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Sociology of Education

A Trend Report

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A study in the history of sociology of education yields that it was 1883, when for the first time education was viewed as 'principal agent of human progress' in Lester Ward's 'Dynamic Sociology' (1883). But till about 1915-16 sociology of education had to wait to have sufficient recognition as a field of analytical study. Willard Waller (1932) and Florian Znanceeki (1936) first presented a strong theoretical base. Another name in the field came to be very prominent when Karl Manhiem published his book 'Freedom, Power and Democratic Planning'. But these were all for theoretical bring up. So far as research literature in this field in the world is concerned it dates back only to 1955 since when it has grown very rapidly. But Indian studies in sociology of education at the doctoral and project level date back to 1958. Of course research tradition in other levels, particularly at master's grade can be traced from 1926 when Sen studied for the first time the influence of environment on the education of children This was followed, as tradition, by Joglekar (1928) in Bombay where he studied the interaction of education and social class from a historical perspective. Gupta (1944) studied the dynamicity of the modern education. The next two names are of Sanegiri (1950) and Tandon (1950) who studied the effect of Second World War on education and Wardha scheme respectively. The researchers in between 1950 and 1959 till the studies were taken up at the doctoral level are Bhattacharya (1951), Hickey (1951). Bose (1956). Rai (1956) and Mullick (1957).

It appears from the studies that these researches were based mainly on the theory developed by the sociologists abroad as it was till yesteryear that there was hardly any theoretical discussion in the sociology of education with reference to Indian conditions. However, the decade sixties has witnessed a large spurt of research studies with a tendency to develop an Indian sociology of education. After 1958 the onward yearwise distribution of the studies is as under :

TABLE 1

YEARWISE DISTRIBUTION OF STUDIES IN SOCIOLOGY OF EDUCATION.

Year	Ph.D. in Education	Sociology	Others	Projects	Total
Upto 1960	1	2	1	3	7
1961-1965	5	1	2	4	12
1966-1970	8	7	8	7	30
1971 onwards	5	—	—	2	7

The total number of studies till 1960 were seven only. 1961-70 yielded 42 studies out of which 31 were Ph D. studies. The rise of project research during this decade was largely due to the establishment of NCERT and increasing awareness on the part of various educational institutions. The NCERT has financed four studies under the GARP scheme which is a transferred programme under schemes A1 and B2 of the Ministry of Education which financed three research projects earlier.

The studies in sociology of education were reviewed in 'The Third Year Book of Education'—NCERT (1968) by Prof. Mathur. The review has referred to eighteen studies. Fourteen of these are **M.Ed.** dissertations and four are Ph.D. theses. Again, three of the four Ph. D. theses referred to are historical in nature. For the inadequacy of number of studies referred it has really been difficult to give a real picture of trends of research in this field.

First exhaustive review of research in the field has been done by Mrs. Suma Chitnis of Tata Institute of Social Sciences for the ICSSR in 1970. The booklet is built up on a review of 83 studies of various types, e.g., Ph.D. theses, M.A. dissertations, individual and institutional projects, papers based on individual thinking etc. and enriched with an exhaustive reference and bibliography of 226 items. All the studies available were classified in two broad heads with respective subareas as follows :

A. The Education System as a sub system of the Social System :

    (1) The role and the function of education in Indian Society.
      (a) Socialisation.
      (b) Conservation and advancement of knowledge.
      (c) Determinant of conformity, change and stability.
    (2) The growth and the expansion of the formal education in Indian society.
    (3) The education systems and other segments of the social systems:
      (a) Family.
      (b) The system of stratification.
      (c) The state and the political system.

B. The Structure and Internal Organisation of the Education System :

    (1) A system of goals, norms and values, practices, procedures and mechanism towards the attainment of goals.
    (2) A system of roles and status.
    (3) Social background data on demographic characteristics, attitudes, values, aspirations, achievements, **habits** and patterns of behaviour among participants in the education system.

Out of these eightythree studies, twentyseven studies are devoted to the investigation of social background, attitudes, values, achievements, aspirations and patterns of behaviour of students and teachers.

Most of these studies, primarily descriptive in nature, offer sociographic data on a variety of characteristics about students and teachers, their age, caste, economic status, their educational and occupational backgrounds, their attitudes, values and aspirations. Special feature of a particular study in a group has also duly been highlighted, for example, the mention that the eight field studies in education and the all India report on these studies concentrate on an understanding of the extent to which the attitudes and values observed among students, parents and teachers are indicative of modernisation.

In the field of empirical researches, the social determinants of educability, namely, caste, social background, sex, education and social mobility has been an interesting area for the researchers; mention has been made of Kulhalli Chandrashekhariah, Dev Karma (1962), Awatar Sing (1962), etc.

In the area of socialisation, studies have been reviewed in three categories—Socialisation for Modernisation, Socialisation for Adult Role, and Cultural Background and Socialisation. The trend towards modernisation has been studied by Shah (1964), Cormack (1968), Damle (1966) and Baldev Sharma by examining the attitudes and values of the college students towards marriage, family life, religious practices, sex status of women, policies, government autonomy, individualisation and occupational values. In the second area, study by John and Ruth Hill (1955) has been referred where Indians educated in the West have been examined with a view to finding out the extent to which the foreign education equips Indians to fit into Indian society.

Kamat (1967, 1968), Gadgil and Dandekar (1955) and Joshi and Rao (1969) made commendable studies on growth of education in rural communities in Maharashtra, U.P. and Punjab. Thirtha (1960) approached the problem from parental expectation from education. In another study Thirtha (1961) analysed the 'Dharma', a dominant theme in a Telangana village to appraise the degrees of appropriateness or inappropriateness of the values inculcated through formal education to a rural community.

Effectiveness of adult literacy programme and growth of primary education have been studied by Singh and Marawala (1947), problems of wastage and stagnation by Kamat (1963), Sharma and Sapra (1967).

The other major areas of research—student activism|organisation|leadership have been studied by Chitra (1966), Bona (1968), Shaw (1968), Singh (1968), Sharma, Allback (1968) and Singh (1963).

In the area of role expectations and role performance, the studies of school teacher's role by Shah (1967) and Goswami (1969) have been reviewed. Thirtha in another study, examined the impact of role conflict on academic performance of college students and Damle analysed college teacher's role in advancement of knowledge and to their function as subjects specialists.

The role conflict of married women has been studied by Desai (1969), among women primary and secondary school teachers in general and married women teachers in particular by Nibber (1963) and Agarwal (1963). The conflict between role of a teacher and that of a housewife, mother and wife were the main points of investigation. The studies by Jain (1968), Kahlon and Sisodia (1964), D'Souza (1961), Tamber (1968) and Samdam (1968), have been reviewed as the research in the area of education as a system of goals, practices and procedures.

For an appraisal of the trend of research Chitnis indicated the uneven coverage of the researches with respect to theme and location, the missing macro and micro studies and the unsophisticated methodology. She has concluded with some guidelines for further research.

Further, in the same report, Chitnis has reviewed the papers and monographs classifying them into four broad heads, namely, papers that (i) clarify theoretical concepts used in the sociology of education and that explain the nature of the sociological enquiry into education and define the field for research in sociology; (ii) make conceptual analysis of the issues in Indian education, most of the papers are based on observation, impressions about the education system; (iii) make use of empirical data towards the conceptual analyses of issues in education; and (iv) develop models for sociological research.

In a separate section she has also reviewed the ongoing researches.

It is needless to mention that Indian researchers in the field had a long standing demand for such work and so far as its comprehensivness and scientific analysis are concerned it is definitely commendable. But in author's (Chitnis) own view, more of researches in sociology of education has been done in the department of education than in the departments of sociology. Her review is based mainly on works of the sociology departments and published papers.

The major objective of the present paper is to draw a research trend in the field of sociology of education from the doctoral and major institutional studies carried out in education departments as well as in other departments of various Indian universities. It has taken care of all such researches which are financed by the Ministry of Education, the UGC, the NCERT, state governments, universities and other private organisations. It includes both published and unpublished reports. The report delimits itself from the inclusion of dissertations at the postgraduate level, a pilot study, or a paper or a discussion paper. Another delimitation of our work here is exclusion of the studies on tribal life and education, which are put in a separate group in this volume. A few studies included in chapters on Economics of Education, Educational Administration, Psychology of Education, Social and Adult Education, etc. could be put under this group of studies, also.

In brief, the arguments behind this work can be summarised as under :

(i) It includes all published and unpublished Ph.D. theses and project researches in education and almost all in other areas like Sociology, Psychology, Adult Education, etc.

(ii) It adds to the previous one and makes it up-to-date.

(iii) It has a different dimension and magnitude by being considered as a part of the total research in education in India.

The reports collected and reviewed here are fiftysix in number. The total number of projects are sixteen only. The rest of the studies are Ph.D. theses, published or unpublished, submitted and accepted for Ph.D. degree in various universities of India. A sight into the collection enlisted in other groups adds a further number of about fifteen studies of sociological interest.

The studies in sociology of education show a few very clear subareas. Bidwell (1966) has classified them into six categories as under :

(1) Correlation of types of Society and of Education,

(2) Case studies of Historical and Developing Societies,

(3) Education and Politics,

(4) Education and Economy,

(5) Education and Stratification, and

(6) Social Organisation of Educational Activities.

According to the nature of studies in India we have classified them into the following broad heads and respective subheads :

A. Educational Organisation as a Social System.
— Socio-economic and cultural background of students and teachers.
— Studies on inter-structural linkage.
— Studies on personality and prejudice.
— Values, attitudes, aspirations of students, teachers and other human participants in the process.

B. Education and Social Change
— Innovation in education and the nature of diffusion process within the social systems.
— Impact of society and social change on education.
— Impact of education on social change.

C. Social Problems

D. Cross-cultural Studies

E. Studies on Group Dynamics.

But none of these groups can be put into water tight compartments as the overlaps in more than one area or sub-groups are obvious.

A. EDUCATIONAL ORGANISATION AS A SOCIAL SYSTEM

Emile Durkheim defined school and its classroom as micro-cosmic social facts with its own structural and cultural integrity. He first discussed social organisations of schools in his papers published during 1903 to 1925. But it was the book 'Sociology of Teaching' (1932), where Waller gave a systematic theoretical statement. So far as current researches are concerned, the Encyclopaedia of Educational Research reveals that it was Gordon (1957) and Parsons (1959) who took up to make some investigations in this aspect. The other worth mentioning names are of Thislethwaite (1960), Coleman (1961), Beeker and others (1961), etc. The study in India was first done in this area by Angade (1957). But at the doctoral level Agarwal (1959) was the first to deal with this problem and followed up by more than fifty percent of the total researchers who engaged themselves in the field of sociology of education as a whole.

Socio-economic and Cultural background :

In this group of studies, there are thirtytwo studies out of which nine studies relate to the socio-economic and cultural background of the student. Studies of Desai (1962), Patel (1969), Shah (1960), Shahani (1962) Ahmed (1968), Chitra (1969), Hooda (1968), Weisinger (1963), Manuel, et al. (1960) may be mentioned. The variables measured are the structure of the family, educational level of the parents, income of the family, ordinal position of the student, major likings, leisure time activities, etc. The study of Weisinger (1963) includes developmental nature of the Hindu adolescent girl. Manuel, et al. (1960) studied the relationship between socio-economic condition and educational achievement of the pupils. Special feature of Chitra's (1969) work is the study of inequalities in educational opportunities and social mobility.

The sample of these studies ranged between a minimum of 186 to a maximum of 1891 people of different types of institutions, different geographical origins and different family statuses. In selecting the sample, effort has been made that the study samlpe sufficiently represents the total population, but it cannot be safely said that the stratified random sampling technique has been used everywhere. So

far as methodology is concerned, these researches are mainly survey type of research. Questionnaire and interview have been the major tools of research.

The studies reveal that the educational opportunity is mostly open to better strata of the society. Educational atmosphere are more conducive in the urban families where either one of the parents or both are educated. Chitra's (1969) study reveals that caste has a dominant role offering Brahmins better facilities for educational training. Ahmad's (1968) study reveals that the women undergraduates are not deeply concerned about their future work and a section of them look upon marriage as their ultimate objective. They view a housewife's role as raising a family and bearing responsibilities. Hooda's (1968) study reveals that 'to be a doctor' is the most preferred profession; 'to be an engineering graduate' and 'lawyer' followed suit. Weisinger's (1963) study reveals that the major vocational choice of the girls are stenography, teaching, medicine, and engineering. Manuel and others' (1960) study shows that various occupational categories differed in the attitude and choice of education. The parents were reluctant to send their girls to schools. Distance of school from home in rural areas was a handicap and there was marked positive correlation between nearness of school and achievement in English and mathematics.

The studies conducted by Tiwari (968), Nair (1971), Municipal Corporation of Bombay (1966), S.I.E. (Gujarat) (1965), Aaron, et al. (1969) and Jadeja (1969) dealt with the socio-economic condition of teachers, their values, family patterns, dress, assets and debts and aspirational level. In Tiwari's (1968) study the relationship between the cultural background and the teaching efficiency has also been considered. The S.I.E. (Gujarat) studied the economic conditions and educational background of the teacher educators of primary teacher training institutions and also studied the views of these teacher trainees towards the present syllabus. Jadeja (1969) studied the primary school teachers. The samples of the studies were statistically large, ranging between 349 to 1074. The major tools of research were interview, questionnaire, service rule records, etc.

The major outcomes of the research were: average income of 18.9 percent of teachers were below Rs. 150|- per month. Considering parents' income, 63 percent of the teachers fall in middle class family. Jadeja (1969) found that 41.5 percent

of the primary school teachers of Surat district are tribals. More than two-thirds of the teachers come from poor families.

In the only one macro-study — 'Field studies in the sociology of education' (1970) done by eight investigators in eight different states, the major effort was directed to study whether education is being governed by the goals and values of equality, democracy and secularism, and also to provide data on the attitudes of students, teachers in the area of education, occupational aspiration of students and occupational satisfaction and adjustment of teachers. It was also studied how far these attitudes were indicative of modernisations. The respondents' attitude towards politics and political leaders was another major item of these studies.

Studies of Shah (1969) considered the role of teachers measured by concensus of the teachers, students, principals, school board members, etc. The role study included samples from students, parents or guardians, principals, teachers, school board members and community leaders. In the role consensus, teachers and teaching methods are also studied.

The other study by Aaron and others (1969) is a comparative study of the socio-psychological condition of the pupils and teachers in two different settings, namely, rural and urban. Variables studied were achievement motivation, attitude towards modernisation, values, interests, academic and domestic problems, creative ability, etc. With respect to schools these were laboratory, library, sanitation, facilities for physical education and involvement of parents. It was found that socio-economic status being the same, there was no significant difference between the score on achievement of rural and urban boys. There was no significant difference between rural and urban teachers with regard to motivation, attitude towards modernisation and values.

Inter-structural Linkage :

The education system is a multi-structured built up. It is composed of several subsystems or substructures. The linkage lying between the structures plays an important role in the functioning of the whole system. The research in the area of inter-structural linkage is important on its own credit.

Studies conducted by Sharma (1968) and Anand

(1972) are on the staff-relation and teacher-pupil relationship of higher secondary schools. The staff-relationship was studied in relation to the role of headmasters, teachers, informal groups, existing roles of informal and formal leaders, impact of external systems on staff-relationships. Teacher-pupil relationship was studied in terms of personal relations between the two groups. The characteristics of teacher and student liked by each other, the sex difference, job satisfaction, etc. were the other variables considered. In selecting the sample, consideration was given to the various types of institutions. Sharma's study considered the satisfaction of the personal motivation of teacher, the reaction of the teachers about their satisfaction or frustration while working in an institution, the opinion of the headmaster about the nature of the team whether co-operating, antagonistic or the non-participant. The staff-relationship was affected by different local environments and external systems. Anand's (1972) study reveals that students are fascinated by the teachers of higher academic qualifications.

Personality and Prejudice :

Two other studies on personality and prejudice among the college and university students by Sinha (1966) and Sharma have revealed that anxiety, sense of insecurity and intolerance of ambiguity, income of the family, extraversion and neuroticism are significant correlates of prejudice.

Values and Attitudes :

The studies on the values and attitudes of students and teachers are done by Kalia (1970), Agarwal (1959), Khan (1964), Govil (1967), Mehrotra (1968), Tandon (1967), Broacha (1959), and Mathew (1965). The major variables of this set of studies are the ego ideals, change of values in terms of different social strata, the value ideal of students of different disciplines, conceptions about life, the individual differences on social, religious and authoritative values.

The attitude studies are concerned with the attitude towards authority, discipline, marriage, family, and role of women, their education and occupation, compulsory military training and religion. The general methodology can be said to be of survey type using attitude scale and questionnaires of different types. It was found that the change in the value pattern is mostly peripheral than central. The agencies of changes are education, political freedom, diffusing cultural patterns, industrialisation, achievement motive and aspiration for better living and media of mass communication. So far as most liked ways of life are concerned major emphasis is on self-restraint and contemplation. Submission to parental authority is not very rigid. Students are more permissive towards sex. The attitude study reveals that the adolescents and elders are similar in their attitude towards problems of authority and discipline. The students show a marked desire for selecting their mates themselves but with the consent of their elders at home. Women with higher education want to enjoy economic and social freedom. The study by Weisinger (1963) revealed that individuals brought up in a different atmosphere have less liking for large parental family. Mehrotra's (1968) study showed that girl students have a more favourable attitude towards compulsory military training than boys. Tandon's (1967) study reveals that students in general have a favourable attitude towards religion with the descending order of Hindu, Muslim, Sikh and Christian. The study of Weisinger (1968) revealed that the Hindu adolescent girls disfavoured divorce but a large section approved widow remarriage.

B.   EDUCATION AND SOCIAL CHANGE

The school as a subsystem in the total social system does not confine its impacts within the four walls of the classroom. The education, meaning schooling, has a great impact on the society outside. The tremendous upsurge of enthusiasm for education in developing countries are mainly aimed at a thorough and quick change in the society; as such, education is instrumental in the process of social change. With this view in end, three different types of studies in this area are observable, viz., (a) the studies on innovation diffusion in education, (b) impact of society on education, and (c) impact of education on society.

Innovations and Changes :

Innovations are means of change in education

so that the ultimate product leads to a social change. Again, educational change itself will be a social change in the sense that changed education produces a new type of man equipped with new' adaptive potential. In other words, educational change is meant for a social change.

Diffusion of innovation is a newly emerging field in the educational research. But it has not yet been able to have a firm footing. Rogers (1962) found that diffusion studies in the field of education contribute very little to the understanding of the diffusion of the ideas. This can be quoted verbatim for India also. Pareek's review of studies (from 1925-66) has revealed that all the diffusion studies are in the field of agriculture or rural sociology. So far in education, there have been only five studies in this area.

Study by Manuel et al. (1961) on causes of resistance to Basic education was the first effort in this direction. It has highlighted the public opinion and attitude of the inspecting officers, headmasters and teachers towards Basic education. Academic and administrative problems have also been considered.

Subbarao's (1967) was the first Ph.D. thesis where he studied the factors promoting and inhibiting the diffusion of innovations. Better facilities, more audio-visual aids, special rooms, books and magazines for students and teachers, progressive and enlightened management, academic and professionally oriented and cosmopolite heads are conducive to diffusion of innovation. The staff of more innovative schools are better qualified and trained than the teachers of non-innovative schools. The inhibiting factors are the rigid government rules about syllabus and textbooks, inadequate grants, too much of administrative work of the principal, less equipped staff, ack of linitiative and interaction on the part of the staff, pupils from backward classes, overcrowded classrooms, etc.

Bhogle's (1969) study revealed that headmasters having democratic and favourable attitudes towards teaching, more experience, drawing higher salary, having low role-conflict and cosmopoliteness are more innovative.

Buch (1972) concerned herself in finding the principal's characteristics related to school adaptability. Her findings reveal that principal's exposure to new ideas, his administrative ability, positive reinforcement from the authority and community involvement in schools discriminate significantly between the high and low adaptable schools. Principal's inter-school visitation, self-rated administrative ability, parents' involvement, professional meetings attended and feeling of security account for fiftyseven percent of the variance in adaptability of schools.

Rai (1972) studied the characteristics of teachers as correlates of innovation diffusion in terms of four criterion variables, viz., time of awareness, time of adoption, internationalisation and self-percieved change orientation. She found that perceived change orientation of the principal, teachers' perception of students' benefit from the innovation, ascribed-opinion leadership, exposure to wider environment, socio-economic status, teachers' perception of students' attitudes towards the innovation, experience and general mass media exposure account for a variance of 31·98 percent in the diffusion process within a school system. Joshi's (1972) study was mainly a survey of the innovations ano new practices floated by teacher training institutions and it is the only study making a comparison between India and few other countries.

Other than these few reported studies on innovation diffusion at the doctoral level, few other projects have been taken up and completed, viz. a study of innovations and reasons of their acceptance at the secondary schools of Gujarat and Rajasthan, a study of innovations leading to change in secondary schools, etc.

Social Change and Education :

The second group of studies include the investigations by Singh ('1968), Thirtha (1960), Ramchandran, et al. (1963), Ahluwalia (1965), Singh and Prasad (1965), Barial (1966), Halbar and Madan (1967), Setranziwalla (1970), Shah, et al. (1971) and Ramchandran (1971). Major social institutions considered here are democracy, social class background and caste; more specifically the variables studied here are views of principals, teachers and students in identifying the emerging democratic politics, the problems of higher secondary education in this democratic set up, socio-economic status affecting achievement and achievement motivation, home life, non-family members, school life, teachers' life, mass media of communication, caste, religion and sect. Halbar and Madan's study explored the role of caste, religion and sect on the

management of educational institutions, recruitment of staff, distribution of scholarship, community-wise strength and policy of admission. All the studies were conducted on a statistically large sample using stratified random sampling and multistage random sampling techniques. The studies generally involved the use of questionnaire, intrview schedule, institutional records except in Barial's study where all standardised tests were used to measure and control the variables like intelligence, socio-economic status and interest. The large mass of data gathered were duly analysed by mainly using parametric statistics. The significant features found were that the large expansion of education and democratisation was possible due to the inflow of government fund in education (Ahluwalia, 1964), social class background is not related to achievement in schools (Barial, 1966). Mathur (1963) and Chopra (1964) found that the socio-economic and home background influence the achievement of the students. Better the background better is the achievement. Mathur (1963) also found that this variable determines even the rated conduct and intelligence. Halbar and Madan (1967) found that caste has a big say in education in Mysore. Teachers are very much enthusiastic about the democratic pattern in India (Singh, 1958).

Sareen (1969) made a fine historical survey of women's status in terms of education in the society all throughout the ages and made some suggestions to improve upon the present conditions of the women in the present Indian society. Shah, et al. (1971) in another study investigated into the impact of sex difference, socio-economic status and academic performance on educational aspirations. The study reveals that the independent influence of socio-economic status of the students' families is much greater than that of academic performance on their educational aspirations, although the magnitude of independent influence of both socio-economic status and academic performance on the educational aspirations of females is greater than that of males.

B. EDUCATION AND SOCIAL CHANGE

The studies on the impact of education on society—its institutions, change process, were done by Dave (1958), Chatterjee (1959), Devi (1962), Srivastava (1968) and Saran (1969). The impact of education on attitude towards spiritual, moral,

economic, social and family life, development of democratic attitude of students, modernisation in terms of physical, psychic and occupational mobility, participation in social, economic and political affairs of the community, exposure to mass media of communication, Mundas and Oraons of Bihar and their domestic life, rural society, religion, religious faith and economic life is studied. The sample of the study is statistically large in nature selected by statistical techniques not necessarily by random sampling technique, except in cases it is mentioned. Clustered samples have also been used. The studies generally involved the use of questionnaire and interview schedule. Devi (1962) used a value scale and interest blank prepared by herself, Dave (1958) used case study approach and test of democratic attitudes, teachers' attitude inventory and planned observation schedule prepared by herself. The interesting revelations are that the Indian women are more traditional value oriented with particular reference to moral and spiritual values (Devi, 1962); educated tribals are more mobile and sociable in nature or more modern than their counterparts (Srivastava, 1968) and modern education has no impact on religion but increases the rural economic standard.

C. SOCIAL PROBLEMS

By social problems we mainly mean studies on the deviates in educational institutions. More specifically, the problems of dropouts, delinquents, discipline etc. come under the purview of this type of research. Studies by Shah (1966), Dubey (1971), Mathew (1965), Tiwari (1970) and Chauhan (1962) can be referred to here. Tiwari (1970) studied on the dropouts, Dubey (1971) and Shah (1966) studied on the problems of discipline and Mathew (1965) worked on the attitude and intelligence of delinquents among waifs and strays. Chauhan studied the problem of truancy in schools. This problem has also been studied by a researcher at BHU. Shah (1966) investigated the attitude of students towards education, school, teachers, home, politics and democracy as components of indiscipline, and sex, age and residence as correlates of attitudes. Dubey (1971) studied intelligence, adjustment, extraversion-intraversion, attitude towards moranilty and social conventions of indisciplined students of Gorakhpur as correlates of personality.

Both the studies, conducted on a large randomised sample, made use of the method of group comparison—controlled and experimental. While Shah (1966) used a self-made standardised attitude questionnaire, Dubey (1971) used all sophisticated available tools to measure the personality traits; besides, he also used a personality data sheet and interview schedule..It is worth mentioning that Shah (1966) found that disciplined students have got a favourable attitude towards education system, school, teachers, home, politics and democracy and that for the other group it is negative; and sex, residence and age are not significantly related to tse development of attitudes towards these elements. Dubey's (1971) revelations are that two groups differed significantly in their attitude, adjustment and ascendance, and that intelligence and introversion are not related to each other.

In the study of family dynamics of dropouts, Tiwari (1970) considered structure of the family, ecological framework of schools, hazards of population, teacher-student ratio and problems of teachers. It was revealed that majority of the dropouts were from the economically well up business families where parents and other siblings were less educated. They were more rejected by their parents than their counterparts.

Mathew (1965) in his doctoral thesis, studied the ego-deficiencies by interview, dream analysis, supplemented by standardised tests. The study can be called a descriptive-cum-clinical-cum-exploratory one. It is interesting to note that waifs and strays suffer from ego-deficiency, they are less intelligent too. Chauhan (1962) sought to locate and study the problem of truancy. He used questionnaire and case history method on an ecologically stratified sample. It was found that overcrowded schools with low teacher-pupil ratio and lack of motherly love, low parents' income, home-school distance are the correlates of the problem. All these studies were conducted on large samples excepting the study by Mathew (1965) where he used small sample.

D. CROSS-CULTURAL STUDIES

There are only two cross-cultural studies — one by Reddy (1967) done at Poona on education in cross-cultural setting and another by Beg (1962) at Aligarh on desirable and undesirable conception of life of American and Indian students. The first study was to investigate the movements and problems of estrangement, adaptation to new social, cultural and educational milieu by exploring the demographic, sociographic and attitudinal variables of students coming to Poona from the different parts of India. But Beg (1962) used thirteen statement variables like, preserve the best that is attained, show sympathetic consideration for others, etc. to measure the different types of conception about life of students of America and India. He took to investigate the differences between sexes, urbanity and rurality, science and arts students, etc.

Both the studies were conducted on large samples, and questionnaire and inventories were used.

Reddy's (1967) study revealed that the common factors affecting are home sickness, feeling of loneliness, considerable loss in the original social status and reduction in the range of social participation. Difficulties were also found in adjustment with the new course. Differences were found to be existent among the different regional groups for age, sex, economic conditions and availability of suitable employment opportunity. Beg (1962) found that the ways which are preferred by either Indians and Americans depend on the cultural patterns of the country. The sex difference, inter-disciplinary difference and difference due to rural or urban origin are existent in the conceptions about life. The difference between the sets lies within the country as well as between the countries.

E. GROUP DYNAMICS

Inspite of all the felt needs very few studies have been done in the area of group dynamics. The studies under this group are: Sudha Malhotra's (1963) study on inter-personal relations, Bhanot's (1967) study on goal-setting behaviour of the group and studies on leadership by Sinha (1966), Kazmi (1968) and Rasool (1969).

Malhotra (1963) studied paired friendship as dependent variables being affected by socio-economic status, language, culture and living habits, interests, intelligence, sentiments, and psychological needs, proximity and physical appearance. It revealed that almost all the independent variables influence the pairing except physical appearance. In general, sociological factors are more influential than psychological factors.

Bhanot (1967) made a good experimental study. He investigated the level of aspiration with and without imposed success and failure and with changing sequences. Group cohesiveness was the independent variable and goal setting behaviour was the dependent variable. It was found that high cohesive groups are more aspirants but the individual aspirations of this group are lower than that of their counterparts.

In the study of leadership, health, self-confidence, extraversion, organising and executive ability, attitude towards religion and morality were studied with reference to their impact on leadership traits and role. All the studies found some common variables affecting leadership traits, viz., intelligence, cultural level and social participation and extraversion.

The study of Sinha (1966) considered the impacts of N.C.C. training on the development of leadership qualities. The findings come very close to the other two studies revealing the same personality traits which are characterised as leadership traits and N.C.C. training facilities in maximising the individual potentiality in that direction.

All the four studies were conducted on statistically large sample. In two of the studies they have made use of a matching group for comparison. In general, for measuring the various variables the standardised Indian tests have been used.

AN APPRAISAL

The review of the studies at the doctoral level as a sort of stocktaking has put forward before us the studies and research findings in certain areas. The apparently felt insufficiency and inadequacy of stock for a generalisation of certain principle or phenomenon would be better grounded and tested if compared with the theoretical expectations from education.

Education system as a subsystem of the social system is influenced and is in interaction with various social institutions, namely, religion, values, family, state or polity, community, social and class stratification, technology, knowledge, etc. Diagramatically it can be represented as under:
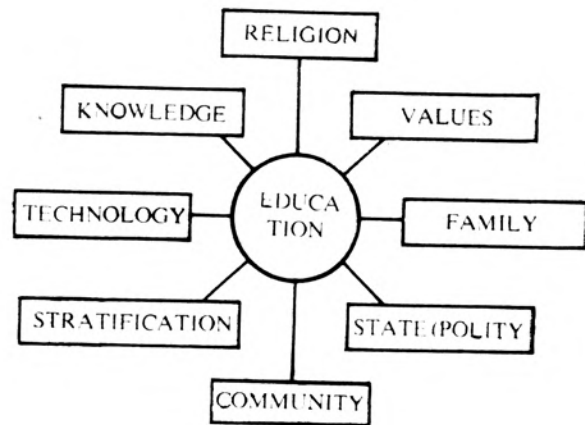

Figure I

Education system is the field of interplay of all these variables or in other words it is the product of cross breeds of these various forces.

Again, other than the education as an area of research, it has got its own functional aspects. Education as the basis of social and cultural change has scheduled functions. Mainly, it has got three functions — Transmission, Interpretation and Innovation. All these three functions are again composite functions. Transmission of education has its own dimensions of socialisation, enculturation and cultural comprehensiveness. After transmission, interpretation plays its role in culture and personality development, communication in culture and education, and in dealing with the social problems of mobility, social integration, equality, justice, secularism, modernisation, etc. Lastly, innovation as the functional aspect of education serves for educational change and consequently cultural change and acculturation.

The gaps in the researches can be located from two different angles — gaps in theme coverage and gaps in research locations (geographical area coverage).

From Table 2, it follows that the gaps are lying in both the aspects. Regarding the coverage of the theme it can be found that studies on empirical and sociographic data and school as a social system have been the most popular. More than fifty percent studies have been done in this field, whereas the number of cross-cultural studies and studies on social problems are only two and five respectively. The studies on the theoretical aspect, comparative sociology, communication, classroom climate, backward classes have yet to come up. The studies on interaction bet-

ween society and education in general and impact of education on society in particular are yet to gain firm footing.

The gaps in the area coverage are still more demanding. As such, there have been no sociological studies, at the level we are concerned with, in Assam, Haryana, Jammu and Kashmir, Orissa, West Bengal and all other centrally administered (field studies in Sociology of Education—NCERT) which has included the sample from eight states including Orissa and West Bengal and this is the largest study sample so far.

Besides these two, there are certain other problems. There is hardly any relationship between the studies on various fields. For the complex nature of the society one researcher can never do

TABLE 2

STATEWISE VIS-A-VIS AREAWISE DISTRIBUTION OF STUDIES

Areas Provinces	School as a social system			Interaction between Society and Education		Problems of Educational Sociology	Cross cultural studies	Group dynamics	Total
	Socio-economic background of students and teachers	Values and attitudes	Innovation and change	Impact of Society on Education	Impact of Education on Society				
Andhra Pradesh	—	—	1	1	—	—	—	—	2
Bihar	1	—	—	1	1	—	—	1	4
Delhi	2	—	—	—	—	—	—	—	2
Gujarat	4	—	3*	1	1	1	—	—	10
Kerala	1	—	—	—	—	1	—	—	2
Madras	2	1	1	—	—	—	—	—	4
Maharashtra	3	—	—	3	—	—	1	—	7
M. P.	—	—	—	1	—	1	—	1	3
Mysore	2	—	—	1	—	—	—	—	3
Punjab	—	—	—	—	1	—	—	—	1
Rajasthan	1	—	—	—	1	—	—	—	2
Uttar Pradesh	—	7	—	1	1	2	1	3	15
India as a whole	1	—	—	—	—	—	—	—	1
Total	17	8	5	9	5	5	2	5	56

* In the study by D. Subbarao, the sample is both from Gujarat and Andhra Pradesh but done in SPU.

territories, except Delhi. Again, it may be mentioned here that some sociological studies are there in these states too, but they have not dealt with problems of education. Again, the research locations in all states mentioned in the table do invariably mean that the population sample was from the university or institution township excepting a few cases of U.P. and Punjab. Thus the sociological picture we get from these studies are that of the urban places and whole of the rural India is left unseen, and unattended. So far there has been only one study

justice to a problem, but a sustained effort of well coordinated research taken up by a number of researchers with a definite objective can given a picture. It is the gap in planning and directing an organised research.

The universities have a major role to play in organising research. They have been the major contributors to the Indian research stock. The contributions of various universities in research in sociology of education is represented in Table 3.

TABLE 3

UNIVERSITYWISE DISTRIBUTION OF DOCTORAL STUDIES

	School as a social system					Interaction between Society and Education		Problems of Sociology of Education	Cross-cultural studies	Group dynamics	Total
	Socio-economic background of student and teachers	Values and attitudes	Personality and prejudice	Staff and pupil-teacher relations	Innovation and change	Impact of Society on Education	Impact of Education on Society				
Agra U.	—	5	—	—	—	1	—	2	—	—	8
All. U.	—	—	—	—	—	—	—	—	—	2	2
AMU	—	1	—	—	—	—	—	—	1	—	2
Bom. U.	2	—	—	—	—	1	—	—	—	—	3
Del. U.	2	—	—	1	—	—	—	—	—	—	3
Gor. U.	—	—	—	—	—	—	—	1	—	1	2
Jab. U.	—	—	—	—	1	—	—	—	—	1	2
Ker. U.	1	—	—	—	—	—	—	1	—	—	2
Luc. U.	—	1	—	—	—	1	—	—	—	—	2
Madras U.	—	—	1	—	—	—	1	—	—	—	2
MSU.	—	—	—	—	2	—	—	1	—	—	3
Osm. U.	—	—	—	1	—	—	—	—	—	—	1
Pan. U.	—	—	—	—	—	—	1	—	—	—	1
Pat. U.	—	—	1	—	—	1	1	—	—	1	4
Poona U.	—	—	—	—	—	—	—	—	1	—	1
SPU	—	—	—	—	1	—	—	—	—	—	1
Udai. U.	—	—	—	1	—	—	—	—	—	—	1

* Amongst the 16 project researches three studies have been financed by the Ministry of Education in A 1 and B 2 schemes, four studies have been financed by the NCERT in GARP scheme. one has been financed by UGC and the rest are institutional projects. Two of the studies were conducted by Kar. U., one by Osm. U., one by SPU, one by the Vidya-Bhavan Teachers' College. Udaipur. two by the R. K. Mission Vidyalaya, Coimbatore. one by the NCERT. one by All. U., two by the Tata Institute of Social Science, Bombay. one by the Bombay Municipal Corporation. one by Centre for Regional Development Studies. another two by Guj. U., SIE (Gujarat) and the other by IARI (Delhi).

A few observable features are : (i) maximum number of researches have been done in Agra University (8) and the M.S. University of Baroda (7): (ii) so far only seventeen universities have contributed to this area; (iii) several other institutions have played a role in carrying out project researches. In Agra University, five researchers have taken up to study the various aspects of students attitudes and values. This, as a whole, could give a picture which might represent this particular aspect of the educational community. In most of the other universities such effort is missing. One study, in a particular field. once for all has given birth to one research report only. The departments of the university have rarely a foreseen picture of the future research needs and plan accordingly.

Sociology of education is basically a field of interdisciplinary activity. Both the methodology and concepts of the interdisciplinary approach can bring up a sophisticated kind of research. It is probably the kind of reflection of the course offered in the universities that here we have not been able to report any worth mentioning research by interdisciplinary approach.

All the studies at hand show a common pattern of using similar methodologies — mainly different types of surveys, and descriptive studies. There is a definite paucity in the use of sophisticated methodology and tools of research. The macro-study and micro-study are very much missing. The micro-study which can reveal the most delicate links the kinds of a process has yet to be used by researchers of our country. The only macro-study which can be mentioned is that of NCERT's field studies which has covered up eight states. We have still to wait for a single study which can have an all-India sample. The use of case study method has been so varied in the researches in social sciences that it has pierced through in sociology of education also. One to be cited is the study of the fate of an organisational innovation by Neal Gross et al. (1971) which has proved a very useful method for sociological studies. Uses of these methods contribute to a depth study. Experimental studies and longitudinal studies are equally important, useful, but missing, excepting a very few.

Quite a few research approaches have proved to be very successful in sociological studies. Authors are of the opinion that these methodologies may be tried and used for research purposes in this domain. Special reference may be made of the uses of sociometric choice, participation observation, etc. In the context of a large tribal population and age old tradition of evolution of the civilization due to the cross-fertilization of Aryan, Dravidian, Mongolian culture in India, anthropological approach will also prove to be very useful one.

Opposed to Stephen Corey's (1966) view "the quality of statistical treatment of data may have exceeded the quality of the data themselves", statistics could not overcrowd the data, rather the use of sensitive statistical techniques and models for analysis and interpretation of the data are still in the conceptual stage. Common parametric statistics, with a few exception of uses of Chi-square, t test, etc., are the common use of statistics.

The sociological studies have made use of number of tests depending upon the nature of the problem. In many a case researchers have developed their own instruments to measure the variables taken up for study. This has led to two problems— firstly, this has eaten up too much of time and research fund, secondly, it eliminates the chances of cross-validation and reassessment of usability of an available standardised test. This has left to the avail-

able tests to be confined in one state or region; for example, the intelligence tests prepared by Jalota (1965) and Desai (1954) are mainly used by researchers of northern universities and western universities respectively. The examples can be multiplied. Kuppuswamy's Socio-Economic Status Scale is the only exception in this regard.

These are the general criticisms of research in this field. As such Indian research is characterised by adhocism. As Naik holds Indian research is imitative and repetitive. Harbison and Myers (1964) also found that the developing countries are mostly imitative and it is no exception in case of researches in education or sociology.

The number of researches is still too small to create the chances of overlaps. Yet it is not completely missing. An example of three studies done in the sociology department of the M.S. University by Shah (1960), Desai (1962) and Shahani (1962) can be cited. They all studied the social background of students of Baroda, particularly studies of Desai (1962) and Shahani (1962).

This unplanned research has left us in vain and we cannot get a clear sociological picture of education of India as a whole. Our future research direction has to have its take off from here. Indian nation has accepted to have a socialistic pattern of society. The nation has to traverse through a process by which it can reach and change its social structure. Education as the chief agent of change has to be studied more widely and intensively. Its role playing has to be assessed from various angles and that too continuously.

India as a soil of multi-religious, lingual, racial and multi-cultural population is a fertile bed for the sociologists. It is difficult, too, to have a single picture of India by one or two studies. It is more so because of its long standing social heritage, which has given it to a pattern maintenance. So change is slow here and for deliberate change of the society, which we do aim at tools have to be sharpened and sophisticated. The whole of education — its curriculum, methodology, textbook has to be decided with this background. But all these efforts will be in vain, until we have a clear picture of Indian educational society.

With the felt need, comparative sociology puts forth its claim at top priority. This is more so because of the various age old traditions which can be compared in any two distinctly different societies. Research has to be taken up at the national and

state levels for comparing the educational community of various culture and language groups. Although cross-cultural studies have a mere representation in the present stock but it needs to be studied more and more. The institutions, like Bombay University, M. S. University of Baroda, Delhi University, Punjab University, Calcutta University, Central Institute of Education, I. I. Ts., Regional Colleges of Education, Central Institute for English and Foreign language, so on and so forth, which attract students from various parts of the country and various parts of the world as well, are pregant for cross-cultural studies. The studies on comparative sociology supplemented by cross-cultural studies will lead to a clear understanding of the differential nature and cosmopolitanism of Indian educational community. These are most important variables affecting the change process in education of the country as a whole.

Studies on education for enculturation needs attention. The impact of certain cultural mores, customs and values on processes and products of education or questions, like what influences do child rearing practices inherent in our culture have no adult personality genesis, are worth investigating problems. In fact, examination of premonitories between the cultural practitces in the area of infant training and the particular development of personality characteristics, like the one done by Writing and Child, and Erikson, are not thought of in our country at the Ph.D. level, though a few minor studies are reported like "the relation between power motivated personality and discontinuously cultural comprehension in our society" in journals. As far as the linkages between institutional structure, process and values of our culture and the adult personality formation is concerned there is not a single study that can be reported, though the enormous changes that are taking place in our country in various social institutions do suggest crucial relationship between the institutional changes and personality genesis. The impact of custom complexes on educational behaviour of individual of various communities is also an explorable area in this field.

8he studies on the change process for diffusion of innovation is the other emerging field calling for our notice. The utilisation of education as an instrument of change claims a basic requirement of the understanding of change or diffusion process. Numerous studies are there in the field of rural sociology and spread of agricultural innovations but education is lagging far too behind. Only recently (1966) the seminar on Diffusion of Innovation in Education organised on the joint auspices of NCERT and Osmania University has encouraged a few researchers to take up this problem. Continued efforts are there in this field but it has not yet been able to excite researcher in varios parts of the country. So far it has been concentrated mainly in Gujarat excepting one done in Osmania University. Of course, at present researches are in process in this field inMysore, Kerala, Gujarat, Rajasthan, Andhra Pradesh and various other states.

Again, the diffusion process as such is a composite process of various sub-processes. The very first process is communication. Communication as a powerful accelerator of change process has a strong claim to be studied. Besides Singh's (1957), there has been no study in this field. Communication itself as a composite process has various facets. Investigations should be taken up on the informal and formal communication existing between educational system and the society outside, Communication, again, as a process within the educational system which will throw up the potentialities of "storage", "knowledge" and "feedback" is an item of research as this is the key point of making education purposive and meaningful. In a broader perspective, function of education is to play the role of communication agent in varieties of social processes and changes that are taking place in society. There has been neither an evaluation nor an empirical study done on this which could throw light on qualitative estimate of education for modernisation or quality. In the internal structure of the schools, studies on classroom climate is another weak point. Studies on classroom climate from psychological perspective is fast gaining field among the researchers as is evinced from the studies included in 'Teaching and Teacher Behaviour" chapter. A few of the researchers there have considered a few sociological variables with the intention of controlling that factor. Researches in social climate of the classroom is still to be taken up.

The other field that remains to be considered, is the social problems in education, more specifically, it is the problems of delinquency, cheating, discipline, student movement, etc. The growth of these problems are directly proportional to more and more of industrialisation. Research in this direction is needed for understanding these problems in proper perspective.

Indian society is passing through a silent transformation and awaiting a bigger revolution. Education happens to be and is the most instrumental one in it. There is no alternative to empirical and depth studies in education using sociological models and methodologies for bringing about relevancy of educational process and product to the changing conditions of the modern Indian society. Education in India has been far too long programmatic and imitative of advanced countries. The sooner does it respond to society that it is supposed to serve and the sooner it becomes sensitive to the responses of society on its own function, structure and processes, the better will it be for education in terms of purposes laid down by the architects of Indian nationhood.

ABSTRACTS : 71-126

71 . *AARON, P. G., MARIHAL, V. G., and MALATESHA, A. N., The Rural and Urban Schools—A Comparative Study of the Socio-Psychological Conditions of the Pupils and the Teachers, Dept. of Edu., Kar. U., 1969. (NCERT financed)*

The objectives of the study were (i) to find out whether the difference between the rural and urban schools is real or apparent and (ii) to examine the images of the rural and urban pupils and teachers. It was hypothesised that (i) rural and urban high school pupils of the same socio-economic status do not differ from each other in their educational level, attitudes, creativity and other personality characteristics; (ii) rural and urban high school teachers do not differ from each other in the motivational level, aptitude and values; and (iii) rural and urban schools of comparative economic status do not differ from each other in the facilities they offer to their pupils.

The variables studied with respect to pupils were (i) motivation to achieve, (ii) attitude towards modernisation, (iii) creative ability, (iv) values, (v) interests, (vi) academic and domestic problems and (vii) future life plans and aims. With respect to teachers, the variables were again (i) motivational level, (ii) attitude towards modernisation, (iii) values, (iv) academic and domestic problems, and (v) teaching methods followed. With respect to schools, the variables studied were (i) laboratory, (ii) library, (iii) lavatory, (iv) facilities for physical education and (v) involvement of parents in school affairs. A combination of systematic area sampling, stratified sampling and cluster sampling was adopted. Medium sized, favourably young schools and those which are not run by religious organisations were selected. Three hundred and ninetyfour boys and one hundred and eighteen girls from rural areas and two hundred and sixtyone boys and one hundred and thirtyeight girls from urban areas were selected. Tweytyone male teachers from rural areas and twentyone male and nine female teachers from urban areas were selected. The students' motivational level was assessed by a projective test of five picture cards, the construct validity of which was .65, the predictive validity .59 and the test-retest reliability was .74. McCleand's procedure for scoring was followed. The pupils' attitude towards modernisation was

measured by a Thurstone type of attitude scale. Creative ability was tested by asking questions. Values, interests and problems were assessed by a questionnaire. Future life plans and aims were assessed by analysing a paragraph written by them. The teachers' motivation was assessed by analysis of an autobiographical sketch. For measuring attitude towards modernisation, the same scale used for the students, was used. The teachers' values and problems were assessed by a questionnaire. For assessing the teaching method, three boys and three girls were interviewed. Headmasters, teachers and pupils were interviewed and schools were inspected to get information about the schools and the facilities they offered. The images of the rural and urban pupils and teachers were collected by questionnaires and interviews. The Socio-Economic Status (SES) scale concerning father's occupation, education and material possession was constructed, standardised and used, with concurrent validity and test-retest reliability as 0.61 and 0.77 respectively.

The results indicated that (i) there is no significant difference in achievement scores of rural and urban boys of the same SES; (ii) the differences within the several SES groups of rural pupils are statistically significant with respect to the variable, namely, attitude towards modernisation, but not significant with several urban groups; (iii) there is no significant difference between creativity scores of rural and urban boys; (iv) there is little difference between the rural and the urban pupils in their value orientation; (v) there is no startling difference between the interest existed in the rural and urban groups; (vi) the common problems of pupils are financial difficulties, lack of suitable playground, poor teaching and too much of work at home; (vii) rural pupils' images of urban pupils are more favourable than those of urban pupils' images of rural pupils; (viii) all the teachers belong to the same SES; (ix) there are no differences between rural and urban teachers as regards motivation, attitude towards modernisation and values; (x) the problems of urban teachers centre round themselves while those of the rural teachers concern their pupils also; (xii) analysis of teachers' image of each other indicate the 'knowledge' orientation of rural teachers and material orientation of urban teachers; (xiii) the laboratory, lavatory and library facilities are similar in

rural and urban schools; (xiv) there is little parental participation in both types of schools, but rural parents are more conscious of the child and are more aware of the existence of the school and (xv) the hypothesis that differences are a function of SES and not urbanity or rurality is held except for a few exceptions.

72. *AGRAWAL, V., Value System and Dimensions of University Students of U.P., Ph.D. Luc. U., 1959.*

The present study was designed to explore the value systems and dimensions of students in U.P. The specific objectives were (i) to prepare a value scale for different faculties on the ways of life, (ii) to isolate and define the primary value variables from the conceptions of life, (iii) to find the individual differences on social, religious and theoretical values and (iv) to assess the agreement between different value systems and ways of life.

The data were collected from the students of six faculties, namely, arts, science, law, commerce, engineering and medicine of Lucknow and Roorkee Universities. On the lines of Charles Morris 'to explore the desired aspects of values' nine conceptions of good life were formulated. The main factors were: (i) social good, (2) liberation from wordly affairs, (3) enjoyment as the main aim of life, (4) contentment, tolerance and indifference, (5) healthy, vigorous life with some moral principles, (6) integration of action, enjoyment and contemplation, (7) fatalist view, (8) detached karma and (9) purification of self through restraint. A five point Likert type scale has been used for each way. Extractions of primary value variable have been done in arts faculty through Thurstone's centroid method of factor analysis. For value preference and social and religious values the significance has been tested by chi-square test. The independent variables were faculty, sex, income, place of residence and religion.

The major findings were : (i) the commonly liked ways of life are those having emphasis on self-restraint, moderation and integration of action, enjoyment and contemplation; (ii) the conceived values of an individual largely take into account the cultural pattern of the requirements of the social system; (iii) the value dimensions isolated by the factor analysis are : (a) to achieve the end or goal by any means, (b) self-restraint, (c) purity of thought, speech and action, (d) salvation through selfless actions; (iv) in religious values and temporal change, much emphasis is placed on human effort, and fate is also favoured suggesting the dependence and adherence to this culture; (v) in value preference, the value items preferred were qualities of friendship, worthy aim and aspiration; (vi) in case of social values (a) subjection to parental authority is not very rigid and it seems to be based on rational ground, (b) students are normally permissive towards sex and (c) students have a congenial outlook towards the outer world; and (vii) in synthetic approach value of 'closeness' permeates in interpersonal relationship among Indian students.

73. *AHLUWALIA, S. P., Impact of Democracy on Secondary Education in India (with special reference to Madhya Pradesh), Ph.D. Edu., Jab. U., 1965.*

The investigation aimed at identifying the emerging democratic policies and practices in secondary schools in India and knowing the views of principals, teachers and students on the manifold school programmes which were indicative of the impact of democracy.

The study was a descriptive-cum-survey type of research with a view to highlighting the advances and lags in democratisation of education in secondary level in India. The history of evolution of secondary education in India during the period 1600-1947 was traced briefly in order to pinpoint the casual appearance of certain democratic strands. Also, the reports of various committees and commissions on secondary education, the records of the proceedings of the Central Advisory Board of Education, and the educational statistics for the period 1947-1961 were scrutinized to find out discernible trends towards democratisation. The progress of secondary education in Madhya Pradesh had, specifically, been analysed in order to ascertain how the educational policies and programmes were indicative of the emerging trend of democratisation in India in general and Madhya Pradesh in particular. The survey data were collected from some selected higher secondary schools of Madhya Pradesh. The respondents consisted of 86 principals, 441 teachers and 2,500 students of class XI.

The major findings of the study are : (i) there are indications to substantiate the assumption that policies, plans and programmes of secondary education have undergone a democratic orientation; (ii) past years have witnessed a movement of immense educational expansion and democratisation of educational opportunities; (iii) certain constitutional provisions and increasingly larger financial allocation for education made in the successive five year plans testify amply to the earnestness of the architects of free India to make democracy a fait accompli in the foreseeable future; (iv) the phenomenal increase in the number of high and higher secondary schools and enrolment therein, the increase in expenditure on secondary education and emergence of the government as the largest sharer of financial responsibility, the increase in the number of trained teachers and the substantial liberalization of the teacher education programmes, the launching of specific programme to ameliorate the economic and social status of teachers, and the provision of wide educational facilities for all, specifically for the weaker sections of the population, may be considered as achievements indicative of the presumptive impact; (v) conditions in secondary schools have started changing in response to the demands of democracy; (vi) introduction of diversified courses of study, provision of subject choice on the basis of aptitude and interest, the new methods of activity-centred teaching, enhanced opportunities of scholarship and emphasis on cocurricular activities as well as upgrading of teachers' pay scales, sponsoring of other benefit schemes for teachers, honouring them with national awards bespeak of impact of democracy on education in general and secondary education in particular; (vii) certain totalitarian tendencies are persisting in some schools in the form of pseudo-democratic tendencies, but such shools are small in number; and (viii) on the whole, democracy has made its marks in Indian secondary schools at large.

74. AHMAD, K., *Social Background of Women Undergraduates of Delhi University*, Ph.D. Soc., Del. U., 1968.

The contention in this study was that the attitudes and behaviour patterns of the students are functionally related to the various aspects of their social background.

The analysis is based on a field study conducted among the women undergraduates enrolled in two exclusively women's colleges in the University of Delhi during the academic session 1963-64. The sample consisted of 186 students selected on the basis of a stratified random sampling technique employing religion, caste and the occupation of the fathers or guardians of the students as the determining variables. 12.4 percent sample from the total students was selected for intensive interviewing and observation. The schedule used in the study elicited information on general background (bio-data etc.), particulars of family members and household composition, house, languages, financial assistance and expenditure, style of life of the family, reading habits, hobbies and extracurricular interests, university education and future plans, marriage and attitudes.

The study revealed that (i) while some girls select their college and courses in terms of long-range plans of preparation for adult life, the majority are not deeply concerned with their future work and career; (ii) a considerably lower proportion of qualified young girls look upon marriage as their ultimate objective; (iii) most young students do not relate the choices which the acquisition of higher education offers them to alternative occupational roles which they might later pursue; (iv) the choice of the college is also determined by non-academic considerations, e.g., personal likes and preferences, nearness from the residence, reputation of the college, (e.g. elite) etc; (v) almost all students of Mahila College view a housewife's role as raising a family and bearing responsibilities; (vi) they come from a social background where the mother's role is probably confined to the performance of household work whereas it is just the reverse in case in Rebecca College; (vii) the students of these two colleges differ in their social backgrounds—they vary in their pre-college educational background, economic status and occupational levels; (vii) the study of relationships between some elements of social background and students' attitudes and behaviour patterns shows that the significance of religion is only peripheral; (viii) caste also does not play a very vital role in determining students' attitudes and values except those in relation to marriage, although girls of Bania and Kayastha castes possess greater caste-consciousness; (ix) regional background and the type of school they studied earlier are significant; (x) the occupational and educational levels of the family seem to enjoy the maximum importance in the lives of the students; (xi) students from families of higher educational and

occupational levels reflect a broader social outlook and patterns of behaviour and attitudes which can be identified with 'modernisation; (xii) the existence of intergenerational differences in opinions and attitudes towards the changing aspects of society is reflected in attitude towards marriage and work by women; (xiii) the models upon which young people pattern future goals, their educational preparation, their occupational choices, distribution of energy between their studies and the other facets of life, all these reflect their social background, their families and society, qualities of educational institutions into which they had access and the economic and social forces that give context to life in Indian society.

75. *ANAND, S. P., A Study of Teacher-Pupil Relationship in Higher Secondary Schools in Delhi, Ph.D. Edu., Del. U., 1972.*

The purpose was to study the teacher-pupil relationship in higher secondary schools. The hypotheses were: (i) teacher-pupil relationship at personal level is lacking in the higher secondary classes, (ii) the characteristics of teachers liked by the students differ from the characteristics of students liked by the teachers, (iii) the male teachers are less satisfied than the female teachers in their job and this affects their relationship with the pupils, (iv) teachers liked by their colleagues are liked by students as well, (v) students liked by their classmates are liked by their teachers also, (vi) intelligent students, good academic achievers and those having good socio-economic background are liked more than those who are poor in these aspects, and (vii) teacher's age, designation, teaching experience and home conditions are related to students' relationship.

The study was conducted on a sample of 128 tenth class students (76 boys and 52 girls) and 20 teachers (10 men and 10 women) of four higher secondary schools (2 boys and 2 girls) of Delhi. The tools used for the purpose were: (i) two questionnaires —one for teachers and another for students, seeking information about the liking and disliking for each other; (ii) four five-point scales indicating the liking of teachers for students, for colleagues, of students for teachers and for class mates; (iii) the sociometric tests for measuring teacher-pupil relationship, pupil-teacher, and pupil-pupil relationship; (iv) two rating scales—one for teacher characteristics and another for pupil characteristics; (v) two check-lists—one for students and another for teachers; and (vi) a job satisfaction scale for teachers (Likert's technique is used). In addition to these, Jalota's Group Test of General Mental Ability was used and two interview schedules, one for students and another for teachers, were prepared. Academic records of students' annual examination were also taken up. In this study personal relationship connotes the feelings of acceptance and likings cherished by teachers and pupils towards each other. Feelings of rejection and dislike signify the negation of personal relationship. The ratings of teachers and students were analysed by factorial analysis. The coefficients of correlation between students' and teachers' likings for each other as well as for their scores of other variables were computed. In addition to bivariate relationships between one dependent variable (liking) and other independent variables (job satisfaction, intelligence etc.), multivariate relationships along with regression equations were also found out. Case studies of the most liked and disliked members of the Group has thrown more light on the interpersonal relationship between the teachers and the students. The sociograms and sociometric matrices are also drawn in this study.

The important findings are : (i) the personal relationship lacks between teachers and pupils (both boys and girls); (ii) women teachers and girl students lay more emphasis on behaviour while the male teachers and boys lay more emphasis on the studies and teaching respectively; (iii) there is no difference between male and female teachers with regard to job satisfactions; (iv) the mutual liking of students and teachers is positively related to teachers' job satisfaction; (v) in boys' schools teachers accepted by their colleagues are hardly accepted by students but in girl schools teachers accepted by their colleagues are also accepted by their students; (vi) students liked by their class fellows are also liked by their teachers and this tendency is stronger in boys' schools than in girls' schools; (vii) there is no significant difference between the mean IQ's of the students accepted and rejected by teachers; (viii) there is a significant relationship between teachers' liking and the academic achievement of students in boys' schools, but not in girls' schools; (ix) there is no relationship between the students' educational, economic and occupational background and the teachers' liking for students; (x) age is no significant variable affecting the relationship between the mutual liking of teachers and students; (xi) there is no significant relationship between teachers' experience and stu-

dents' liking for them; and (xii) boys like teachers with postgraduate degree more than trained graduate teachers; but girls do not show any such preference. The study indicates that teacher pupil relationships are accountable by various variables and differ from school to school and class to class. Hence it cannot be generalised, but individual school and each class has to be considered as a separate and complete system.

76. BARIAL, R. N. P., An Investigation into the Impact of Social Class Background upon Educational Achievement and Motivation, Ph.D. Edu., Pat. U., 1966.

The study was undertaken to investigate the extent to which the social class background influenced the educational achievement and motivation. Hypotheses designed to be tested were : (i) there exists a significant difference in the educational achievement of students belonging to different social classes, when the effects of test intelligence is controlled; (ii) there exists a significant difference in the need for achievement motivation of the students belonging to different social classes; (iii) there exists a significant difference in the test intelligence of students belonging to different social classes; (iv) there exists a relationship between educational achievement and need for achievement motivatoin; and (v) there exists a relationship between the test intelligence and need for achievement as well as educational achievement.

For the dichotomic nature of the study two different samples of 503 and 1005 students of 14 years studying in the same school for the last three consecutive years drawn from 17 schools in the Patna city were taken. The tools of research were Kuppuswamy's Socio-Economic Status Scale (SES), Raven's Standard Progressive Matrices Test, Edward's Personal Preference Record translated in Hindi by the investigator himself and the computed scores of three examinations held during the course of academic years. The students were classified in terms of socio-economic status and also schoolwise. An analysis of covariance was computed separately for each school to find out F ratio. Product-moment correlations were computed between the scores of Progressive Matrices Test, school scores and Edward's Personal Preference Record. The reliability coefficient of the Hindi version of Edward's

Personal Preference Record was found to be .91 by the split half method using Spearman-Brown formula.

The investigation revealed that (i) there existed no significant difference in the educational achievement, achievement motivation and intelligence of students belonging to various social classes; (ii) intelligence was positively correlated to the scholastic achievement ($r=.33$, $p > .01$ level); (iii) scholastic achievements had almost zero correlation with achievement motivation ($r = .08$); and (iv) intelligence is negligibly correlated to achievement motivation ($r=-.02$).

77. BEG, M. A., A Cross-cultural Study of the Desirable and Undesirable Conceptions of Life of American and Indian Students, Ph.D. Psy., AMU, 1962.

The present study undertakes to investigate into the desirable and undesirable concepts of life of students from two cultures, namely, Indian and American. This intends to make mainly two types of comparisons, viz., (i) intercultural comparison between students of two sexes, of urban and rural origins, and science and art disciplines, and (ii) intercultural comparison between each of these groups of students and a comparison of the overall samples from the two cultures.

The study was mainly in the line of Charles Morris' 'Ways to live' document with slight modifications. The study was conducted on a random sample of 280 undergraduate students of the university of Oregon, Eugene and 250 undergraduate students of Aligarh Muslim University selected by a random sampling technique. So far as the instruments are concerned Morris' 'Ways to live' inventory was used. The t test was applied for finding the significance of difference. The thirteen (statement) variables studied are, (i) preserve the best that man attained, (ii) cultivate independence of persons and things, (iii) show sympathetic concern for others, (iv) experience festivity and solitude in alteration, (v) act and enjoy life through group participation, (vi) constantly master changing condition, (vii) integrate action, enjoyment and contemplation, (viii) live with wholesome care-free enjoyment, (ix) wait in quiet receptivity, (x) control self stoically, (xi) meditate on inner life, (xii) chance adventure-some deeds and (xiii) obey the cosmic process.

It was found that (a) sex, rurality/urbanity and interest difference within a culture, be it Indian or American, tend to bring about some differences in the choice of a particular way of life; (b) the ways which are preferred are the ones which represent the dominant life philosophy of that culture, and similarly the disliked ways are the ones that are opposed to it; (c) the Indians on the whole, prefer ways that stress self control and social restraint and dislike the ways of sensuous enjoyment, whereas, the American students prefer ways of enjoyment and progress in action and dislike withdrawal, receptivity, inner life and meditation; (d) the outlook of Indians are oriented towards inner life, development of self and preservation of tradition while that of the Americans are towards nature, society and a rich full life; (e) the ways (iii) and (vii) are found to have a common appeal for female and science students having some academic interests; (f) rural subjects of America chose (vii), (i), (vi) and (viii) whereas, urban subjects chose (vii), (i), (vi) and (xii) and rural and urban subjects of India chose (iii), (i), (xi) and (v) and (iii), (i), (x) and (v) respectively; and (g) considering sex-wise way (iii) and (i) are common in both the sex groups of India and besides (iii) and (i), Indian males chose (ii) and (vi) and the females chose (x) and (v) whereas, the American males chose ways (vii), (vi) and (xii) and females chose very similarly accepting change in order of the rank of liking; (h) the science and arts students of India chose (iii), (i), (vii) and (v), and (iii), (i), and (ii) respectively whereas both the American science and arts students liked (vii), (i), (vii) and (xii) ways.

78. BHANOT, K. P., Effect of Cohesiveness on Goal-Setting Behaviour of the Group. Ph.D. Psy., Jab. U., 1967.

The study was designed to investigate into the effect of group cohesiveness on goal-setting behaviour.

Two separate experiments were carried out, one for studying Level of Aspiration (LOA) without imposed success and failure, and the other for studying the same with imposed success and failure. Cohesiveness as an independent variable was manipulated through selection of subjects as well as experimental induction. In the first place, sociometry was administered to higher secondary school girls (IX, X and XI classes) and from the sociometric responses triads of mutual friends and mutual rejec-

tions were selected to form high cohesive (HC) and low cohesive groups (LC), respectively. Next, appropriate experimental instructions were given to the HC and LC groups in order to increase or to decrease cohesiveness. Attraction for the group among its members was further confirmed by means of a group attraction questionnaire. The final sample consisted of twenty HC and twenty LC groups (triads) in experiment I and ten HC and ten LC groups (triads) in experiment II. The LOA procedure consisted of two interdependent tasks—card-sorting task for experiment I, and puzzles for experiment II. Here interdependence meant the need and spirit of helping one another in the group to reach the common group goal. Three aspirational measures were indexed for both the experiments, namely, (a) individual aspiration for the groups; (b) unanimous group-decided aspiration and, (c) private individual aspiration for self. Besides the aspiration measures, individual confidence (in percent) in the attainability of unanimous group-decided aspiration was also recorded for both the experiments, whereas estimation of past performance and actual performance were noted for experiment I only. The groups were made to perform on a sentence rearranging task before working on the LOA tasks so as to provide a base for the questions in a Group Attraction Questionnaire, designed to confirm the level of cohesiveness in the groups. Time taken for the sentence rearranging task and group decision time, for unanimous group-decided aspiration (reflecting indirectly, the pressures towards uniformity and conformity) was recorded in both the experiments. In experiment II, half of the Groups of each kind (5 HC and 5 LC triads) were given success followed by failure treatment (SF sequence) and the remaining half (5 HC and 5 LC triads) were given failure followed by success treatment (FS sequence). The degree to which the groups raised or lowered the aspiration in accordance with success and failure was noted.

The major findings may be summarised as follows : As expected, LOA was higher in the HC groups than in the LC groups and the difference was statistically significant for unanimous group-decided aspiration (in experiment I, p is .024, and in experiment II for SF sequence, p is 0.48.). In case of the FS sequence of experiment II, the HC groups still had a higher aspiration but the difference was not significant. As regards private individual aspiration for self, members of the HC groups had their per-

sonal goals very much lower than the personal goals of the members of the LC groups, as compared to their respective group goal. The difference was significant (p is beyond .05 level) for individual aspiration, for self minus unanimous group-decided aspiration in experiment I. In experiment II, for individual aspiration, for self minus unanimous group-decided aspiration (SF sequence), members of both the groups behaved as expected, i.e., rating their own ability to be inferior to that of the group in case of the HC groups, and rating their own ability to be superior to the group in case of the LC groups. But under FS sequence, both the groups rated their own ability to be very much superior to that of their respective groups. It was thus evident that effect of cohesiveness on felt capability of the group and self varies according to the SF and FS sequence. The HC groups were significantly more confident as compared to the LC groups in the attainability of unanimous group-decided aspirations in both the experiments. No evidence was found in this study to support the hypothesis that cohesiveness inclines the members to overestimate their group performance. The HC groups were significantly superior to the LC groups in actual performance on the LOA tasks and on sentence rearranging task. In both the experiments, the HC groups decided quickly, taking significantly less time for decision than did the LC groups. Detailed observations of behaviour, together with qualitative data collected by means of questionnaires, also revealed marked differences between the two kinds of groups.

79. *BHOGLE, S., Psychological and Organizational Correlates of Acceptance of Innovations by Schools, Ph.D. Edu., Osm. U., 1969.*

The major aim was to study the influences of some social, psychological and organizational factors on the readiness to accept changes in a group of high schools in the twin cities of Hyderabad and Secunderabad.

Thirty randomly chosen secondary schools in Hyderabad and Secunderabad were involved representing 325 teachers and 30 headmasters. The study was restricted to only five "top fed" innovations, communicated through the official channel, and only to a few selected personnel, psychological and organizational characteristics of schools. The dependent variable was the acceptance of innovations. The

tools to study the various independent variables, viz., (i) the leadership style of the headmaster; (ii) the cosmopolitanism of the teachers and headmasters; (iii) the role conflict in teachers and headmasters; (iv) the acceptance of innovations by teachers; and (v) the adoption of innovations by the headmasters were constructed. An adaptation of North's scale to measure attitude towards teaching was also used. The data obtained were divided into three parts, namely, (i) the headmasters' study which involved verification of ten hypotheses; (ii) schools' study for verification of eleven hypotheses; and (iii) teachers' study involving verification of eight other hypotheses. These hypotheses were tested by statistical techniques like product moment correlation, contingency coefficient, rank difference correlation, t test, chi-square, biserial r, and point-biserial r.

The important findings were : (i) headmasters who have democratic attitude and favourable attitude towards teaching and are advanced in age and getting more salary are more prone to adopt innovations; (ii) similarly, headmasters having low role conflict and more teaching experience appear to be more ready to adopt innovations, though not proved statistically; (iii) headmasters with a cosmopolite staff, as well as the cosmopolite teachers themselves adopt more innovations; (iv) older teachers readily accept innovations; (v) the headmasters of large schools and multi-purpose schools adopt more innovations whereas the teachers of these schools reject innovations indicating thereby that there is no correlation between the adoption of innovations by the headmasters and that by the teachers in the same school; (iv) adoption of innovations by headmasters show positive correlation with factors like size of the school, pattern of the school, qualifications of teachers and student-teacher ratio, whereas these set of factors yield negative correlation with the adoption of innovations by teachers; (vii) characteristics like compatibility, complexity, divisibility and communicability which influence the form of innovations, also affect the educational innovations to a significant degree; (viii) innovations like introduction of science clubs. deputation of teachers for refresher courses and teaching with audio-visual aids are more adopted because of their more compatibility, divisibility and less complexity than such innovations as improvement of school libraries and introduction of child guidance clinics; and (ix) the personality of the headmaster and the organizational characteristics of the school are more important

than the personality factors in teachers in accepting innovations.

80. BOMBAY MUNICIPAL CORPORATION, A Survey of Socio-economic Conditions of Teachers Working in Municipal Schools, Primary Education Department, 1966.

Major aims of the study were: (i) to study the socio-economic conditions of teachers; (ii) to study their difficulties and impact of the same on classroom teaching and attitude towards work and profession; (iii) to suggest suitable measures in order to make provision for better and improved socio-economic condition for them.

A random stratified sample from 103 schools in seven different languages was selected from different areas of Greater Bombay. The sample included 1074 headteachers, deputy headteachers and assistant teachers from Marathi, Gujarati, Urdu, Hindi, South Indian, Sindhi and English primary schools. Questionnaires were administered to them to elicit their opinion on different matters pertaining to their living and working conditions and their status in the society.

Study brought forth following suggestions (findings) which teachers feel, if implemented, will improve their socio-economic conditions: (i) revision of scales of salary in keeping with the living index and other professions, provisions for provident fund, adequate pension and life insurance; (ii) provisions for free education of their wards and medical facilities; (iii) housing scheme in decent localities in different areas with standardised rent; (iv) restoration of teacher's lost position and status in the national life by public honour and recognition of their representative and presence in important national and public functions; (v) reorientation of the educational systems at all levels fitting in with our national life and new social order by giving the teachers a leading position and prominence in the national life of the country; (vi) a complete change in the outlook of the society from wealth and affluence to the right human values.

81. BROACHA, M. F., Some Social and Religious Likes and Dislikes of School-going Girl Students in Agra, Ph.D. Soc., Agra U., 1959.

The study was designed to discover the roots of certain socio-religious likes and dislikes of school-going girls of the four major communities of India Hindu, Muslim, Sikh and Christian.

Some aspects of the different types of development of the girls at the adolescence stage and their social, cultural and religious outlooks were reviewed. One hundred and fifty Hindu, fifty Sikh, fifty Muslim and fifty Christian girls between the ages twelve to sixteen were randomly selected. A questionnaire was prepared and printed on four different coloured papers in order to preserve the distinction of the communities studied. The questionnaire was divided into four main sections, namely, institutions, habits, sentiments and values. Under institutions—questions regarding family relations and joint family system; under habits — fashion, games, recreation, reading, food and general attitudes, under sentiments—questions of relationships and avocations under the heads, namely, friendship, careers, general attitudes and marriages and under values—many of the basic concepts of religious faith, worships, beliefs, sacrifice and problems of untouchability, were investigated. Data were collected through case study based on individual interviews. The analysis was done in terms of simple percentages.

The study revealed that: (i) The Freudian "Electra-complex" does not play a serious role in Indian girls, though a little of it is observed in Christian girls. The joint family system is still favoured by most of the girls. Out of all the different types of make-ups, girls seem to prefer 'kajal' and hair oil most. As regards dress, Hindu and Christian girls show preference for sarees and Panjabi dress. Sikh and Mohammedan girls prefer Panjabi dress and very few Hindu, Sikh and Mohammedan girls like the frock; but Christian girls seem to like it. Girls like bangles, necklaces, rings, ear-rings, and watches over other type of ornaments. They like the gold ornaments most. Sandals are the most popular foot wear in fashion than chappals and shoes. Christian girls show highest percentage of liking for all the games, next come Sikh, Mohammedan and Hindu girls. The favourite pastime is reading, knitting, needle-work, cooking, listening to radio; but some like painting, specially Sikh girls. Very few girls seem to like gossiping. Dancing does not seem to be a favourite item with the Indian girls. Hindu and Mohammedan girls seem to prefer cinemas more than Sikhs and Christians. Hindus and Sikhs like vegetarian dishes but all the groups like salt dishes. Most of the girls help their mothers in the house-hold work

and like to make friends from their age group. Most of them prefer teaching and medical professions and like to marry a doctor or an engineer. None of the girls likes to be in sales profession. Many Hindu and Christian girls like to marry according to their own choice. All, except 4.67 percent of Hindu girls like to live with their parents. (ii) Girls of all the four groups have faith in their religion and God; Sikh and Hindu girls believe in Avataras unlike many Mohammedan and Christian girls. Girls like devotional songs, religious stories and they believe more in the theory of Karma and Dharma, than in the theories of reincarnation and the caste system. The best method of service to humanity as they maintained is helping beggars. Animal sacrifice is liked and thought right by Mohammedan girls. Sikh and Christian girls believe more in their priests; but in all very few girls seem to believe in Sadhus and Sanyasis. Most of the girls do not believe in customs of untouchability, but many of them do not like to eat with girls of a different caste; this is found specially with Sikh and Mohammedan girls.

82 . BUCH, P. M., An Inquiry into Conditions Promoting Adaptability in Indian Schools. Ph.D. Edu., MSU, 1972.

The study is an attempt to identify some of the factors associated with the promotion of school adaptability resulting into the change process through which Indian schools are passing. The study specifically aimed at (i) finding out to what extent the principal contributes to promoting school adaptability; (ii) studying the extent to which the principals' attitudes, perceptions and their professional training are linked up with promoting educational change in the schools; (iii) finding out whether there are certain characteristics of principals contributing to the innovativeness of the schools more than other traits of the schools, and (iv) establishing a prediction equation to predict school adaptability from the knowledge of principals' perceptions, attitudes and professional experience. There is one dependent variable, viz., 'School Adaptability'. Fortynine independent variables and consequently for the purpose of summarisation, the fortynine hypotheses were classified under seven different areas, viz. (i) demographic; (ii) institutional; (iii) commu-

nication behaviour; (iv) psychological and personality; (v) community; (vi) organisational climate and (vii) miscellaneous.

Three different samples of (i) schools, (ii) principals and (iii) teachers were drawn from the state of Gujarat. A stratified sample of seventy schools was picked up. The criteria of stratification were nature of school, management and location of school. Based upon this sample of seventy schools, the corresponding seventy principals of the schools became the respondents. Besides this, a random sample of 500 teachers belonging to these schools was also picked up in order to get their perceptions about their schools and their principals. Three different tools used were : (i) School Adaptability Scale (locally prepared and standardised); (ii) a quasi scale to measure independent variables and (iii) a modified version of Organisational Climate Descriptive Questionnaire. The t test, simple linear correlational analysis and stepwise forward regression analysis were employed.

Eighteen factors belonging to four meaningful clusters of (i) exposure to new ideas; (ii) administrative ability; (iii) positive reinforcement from authority and (iv) community involvement in schools were found to differentiate between schools of high adaptibility and low adaptability. In the correlational study twentyfive factors were found to be significantly related with the criterion variable of school adaptability. These predictors (twentyfive) belong to the above mentioned four clusters with five stray variables belonging to two minor categories, (i) vicinity of training college and (ii) some personality traits of the principals. The forward stepwise multiple linear regression analysis identified five significant predictor variables, viz., inter school visitations, self rated administrative ability, parents' involvement, professional meetings attended and feelings of security. These variables yielded, a $R=.73$ which explained fiftythree percent of total criterion variance.

83 . CHATTERJEE, P. N., GHOSH, B. and GUPTA, L. N., The Impact of Modern Education on Rural Community with special reference to Allahabad District. Dept of Edu., All. U., 1959. (UGC financed).

The study was undertaken to test the truth or otherwise of the belief that the introduction of

modern education in the rural areas created tensions.

For this study data were collected by a questionnaire and interview. The questionnaire covered the impact of modern education on various aspects of village life, viz., domestic life, rural society, religion and religious faith and economic life. A random sample of 200 persons (men and women) resident of twentysix different villages of Allahabad district was selected for this study. The sample included persons uneducated or traditionally educated as well as those having modern education. Of these, 140 responded. All the 140 cases were interviewed according to the interview schedule prepared. Data were analysed to have the necessary information.

The study revealed that (i) the trend of sending the children to modern educational institutions might be due to general apathy towards the traditional schools, quite a few of respondents devoted considerable time to educational work, although occupational and domestic work kept them busy; (ii) the teacher and the other highly educated people of age group twenty to forty did not feel that certain activities in modern schooling result in straining the domestic life; (iii) the apprehension that the spread of modern education would hit the prestige of the traditional schools appeared to be incorrect; (iv) respondents however expressed that educated people belong to a separate culture of their own, most of them felt that there would not be any adverse effect of direct or indirect agencies of modern education upon village life; (v) respondents who were highly educated and of younger age were, however, hopeful in this direction, (vi) persons having modern education did not appear to have any unfavourable attitude towards religion and they regularly visited the places of worship, many of them expressed that religious instruction should be introduced in the curriculum; (vii) general opinion was that the introduction of modern education would raise the rural economic standard, although this view was not shared by the agricultural community and traditionally educated groups; (viii) majority of villagers believed that persons with modern education would prefer service as compared to traditionally educated persons.

84. CHAUHAN, N. S., Truancy among School Going Boys of Agra, Ph.D. Soc., Agra U., 1963.

With a basic assumption that the attitudes of truants is mostly determined by the activity patterns

in different social settings study attempted to locate the truants and occurence of truancy in the school going boys of Agra.

The truant sample was drawn from sixth to twelfth class students, of eleven to twenty years of age, of higher secondary schools and intermediate colleges. Ecologically stratified sampling of institutions was done on the basis of denominational pattern and presence in the vicinity of the delinquency potentials. The truant location procedure included interviews with the principals followed by that of 110 school teachers. Questionnaire and case history methods were used to collect detailed information about the truants' families—their members' likings, hobbies, gangs, attitudes towards home and school.

On the basis of this survey of twenty institutions, it was found that (i) institutions which have too many students for a few teachers who are made to overwork and feel insecure because of power politics within the management, are the places of occurence of truancy; (ii) student-teacher ratio and home-school distance are higher in ecologically worse institutions; (iii) truants of ecologically worse schools appear to be less inclined towards mathematics and science, but truants of ecologically better schools find mathematics, English and geography to be difficult; (iv) there is no significant relationship between cultural background and the frequency of truancy; (v) average income of parents of truants lags far behind that of their counterpart; (vi) the difference in the levels of education of the parents of truants and non-truants is not significant; (vii) truants lack love of mother in early years of development, get more in comparison to non-truants during advanced stage of adolescence, whereas non-truants get much more mother affection in earlier years; (viii) truants are older than non-truants on an average by ten and half months in age in each class; (ix) truants have more disliking for mathematics, whereas English, science and Hindi appear more or less equally disliked by both the groups; (x) truants appear mostly frustrated because of their greater failures in past years; (xi) they are involved in money-making activities such as gambling and theft.

85. CHITRA, M. N., The Social Background of some Undergraduate Women Students in Mysore City, Ph.D. Soc., Del. U., 1969.

The aim of the study was to identify the section of women who were the largest recipients of higher

education and to determine the relationship between social origins, inequalities in educational opportunities and social mobility.

Two colleges one each at Ambil and Magge were chosen for the study. First, a census of the students was conducted to obtain information such as their caste, income and occupational background of their parents, by distributing "census schedules" among them. Out of 1300 students in Ambil information could be had from 1185. Then information was collected through the technique of 'participant observation'. A questionnaire framed, was then administered. For studying students' attitudes, a ten percent sample was drawn out of the total. After field work some teachers were interviewed. In Magge also the same technique was applied.

The study has shown that (i) individuals from the upper strata of Mysore society had greater opportunities for higher education than those from the middle and lower strata; (ii) among the Hindus, Brahmins had the highest representation among students as compared with the dominant peasant castes or other non-Brahmin castes; (iii) among backward classes, the upper layers have been the beneficiaries of scholarships, free-ships, etc., (iv) in both the colleges, students from the higher income strata (Rs. 500 and above) enjoyed the highest representation; (v) there existed a strikingly wide gap between the attitudes of students and their parents; (vi) the students' cliques were based far more on class than on caste except among the so called untouchables and Muslims, these cliques influenced not only the students' attitudes but also their behaviour; (vii) the westernised cliques influenced the members of more conservative cliques to become 'more fashionable' in their dress, to develop a taste for western music and dance, and to approve of the freer mixing of the sexes.

86 . DAVE, I., and SRIVASTAVA, C., Education and Democratic Attitudes, Vidya Bhavan Teachers' College, Udaipur, 1958, (MOE financed)

The main purposes of the present project were: (i) to study democratic attitudes among students and (ii) to study causal factors for the development of democratic attitudes among students.

Two types of schools, routine type and unusual type characterised by doing experiments with new educational methods and practices were taken as

sample. An intensive comparative case study of the schools had been the methodology here. An integrated inter-disciplinary approach through cooperative research techniques was adopted in view of abstract and comprehensive nature of the problem. For assessing democratic attitudes in students (i) a test of democratic attitudes, and (ii) experimental designs involving three small projects of co-operative group activity, were employed. Tools for assessing causal factors of democratic attitudes were (i) Teachers' Attitudes Inventory and (ii) planned observation schedules. To study the organisational setup of the schools and school life, literature collection, observations, interviews and participation in school life were carried out.

The study revealed that (i) there is a significant difference in students attitudes of the two schools in the areas of understanding and tolerance, creative participation and respect for higher values of life while least difference is found in the attitudes towards the value of respect for individuality; (ii) as compared to unusual type of schools, the routine type schools suffer more from indecision; (iii) there is no significant difference between the attitudes of teachers of the two types of schools when the median scores were compared; (iv) organisational setup of schools and school life are significant causal factors for the great difference between the attitudes of students of the two types of schools.

87. DUBEY, R. K., Indiscipline among students as an Individual and Group Phenomenon at the School Level, Ph.D. Edu., Gor. U., 1971.

The investigator intended to study the personality structure of indisciplined boys and the nature of group indiscipline in the schools. The hypothesis was that it was the personality structure of the indisciplined students which accounted, at least in part, for the outbreak leading to acts of indiscipline.

An experimental and a control group, each comprising of 100 students reading in classes eighth to twelfth in higher secondary schools in Gorakhpur city formed the sample. The data were collected with the help of the following tools : (i) the Joshi's Test of General Mental Ability; (ii) the Asthana's Hindusthan Adjustment Inventory; (iii) the Allport Ascendance-Submission Reaction Study, (iv) Nemaun-Kohlstd's Diagnostic Test for Introversion-Extroversion; (v) an attitude scale constructed to

measure the attitude towards morality and social convention; and (vi) a situation test designed and prepared for this study. A personal data-sheet and four types of interview schedules were also prepared for the study. The data collected with the help of these tools were subjected to analysis. In order to see the difference between the groups critical ratios on each variable were obtained. The tests which yielded the 't' ratio significant at .05 level or beyond were subjected to further treatment under discriminant function. The null hypothesis was tested and chi-square was also computed to find out the relationship between traits. The incidents of group indiscipline were studied on the pattern of case studies.

The major observations of the study are: (i) problem of discipline is not related to intelligence and introversion; (ii) difference regarding adjustment and ascendance are found to be significant at .05 level; (iii) in matter of attitude the groups differ significantly at .01 level; (iv) the difference in the personality structure between the two groups is not significant; (v) group indiscipline is not a regular feature in the schools and may be checked if the authorities are alert and tactful; (vi) the external forces effectively operate with regard to difference in the behaviour of the two groups; and (vii) the students' overt behaviour was found to be significantly related to their hobbies, interests and activities, and reading habits.

88. *GORE, M. S., DESAI, I. P. and CHITNIS, S., Field Studies in the Sociology of Education, All India Report, NCERT, New Delhi, 1970.*

The study was undertaken to examine whether education was governed by the goals and values of equality, democracy and secularism, and whether it could contribute to the development of those values and attitudes. While equality in educational opportunity and modernization were the two foci of interest in the study, it was also aimed at providing data on the attitudes of students and teachers in the area of education, the occupational aspirations of students and the occupational satisfactions and adjustments of the teachers.

The study was conducted on a sample of 23,440 respondents made up of more than eleven thousand students, six thousand parents, three thousand school teachers, 380 headmasters, 1,640 college teachers and 111 heads of colleges representing various levels of education, various communities of all the states.

The study involved the use of five self-administered questionnaires for students, teachers, headmasters, college teachers and heads of colleges and one for the parents.

The following observations on four broad categories were made : (i) the percentage of scheduled and backward caste students was higher among boys than among girls; (ii) at the high school level or above not more than twentyfive percent students in any state were drawn from illiterate fathers; (iii) most students (fortyfive to sixtyfive) wished to continue their education further; (iv) the occupations most sought for by students, were those of executive and scientific personnel, law, medicine, engineering or college teaching; (v) boys were much more likely not to attach significance to religion than girls; (vi) between eighty to ninetyeight percent expressed a preference for the purposive accomplishing type of person rather than for the person who passively sought to enjoy his life as it comes; (vii) in most states 'education' was chosen as the basis of social esteem; (viii) minority religious communities were represented more strongly at the secondary stage than the primary and among women than among men; the teacher-administrator relationship was found to be more formalized and more democratic at the primary stage than at the secondary stage; (ix) none of the teachers felt that religion and language affected the students' performance one way or the other; (x) teachers preferred a person who would establish a factory and give jobs to others; (xi) majority of the teachers expressed that esteem should depend on education rather than on income; (xii) the men college teachers considered their own occupation to be higher in status than their fathers; (xiii) in a large majority of institutions, teachers were not represented on the managing committees; (xiv) the teachers in professional colleges did not have higher percentages of those who derived any role to religion than the teachers in non-professional colleges; (xv) very few teachers thought that they could improve their position in the social monarchy; and (xvi) sixty to ninety percent of the parents expressed that it was hard to affect a change in one's social position.

89. *GOVIL, M., Changing Social Attitudes and Behaviour Patterns among the Post Graduate Students in Uttar Pradesh, Ph.D. Soc., Agra U., 1967.*

The study aimed at describing changing social

attitudes and behaviour patterns of post graduate students of U.P.

The study was conducted on 300 students of Lucknow University and College of Agra. The method adopted for selecting the sample was quota sampling method. The sample consisted of 29.6 percent female and 70.4 percent male students who hailed from different strata of society. The data on the problems of (a) marriage, (b) family, (c) status and role of women, (d) education and occupation and (e) students' behaviour and their participation in politics were gathered through an interview schedule.

The major observations on various aspects were: (i) the students show a marked desire of selecting the mates themselves, but also desire to finalise the marriage with the consent of the elders at home; (ii) greater stress is laid upon the individual qualities of bride and groom; (iii) underhand practice of dowry is still prevalent while denouncing this practice openly; (iv) average marriage age for boys and girls are 25|26 and 20|21 years respectively; (v) disintegration of the traditional family pattern is being brought about progressively on account of increasing industrialisation and urbanisation; (vi) women having higher education want to enjoy economic and social freedom; (vii) members of the younger generation grown up in a different atmosphere have less liking for joint family, but they do not want to cut the relationship with the family; (viii) professions considered suitable for women are those of teachers, physicians, surgeons, nurses, clerks, stenographers and administrators; (ix) women show keenness to participate in politics; (x) higher education is gaining popularity with the object of better job facilities; (xi) selection of a postgraduate course of study largely rests on the probability of its job potency; (xii) male students want to continue their studies till they get a job whereas female students want it to continue till they get married; (xiii) need of co-education at the postgraduate level is advocated for almost all courses; (xiv) sex segregation continues in coeducational institutions; (xv) most of the students depend for the financial assistance on their parents and when they start working, they like to help their parents; (xvi) most of the students do not like to follow the profession of their parents; (xii) teaching profession is liked most by males as well as females; and (xiii) political parties use students as a convenient tool for agitation.

90 . HALBAR. B. G., and MADAN, T. N., Caste and Educational Institutions in Mysore State, Kar. U., 1967. (NCERT financed)

The aim of the study was to find out the correlation between communal attitudes stemming from caste, religion or sect and private educational institutions.

The approach adopted was to make a close study of (i) the composition and working of managements; (ii) the motive for making contributions and donations for educational purposes; (iii) the recruitment of staff (teaching and nonteaching); (iv) the award of scholarships and other facilities to students; (v) communitywise strength of students attending particular educational institutions; and (vi) the policy of admission to private educational institutions, hostels and boarding houses and so forth. The sample included different grades and types of educational institutions: nursery, primary, secondary and collegiate, general, technical and professional, government, semi-government and private and five special institutions belonging to different castes and religions. In total 210 institutions were included in the study selected from the three districts of Mysore State — Belgaum, Dharwar and Mysore. Information of administrative and socio-economic aspects of these institutions was collected by personal visits, interview schedule, institutional records and interviews with educational authorities.

The study revealed that (i) Lingayats and Brahmins were found to be the two leading communities competing in the tough area of collegiate education. Inspite of being a minority. Christians could run institutions upto the collegiate levels, mostly because of missionaries; (ii) the communal and political considerations were found to play an important role in the management of primary schools — in selection of teaching and nonteaching staff. Secondary schools managed by semi-government authority were less affected by the government and private bodies. In the case of university education, reflection of the population pattern was found in both staff and the students. Representatives of underprivileged castes in engineering and medical colleges were found because of reservation of seats and financial aid. (iii) There was a positive correlation between the community managed educational institutions and the high representation of community on the management and among the staff and students. (iv) Compared to government aid, the contribution of semi-government

and private bodies was found to be small. (v) There were many hostels and boarding houses maintained by philanthropic persons and agencies which were mostly free and were exclusively meant for the students of particular communities. (vi) It was found that award of freeships and scholarships to students was not free from communal effect; merit was not the criterion of getting financial aid. Some awards were restricted to particular caste, religion, community or sect.

91 . *HOODA, S. S., Bombay Collegian : A Study in the Social Background, Ph.D. Soc., Bom. U., 1968.*

The study intended to find out the social background of the students in Bombay colleges.

Seven colleges were chosen as representatives of almost all the colleges on the basis of stratified random sampling method. The number of students, thus selected, was 500 out of 37,000 students of four different classes and two different faculties. But only 400 students responded. The age of the sample ranged between 16+ and 38+ years. The tool of research was a questionnaire which included questions on the family, school, general aspects and on college and collegians. The families were categorised into four groups according to the educational levels of the parents and grand parents. A comparison of the Bombay collegians was made with model students as constructed by Ferdynand Zweig.

It was found that (i) about 24.6 percent of the parents were sufficiently educated, 44.5 percent were moderately educated, 25.5 percent of the parents were just literate and 5.4 percent illiterate; (ii) the higher the educational level, greater was the satisfaction the collegian enjoyed from the family; (iii) as many as 270 collegians had a home atmosphere where both the parents cooperate; (iv) for 330 students schooling began at the age between 5+ and 7 years; (v) 327 collegians never failed in the class; (vi) the medium of instruction was Gujarati for 137, Marathi for 113 and English for 100 students; (vii) 281 students attended coeducational institutions either at one level or at both the primary and secondary levels and seventy percent stated to like coeducational institutions; (viii) mathematics, as an academic activity, was most liked by the collegians and excursion and picnic as the extracurricular activities; (ix) 'to be a doctor' was the ambition for

a large number of students, followed by 'engineer', 'graduate' and 'lawyer'; (x) male teachers were liked much in comparison to female teachers; (xi) some of the students were not well adjusted with their family, (xii) the schools where they studied were not properly equipped with library, reading room and sports facilities; (xiii) in comparison to model students Bombay collegians lacked self confidence; (xiv) they were sociable but extending only to their own community members; (xv) they were anxious and worried about their own future; (xvi) they lacked optimism, will power, determination and character; (xvii) they were timid, conformist, with unrealistic aspirations, did not have political awareness and did not mix with opposite sex; (xviii) altruistic attitude was little present in most of the Bombay collegians; and (xix) they were quite careful about their dress, hair style and makeup.

92. *JADEJA, Y. D., Primary School Teachers— A Study. the Centre for Regional Development Studies, Surat, 1969.*

The major findings are : (i) among the primary school teachers of Surat district, the tribals (adivasis) constitute nearly 41.5 percent, while among the rest (i.e. non-adivasis) Kolis and scheduled castes or Harijans constitute the larger groups and not the so-called higher castes like Brahmin, Bania and such others; (ii) the female teachers constitute one-third the number of primary teachers of Surat district (1968-69); (iii) nearly ninety percent of primary school teachers come from poor classes; (iv) nearly three-fourths of the teachers have their annual income ranging between two to three thousand rupees, while twenty-three percent of the other have less than two thousand rupees as their annual income; (v) nearly sixtyeight percent of teachers are neither engaged in a subsidiary occupation nor are inclined to take up one in order to supplement their income; (vi) nearly ninety-two percent of primary school teachers are natives of rural areas, and among them also a large majority are natives of tribal areas, only twentythree percent of teachers are well exposed to urban environment; (vii) eightyfour percent of teachers have the background of agricultural occupations requiring no formal education but only family training; (viii) only fourteen percent of grandfathers as against fiftyseven percent fathers of the teachers have got education upto a specific level; (ix) nearly half of the teachers

are found to be possessing just the required qualifi-cations, i.e. P.S.C. or S.S.C.; (x) ninetyfour percent of teachers are trained; (xi) only fortysix percent have, straight way joined this profession; (xii) fiftyone per-cent of teachers consider their own occupation to be higher than their fathers'; thirty percent consider it just equal to their fathers' and only fifteen percent of the teachers feel that they have become downward mo-bile by accepting primary teacher's job; (xiii) twenty-seven percent of teachers have the experience of teach-ing, only in the schools having all or majority of tribal students, while seventeen percent have taught only in the schools with all or majority of non-tribal stu-dents; (xiv) teachers, in general, have found it easier to establish cordial relations with the people of tri-bal areas than with those of non-tribal areas, irres-pective of their being a member of the tribal or non-tribal society; (xv) against thirtyseven percent of tea-chers who have worked only with the team predomi-nantly consisting of tribal teachers, only sixteen percent have shown preference to work with such a team, contrary to that nearly thirteen percent of teachers have worked with a predominantly non-tribal team, but as many as thirtythree percent of tea-chers prefer to work with such teams; (xvi) the proportion of teachers who do not observe the directive of staying in their headquarters is significant; (xvii) even if the teachers are given choice in the transfers, only twelve percent choose na-tive villages, while nearly seventy percent like to be placed anywhere in the taluka of their origin; (xviii) seventyeight percent of teachers are satisfied with the existing rules for transfers; (xix) eighty percent of teachers welcome supervision; (xx) teachers, in general, have found the administrators both at taluka and district levels to be sympathetic in entertaining and dealing with their problems; (xxi) majority of the teachers are worldly in their orientation (sixtynine percent), secular in their outlook (fiftyeight percent), activity-oriented (ninetythree percent) and with the belief in achievement criteria of status evaluation; (xxii) sixtyseven percent of teachers find all or most of the changes which occur in the daily life and society around them, to be good; (xviii) princi-pal aim of education according to sixtythree percent of teachers is to prepare good citizens; and (xxiv) sixtyseven percent of teachers want to educate their children in urban areas only, while another eleven percent want to educate their children partly in urban and partly in rural

area only, which shows a definite trend of movement from rural to urban environment.

93 .   *KALIA. S., Ego Ideals and Values of Students, Ph.D. Psy., Agra U., 1970.*

The study aimed at finding out as to how many of our young men and women are tied up with the old values and ego ideals, the vector of social change and to locate the particular segment of the society which has been mostly affected by the modern social change. It was hypothesised that (i) Indian students are no longer tied to the old values and ego ideals; (ii) change in peripheral values is more than that in central values of culture; (iii) ego ideals and values of the boys have changed more than that of girls; and (iv) change in the values and ego ideals is more conspicuous in students coming from upper stratum of the society as compared to the students coming from lower socio-economic background.

The study was conducted on a sample of 240 college students of the age group sixteen to twenty-four years, with equal sex distribution, drawn from the colleges of Dehradun. Another sample of forty persons of the age group forty years and above was selected for comparison. The study made use of a questionnaire with open ended questions on personal identification, opinion about social change—its causes, ego ideals of the sample and values central, peripheral and intermediate. Some of the values were sacredness of religious books, marriage as a sacred sacrament, transmigra-tion of soul and worship and observance of religious festivals. The Incomplete Sentence Blank (I.S.B.) was also used as a projective technique. Simple and usual statistical techniques were applied for quantify-ing the data.

It was found that (i) a change has occured in the values and ego ideals of the Indian college stu-dents, and they are no longer tied to the old values and ego ideals; (ii) the change has largely been felt in the peripheral values than the central values of the Indian college students; (iii) the change in values and ego ideals have been felt in both the sexes, the girls' values and ego ideals, contrary to the expecta-tions, have changed equally in comparison to the boys; (iv) the process of modern social change has equally influenced the values and ego ideals of the upper and the lower strata of the Indian college students — this finding is, again, contrary to the

expected assumption that economic factor makes a difference in the process of social change, i.e. it is slower in the lower strata and faster in the upper strata; (v) the agencies of social change are education, independence, western culture, industrialisation, organisation, desire for higher standard of living and media of mass communication; and (vi) in the area of vector of changes joint family system is fast waning away, inter-caste marriage is becoming popular, marriage is being treated as a social contract instead of sacred sacrament, the old fervour and zeal in religious ceremonies seem to be fading, college students have accepted social equality as something fundamental, a change is also felt in the ego ideals like traditional way of life, aesthetic principle and religious way of life.

94. *KAZMI, S., A Study of Leadership in Adolescent Girls (14+ to 16+). Ph.D. Edu., All. U., 1968.*

The study aimed at identifying the leadership traits of girls in the fields like literary, social and athletic.

On the opinion of the class teachers, seventy-five girls were selected from classes—ninth, tenth and eleventh from four girls' schools of Allahabad to serve as the sample for the experimental group. A second group of equal number was selected by random sampling method to serve as the control group. The age range of the groups were 14+ to 16+. The variables studied were health, intelligence, self-confidence, social participation, cooperativeness, industriousness, initiative, dominance and self-assertion, sense of responsibility, extraversion, organising and executive ability, verbal facility and oratorial gift of emotional appeal, all taken under five broad categories. These variables were measured by using Group Test of General Mental Ability, TAT (Indian version), self-rating scale for students and SAQs Chicago Q-sort, rating scale for parents, rating scale for teachers and interview. To find out the significance of differences between the two groups, the means, SDs and critical ratios were computed.

It was found that (i) there existed no significant differences between the two groups in any of the traits; (ii) the primary traits distinguishing leaders from the led were dominance, sense of responsibility, intelligence, self-confidence and organising and executive ability; and (iii) the secondary traits were initiative, satisfactory personal adjustment, gift of emotional appeal, verbal fluency, selflessness, inde-

pendence, cooperation, stubbornness, appreciativeness, social participation, emotionality and health.

95. *KHAN, I. A., A Comparative Study of the Attitudes of Adolescent Students and their Elders Towards Authority and Discipline, Ph.D. Psy., AMU, 1964.*

The aim of this research was to study the similarities and differences between generations towards autocratic versus democratic forms, and the associated techniques of authority and discipline employed in correcting and disciplining the growing boys and girls. The objectives of the study were (i) to construct a scale representing the continuum for measuring attitudes towards authority and discipline; (ii) to compare the younger generation (adolescent boys and girls) with the older generation (parents and teachers) with regard to these attitudes; and (iii) to study how far differences of age, sex, religion and socio-economic background influence the attitudes of the students, the teachers and the parents.

The study was based on the data collected from a sample of 510 adolescent students drawn from various colleges in the city of Aligarh and the Aligarh Muslim University and from a sample of 136 teachers and parents. The samples were drawn as far as possible by means of the matched-pair technique of controlled selection so that when the adolescents or the elders were divided into two or more groups of more or less equal size on the basis of any one of the above variables, they were alike with regard to the other three variables. To measure autocratic-democratic attitudes towards problems of authority and discipline in the home and the school areas a Likert-type scale was constructed on the basis of psychometric principles. The data obtained through the attitude scale were analysed by means of the chi-square test, the t test and the analysis of variance technique.

The study revealed that (i) adolescents and their elders, on the whole, tend to be authoritarian in their attitude towards the problems of authority and discipline; (ii) differences in age account for differences in attitude among both adolescents and adults—younger adolescents and older adults tend to hold more authoritarian attitudes than older adolescents and younger adults; (iii) male and female adolescents also differ in their attitudes towards authority and discipline, the former being more autocratic than the latter; (iv) the Hindu and the Muslim adolescents do not show any difference in attitudes in the home area, but in the school area the former are more authoritarian

than the latter; (v) adults and adolescents having higher education or coming from better socio-econo-mic background are less authoritarian than those having lower education or coming from handicapped socio-economic background; (vi) adults and adoles-cents of the present sample differ in their attitudes, the former being less authoritarian than the latter; and (vii) a comparison of the disciplinary techniques preferred most and least by the two groups formed on the basis of different variables, shows that their preferences are in conformity with their authori-tarian democratic attitudes.

Significant differences exist in the attitudes of subjects when they are differentiated and compared in terms of age, sex, religion and socio-economic background. These differences, however, merge when the subjects are treated as one group, into a dominant tendency of authoritarianism. The authoritarian bias in the attitudes of the subjects may be explained as a psychological correlate of the traditional struc-ture of Indian society in which the caste system and the institution of joint family both place a high pre-mium on submission to, and respect for authority. The tendency of most people in the present study to adhere to the traditional patterns of discipline and control which are essentially authoritarian, is a case in point. The processes of social change, it appears, have yet to take some time to affect any radical trans-formation of attitudes and values. Further, economic development, wider democratic practices and greater opportunities for education and enlightenment are ex-pected to bring about a shift in attitudes as well, which is more consistent with, and favourable to liberalism and democracy, thereby, leading to a better and healthier relations between the young and the old.

96 . *MALHOTRA, S., Interpersonal Relationship: Psychological, Sociological and Educational Study, Ph.D. Edu., All.U., 1963.*

The objective was to investigate whether (i) the similarity of socio-economic status, language, culture and living habits, interests, mental ability, extraversion-intraversion, sentiments and psychologi-cal needs bring two friends in mutual attraction; (ii) paired friendship is influenced by proximity and physical appearance; and (iii) the effect of the factors other than assumed ones emerges during the investi-gation.

The study was conducted on a sample of 100 boys and 100 girls of age ranging between 15+ to 18+ and studying in the grades X and XI of schools and colleges of Allahabad. The distribution of the

sample was in three groups each in income levels viz., earning below Rs. 100 per month, Rs. 100 to 500 per month and Rs. 500 and above per month and intelligence levels viz., IQ below 90, between 90 to 120, and 120 and above. The tools of the research were a questionnaire supplemented by interview, interest inventory, the Jalota's Group Test of General Mental Ability, school examination results, the TAT and the Sentence Completion Test. The data collected were analysed with the help of non-parametric techniques except in cases of culture and living habits, interests and psychological needs where parametric tests were used.

The study revealed that (i) paired friends tend to be similar in socio-economic status (ex-cluding vocational status), language, culture and living habits, trends of sentiment (in case of girls only) and anxiety state (in case of girls only); (ii) paired friendships are effected by proximity; (iii) the bases of mutual attraction are behaviour patterns (e.g. disciplined, honest, truthful, helping others, etc.), and intellectual qualities (in case of girls only) and assertive qualities (in case of girls only); (iv) the curve of similarity factor between the paired friends among both boys and girls is deviating more or less in the same fashion; (v) the percentage of mu-tual relations is higher among girls than among boys (the mean for girls-22.8; for boys-15.2) i.e., girls have greater tendency of pairing than boys; (vi) the socio-logical factors are more important than psychologi-cal factors in pairing phenomena; (vii) there is likely to be some unknown factor 'X' which seems to be dominating above all the assumed factors; (viii) physical appearance does not significantly contribute to the pairing phenomena; (ix) sports have attrac-ted eight pairs out of fifty pairs of boys; (x) depres-sion state was a source of attracting each other in cases of twentythree pairs of boys and thirteen pairs of girls; (xi) only four pairs tended to be similar in extravertive trend and seventeen pairs in intravertive trend of girls; (xii) studious and intellectual qualities are attracting factors among girls but the similarity of IQ is not a significant factor for both the groups of boys and girls.

97 . *MANUEL, N.V., FEROZE, M. and RAO, S., The Socio-Economic Conditions of High School Pupils in Coimbatore District, Sri R. K. Mission Vidyalaya, Coimbatore, 1960. (MOE financed)*

The project was undertaken to find out (i) the socio-economic conditions and related environ-

mental background of high school pupils and (ii) the relationship between the socio-economic conditions and educational achievements of the pupils.

The study was conducted on a sample of 1,891 pupils of class fourth of fortyfive schools of urban and rural areas. For final analysis 660 cases from urban and 340 from rural areas were taken up. In both the cases sample represented both the sexes. The variables studied here were education, income, occupation of the parents and elders and distance of home from the school. A detailed questionnaire framed for the purpose was used as research tool.

The study revealed that the educational status of the average rural family is markedly below that of the urban family, and academic help obtained from parents and relatives is markedly higher for urban group than rural group. There are good number of children from illiterate families getting high marks. Students from educated families tend to score higher in examination. The contingency coefficient was calculated to find out the relationship between income of parents and pupils' educational achievement. Income came to be a positive factor for educational achievement for the urban group. The relationship is very low for rural group. Comparison of the percentage of boys and girls belonging to various occupational categories indicates that there is reluctance on the part of agriculturists of the lower income group and unskilled labourers to send their girls to schools. For the rural group this reluctance is greater among the agriculturists and for the urban group it is among unskilled labourers. Mean scores on achievement were compared for occupational groups. Children of professional group scored the highest and of unskilled the lowest. The only occupation where children preferred the same job of the family was teaching. A good number of cases revealed horizontal conservatism combined with vertical mobility i.e. children of mechanics or blacksmiths wanting to become engineers, children of clerks wanting to become officers. More than half of the total sample preferred white collared jobs. The job preference for urban pupils are more varied. Distance of school from home in rural area was a handicap to educational progress. There was a marked positive correlation between nearness of school and achievement in English and mathematics for urban children and the same was true for rural children, but a little less. It was found that urban pupils made use of public libraries better than rural pupils. Urban boys and girls had better facilities of lighting in their houses. Majority of pupils did not have proper accommodation and furniture for studies at their home. The incidence of cinema going was roughly equal among boys in both the areas and more prevalent among boys than girls. English was the most difficult subject for both rural and urban children. Tamil was the easiest.

98 . MANUEL, N.V., FEROZE, M., and VENKATASUBRAMANIAN, T.R., The Causes of Resistance to Basic Education, Sri R. K. Mission Vidyalaya, Coimbatore, 1962. (MOE financed)

The survey was undertaken to find out the causes of resistance to basic education.

A statewise sample of inspecting officers and headmasters of basic and non-basic training schools in Madras State was selected. Four questionnaires were constructed for the purpose and sent to headmasters of basic and non-basic schools, basic training schools and inspecting officers. The returns included 250 basic schools—205 junior and 45 senior, 333 non-basic schools (250 lower and 83 higher), 33 basic training schools and 50 inspecting officers. An opinionnaire on attitude of the public towards basic education was administered to 1,081 persons drawn from all walks of life.

The findings of the study revealed a favourable trend towards basic education. Headmasters of basic and non-basic schools believed that the introduction of basic education led to the development of healthy personal, social, physical, moral and mental qualities. Other favourable items are improved aspects of school work, changes in teachers' favourable opinion regarding basic education and improvement in parent-school relations. The unfavourable entries in basic education fell under three categories—academic standard, craft work and facilities for running good basic schools. Other general problems are presence of two types of schools in the primary stage and the absence of articulation between basic and higher education. The acceptance of basic education in its theoretical aspects and opposition to its practical aspect are also amply confirmed in the free responses to the questionnaire. The teachers in basic schools and trainees also show that the superiority of the basic trainee group lies in conventional ideological attitude responses rather than in details of practical application. Opinions of the unskilled labour group are taken as indication of their desire for social change rather than a genuine belief in the value of basic education, as revealed by responses to such items as "the only virtue of basic education is that it was formulated by Mahatma Gandhi".

The problem of a good standrad in basic education is due to the absence of textbooks, time being

taken up by other activities, absence of sequence in learning, formal studies, sufficient number of guide books, etc. It is also felt that basic education will not help towards advanced studies. Another major area of resistance is craftwork which is taken as an equivalent to a labourer's work in a factory and hence not needed in a school. People prefer school cleaning and gardening to spinning. Several bottle-necks have been noticed in the administrative aspects of implementation of craftwork. They are insufficient grants, inadequate raw material, large enrolment and lack of accommodation and shortage of tools. The tea-chers and trainees both are not satisfied with basic education. The teacher in a basic school feels that he has much more work and responsibilities in com-parison with his counter part in non-basic schools. But basic education programme has entered non-basic schools in terms of citizenship, celebration of festivals and craftwork, so they do not want to be turned into basic schools.

99 . *MATHEW, M., The Social Attitudes and In-telligence of the Child Delinquents among Waifs and Strays, Ph.D. Edu., Ker. U., 1965.*

The study aimed at testing the following hypo-theses: (i) the delinquents among waifs and strays suffer from greater ego deficiency manifesting itself in defective functioning in major areas of its activity, namely, the sublimation of aggressiveness, level of psycho-sexual maturity, capacity for reality testing, mastering neurotic tensions, anxiety and 'guilt feel-ing' than legal delinquents and normal boys; (ii) waifs and strays are less intelligent than the delin-quents and normals.

The sample consisted of three groups, all being selected by the random sampling method, composed of 15 delinquents, 15 waifs and strays and 15 normal boys. The first two groups of boys were selected from Balamandir, a government ins-titution for delinquents in Kerala and the last group was selected from boys of standards VII, VIII and IX of a school in Trivandrum city. All the normal boys were staying with their parents whose monthly income was below Rs. 100|-. The age range of the boys in the sample was between 13+ to 14+ years. This study has been done by descriptive, exploratory and clinical methods. The theoretical orientation was mainly psycho-analytical. Major variables studied were aggression, psycho-sexual development, capacity for reality testing, neu-rotic tendency, guilt feeling and intelligence. Tools of research were TAT, Draw-a-Man Test, free as-

sociation, dream analysis, Porteus Maze Test and interview. A scoring scheme was evolved to convert the semi-structured interview data into three cate-gories, viz., aggression, psycho-sexual development and neurotic tendency. The scores obtained for all the tests were tested for significance of difference by using t test and all of them were found to be signifi-cant either at .01 or at .05 level of confidence.

The first hypothesis that the waifs and strays suffer from greater degree of ego deficiency has been supported by evidence. Reality testing is an impor-tant function of the ego. On defect in reality testing, the waifs strays had scored significantly higher than the other groups both on Draw-a-Man test and TAT. With regard to deficiency in psycho-sexual development, the waifs and strays had scored significantly higher than the other two groups on TAT. The neurotic tendency also indicates ego weakness. Here also the waifs and strays had the highest mean scores for all the tests employed—TAT, Draw-a-Man Test, Word Association Test, dream analysis and the interview. TAT was the only test that was employed to measure the variable 'guilt feeling'. Here the delinquents had higher mean scores than the other two groups. Aggression was also a clo-sely related variable. Here also the delinquents had scored significantly higher than the waifs and strays and the normal boys. With respect to the second hypo-thesis, the study revealed that while the delinquents had a mean intelligence quotient of 124.5 and the nor-mals 127.5, the waifs and strays obtained a mean score of only 107.8. The differences were not statistically significant. With regard to proneness to delinquency, the normals had a mean score of 14.8, the delinquents and the waifs and strays had mean scores of 23.2 and 29.9 respectively. The t ratio between the normals and waifs and strays was found to be significant at .05 level.

100. *MEHROTRA, M., A Study of the Attitudes of Women Students of Agra University to-wards Compulsory Military Training, Ph. D. Psy., Agra. U., 1968.*

The purpose of the study was to ascertain the attitudes of the women students of Agra Univer-sity towards compulsory military training.

A combination of probability and nonprobabi-lity sampling technique was used to select the sam-ple of 1,759 B.A. and B.Sc. students from Agra, Kanpur, Meerut and Moradabad in the Agra univer-sity jurisdiction. The sample was divided into five subgroups. None of the subgroups differed signifi-

cantly from the total sample. A scale was constructed on the line of Likert technique to measure the attitude towards compulsory military training. Eight fields of response categories were determined. They were philosophical, political, social, economical, educational, physical, psychological and miscellaneous. Each response category contained fourteen statements, eight of which were positive and the rest negative. The miscellaneous category had only two negative statements. A hundred statements were randomly arranged for the preliminary tryout. On a five point response-scale for each statement, the subjects had to indicate the extent of favourableness or unfavourableness. The tryout was done on 100 subjects from a Moradabad college. By item analysis, each item was correlated against the total test score. After calculating the discriminative value of each item, 50 most clear and effective items were retained. While scoring the negative statements, the responses were converted into equivalent opposite numbers. The reliability coefficient by the test-retest method was .97. The reliability coefficents by split-half method and positive negative statements' correlation were .83 and .55 respectively. The correlation coefficient between test scores and grades was .62. The correlation coefficient between officers' gradings and test scores was .57.

The results indicate that (i) girl students have a more favourable attitude towards compulsory military training than boys; (ii) science students have a more favourable attitude than arts students; (iii) age is found to influence the attitude of students; (iv) those in the age group 15-20 years have the most positive attitudes; (v) those from poor or rich homes are not as much in favour of compulsory military training as those of the middle income group; (vi) students with good health have more favourable attitudes; (vii) there is a slight relationship between intellectual and non-intellectual traits; (viii) academic achievement and attitude scores are not related; and (ix) responses to positive statements are concentrated in one or two categories while negative responses have a far greater spread.

101 . NAIR, S. R., The Socio-Economic Status and Family Patterns of Graduate Teachers of Trichur District, Ph.D. Edu., Ker. U., 1971.

The objective of the study was to find out the socio-economic and professional status of the teachers along with an analysis of the family patterns—its structure, income, housing condition, food, nutrition and health, dress, assets and debts and aspirational level they belong to.

The study was conducted on 169 men and 180 women teachers of Trichur district. Out of 349 teachers, 78 were in the government schools and 271 in the private schools. The tools of research were records, personal contacts and questionnaire followed by interview. Data relating to a sample of teachers from another district were also collected. The total number of teachers were classified into different economic classes by taking the class I, II, III and IV officers of the Kerala Government as the norms for upper, upper-middle, middle and lower-middle classes respectively. The norms of these classes were prepared by quantifying the data on various items of their living conditions. The sample of the other district was used for a comparison with the teachers of Trichur district.

The major findings were as follows: The average income of 18.9 percent of teachers was below Rs. 150.00 per month. Earning from tuition was more common in the higher level of private schools. Thirtysix percent of private school teachers were having an income of Rs. 1,652.80 per annum on an average from tuition, while 43.6 percent of the departmental teachers were with an average income of Rs. 655.90 per annum. Out of the total, 88.3 percent of the teachers had their own houses. In considering all the amenities, 4.1 percent, 32.1 percent, 38.2 percent and 25.6 percent of teachers belonged to classes I, II, III and IV respectively. About 16.7 percent of the teachers were in debt. About 67.8 percent had insurance of Rs. 4430.80 on average at the time of study and majority of the departmental school teachers were subscribing to the provident fund. Out of the total, 68.7 percent of the teachers expressed their liking for individual family, for the reasons of freedom, self-sufficiency and to bring up children according to their likings. In consideration of parental income, 63 percent of the the teachers belonged to the middle class family. The parents of 57.7 percent of the teachers were educated above the level of secondary education. Teaching as a profession was never ranked first for their children except in a few cases for girls. Socioeconomic status of teachers of other districts was at a lower level than that of the teachers in Trichur district.

102. RAI, K., Factors Affecting Diffusion of Innovations in Secondary Schools, Ph.D. Edu., MSU, 1972.

The study is an attempt to identify the factors which are related to the diffusion process with-

in the school system. Specifically, the aims were (i) to find out what factors contribute to promoting adoption of innovations by teachers; (ii) to identify the characteristics of teachers for predicting adoption of innovations by them within the school system; and (iii) to find out the extent to which organisational climate of the school influences the adoption of innovations by the teachers. The investigator tested thirty hypotheses in her study, postulated on the presumed effect of independent variables on the dependent variables.

The investigation was carried out on a sample of 442 teachers of 55 schools of Baroda, Broach, Surat and Bulsar districts of South Gujarat, selected by random sampling technique. The dependent variables studied are 'time of awareness', 'time of adoption', 'innovation internalisation' and 'self-perceived change orientation'. The thirty independent variables studied are classified under six broad categories: (A) demographic variables which include (1) age, (2) sex, (3) educational qualifications, (4) recency of training, (5) teaching experience and (6) urban-rural background; (B) institutional category which includes (7) role satisfaction, (8) feeling of security, (9) perceived psychological distance between self and principal, (10) perceived psychological distance between other teachers and the principal, (11) perceived source credibility of the principal, (12) perceived change orientation of the principal, (13) vertical communication, (14) perceived principals, support of the innovation, (15) self-designated opinion leadership, (16) ascribed opinion leadership, (17) perceived cohesiveness of the school faculty, (18) perceived frequency of general horizontal communication and (19) that of similar communication about the innovation, (20) teacher's perception of students' benefit from the innovation and (21) teacher's perception of students' attitude towards the innovation (C) communication behaviour which considers (22) general mass media exposure and (23) professional communication behaviour; (D) psychological and personality variables which actually represent (24) cosmopoliteness, (25) professional orientation, (26) attitude towards teaching profession, (27) conservatism versus radicalism and (28) need for autonomy; (E) (29) socio-economic status and (F) (30) organisational climate. The main tool was a quasi-scale prepared to measure most of the variables; a modified version of Halpin and Crofts' OCDQ, Y. F. Patel's scale to measure teachers' attitide towards teaching profession, M. N. Palsane's Conservatism versus Radicalism Scale and Kuppuswamy's (1962) Socio-Economic Status scale were used. Product-

moment correlation, multiple correlation and regression analysis technique were the statistical measures used.

The study revealed that (i) variables 15, 24, 22, 1, 29, 21, 14, 19, and 12 are the best predictors for the first dependent variable explaining a variance to the tune of 14.09 percent; (ii) the 'time of adoption' is predicted by eleven variables, namely, 19, 23, 16, 8, 24, 2, 1, 13, 15, 6, and 26, arranged in descending order of influence, predicting a variance of 11.65 percent; (iii) the third dependent variable is predicted by seven independent variables, namely, 20, 12, 16, 17, 30, 7 and 28 with a variance of 35.57 percent; (iv) about 25.17 percent of the variance for the fourth criterion variable is due to the variables 12, 20, 29, 14, 11 and 10; (v) the predictors of the diffusion process as a whole are perceived change orientation of the principal, teacher's perception of student's benefit from the innovation, ascribed-opinion leadership, cosmopoliteness, socio-economic status, teachers' perception of students' attitude towards the innovation, experience and general mass media exposure; together they yield to explain 31.98 percent of the variance in the diffusion process within the school.

103. RAMACHANDRAN, P., MUTAKAR, M. D., and FERNANDES, M., Women and Education, Tata Institute of Social Sciences, Bombay, 1963.

The main objective of this study was to determine the views of women students on the following subjects: (i) the system of coeducation; (ii) their reasons for taking up higher education; (iii) prospects and reasons for a career for women; (iv) some aspects of the social system; (v) life goals for Indian educated women.

The study covered 47 of the 52 women students enrolled in 1961-62 in the Tata Institute of Social Sciences, Chembur, Bombay, for the two year diploma course in Social Service Administration. A questionnaire was prepared for the purpose of collecting relevant data regarding their background education system, employment and career and social system. The women students were requested to assemble in a class room, and after the purpose of the study and the main features of the questionnaire were explained to them, they filled in the forms and returned them to the supervisors.

The study revealed that the role of Indian women had changed in the recent past. Legally, women have equal rights with men. However they are not yet fully conscious of these rights. The role

of women today, is much broader—not the traditional role of wife and mother. Various careers are now open to women. Along with men they can go into career life. With education, women's role has changed. Instead of just being a housewife and mother, she can now become a companion to her husband and even a bread winner in the family. Today, the roles of men and women overlap. The main reason and areas of these changes are good facilities for higher education, western influence, new economic opportunities and freedom given to women, new legal status arising out of social legislation, etc.

104. RAMACHANDRAN, P., *Public Opinion on Education, Department of Social Research, Tata Institute of Social Sciences, Bombay, 1971.*

The main objective of the study was to ascertain from different groups of persons, their views on the goals and utility of education.

Considering the limited goals of the study, a total of 500 respondents who were 18 years of age or over and had completed high school education (S.S.C.), were carefully selected and interviewed. Data were collected by canvassing an interview schedule containing questions on the demographic characteristics and socio-economic status of respondents, their views on the goals of education, opinions on whether or not those have been fulfilled, and their assessment of the utility of education.

The study revealed the following observations: (i) With a few execptions, the personal and psychological goals are placed second in rank, social goals are placed third in rank, knowledge goals in the fourth place and citizenship goals in the fifth. (ii) The view that the goals are not being fulfilled, increases in percentage with rise in age, education level, income and socio-economic stauts. (iii) With regard to utility of education, three different patterns emerge. Negative and neutral views increase in percentage with rise in education, income and socio-economic status, and decrease with age. Men are neutral or negative as compared to women. No clear pattern emerges in respect of occupation. (iv) On comparing the opinions on goal fulfilment and utility of education, it is seen that there is a positive association in respect of sex, education, income and socio-economic status. With regard to age, a considerable percentage opines that goals are not fulfilled. The nonfulfilment increases with

age. The percentage offering negative and neutral views on utility of education decreases with age.

105. RAMA DEVI, B., *Women's Education and Traditional Value,* Ph. D. Edu., Madras U., 1962.

The study aimed at investigating the attitude of the Indian women towards the traditional values and to trace the trend of change in the values, if there is any.

The investigation was carried out in Madras city with 344 women of age range 20 to 55 years as subjects. They were classified into four groups taking into account the criteria like economic status, age at marriage, etc. The following tools were used for the purpose. (i) A traditional value scale was prepared with sixtyfive items related to spiritual, moral, economic, social and familial values. The preliminary scale with eighty items was judged by five experts and tried out on a sample of thirty women of the age group 20-40 years. A five point rating scale ranging from 'strong agreement' to 'strong disagreement' ($+2$ to -2) was used for the purpose. Its reliability was tested by test-retest method. (ii) A character orientation test was prepared on the scheme of Fromm. Fifteen character sketches prepared by four psychologists, having the sketches representing mild, moderate and extreme categories in each of the five orientation, viz., receptive, hoarding, marketing, exploitative and productive, form the test. These sketches were arranged at random. (iii) An interest blank with questions in the areas of recreational facilities and leisure time activities, opinion regarding club activities and influence of pictures, interest in home, income-aspiration and attitude towards life was devised and used for the study. (iv) A trait list of 106 items prepared by Berdie was used and the subjects were asked to select ten traits they will like to have in their daughter-in-law, son-in-law and the partner (in case of unmarried girls). The frequency of an item converted into percentage gives the preference order.

The investigation revealed the following: (i) The subjects have more traditional value orientation with predominance to the area of moral and spiritual values. The intercorrelations between the different areas of values are highly significant indicating positive relationship between each other. (ii) The low educated group, married group and nonworking group are more traditional than their respective counterpart. (iii) The productive orientation is most appreciated by the sample. The working

group and the low educated married group are more receptive than their respective counterparts. (iv) Ladies belonging to 40 years and above age group are more traditional and receptive than others. The members of 30-39 age group are traditional and production oriented. (v) The income group of Rs. 250-500 is more traditional. The income groups of Rs. 240 and below have a meagre appreciation for the receptive orientation. (vi) The group of marriage age 15 years and below is most traditional, whereas that of 26 years and above, is the least. As age of marriage increases, the appreciation for receptive orientation becomes high. The group of 15 years and below marriage age have high appreciation and the group of 26 years and above marriage age show the least appreciation for receptive orientation.

106. RASOOL, G., A Study of Leadership among Youth, Ph.D. Edu., Gor. U., 1969.

The aims of the investigation were: (i) to study and compare the image of youth leadership in the minds of teachers and students; and (ii) also to study the relationship of certain factors with the leadership.

The study was carried out on a sample of 161 boy leaders and 104 girl leaders of grades IX to XII. selected on the basis of the opinions of the students and class teachers from 1,353 boys and 982 girls, from a number of boys' and girls' institutions. Again a sample of 152 boys and 100 girls was selected randomly as nonleader sample from the said major sample. The tools used in the study were: (i) an identifying questionnaire 'to get the leaders identified by the teachers and students'; (ii) a leader image questionnaire to identify the leadership traits out of a given list of twenty traits; (iii) the Joshi's Group Test of General Mental Ability to measure intelligence; (iv) the Sheldon's Typology Questionnaire; (v) the Jung's Typology Questionnaire; (vi) a questionnaire to assess the attitudes towards religion and morality, health and physical conditions, economic status and cultural level. The reliability of the Sheldon's Typology Questionnaire, the Jung's Typology Questionnaire and the questionnaire on attitude towards religion and morality was computed by the Mosier formula for the first two and by the split-half technique for the last one. The reliability coefficients for the Sheldon's Typology and the Jung's Typology were found to be .67 and .65 respectively and that for the other was .83. The total score of each group was computed out of 100 maximum scores and the traits were ranked on the basis of scores out of 100. For analysis,

rank correlation, biserial 'r', chi-square and t-test techniques were used.

The major observations of the study were : (i) the variables that contribute to the formation of leadership among boys and girls are general intelligence, cultural level and extraversion; additional factors contributing to leadership traits are attitudes towards religion and morality in the case of girls, and economic status and introversion in the case of boys; (ii) intelligence as a leadership trait is more prominent among girls than among boys; (iii) boy leaders have greater likelihood of belonging to higher strata of society, whereas the relationship between cultural level and leadership is quite low among girls;(iv) regarding the Jung's Typology, picture is not very clear; boy leaders are both extraverts as well as intraverts, whereas girl leaders are significantly extraverts; (v) the boys do not seem to pay any heed to the attitude towards religion and morality for selecting their leaders while the girls are very particular about it; (vi) in the Sheldon's Typology, the girl leaders are significantly superior to boys in visceratonia, as the girls as a class, are more ease loving and avoid hardship, whereas in case of somatotonia, boys are superior to girls; and (vii) the physical conditions at home was significantly better for girl leaders than for the boy leaders.

107. REDDY, P.H., Education in a Cross-cultural Setting, Ph.D. Soc., Poona U., 1967.

The present study envisaged to investigate the movements and problems of estrangement, nostalgia, adaptation to new social, cultural and educational milieu of the students in Poona city coming from different parts af India, other than Maharashtra, for the higher, professional and technical education.

A sample of 504 students from 13 states and 3 union territories was drawn from Agriculture College, Armed Forces Medical College, B. J. Medical College, Engineering College, Law College, Poona University, Tilak College of Education and Wadia College. The exploration work studied the variables like age, sex, marital status, religion, economic and urban|rural background, aims of education, types of colleges, academic progress, region of origin, previous experience of living away from home or state, length of sojourn, attitude towards different religion, caste, region, etc. The tool used for the purpose was a questionnaire of 130 items, either open, coded or with fixed alternatives divided into nine sections, namely, social background,

motivation for migration, living condition, interactive relations, communication behaviour, organisational behaviour, academic problems, attitude towards religion, caste, and region and the impact of the sojourn. The data obtained were converted into percentage scores.

The major observations were as follows: (i) the common factors were feeling of loneliness, home sickness, considerable loss in the original social status and reduction in the range of social participation; (ii) the new-comer had put premium on adaptation and goal attainment with an eye on integration and pattern maintenance; (iii) most problems had arisen due to disparity between the original and new courses, standards and methods, etc.; (iv) they seemed to boil down to the problem of optimisation of gratification and their problem had a close association with rural urban background, previous experience of living away from home or state and academic progress; (v) there were wide differences within the regional groups according to age, sex, economic condition, availability of suitable employment opportunity, etc. of the migrated students; (vi) although the students put premium on cathectic and evaluative orientations, their educational sojourn could evoke a true desire to understand each other irrespective of region; (vii) feeling of deprivation emerged from following four points of reference: (a) comparing earlier and existing group, (b) comparing their group with that of the other migrated students, (c) comparing themselves with the local students and (d) comparing themselves with their friends in the original environment; (viii) the manifest impact of educational sojourn was an increase in cognitive skill, knowledge and technical mastery, a latent change in the attitudes and outlook in respect of caste, religion, region and nation; (ix) there were changes which tended to promote the processes of adaptation, individuation and autonomy development and changes which tended to increase intellectual maturation, achievement motivation and interest; and (x) some revealed the deviation and pathological development in a very small number of students.

108. *SARAN, G., Impact of Education on the Social Structure of some Punjab Villages, Ph.D. Soc., Pan. U., 1969.*

This study aimed at investigating the extent to which the attitudes of the village people have been transformed from traditional to the modern, the extent to which the shifting of roles has taken place and the extent of changes in the structural elements of the village communities as a result of education. Accordingly, hypotheses for testing were: (i) education is likely to bring about a change in the attitudes of the rural people from traditionalism to modernism; (ii) secularising effect of education may help the rural people to forego some traditional roles and take up some new ones, the educated people may have only formal affiliation with traditional religious institutions; (iii) people of equal educational status may have a closer interaction gap to fill in between themselves, cutting across the patterns of caste restrictions and the village leadership; and (iv) educated persons are likely to give lesser importance to marriage rituals, the dowry system and the child marriage.

Two hundred and seventytwo persons of varying educational status, namely, illiterate (one hundred and fiftyone), educated upto primary level (twentythree), upto middle school level (fiftyfive) and studied matriculation and above (fortythree) were included in the sample. They were drawn from three villages in the district of Ambala. Data were collected by an interview schedule on personal information, attitude towards caste system, kinship system and joint family, marriage, leadership, religion and mechanised agriculture. Observation technique was also used. In data analysis, correlation technique, Guttman scale pattern (for measuring attitude), chi-square, Yule's coefficient of the association of attributes and ranking method were used.

The study revealed the following: (i) educated persons are more modern but not with perceptual consistency and they have modern attitudes towards some variables and traditional attitudes towards some others; (ii) a great number of educated persons are not following the same occupation as that of their fathers; education significantly influences the changes in the occupational roles; (iii) changes are more in the case of structure of explanations as compared to the structure of ideals or actions; (iv) the analysis of the pattern of social interaction reveals that those patterns are more diversified in the case of educated persons as compared to the uneducated ones; (v) educated persons have more formal affiliation with the traditional institutions; (vi) village leadership is shifting from senior (aged) higher caste people to young educated people, indicating the impact of education on the popularisation of new democratic panchayats; (vii) the traditional norms and practices regarding marriage are fast losing ground; (viii) educated persons of the comparatively remote villages have not been able to take up new occupational roles; (ix) the slow rate of change in the isolated

rural communities may be attributed to their lack of direct contact with the great tradition of the urban centres; (x) education is viewed as exercising considerable influences on the village social structure from yet another angle; most of the educated youth of the villages migrated to urban areas in order to take up jobs which are in conformity with their educational background.

109. SAREEN, S., Women's Education in Uttar Pradesh (A Sociological Study). Ph.D. Soc., Agra U., 1959.

The study aimed at surveying women's status through the ages, making an appraisal of women's role true to our culture and suited to present day conditions, leading to defining the objectives of women's education, followed by a critical study of extent, content, curriculum and organisation of women's education in U.P. in its socio-political settings at different periods since ancient times.

This is a library research.

It was found that in vedic age a high idea of womanhood evolved. By 400 A.D., Sati custom came in vogue, second marriage for husbands was permissible and upanayana was denied to girls with a natural consequence of decline in quality and extent. Under the Moghul rulers and other Muslim rulers, the condition was no better. With the advent of the English missionnaries in the field, the education was again started to be given to the girls. In 1849, Bengal Council made its duty to provide funds for girls' education as well as for that of boys. In regard to sex difference, there is a long standing prejudice that girls are inferior to boys which have not been proved either by sciences or by pseudo-sciences. The objectives of women's education in various stages should be (i) training in habits and skills pertaining to physical well-being, (ii) training in emotion leading to better sympathies, social outlook and brotherhood, (iii) to develop practical interest in creative and purposeful projects and activities, (iv) having a knowledge of Indian culture, (v) active participation in the community life, (vi) intensive study of human knowledge with an eye on application, (vii) vocational preparation, etc. The curriculum for girls should have more practical courses for home science, home economics in particular. English should be optional at all stages. Vocational courses may be given at the end of primary, junior high school and higher secondary stages. For some years to come, pedagogy should be made a subject at the intermediate level. Organisationally, coeducation should be permitted only at the primary and

highest levels, but separate schools for girls should be provided at the secondary and even at other stages. With regard to examination reform, it is more important for girls than boys and as such some marks or credits should be introduced for class work. Residential women's colleges should be tried on experimental basis. Girls have still less facilities for extracurricular activities and a better arrangement will be to provide period in the regular time table for these activities. The moral training should be a compulsory feature of girls' education. The programme of women's education in U.P. was rapid since 1937 and the state has made strides in all fields of education; but the progress is now gradually halting. The reasons for the same are the large mass of uneducated parents, uneconomic nature of the proposal of girls' education, and the third is the lack of proper facilities in form of schools and teachers in the rural areas. To do away with the problem, a number of suggestions have been made (i) to employ couples, as teachers, in mixed primary schools, (ii) to provide residence for women teachers, (iii) to encourage wives and daughters of village teachers to take up teaching in girls schools, (iv) to provide better school buildings and (v) to offer stipends for education of scheduled and backward class girls. To begin with, the backward caste men and boys have to be educated in order to create a social atmosphere for the girls to come to the schools. About one institution for the handicapped would be needed in each educational region. To sum up there is a need of proper reorientation of women's education based on our culture and learning.

The study also dealt with women's status in society in India and abroad all through the ages, the physiological, psychological and sociological nature and role of women, aims and objectives of women education in different countries and ages, women's education in Uttar Pradesh since early vedic age to the modern, vocational and special education in Uttar Pradesh, education for handicapped girls, scheduled caste and tribal girls, foreign scholarships for women, women officers in education department, and organisation of women education.

110. SARMA, S.C., A Study of Prejudice among College Students, Ph.D. Psy., Madras U., 1966.

This research was an attempt at the construction of a measuring device that could give a fair

estimate of ideology encompassing social attitudes which betokens prejudice. The major hypotheses of the study were: (i) prejudice is associated with a number of sociological variables, viz., lesser education, disadvantaged economic background, etc.; (ii) such covert prejudice expressed through various social attitudes is associated with rigidity in personal habits; (iii) those high in prejudice are more extravert, neurotic and extra-punitive than those who are low in prejudice; and (iv) intolerance of ambiguity is correlated with prejudice.

The sample, for tryout of the scale, comprised 130 boys, drawn at random from the students studying in the three-year degree course at two colleges in Madras city. The final study was conducted on a sample of 650 college students from Andhra Pradesh and Madras city, studying in various grades from pre-university to Ph.D. level. The scale to measure the prejudice was constructed and then used in relation to some personality variables. Eighty items collected from newspapers, discussions, traditional opinions relating to family, sex, morals, etc. were placed on a five point scale with ten buffer and ten check items interspersed between them. They were classified under four categories, namely, authoritarianism, conventionalism, attitude towards women and ethnocentrism. Sigma deviate weighting method and arbitrary weighting method were used and the correlation coefficient was found to be .99. The logic of the scale was that the higher the score, the more the prejudice. The range of high and low scores were one SD above mean and one SD below the mean. On the basis of the discriminative power of each item found by the differences of minimum one point between the mean of high scores and that of low scores, fortyfive items merited selection. The test-retest reliability coefficient was found to be .78. Validity coefficients, on correlating the scale with the Harrison Gough's Prejudice Scale and friends' ratings were found to be .44 and .66 respectively. A comparison was also made with the interview results of nineteen high scoring and sixteen low scoring subjects. Further, the scales like Personal Habit Scale of Meresko, Intolerance of Ambiguity Scale of Stanley Bunder, Maudsley Personality Inventory and a personality frustration test, assembled by the investigator himself, were used.

The major findings are that: (i) there is no consistent relationship between age, sex, caste of the students and prejudice; (ii) the parents' level of education is also not related to the prejudice level of students; (iii) Christians are more liberal than Hindus; (iv) prejudice is negatively related to educational level; (v) students of humanities group are more prejudiced than science students; (vi) while there is no consistent relationship between the father's occupation and prejudice level of the son, students who are sons of officer category are more liberal; (vii) prejudice is related to the income of the family; (viii) the children with no siblings are more prejudiced than those who have siblings—order of birth is also related to prejudice; (ix) prejudiced groups are more rigid in personal habits; (x) intolerance of ambiguity is significantly related to prejudice; (xi) high prejudice group is significantly more extravert, neurotic and extra-punitive than low prejudiced group which is significantly more imperative.

111. SETRANZIWALLA, Z.K., Influence of Sociological Factors on the Education of Children in Greater Bombay, Ph.D. Edu., Bom.U., 1970.

The present enquiry intended to study the impact of home life, nonfamily members, school life, teachers' life and mass media of communication on education of children in Bombay.

The sample consisted of 600 students of class X, 400 parents and 50 teachers. The students were all studying in English medium schools. The tool employed for the study was a threefold questionnaire. Part A was intended for pupils, to gather data on age, educational standard, caste, community of the pupil, size of the class, type of the school, participation of the pupils in different activities, pupils' liking for music, dance, radio programmes and films, their attitude towards teachers' behaviour and their interests. Part B was intended to have information from parents regarding the size of the family, income and occupation, attitudes towards education and discipline, and influence of domestic servants, pets and guests at home. Part C was meant for teachers to gather information regarding their age, sex, educational standards, vocational preference, the teacher pupil relationship and the teachers' views about the problems of discipline. Interview with teachers and principals of the schools and free composition to have independent opinion of children, parents and teachers were also used as tools.

It is found that (i) thirty percent of the parents have passed through secondary education and percentage of illiteracy is 17.5 percent; (ii) the occupation of about 200 fathers is service in private or public concerns and 133 fathers are engaged in business or they are self-employed; (iii) 379 of the mothers are unemployed; (iv) most of the children are

from the families of 10 to 12 members; (v) Hindus and Muslims have larger family than Christians and Parsees; (vi) 58, 107, 108, 85 and 42 families belong to the income slabs of upto Rs. 199, Rs. 200 to 250, Rs. 251 to 500, Rs. 501 to 1000 and Rs. 1000 and above, respectively; (vii) the selection of schools are decided by 371 out of 400 parents, either by both or by any one of them; (vii) the domestic servants often prove to be helpful and faithful and also serve as a parent substitute in several cases; (ix) majority of the parents expect the children to entertain the guests; (x) 4 percent of the children considered guests as a disturbing factor; (xi) domestic pets are not very popular; (xii) the school as a socialising agency provides various cultural activities and the students do take part therein; (xiii) for parents, a school is expected to equip the children with a good degree certificate to enter engineering as the only profession; (xiv) school trips and card playing rank high in the scale of preference; (xv) twentyeight teachers have experience of six to twenty years and twenty have two to five years; twelve of them are post-graduate degree holders and thirtyeight are graduates; all are trained; (xvi) over eighty percent of the teachers joined the profession on their own accord; (xvii) fifty percent of the teachers engaged themselves in private tuitions; (xviii) almost all of them expressed a dissatisfaction with the job; (xix) in majority of the schools parent-teacher associations do not exist; (xx) over fortythree percent of the parents do not visit schools and the majority of the rest visits schools only once in a year; (xxi) over thirty percent of pupils expressed the dissatisfaction in the matter of social contacts between the teacher and the taught; (xxii) ninety-seven percent of the students have radio at home and mostly listen to the radio programme in the night and the most popular programmes are film songs, drama, commentary, news, speeches, etc., in order of preference; educational programmes are ranked as the lowest; (xxiii) the majority of the students sees films once a week.

112. SHAH, B. V., The Role of the Secondary Teacher—A Sociological survey, Dept. of Soc., SPU, 1969. (NCERT financed)

The present investigation aimed at studying: A. (i) the degree of consensus among the teachers of the secondary schools, regarding the teacher's role; and (ii) the relation between the degree of consensus among the teachers and the similarity or difference in their social background; B. (i) the degree of consensus regarding the teacher's role among the students, the principals, the school board members within the school system and the male parents and the community leaders in the wider social system; and (ii) the relation between the degree of role consensus among these various groups and the similarity or difference in their social backgrounds; C. (i) the degree of role consensus regarding the teacher's role between the teachers and the several sets of role definers stated in B above; and (ii) the relation between the degree of role consensus between these groups of role definers and the similarity or difference in their social backgrounds.

The different role definers included in the study were 300 students (172 boys and 128 girls) of standard XI, selected at random from 9 schools of Anand, in the age range of 15 to 18 years with an average age of 16.6 years; 300 male parents or guardians of these students; all the 198 full time teachers; all the 9 principals; all the 43 school board members of these schools; and a sample of 62 community leaders. Structured questionnaires were used for data collection, which sought information pertaining to the expectations of the role definers regarding teacher's dress, teaching methods, decision making by the teachers in the classroom, the nature and extent of the teacher's functions, the nature of his relationship with the students and their guardians and the teacher's general behaviour in and out of school. Responses were converted into percentages for interpretation of the results.

The analysis of the nature of the functions expected of the teacher by the respondents revealed that all the groups of respondents including the teachers showed a high consensus with regard to the diffuseness of the teachers' functions. Some respondents in all the groups conceived of some restriction of teacher's functions—the degree of restriction conceived being associated with their educational level and rural-urban residence. Those with a high and medium level of education and urban residence conceived slightly more restricted functions than those with a low educational level and rural residence. All the groups of respondents regarded good citizenship training as one of the important functions of the teachers. The professional educators (teachers and principals) looked at the teacher's functions comparatively more in intellectual terms than in terms of individual character building of pupils, whereas the nonprofessional groups (parents, school board members and community leaders) were concerned with individual character building and less with their intellectual training in subjects. The degree of emphasis placed by the respondents on 'subjects training' and 'character building' was associated with

their educational level and rural-urban residence. Those with a high or medium educational level and urban residence emphasised 'subjects training' more than those with a low educational level and rural residence. Those who emphasised 'character building' less were with a medium or high educational level and urban residence. A very large proportion of respondents of all the groups expected the teacher to prepare the young to adjust to all and accept rational changes in socially approved patterns of behaviour. Respondents with a high and medium educational level and with an urban residence emphasised this function more than those with low educational level and with rural residence. The analysis of the expectations regarding teacher-pupil relationships revealed that all the role definers expected the teacher to involve students in decision making process and learning process and to treat them equally. However, respondents from low educational level, low caste, and of rural areas expected the teacher to pay more attention to pupils of his own caste. The teacher was expected to advise the students regarding their studies and their behaviour inside and outside the classroom. He was expected to participate in extracurricular activities, at the same time he was expected to maintain a reasonable distance from the pupils to ensure respect from them. Pupils and parents expected the teacher to be more friendly without keeping any distance. All the groups conceived of the teacher's role in this area to be diffused rather than restricted. The principals, school board members and community leaders expected a greater diffuseness of the role than did the pupils, parents and teachers. Rural respondents and respondents with low educational level expected a greater diffuseness in role than the urban respondents and respondents with medium or high educational level. A large majority expected the teacher to wear a particular dress in school, follow a special code of behaviour in school; be a model of behaviour for the young, and practise many virtues and avoid vices. The teachers also conformed to this expectation. The community groups (parents and community leaders) and the groups of organisers and administrators (school board members and principals) expected the teachers to work for more hours than the teachers expected themselves at work. The urban and more educated groups were in favour of lesser working hours for the teacher than the rural and the less educated and the uneducated groups. The overall picture of the expectations regarding the teacher's other-than-teaching responsibilities indicated the lack of consensus between the parents and teachers on one hand, the administrators, the manage-

ment members, and the community leaders on the other. The parents and the teachers expected the teacher to play a more restricted role, whereas the administrators, the management members and the community leaders expected him to play a more diffused role in this segment. The urban respondents in all the groups expected the teacher to play a restricted role in this segment, whereas the rural respondents expected him to play a diffuse role. The teachers expected a higher minimum and maximum salary for the teacher than all other groups. The parents and the administrators recognised the salary expectations of the teacher and wished them to be fulfilled as early as possible, whereas the management members and the community leaders did not regard them as important and expected them to be satisfied with much less. The urban and the more educated groups recognised the salary expectations of the teachers more than the rural and the less educated or the uneducated who expected the teacher to be satisfied with less. The urban groups were found comparatively much less in favour of teachers taking to private tuition work than the rural groups. The more educated, the urban and the higher caste groups comparatively favoured teacher's policy framing role more, whereas the less educated and the uneducated, the rural and the intermediate and lower caste groups comparatively favoured more a policy executor's role. All the groups barring the teachers' group accepted the right of the teacher to even actively oppose improper interference by the authorities in decisions that fell within their province. The more educated, the urban and the higher caste groups favoured the role of an active opposition to the authorities comparatively more than that of a submissive subordinate, when the authorities improperly interfere in the decisions that fell within teachers' province. The less educated and the uneducated, the rural and the intermediate and lower caste groups favoured a submissive role more. The analysis of the expectations regarding teacher's role in the community revealed that the teachers were expected to participate only in safe and noncontroversial, religious, cultural, and social welfare organisations. They were not expected to participate in political parties and occupational associations of an agitational type. A sizeable minority of teachers as well as a few respondents in other groups wished to give a free hand to the teacher in this respect. Such respondents were found comparatively more among urban than among the rural respondents. The teachers were considered as a group apart, a group that was expected to abide by a special code of behaviour even outside the school in the com-

munity. The teachers also accepted the standards of behaviour the community set for them. A minority trend was, however, evidenced in all the groups who do not want the teacher's behaviour outside the school to be restricted in special ways. Such respondents were found comparatively more among the rural. The teachers were expected either not to make any organised attempt to improve their working conditions or not to take to agitational means. Peaceful teachers did not agree with the expectations of other groups not to make any organised attempts to improve their working conditions. They agreed to participate only in nonagitational activities in this respect and refrain from strikes, fasts, rowdy public processions, and such other agitational activities. However, a few respondents in all the groups wished to give the teachers complete freedom in this matter. Such respondents were found comparatively more among the urban respondents than among the rural.

113. *SHAH, M. M., An Investigation to Study the Problem of Discipline in relation to Pupil Attitudes in Secondary Schools of Gujarat, Ph.D. Edu., MSU, 1966.*

The study was undertaken (i) to find out the role of attitudes in the problem of discipline; (ii) to find out whether disciplined pupils differ from the indisciplined ones with respect to their attitudes towards education, school, teachers and home; (iii) to study the pupils' opinions regarding politics and democracy in the school; and (iv) to study whether sex, age and residence are associated with the problem of discipline and with the favourable and unfavourable attitudes of the pupils.

The study was conducted on a sample of four hundred and sixty grade X students of 15 years drawn from all types of schools in Gujarat. They were categorised into two groups, each of 230 students on the basis of teacher rating as disciplined and indisciplined. A list of misbehaviours was prepared and used to classify the students into two groups. An attitude scale was prepared on the basis of Thurstone's technique to study the views of the students about (a) education and educational programme, (b) school, (c) teachers, (d) home, (e) politics and (f) democracy. The test-retest reliability was found to range between .49 and .625. The chi-square and t test were applied to find out the significance of difference between two groups.

It is found that (i) those who possess prominent misbehaviours are labelled as indisciplined but those with mixed type of behaviours are not known

as indisciplined ones; (ii) there are certain misbehaviours which have a frequent occurrence; (iii) disciplined group has a favourable attitude towards education, educational programme, educational system, syllabus, textbooks, etc. and the other group has reversely; (iv) indisciplined group finds faults with the school building, school authority, facilities in the school, whereas their counterpart group has a favourable attitude towards the school; (v) disciplined group likes the teachers, their mode of teaching, their knowledge of the content, their attitude towards students, while the indisciplined group is antagonistic to all these things; (vi) disciplined group is more satisfied with its facilities at home than the other group; (vii) the disciplined group shows academic interest and favourable attitude towards politics, but indisciplined group is made the cat's paw by political parties; (viii) the indisciplined group holds the government as the basic factor for the hindered growth of education, but disciplined group is more indifferent or even favourable to the government; (ix) both the groups show favourable attitude towards students' unions, deliberation of caste and economic differences; (x) the indisciplined group of students is not happy with the cocurricular activity facilities in schools, but disciplined group does not show any such feeling; (xi) the disciplined group utilises their leisure time in the creative work, while the other group wastes it; (xii) place of residence—rural or urban, is not related to the problem of discipline; (xiii) boys and girls show no significant difference with regard to disciplined and indisciplined behaviour in all the six areas; and (xiv) older and younger age groups do not differ in their opinions regarding the problem of discipline.

114. *SHAH, V. P., PATEL, T., and SEWELL, W.H., Social Class and Educational Aspirations in an Indian Metropolis, University School of Social Science, Guj.U., 1971.*

The major purposes of this investigation were (i) to examine the various levels of aspiration for higher education of a sample of S.S.C. students enrolled in high schools of Ahmedabad; (ii) to examine the relationships of sex, socio-economic status, and academic performance to educational aspirations, (iii) to examine the relationship of socio-economic status to educational aspirations, controlling for academic performance, for males and females separately; and (iv) to obtain relative estimates of the magnitudes of the independent effects of socio-eco-

nomic status and academic performance on educational aspirations of males and females separately.

The data were collected by administering an eight page questionnaire to 5,201 S.S.C. students from 52 of the 54 high schools of Ahmedabad in Gujarati. The questionnaire contained items concerning the students' family, socio-economic status, educational and occupational aspirations, perceptions of the sources influencing their plans and aspirations, attitudes of their parents, teachers, and peers towards higher education and a short form of a scale for measuring attitudes towards modernisation. Statistical techniques used for analysis of data included univariate and multiple cross-tabular analysis, means, standard deviations, and intercorrelation coefficients. The method of path analysis was used to obtain a measure of independent effects of socio-economic status and academic performance on educational aspirations.

The study has revealed that about 87 percent of the students aspire for some college education. Furthermore, it has indicated that quite a large number of the aspirants for college education, especially males, desire to join college, presumably, as a temporary activity in the prevailing conditions of a high rate of unemployment and difficulties in finding a suitable white collar job in the urban areas. The girls who desire to join college, but do not aspire for college graduation are probably designing some college education before marriage. A lack of appropriate selection mechanisms and facilities for sorting out and counselling youth in the choice of post high school alternatives may be a major factor leading many of them to desire college education as a part-time or an ancillary activity. Both economic status and academic performance are related to post high school educational aspirations of both males and females. When academic performance is controlled, significant social class differences are found in the educational aspirations of both males and females, although such differences are greater among females than among males. Consequently, while 35.2 percent of females with low academic performance from low socio-economic status families aspire for a college degree, 93.7 percent of males with high academic performance from high status families have such aspirations. The independent influence of socio-economic status of the students' families is much greater than that of academic performance on their educational aspirations, although the magnitude of the independent influence of both socio-economic status and academic performance on the educational aspirations of females is greater than that of males. The results of this study indicate that after having had a programme for financial assistance to children from

underprivileged communities for about a period of two decades, and to children from economically depressed families in more recent years, India still needs to plan for more imaginative approaches to reduce, if not to eliminate completely, social class differences in educational aspirations of its youth. The magnitudes of the explained variance in educational aspirations of the S.S.C. students in Ahmedabad compare very well with the results of similar studies in the western countries. The similarity in the pattern of relationships of social class and ability to educational aspirations found in this and a Wisconsin study, points out the possibility of developing models based on crosscultural studies in the area of stratification and sociology of education.

115 . SHARMA, S. K., A Study of the Staff Relation in the Multi-purpose Higher Secondary Schools of Rajasthan, Ph.D. Edu., Udai. U., 1968.

The author sought to investigate the staff relations in the multipurpose higher secondary schools of Rajasthan. The problem was studied in relation to nine aspects of staff relations, namely, status and role of headmasters, status and role of teachers, informal groups, formal groups, information and formal leadership, existing roles of informal and formal leaders, influence of external system on staff relationships, patterns of relationships and norms of conduct of school teachers.

Three types of schools—cohesive, neutral and antagonistic—were hypothetically defined and described. All the District Inspectors of schools in Rajasthan were requested to suggest three schools, one of each of the above three categories, in his district. On the basis of the data thus collected, equal number of schools of each category was selected for a preliminary survey. On the basis of this preliminary survey, four new factors were added in order to increase the objectivity in the selection of six schools for intensive study. These were the satisfaction of the personal motives of teachers, the reactions of the teachers about their satisfaction or frustrations while working in an institution, the opinions of the headmasters about the nature of the teams (cohesive, neutral or antagonistic), and the non-participant observation of the investigator. All the five factors were given equal weightage and the substitution of numerical values for them enabled the investigator to select two schools of each type—cohesive, neutral and antagonistic—from each of the administrative regions of Rajasthan.

The following were some of the salient findings. While the formal status was defined officially, the informal status was decided by organisational, external and other factors. The status of the headmasters of the selected schools was found to be higher or lower as decided by the factors responsible for informal status. When these two roles—the perceived role and the actual role—were not in harmony, they gave rise to misunderstandings and conflicts between the headmasters and the members of the staff. The status of the teachers was found higher or lower in accordance with the application of the factors responsible for informal status. The terms of teachers were superior in cohesive schools, while they were inferior in antagonistic schools. Some aspects of the roles of the teachers were satisfied better in cohesive schools. When the two roles were not in harmony, there was a danger of disruption in the team. The number of friendship groups varied from school to school. They varied in their composition on the basis of their membership. Some groups were composed of senior teachers, others of junior teachers and the third category of groups was composed of junior and senior teachers both. The composition of cliques varied in the same manner as friendship groups. The number of formal groups varied from one type of school to another. The perceptions of the headmasters and teachers about the constitution, functioning and authority of such groups also varied. These differences in perception affected the staff relationships in different schools. On the basis of whether teachers were local or non-local, the headmasters' preferences for formal leadership were similar, but there were differences regarding the other factors such as status, length of service, and period of stay in an institution. The differences in the preferences of the teachers and the headmasters affected the harmony of the members of the staff and staff-relationships. The formal and informal leaders differed in their strength and composition in different types of schools and acted in dissimilar manner in regard to cooperation with the headmasters. Schools differed in their local environments or their external systems. These affected the staff relationships in the schools. The patterns of relationships in different situations were different. In some situations, senior teachers liked the company of junior teachers. The same was the case with the junior teachers. In all the situations, the relationship of the teachers of both the categories with their headmasters was the same. The norms of conduct of the teachers in the three categories of schools differed in task areas as well as in the positive or negative sides of social emotional areas in review meetings. The general norms of conduct differed in the three categories of schools. But there was a third type of norms which was common in all the schools. In some schools, the norms of conduct of the teachers were conducive to the achievement of the institutional goals, while in others, they were misdirected. Some of the headmasters were able to introduce new values when there was a suitable opportunity. They were able to maintain high norms of conduct and healthy staff relationships.

116. SIE (Gujarat), To Study the Economical and Educational Position of Teacher Educators of Primary Teachers Training Institutions and their views about the present syllabus, Ahmedabad, 1965.

The aim of the study was to get an overall picture of the position of primary education in Gujarat with a special reference to the economic and educational position of teacher educators of primary teachers training institutions. It also aimed at finding their views about the syllabus followed.

A questionnaire was prepared and sent to all the teacher educators of Gujarat. The data were analysed. Percentages and averages were calculated.

The findings of the study were: (i) the syllabus needed to be modified, (ii) the examination system required to be improved, (iii) seventysix percent of the teacher educators were trained in Basic education, (iv) twentytwo percent of them had accepted the profession as their own choice, (v) they felt that their economic position was satisfactory, and (vi) twentyeight percent of them liked to have further study.

117. SINGH, K. N., and PRASAD, C., Educational benefits resulting from Youth Club Activities in Village Schools, IARI, 1965.

The main objective of the study was to determine the educational benefits which might result from the youth club activities in the school situation as a part of its extracurricular activities.

The investigation was undertaken in four village schools of Kanjhawala Block of Delhi territory where four youth clubs were organised. A structured interview schedule was used to interview the participants of the club twice, first before starting the youth club, and the second after a year of youth club activities in these schools, for measuring their educational attainments.

The important findings were as follows: (i) in each of the four schools the participants had significantly gained educationally in awareness, interest, acceptance and knowledge; (ii) the participants with higher age had relatively better educational attainments than those of lower age; (iii) the participants from Brahmin families appeared to have gained more; (iv) the participants who belonged to either farmers' families or families which depended partly on business scored higher than those who belonged to families which were engaged in service and business; and (v) participants coming from middle class families (land holding five to fourteen acres) scored more than those who came from families having either zero to four or above fifteen acres of land.

118 . SINGH, R. P., Democracy and Higher Secondary Education in U.P. (India). Ph.D. Edu., Luc. U., 1960.

The present work intended to study the problems of higher secondary education in the democratic frame work.

The sample of the study comprised 2,500 students of grades ninth, tenth, eleventh and twelfth and 1,000 teachers of higher secondary schools, selected by stratified random and multi-stage sampling. The number of respondents were only 2,004 and 515 from the students and the teachers respectively. Methodologically, the study, in its first part, is mainly a library research, and in its second part, somewhat exploratory. A questionnaire was developed and used as a tool for collecting data.

Following observations were made. The Indian democracy, a product of her own soil is characterised by freedom and dignity of the individual, and peace and cooperation among all mankind. Regarding the problems of higher secondary education in U.P., mention is made of defective curriculum, lacking in unity during last two years, unsatisfactory method of teaching, defective teacher training programme and poor financial conditions. The exploratory study revealed that: (i) students were very much caste conscious and only sixty percent of them regarded India as the homeland of all the religious communities; (ii) ninetytwo percent of the pupils showed their awareness of a democratic order in the country and eighty percent of them were in favour of it; (iii) fortyfive percent of the pupils wanted social reform and thirtyeight percent considered spread of education as the best guarantee for the survival of democracy; (iv) eightythree percent of the teachers were in the age group twenty to fortyfour; (v) the majority

of teachers were enthusiastic about democracy and they were convinced that people of India are democratic by nature and considered democracy as the best form of government; (vi) Congress as the political party was the most preferred among the members of both the groups; (vii) twentyseven percent thought that higher secondary schools were preparing youth for democracy; (viii) about eightyfive percent of the teachers took the cooperation of students in classroom management, sixtyone percent of the schools had experimented with self-government by pupils; (ix) about one-third of the pupils complained that their opinion was not taken in classroom administration; (x) about fiftysix percent of the teachers felt inferior in society and a feeling of rejection by the society; and (xi) the teachers reported about insufficient building facilities in schools to conduct curricular and cocurricular activities; the majority students, however, thought otherwise.

119 . SINHA, S., A Study of Personality and Prejudice in University Students, Ph.D. Psy., Pat. U., 1966.

The purpose of this investigation was to study the relationship of anxiety, feeling of insecurity and intolerance of ambiguity with prejudice. It was hypothesised that certain personality traits, viz., anxiety, insecurity and intolerance of ambiguity are significantly related to prejudices. Differences in prejudices in respect of sex and educational levels for the same personality aspects were also studied.

A sample of 400 students from Patna University comprising 100 boy and 100 girl undergraduates, and 100 boy and 100 girl postgraduates was selected randomly. A prejudice scale used by the investigator for measuring anti-semitism was subjected to item analysis and a scale of 26 items was prepared for this study. The coefficients of reliability of the revised scale found by test-retest and split-half methods were .94 and .91 respectively. Other tools used were the Taylor Manifest Anxiety Scale, the Maslow Security Insecurity Inventory and the Budner Tolerance Intolerance of Ambiguity Scale. Chi-square test and product-moment correlation techniques were used for analysing the data.

The study has revealed that (i) anxiety, sense of insecurity and intolerance of ambiguity have significant positive correlation with prejudices; (ii) there is no sex and grade (undergraduate and postgraduate) differences in prejudice scores in other personality variables, namely, anxiety, sense of insecurity and intolerance of ambiguity.

120 . SINHA, S. K., *Evaluation of N.C.C. Training in the development of Leadership Qualities among School Students*, Ph.D. Psy., Pat. U., 1966.

The present study aimed at verifying as to how far the N.C.C. training is helpful in the development of leadership qualities and also to explain as to how those qualities are related to school situations and are desirable to be developed among the youth of the country in general.

The sample of the study comprised 150 N.C.C. cadets (boys only), 50 from each of the classes IX, IX (Spl.) and X (Spl.) of Multi-purpose H. S. School, Gardanibagh, Patna, plus 150 non-cadet students from the same classes in the same school. The five dimensions of leadership qualities were selected on the basis of agreement of 150 judges. Each subject was rated on graphic rating scales (Paterson, 1923), constructed separately for each of the five dimensions, by 100 students and seven teachers of the same institution the subjects belonged to. The scores of each subject were determined by taking the average of the ratings by each group of raters. To compare the findings with the realities in practical life, the teacher raters were interviewed individually to confirm the findings about the leaders.

The study found that (i) N.C.C. training and development of leadership qualities are positively related; (ii) the scores of N.C.C. cadets on leadership rating scales improve more rapidly in comparison to those of non-cadet students; (iii) after completion of the training, the cadets are rated significantly superior to the non-N.C.C. students on each dimension of leadership; (iv) the five dimensions, viz., ability to plan, dependability, industriousness, initiative and self-confidence are related to one another and they measure different characteristics of leadership.

121. SRIVASTAVA, L. R. N., *Education and Modernization among the Munda and Oraon of Ranchi*, Ph.D. Soc., Pat. U., 1968.

The purpose of the present study was to find out the role of education in modernisation of the numerically dominant tribes of Chota Nagpur—the Munda and Oraon.

The sample comprised 140 Mundas and 116 Oraon undergraduate students reading in colleges at Ranchi, Khunti and Gumla. Further, two groups of adult respondents, both educated and uneducated, were selected. First group comprised seven educated, eleven uneducated Munda, and nine educated and thirtyone uneducated Oraon adults; and in the second group there were eighteen educated and twenty uneducated Mundas and seventeen educated and thirtythree uneducated Oraons. The sample of Munda population was selected from three villages in Khunti subdivision and Oraon population from three villages in Gumla subdivision on the basis of their degree of concentration. Interview schedules and questionnaires containing questions on various indices of modernisation were used as research tools. Case histories were collected from the adult respondent group, i.e. eightyeight educated and uneducated adults. Participant and non-participant observations were also made to collect relevant data. Besides these tools, published reports, gazetteers and other records were used for cross checking.

Major findings on the various aspects of modernity were as follows: (i) though both educated and uneducated are mobile (geographically), yet the mobility orbit of the educated is much greater than that of the uneducated; (ii) there is a significant trend in occupational mobility from agriculture to urban occupations among both the Munda and Oraon populations; (iii) the educated people show a much higher empathic capacity which the uneducated completely lack even in imagination and hence the uneducated Munda or Oraon lack completely the psychic mobility; (iv) an uneducated Munda or Oraon is guided by tradition and always driven by an unknown fear about the new ideas and things, whereas the educated ones can reason for acceptance as well as for rejection of a new idea; (v) more than eightyeight percent of the educated Munda and Oraon respondents actively participate in the social affairs of the village or community, whereas the uneducated mass is indifferent to such participations; (vi) sixtytwo percent of the educated respondents of both the groups take effective part in the programmes of economic development of the village, whereas the uneducated people do not bother or care about it; (vii) the uneducated respondents know nothing about voting, whereas the educated population is quite conscious and aware of political rights and duties that are conferred on it; (viii) an educated Munda or Oraon expresses his opinion regarding the merits and demerits of various socio-political institutions, whereas an uneducated one is not concerned with it unless it directly concerns his interests; and (ix) an educated Munda or Oraon shows all signs of his exposure to the media of mass communication (e.g. newspaper, radio and cinema) and he takes advantage of it, whereas the picture of the uneducated respondents is just opposite.

122. SUBBARAO, D., An Enquiry into the Factors that contribute to the Promotion or Inhibition of Educational Innovations, Ph.D. Edu., SPU, 1967.

The study was designed to investigate into: (i) the type of innovations that are being adopted in secondary schools, university faculties, examination boards, etc.; (ii) the sources of new ideas; and (iii) the factors promoting and inhibiting the adaptation of innovations.

The study was proposed to be conducted on a sample of 200 schools, but only sixtythree schools from Gujarat and twenty from Andhra responded. The schools represented were government, private and parishad managed, situated in villages, towns and cities, of longstanding and started shortly. Informal discussions, observations, interviews and draft questionnaires used as tools at the preliminary stage led to the construction of a questionnaire for final use. The schools on the basis of their response, were categorised as less innovative and more innovative. Some case studies were undertaken to pinpoint some factors which might have escaped in the general study.

The major findings were as follows: (i) The innovations in secondary education are in the fields of syllabi, classroom instruction, use of modern audio-visual aids, hobby clubs, examination reforms, evaluation, internal assessment, etc. Regular staff meeting, delegation of responsibility to various people, encouragement to teachers to take up inservice training, to try experimental projects, action research, etc. are some of the innovations in educational administration. (ii) The extension service departments have served as the main source of new ideas. Headmasters, seminars, workshops, inspectorate, training college personnel, educationists, books and journals also served as the source. (iii) In case of change in syllabus, universities and private bodies like colleges, schools, etc. are most helpful, while the State Department of Education etc. act as an inhibiting force. (iv) For innovations in classroom instruction extension services departments, experienced teachers and headmasters are promoting factors whereas lack of experience on the part of headmasters and teachers, lack of time, heavy syllabus create hindrance for adoption of an innovation. (v) Extension services, colleges of education, state evaluation unit, S.S.C.E. Board, are responsible for the changes in examination and evaluation. (vi) Innovations in the areas of enrichment of knowledge and variety of experience and student services are facilitated by the headmasters, staff, extension services, training colleges, well-equipped library, liberal policies of the management, etc. while inadequate equipment in laboratory and library, lack of accommodation, traditional patterns of working, etc. act as inhibiting factors. (vii) Leadership and experience of headmaster, management policies, cooperation of staff, community and parents, are promoters of innovations in the field of administration and community relation, and the inhibiting factors are the old setup in school organisation, traditional work habits of the headmasters and staff, lack of cooperation from staff, etc. (viii) Innovations are facilitated by the financial strength, progressive and enlightened management, headmaster and staff of the institutions.

A comparison between the innovative and non-innovative schools reveals that the headmasters of the former type are more academic, professionally qualified, talented, having two or more hobbies, mobile (have visited more foreign countries and other provinces of India); they have studied in different places and a majority outside the state than the heads of less innovative schools. The staff of more innovative schools have more trained teachers, significantly high proportion of postgraduate degree holders, more cosmopolite staff representing different regions and backgrounds, less turnover of staff per year, more staff members who have visited other states, staff with a variety of abilities like drawing, painting, photography, music, games and sports, involved in inservice programmes and extension service activities, more members taking up experimental projects, subscribing to professional journals than the staff of less innovative schools. In regard to relationship with the community, the high innovative schools cater to the students coming from cosmopolitan communities, have more helpful community groups, have large number of educational as well as non-educational groups helpful to school than the less innovative schools. More innovations were initiated by community groups in more innovative schools. A few of the less innovative schools suffer from resistance by community groups and parents in regard to introduction of innovations. The more innovative schools have a slight edge over the other groups in being centres of community activities. The schools near the vicinity of university, extension centres and colleges of education are more innovative. The parent-teacher contacts and parent-teacher councils are more active in the case of more innovative schools than in the case of less innovative schools. It can be concluded that more innovative schools are in touch with more cosmopolite sources of information than localite sources, have got a greater number of sources of information, are in

touch with more mass-media of information and interpersonal sources than less innovative schools.

123. TANDON, B. K., A Study of Attitude towards Religion of Higher Secondary School Students in Uttar Pradesh towns, Ph.D. Psy., Agra U., 1967.

The study aimed at measuring the attitude of the young people **towards religion.**

This investigation was conducted on a sample of 3,917 students, both boys and girls, of 21 towns of U.P. selected by probability and non-probability sampling techniques. Besides this, another sample of 429 students of grade IX and X was taken and used for preparing the attitude scale. The tools of research were (i) an attitude scale of 50 items prepared by the investigator for which the reliability and validity were found out; (ii) a supplementary questionnaire to the attitude scale, developed in the light of Allport-Vernon-Lindzey Study of Values with the intention of comparing the value of religion to theoretical, economic, aesthetic, political and social values; (iii) Jalota's Group Test of Intelligence; and (iv) Saxena's Adjustment Inventory.

It was found that (i) students in general have a favourable attitude towards religion; (ii) the communities having favourable religious attitude in the descending order are Hindu, Muslim, Sikh and Christian; (iii) students from lower income group showed more favourable attitude towards religion; (iv) there is no relationship between the size of family and the attitude towards religion; (v) girls were more favourable towards religion than boys; (vi) home adjustment was positively correlated with the attitude towards religion; (vii) attitude towards religion is not related to health, social and emotional adjustment; (viii) academic achievement had no linear relationship with the attitude towards religion; (ix) attitude towards religion had significant positive correlation with all five values measured, viz., theoretical, economic, aesthetic, political and social; (x) boys preferred religious values to aesthetic values and girls preferred aesthetic values to religous values; and (xi) students in general placed preference for political and economic values over the religious value.

124. THIRTHA, N. V., Patterns of Social Recruitment and Occupational Choice in an Apex Educational Institution, Dept. of Edu., Osm. U., 1966. (NCERT financed)

The present study was undertaken to examine

the extent, both qualitatively and quantitatively, to which schooling at the level of higher education could influence individuals to aspire for status other than the ones occupied by their parents. The study also seized at the problems of identifying the extent of schooling that could be differentially distributed among the various social groups and the patterns of occupational choice as determined by the sociological factors.

A sample of 763 subjects was drawn from the population of final year students of the B.A., B.Sc. and B.Com. of constituent and affiliated colleges of Osmania University. For data collection, a specially prepared interview schedule was used. Two sets of data were collected, one dealing with the social, educational and occupational backgrounds of parents of two generations and the second set dealing with the occupational choice involving five categories of occupations, namely, industrial, business, service, professional and agricultural occupations. Data were analysed by non-parametric methods and level of significance was tested by using chi-square test and contingency coefficients.

The observations of the study were: (i) the probability of an individual reaching the level of potential elite decreased in the order such as Brahmins, Reddys and Kammas (farming castes), Muslims, backward castes—like Kumbras, scheduled castes and tribes, Christians, Kshatriyas like Rajputs and Vaishyas; (ii) the educational background of the parents is not a significant factor, however, among the rural females, this factor still operates; (iii) family income is also a partial factor as it reveals students coming from low family status maintaining themselves with the help of scholarships; (iv) there is a relative prevalence of a modern pattern of occupational choice among the three generations on one hand and a tendency to cluster around the service and professional occupations on the other; (v) the urban sample shows a steady decline in the three generations in the occupations of industry, business and agriculture, the last showing a steep decline; (vi) though a good number of students were specialising in commerce (B.Com.), yet only eight percent of them prefer business; more than eighty percent of the urban sample prefer white collared occupations; (vii) a relative dominance of occupational choice with a tendency towards a moderate pattern indicates that the effect of schooling in an apex educational institution is towards wearing away the elites from the traditional occupations of agriculture, industry and business and concentrating on professions; (vii) the potential elites from urban sample show a greater potential

than their rural counterparts; and (viii) except for the castes of Kshatriyas and Vaishyas, there is a close correlation of occupational choices among the successive generations, indicating a conservative pattern.

125. *TIWARI, G. P., Family Dynamics of Dropouts at the Primary Level. Ph.D. Psy., Agra U., 1970.*

The present work was designed to study the family dynamics of dropouts.

The sample population was selected from the families of dropouts and non-dropouts of 201 primary schools of Agra town by the method of stratified random sampling. In this regard, it may be mentioned that ecological framework of the schools, hazards of population, teacher-student ratio and problems of teachers were also considered. The multi-dimensional data had been collected with considerations of maximum quantification, reliability and validity. Tools like the TAT, the Raven's Standard Progressive Matrices, the Chatterjee Non-Language Preference Record, the Allport-Vernon-Lindzey Study of Values (adapted), the Frustration Classification Test and Schedule have been employed. Data have been analysed with the help of tests like the Duncan's Range Test, the t test and chi-square test according to the appropriateness to the problem.

Major findings of the study are: (i) Non-dropout families are significantly 'large' and 'medium' in size; (ii) greater number of 'business men' is available among dropout fathers than among non-dropouts; (iii) dropout parents are economically better off than those of non-dropouts, whereas non-dropout parents are more educated than their counterparts; (iv) dropout mothers are the least educated; (v) husband and wife show greater mutual possession, love and trust in non-dropout families; (vi) relations of love and trust get lower positions of preference in the dropout families; (vii) dropouts get more punshment, rejection, trust and help from parents, while the non-dropouts get more acceptance and domination from their parents; (viii) non-dropout families provide more possession and love; greater acceptance is available in dropout families; (ix) non-dropout fathers remain more trusting than the non-dropout mothers; (x) more rejection and more punishment are available from fathers of dropouts and non-dropouts, respectively; (xi) non-dropout fathers are more dominating in the family; (xii) dropout parents are more autocratic than those of the non-dropout families, the dropout father is the most autocratic person among all; (xiii) relations of punishment, cooperation and autocracy are more prominent in families of dropouts; (xiv) relations of possession, trust, love and dominance are more prominent in families of non-dropout than those of dropout parents; (xv) mothers and fathers in the non-dropout families provide more of trust, love, ignoring and submission towards their own children; (xvi) non-dropout fathers and dropout fathers are more dominating and more punishing; (xvii) non-dropout mothers and dropout mothers are more possessive, trusting, loving, cooperating and ignoring, punishing, rejecting, and autocratic respectively for their children; (xviii) non-dropout siblings excel in love and trust; (xix) non-dropout parents are better equipped in intelligence; (xx) non-dropout parents have better value orientation in theoretical, economic and aesthetic areas while those of dropouts have better orientations in religious values; (xxi) the non-dropout parents show better interest in fine arts, literary pursuits, science and sports, while dropout parents excel in agriculture, technical and crafts; (xxii) in comparison to mothers, the dropout fathers have greater interest in fine arts, literature, science and sports and less interest in agriculture, technical and crafts; (xxiii) non-dropout mothers in comparison to the non-dropout fathers have keener interest in sports, science, medicine, literature and fine arts; (xxiv) dropout parents are more frustrated, more regressed and more fixated; and (xxv) reversion of roles on the aforesaid dimensions is typically the feature of the dropout families.

126. *WIESINGER, F. R., The Hindu Adolescent Girls (a Psychological Study of Hindu Girls). Ph.D. Edu., Bom. U., 1963.*

The study was designed to make a psychological-cum-sociological study of the Hindu adolescent girls and their development during this period.

The samples of the two pilot surveys here were 30 and 100 girls and for the final study it was 800 literate Hindu adolescent girls of age group 15 to 21 years. They were drawn from 37 high schools and colleges of which 21 were from the city of Bombay, 11 from another town and 5 from rural areas in Madhya Pradesh. The tool used for the work was a questionnaire consisting of seven groups. The first six groups consisted of direct and indirect questions, whereas the seventh had questions which acted as control questions with regard to important aspects of research. Free composition was the other

method introduced after an unsuccessful attempt of using interview as the means of collecting some relevant data. The data were collected as general information, specific information regarding personal experience about their families and homes, and their recreational, vocational, social and religious interests. The incomplete, ambiguously answered questions were discarded; 700 questionnaires were retained for analysis. Free compositions of the adolescent girls were used for the qualitative analysis.

The major observations of the study were: (i) Hindu adolescent girl gets 33 minutes a day on an average as leisure time and the major activities of the free time are reading, stitching, housework, radio listening, visits to relatives, school work, chatting and day dreaming; (ii) the major vocations of their choice are stenography, teaching, medical and engineering; (iii) qualities that Hindu girls like in their parents are love, sacrifice, religious-mindedness, forgiving and truthfulness; (iv) 49 percent favour joint family and 41 percent do not favour the same; (v) 58.4 percent of the girls showed attitude of indifference whereas an attitude of deep concern was shown by 33 percent; (vi) about 14.4 percent of the girls have boy friends while 64.3 percent do not have any boy friends, (vii) attitude of Hindu girls towards social intercourse with boys is one of aloofness; the reasons are fear of losing virginity, fear of scandal in society, obedience to parents, no free choice to marry, preservation of the cult of husband worship, and lack of experience in proper behaviour with boys; (viii) there is an upward trend in marriage age; the results showing preference for arranged and love marriage are 67.13 percent and 23.43 percent, respectively; the dowry system was favoured by 3.6 percent and disfavoured by 79.1 percent; (viii) divorce was favoured by 21.8 percent and disfavoured by 67.9 percent; (ix) widow remarriage was approved by 43 percent and disfavoured by 51.3 percent; (x) regarding the attitude of Hindu adolescent girls towards the opinion of the community about them, 58.4 percent showed indifferent attitude and 33 percent attitude of deep concern; (xi) places of worship of Hindu girls were home (73.5 percent) and temple (14.8 percent); (xii) 92.5 percent girls were God-fearing if they did something wrong and 7.5 percent were not; (xiii) attitude of Hindu girls about Sadhus showed reverence in case of 39.0 percent and no reverence in case 46.6 percent; (xiv) 36.0 percent of Hindu girls believed in palmistry and 47.5 percent did not; (xv) 30.9 percent girls believed in superstitions and 60.1 percent did not believe in them; (xvi) 40.0 percent girls believed in evil spirits and 52.4 percent did not believe in them.