univ.

*Problem:* The present investigation attempts to explore the attitudes of undergraduate students towards modernisation and its relationship with their academic achievement, intelligence and socio-economic status.

*Objectives:* (i) To find out the relationship between the attitudes towards modernisation and the academic achievement of undergraduate students, (ii) to find out the relationship between the attitudes towards modernisation and the intelligence of undergraduate students, (iii) to find out the relationship between the attitudes towards modernisation and the socio-economic status of undergraduate students, and (iv) to compare the attitudes towards modernisation of undergraduates with respect to different aspects, viz. area, sex, caste and religion.

*Methodology:* The sample of the study consisted of 600 undergraduate students (400 boys and 200 girls) from eight colleges of Avadh University. The data were collected by using the Modernisation Scale of Singh, Tripathi and Lal, the *Samanya Mansik Yogyata Pariksha* — the Hindi version of Joshi's Group Test of General Mental Ability and the Socio-economic Status Scale of Bhardwaj, Gupta and Chauhan. The data were analysed using mean, SD, 't' test and Pearson's product moment correlation.

*Major Findings:* (1) The higher the academic achievement, the greater is the level of modernisation. (2) Intelligence plays an important role in keeping pace with the attitudes towards modernisation. (3) The higher the socio-economic status, the greater is the level of modernisation. (4) Urban and rural students did not have different attitudes towards modernisation. (5) Female undergraduates had more modernised outlook than male undergraduates. (6) Under-graduates belonging to the upper and the Scheduled Castes had significantly different attitudes towards modernisation. (7) Hindu undergraduates had a much more modernised outlook than Muslim undergraduates. (8) The undergraduates wished to modernise only certain aspects of their views and activities. [Author 0836]

Singh, Saroj. 1982. **School textbooks and political socialisation: A comparative study of Hindi and Kannada textbooks.** Ph.D., Soc. Devi Ahilya Vishwavidyalaya.

*Problem :* The present study tries to compare the textbooks of Hindi and Kannada, so as to study the impact of the textbooks' ideas on students with reference to political socialisation.

*Objectives:* (i) To compare the language textbooks of Hindi and Kannada with reference to political socialisation, and (ii) to measure the impact of the textbooks' ideas on students with special reference to political socialisation.

*Methodology:* Content-analysis of textbooks of Hindi and Kannada languages was done. The impact of the textbooks' ideas on Classes X and XI students were analysed. The sample of the study included 200 students, 100 each from Mysore and Indore. Questionnaire and interview schedules were used for data collection purposes.

*Major Findings:* (1) The textbooks of Hindi and Kannada languages in the primary section had a lower percentage of lessons and pages based on manifest politicisation, whereas the percentage of the same rose in the textbooks of the middle sections. The percentage of lessons based on

manifest politicisation was lower in the textbooks of the higher secondary classes. (2) The required knowledge of manifest politicisation was not being imparted through Hindi and Kannada textbooks to the adolescent students. (3) A positive relationship was observed between the education of the parents and the political socialisation of the children. (4) The majority of the student res-pondents reacted against social evils and had knowledge of the steps taken by the government for the adaptation of the socialistic pattern of society. (5) The respondents had an awareness of the chapters based on political socialisation. (6) More systematic, thorough, influencive, intensive and stable knowledge was found to be imparted through textbooks than through the mass media. [PKS 0651]

Srivastava, S.K. 1989. **A sociological study of student unrest: Causes and remedies.** Independent study. *Banaras Hindu Univ.* (ERIC Funded)

*Problem:* The present study is an attempt to explore and analyse the causes and remedies of student unrest with specific reference to the Banaras Hindu University (BHU).

*Objectives:* (i) To study the causes of student unrest among the college and university students at the perceptual and actual level, and the remedies suggested by the students' leaders (formal and informal), (ii) to analyse the level of satisfaction and dissatisfaction at personal, familial, institutional and social level, (iii) to study the relationship between political awareness and political participation and the leadership patterns among the students, (iv) to find out the reasons of frequent conflicts between students and authorities, (v) to make an intensive study and event analysis of student movements, their causes and consequences, and (vi) to conduct a few case studies.

*Methodology:* The sample consisted of a selected group of leaders among teachers, politicians and administrators. The data were collected

from 330 students and 12 teachers. The random sampling method was adapted for the purpose of pre-election study. The tools used included interview schedule, open-ended questionnaire, newspaper articles and editorials. Content analysis of statements, newspaper reports, articles and editorials, classification and event analysis. Frequency distribution and percentages were used to treat the data.

*Major Findings:* (1) Five types of causes for student unrest in BHU were perceived : (a) academic and institutional, (b) socio-psychological, (c) political, (d) socio-economic and cultural, and (e) police-related. (2) The major causes of student unrest in general were: (a) political parties; (b) outsiders; (c) law and order problem, (d) wider socio-economic causes; (e) world problems; (f) frustration among students, (g) election strategy; (h) parents and home environment; (i) neglect of students (j) government's indifference; (k) student leaders; (l) teachers; (m) costly education; (n) atmosphere of agitation; (o) lack of character; (p) lack of libraries; (q) lack of extra curricular facilities; (r) commercialised education; (s) teacher-politicians; and (t) eve-teasing. [MSG 1875]

Subrahmanian, K.A. 1989. **Perception of community support in relation to adjustment and role among the aged.** Ph.D., *Psy. Univ. of Calicut.*

*Problem :* It is an approach to the study of community support promises in educating how and the relation to which factors support systems operate to protect the elderly against stresses and strains of aging.

*Objectives:* (i) To study whether there is any significant difference between groups of elderly persons with better perception and comparatively poor perception of community support in their (a) home adjustment, (b) social adjustment, (c) emotional adjustment, (d) self-adjustment, (e) health adjustment, (f) general adjustment, (g) role activity, (h) role involvement, and (i) role satisfaction, and (ii) to study the influence of

demographic variables, viz. age, religion, income, family size, education, marital status and location of living on the elderly's perception of community support, dimensions of adjustment and role-measures.

*Methodology:* The sample consisted of 554 elderly persons of age 55 and above, randomly selected from Malabar, the northern part of Kerala State. The sample consisted of 348 males and 206 females, both from urban and rural areas, of different family-sizes, religious groups, and educational, economic and marital status. The tools used included Perception of Community Support Inventory, Adjustment Inventory and Role Activity Inventory. The data were analysed using two-way analysis of variance, 't' tests and correlation coefficient.

*Major Findings:* (1) Better perception of community support facilitated good adjustment among the aged. (2) Better perception of support led to more role activity, involvement and satisfaction. (3) Demographic factors such as income, education and marital status influenced perception of support, dimensions of adjustments, and role activity, involvement and satisfaction of the aged. (4) Elderly males and females differed significantly in perception of support, adjustment, role activity, involvement and satisfaction. [KSP 0557]

Trivedi, Krishna Kumar. 1989. **A study of student unrest in Kanpur University and its affiliated colleges of Kanpur Mahanagar.** Ph.D., Edu. Kanpur Univ.

*Problem :* The present study focuses the causes with remedies of students unrest in Kanpur University and its affiliated colleges of Kanpur Mahanagar.

*Objective:* To study the causes (with remedies) and incidents of student unrest in the Kanpur University campus and its affiliated colleges of Kanpur Mahanagar from April 1982 to March 1987, along with the unrest caused by the closure of the D.A.V. College hostel.

*Methodology:* In this study a sample of 300 students (male/female), 150 teachers (male/female), 25 non-teaching staff members, 50 administrative officers, 50 guardians (male/female) and 25 political leaders (a total sample of 600) out of the total population among the colleges, university staff and residents of Kanpur was taken. The tools used included questionnaire, interviews and some reports and statements in the press. Percentages, averages and other statistical techniques were used to treat the data.

*Major Findings:* The following causes of student unrest were found : (1) Irregular academic session of the Kanpur University. (2) Loose administration and a raw deal to students. (3) Unhealthy teacher-taught relations. (4) Undue interference of undesirable elements and political parties through the students' unions in the working of the University and its colleges. (5) Unfair handling of admissions and examinations. (6) Lack of proper climate of teaching and co-curricular activities for the majority of students, who want to study. (7) Maladministration of the colleges. (8) Ineffective handling of guilty students by the administration. (9) Lack of educational atmosphere and of self-study among the students in the colleges. (10) Lack of job-oriented education. (11) Agitational stance of teachers and guardians. (12) Evil effect of films on students. (13) Rising prices and lack of control of guardians on their wards. (14) Mismanagement and political use of the D.A.V. College hostel. [KD 0202]

Vijayarani, D. 1992. **A study of child-rearing practices: A naturalistic approach.** M.Phil., Edu. Madurai Kamaraj Univ.

*Problem:* Is there any difference in the child-rearing practices of working and non-working mothers? Do educated and illiterate mothers differ in their child-rearing practices? Similarly, are high- and low-income families different in their child-rearing practices? are some of the issues studied here.

*Objectives:* (i) To study the child-rearing practices among different categories of mothers, (ii) to find out the difference in the child-rearing practices of working and non-working mothers and educated and illiterate mothers, and (iii) to find out the relationship between the child-rearing practices and the income level of the family.

*Methodology:* Twenty children — both male and female — in the age-group of 0-5 years, belonging to families of working and non-working mothers in Chinnalapatty, Anna District, constituted the sample of the study. The tools used included an interview schedule and an observation schedule. Percentage, mean, SD and 't' test, chi-square and Pearson's product-moment correlation were employed for statistical analysis.

*Major Findings:* (1) Non-working mothers spent more time than working mothers in feeding their children. (2) Non-working mothers spent more time in breast-feeding than working mothers. (3) Both educated and illiterate mothers were similar in encouraging self-feeding. (4) Similarly, educated and illiterate mothers spent an almost equal total time in feeding their children. (5) Educated mothers spent more time on clothing their children than did working mothers. (6) The frequency of changing the dress for the children was higher in high income families. (7) The illiterate working and non-working mothers and low-income parents punished their children more than the educated working and non-working mothers and the middle and high-income parents. (8) Mothers did not show any difference in shouting at their children, due to their differences in education, employment or income. (9) The children of working and non-working mothers should be provided with creche facilities. (10) Parental education, emphasising the right child-rearing practices, should be given to working as well as non-working mothers. (11) The responsibility of the father in the rearing of children is also important. Hence, the fathers of the children should also be involved in child care. [MKU 1080]

Vijaykrishnan, B. 1992. **A sociological enquiry into the educational problems of Telugu potters in Kerala.** M.Phil., Edu. Univ. of Poona.

*Problem:* The Telugu potters of Kerala are educationally very backward, and their problems are different from those of other potters and other backward communities because of their migration history, socio-economic and cultural factors. The present study is a critical investigation into their educational problems.

*Objective:* To study the demographic features of the Telugu potters in two settlements (in Ninlambur-Aruvancode and in Chungathara) their family size, clan grouping, income, occupation and education of the group, attitude of parents towards schooling and education and the problems of children in the age-group 6-18 with regard to schooling, failure, drop-out and non-enrolment, and to assess the literacy level of the two settlements.

*Methodology:* The sample comprised 568 adults (271 male and 297 female) and 127 children of 6-14 years and 40 children of 15-18 years. The tools used included a Household Survey Schedule and an Interview Schedule. Frequencies, percentages and association charts with correlations were used to treat the data.

*Major Findings:* (1) 44.8% families were nuclear; 37 had female heads; and only 16% of the female heads were literate. The mean annual family income was Rs 5,540; the mean per capita annual income was Rs 1,265.40; the mean annual income of the head was Rs 2,784. (2) In the age-group 6-18, 17 children never enrolled; 38 children dropped out at primary stage; 108 children attended school. (3) One child stopped studies after failure in the secondary school final examination and two children were taking the SSC examination. (4) In the age-group 10-14, only 79.63% attended school. (5) The literacy level of the family was positively correlated to education of male head, education of the female head, income of the head of the family, number of children in the age-group 6-14, and size of the

family. (6) Education of the male head was positively correlated to the literacy level of the family, annual family income and size of the family. (7) There was no significant correlation between failures of the children and the literacy level of the family, education of the head of the family and the total annual family income. [ASB 0038]

Wadhawan, B.G. 1988. **The contribution of Sindhi organisations towards education at different levels in the state of Maharashtra.** Ph.D., Edu. Univ. of Bombay.

*Problem:* The study was a survey of the Sindhi educational institutions in the 12 districts of the state of Maharashtra with a view to trace their historical background, the services being rendered by them and the problems they face.

*Objectives:* (i) To identify the Sindhi educational organisations and the educational institutions run by them in the state of Maharashtra, (ii) to study their establishment and special features, (iii) to find out the facilities offered to their students, their personnel and the community around these institutions, (iv) to find out what contributions these institutions have made towards education and the local community around, and (v) to suggest some ways of improving the effectiveness of these institutions.

*Methodology:* The study adopted the normative survey method. The relevant data were collected through two questionnaires, interviews and observations.

*Major Findings:* (1) The Sindhis are enterprising and industrious and have made a mark for themselves at the national and international levels. (2) The majority of the Sindhi educational organisations are located in big cities and run schools and colleges of a satisfactory standard. (3) Most of the educational institutions are financially sound and are autonomous following a policy of decentralisation of administration and are free of political involvement. (4) Many of the institutions try to promote the Sindhi language.

Most of the institutions are financed by private agencies and are co-educational, and merit is the criterion of admission. (5) The clientele of the institutions is by and large non-Sindhi. (6) Most of the institutions are well equipped to facilitate academic and non-academic pursuits. (7) The staff of the institutions are well looked after, except in some aided institutions. (8) The students are well-disciplined and cooperative. Parents of the students are also involved in the activities. [GJK 0310]

Waghmare, J.K. 1989. **A study of educational, sociological and economic problems of the Banjara community students in Yavatmal District.** M.Phil., Edu. Nagpur Univ.

*Problem:* The study tries to find out the educational, sociological and economical problems of the students of the Banjara community, in Yavatmal District. In 1972, the government provided facilities of Ashram schools and hostels, where these students get their education.

*Objectives:* (i) To probe into the educational problems of the Banjara community students, (ii) to study the economic status of these students and find out their economic problems, and (iii) to study the social problems of the students belonging to the Banjara community.

*Methodology:* Out of 10 talukas in Yavatmal District, only two talukas, viz. Daruha and Pusad, and 4,200 students therein formed the population. Out of 30 Ashram schools and 1,400 students in all, 300 students belonging to the Banjara community studying in Classes IX and X were chosen as a representative sample for the study. The tools used included questionnaire and interviews. From the data collected, analysis was done and the percentages of educational, social and economical problems were calculated and conclusions drawn on the basis of the findings.

*Major Findings:* (1) Most of the villages in these two talukas did not had elementary and secondary schools and the students had to go to nearby villages for their education. The per-

centage of such students was 86%. (2) Whatever a few Ashram schools were there, were in a very poor condition regarding the school building, furniture, playground, drinking-water and other requirements. There was a scarcity of teachers and a dearth of trained teachers. (3) The conditions of the hostels was not satisfactory, and 85% of the students were found living in huts. (4) The social condition of the students was poor and the family background was of a very low status. Ignorance, illiteracy, lack of awareness and blind faith added to their miseries. Large families and poverty were the results. However, the young generation (80%) has expressed a favourable attitude towards family planning. (5) Medical facilities were found in very few villages. (6) The majority of the Banjaras earned Rs 5 to Rs 10 as a daily wage by working in the fields, which was their main occupation. (7) It was observed that 68% of the farmers of this community obtained loans from various sources for farming or some other reason, but only 18% of them were able to repay these loans, the reasons being poverty, previous debts, and family expenses. (8) It was found that only 5% of the people got some work or the other throughout the year; there were 40% who got work for only 0 to 3 months and the rest of the time they were unemployed. (9) Only 7% of the people are found to be benefited by different governmental schemes such as Sanjay Niradhar Yojana, Jawahar Rojgar Yojana, etc. [GPK 1708]

Yadav, M.S.; Govinda, R. and Kumar, S. 1977. **A case study on an integrated approach to resource utilisation for educational development in a rural area of India.** Independent study. *The Maharaja Sayajirao Univ. of Baroda.*

*Problem:* The study focuses on the problem of integrating local resources for educational development in a rural area of India.

*Objective:* To identify the sources existing in a village and explore the possibilities for their use in educational and developmental programmes of the rural community.

*Methodology:* A remote village, named Budhsaini, in Meerut District of Uttar Pradesh was chosen. The data were collected from 318 households covering the entire population (2,485) of the village. The data were obtained through a schedule in which data regarding all the members of a particular family were obtained through personal visits. Interviews and discussions were conducted with four village leaders, the school headmaster and a person from the health department. Descriptive statistics were used in the treatment of the data.

*Major Findings:* (1) About 50% of the village population was engaged in agriculture. (2) The literacy level of the village was 42.6%, and the village had three schools; two primary and one junior high school. (3) The occupational structure of the village was largely based on the caste system. (4) Approximately 36% of the population were in the lower socio-economic class, 51% in the lower middle class, while the remaining 13% belonged to the upper group. (5) On the agricultural front, the village had advanced fairly well from the point of view of utilising modern technology. (6) The village school had a farm of three acres which was utilised for providing varied experiences related to agriculture for all the children. (7) There were skilled workmen in various occupations; the school could procure their services to provide the children with real experiences related to the process of agricultural production. (8) The literacy rate for women was found to be 20% only. This was mainly due to the general social apathy among parents towards sending their daughters to the predominantly boys' school managed by male teachers. (9) There were 13 educated women, available in the village, who could be involved in certain areas of learning on a part-time or full-time basis. This would take care of social apathy and enrich the work experience programme too. (10) There were 21 educated men, either unemployed or engaged in farming, whose services also could be utilised for adult education and non-formal education programmes. (11) There was no programme for guiding

students about different occupations and other courses of study. The villagers who were at present employed in different organisations at

various levels of education could be requested to visit the school and give orientation talks to the students. [MSY 0906]

## Also See

Agnihotri, C.S. 1991. **A cross-cultural comparative study between tribals and non-tribals of first generation and traditional learners in relation to their social maturity and educational adjustment.** Ph.D., Edu. *Agra Univ.* [SS 1367] (See in Chapter 30.)

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- Deshmukh, A.L. 1991. **Science education as a means of social change with special respect to health and hygienic habits.** Ph.D., Edu. *Univ. of Poona.* [KC 0082] (See in Chapter 19.)
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- Fatima, Nusurat Jehan. 1989. **Education, social mobility and social change among women in Bangalore City.** Ph.D., Edu. *Univ. of Mysore.* [MKh 0254] (See in Chapter 31.)
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- Hota, Sujata. 1990. **Working women's perception of their self and environment in relation to job and life satisfaction.** Ph.D., Edu. Kurukshetra Univ. [CLK 0339] (See in Chapter 31.)
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