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Sociology of Education

A TREND REPORT

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Up till the end of the nineteenth century, psychology had dominated education in the western countries. India, which had accepted the educational system from the West, was also not free from it. As a result, the curriculum, courses in methods of teaching and even school administration in the educational system were based on the psychological concept of the individual. It is only in the twentieth century that a sociological concept of the individual has come to be accepted. Even psychology has moved on to accept it—the individual in the group. Whether an individual is learning within a family or in a school, whether he is working at home or in a factory, whether he is at play in his peer group or elsewhere, he is not an isolated individual but an individual in interaction with other individuals, influencing them and being influenced by their expectations of him. This has led to the development of sociology of recreation, of work and of education.

According to this approach, any study of the educational system must go beyond the individual and give sufficient consideration to the complex factors of individual-group interactions both within and without the school. The educational process is not a one-way process; it is a two-way process, a social process wherein two or more individuals with similar or differing conditions interact and interrelate with similar or differing consequences. The sociology of education has evolved out of this acceptance of the social nature of education.

Historically, its roots can be traced as back as 1861 when Herbert Spencer posed an important question regarding the function of education in his essay 'What knowledge is most worth?' Since then sociologists as well as educators have begun to recognize the social function of education. Ward (1883) in his Dynamic Sociology regarded 'education as the proximate means of progress' of society. Small wrote in 1896, 'Sociology demands of educators that they shall not rate themselves as leaders of children but as makers of society...' Another outstanding sociologist, Durkheim, in his lectures at the Sorbonne during the first decade of the twentieth century, categorically stated that education is essentially social in its origin as well as its functions. He pointed out that there is no one ideal type of education for all but that it differs from society to society, from group to group within a society and within the same society at different periods because of the differing socio-cultural environment and differing needs of different societies and groups. Educators also joined hands. In 1899 John Dewey in his book 'School and Society' brought out the social aspects of teaching and learning and emphasized that if the school is to be effective, it must be a social institution closely related to the community; several others followed.

In its early development, the sociology of education was regarded by some as a field which provided a basis for solution of social problems and achievement of social progress. Its chief exponent was Ward (1883), followed later by Good (1926), Ellwood (1927) and Kinneman (1932). Some others like Finney (1927), Clement (1927) and Peters (1935) regarded it as a basis for scientific analysis of the aims and objectives of education. Some like Payne (1928), followed by Smith (1928) and later by Brown (1947) and Robbins (1953) regarded the entire process of the socialization of child as the field of sociology of education.

On the other hand, more recently a narrower and more specific focus is advocated. Some sociologists and social psychologists emphasize it as the study of the development of student personality as influenced by the social environment of the school. Another recent approach limits its scope to the study of the pattern of social roles and their interaction within the school and of relationships of groups within the school to the outside groups. Following this approach Waller (1932) analysed the role of teachers in relation to their students as well as to the communities in which they taught. Greenhoc (1941), Znaniecki (1940), Wilson (1942), Caplow and McGee (1958) are some of the earlier followers of this approach. This last approach is being followed more in the last two decades of the development of the sociology of education.

Thus, not only educational process is regarded as a social process, but the educational system in which it occurs is also regarded as a social system related to the total social system. The educational system is a subsystem of society performing certain functions for the on-going of the total society. The goal of the sociology of education is, therefore, to observe and analyse the structure of the educational system, describe the pattern of its elements and the role they play in relation to each other and in relation to the educational system as a whole and the achievement of the functions set for it by the society. In this way it attempts to discover how far the structural elements of the educational system are functional or dysfunctional to it and whether the educational system as a whole is functional or dysfunctional for the society as a whole. If the educational system is dysfunctional for the society, the task of the educational sociologist is to find out which elements are dysfunctional and with what results. Thus, broadly speaking, the sociology of education is interested in the study of the educational system in relation to the total society. It also studies the educational system itself as a system of social relationships between its human components.

Major Areas and Subareas

Taking into consideration the major recent approaches adopted by social scientists studying education as a social phenomenon as well as the span of the present studies done in India, the whole field can be divided broadly into five major areas.

As education is to be viewed as a subsystem of society, the first major area in which we would be interested is the relation of education and society. This can be studied in two ways. One may examine the ways in which society and social changes occurring in it influence the functions of education as well as its structure at different periods of its development. On the other hand, as a developing nation we may be more interested in observing how far education has performed its two major functions—socialization and advancement of knowledge. This leads us to study the socialization of the educated generation with respect to new skills, knowledge, attitudes, values, behaviour as well as personality development in consonance with the new needs. We may also like to examine how far education has become instrumental in advancing knowledge in various fields. Historical studies including those of growth and expansion of education can also be included here.

In any society, its subsystems are interdependent and interrelated. Consequently, the relation of educational subsystem with other major subsystems—economy, polity, stratificatory system and religion—of society becomes the second major area of our interest. We may examine the relation of education with occupational aspirations and choice, nature and extent of employment and economic socialization, etc. We may also study the impact of the changing economy on education. We may study the role of the State in education, the degree and nature of its control, the impact of education on the nature of political socialization and the development of new political elite, etc. Our attention may be drawn to the study of the interrelationship of education with the status system of society. How is education related to the socio-economic status and mobility of educated groups? Here the study of social background of non-student youths, students, teachers and controllers of education can be very illuminating. We may also look into the impact of stratification on education. As India is moving from a society dominated by religion to a society that increasingly cherishes and adopts secularism as its goal, interrelationship of education and religion becomes an important area of study. Besides, India is a multi-religion and multi-lingual country and has a substantial proportion of backward groups, scheduled castes and scheduled tribes. Thus, the study of the progress and problems of education of the minorities and backward groups itself can be a focus of study.

In every society, educational motivation, aspirations, ability and performance are affected to a certain extent by social factors. This is more likely to be so in Indian society where the physical and socio-cultural environment of different groups shows very wide contrasts. As India has adopted the equality of opportunity as its

national goal, the study of social factors behind educational motivation, aspirations, ability, performance, self-concept, personality development, activism, etc., of students becomes very important.

The sociology of educational institutions themselves form a major area of study. Here schools and colleges/universities can be studied as selective and socializing agencies. This may include the study of recruitment standards and procedures, curricula, facilities, evaluation methods, wastage, stagnation and nature of socialization. These institutions may have different types of social organization in terms of their size, sex and socio-economic composition of students and teachers, sponsorship and management, etc. They may have different organizational climates. These differences may affect the educational process differently. The institutions can be studied as a system of roles and relationships, degree of role-compatibility or role-conflict and resulting equilibrium or disequilibrium in their functioning. The classroom itself as a social system can become a focus of study. Besides, educational institutions are never static; in course of time they innovate and change under the influence of new social forces and needs. Some of them resists innovations and change for a long time. The study of the sources and the nature of educational innovations, the forces encouraging or discouraging their adoption and diffusion, the direction of innovations, etc., is also an important area of study. The study of student life, leadership and culture as well as the role of hostel environment at the college and university level can also be included here.

Some elements of the educational system may be dysfunctional for the whole society or may be functional for some groups but dysfunctional for some others. Some social groups may not have enough motivation or means to be able to enter the educational process or may drop out of it at a very early stage or may not pass through it successfully. This may throw up problems. Lack of proper socialization at home or school may develop juvenile delinquency; lack of diversification of the educational system in terms of differing pupil abilities and aspirations may lead to the student unrest. The changing status of woman may create problems of women's education. Education of the handicapped also may require attention. Such problems can become an independent focus of study.

Thus the whole field can be classified in major areas and subareas as follows.

I. *Education and Society*
   1. The impact of society and social change on education.
   2. Education and socialization (in skills, knowledge, attitudes, values, behaviour, personality, etc.).
   3. Education and the advancement of knowledge and technology.
   4. Historical studies of the growth and expansion of education.

II. *Educational Subsystem in relation to Other Subsystems of Society*
   1. Education and Economy
      (i) Education, occupation and employment (occupational aspirations, occupational choice, employment, unemployment, economic socialization, etc.).
   2. Education and Polity
      (i) Education and the State (the State's objectives and policy regarding education, nature of control, educational policy-decision-making, the State as a resource system for educational development, etc.).
      (ii) Education, political socialization and the political elite.
   3. Education and Stratificatory System
      (i) Education, socio-economic status and mobility.
      (ii) The social origin and background of non-student youths.
      (iii) The social origin and background of (a) primary, (b) secondary, (c) higher secondary and (d) college/university teachers.
      (iv) The social origin and background of social controllers of education at different levels. (sex, religion, caste, socio-economic status, rural-urban residence, region, etc. with respect to ii to iv).
      (v) The impact of stratification on education.
   4. Education and Religion
   5. Education of Minority and Backward Groups
      (i) Education of minorities.
      (ii) Education of scheduled castes, scheduled tribes and other backward groups.

III. *Social Factors behind Educability (motivation, aspirations, ability, performance, self-concept, personality development, activism, etc. of children and youth)*
   1. Family environment.
   2. The caste and socio-economic status of parents.
   3. The rural-urban residence of parents.
   4. Peer-group influences.
   5. Religion.

IV. *Sociology of Educational Institutions*

1. Schools
   (i) As selective and socializing agencies (recruitment, curricula, facilities, selection, wastage, stagnation, socialization, etc.).
   (ii) Types of school organization and implication for educational process (size, sex and socio-economic composition of students and teachers, management, organizational climate, etc.).
   (iii) As a system of roles and relationships (roles of student, teacher, principal, management board, etc.).
   (iv) Classroom as a social system.
   (v) Innovations and change.
2. Colleges and Universities
   (i) As selective and socializing agencies.
   (ii) Types of college/university organization and implications for educational process.
   (iii) As a system of roles and relationships.
   (iv) The classroom as a social system.
   (v) Innovations and change.
   (vi) Student life, leadership and culture.

V. *Problems*

1. Juvenile delinquency.
2. Student unrest.
3. Education of the handicapped.
4. Women's education.

The main objective of this study is to draw a trend report of researches done in the field of sociology of education from the doctoral studies and research projects completed in the various departments of Indian universities, research projects completed in the field by other teaching institutions (hereafter called OTI) as well as by some research institutes (hereafter called RI). It covers published as well as unpublished work. It includes studies done mainly during the years 1976 and onwards. However, some studies which were done in the previous years but could not be included in the earlier surveys are also included in this study. It has also covered the research projects financed by such agencies as ICSSR, NCERT, UGC, UNICEF and State and Central Government ministries. Thus the coverage is fairly comprehensive.

The data showing the period, nature of the studies, their financing agencies and the institutions where they were conducted are given in Table 1.

Taking into account the two earlier surveys of the field along with the present, it is found that the sixties have yielded only 62 (the first survey 42, the second survey 12 and the present survey 8) studies whereas the seventies have brought out as many as 204 (the first survey 7, the second survey 64 and the present survey 133). This means that the interest of the social scientists in this field has increased a great deal during the seventies. It is likely to continue during the eighties also as is indicated by the 44 studies during the first two years of the decade.

Table 1

DECADE, NATURE, FINANCING AGENCY AND THE INSTITUTIONS CONDUCTING THE STUDIES

Institutions	*University Departments*				*Total of 2 to 5*	*OTI*	*RI*	*Total of 6,7,8*
	Sociology	*Education*	*Psychology*	*Others*				
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
I. *Decade*								
Up to 1960	1	—	—	—	1	—	—	1
1961-70	3	1	2	1	7	—	1	8
1971-75	8	2	3	1	14	1	8	23
1976-80	27	38	20	6	91	7	12	110
1981-82	3	25	6	1	35	5	4	44
Not stated	—	—	—	—	—	1	1	2
II. *Nature*								
Ph.D. Thesis	36	54	26	7	123	—	—	123
Research Project	6	12	5	2	25	14	26	65
III. *Financed by*								
ICSSR	1	1	1	—	3	—	1	4
NCERT	—	2	—	1	3	4	2	9
UGC	1	2	1	1	5	—	—	5
UNICEF	—	—	—	—	—	—	1	1
State/Central Government	—	—	—	—	—	—	3	3
No information	4	7	3	—	14	10	19	43
Not financed	36	54	26	7	123	—	—	123
Total								188

NOTES : Sociology includes Anthropology (one study) and Social Science (one study) Departments. 'Others' include Political Science (two studies), Economics (one study), Home Science (two studies), and Social Work (two studies) Departments and one study done in a foreign university. OTI=Other teaching institutions and RI=Research institutes.

Table 2

MAJOR AREAS AND SUBAREAS COVERED BY THE STUDIES ON SOCIOLOGY OF EDUCATION

Area—subarea		*No of Studies*		(%)
I. *Education and Society*	—		29	(15.4)
1. Impact of society on education	—	5		
2. Education and socialization	—	23		
3. Education and advancement of knowledge	—	—		
4. Historical studies	—	1		
II. *Education in relation to other Subsystems of Society*	—		61	(32.5)
1. Education and economy	—	1		
2. Education and polity	—	2		
(i) Education and the State	—			
(ii) Education, political socialization, etc.	2			
3. Education and stratification system	—	17		
(i) Education, status and mobility	11			
(ii) Social origin and background of non-student youths	2			
(iii) Social origin and background of teachers	2			
(iv) Social origin and background of controllers of education	—			
(v) Impact of social stratification on the educational system	2			
4. Education and religion	—	—		
5. Education of minority and backward groups		41		
(i) Education of minorities	4			
(ii) Education of scheduled castes, scheduled tribes and other backward groups	37			
III. *Social Factors behind Educability, Motivation, Personality Development, Activism, etc.*	—		36	(19.2)
Some of the studies are reported in more than one subsections				
1. Family environment	—	9		
2. Parents' caste and socio-economic status	—	29		
3. Parents' rural-urban residence	—	6		
4. Peer group influences	—	1		
5. Religion	—	2		
IV. *Sociology of Educational Institutions*	—		35	(18.6)
1. *Schools*	—	17		
(i) As selective and socializing agencies	3			
(ii) As organizations	3			
(iii) As systems of roles and relationships	10			
(iv) Classroom as a social system	1			
(v) Innovations and change	—			
2. *Colleges and Universities*		18		
(i) As selective and socializing agencies	2			
(ii) As organizations	1			
(iii) As systems of roles and relationships	9			
(iv) Classroom as a social system	1			
(v) Innovations and change	1			
(vi) Student life and culture	4			
V. *Problems*	—		27	(14.3)
1. Juvenile delinquency and homeless children	9			
2. Student unrest and activism	6			
3. Education of the handicapped	5			
4. Women's education	7			
Total			188	(100.00)

There seems to be a great spurt in the Ph.D. studies along with project research. Nearly two-thirds of the studies reported are Ph.D. studies, the rest being research projects. The university departments share the major part of the work. Nearly 80 per cent of the studies are done by them. The rest—20 per cent—are accounted for by other teaching and research institutions. Though major interest is shown by education (66 studies) and sociology (42 studies) departments, psychology departments are also not lagging behind much (31 studies). The departments like political science (2 studies), home science (2 studies), social work (2 studies) and even economics (1 study) departments are new entrants to the field.

Areas and Subareas Covered by the Studies

The 188 studies are classified into five major areas and several subareas mainly studied as shown in Table 2. However, a few studies secondarily deal with other subareas also. Such studies are discussed at relevant places.

The distribution of studies in different major areas indicates that social scientists in India have concentrated more on studying the relation of education with society and of the educational subsystem with other subsystems of society. Nearly half of the studies pertain to these two areas. Their second major interest seems to be the study of social factors behind educability; 36 out of 188 studies (19.2 per cent) are found in this area. The area of sociology of educational institutions has also received nearly as much attention; 18.6 per cent studies are found in this area. The study of problems has received the least attention yielding only 27 (14.3 per cent) studies.

I

EDUCATION AND SOCIETY

In any given society at any given time the decision regarding the type, quantity and quality of education depends partly upon the resources available and partly upon the social and political philosophy of the people. Poor and traditional societies are unable to develop even a programme of universal primary education. Rich and industrialized societies provide universal primary and secondary education and expand a broad-based programme of higher and adult education. Feudal and aristocratic societies emphasize education for a few, whereas democratic and socialist societies emphasize mass education and equalization of educational opportunities. Static societies emphasize conservation of culture and traditions whereas changing societies emphasize conservation of only the core culture, and in other spheres, emphasize preparation for change for the future. Thus, the needs and the goals of society and the beliefs and attitudes of adults influence education in many ways. The survey has yielded five studies in this area.

Indian traditional attitude towards sex role differences has been so much internalized that even the pre-school boys and girls differ in their sex role preference (Mehta, 1972) irrespective of their social class. The negative attitude towards education of girls still persists and gets reflected in the significant difference between the general attitude towards school of boys and girls (Satyarthi, 1979). A large majority of village people is still opposed to female education beyond puberty (Muthayya, 1972). Sex education cannot be introduced in schools as adult males having grown-up children have a negative attitude towards its introduction (Reddy, 1979). One study indicates how the foreign aid promotes the elitist nature of the existing educational system in India and facilitates brain drain (Sreenivasan, 1978).

The impact of education on society can be studied by examining the extent to which the educational system of a given society fulfils its major functions: the functions of socialization and advancement of knowledge. The educational system is expected to socialize the younger generation by developing in them desirable skills, knowledge, attitudes, values, behaviour, etc., needed for the society. It is also expected to advance the existing knowledge. Education and advancement of knowledge drew a blank as in the Second Survey. On the other hand a much larger number of studies (23) have been reported in the subarea of Education and Socialization.

These studies examine the socializing influence of education by studying modernization in the attitudes, values and behaviour of students, teachers and other adults in urban, rural as well as tribal areas. Pant (1981) finds that education has reduced the feeling of inferiority and hesitation among the Muria school students of Bastar to some extent.

College and university students have been studied by Saxena, (1972). Thakar (1975), Saxena, (1976), Mookherjee (1977), Bhushan (1979), Agarwal, Gandhi, Reddy and Thambidorai (all in 1980) and Prajapati (1982). The studies reveal that the students still stand midway between tradition and modernity. Though

the core values pertaining to the joint family, the caste endogamy and religious beliefs and practices continue to hold their sway, a number of changes are evidenced in peripheral areas of students' life. The urban and upper strata evidence greater change than the rural and lower classes and the boys more than the girls.

Only one study (Chilukala, 1981) is reported regarding college and university teachers. They are observed to be forward-looking in economic, political and social spheres; however, religion and faith in God still occupy an important place in their lives.

A new feature of examining the impact of education on the adults has been noticed in the present studies. As many as 11 studies by the Demographic Research Centre (1970), Fatima (1975), Seetharamu (1977), Singh (1978), Bhargava (1979), Sarkar (1979), Agarwal (1980), Ahmad (1980), Sudhirkumar (1980), Sen (1982) and Singh (1982) have examined the impact of education on the male and the female adults of different religious groups. The studies have drawn samples from the urban areas of U.P., West Bengal and Delhi, the rural areas of U.P., Karnataka and Manipur and the tribal areas of Bihar and Nagaland. The studies find that education is positively associated with increased social participation, developing bonds of friendship, transcending bonds of caste and religion, greater responsiveness to developmental programmes, and the acceleration of population welfare programmes, favourable attitude to family planning, greater adoption of family planning methods and reduced family size.

Only one historical study (Kuzhippallil, 1981) has been reported. It studies the impact of the Catholic Mission on education, literature and social life of N.E. India during 1890-1980. It reveals missionaries as the chief agents of exploration, establishment and expansion of education in the area and important contributors to the development of Assamese, Garo, Manipuri, Mikir and different Naga languages.

II

EDUCATION IN RELATION TO OTHER SUBSYSTEMS OF SOCIETY

The distribution of 61 studies in this area indicates that the relationship between education and religion has not yet drawn the attention of social scientists. The relation of education with economy and with polity has also not been studied by many. The interest in the study of education with stratification seems to have increased as indicated by 17 studies in this area. However, most of the studies (41 out of 61) have concentrated on the minority and backward groups like the scheduled castes and the scheduled tribes. This may be because of the readiness of institutions like the ICSSR and the NCERT to give priority to finance research in such fields as well as the increased awareness among the groups themselves regarding their problems.

Education and Economy

Industrialization in India is changing the occupational structure, which, in turn, is influencing the educational system to function as an agent for the supply of needed trained manpower. Formal educational qualifications are required for entry into various professional, administrative and other white-collar occupations. It becomes necessary to study the problems of allocation of scarce resources to different levels of education, the quantity of manpower output required in relation to the needs, and also to discover the social determinants of both its quantity and mobility. Some of the educational and sociological implications of these developments in the West have been studied by Drucker (1959), Floud (1956), Halsey (1962) and others.

In India, this area has not received much attention. The present survey has yielded only one study (Shah, 1978) in this area. It deals with the urban educated unemployed and locates a strong resistance among the upper and the middle classes to jobs in rural areas and attachment to family as factors inhibiting mobility and creating unemployment.

Education and Polity

Though a beginning has been made to study this area and some pioneering work has been done and reported by foreign social scientists (Rudolph and Rudolph, 1972), the field has not yet drawn the attention of Indian social scientists. Such subareas as the nature and extent of the State's control over education, the social factors behind educational policy decisions and the allocation of resources, the role played by the political elite in education and their implication for the educational process are yet to be explored. Even the politicization of the younger generation has not received adequate attention. Only two studies by Siqueira (1980) and Honap (1981) have been reported in this survey, the former on the political socialization of college boys and the latter on college girls. Though most of the college students are politically involved, boys are found to be more involved than girls and the poor and the middle classes are found to be more involved than the rich.

Education and Stratification System

In modern societies education performs the function of selection of persons for different social and occupational statuses. As a result, the study of the educational achievement of various socio-economic groups becomes important. It also necessitates the study of the social origin and background of non-student youths as well as of teachers and controllers of the educational system at different levels. Some notable studies in this area are those of Glass (1954), Floud (1954) and Marshal (1962). Research in this area has been influenced by egalitarian ideals, the objective being to find out the extent of achievement of the ideal of equality of opportunity and to discover the degree of discrimination that may be inherent in the system.

Seventeen studies have been reported in this area. Most of them examine education in relation to stratification and mobility among students. One study deals with school students from urban Gujarat (Sahani, 1961) and six with college and university students from Karnataka (Jayaram, 1976), Bihar (Sharma, 1978), U.P. (Lal, 1979), (Uniyal, 1979), Kerala (Mathew, 1979) and Jammu (Rasool, 1980). It is found that though urban school facilities are adequate, lower classes have been able to utilize them much less. A few higher castes and higher socio-economic status groups are largely dominant. Four studies (Singh, 1978; Sarkar, 1980 (2); Modi, 1981) deal with education and mobility. They report that education generates vertical mobility in rural as well as urban groups. As far as educational mobility is concerned, higher castes show greater mobility over a generation than the lower castes. On the other hand, a fall has been observed in the progress of literacy in rural areas specially because of the economic difficulties of the scheduled castes.

Two studies on out-of-school children, one of Tamil Nadu rural areas (Raj, 1979) and another of Bombay slums (Aikara, 1979) also reveal that a large majority of them belong to scheduled castes, scheduled tribes and other backward groups engaged in manual labour. Though their parents are eager to send them for training, their poor socio-economic conditions and unsuitability of the present formal schooling seem to be the main hindrances.

Two studies, one of rural secondary (Trivedi, 1961) and the second of urban higher secondary (Shaheen, 1973) teachers of U.P., find that the bulk of them come from middle and lower strata, are economically motivated and consider their job as only a stepping-stone.

Controllers of education are studied by none. However, two studies report on the impact of existing stratification on the educational system. The differing needs and resources of different strata in society throw up different types and qualities of educational facilities and thus help to maintain and even strengthen the existing social stratification. Rao (1977) finds that in Madras, the upper and the middle socio-economic status groups largely join private schools, whereas the lower status groups go to government and corporation schools. Patel (1978) finds that the quality of educational facilities and resources in slum areas of Delhi were very much inferior and inadequate as compared to those of the nonslum areas.

Education of Minority and Backward Groups

The largest number of studies (41 out of 61) are found in this subarea. Of these, four deal with the Muslims and the remaining 37 with the educational problems of the scheduled castes and the scheduled tribes. These studies also reveal the urge to find out how far the gap between the majority and the minority or between the scheduled and the non-scheduled groups has been bridged and the ideal of equality of opportunity achieved.

Education of Minority Groups

All the four studies on the minorities have dealt with the Muslims only. Two of them (Gupta, 1980; Qadri, 1981) have dealt with the utilization of educational facilities by the Muslims in some districts of U.P. It is found that though the Muslim enrolment at the primary stage was quite in proportion to their population, further on they were much under-represented. This was largely found to be due to parental illiteracy and low socio-economic status and observance of seclusion (purdah) by girls after puberty. Other factors like lack of adequate Urdu medium schools and books, religious overtones of some present textbooks and indirect bias displayed in favour of the majority community in co-curricular activities and school environment also contributed to it. The other two studies (Indukumari 1976; Rajwade, 1980) done in Kerala and Madhya Pradesh, respectively, find the education and the status of the Muslim women low due to absence of a favourable male attitude towards equality of sexes and a strong belief in the traditional housewife-role for women.

Education of Backward Groups

Of the 37 studies in this area, 20 deal mainly with the

scheduled castes (SC) and 17 mainly with the scheduled tribes (ST). Thirteen of the studies on scheduled caste deal with the educational problems of the SC school and college students (Nagraju, 1977; Gupta, 1978; Sharma, 1979; Aikara, 1980; Joshi, 1980; Chitnis, 1981; Khobragade, 1981; Prince, 1981; Rangari, 1981; Singh, 1981; Tripathi, 1981; Sharma, 1982; Singh, 1982). They cover most of the States. One study itself covers 15 States (Chitnis, 1981). Most of these studies report that the SC students have encouraging parents and that they have high aspirations. However, they are found lower than non-scheduled caste (non-SC) students in utilizing the available educational facilities, intellectual ability, school adjustment, participation in co-curricular activities, scholastic achievement, etc. The rates of non-attendance, stagnation and wastage are still higher among them. They still possess a feeling of inferiority and diffidence. They lack study facilities at home. Only the elite from among them has been able to show the ability to overcome the handicap of the segregated home environment and come up to the school, college and university level.

Observation of the school situation (Chitnis, 1981) reveals that the knowledge of the caste factor does affect the nature and extent of non-SC students' interaction with the SC students. This is found more in schools organized by the caste Hindus and missionaries than in the Municipal and Central schools.

A few studies (Tribhuvan, 1977; Pandey, 1979; D'Souza, 1980; Singh, M., 1980; Singh, R., 1981; Upadhyaya, 1981; Yadav, 1981) deal with the SC adults, their social origins, educational achievement, inequalities of education among them, awareness about schemes for their progress, mobility, etc. Inter-sex, inter-caste and inter-State disparities in educational advancement are also observed. They reveal that the higher castes and better-off among them have taken more advantage than the others. However, a large majority of them are found to be still backward. Social segregation and deprivation, illiteracy, poverty, domination of higher castes and ineffective government machinery are found to be responsible for their backwardness.

Nine of the 17 studies of the scheduled tribes deal mainly with the scheduled tribes (ST) school and college students (Agarwal, 1972; Mishra, 1975; Solanki, 1976; Bihari, 1980; Phadke, 1980; Masavi, 1976; Jha, 1981; Joshi, 1981; Singh, T., 1981). They cover Bihar, Gujarat, Kerala, Madhya Pradesh and Uttar Pradesh. Most of these studies report that though the aspirations of the ST students are high, they are found to be lower than the non-SC/ST students in utilizing available educational facilities, intellectual ability, school adjustment, participation in co-curricular activities and scholastic achievement. The rates of non-attendance, stagnation and wastage are very high. Their parents are apathetic and indifferent towards their education and their homes have no study facilities. Only the elite from among them has been able to come up to the school, college and university level.

A few studies of ashram and other schools in which the ST students study (Pratap, 1971; Naidu, 1973; Desai, 1981; Kapadia, 1980) in parts of Andhra Pradesh, Gujarat and Orissa reveal that in terms of curriculum, teaching methods and attitude of teachers, they are inadequate and unsuitable to the needs and capabilities of the ST students. In some regions there are no school facilities at all and in some others they are inaccessible. A study of the present school textbooks (Solanki, 1977) reveals that though they highlight certain positive aspects of the tribal culture, they do not sufficiently cater to the special needs of tribal children. The schemes for their educational progress (Solanki, 1977) are found to be inadequate and improperly implemented. Pratap (1972) and Phadke (1981) deal with the problem of employment and find that some of the educated ST students have become mobile.

However, inter-sex, inter-tribe and inter-State disparities in their educational development have been noticed and a very large majority of them have been found to be still backward. Their socially segregated existence, parental apathy, utter poverty, the need of children in household work and economic activity, illiteracy, inappropriate and inadequate government policy, etc., are found to be responsible for their backwardness.

Both the scheduled castes and the scheduled tribes feel that though the policies and privileges have benefited them greatly, much remains yet to be done. They still cling to the protection and favour continuation, improvement and effective implementation of the government policy of protective discrimination.

III

SOCIAL FACTORS BEHIND EDUCABILITY, MOTIVATION, PERSONALITY DEVELOPMENT, ACTIVISM

It has been now recognized that educability, performance, personality development, activism, etc., of different socio-economic and cultural groups are

influenced by their society-acquired motivations, attitudes and aspirations as well as by the social climate of the educational institutions to which they have access. This subarea includes studies examining the influence of such factors as family environments, caste and socio-economic status, and their rural-urban residence, peer group influence, and influence of religion. Some of the important contributions to this subarea came in the early period from Warner (1946), Davis (1948) and Hollingshead (1949) and later from Sewell (1956), Floud (1957), Strodsbeck (1959) and Nisbet (1962).

Thirty-six studies have been reported in this area. A few of them have reported more than one factor as related with the educability of children. Nine of these studies have found family environment to be correlated with the behaviour problems of children (Singh, M., 1976 and Das, 1982), occupational aspirations and value orientations (Pendharkar, 1977; Vasantha, 1977), activism (Sandhu, 1978), science talent (Vasantha, 1978), non-attendance and drop-out (Laxmi Devi, 1980), cognitive styles (Pushpavathamma, 1980) and scholastic achievement (Opal, 1979) of children.

Twenty-nine studies have reported caste and socio-economic status as correlated with educability of children. Only two of them find caste (Pendharkar, 1977, Vasantha, 1977) to be correlated with children's occupational aspirations and work value orientations. All the 29 studies reveal parents' socio-economic status as correlated with a host of aspects pertaining to children. It is found related with children's intelligence (Pandey, 1970; Moorjani, 1979; Singh, J., 1979; Zadoo, 1980), their need achievement (Kaur, 1980), cognitive styles (Pushpavathamma, 1980), self-concept (Saxena, 1981), parent-children relations (Sharma, 1981), training in immediate/deferred gratification (Tiwari, 1976), educational and occupational aspirations (Jain, 1974; Pendharkar, 1977; Moorjani, 1979), positive personality development (Moorjani, 1979; Zadoo, 1980), levels of moral judgement (Kalra, 1978), intensity of adolescent problems (Sudha, 1977), non-attendance and drop-out (Laxmi Devi, 1980), school attitude and adjustment (Ushasri, 1978; Saxena, 1981), observance of school discipline (Siddiqui, 1976; Wangu, 1980), nature of behaviour problems (Singh, M., 1976), extent of TV viewing (Sekhavat, 1976), study habits (Nair, 1978; Saxena, 1981), importance attached to education (Sharma, 1978), scholastic achievement (Ushasri, 1978; Singh, J., 1979; Zadoo, 1980; Shah, 1981; Shivashankara, 1981) and activism (Sandhu, 1978; Tripathi, 1981; Aswal, 1982).

Six studies reveal correlation of the rural-urban residence of parents with the stunted growth of children (Sail, 1970), observance of school discipline (Siddiqui, 1976), school adjustment (Deb, 1980), study habits (Saxena, 1981), scholastic achievement (Singh, T., 1981) and activism (Tripathi, 1981). Peer group influence has been reported only in one study (Badami, 1975) which finds that the degree of peer group acceptance is positively related to school achievement. The influence of religion is reported in only two studies; one (Jain, 1974) finds religion related with students' aspirations for professional education and the other (Gupta, 1980) discovers religiosity of Tibetan students related with conservatism and positive personality development.

IV

SOCIOLOGY OF EDUCATIONAL INSTITUTIONS

Schools

The school has long been recognized as a social institution. Waller's (1932) study is the first qualitative study of the school as a social institution. However, precise and systematic studies of the organizational patterns of schools and their influence on learning are very few. The functioning of schools as selective agencies (Floud, 1957), the influence of school as an organization (Halpin and Croft, 1963; Barker and Gump, 1964; Corwin, 1966), the school as a social system of roles and relationships (Siegel, 1955; Gordon, 1957; Gross, 1958; Biddle; 1964) and the classroom as a social system (Flanders, 1960; Parsons, 1962; Biddle, 1964; Gump, 1967; Smith, 1968) have been studied to a certain extent. Educational innovations have also been studied by some.

The present survey has yielded 17 studies in this subarea. Only three studies deal with the school as a selective and socializing agency Roy Choudhury (1979) examines the impact of religious education on the secular concepts of pupils and teachers in Maharashtra; Seetharamu (1980, 1981) examines the utilization of school facilities by urban slum-dwellers and village people of Karnataka and finds that in both the cases lower socio-economic status of parents and family environment are responsible for their low utilization and high drop-out rate. Only three studies deal with the school as an organization. Pratap and Raju (1973) find the aided primary schools in some rural areas of Andhra Pradesh ill-organized in terms of management and inadequate in human and material resources resulting in poor student performance. Verma (1982)

finds improper role performance by adults and lack of adequate communication channels among and between them as major dysfunction in secondary schools of Delhi. Gupta (1981) examines coeducational schools and colleges and finds that female teachers had a better attitude towards students than male teachers; the study also reveals that the association and interaction of school teachers of different sexes was little and sex cliques were common, whereas at the college level there was more association of opposite sex teachers and sex cliques were rare.

As many as 10 studies deal with the school as a system of roles and relationships. Some of these studies deal with students and their interactions with teachers. Thakore (1972) examines student truancy and finds it associated with negative teacher attitudes, poor school adjustment as well as dissatisfactory family environment. Biswas (1977) finds that socially desirable characteristics contribute to interaction, acceptability and friendly relations among students. Gautam (1974) and Reddy (1981) examine the inter-and intra-group interactions of students and teachers.

Some others deal with teachers themselves. Chandra (1977) finds that teachers perceived their jobs as offering more independence and opportunities for social service than other professions. Purani (1979) examines the areas of consensus and difference between the perceptions of teachers and other role-definers regarding the teacher's role as a change agent. Roy (1975) finds that females take to primary school teacher's job more often than males. Gupta (1979) reveals that pupils, parents as well as teachers find that the female primary teachers had better teacher traits and attitude towards pupils. However, Sukhwal (1976) reveals that married female secondary school teachers took to their profession more for personal, social and economic reasons than for academic and professional reasons. Only one study (Joshi, 1980) is found in the area of the classroom as a social system; it tries to locate stars and isolates from among the students and find out their personal, academic and social characteristics.

Colleges and Universities

Sociological studies of higher education dates back to 1918 when Veblen attacked the conduct of universities by businessmen (1918). Max Weber's lecture on science as a vocation (1947) is also an important contribution to this subarea. Since then colleges and universities have been studied as selective agencies (Knapp, 1952), as socializing organizations (Stern, 1962; Pace, 1964) and as system of roles and relationships (Wilson, 1942; Merton, 1957; Caplow, 1958). In India, the attention of some social scientists seems to have been drawn to this subarea recently. The present survey has yielded 18 studies dealing with some aspects of this subarea.

Only two studies deal with colleges/universities as selective and socializing agencies. Jain (1977) examines the work value patterns of medical students; Sunderrajan (1977) investigates the impact of formal and informal instruction on the students of hotel management and catering technology in terms of values, attitudes and career commitment.

Only one study deals with colleges/universities as organizations. Sahgal (1980) studies co-educational and non-coeducational colleges and the impact of their differing environments on knowledge, values, behaviour and personality characteristics of students.

Nine studies examine the roles and relationships in the college system. Arora (1981) investigates the personality problems of the students in professional courses. Raj (1982) examines how caste rivalries in state politics percolate to the university campus, confuse the actors' role performances and disrupt the universalistic functioning of the system. Seetharamu (1982) examines the rural inmigrant students to higher educational institutions in urban areas and problems of their interaction with urban students and teachers and their adjustment to the system.

Two studies deal with truancy among college boys and girls in U.P. (Jain, 1969), and Madhya Pradesh (Munjal, 1979) and attempt to find out personal, institutional and familiar factors that are associated with truant behaviour.

Three other studies deal with the academic role performance of college and university teachers and modernization. Khanna (1980) found a great deal of modernization in the Jodhpur University teachers; a large majority of them had selected teaching as their first choice, worked for academic excellence, devoted more time to study and research and contributed to conferences and seminars. On the other hand, Ramanamma (1979) found quite a contrary situation with the Poona University teachers; a considerable proportion had taken to teaching as their second choice and performed their role without introducing any innovation. Tiwari (1980) also found lack of modernization among college teachers of Agra with respect to the methods of disciplining the students.

One study on the classroom as a social system (Cheema, 1981) examines some personal and social determinants of sociometric clique formation among

college boys. The subarea of innovations has only one study (Rao, 1980) which examines the introduction of some innovations in higher education and the factors that lead to their acceptance or non-acceptance.

Four studies deal with the student life and culture. Chitnis (1974) studies the problem of drugs on college campuses and examines the factors that lead the students to take to them and those that restrain them. Singh, S. (1978) examines the life of college students living in unapproved lodges built by profiteers in slum areas. Kurien (1979) focuses on the student life in the hostels and Lal (1981) covers their activities and behaviour in the student unions.

V

PROBLEMS

A few studies (27) dealing with specific problems like juvenile delinquency, student unrest, education of the handicapped and women's education have been classified in this area.

Juvenile Delinquency and Homeless Children

Seven studies (Sheth, 1957; Thomas 1970; Hamid, 1972; Khatoon, 1976; Chatterji, 1974; Reddy 1979; Shanmugam, 1980) have been reported on juvenile delinquency and two (Mhaskar, 1978; Dutta, 1982) on homeless children. The studies of juvenile delinquency have been done in seven different States. The delinquents are found lower in intelligence, poorer in performance, different in interest patterns and unrealistic in vocational aspirations. Unsatisfactory relations between family members, broken homes, lack of parental interest and supervision, too lenient or too dominant parental behaviour, too many or too little recreational facilities at home and in the neighbourhood, congested and crowded home conditions, slum neighbourhood, frequent movie attendance and uncongenial or difficult school subjects resulting in low achievement are found to be some of the factors associated with delinquency. The only study on orphans finds the economic conditions and carelessness of parents and the remarriage of either parent as the major sources of orphanhood. Negative personality characteristics, absence of positive outlook on life, neurosis and insecurity, pathological habit disorders and tendency of retarded growth are found in them. The second study (Mhaskar, 1978) surveys the institutions for homeless children in Maharashtra and finds them inadequate in terms of staff and finance.

Student Unrest and Activism

Six studies (Syed, 1974; Saxena, 1976; Pande, 1978; Chaturvedi, 1981; Sinha, 1981; Wadhwa, 1982) have been reported on student unrest and activism, five from Uttar Pradesh and one from Himachal Pradesh. All the six pertain to university and college students. The main focus has been on the study of academic and social background of the student leaders and followers and the assessment of the views of administrators, teachers, students, guardians and political party and community leaders. The student leaders are found largely belonging to higher castes and higher and upper middle classes, and largely have low academic performance. The participant students are found to belong to low socio-economic status with low academic performance. The major factors behind unrest are found to be political (high politicization of student leaders, vested interest and support of political parties and instigation by politically oriented teachers), economic (growing educated unemployment and consequent feeling of insecurity and frustration), administrative (unsympathetic and indifferent handling of student matters by authorities) as well as academic (lack of adequate teacher-student contacts, overcrowded classroom, poor hostel facilities and higher academic demands than could be met).

Education of the Handicapped

Five studies are reported in this area—three on the mentally retarded children and two on the blind and/or deaf children. Ishtiaq (1973) found most of the mentally retarded children as having an unfavourable parental attitude and behaviour (harsh treatment, strict discipline, scolding and neglect) towards them. Ankolvi (1980) in his survey of special schools for the mentally retarded in Maharashtra found that though a majority of teachers were untrained, the education provided had a positive effect on the children. Ghatak (1980) examined the role of family in the improvement or deterioration of the mentally retarded children and found that it is significantly associated with positive or negative parental attitudes towards them. The two studies on the blind and/or deaf (Bhalerao, 1975; Williams, 1981) also found that the public acceptance of such children by the parents goes a long way in their adjustment in school.

Women's Education

Seven studies have been reported in this area. Urban parents were found to have a better attitude towards

female education (Gondhalekar, 1975) than the rural parents. Women belonging to different status groups, with different levels of education, married and unmarried and employed and unemployed women differed in their objectives behind continuing their education (Gondhalekar, 1975; Sharma, 1980). A majority of educated women perceive household responsibilities and bringing up children as barriers thwarting their learning desires (Sharma, 1980). Working women are found to have a better self-concept and greater satisfaction than the domestic women (Gayatri, 1980). However, educated unemployed women are found to use their education in performance of their domestic role and feel that their education is not wasted (Solomon, 1978). Basavakumariah (1980) reports the spread of education among women in rural areas and reveals that education has improved women's status not only in family and kingroup but also in social, economic, political and religious spheres. However, by and large, rural areas have still remained backward in female education because of the negative parental attitude, a strong belief in the traditional role of women and poverty (Dutt, 1979).

Concluding Remarks

The survey on the whole reveals several gaps. Among the major areas, the interest in the relation of education with other subsystems of society and with wider society continues to dominate, whereas the study of educational institutions has not yet received sufficient attention. Within the major areas, some subareas such as the impact of education on the advancement of knowledge and technology, the relation of education with religion and educational innovations have almost drawn a blank. Several subareas have drawn very meagre attention, e.g., the relation of education with economy and polity, the influence of peer group and religion on the educational motivation, the aspirations and achievement of pupils, the organizational properties of educational institutions, the classroom as a social system, etc. These have been just touched. Many more studies are yet needed for drawing any meaningful generalization in these areas.

The research reports reveal that the other teaching and research institutions (OTI & RI) and all the departments of universities barring psychology departments have shown much greater interest in studying the relationship of education with the wider society and its other subsystems. On the other hand, the psychology departments have shown greater interest in examining the social factors behind educability, motivations, etc., of students. The area of sociology of educational institutions has drawn more or less equal but yet limited attention from all the agencies.

As far as research methodology is concerned, the usual methods of social science research have been used in the studies reviewed. The questionnaire forms the most popular data-gathering device followed by the interview. The other tools used are standardized tests, inventories and rating scales. A large number of studies have used secondary sources of information and only a few studies have tapped the primary sources.

The use of simple descriptive statistics is most common in data analysis and examination of hypotheses. About 15 per cent of the studies have used correlational techniques, regression analysis and other multivariate techniques of analysis. It is interesting to note that studies completed in the departments of sociology of universities have used simple percentages and qualitative techniques whereras studies completed in the departments of education and psychology have used sophisticated statistical techniques in their studies.

The case study is an important approach and method to study in-depth any social science research problem. Social scientists undertaking research in the area of sociology of education cannot afford to neglect this important approach, specially in the studies of institutions, innovators and innovations. Such studies would provide much insight into education, social institutions and individuals and their mutual interactions.

The identification of problems in the context of national and social relevance remains the major problem before social scientists and from this weakness arises other shortcomings in research in the sociology of education.

ABSTRACTS : 85-335

*85. ACHARYA, P., *Education and Agrarian Relations: A Study of Four Villages in West Bengal*, IIM, Calcutta, 1982 (ICSSR-financed)

The objectives of the study were: (i) to study the nature and extent of non-participation, and (ii) to identify structural, attitudinal and motivational factors for non-participation of the weaker sections of the rural community in the programme of education in the country.

The study covered four villages in two secondary school areas of two districts of West Bengal, Bankura and Malda, where literacy rates were below the State average. The study was conducted in two phases. In Phase I, a schedule for socio-economic survey of households in the areas as well as schedules for studying schools, students, non-enrolled children of the age group 6-11, teachers of primary schools and members of school committees were prepared; for the second phase a questionnaire was used. The first part of the questionnaire was for all strata of the rural society, the second part was for the upper strata while the last part was for the lower strata of the rural community. Observation was also used as a technique for data collection.

The main findings of the first phase indicated: (i) In the age group 6-11, 50.49 per cent children were non-enrolled while in the 6-16 age group the percentage was 55.83. (ii) The literacy and enrolment declined steeply with the hierarchical order of the rural society. (iii) Of the non-enrolled, in the age group 6-16, 25.17 per cent belonged to agricultural labourers, poor peasants and lower middle peasant families. (iv) Participation of the lower classes of the agrarian society in organising education for the area was negligible. (v) The textbooks at the primary level were irrelevant and the school atmosphere generally uncongenial to the lower agrarian classes. (vi) Most respondents from the higher strata, *jotedars* and rich peasants, opposed the introduction of universal compulsory elementary education even though 100 per cent and 84.31 per cent, respectively, of their children were enrolled. The opposition stemmed from fear of losing child labour, threat to traditional authority pattern with its effect on labour relations, likely demand for higher wages and on exposure to education the labourers might not be willing to work as agricultural labourers. (vii) Agricultural labourers, poor peasants and lower middle peasants were also not inclined towards universal and compulsory education since 92.23 per cent had non-enrolled children gainfully employed or engaged in household work and 41.11 per cent lacked interest in education for fear that their children would not be willing to work after receiving education or that employers would not be willing to employ them. (viii) Some respondents from the lower strata felt that with the implementation of compulsory education their total income would rise as employers would be forced to employ adult labour on non-availability of child labour. (ix) The higher strata of society, teachers, leaders of village institutions and government officials were not instrumental in creating awareness for education among the lower strata; the lower strata believed that they were either against or were reticent about their education.

86. ADHIKARI, G.S., *A Study of Attitude towards National-Defence and Social Values as Resultants of Socio-economic Status and Sex*, Ph.D. Psy., Kum. U., 1981

The major objectives of the study were: (i) to study the attitude of rural and urban students towards national defence, (ii) to find out the relationship between national defence and socio-economic status (SES), (iii) to identify the social values of subjects in relation to their attitude towards national defence, and (iv) to understand the relationship between sex and national defence attitude.

A sample of 690 students was chosen randomly from recognized high schools and intermediate colleges of Kumaun region. The sample consisted of urban boys (UB, 135), urban girls (UG, 147), rural boys (RB, 341) and rural girls (RG, 67). The National Defence Attitude Scale (NDAS), SES and measurement of study of values were administered among sample subjects to collect the data which were analysed with the help of mean, S.D. and t-test.

The main findings were: (i) No significant difference was found between the rural and the urban students in the area of national defence attitude. (ii) The students coming from different SES strata were found to be almost similar in their attitudes towards national defence. (iii) No remarkable difference was identified in the level of national defence attitude of RB and RG as well as of UB and RG. (iv) A significant difference in the mean national defence attitude scores of RB and UG and similarly of UB and UG was found. (v) The rural and the urban boys of all groups of SES (high, moderate and low) were more or less similar in their social values. (vi) Similarly subjects belonging to different SES groups had shown negligible difference in their social values whereas in case of RG a significant difference between

high and moderate as well as between high and low SES groups was identified. (vii) RB of low and moderate SES groups had shown differences in their aesthetic and religious values but were found to be almost similar in the area of political, economic and theoretical values. (viii) RB of high and low SES groups differed only in the area of theoretical and aesthetic values while no remarkable difference in the area of social values was identified between high and moderate SES group rural boys. (ix) No significant differences in the social values (related to all the five areas) of UB belonging to low and moderate as well as to high and low SES groups were found.(x) The difference between high and low SES group UB was found to be significant only in the area of theoretical values. (xi) The comparisons in the social values of RG of high and low SES groups as well as of low and moderate SES groups had not shown any significant differences but a significant difference between moderate and high SES groups was found in their political values. (xii) UG of high and moderate SES groups were found to be almost similar in all the five areas of social values whereas a significant difference between low and moderate as well as of high and low SES groups was identified in the area of economic values.

87. AGARWAL, H.N., *Wastage and Stagnation in Mahendragarh T.D. Block — a Survey Report,* Tribal Research and Development Institute, Bhopal, 1972

The objectives of the project were: (i) to identify the quantum of wastage and stagnation in primary schools, (ii) to locate the casual factors of wastage and stagnation in primary schools, and (iii) to suggest remedial measures so that educational improvements, both qualitative and quantitative, could be brought about.

Data were collected on 736 SC/ST students from all the schools in Mahendragarh block. Data were also collected from 124 persons, out of which 24 were teachers (17 trained, 7 untrained), 60 parents (20 each of low, middle and high income group), and 40 persons from the community consisting of 20 non-tribals and 20 tribals. The whole process of collecting information was done in two different phases. In phase I, two separate proformas were used to gather information from tribal and non-tribal group/cohorts. Proforma I contained questions regarding the number of pupils who left with TC and the number of pupils who passed and joined the next class. In Proforma II questions were framed to collect information relating to the number of attempts in which pupils of a cohort passed a particular class. For Phase II a separate questionnaire was designed and administered. The opinions of teachers, parents and community members were also obtained to indicate possible causes leading to wastage and stagnation. Before administering the questionnaire it was tried out as a pilot study to remove the errors and the ambiguities. After the pilot survey, necessary alterations were made in the final version of the questionnaire.

The major findings of the study were: (i) Wastage rate was above 98 per cent in the primary stage (Classes I to V) in government schools (tribal) and the Tribal Welfare Department schools. The overall percentage of wastage in all categories of schools was 91.53 at the primary stage. (ii) Rate of wastage was highest in Class I (60.71 per cent), and lowest in Class V (17.91 per cent). In Classes II, III and IV, the rates were 41.69 per cent, 34.52 per cent and 36.36 per cent, respectively. (iii) Indices of stagnation were 34.66 per cent in Class I, 17.34 per cent in Class II, 3.39 per cent in Class III and 7.59 per cent in Class IV. (iv) More than 70.00 per cent of the respondent teachers, parents and community members believed that students dropped out from schools because their parents did not feel the necessity of education, and parents were indifferent towards education. They did not get enough time to study because of household work, parents lived in poor social environment, parents were in heavy debt, parents were drunkards, parents were too poor to provide clothing, parents needed their support to earn, parents were superstitious, family members were illiterate, there was lack of community participation, students lacked interest in education, they had low intelligence, they were poor in studies and study habits, the students were either married or engaged for marriage, they were needed at home to look after youngsters, and they were in the company of bad children. (v) Teachers as a group opined that students dropped out of schools because of high pupil-teacher ratio; textbooks and the curriculum were not adjusted to the needs and capabilities of students; reading material and other teaching materials were not available, and teachers remained busy in official duty.

***88.** AGARWAL, R., *A Study of Self-disclosure and Academic Achievement as related to Self-concept and Parent Child Relationship among Major Castes with special reference to Girl Students,* Ph.D. Psy., Agra U.; 1982

The major objectives of the study were: (i) to study

caste differences in self-disclosure, (ii) to study caste differences in self-concept, (iii) to study caste differences in academic achievement, (iv) to study caste differences in parental acceptance, (v) to study caste differences in parental rejection, (vi) to study the relationship between self-disclosure and self-concept, (vii) to study the relationship between self-disclosure and parental rejection, (viii) to study the relationship between self-disclosure and parental acceptance, (ix) to study self-disclosure and academic achievement, (x) to study the relationship between self-concept and parental acceptance, (xi) to study the relationship between self-concept and parental rejection, (xii) to study the relationship between self-concept and academic achievement, and (xiii) to study the relationship between parental acceptance and academic achievement.

The study was conducted on a sample of 600 girl students (18 to 24 years) from different castes, namely brahmins, kshatriyas, vaishas and scheduled castes. From each caste 150 girl students were selected . The investigator used the following tools: Sinha's Eighty Item Self-disclosure Inventory, Swatva-Bodh-Parikshan (A test of self-concept, in Hindi version) by Sherry and Verma, marks for high school examination as an index of academic achievement.

The findings of the study were: (i) There were statistically significant caste differences in self-disclosure. Kshatriya, brahmin and vaish girls were higher in self-disclosure than the girls belonging to scheduled castes. Kshatriya girls revealed themselves in a very different manner. Brahmin girls were lower in self-disclosure than vaish girls. (ii) There were statistically significant caste differences in self-concept. It was interesting to note that the girls belonging to scheduled castes had lower self-concept than kshatriya , brahmin and vaish girls. The self-concept of kshatriya girls was found on the top of the hierarchy. Vaish girls had higher self-concept than brahmin girls. (iii) There were no significant caste differences with regard to academic achievement. The girls belonging to scheduled castes were low achievers than kshatriya, brahmin and vaish girls. Kshatriya girls obtained highest marks in this respect and vaish girls were higher achievers than brahmin girls. (iv) There were no significant caste differences with regard to both dimensions of parent-child relationship, viz., parental acceptance and parental rejection. (v) There was a positive relationship between self-disclosure and self-concept. The higher the self-disclosure, the higher the self-concept and *vice versa*. (vi) There was a positive relationship between self-disclosure and parental acceptance. Accepted children disclosed themselves more freely than rejected children. (vii) There was a negative relationship between self-disclosure and parental rejection. Parental rejection inhibited children to communicate with each other. (viii) There was a positive relationship between self-disclosure and academic achievement. (ix) There was a positive relationship between self-concept and parental acceptance. (x) There was a negative relationship between self-concept and parental rejection. (xi) There was a positive relationship between self-concept and academic achievement. (xii) There was a positive relationship between academic achievement and parental acceptance and a negative relationship between academic achievement and parental rejection.

89. AGARWAL, S., *Compassion and Compulsion amongst University Youth—a Cross-Cultural Approach*, Ph.D. Psy., Luc. U., 1980

The objectives of the study were: (i) to ascertain the degree of compassion amongst university students in India, (ii) to study intra-cultural differences in compassion as related to certain sociological variables such as sex, religion, caste, income, job preferences and party affiliation, (iii) to determine cross-cultural differences in compassion-compulsion, and (iv) to observe the eastern and western variation in compassion. The hypotheses were : (i) The university youth will be more compassionate than compulsive. (ii) Females will be more compassionate than males. (iii) Muslims and Hindus will be equally compassionate. (iv) Inter-active effects of sex and religion will be observed on compassion. (v) Significant differences in compassion-compulsion will be revealed as a function of caste. (vi) Compassion-compulsion will vary as a function of social class. (vii) Job preferences will have significant effect on compassion. (viii) Party affiliations will reveal significant differences in compassion. (ix) Cross-cultural variations will be revealed in compassion. (x) Significant differences will exist between the east and the west, with respect to compassion. The sample comprised 555 students, both male and female, of undergraduate classes, belonging to four major universities of Uttar Pradesh, viz., University of Lucknow, University of Gorakhpur, Aligarh Muslim University and Banaras Hindu University. The choice of the universities and local colleges from where the sample was drawn was made keeping in view their denominational character, to ensure adequate number of subjects belonging to the two major religious groups, Hindus and Muslims. A Hindi adaptation of Canadian Peace Research Institute (CPRI) Q-71, originally designed by

William Eckhardt, was used. The data were analysed by employing t-test.

The findings were: (i) Indian students were compassionate but of low degree, although on the personality subscale of compassion, they tended to be compulsive, while ideologically they were definitely compassionate. (ii) Indian women were found to be more compassionate than men, exhibiting the same pattern of personal compulsion and marked ideological compassion. (iii) Caste did not produce significant differences in compassion although on the personality dimension of compassion, vaishas were found to be significantly more compassionate than brahmins and kshatriyas. (iv) Students belonging to a higher income group were significantly more compassionate than those belonging to a comparatively lower income group. Further, higher income group students were significantly less compulsive than those belonging to the lower economic strata. (v) Students who had faith in the political ideologies of Congress (R) (the ruling party in 1976) were significantly more compassionate than those belonging to other parties. (vi) The students from the east were found to be compulsive while those from the west compassionate.

90. AGARWAL, M., *A Study of the Impact of Education on Social and Cultural Modernization of Hindu and Muslim Women*, Ph.D. Edu., Kur. U., 1980

The major objective of the study was to analyse the extent to which education had been successful in inducing a change in the attitudes of Hindu and Muslim women towards social institutions, practices and traditions like marriage, family, women's status, education, religion and caste.

The sample consisted of 300 Hindu and Muslim women belonging to middle income group, from the urban areas of Delhi. There were two age groups, 17 to 25 years and 40 to 60 years. The women belonging to the first age group were all educated while the women belonging to the older age group were both educated and uneducated. In this way there were six groups of women, in each of which there were fifty individuals. To measure the attitude of women regarding the various aspects of social and cultural modernization an attitude scale was developed on the basis of Thurstone's equal appearing interval technique. The attitude scores were analysed through 2×2 analysis of variance technique which was separately computed for each section of the attitude scale. Besides, chi-square analysis was used for each statement of the scale for further probing.

The findings of the study were: (i) Education played a very important role in changing the attitudes of women to various social practices and traditions. (ii) Religion influenced the attitude to a great extent. Muslim women emerged as being more conservative than Hindu women. (iii) Age gap did not make any significant influence on the thinking of the women. (iv) The chi-square analysis indicated that in certain areas the educated women exhibited modern views whereas in others they were as traditional as their uneducated counterparts. (v) Women belonging to nuclear families were more modern than those belonging to joint families in the case of Hindus, whereas no difference was indicated between the two groups in the case of Muslim women. (vi) Educational status of fathers/husbands did not influence the modernity level of Indian women. However, it was concluded that traditions had a very strong pull among both Hindu and Muslim women.

91. AHMAD, A., *Factors in the Attitude Formation towards Democracy*, Ph.D. Psy., AMU, 1965

The study aimed at identifying the factors in attitude formation towards democracy. The sample comprised 192 university students spread over the whole range of university training from the pre-university class to the M.A. final class. Three scales, namely, Non-violent Non-cooperation Attitude Scale (Roy Chowdhury and Ahmad), Eysenck's Inventory of Social Attitudes, and F (fascism) Scale (Adorno) supposed to measure democracy in an indirect way, were used to collect data. To study the attitude formation in the present investigation, certain factors assumed to influence the formation of attitude towards democracy, were chosen under direct criterion and indirect criterion on the basis of which the sample was drawn. Three factors, namely, age, sex and birth order were called factors under direct criterion. In addition, other socio-economic factors such as locality, religion and caste, and economic status of the parents were called factors under indirect criterion. Under direct criterion, the age groups were divided into middle, as control group, and the extreme bottom and extreme top as the experimental groups. The stimulus was substituted by the university training and passing of an era under the same socio-cultural atmosphere of the nation. The phi- technique was used to study attitude formation towards democracy with special reference to control and experimental groups selected under the age factor.

The findings were: (i) In the case of age, significant patterns of correlation were observed with reference to

authoritarian-submission, anti-interception, power and toughness and destructiveness and cynicism. (ii) In the case of sex, significant patterns of correlation were observed with reference to non-violent cooperation, radicalism-conservatism, fascism, conventionalism, authoritarian submission, authoritarian aggression, power and toughness, and destructiveness and cynicism. (iii) In the case of birth order, a significant pattern of correlation was observed with reference to non-violent non-cooperation. (iv) Matching age with educational standard, significant patterns of correlation were obtained with reference to radicalism-conservatism, authoritarian-submission, anti-interception, power and toughness, destructiveness and cynicism and projecivity. (v) As regards sex and locality, significant patterns of correlation were obtained with reference to non-violent non-cooperation, non-violent cooperation, violent non-cooperation, violent cooperation, toughness-tendermindedness, conventionalism, authoritarian aggression, destructiveness and cynicism, projectivity and sex. (vi) Relating sex with religion and caste, significant patterns of correlation were obtained with reference to non-violent non-cooperation, non-violent cooperation, violent non-cooperation, violent cooperation, radicalism-conservativism, toughness-tendermindedness, fascism, authoritarian submission, authoritarian aggression, superstition and stereotype, power and toughness, destructiveness and cynicism, projectivity and sex. (vii) In the case of socio-economic and locality factor, significant patterns of correlation were obtained with reference to non-violent non-cooperation, violent non-cooperation, destructiveness and cynicism and projectivity. (viii) In the case of socio-economic status, religion and caste factors, significant patterns of correlation were obtained with reference to non-violent non-cooperation, non-violent cooperation, violent non-cooperation, violent cooperation, radicalism-conservativism toughness-tendermindedness, conventionalism, authoritarian aggression, superstition and stereotype, power and toughness, and projectivity. (ix) In the case of socio-economic income factor, significant patterns of correlation were obtained with reference to non-violent non-cooperation, violent cooperation, radicalism conservativism, toughness-tendermindedness, authoritarian submission.

92. AHMAD, N., *Educational Opportunities and Socio-economic Changes among the Muslim Backward Classes, Non-Muslim Backward Classes and Scheduled Castes of Faizabad District during the Post-Independence Period: a Comparative Study,* Ph.D. Edu., AMU, 1980

The objective of the study was to find out the impact of education on attitudes towards certain social institutions, occupations, income, adoption of family planning, children's education, leisure-time activities and friendship patterns among Muslim backward classes, non-Muslim backward classes and scheduled castes.

An attitude scale constructed by the investigator was administered to a representative sample of 360 rural and 360 urban respondents. The urban and rural respondents were categorized into four groups on the basis of their educational status. Educational and occupational status was converted into numerical values with the help of Kuppuswamy's Socio-Economic Status Scale. Pareek and Trivedi's scale served to convert caste groups into numerical values.

The major findings of the study were: (i) Education exerted a favourable influence in changing the attitudes of both the rural and the urban respondents of the three communities towards social institutions like family, religion, marriage, caste, education, status of women and family planning. (ii) Muslim backward classes were more conservative than non-Muslim backward classes and scheduled castes. (iii) Rural Muslim backward classes were more conservative than urban Muslim backward classes but there was no significant difference between the attitude of rural and urban non-Muslim backward classes and scheduled castes. (iv) There was a positive correlation between educational status and education and income of the three communities, and was highest for scheduled castes. (v) The average of scheduled castes was significantly higher than that of non-Muslim backward classes and Muslim backward classes of similar educational status. (vi) Urban Muslim backward classes spent more on the education of children than rural non-Muslim backward classes and scheduled castes. (vii) Educational status helped in the development of the bonds of friendship transcending the barriers of caste and colour.

***93.** AHMED, S., *An Empirical Study of the Effect of Socio-cultural Disadvantage on Intellectual Growth among Eastern U.P. Students,* Ph.D. Edu., Gor. U., 1978

The major aims of the study were: (i) to construct a School Deprivation Scale for determining the socio-cultural and academic status of the institutions, (ii) to find out the cumulative effect of the various facets of advantaged or disadvantaged home backgrounds on specific aspects of intellectual functions, (iii) to find out empiri-

cally the behaviour effects of disadvantaged home environment coupled with advantaged school atmosphere on the student's intellectual development, and (i) to discover the effects of advantaged home environment versus disadvantaged schooling on intellectual functions.

The sample consisted of students of Classes VII to IX and XI from five intermediate colleges of Gorakhpur and Lucknow selected from among a total of 140 intermediate colleges.

The analysis of the data revealed that in spite of selecting students from a wide range of family status, the difference was found to be significant in favour of the moderately advantaged group on general mental ability. In comparison to the disadvantaged home students, advantaged students were also found to excel in verbal and non-verbal tests of creative thinking. Similar significant differences were observed in verbal learning and scholastic achievement also. As far as the effect of the school background on cognitive functions was concerned, all the students of advantaged school performed better than those studying in disadvantaged school. The difference on verbal learning ability between the advantaged and the disadvantaged home students was minimum at higher grade level. In the case of scholastic achievement and verbal or non-verbal tests of creative thinking, the difference between the two groups at all the three grade levels was found constant.

94. AICH, D.K., *Development of Education in Bengal and Its Social Impact, 1854-1882,* Ph.D. Hist., Rabindra Bharati, 1976

The primary objective of the study was to provide an account of the major developments in the sphere of education and to trace their impact on social life. The survey method was followed and the entire province of Bengal formed the field of study. A number of questions were posed and an endeavour was made to seek answers to the questions.

The findings of study were: (i) Modern Bengal came into existence in the nineteenth century and the western education played a substantial part in building modern Bengal. (ii) While the Hindus took much care in the establishment of institutions to benefit from the western education, the Muslims showed great interest in the foundation of *maktabs* and *madrasas* to extend Islamic learning, which largely played a part to widen the gap between the two major communities of Bengal. The net result was the lack of communal harmony. (iii) The beneficiaries of the western education were mainly the upper caste Hindus. Less was done for the extension of mass education. (iv) The most striking feature was the growth of women's education. The Brahmos and the missionaries did a lot for its expansion and improvement. (v) Education was not job-oriented. Emphasis was laid on bookish higher education; education was city-centred. Except law other professional higher studies were neglected. (vi) The impact of the western education was wide. (vii) There was hardly any diffusion of education among the masses. Mass movement could not be organized and none of the reform movements had any mass character. The social life in rural Bengal had hardly changed. People had little share in the new developments.

95. AIKARA, J., *Educating Out-of-school Children: a Survey of Dharavi Slum,* Unit for Research in the Sociology of Education, Tata Institute of Social Sciences, Bombay, 1979

The objectives of the study were: (i) to have a preliminary idea about the magnitude of the problem of out-of-school children of the school-going age, (ii) to find out the causes of the problem, and (iii) to explore the possibilities of introducing a programme of open learning that would take care of the educational needs of the out-of-school children.

A 20 per cent random sample of the out-of-school children and 5 per cent random sample of the in-school children was drawn for the purpose of interviewing parents/guardians.

The major findings were: (i) The out-of-school children had a relatively poorer educational, occupational and economic background compared to their counterparts in school. (ii) Poverty and poor educational background stood out as the main reasons for drop-out and failure to enter school. (iii) By and large, the parents of the out-of-school children were eager and willing to send their children to an educational programme that would be suitable and convenient to them. (iv) An educational programme that combined literacy with vocational training seemed to be most acceptable. (v) About two hours in the evening appeared to be the most suitable time for the new educational programme. (vi) The parents of the majority of children wanted the medium of instruction to be the mother tongue.

96. AIKARA, J., *Scheduled Castes and Higher Educa-*

tion — a Study of College Students in Bombay, Unit of Research in Sociology of Education, Tata Institute of Social Sciences, Bombay, 1980

The objectives of the study were: (i) to find out the rate of stagnation and drop-out among scheduled caste (SC) students to investigate its reasons and post-drop-out situation, (ii) to understand the situation of S.C. college students, and (iii) to compare scheduled caste and non-scheduled caste college students, and scheduled caste students in different colleges.

In the sample for the study of the situation of the scheduled caste students, one college each from arts and science, commerce and law run by the government and by the organizations committed to the education of the weaker sections was selected. Besides, government college of medicine and engineering and two other private colleges were included in the sample. A questionnaire was mailed to all those scheduled caste students of the ten sample colleges who had met with stagnation or dropped out during the period of five years from 1968-69 to 1972-73, of which 52 per cent responded. The sample for studying the nature of educational problems of the scheduled caste was drawn through stratified random sampling where stratification was done on the basis of the performance of the students in the university examinations of the previous year.

The major findings were: (i) In comparison with the non-scheduled caste students, the scheduled caste students were found to be inferior in almost every aspect—in socio-economic and academic background and in performance and progress in studies. (ii) The students studying in the government colleges had a superior background and better performance record than those of private colleges. (iii) There had been a very high incidence of stagnation and drop-out among the scheduled caste students.

***97.** ALTBACH, P.G., *Student Politics in Bombay*, Asia Publishing House, London, 1968

The objectives of the study were: (i) to describe accurately and in detail student activity and aspects of student life and of society which might have bearing on student organization and movements in Bombay, and (ii) to consider the much-discussed phenomenon of student indicipline in its various manifestations, as well as the more permanent student political, social and cultural groups.

The study focussed on a small area which could be considered to exemplify many of the problems and developments in the subcontinent as a whole. Therefore, the city of Bombay was selected for the study, as it was a relatively compact area which showed many characteristics of modern society. Besides being a key commercial centre and industrial city, its student population had taken an active part in the various campaigns of the nationalist period. While most of the data were collected by referring to various documents pertaining to the political and educational development of Bombay, a case study of communal student organizations along with necessary field-work and interviews was conducted.

The major findings were: (i) One of the major changes in the student movement had come with the divorce of student politics from national politics in India. While at one time students played an active, and at times important, part in the broader political arena of Bombay, they no longer took a direct interest in politics. Academic issues and grievances relating directly to inadequate academic programmes, economic insecurity or bad living conditions had not motivated the students in the direction of sustained unrest or political action. Thus, the pre-Independence trend was in the direction of student involvement in national issues and a substantial political awareness on the campus, the more recent period had been a reversal of this trend. (ii) Student organizations, especially those without official patronage and support, tended to be unstable and short-lived. In Bombay, mass student movements were usually based on rather specific political or academic issues and lasted only as long as these issues remained vividly imprinted in the consciousness of the student population. Among the politically oriented organizations, value-oriented groups were better able to withstand organizational instability than those based on specific issues or short-term causes. Norm-oriented student organizations of a political or non-political nature were oriented towards specific issues which when settled or clearly defeated, left the group without a *raison d'etre*. Although both political and non-political student groups were similar in some of their characteristics, they did exhibit major differences as well. (iii) Student movements in Bombay had tended to be rather non-ideological in their approach to issues and events. Even those movements led by politically sophisticated, even sectarian, students had stressed issues and not ideologies. (iv) The left-wing student groups made lasting impact on the thinking of students of pre-Independence generation. (v) During the struggle for Independence, much of the politically active student leadership came almost exclusively from the

upper middle classes and from students with very high academic and social standing within their colleges. However, the situation had changed markedly. Students from upper classes and upper academic levels, in both natural sciences and liberal arts, avoided student politics. Much of the leadership had been taken over by students from the lower middle classes who had some experience with education and reasonably good command of English, but who were unfortunately less well prepared than upper class students. Participation in student politics was no longer a mark of academic distinction, if anything, it had become the opposite. (vi) With the exception of the 1942 struggle, the direct impact of students on society in Bombay had been minimal. Students had on occasion aroused political protest among the public on particular issues, but they had failed to institute any changes. Student organizations had tried, usually in vain, to influence educational decisions. Yet, there had been some rewarding results of student agitations. Reappraisal of the examination system, free structure and other specific reforms had been instituted as a direct result of student agitation. With only a few exceptions, students had played only a peripheral role in the broader society. (vii) The activity of various political student organizations had varied greatly in different periods. During times of political awareness in the city as a whole, the political student groups were able to attract large number of students to meetings and other activities. Of much more importance during the post-1947 period had been the non-political organizations. Cultural and social student organizations had had a long history in Bombay and had maintained a consistently high level of activity through the years. While the college authorities had given much more support to such groups in recent years than in the past, they always had at least the tacit approval of educators and administrators. As a means of socialization, particularly for the financially poorer students, the social and cultural associations had been more effective than the political groups.

98. ANKOLVI, S.N., *A Survey of the Education of Mentally Retarded Children in the State of Maharashtra,* Ph.D. Edu., Bom. U., 1980

The main objectives of the study were: (i) to find out, in qualitative and quantitative terms, the efforts made for the education of the mentally retarded in Maharashtra, (ii) to investigate the extent to which the educational needs of the mentally deficient individuals have been met, (iii) to ascertain the educational standards and conditions existing in the special schools and classes, (iv) to identify the problems in the field of education of the mentally handicapped, (v) to find out the extent of progress made in the area of special education, (vi) to study the outcomes of education and its influence on the mentally retarded children, and (vii) to examine the possibilities of using education as a means for behaviour modification and rehabilitation of the mentally deficient persons.

The study was limited to children of school-going age only. The survey method was used and data were collected through visits, interviews, schedules and opinionnaire. Library work, including reference to government records, was also a source of data. The data were analysed and statistical records and tables were prepared.

The main findings of the study were: (i) The education of the mentally retarded was largely a matter of private effort in Maharashtra. (ii) Of the total number of eighty special schools in India 31 per cent were in Maharashtra. (iii) The distribution of special schools was imbalanced. Out of a total of 25 special schools in Maharashtra 22 were located in Bombay. (iv) In general, the standard of education in special schools was found to be satisfactory. (v) The total pupil population in the special schools of Maharashtra was 1,841. (vi) Seventy-one mentally retarded children were also physically handicapped. (vii) Only 35 per cent of the teachers in these schools were trained to handle the mentally retarded learners. (viii) Training facilities for the special school teachers were very meagre, with only two teacher training centres in Maharashtra, both situated in Bombay. (ix) Education was found to have a positive effect on retarded children. (x) Social behaviour changed as a result of schooling. (xi) Cognitive development and the learning of vocational skills were facilitated by special schools. (xii) The majority of the parents had positive attitudes to the problem of retardation.

99. ARORA, R.K., *An Investigation into the Problems of Students in Professional Courses of Medicine, Law, Engineering and Education in relation to Personality Factors,* Ph.D. Edu., AMU, 1981

The main objective of the study was to identify the problems and to assess the degree of personality adjustment, self-concept (self-acceptance), level of aspiration and creative potential of the students studying in the professional courses of medicine, law, engineering and education.

A students' problem check list consisting of ten areas, measures of personality adjustment, self-concept, level of aspiration and creative potential were administered to a sample of 800 boys and girls preparing for the first professional degree in medicine, law, engineering and education. The t-test and the chi-square test were used to find the significance of difference between the problems of high and low groups on each of the four personality variables and of the whole sample. Product moment coefficient of correlation was used to study the relationships between the problems and the four personality variables.

The major findings were: (i) High problem students, in general, were found to have lower personality adjustment, lower creative potentiality, higher level of aspiration and higher self-acceptance than low problem students. (ii) Medical students had the lowest and law students had the highest number of problems in all the ten areas. Both the engineering and the teaching students occupied almost the middle positions. They did not differ significantly from one another in any of the areas except in personal and psychological relations and vocational and future plan areas wherein the teaching group had more problems than the engineering group, and in moral and religious problems engineering students had more problems than the teaching groups. (iii) Medical students were found to be highest on personality adjustment, creative potentiality and lowest on self-acceptance and level of aspiration. On the other hand, law students were found to be highest on self-acceptance and level of aspiration but lowest on personality adjustment and creative potentiality. Both the engineering and the teaching groups occupied middle position and did not differ significantly from one another in all personality variables except self-acceptance where the engineering group was found to be more self-accepting than the teaching group. (iv) The medical group was found to have the lowest percentage of highly maladjusted, high aspiring and low creativity students and the highest percentage of highly adjusted, low aspiring, low accepting and high creativity students. The law group presented the reverse position in the case of most of the variables except in self-acceptance and to some extent in the level of aspiration. Both the engineering and the teaching groups were found to be placed in the middle on all personality variables except self-acceptance, where the engineering group had a larger percentage of high self-accepting students than the teaching group. (v) Problems were found to be negatively correlated with personality adjustment, level of aspiration, and creative personality which indicated that problems tended to increase with considerable decrease in personality adjustment, modest decrease in the level of aspiration and creative potential and *vice versa*. The coefficient of correlation between problems and self-acceptance was 0.43 which implied that problems tended to increase with increase in self-acceptance and *vice versa*.

100. ASWAL, G.S., *A Study of Student Activism as related to Personality Factors and Socio-economic Conditions*, D.Phil. Edu., Garh. U., 1982

The major objectives of the study were: (i) to investigate students' activism as related to their own personality factors, such as needs and adjustment, and (ii) to investigate student activism as related to socio-economic conditions, viz., education of parents, occupation, income, rural-urban character and location and size of the institution.

On the basis of rural-urban characteristics 705 graduate and postgraduate students were selected randomly from three postgraduate colleges, viz., D.A.V. College, Dehra Dun (urban, N=255), Birla Constituent College, Srinagar (semi-urban, N=260) and Government P.G. College, Gopeshwar (rural, N=190). On the basis of the scores on Activism Scale (AS) two groups of high and low activists were formed by including the ones, one SD above and one SD below the mean in the two groups respectively. Thus, 123 high and 125 low activists were identified. Then the Socio-Economic Status Scale, the Personality Inventory and the Adjustment Inventory were administered to them to collect data, that were analysed with the help of chi-square test and t-test.

The major findings were: (i) The majority (64.25 per cent) of activists preferred to escape classes in order to enjoy or solve some college problems by logical interference with the authorities. (ii) As many as 80.5 per cent were found competent to subside the emotional tone of student mob. (iii) Anger trait was common (75.35 per cent) among them. (iv) About 52.8 per cent participated in different national level political parties. (v) Of them, 24.4 per cent admitted that they were arrested for student cause. (vi) Arts and commerce students were found to indulge in more activism. (vii) Leaders stayed more in one class and participated whole-heartedly in political activism. (viii) No differences were found in the need structure of activists of different colleges. (ix) Urban activists were found more maladjusted with their home life than the rural and the semi-urban. (x) The socio-economic status of urban activists was higher than that of the rural and the semi-urban. (xi) Dominance, aggres-

sion, exhibition, autonomy and affiliation were their dominant needs. (xii) They were found maladjusted with home, their own emotions and educational situations. (xiii) Activism, in general, was found to be related to high socio-economic status.

101. BADAMI, H.D. and BADAMI, C.H., *A Study of Group Status in Relation to School Achievement as Revealed by a Sociometric Test, Guj. U., 1975*

The main aim of the inquiry was to make a comparative study of the group status of the high ranked and the low ranked pupils among the junior high schools of Ahmedabad and to determine the amount and kind of relationship that existed between the group status of an individual pupil and his school achievement.

The tool used was a sociometric test suitable for the high school status. The sample comprised two groups, each of sixty five, of high ranked and low ranked pupils drawn from Classes V, VI and VII of four schools. Chi-square and contingency coefficients were computed for data analysis.

The main findings were: (i) The sociometric scores and the degree of peer group acceptance-rejection were found to be positively related with school achievement. Larger number of high ranked pupils were accepted by their peers than the pupils in the low ranked group. (ii) The degree of group acceptance-rejection was positively related with two levels of school achievement. Relatively larger number of pupils belonging to the high ranked group were accepted by their peers than the low ranked group. A larger number of pupils coming from the low ranked group were rejected by their peer groups. (iii) Negligible relationship appeared to exist between the number of pupils chosen and the different levels of school achievement. (iv) The number of choices exercised by pupils was found to be independent of the school achievement. (v) There was no relationship between the incidence of mutual choice and the level of school achievement. (vi) School achievement played a doubtful role in determining the group status of an individual pupil among his peers.

102. BANERJEE, C., DUTTA, A., CHATTERJI, S. and MUKHERJEE, M., *An Investigation into the Interest Pattern of Deaf Children,* Psychometric Research and Service Unit, ISI, Calcutta, 1970

The aim of the study was to investigate the nature of interests of a group of handicapped children, viz., deaf and dumb. Chatterji's Non-Language Preference Record (CNPR) was administered on 100 deaf and dumb students (62 boys and 38 girls) between the age range of 14 to 18 years selected from two schools providing teaching to the deaf and dumb children in Calcutta. The mean performances of these students were compared with the mean performances of 200 normal school-going children reading in Class VIII having age range 12 to 16. Significance of differences was tested by computing F-values. The degree of similarity between the interest pattern of the two groups was compared by computing rank order correlation between the two sets of adjusted mean values.

The findings of the study were: (i) The interests of the deaf children were completely different from those of the normal children though the deaf children were born and brought up under similar environmental conditions as those of the normal children. (ii) The physical defect was perhaps responsible for such a change.

103. BANO, K., *A Comparative Study of Teacher-Pupil Relationship in Public Schools and Other Schools of Uttar Pradesh,* Ph.D. Edu., AMU, 1981

The main objective of the study was to compare the attitudes of teachers towards their students and that of students towards their teachers of public and non-public schools, co-educational and single sex institutions.

The study was conducted on a representative sample of 683 students studying in two public and four non-public institutions. Two rating scales developed by Ryans of the American Council of Education served as measures of the characteristics of students and teachers and their liking for each other. Kolmogorov-Smirnov two sample test was employed to measure teacher-pupil relationship.

The major findings of the study were: (i) The students of non-public co-educational and single sex institutions had more favourable attitudes towards their teachers than their counterparts in public schools. (ii) The teachers of public schools held more favourable attitudes towards individual characteristics possessed by their students than the teachers of non-public co-educational schools. (iii) There was no significant difference between the attitude of public school and single sex non-public school teachers towards the individual characteristics possessed by their students. (iv) The teachers of non-public schools more favourably endorsed their students' knowledge, academic careers and social adjust-

ment with adults than their counterparts in public schools. (v) The public school teachers more favourably endorsed their students' conduct and social adjustment with peers than their counterparts in non-public schools.

***104.** BARKAR, V.V. and KURULKAR, R.P., *Post-graduate Employment Experience of the Weaker Castes,* Indian Institute of Education, Pune, 1982

The chief objective of the inquiry was to make an assessment of the employment experiences of the scheduled castes, scheduled tribes and denotified nomadic tribes' students graduating from the Marathawada University during the academic years 1977, 1978 and 1979.

Students from 16 colleges numbering 3,800 were selected. Questionnaires were mailed to 1,406 students and completed questionnaires received were 915. In addition to mailed questionnaires, 150 students were interviewed. Out of the total number of students so selected, 494 belonged to weaker castes while 560 belonged to higher castes. Out of the 494 students of the weaker castes, 58.22 per cent were mahar, 5.87 per cent mang, 5.69 per cent chambbar, 6.28 per cent banjara, 3.24 per cent bhamata, 2.63 per cent dangat and the remaining belonged to other castes. Out of the 560 higher caste students, 38.21 per cent were marathas, 33.04 per cent brahmins, 7.14 per cent marwaris, 5.18 per cent lingayats, 3.52 per cent Muslims, 2.68 per cent vanjari and the remaining others. The tool used was a questionnaire followed by an interview with the selected students.

The major findings were: (i) There existed a close relationship between low castes and low status, low-paid jobs. (ii) There was a relationship between high castes and high status, high-paid jobs. (iii) Low-caste graduates required on an average a longer job-search period than their high-caste counterparts. The low-caste graduates needed an average of 16 months to obtain a job while the high-caste graduates required 14.3 months. (iv) The general rate of unemployment among the low-caste graduates was 73 per cent while among the high-caste graduates it was found to be 59 per cent. (v) The academic performance of the low-caste graduates was unsatisfactory as more than 66 per cent passed graduation examination in third division. (vi) A majority of the low-caste students had a strong preference for arts, social science courses while only 14 per cent preferred science courses. (vii) The participation of female low-caste students in higher education was very meagre (2.7 per cent) as compared to that of high-caste females (14 per cent). (viii) About 91 per cent of the low-caste students received government scholarships which proved to be quite helpful to encourage them. The proportion of low-caste students securing merit scholarships was meagre as against the high-caste students. (ix) The major benefits of wage employment as well as self-employment had gone to mahar community within the low-caste groups and to brahmins among the high-caste groups. (x) The proportion of low-caste female graduates in total employment was almost negligible (1 per cent) while that of high-caste female graduates was 8.5 per cent. (xi) The proportion of low-caste graduates getting self-employed was 5.3 per cent while among the high-caste graduates it was 10 per cent. (xii) According to the graduates included in the sample, nepotism, corruption and casteism played a major role in the selection of candidates for various posts.

105. BASAVAKUMARIAH, P., *Rural Females and Secondary Education (with special reference to Their Status and Values in Chitradurga District),* Ph.D. Anthrop., Ban. U., 1980

The study aimed at finding out how the new education affected the life of a section of the rural population, the women. A village in Karnataka was selected. Interviews of a sample of fifty literate and fifty illiterate women drawn from different castes, status and age groups were conducted. Changes in opinion, values, status and the role of educated women in the village were studied in the background of the village. The village had modern facilities like schooling up to secondary level, electricity, bus and postal services and flour mills.

The study revealed: (i) Girls formed one-tenth of the total school population and the school had only two female staff members. Women continued to be poorly represented in the village panchayat committee; however, girls and girl students formed the majority of the audience at any function. (ii) A large and joint family was the ideal but was gradually changing to a small unitary family; they felt the smaller size led to greater freedom to the members. (iii) There was an obvious trend towards non-kin marriages as a result of modern education, availability of dowry and the individuals' choice of their life partners resulting in a greater number of unitary families. (iv) There was a strict division of labour within the family where men undertook hard and outdoor work while women took on light and indoor work. (v) The literate as well as the illiterate felt a male member should be the head of the family though the other members should also have the right to handle

money and take their own decisions. (vi) With the shift away from the kinship system, dependence on the extended family was declining with a greater reliance on family friends. (vii) The age of marriage had gone up; the respondents felt comparatively late marriage trend permitted more time for education, physical and mental maturity resulting in better adjustment and the like. (viii) Education and urban influences had resulted in an increase in the break-up of families. (ix) Though women did not appear in public meetings to settle disputes, they had started taking an active part in the community life in their own sphere of activities; two seats were reserved for them in the village panchayat committee. (x) Their participation increased in the economic sphere resulting in their involvement in secondary occupations, raising chicken, sheep and goats; several shops were being manned by women. More and more of their assistance was sought by their menfolk in work. (xi) Despite being greater economic assets they were completely economically dependent on the men; however, those employed outside the family occupation were beginning to retain a portion of their income. (xii) Education influenced the concept of health and hygiene, religious beliefs and superstitions as well as food habits and values.

106. BHALERAO, U., *A Sociological Study of the Educated Blind in Major Urban Centres of Madhya Pradesh*, Ph.D. Soc., Vik. U., 1975

The study aimed at investigating: (i) the family background, education, socio-religious condition, occupation and economic condition, (ii) recreation and hobbies, and (iii) bio-medical background and psychology of the educated blind.

The sample comprised 100 educated blinds (ninety males and ten females). Data were collected by using interview and observation schedules. Case studies were also undertaken. Percentages were computed for the data.

The findings were: (i) Adjustment in the family was satisfactory; parents were not shy in owning their blind issues publicly and felt that money and time spent on their education/training was useful. (ii) All the blind going in for education received scholarships either from government or voluntary organizations. The educated blind mostly came from educated families; they did not get inspiration from any source in their educational career. (iii) The friends of the educated blind did not feel shy in accepting them publicly; they received encouragement from middle class society. The blind and the relations of blind persons were more helpful to other blind than sighted persons and non-relatives. (iv) A majority of them belonged to the middle economic groups, and were in the teaching profession; they could count coins, currency, but only a few could operate a savings bank account. (v) The bio-medical background revealed that 14 per cent persons were born blind, 32 per cent became blind due to smallpox, 24 per cent due to trachoma and sore eyes and 30 per cent due to other causative factors; a majority of them were totally blind and only a few were partially blind. (vi) They participated in various recreational programmes and had hobbies; musical instruments used by them were the *tanpura*, violin, sitar, tabla, harmonium, flute and banjo. (vii) A majority of them were interested in social work, chit chatting and cinema. (viii) A majority of them were members of blind welfare associations or social welfare associations. (ix) They could keep their houses clean and were self-sufficient as regards personal care.

107. BHARGAVA, M., *A Study of Attitudinal and Personality Correlates of People's Acceptance of Family Planning*, Ph.D. Psy., Agra U., 1979

The objectives of the study were to find out: (i) which combination of variables produced a destructive effect on the acceptance of family planning, and (ii) which psychological factors affected the effectiveness with which people applied family limitation methods to achieve their own family size goals. In realizing these two objectives, it had been assumed that adoption was a function of the situation in which a person was already placed, and the nature of his attitude and personality, and also that effectiveness of adoption could be explained, increased or manipulated in terms of greater understanding of situational, attitudinal and personality factors and by modifying the situation or attitude or both.

The sample for the study was drawn through multistage sampling method. It consisted of 300 respondents drawn from both urban and rural populations of Agra district. Twenty-two villages from six out of seven tehsils of Agra district formed the rural population out of which 141 respondents were drawn. From the urban population constituting 13 localities of Agra City, 159 respondents were drawn. Family Planning Adoption Schedule (FPAS) by Kapoor (1973), a Likert type five point summated rating Attitude Scale Towards Family Planning (ATFP) prepared by Kapoor (1973) and the 16 Personality Factor Questionnaire: Form E (16 P.F. Test) origi-

nally prepared by Cattell and adapted to Indian conditions by Kapoor (1974) were used as data-collecting devices. All the three tests were administered simultaneously and individually to each of the sampled respondents at their houses. Structured interviews were also conducted with most of rural or semi-literate urban respondents and their responses were recorded.

The major findings of the study were: (i) The relationship between attitude towards family planning and demographic variables showed that urban residence and increasing level of income positively contributed to favourable attitudes towards family planning. Income and education variables showed substantial relationship while the family size had an inverse relationship to ATFP. (ii) Urban-rural residence was also responsible for personality as well as adoption differentiation while income was strongly and positively associated with ATFP and adoption behaviour. (iii) Attitude was also moderately and positively related to adoption behaviours with significant relationship also with a few personality factors. (iv) Attitude had highest correlation with a major component of behaviour, namely satisfaction from the current use of family planning methods. This resulted in recategorization of adopters and non-adopters into three types of attitudes to explain attitude-practice dilemma. This regrouping yielded a hit rate of 66 per cent meaning thereby to predict the adoption behaviour through the effective attitude range. (v) The analysis of personality profiles for eleven pairs of groups brought about several interesting features for each pair of groups in general. (vi) The multiple regression equation comprising some selected demographic, attitudinal and personality factors, estimated a combination of five best predictor variables which could explain 26 per cent of the total variance of usage of family planning methods.

108. BHUSHAN, A., *Values across Sex and Family Vocations*, School of Edu., HPU, 1979

The objectives of the study were: (i) to determine the value systems preferred by male and female prospective teachers, (ii) to explore subsystems of value preferences by male and female groups belonging to service and non-service class families, and (iii) to find out if sex and family vocation could be considered determinants of value systems.

The tool used for data collection was the Hindi version of the form D of Value Survey (Rokeach). The tool contained eighteen different instrumental values. Test-retest reliability of each value varied from 0.45 to 0.70. The sample comprised 200 student-teachers from two colleges, one from the rural area and the other from urban setting, equally divided between two sexes. Some of the teachers came from the service class families. F-ratio and coefficient of concordance were used for data analysis.

The major findings were: (i) Male and female prospective teachers uniformly assigned highest importance to self control, obedience and honesty. (ii) Female prospective teachers ranked forgiveness, ambitions, helpfulness, and lovingness higher than their male counterparts, while male prospective teachers ranked logic, courage, capability, responsibility, imagination and independence higher than their female counterparts. (iii) The highest importance to self-control and honesty and lowest importance to logic and capability given by female prospective teachers were not found to be affected by family vocations (iv) The highest importance to intellectuality and lowest to broadmindedness given by male prospective teachers were also not affected by family vocations. (v) The preference orders of values, broadmindedness by female and obedience by male teachers were found subject to family backgrounds. (vi) Both male and female teachers from service and non-service class had politeness as a common subsystem in their value systems. (vii) Values lovingness and helpfulness were characteristic preferences of the female group irrespective of family vocations. In the case of the male group, these values were responsibility and capability. (viii) Values discriminating between family vocations in the case of the male group were logic independence, cleanliness, intellectuality, courage, forgiveness, cheerfulness, ambition, obedience and imagination whereas in the case of the female group, these values were ambition, self-control, obedience, imagination, broadmindedness and honesty.

109. BIHARI, L.R., *Wastage and Stagnation in Primary Education among the Tribals*, Tribal Research and Training Institute, Gujarat Vidyapeeth, Ahmedabad, 1969

The major aims of the study were: (i) to find out the nature and extent of wastage and stagnation at primary education among the selected tribal communities, (ii) to explore the factors which were responsible for such wastage and stagnation, and (iii) to make suggestions for reducing the extent of wastage and stagnation.

The sample comprised 927 households from twenty-

seven selected villages of four tribal blocks; Shamalaji, Sukhsar, Nani-Vahiyal and Valod. The tools used for data collection were the official records, attendance registers of schools, records of Taluka Panchayat Education Committees, examination results, questionnaire and focussed interview. The cohort method was used to obtain data about wastage and stagnation.

The major findings were: (i) In the blocks selected for the study, 55.6 per cent of the estimated number of children in 6-11 age group were found enrolled in schools against 79.1 per cent in the general population; Valod blocks showed the highest percentage of enrolment (78.14) and Sukhsar the lowest (44.9). (ii) In the sample villages of the blocks, Shamalaji showed 218 children out of 495 (44 per cent) enrolled in schools against forty four out of 253 (17.4 per cent) in the Sukhsar. In all schools there were many children on the rolls who had never attended schools. (iii) In Shamalaji block, about 46 per cent of villages had no schools, several schools were on record but many of them did not really function. There were 33.7 per cent single teacher schools in Shamalaji, 75 per cent in Sukhsar, 89 per cent in Nani-Vahiyal and 38.4 per cent in Valod. The higher the percentage of single teacher schools, the lower was the percentage of school-going children. (iv) Seventy-seven per cent children in Grade I in Shamalaji could not reach Class IV, the corresponding figures for other blocks were 74 per cent in Sukhsar, 85 per cent in Nani-Vahiyal and 72 per cent in Valod. In Shamalaji and Sukhsar blocks, the wastage was more in the case of girls but the same was not the case in the other blocks. In all the blocks, the sharpest and the steepest decline in the number of boys and girls was from Grade I to Grade II. Beyond Grade V, the rate of decline reduced considerably. (v) The exact rate of wastage in the blocks was 69.8 per cent in Shamalaji, 74 per cent in Sukhsar, 60.7 per cent in Nani-Vahiyal and 55.4 per cent in Valod. The rate of wastage in the tribal blocks taken together was 68.4 per cent. In actuality, only 5.6 per cent of the total enrolment completed Grade IV. (vi) Only 31.6 per cent children in Grade I could move to Grade II in the first attempt, which indicated that the rate of stagnation in Grade I was 68.4 per cent, the corresponding figures for Grades II, III, IV were 27.9, 21.1, 12.4 per cent respectively. (vii) Lack of proper and adequate consciousness for the need of formal education, parents' apathy for education, poor economic conditions, household work by children, inadequacy, inefficiency and insincerity on the part of teachers, curriculum and teaching methods were some of the major factors responsible for wastage and stagnation.

110. BISWAS, C., *Interpersonal Relationship in Classroom Situation as reflected on Social Desirability Scale*, Ph.D. Psy., Cal. U., 1977

The main purpose of the study was to examine social desirability correlates of interpersonal relationship in classroom situation. Sociometric Questionnaire and Social Desirability Scale were developed. In developing the Sociometric Questionnaire friendship criterion was used. Social Desirability Scale included forty-two true-false items, which were selected on the basis of item analysis and expert decision. These items had to meet four different criteria. The sample was drawn from fourteen Class VIII sections of ten higher secondary schools of the urban area of Agartala. The sample size, present in both the testing situations, was 405 (187 boys and 218 girls).

The findings of the study were: (i) Social behaviour was one of the determining factors of social acceptance. (ii) Social behaviour determined one's ability to maintain stable friendship relations with others. (iii) Extreme fluctuation groups appreciably differed in the amount of socially desirable characteristics. But the adjacent friendship fluctuation groups did not show statistically significant differences in social desirability scores. (iv) High social acceptance increased stability in friendship relations, while low social acceptance decreased such stability. (v) Social desirability characteristics contributed to the interaction process in a group and determined social acceptability and friendship relations of the individuals in a group. (vi) There was sufficient relationship between sociometric choice status and social desirability. Friendship fluctuation and social desirability were inversely related. Sociometric choice status (or social acceptance) was inversely related to friendship fluctuation. (vii) Sociometric choice status over sixteen weeks' period was stable. Both high and low choice status groups (except the isolated) showed maximum stability. (viii) The internal consistency reliability coefficient of the social desirability scale was 0.694.

***111.** BISWAS, M., *Comparative Study of the Family Conditions of Mentally Retarded and Normal Children*, Ph.D. Soc., BHU, 1975

The objective of the study was to find out the significant association of background factors with the incidence of mental retardation in the families. Only those cases of mentally retarded children were taken up which were reported by the Child Guidance Clinic, the GCM School for the Mentally Retarded and Research Project on

Education, Treatment and Rehabilitation of Mental Retardates in Varanasi. A comparable group of seventy-five normal children in the age group 6-14 was also selected; the groups were matched on age, parental age and income. Both primary and secondary data were used; the primary sources were interview schedules while the secondary sources were case histories.

The findings revealed: (i) A significant relationship existed between social class and mental retardation. (ii) The marital status of the parents of retarded children was not healthy as compared to that of the parents of normal children. (iii) Mental retardation was neither the specific cause nor an outstanding factor in crime and delinquency. (iv) Most of the mentally retarded were unwanted and rejected by parents. (v) There was inverse relationship between joint families and the level of intelligence; as many as 65.33 per cent of the mentally retarded belonged to joint families where tensions and quarrels existed, while the corresponding figure for normals was 24 per cent. (vi) Premature death of one or both parents was most frequent among the mentally retarded (30.67 per cent) probably resulting in mental retardation while among the normals the incidence was as low as 1.33 per cent. (vii) From among the sample of mental retardees, twenty seven were first- born, eighteen second-born and eleven third-born.

***112.** BOGAERT, M.V.D., *Education for Integral Rural Development, Ranchi District,* Xavier Institute of Social Service, Ranchi, 1979 (NCERT-financed)

The objectives of the study were: (i) literacy with an assured follow-up for illiterates, (ii) functional upgrading of skills to enable small and marginal farmers to make the best use of technological inputs, and landless labourers and village craftsmen to earn more, (iii) conscientization and motivation, development of leadership and cooperation with a view to building a people's organization, (iv) development of agricultural and other skills for self-employment so that the young could earn a living inside the area and also contribute to its development, (v) development of social skills, cultural talents, organizational skills through youth clubs, (vi) revitalization of existing schools so that more children attended school and fewer dropped out, (vii) universalization of primary education for children who have never attended school or dropped out, and (viii) *balwadis* for pre-school development.

For the development of methodology and training materials as well as methods of monitoring and evaluating the educational programme one male and one female field officers were stationed in most villages of Kanke and Ormanjhi blocks in Ranchi district. The officers working on a full-time basis, ran the educational programme and trained the village volunteers. Finally, one male and one female village-level volunteers were selected from each village. The functional areas of the educational programme were covered by the teachers of the Agricultural College, the faculty of XISS, other institutions in Ranchi, a doctor and on a part-time basis by the village teachers. Groups of people were attached to institutions in Ranchi for courses in nutrition, agriculture, etc. The adult literacy programme was conducted at four centres at a time convenient to the people, over a period of nine months; the programme for young adults was run daily and the programmes for children were run in the morning or whenever adults were at work.

The results revealed: (i) The presence of the project staff and their availability to the local villagers helped the villagers in discussing difficulties and in obtaining information about benefits from the government, and availability of short-training programmes and the like. (ii) Only in those villages where educational inputs were provided there was a positive response to the efforts of sponsors and agents of technological change; in the other villages the technological inputs were not able to bring about any permanent or real improvement. (iii) The little improvement noted in the Education Department and the formal schools was because of the personal contact of the project staff with teachers, children and parents and the latter's interest in improving the school's effectiveness wherein they had enrolled their boys and girls.

113. CHANDRA, D., *A Study of Perception of Work Values in Teaching and Certain Non-teaching Occupations,* Ph.D. Edu., AMU, 1977

The objectives of the study were: (i) to study differences in the perception of work values of teachers and certain other white-collar workers such as doctors, engineers, lawyers and administrators, (ii) to study and compare the factor structures of the perception of work values in these five occupational groups, and (iii) to construct a Work Value Differential based on Osgood's technique of Semantic Differential.

Twelve work values (economic return, social service, prestige, intellectual challenge, power or authority, independence of work, chances of progress, material

handled, adventure, associates, surroundings and variety) were selected on the basis of judgement of experts and their relevance. A domain of 205 qualifiers was elicited from a sample of 100 professionals. From this domain of qualifiers a list of twenty-eight qualifiers was selected on the basis of phi-coefficients. Opposites of these qualifiers were then selected on the basis of unanimous reports of experts. The differential with twenty-eight bipolar scales was administered to a second sample of 100 professionals. Factor analysis of these data resulted in the selection of twenty-one scales from the initial list of twenty eight. Nine reference scales were added to the list. The final form of the differential consisted of thirty bipolar scales qualifying each of the twelve work values. The differential yielded an item score reliability of 0.72 and split-half reliability of 0.758. The concurrent validity of the differential estimated on the basis of significance of difference between the mean scores of perception of work values of teachers with favourable and unfavourable attitude towards their job was found to be satisfactory. The Semantic Differential was administered to fifty professionals in each of the occupational groups to make a comparative study of their work values, thirty teachers to study the differences in the perception of work values by teachers with favourable and unfavourable attitude towards teaching and fifty teachers to make a comparative study of perception of work values by effective and ineffective teachers. Two-way analysis of variance was used for making comparison of the perception of work values among different groups. Principal Component method of factor analysis was used to obtain factor structures that underlie the perception of work values.

The major findings were: (i) Comparison of the means of work value scores within each of the five occupational groups yielded two or three clusters of work values in all the occupations except that of engineers. Engineers perceived all the work values alike except independence. (ii) Comparison of teachers' perception of work values in teaching with other groups' perception of the same values in their own jobs revealed that teachers and doctors perceived their jobs almost similarly. (iii) Teachers and administrators perceived eight of the twelve work values similarly; there was great incompatibility in teachers' *vs.* lawyers' and teachers' *vs.* engineers' perception of work values; teachers' job morale was the highest in all the occupational groups. (iv) The comparison of teachers' perception of work values in their own group and other groups did not reveal any significant difference in the perception of work values among teachers and doctors. Teachers felt that their job offered more independence and opportunities of social service than lawyers' job. Teachers felt that their job offered more opportunities of social service, intellectual work and freedom than the engineers' job and they also found their job provided more intellectual challenge and independence than administrators' job. (v) Comparison of teachers' perception and each of the other groups' perception of work values in teaching revealed a general agreement among all the groups regarding what teaching had to offer in terms of power to its employees. Lawyers differed significantly from teachers in their judgement of teachers' job on most of the work values. (vi) Teachers with favourable attitude towards teaching perceived their job favourably on work values like social service, intellectual challenge, prestige, etc. (vii) Effective teachers differed significantly from ineffective teachers on work values like economic return, social service, etc. (viii) There were differences in the nature, magnitude and order of appearance of factors that emerged in the perception of work values in different occupational groups. The factor, evaluation, was most common to the factor structure of all the five groups. Work morality which was a socially evaluative mode of the general factor of evaluation, when added to it, made this factor most preponderant in the percept of all the groups.

114. CHATTERJI, S. and MUKHERJEE, M., *An Investigation into the Interest Pattern and Intelligence Level of Delinquent and Non-delinquent School-going Boys,* Psychometric Research and Service Unit, ISI, Calcutta, 1974

The major objective was to find out as to how far the delinquent boys could be distinguished from the non-delinquent ones, on the basis of verbal intelligence and interests in different fields.

A group of 162 boys studying either in Class VIII or IX in four Bengali-medium schools of Calcutta was divided into two subgroups, viz., delinquency prone and normal on the basis of the teacher's rating. The Non-Language Test of Verbal Intelligence was administred to them to measure the level of intelligence and interest pattern was identified by using Chatterji's Non-Language Preference Record. To test the significance of the differences observed between the two groups, Mahalanobis D^2 was computed.

The major findings were: (i) Delinquency-prone boys were significantly less intelligent than the normal boys and also significantly more interested in non-academic activities than the normal boys. (ii) Delinquency-prone boys could be identified on the basis of intelligence and

interests and the probability of misclassification was low when both integgigence and interest scores were utilized. (iii) Mahalanobis D^2 value was significant at the 5 percent level in the case of intelligence scores and at 1 per cent level in the case of interests.

115. CHATTERJI, S. and MUKHERJEE, M., *Application of Multivariate Analysis to Differentiate Several Groups on the basis of Interest*, ISI, Calcutta, 1979

The study sought to investigate the interest pattern of delinquent adolescents, to study the difference between the delinquent and the non-delinquent children with respect to their interest pattern and to determine an appropriate procedure for spotting out delinquency-prone children from among the school-going children on the basis of their interest.

The sample comprised 75 boys and 50 girls from a detention home (all delinquents), an equal number of boys and girls living in the slums of Calcutta, and 356 boys and 316 girls selected at random from twelve secondary schools of Calcutta. All the children were in the age range 12 to 16 years. Chatterji's Non-Language Preference Record, Form 962 (CNPR) was used to assess interest. Wilks' statistic, Mahalanobis's D^2 and discriminant function were the statistical techniques used for data analysis.

The major findings were: (i) Six groups of children, viz., school-going boys, slum boys, delinquent boys, school-going girls, slum girls and delinquent girls, varied widely with respect to their interests in different fields. (ii) The delinquent children were distinctly different from the school-going children with respect to their interest in the fields of science and sports. (iii) The school-going children were further separated from the slum children with reference to these two fields. (iv) The children living in the slums were closer to the delinquent children as far as their interests were concerned. (v) Delinquent and slum children were remarkably more interested in fine arts, agriculture, household work, outdoor work and sports than the school-going children. (vi) There was greater difference between school-going boys and school-going girls than that between school-going boys and slum boys with respect to their interests. (vii) There was greater difference between slum boys and delinquent boys than between slum boys and school-going boys. (viii) The group of school-going girls was closest to the group of slum girls. (ix) The delinquent boys and girls formed more or less a group with a marked difference in their interests separate from those of other four groups. (x) To identify delinquency-prone boys and girls among school-going children, two discriminant functions were developed.

116. CHATURVEDI, G.K., *A Case Study of Student Agitation, Banaras Hindu University*, Ph. D. Edu., BHU, 1981

The main objectives of the study were: (i) to investigate the causes of agitation in Banaras Hindu University (BHU) during the post-Independence period, (ii) to cross-examine the reports of enquiry committee set up from time to time, (iii) to find out the socio-economic conditions of the students of BHU, and (iv) to find out remedial measures for the agitational activities of the students.

The investigation was limited to the preparation of case studies of six major agitations launched in 1958, 1965, 1968, 1971, 1972 and 1978. Data were collected through documentary evidences and eminent eye-witnesses or those who were concerned with the specific agitations of this university. The tools used were an interview schedule and two questionnaires for finding out the causes of agitation and the involvement of political parties in them. Incidental purposive sampling technique had been employed. Interviews were conducted with thirty-five individuals and the questionnaires were administered to 200 students, 100 teachers, 50 guardians and 40 administrators. All the subjects were directly or indirectly involved in the agitations. For analysing the data obtained through various tools, percentages, analysis of variance, t-test and chi-square test were used.

The findings of the study were: (i) The causes of the agitations might be classified into four broad categories, viz., political, socio-economic, administrative and academic. (ii) Political factionalism among students was due to teachers and political parties who had their vested interest. (iii) Regionalism, communalism-cum-religious sentiments, casteism and vested interest of the authorities were the main causes of these agitations. (iv) Excessive government control also came in the way of smooth functioning of the university and increased the interference of power group politicians. (v) More than 60 per cent students of the university came from families having a monthly income of less than Rs. 600. So the majority of students faced acute economic problems and felt insecure. The poverty-ridden parents also did not find time to guide them. This resulted in a mental conflict which prompted the students to become agitators

rather than academic learners. (vi) The majority of the students (54 per cent) in this university came from rural areas and belonged to the first generation learner group. The gap between the rural background and the academic life of the university often gave rise to conflict which generally culminated in aggressive behaviour. (vii) The administrative causes were related to lack of proper facilities to the poor students and lack of attention towards the problems of sincere students. (viii) Due to administrative weakness several substandard students succeeded in seeking admission to various courses and polluted the academic environment of the university by exciting the fellow students for agitational activities. (ix) Hackneyed and traditional teaching methods, teachers not interested in academic pursuits, and overcrowding in classrooms were the academic causes of agitations.

117. CHEEMA, J., *A Study of Certain Personal and Social Determinants of Sociometric Clique Formation among Adolescent Boys,* Ph.D. Psy., Kur. U., 1981

The main objective of the study was to find out the interdependence between clique formation and multiple variables related to the personal and the social aspects of clique members. The multiple variables consisted of personal factors such as academic achievement, interests, values, needs and personality traits, and social factors such as social status, locality, residential proximity, size of the family, language and other factors related to subjects of choice and leisure-time activities.

The sample of the study was selected from the B.A. Part-I and Part-II students of Kurukshetra University. From the total male population of 496 students of these classes 60 independent cliques, each comprising three members, were identified by using the method of matrix multiplication. Each selected clique was a tight unit group where all the three members chose each other mutually. The members of all these cliques were administered the 16-PF Questionnaire, the Ojha Value Test, the Tripathi Personal Preference Schedule, the Singh Interest Record, and the Non-directive Interview Schedule. The data so collected were analysed with the help of partial correlation and chi-square.

The findings of the study were: (i) Proximity in terms of locality (rural and urban) and seat in the classroom was a significant factor in the formation of cliques whereas residential proximity, family relations and kinship relationship played negligible role in clique formation. (ii) Cliques got formed irrespective of the similarity in the social status and academic achievement in the previous annual examination. (iii) The clique members were not similar in their liking or disliking of the subjects of studies. (iv) The role of the mother tongue and that of Hindi as a language of communication came out to be conspicuously significant factor in inter-personal attraction among the clique members. (v) The clique members perceived their home environment as healthy and favourable. They reported affectionate and favourable relationship with their parents and siblings. (vi) Significant similarity was found in their positive self-perception and reciprocal positive perception of one another regarding the physical, intellectual, behavioural and social qualities. (vii) The adolescents were found to be indecisive in so far as conformity to social codes, norms and customs and the attitude toward free sex was concerned. (viii) The leadership pattern was clear-cut and conclusive in a significant number of cliques. (ix) Similarity in values came out to be one of the potent factors in clique formation. (x) Personality traits (16 PF) remained unrelated to clique formation in this study.

118. CHILUKALA, G.K., *Social Attitudes of Indian Academic Elite,* Ph.D. Soc., Osm. U., 1981

The study was based on the following assumptions: (i) It is possible to identify in a society a small number of groups that go by the name of elite groups. The ruling elite, the business elite, the religious elite and the academic elite are most common among such groups. (ii) These elite groups are responsible for upholding certain existing values and for introducing new values in their respective spheres. This phenomenon is reflected in their behaviour, speech and thoughts, influenced, as it is, by certain social needs and natural pressures within their society on the one hand and, on the other, by international standards of contemporary thought and action. (iii) A detailed, objective and in-depth study of these different elite groups provides interesting and instructive insights into the changing and non-changing foundations of our social structure.

The sample consisted of 570 college and university teachers engaged in research and academic pursuits. Data were collected through a structured questionnaire consisting of three sets of questions, A, B and C, each covering a broad area of attitudes and values. Part A covered value-orientation towards such matters as food habits, marriage, sex, wealth, health, etc., and Part B comprised questions on attitudes towards the government and its policies while Part C intended to elicit at-

titudinal information on labour unions, industrial management, public and private enterprise, individual income and landed property.

The study reported the following findings: (i) In the composition of the sampled elite, it was found that the members with an agricultural background were in a considerable majority followed by those with an urban background. The sons of businessmen, teachers, doctors and lawyers came next in that order. (ii) In terms of attitudes, there was a general approval of the government socialistic plans and policies because it was agreed that these policies were not richman-oriented but were intended for the welfare of the weaker sections. On the other hand, a general tone of dissatisfaction marked their attitude towards the implementation of these policies. A similar opinion was found on the educational policies of the government. Need for a drastic change in the system of education was emphasized and a ready adoption and absorption of these changes by the public was stressed. (iii) The foreign policy of the government was not totally supported though particular instances, such as refugee rehabilitation, won general approval. (iv) Administrative efficiency of the government related to the practical side of life was not held high. The government attitude to such enemies of the society as blackmarketeers was questioned. The government was held responsible for the problem of unemployment. (v) Respondents did not totally support the public enterprise for fear of fall in the efficiency standards while they favoured land-ceiling. Respondents were found to be against universal wage fixation and restrictions on the individual's income. (vi) Almost all the respondents strongly deprecated the caste system as unhealthy and undesirable. As for marriage, they firmly recommended monogamy and strongly opposed caste restrictions. (vii) Religion and God occupied an important place in the attitude of respondents, but their religion was a religion free from fanaticism, coercion and cruelty. Most of them realized God through idol-worship while some were sceptical about the very existence of God. Many of them expressed great faith in religious functions, peaceful coexistence, hospitality and common good.

119. CHITNIS, S., *A Long Way to Go..., Report on a Survey of Scheduled Caste High School and College Students in Fifteen States of India,* Allied Publishers, Bombay, 1981

The objectives of the study were to find out how the various types of facilities provided for promoting education among the scheduled caste and scheduled tribe children had been made use of and what kinds of problems were faced by these children in the process of education.

For conducting the study, ICSSR appointed a Coordinating Committee to work out a tentative programme and drew up a list of scholars likely to be interested in the project. The list sought to ensure coverage of all the regions of the country. The study was conducted in two phases. The first phase consisted of preparing a statistical profile of the scheduled caste/scheduled tribe population indicating demographic characteristics of the SCs/STs in the State, describing facilities available to them and indicating government and voluntary agencies working for their advancement. The second phase consisted of a field study on several aspects of the students' (high school and college) lives. The sample in each state was selected in three stages: districts, institutions and respondents. In the first stage, the district containing the capital city/largest metropolitan area was selected with certainty. The remaining districts were stratified on the basis of the number of SCs/STs and from each stratum of districts, two districts were randomly selected with probabilities proportional to the number of SC/ST students.

The major findings were: (i) The respondent scheduled caste students were unable to escape their low caste identity and their classmates' behaviour towards them was affected by this knowledge. (ii) They belonged to poor uneducated family, but at the same time were highly selected elite who had been able to overcome all the shortcomings in their backgrounds and were able to progress without failure to high school and college. (iii) The respondents had a poor exposure to mass media, a low level of politicization, and an inclination to cling to protected positions and they rarely participated in extracurricular activities. (iv) They showed an ability to overcome the handicap of the home background and had encouraging parents. (v) There were inter-sex, inter-caste and inter-state disparities in terms of educational advancement among scheduled castes. (vi) The study suggested that the problems of scheduled castes were very diversified ones. The study concluded that the scheduled castes had advanced a great deal, but they had yet a long way to go and, secondly, the policies and programmes for their welfare had benefitted them greatly but they were nevertheless grossly inadequate.

120. CHITNIS, S., *Drugs on the College Campus,* Unit for Research in the Sociology of Education, Tata Institute of Social Sciences, Bombay, 1974

The objective of the study was to make a realistic esti-

mate of the incidence of drugs among college students in Bombay. Two art and science colleges of Bombay, often quoted in connection with the use of drugs by students, were selected for the study. The study was conducted in two parts. The first part consisted of a broad survey and the second part consisted of some case studies. While the survey provided a rough idea of the overall drug situation in the college scene, the case studies offered a close look at the students who used drugs.

The major findings of the study were: (i) Both the survey and the case study suggested that curiosity and boredom seemed to be the major factors that had prompted the students interviewed to try drugs. The influence of the peer group, the desire to belong with the hep crowd, and the desire to highten sensations of colour and sound were some of the other factors mentioned frequently. (ii) A few students said that they turned to drugs to escape from the harsh realities of their lives. (iii) That drugs were harmful and the belief that it was unbalanced persons who needed drugs, were major factors that restrained students from the use of drugs. Fear of addiction and of hurting parents, and the influence of friends were other important factors. (iv) The peer group seemed to be at least as important in inhibiting the use of drugs as it was in promoting experimentation with drugs. (v) The majority of the drug-takers came from upper class homes. (vi) The majority of the students never tried drugs. (vii) The use of drug was largely confined to marijuana, which was non-addictive and relatively harmless. (viii) As many as 57.2 per cent of those who had tried drugs had used them barely once or twice or not at all during the course of two months prior to being interviewed, 17.6 per cent tried more than ten times, and 7.7 per cent used them more than 30 times during this period. (ix) The continued use facilitated experimentation with a wide range of drugs and increased the chances of graduation to the more dangerous ones.

121. CHITNIS, S. and ALTBACH, P.G. (ed.), *The Indian Academic Profession-crisis and Change in the Teaching Community*, Macmillan & Co., Bombay, 1979

This edited volume is a study of college and university teachers in India. The essays in this volume deal with teachers' unions, the attitudes of college and university teachers towards education, politics and related issues, the working conditions of college teachers, the roles of teachers in the process of modernization, and questions relating to the professionalization of teachers.

The data from Bombay are used in about half of the essays, and the rest concern Rajasthan, Punjab, Karnataka, and other Indian States. The contributors come from a range of disciplinary backgrounds in the social sciences though the main focus of the volume is sociological.

The major theme which emerged from the volume was that the academic community functioned in a highly complex and generally unfriendly environment, and that teachers were affected directly by their environment. College and, to more extent, university teachers were constrained by a colonial past and by a present marked by a rapid expansion, a scarcity of resources, and a belief, both in and outside the educational system, that the role of higher education had declined. Yet, despite these constraints, the teaching community played an important role in Indian society. The contradiction between low status and self-esteem and the actual role that the community played was part of the ambivalence which was a theme of some of the essays in this volume.

122. CHITNIS, S. and NAIDU, U., *Identity of Scheduled Caste Students*, Tata Institute of Social Science, 1981 (NCERT-financed)

The objectives of the investigation were: (i) to study the identity of the scheduled caste versus the caste Hindu school students, (ii) to study the relationship between the socio-economic status and the identity of students, (iii) to compare the identity of the scheduled caste students studying in schools managed by different organizations, (iv) to study sex differences in the identity of the scheduled caste students, and (v) to study the relationship between the level of education and the identity among the scheduled caste students.

The study included three dimensions, namely, perception of significant others, caste consciousness and identity in relation to the level of aspirations. One hundred and eighty-six students from thirteen secondary schools representing five different managements constituted the sample. Out of the 186 students, 125 (73 boys and 52 girls) were drawn from among scheduled castes and 61 (33 boys and 28 girls) from caste Hindus.

The findings of the study were: (i) The caste factor did play a part in the interaction among students. The cosmopolitan atmosphere was not more than skin-deep. (ii) The scheduled caste students from lower socio-economic status were not really concerned about their low caste status. (iii) The schools run by the caste Hindu organizations and missionaries were more caste-con-

scious than the municipal and the central schools. (iv) Boys were more sensitive to their low caste status than girls. (v) Conflict related to the identity of scheduled castes adolescents increased with the amount of education they were exposed to.

123. DAS, N., *Some Behaviour Problems of the Secondary School Students of the District of Burdwan and Their Causes*, Ph.D. Edu., Visva Bharati, 1982

The major objectives of the study were: (i) to identify typical behaviour problems of adolescents studying in schools located in three environmental situations, viz., urban, industrial and rural, and (ii) to identify the causes of such problems and to see whether there was any dominant cause in a typical environment, viz., urban, industrial and rural.

The population comprised secondary school students of the district of Burdwan, West Bengal. The sample was selected through stratified randomization of schools, the school being a unit of sampling in the first phase of the study, and the student in the second. All the students identified as having behaviour problems were included in the sample in the second phase. Eighteen schools were taken from which 130 students of the age group 13 to 15 were selected for study. The distribution was urban fifty-four, industrial forty-two and rural thirty-four. A matched group of children with the same proportion was selected from non-problem students by randomization. Twelve hypotheses regarding the causes were formulated. Data were collected through the use of self-rating inventory, Bhagia's School Adjustment Inventory, Pati's Insecurity Questionnaire, Pati's Inferiority Questionnaire and an interview schedule constructed by the researcher. Parametric and non-parametric statistical methods were used to test the hypotheses.

Some of the important findings were: (i) Dissatisfying home conditions, lack of parental understanding and inconsistent behaviour of the elders led to behaviour problems. (ii) Dissatisfying environment in school, achievement frustration, poor adjustment in schools, particularly with school programmes, social conditions, teachers and the student community contributed much towards behaviour problems. (iii) Frustration of recognition expectation and feelings of insecurity and inferiority were powerful determinants of behaviour problems. (iv) The gap between aspiration and actualization was also found to be one of the causative factors for behaviour problems.

124. DEB, S., *Social-Psychological Problems of the Rural Students Migrating to Urban Areas for Studies: Pilot Study*, University of Calcutta, 1980 (NCERT-financed)

The aims of the study were: (i) to survey the social-psychological background of rural students in urban areas in Classes XI and XII who could have continued in the rural areas, and (ii) to study their adjustment with their hostel mates and the problems they faced.

The sample comprised 150 rural students and an equal number of urban students. An information schedule was developed to assess the economic, social, cultural and psychological background of both the groups. The opinion on urban/rural life opportunities as well as the attitude of both the groups regarding each other was also sought through the items. The thirty items were rated on a 5-point scale. The fifty item Self-Reporting Inventory (Rural-Urban Hostelers' Adjustment Inventory) was prepared to indicate the social climate of the hostel as well as the problems of rural students.

The findings of the study were: (i) There were significant differences in the professional, educational and income level of guardians. (ii) There were differences in attitude towards religion. (iii) There was a lack of cultural taste on the part of rural hostelers. (iv) The concept of sociability varied significantly among the urban and the rural families. (v) Though both groups of students were from middle class families, the urban sample was from higher middle class families while the rural sample was from lower middle class families. (vi) While the rural sample felt most sources of pleasure were in urban areas, the urban sample felt they were in the rural areas. (vii) The urban sample felt the scope of education was almost entirely in cities while the rural sample did not hold such an extreme view. (viii) The rural sample faced difficulty in adjusting themselves to the fast life of the city, regarding the urban norms of physical appearance and dress, interest in the opposite sex, language, attitude to authority, reading interests, daily routine, socializing among friends and being a minority. (ix) The rural students resented the domination by the majority group resulting in alienation.

125. DEMOGRAPHIC RESEARCH UNIT, *Calcutta Fertility Survey: 1970*, ISI Calcutta, 1970 (Ministry of Health and Family Planning-financed)

The main aim of the study was to obtain information on fertility and family building habits of population sub-

jected to a variety of social, economic and demographic forces. An analytical review of the data contained in a subset of schedules of the survey meant for females was made. Two staged stratified sample design with the block as the first and the household as the second stage of sampling was used. Households in selected blocks were substratified to ensure adequate representation of different communities and also to avoid survey of too many households without ever married females. Sample households were so selected as to make the sample design self-weighted at sub-stratum level. Particulars on family planning practice and awareness were collected from normally resident eligible married females covered in sample households. In all, 1,763 ever married sample females were covered. Appropriate information schedules were used.

The findings of the study were: (i) Female educated up to the fourth class exhibited higher family size than the illiterates. Lower family size was observed with further increase in the educational level of the female spouse. (ii) Unsatisfactory achievement in population welfare programme through family planning might be attributed to illiteracy, etc. Illiteracy amongst married females was responsible for the ignorance of family planning methods. (iii) Non-practice of contraceptive methods was negatively correlated with the rise in educational level of the female spouse. (iv) Education was the crucial factor to accelerate progress of population welfare programme in our country. (v) Literate females preferred the use of temporary contraceptive methods whereas illiterate females were more in favour of sterilization. (vi) Better results in the promotion of family welfare programme could have been achieved if greater stress had been put on the female education.

126. DESAI, B. and PATEL, A., *Ashram Schools of Gujarat: an Evaluative Study*, Tribal Research and Training Centre, Gujarat Vidyapeeth, Ahmedabad, 1981

The specific objectives of the study were: (i) to assess the extent of utilization of the ashram school facility by the local tribal children and also by those of the neighbouring villages, (ii) to find out the availability of lodging facility in comparison to the number of teachers and students, (iii) to measure the wastage and stagnation among the ashram school children, (iv) to examine the role of ashram schools in the overall education of tribals, (v) to check whether the schools were fulfilling the objectives for which they were established, and (vi) to assess the general impact of ashram schools on the tribal life and society.

The sample for the study consisted of twenty-two ashram schools spread over eight different districts of Gujarat. Information was collected by personally visiting the ashram schools and studying the various aspects. Information from wardens, students and parents was obtained through interviews and questionnaires. Documents available at the school were studied to analyse the reasons for the success and the failure . The impact of the ashram schools was analysed by visiting and meeting the people of that village and in the neighbouring villages.

The findings of the study were: (i) Out of the twenty-two, fourteen schools had 120 students each, which was according to the prescribed rules. However, the remaining schools had more than 120 each. (ii) Except in two schools, the 1:1 ratio among boys and girls was not maintained. In all, there were 1,709 boys and 990 girls forming a ratio of nearly 2:1. (iii) The daily programme of work was more or less strictly observed in all the schools. (iv) With respect to studies, 22.73 per cent schools were found to be careless. Many of them did not organize classes regularly. Students were found to be particularly weak in language and general knowledge. (v) Among the vocational education subjects taught, farming was the most predominant one. (vi) Only eighteen ashram schools had 100 per cent teacher strength. There were some teachers who had studied up to Class VII only. The ratio of male teachers to female teachers was 3:1. (vii) The attitude of teachers, particularly of the non-tribal ones, towards the tribal children was not healthy. (viii) The overall wastage rate was found to be 44.42 per cent in the ashram schools. (ix) It was observed that the ashram schools induced regularity in the village schools also. (x) The impact of the schools on the people could be seen in terms of awareness about education, awareness regarding their profession, and social and political roles, and also the changes introduced in the system of farming.

127. D'SOUZA, V.S., *Educational Inequalities among Scheduled Castes: a Case Study in the Punjab*, Dept. of Soc., Pan. U., 1980 (ICSSR-financed)

The major objective of the study was to unfold the structural differentiation of the educational inequalities among the scheduled castes in the Punjab State. Specifically, the investigation attempted to find out the reasons for (i) the slow rate of narrowing the educational gap be-

tween the scheduled castes and the rest of the society. (ii) the inequalities among the scheduled castes, themselves, and (iii) the widening educational gaps among the scheduled castes.

The universe of the study was the Punjab State, and was confined to the decade 1961-71, when the population of these castes was 24.7 per cent of the total population, having thirty-seven sub-castes. These castes were divided into three broad categories, viz., large (population more than 1,00,000) medium (population between 25,000 and 1,00,000) and small (below 25,000). Eleven large and medium-sized castes constituting 94.15 per cent of the total scheduled caste population, were considered for detailed analysis. The data were obtained from the relevant Census reports and records of the Department of Education, Punjab.

The major findings of the study were: (i) It was assumed that the educational inequalities between the scheduled castes and the rest of the society were due to the long-standing socio-economic exploitation of the former by the rest of the society. (ii) Remedial measures by way of protective discrimination taken by the State had succeeded, although to a minute extent, as was clear from the 1971 educational data report in so far as the educational inequality between the scheduled castes and the rest of the society was concerned but among the scheduled castes themselves they were acting with greater vigour. (iii) Educational inequalities among the scheduled castes were found to be related to two structural dimensions, namely, the division of these people into mutually exclusive castes and the concentration of different castes in various educationally and socio-economically differentiated regions. (iv) Caste and regional disparities were, to a great extent, interrelated. (v) Caste segregation by itself was also an independent factor in the inequalities. (vi) Whether due to caste separation or regional variation, the educational inequalities were found to be related to differences in socio-economic or occupational status. (vii) The State aid for educational development required the recipients to supplement it with their family resources; therefore since most of the poorer people were unable to do so they could not avail themselves of the special facilities at all, hence the persistence of educational inequalities. (viii) The scheduled castes with higher occupational status were concentrated in districts with higher socio-economic levels and vice versa, giving some people an added advantage and putting others at an added disadvantage in educational development. (ix) The two structural dimensions of caste segregation and regional differentiation were the major determinants of the chances of the scheduled castes to benefit from protective discrimination.

128. DUTT, S., *Study of the Problem of Girls' Education in a Selected District of West Bengal,* Institute of Education for Women, Calcutta, 1979 (NCERT-financed)

The pilot study aimed at finding out the actual causes of backwardness in girls' education in a district of West Bengal. Purulia, the most backward district, was selected. Initially, an appraisal of the existing conditions of the primary education of girls in the age group 6-11 years was undertaken.

The findings of the study were: (i) Between 1970-71 and 1973-74 the enrolment of girls in the age group 6-11 years increased by 15 per cent. (ii) As many as 66 per cent dropped out between Classes I and IV and 75 per cent between Classes II and V. (iii) Eighty per cent of the guardians stated that providing girls with training in domestic work was their only responsibility. (iv) Thirty per cent felt the family or society were not losers if girls were not given education. (v) In poor families, 68 per cent felt it was unthinkable to send girls to schools. (vi) Fifty-eight per cent gave lack of individual attention as the reason for not sending their daughters to school. (vii) The proposal for rapid expansion of girls' education in the country was supported by 98 per cent. (viii) Poverty, negligence of parents and involvement in domestic work were the main hindrances in the way of education of girls. (ix) According to the primary school teachers, 85 per cent parents and guardians were irresponsible towards girls' education. (x) Seventy-five per cent of parents felt that making arrangements for their daughters' marriage were their only responsibility. (xi) Poverty and consequently lack of clothes were cited by 65 per cent teachers as a reason for not sending the girls to schools. (xii) Fifty-four per cent felt parents were eager to take them out of school even if they failed once. (xiii) Eighty per cent of the local community felt an equal proportion of boys and girls was sent to school while 96 per cent felt they were more interested in the boys' education. (xiv) Eighty per cent of the community were considered having a favourable attitude towards education. (xv) Important reasons given as obstacles in the proper management of schools were paucity of funds, condition of the school building and shortage of teachers, in a descending order.

129. DUTTA, K., *Personality Characteristics of the Orphans with reference to the Orphanages in Assam,*

Ph.D. Edu., Gau. U., 1982

The main aims of the study were: (i) to examine the problems and development of orphans who were institutionalized, and (ii) to develop awareness among the people by revealing the state of mind and of growth of personality of the institutionalized orphans.

The study included ninety-four orphans (fifty boys and forty-four girls) in the different orphanages of Assam. The orphans were classified into three groups, viz., 0-5 years, 6-10 years and 11-16 years. The sample was selected at random. To make a comparative study between the inmates of the orphanages and those coming from normal home atmosphere a separate study was carried out. Another study was made on some of the orphans who came out of the institutions after attaining the age of adulthood to test their mental health, the output earned while living in the existing organizational and administrative set-up in the orphanages/homes. Data were collected mainly by using descriptive survey, case study, interview and observation methods. Personality characteristics were treated as criterion variables and the deprivation in emotional, social and cultural aspects in the life of the orphans as the variate variables. Bhatia's Battery of Performance Tests of Intelligence, T.A.T. and C.A.T., combined observation and interview techniques and a questionnaire were used.

The major findings were: (i) Parentlessness was not the main cause in becoming orphaned. Other causes were economic trauma, careless parents, mother's/father's remarriage, insane mother, death of mother, mother's malpractice/polygamy. (ii) Fifty-one per cent of the orphans were brought by parents, relatives and the village panchayat and the police accounted for the remaining 49 per cent. (iii) Intensity of psychological disorder was seen more in the higher age groups. The grown-up children showed indication towards social deviance and delinquency after they came out of the orphanages and the control of the caretakers. (iv) Orphans had a low level of intelligence. (v) The tribal children differed remarkably from the children of plains in a few responses. There was no significant difference between the two sexes of orphans regarding the environment of the orphanages. (vi) Children living in orphanages suffered more from the deprivation in emotional, social and cultural aspects than those living in home under parental care and affection. (vii) The prevailing environmental conditions in the orphanages/homes were not satisfactory. (viii) The behaviour characteristics of the orphans were marked by the symptoms of lethargy and apathy, through unresponsiveness, nervousness, lack of interest and absence of positive outlook in life. The sign of neurotic phenomena and insecurity were found in the case of orphans. Pathological habit disorders and a low level of intelligence were noticed among the grown-up orphans. (ix) Personality development of orphans could be characterized as expression of introvert and neurotic type of personality growth. (x) Orphans suffered from the non-development of personality in view of four major characteristics. The tendencies of retarded growth were more in the 11-16 years.

*130. EAKIN, T.C., *Selected Aspects of Political Behaviour: an Empirical Study of a Bombay College Student Sample with Comparative Observations*, Ph.D. Pol. Sc., Bom. U., 1970

The objectives of the study were: (i) to study ideological orientations of college students, (ii) to enquire into the levels and consequences of political efficacy, political knowledge levels, feelings towards the democratic system and levels of political participation.

The students in the Bombay sample were drawn from the senior classes of two of the better arts and science colleges, one in the southern and the other in the northern part of the city. These colleges were chosen because of their better scholastic reputation and to provide a socio-economic and geographical dispersal. A sample of 280 students of senior classes was selected and tested in the academic year 1968-69. Two questionnaires were used to collect data; group interviews were conducted and eleven individual interviews were also conducted on those who had already been group interviewed.

The study revealed: (i) Students who were politically involved tended to come from politically involved homes. (ii) The activists had opportunities of participating in democratic decision-making in the home and school and were regular users of mass media. (iii) The activists were organizational members, were at least somewhat politically knowledgeable; and they supported the democratic system in larger numbers than the apolitical. The activists had political or politically related participation experiences when younger. (iv) Of the sample, 62 per cent had moderate ideological orientations while 14 per cent were further-left and 10 per cent further-right. (v) As many as 62 per cent had a high sense of political self-confidence while only 13 per cent had a low sense of political efficacy. (vi) As many as 77 per cent were members of at least one college group while 29 per cent were members of three or more groups; 16 per cent served as office-bearers while 30 per

cent helped take group decisions. (vii) Political party involvement levels indicated 47 per cent supported a particular political party, 15 per cent were members of politically oriented groups and 28 per cent worked for a party candidate during the elections. (viii) Though 22 per cent opposed public protest demonstrations as a form of political behaviour, 4 per cent claimed they would start a demonstration to change an unjust college rule; 7 per cent had participated in college- centred demonstrations and 10 per cent in community-centred demonstrations.

*131. FARIAS, T., *Religious Commitments of Muslim Students in Bangalore: A Study of Relationship between Religion and Social Situation*, Ph.D. Soc., AMU, 1981

The investigation attempted to study the relationship between different components of social situation and various dimensions of religious commitments of Muslim students.

Religious Commitment Indices Questionnaire and Social Situation Indices Questionnaire constructed by the investigator were administered to a stratified sample of 950 Muslim students studying in 16 institutions situated in Bangalore city. Multiple regression analysis was used to study the relationship.

The main findings of the study were: (i) Higher religious commitment was associated with the female sex, lower age, Muslim-managed institutions, greater number of years in an institution, non-science field of study, higher Islamic environment, higher family religiosity, lower socio-economic status and lesser outgroup influence. (ii) The social situation variables in the descending order of their influence on religious commitment were family religiosity, Islamic environment, outgroup influence, sex, college management, college years, age, socio-economic status and the field of study.

*132. FAROOQUI, J., *Academic Elite and Social Structure*, Ph.D. Soc., AMU, 1975

The objectives of the investigation were to study: (i) the socio-economic background and the pattern of recruitment of the academic elite, (ii) the relationship of the academic elite with the remaining social structure, (iii) the degree of teacher awareness and participation in academic, community and national life, and (iv) the perception of teaching profession by teachers, students and community members.

Data were collected from a representative sample of 300 university teachers, 100 students and 100 community members with the help of separate interview schedules for teachers, students and community members. Chi-square test was used to test the statistical significance of associations. Some case histories were also prepared to supplement the findings of the statistical analyses.

The major findings of the study were: (i) The academic elite consisted of highly educated persons and was highly exposed to the Western culture. (ii) The average monthly income of the academic elite was lower than that of other community members. (iii) Despite high education, the academic elite had to apply pressure for its recruitment. (iv) There existed a wide gap between teachers, students and community members with regard to the ideal role of teachers, role constraints, role expectations and role satisfaction. (v) The teaching profession had lost its prestige in the hierarchy of professions. (vi) Teachers were considered influential not because of their academic skill but because of their political affiliations.

133. FATIMA, N., *Attitudes of Muslim Women of Aligarh Muslim University Towards Marital Relations and Adjustment*, Ph.D. Soc,. AMU, 1975

The objective of the study was to find out the attitudes of educated and uneducated Muslim women who lived in and around the Aligarh Muslim University campus, towards marital adjustment, modern concept of family and marriage.

To assess their attitudes towards marital adjustment, etc., 250 educated and 50 uneducated women belonging to different socio-economic levels were interviewed.

The major findings were: (i) The economic status and education were positively related to marital adjustment. (ii) Age was positively related to marital adjustment up to a certain level. The most successful marriages recorded were between the ages 26 and 45 years. (iii) The less religiously inclined people tended to lead a happier married life than the more religiously inclined. (iv) Both the educated and the uneducated women disagree with the unilateral right of the husband to divorce. Maladjustment and barrenness were considered the only valid causes for divorce by the educated and the uneducated women, respectively. (v) Polygamy was opposed by both the educated and the uneducated women.

134. GANDHI, P.K., *Youth Culture – a Study of Rural Youth in Urban-based Institutions,* Ph.D. Soc., Agra U., 1980

The objectives of the study were: (i) to determine the personal and socio-economic characteristics of the rural youth in order to ascertain who went in for higher education, (ii) to ascertain the extent to which modern values of achievement and social mobility were developed, (iii) to analyse the factors associated with their attitude towards urbanism, caste, religion, opposite sex, educational authority and politics, (iv) to develop time-use pattern so as to indicate their dominant interests and leisure-time activity, and (v) to determine special practices related to their approach to study, examination, leisure, family and social adjustment, dress, food and the like.

Data were collected on the basis of a detailed structured interview of the rural students and the youth, observation of knowledgeable people like teachers and university officials on the campuses, quasi-participant observation of limited range and the character of the subjects as assessed by the researcher and the records of the university office. The tools employed were a questionnaire for the enumeration of rural students, an interview schedule for the sampled students, a questionnaire based on critical incidents technique for teachers and university officials, Socio-economic Status Scale (Rural, Kuppuswamy), Opportunity for Urbanization Index, Modernity Index and Academic Effort Index. The sample comprised 345 units enumerated for scrutiny against the operational definition of which 145 units were lost due to various reasons.

The main findings of the study were: (i) The subcultural stereotypes at the campus were broadly classified as collegiate, vocational, academic and non-conformists but the culture of the rural youth did not clearly fit into any of these traditional stereotypes. (ii) There was a series of contradictions to be resolved which were connected with their relationship with the opposite sex, demands of democratic functioning, achievement goals, and independence of thought through learning. (iii) There was a considerable gap between what the rural youth subscribed to and what they actually did with regard to values. Modern values were accepted because they represented the dominant norms and helped one attain status. As long as the results of such acceptance were impersonal they accepted them without being committed. (iv) In the case of the rural youth a dichotomy of values prevailed; a superficial, skin-deep acceptance of values of the urban elite which were in greater proximity to modern values and a functional commitment to traditional values ingrained by the early social experiences in the village measured against values like ambition as a virtue, individual responsibility, cultivation and possession of skills, cultivation of manners and courtesy, etc. (v) The rural youth or such other groups did not come up to their counterparts and stood an almost certain risk of being rejected, punished and devalued. (vi) The rural youth seemed to be a product of the homogeneous village community with a stable social and economic structure; their life was found to be guided by the customs and tradition of the family and caste. Individuality was absent and options were few. (vii) Their experience with nature and its vagaries made them physically and emotionally strong but the feeling that man had no control over nature turned them to rely on fate.

135. GAUTAMA, P.N., *A Sociometric Study of the Patterns of Social Interaction among Principals, Teachers and Students in Higher Secondary Schools of Himachal Pradesh,* Ph.D. Edu., Pan. U., 1974

The objectives of the study were: (i) to study the patterns of social interactions between the principals and the teachers, the principals and the students, the teachers and the students, among the teachers, and among the students, and (ii) to have a comprehensive picture of patterns of social interaction in the various types of schools.

The study was restricted to two urban (one boys and one girls), and two rural (both co-educational) schools. The population consisted of four principals, 118 teachers and 405 students from Classes IX, X and XI. The tools employed for the collection of data were Personality Inventory by Saxena, SES Scale (Urban) by Kuppuswamy and SES Scale (Rural) by Pareek and Trivedi, Adjustment Inventory by Bell, Study of Values by Kulshrestha, Sociometric Interaction Questionnaire and Situational Interaction Questionnaire prepared by the investigator. The statistical techniques of chi-square and linear correlations were used for the analysis of the data.

The major findings of the study were: (i) In general, the patterns of social interaction found in the total sample were also prevalent in rural and urban boys' and girls' schools barring certain minor variations.

(ii) The study vindicated the assumptions of only two theories of social interaction, namely, the exchange theory and the power theory. (iii) Both the principals and the students pointed out positive social interactions with those teachers who had greater power of exchange with them. (iv) The principals pointed out interaction only with the students of Classes X and XI. However, in rural schools they had no social interaction of any type with the students. (v) Teachers pointed out more social interaction with students whom they taught as compared to others. Similarly, students indicated more interaction with teachers who taught them than with others. (vi) Tendencies of sex segregation and sex antagonism were found both among the teachers (both sexes) and the students, being more among the girl students as compared to boys. (vii) There was a high positive association between the positive social interaction among teachers and their designation, qualification and personality adjustment. (viii) There was no statistically significant relationship between the values of the teachers and the students, and their social interaction among themselves, barring a few exceptions. (ix) There was more social interaction amongst the students of the same class than with those outside the class. (x) There was no association between the social interaction among the students and their caste and personality adjustment. (xi) There was a high positive association between the students' socio-economic status and the positive social interaction amongst themselves.

136. GAYATRI, *vibhinn vyavasayarat mahilaon ka swapratyaya* (Self-concept of Women in Different Occupations), Ph.D. Psy., Kashi Vidyapith, Varanasi, 1980

The objectives of the study were: (i) to find out the nature of self-concept among the females employed in various occupations, (ii) to find out the differences in the self-concepts of females employed in different occupations, (iii) to find out the self-concept of females engaged in domestic work, and (iv) to find out the differences between the self-concept of the employed females and that of the domestic females.

The sample consisted of 200 females comprising 70 teachers, 40 clerks, 40 nurses and 50 domestic women. In all the groups half the subjects were married and the other half were unmarried. The age range of the sample was 30-40 years and all the working women had at least five years of experience. Forty-eight hypotheses emphasizing the differences and similarities between the self-concepts of the different groups of subjects were formulated. The tools utilized for measuring the self-concept of the subjects were a modified Hindi version of Butler and Heg's Q sort 74 items and Sentence Completion Test. The data were analysed by using t-test and percentages as well as coefficients of correlations.

The major findings were: (i) Irrespective of their occupational differences females lived comfortably with others according to their aspirations. (ii) Females of all the occupational groups were optimistic in their real life as well as in their ideal life. In comparison to other occupational groups, the female teachers were significantly more optimistic. (iii) Most females did not think the presence of sexual attractiveness essential to them, except the nurses who felt it more essential for them. (iv) The characteristic of firm determination was present in all the groups of females but it was significantly higher in nurses than in other groups. (v) The working women were significantly more satisfied than the domestic women. (vi) The working women were less impulsive than the domestic women. (vii) Irrespective of their occupations, all females thought themselves intelligent but the working women showed significantly higher scores than the domestic women on this dimension of self-concept. (viii) Tolerance was significantly higher in nurses but significantly lower in the domestic women in comparison to other groups. (ix) Self-reliance was significantly higher in working women than in the domestic women. (x) The female clerks were significantly more pessimistic than other groups. (xi) The domestic women were significantly less jealous than the working women. (xii) The working women found themselves more full of qualities than the domestic women. (xiii) On the whole, the female teachers had significantly better self-concept regarding their characteristics, parts of the body, caste, name, place of residence, occupation and birth as well as their desires, their thinking, love, beauty, compassion, jealousies, dreams, self-assertion, sense of responsibility, equality, appropriateness, liking, self-appraisal and self-praise. The female teachers were more symbolic, intellectual and aesthetic. (xiv) On the whole, the female clerks had stronger self-concepts related to pressures from parents and officers, the desire for getting love and to marry, to inflict pain on others to get promotion and to be the head of the institution, and the desire for equality and expression of dislikes. (xv) Nurses on the whole had better self-concepts related to human relationships,

religious value and universal unity of God. (xvi) The domestic women had better self-concepts related to household things, family relationships and economic and aesthetic values.

137. GHATAK, R., *Identification and Analysis of the Dynamisms Operative within the Family Milieu of Educable Mentally Retarded Children and Their Relation to the Retardates' Psycho-social Functioning Level,* Ph.D. Edu., JNU, 1980

The objectives of the study were: (i) to identify the dynamisms within the family milieu and their effect on the cognitive and psycho-social performance and perceptions of the retardate regarding his self, home and school milieu, and (ii) to conduct a follow-up programme to determine the relative efficacy of the family variables operative in the maintenance function of the skills inculcated by the special school intervention programme.

The sample for Phase I comprised forty-four EMR (educable mentally retarded) children (fifteen girls and twenty-nine boys) attending the special education school. Phase I involved a time-phased classification of school-going EMR children into criterion groups of improvers and deteriorators, based on the level of cognitive, adjustive and psycho-social functioning, as assessed by the school personnel and the researcher. This was followed by an attempt to relate the retardate's improvement or deterioration of the variables operative within the family milieu of the retardate and the retardate's perceptual framework towards his family, school and self. The sample for Phase II included sixty-five EMR children (thirty-eight boys and twenty-seven girls), who had left the influences of the special school intervention programme three to five years ago. Phase II involved a classification of EMR children into criterion groups of improvers and deteriorators based on family assessment of the retardate's psycho-social functioning at the school-leaving stage and the present-day status. It further involved an assessment of the dynamisms within the family of the EMR children. The tests used were Vineland Social Maturity Scale, Weschler Intelligence Scale, Family Attitude Questionnaire and Retardate Attitude Questionnaire, both developed by the investigator. The teaching personnel were administered a competency list to analyse the special teachers' perceptions of competencies relevant to the teaching of the exceptional children. A bivariate analysis was utilized which involved the computation of chi-square values.

The major findings were: (i) The two groups of respondents, namely, the family of the improvers and the deteriorators, displayed sharp response differences on those dimensions which were crucial for the rehabilitation of a retarded child. Variables like parental goal-oriented behaviour in the initial rehabilitation of retardate, inculcating cognitive psycho-social skills, encouraging retardates social participation, moulding the family routine in terms of the needs of the retardate were all characterized by the significant differences between the two groups. (ii) The dimensions on which the two criterion groups displayed no significant differences were the family background variables and orientations, like the family being extended in structure and a high family religious affiliation. (iii) There existed a significant difference between the perceptions of the two criterion groups of improvers and deteriorators towards their family, school and self. (iv) The improvers reported a favourable perception of the family milieu whereas the deteriorators perceived inter-personal distortions within the family as detrimental to their growth. (v) There existed significant differences between the improvers and the deteriorators as regards family orientation towards the institutionalization of the retarded child. (vi) The families of the deteriorators failed to function effectively as maintenance agents of the skills inculcated within the retardate and to induce any form of vocational competence whereas the families of the improvers were characterized by family developing certain intervention strategies to maintain a level of psychological adequacy within the retardate.

138. GOKHALE, P., *A Sociological Analysis of Mental Testing in the Selection of Probationary Officers in the Banking Industry,* Ph.D. Soc., Bom. U., 1977

The main aim of the study was to find out: (i) what social conditions prevailed during the period when the first test was devised to measure individual differences, (ii) what happened to those who were tested, and (iii) how the test results were used, and what their implications were.

The approach to the study was basically historical to find clues in the social conditions of the period under exploration and to establish links between social stratification and the rationale for the poor performance of certain groups. Subsequently an empirical

analysis had been made to test the hypothesis: Conflict situations gave rise to the devising of test which in turn blatantly perpetuated the notion that some classes were better equipped in terms of intelligence and hence possessed a greater right to service. The analysis was based on the data taken from the National Institute of Bank Management NIBM, giving the test scores of applicants for the posts of probationary officers to one of the nationalized banks. The personal history of the applicants was obtained by means of a biographical information blank. The data were analysed to find out which groups of individual performed poorly on the tests. Means, standard deviations, correlation and z-scores were computed.

The main findings of the study were: (i) There was an overall significant relationship between upper socio-economic status and the tests. (ii) The candidates belonging to States exposed to the English language usage were better test performers than those with a predominantly regional background. (iii) The urban groups performed better on the tests than the rural groups. (iv) The commerce group was comparatively poorer in performance than the arts and science groups on all tests except observation of human behaviour. (v) There were highly significant differences in the test performance between the regional language and the English-medium groups. (vi) Groups consistent in their academic performance were significantly better test performers. (vii) The children of professionals performed better than those of agricultural labourers. (viii) The children of educated parents were better performers. (ix) Students from higher income groups were better test performers. (x) There were highly significant differences in the mean performance for the four castes, with the brahmins performing the highest. (xi) The tests were biased against lower class, lower castes, lower occupational status of fathers and rural-based individuals.

139. GONDHALEKAR, A.Y., *Objectives of Women's Education as Perceived by the Students and Their Parents*, Ph.D. Soc., SNDT, 1975

The study was undertaken to inquire into the objectives of women's education as perceived by students and their parents. Some of the specific objectives of the study were to examine the objectives of girls at different ages regarding their education, their attitudes in respect of the choice of their career, their spare-time activities and their views about their would-be husbands and parents' attitude to girls' education, towards failure of their daughters, toward coeducation at various levels, towards freedom for girls to mix with boys, etc.

The sample comprised 200 girls and their 200 parents selected at random from Classes IV, VII and XI and third year college girls. Questionnaire, interview and observation were used to collect the necessary data.

The major findings were: (i) Both the students and their parents showed a keen desire for education, even in respect of higher education. (ii) The students belonging to lower socio-economic strata expressed their desire to be medical doctors or teachers and aspired for professions and jobs carrying higher status. As one went up the educational scale, students' responses tended to be realistic. (iii) All the parents were very keen on educating their daughters and sons and providing equal facilities for them. (iv) The aims and objectives of the students about education tended to vary with the social stratum. The economic aspect of education was emphasized by the students belonging to the lower socio-economic strata. On the other hand, the importance of education for culture was emphasized by those belonging to the higher strata. (v) There was not much cleavage between the responses of college students and their parents in respect of marriage, which meant that the students were realistic.

140. GOYAL, R.K., *The Social Grading of Occupations (with reference to City of Indore)*, Ph.D. Soc., Indore U., 1979

The objectives of the study were: (i) to analyse the factors responsible for social occupational prestige, (ii) to ascertain how people grade various occupations in terms of their social prestige (subjective and objective), (iii) to ascertain the occupational prestige of manual and non-manual, and traditional and non-traditional occupations, (iv) to frame, on the basis of their subjective and objective social prestige, occupational families, (v) the form and nature of occupational families, and (vi) to analyse the attitudinal changes taking place with respect to traditional caste occupations.

The sample consisted of 472 respondents of which 240 were students of graduate and post-graduate classes and 232 were workers engaged in different occupations, both manual and non-manual. For data-

collection, the schedule-cum-interview method was employed. For grading different occupations pairs of occupations were framed and respondents were asked which occupation had more social prestige in a particular occupational pair.

The findings were: (i) The most important factor for social and occupational prestige was education, followed by income while the lowest factor was privileges, followed by popularity. (ii) A high court judge possessed the highest social prestige, followed by a doctor, a professor, etc., while a sweeper a cobbler, etc., had the lowest social prestige. (iii) Among the non-manual occupations a high court judge was at the apex of the social prestige ladder and a clerk at the bottom. (iv) Among manual occupations, an agriculturist was at the top of the social prestige ladder and a sweeper at the bottom. (v) Among higher occupations, there was a downward trend whereas the lower occupations maintained their earlier positions. (vi) There was a similarity in the social prestige in the subjective and objective levels among both the sets of occupations, manual and non-manual. (vii) There were certain occupations which did not find place in any of the occupational families. (viii) The modern occupations had higher positions on the social prestige ladder in comparison to the traditional occupations.

141. GUPTA, A., *Personality and Mental Health Concomitant of Religiousness in the Tibetan Students in the Adolescent Age Group,* Ph.D. Edu., Pan. U., 1980

The major objectives of the study were: (i) to study the religiosity of the Tibetan adolescents studying in high/higher secondary schools, (ii) to study the relationship between personality, religiosity and mental health of the Tibetan adolescents of the age group 16+ to 18 years, and (iii) to establish relationship between religious attitude and mental health of the Tibetan adolescents.

The study was a descriptive exploratory survey research. The sample consisted of 313 adolescents (251 boys and 62 girls) studying in high/higher secondary Tibetan schools in different parts of the Himalayas, namely, Dharamsala, Dalhousie, Kulu, Mandi, Mussoorie and Darjeeling. The tools employed for the collection of data were Sixteen Personality Factor Questionnaire (Form-A) by Cattell, the Cornell Medical Index and Religiosity Questionnaire, locally constructed by the investigator. Statistical techniques of differential analysis, simple and multiple correlations, and factor analysis were used for the analysis of the data.

The major findings of the study were: (i) In general, Tibetan adolescents were found to be religious, mentally healthy and possessing positive personality characteristics in being warm-hearted, average in intelligence, emotionally stable, assertive, conscientious, imaginative, experimenting, self-sufficient, controlled and tense. (ii) The high religious groups in respect of R_1 (faith in God) differed from the low religious groups in being more shrewd and in showing a tendency towards PF (conservatism). (iii) The high religious groups tended to be more conservative. (iv) The high religious groups in respect of R_3 (faith in religion) differed from the low religious groups in personality characteristics such as intelligence, suspiciousness and relaxation. (v) The high religious groups were associated with the measures of mental health, which were inadequacy, depression, anxiety, sensitiveness, anger, and tension. (vi) Males were more religious than females.(vii) Females were more self-opinionated and imaginative than men. (viii) Only some factors of personality such as intelligence and ego-strength were found to be positively correlated with religiosity. (ix) The subdimensions of religiosity and the measures of mental health were significantly correlated. (x) Varimax group factors III, VIII and IX with the specific constellation of some factors of personality and dimensions of religiosity were identified as factors of personality and religiosity. (xi) Varimax group factor I identified as factor of mental health and religiosity confirmed that certain measures of mental health were concomitants of religiosity.

142. GUPTA, B.S., *Equality of Educational Opportunity and Muslims,* Ph.D. Edu., Bhopal U., 1980

The objectives of the study were to find out whether (i) the Muslim students enrolled in schools were proportionate to the strength of the Muslims in the total population of the locality which the school served, (ii) the percentage of Hindu and Muslim girls enrolled in schools was proportionate to the strength of Hindus and Muslims, respectively, of the locality which the school served, (iii) the prescribed textbooks contained elements which alienated the Muslim students from the school, (iv) the school culture discriminated between the students of the two communities, (v) the absence of mother tongue as the medium of instruction created any unfavourable reaction in the Muslim students and parents, (vi) the proportion of Muslim students decreased

as they went up the ladder of education, and (vii) the school culture, absence of mother tongue as medium of instruction, contents of the textbooks, and absence of facilities of teaching Urdu discriminated between areas with high and low proportion of Muslims, and also affected the attitudes of the parents towards schooling, and also their relationship with the achievement of Muslim students.

The study was conducted on one hundred and eleven schools from four districts of Uttar Pradesh. One hundred students and 100 parents (Muslims) were also interviewed from the selected schools in the four districts. Data were collected by using a school information blank, and two interview schedules, one for the students and one for the parents. The students were from Classes VI to X. Data were collected through personal visits by the investigator. The data analysis made use of frequency distribution, chi-square, and phi-coefficient of correlation.

The study revealed: (i) In the four districts under study, the distribution of Hindu and Muslim population was 79 and 21, respectively, whereas the enrolment ratio between the communities was 93 : 7. (ii) The pass percentage of Hindus as compared to that of the Muslims in each district and in the total sample was higher and the difference was statistically significant. (iii) The textbooks in Hindi, compulsory Sanskrit and social studies in all the classes between VI and X contained contents which might not be liked by the minority community because of certain religious overtones. (iv) All the Muslim students and parents interviewed expressed their desire to have Urdu as the medium of instruction while all the sampled schools had Hindi as the medium of instruction. (v) In all, only ten out of the sampled 111 schools had facilities for teaching Urdu. (vi) From the ten schools, 165 Muslim boys and three Muslim girls appeared for examination, the pass percentage was 100 per cent for the girls and 97.5 per cent for the boys; no Hindu student offered Urdu as a subject. (vii) The drama, prayers, the use of pictures and paintings, the writings on walls in Hindi, the invitees and visitors to the schools indicated a culture bias towards the majority. (viii) The contents of the textbook, the school culture, the lack of facilities for learning Urdu and the absence of mother tongue as the medium created disinterest in parents to send eligible children to school. (ix) There was a decrease in the enrolment of Muslims in Classes VI to VIII whereas in Classes IX and X the decrease was for both Hindus and Muslims.

143. GUPTA, L., *Role of Lady Teachers in the Universalization of Primary Education in the Districts of West Bengal,* Calcutta Girls' B.T. College, Calcutta, 1979 (NCERT-financed)

The objective of the study was to find out the aspects in which women teachers were better than their male counterparts. From the 24-Parganas and Calcutta, opinions of 108 male and 64 female teachers, ratings of 400 children from Classes III and IV and opinions of 48 guardians were collected. The three questionnaires prepared for collecting data were: (i) on the basis of attitude towards teaching and teacher traits to elicit opinions from teachers, (ii) for pupils' opinion regarding attitude and traits of teachers towards teaching, and (iii) for guardians' opinions regarding attitude and traits of respective teachers. Equivalent weightage for students' responses was calculated as the sample of male teachers was smaller.

The findings of the study were: (i) Women teachers were liked more by children. (ii) Women teachers fostered good habits and cleanliness among pupils. (iii) The voice of women teachers was more distinct and impressive. (iv) More help was provided by women teachers inside as well as outside the school. (v) As regards individual attention, women teachers did not discriminate between high and low achievers. (vi) Greater inspiration was provided by women teachers to develop potential traits for attaining ambitions. (vii) Women and men teachers mixed equally freely with the pupils. (viii) Teaching by men and women teachers was equally effective. (ix) Men teachers were more humorous and their classes more lively. (x) Though more inspiration for participating in co-curricular activities was provided by women teachers, their counterparts took greater interest in games and outdoor activities and also school administration.

144. GUPTA, L.P., *A Study of the Personal Characteristics and Academic Achievement of Scheduled Caste and Backward Class Students of Meerut University,* Ph.D. Edu., Mee. U., 1978

The objectives of the study were: (i) to study and describe the personality needs of the scheduled caste and backward class students and also those of the general group of students, (ii) to study and describe the self-concepts of the scheduled caste and backward class students along with those of the general group of students, (iii) to study the cognitive characteristics, such as intelligence, of the scheduled caste and backward class students along

with the non-scheduled caste students of degree and postgraduate levels, (iv) to study the level of academic achievement of the scheduled caste and backward class students along with that of the general group of students, and (v) to make a comparative study of the scheduled and non-scheduled caste students on all the foregoing variables.

The sample for the study consisted of students of six colleges of Meerut University selected randomly. Data were collected through Meenakshi Personality Inventory, Bhatnagar's Self-concept Inventory, Raven's Standard Progressive Matrices and cumulative record cards. The t-test was used for data analysis.

The findings were: (i) The scheduled caste and backward class postgraduate students were characterized as more enduring nurturant and achievement-oriented, but suffering from feelings of abasement. They were much less exhibitionistic and dominant. The graduate students of the scheduled caste and backward class also presented almost a similar picture. In comparison to the postgraduate students of the scheduled caste and backward class, the graduate students emerged as affiliative also. (ii) The non-scheduled caste postgraduate students were found to be more nurturant, dominant, achievement-oriented, autonomy-oriented and aggressive. (iii) The non-scheduled caste graduate students were more achievement-oriented and aggressive with regard to the need-structure of personality. (iv) The scheduled caste postgraduate students perceived themselves as confident and good achievers. They perceived themselves as less inferior, less withdrawing and less emotionally unstable. (v) The graduate students of the scheduled caste and backward class also presented exactly the same picture as that of the postgraduate students with the difference that the postgraduate students perceived themselves slightly more inferior in comparison to the graduate students of the scheduled castes. (vi) The non-scheduled caste students, the postgraduates as well as the graduates, presented almost the same order of self-concept as found in the case of the scheduled caste students. (vii) With regard to intelligence, the postgraduate students of the scheduled caste and backward class appeared to have a slightly higher mean score in comparison to the graduate students. Larger difference was found between the intelligence levels of postgraduate and graduate students of the non-scheduled castes. (viii) Scheduled caste graduate and postgraduate students were average on the need for achievement, the need for autonomy and the need for affiliation. They appeared to be less intelligent as compared to the general normative sample. (ix) The scheduled caste graduate students as compared to the non-scheduled caste graduate students were more affiliative, more in need of feeling inferior, more nurturant and more enduring. (x) The scheduled caste students of postgraduate classes were more achievement-oriented, more enduring and more in need of feeling inferior, less aggressive, less dominating and less in need of autonomy as compared to the non-scheduled caste students of the same level.

145. GUPTA, S., *A Comparative Study of Socio-economic Background Problems and Professional Behaviour of Men and Women Teachers in Coeducation Institutions at Different Levels in the State of Haryana*, Ph.D. Edu., Kur. U., 1981

The objectives of the study were: (i) to compare the socio-economic background of male and female teachers to evaluate their basic environment, (ii) to compare the adjustment pattern of male and female teachers in various fields such as health, home, social, economic, institutional and ethical, (iii) to compare the professional behaviour of male and female teachers regarding their attitude, classroom verbal behaviour, liking of students towards them and their cooperative behaviour.

The sample consisted of 219 male and 169 female teachers, selected randomly from eleven coeducational schools and eleven coeducational colleges of Haryana. The teachers were administered the Kulshrestha Socio-Economic Status Scale (Urban as well as Rural) and the Pandey Teacher Adjustment Inventory. The classroom behaviour of primary, middle and secondary school teachers was observed through the Flanders' Interaction Analysis Category System, whereas the classroom behaviour of college teachers was observed through the observation scale developed by the investigator. The students taught by these teachers were administered the Students Liking Scale. Further, to know the intermixing and cooperative behaviour of the teachers, sociograms were drawn. The data were analysed with the help of chi-square test and analysis of variance.

The findings of the study were: (i) The socio-economic status of the teachers at primary, middle, secondary and college levels were more or less similar. (ii) The total adjustment of male and female teachers improved from lower to higher level of education. (iii) The attitude of male and female teachers towards students differed significantly but female teachers had better attitude at all levels. (iv) Female school teachers were more democratic and indirect and gave more praise and encouraging statements in the classroom than their male

counterparts. (v) Male college teachers were better in maintaining discipline, used blackboard more as a teaching aid, were humorous, suggested more of extra reading and general recapitulated the lessons, whereas female teachers introduced and organized the lessons nicely and tested the knowledge and understanding of students by questioning. (vi) At all levels, male teachers were more liked by girl students and female teachers by boy students. (vii) The association and intermixing of school teachers of different sexes was little and sex cliques were common, whereas at the college level there was more association of opposite sex teachers and sex cliques were rare.

***146.** HAKIMJI, F.J., *A Study of the Process of Adoption of Innovations in Innovative Secondary School*, Ph.D. Edu., SGU, 1980

The objectives of the study were: (i) to find out the relationships among different stages of the process of adoption of innovations in educational systems, (ii) to find out a variety of adoptor-categories and reasons behind the same, (iii) to find out the characteristics of innovations and different types of school systems and the relationship between the two, (iv) to find out the characteristics of the role of heads of selected educational systems as motivators, agents of change and innovators so as to strengthen the innovativeness of the schools, and (v) to find out interrelationships among the variables like the organizational climate, communication patterns, teacher morale and level of pupil achievement.

The sample consisted of seventy-two schools from the districts of Vadodara and Panchmahals. The schools were selected by the stratified random sampling technique. Data were collected by using a questionnaire, an opinionnaire, an opinionnaire with the rating scale and an unstructured interview with forty heads of schools. The collected data were analysed by percentages and qualitative analysis.

The major findings of the study were: (i) The schools of Panchmahals and Vadodara districts showed innovativeness. There was little difference in the degree of innovativeness between the two districts. (ii) Sixty to seventy per cent of the schools tried out new ideas in the area of teaching-learning process. (iii) A majority of the schools had good knowledge of the process of adoption of new ideas. (iv) The heads of the majority of the schools acted as innovators and not as agents of change. (v) Age, sex, experience, qualifications, medium of instruction did not affect the trying out of new ideas. (vi) A majority of the schools tried out only one innovation at a time. The type and characteristics of the new ideas affected the rate of adoption in all the schools.

147. HAMID, M., *Etiology and Patterns of Delinquency among Indian Children*, Ph.D. Psy., AMU, 1972

The study was intended to explore two aspects of delinquency: (i) etiology of delinquency with reference to psycho-social (environmental) conditions, and (ii) personality characteristics of delinquents that would supposedly differentiate them from non-delinquents.

The sample comprised 100 delinquent boys and 100 non-delinquent boys belonging to Delhi. These groups were matched on age, intelligence, socio-economic status, educational background and religion. The Rorschach Ink Blot Test, Bhatia's Battery of Performance Tests of Intelligence, and a comprehensive but structured interview questionnaire were used for collecting data. The data were analysed by using chi-square test and by computing median.

The results were: (i) The case history questionnaire indicated that there was a significant difference between the two groups, in so far as their environmental conditions were concerned. Compared with non-delinquents, delinquents' family and home conditions, their parents' attitudes, practices, and their own (parents) history of physical and emotional problems and relationship between parents were found to be inadequate, unwholesome and extremely poor. (ii) Disciplinary measures taken by delinquents' parents were harsher, more drastic and less reasonable. (iii) More delinquents than non-delinquents disliked their schools, and the incidence of misbehaviour in schools among delinquents was much higher than that among their counterparts. (iv) The community was another situation where sharp differences were noted between the two groups. There were situations, places, and people in the community that were found to provide the kind of environment where undesirable behaviour in children could be both produced and maintained. (v) As to the personality characteristics of delinquents and non-delinquents, no significant differences were found between the two groups. (vi) The results of the case history questionnaire and the Rorschach test indicated two things. First, environmental conditions played a dominant role in shaping the behaviour (pro-social or asocial) of the individual. And, functional analysis of behaviour could help professionals explain why, how, where, and when a behaviour occurs

and how a behaviour could be maintained or eliminated. Secondly, the clinical and empirical usefulness of personality tests should be carefully scrutinized and evaluated because these tests are based on hypothetical propositions and not on any proven principles of personality theory. The hypothesis that personality characteristics were stable regardless of situational variables was not supported.

148. HARJEET KAUR, *A Social Psychological Study of Truancy among Female Students,* Ph.D. Psy., Kum. U., 1979

The study aimed at (i) studying the attitude of truants towards examination in comparison to non-truants, (ii) comparing the educational background of truants and non-truants, (iii) studying the effect of frustration, intelligence and age (late adolescence) on truancy, and (iv) studying the hobbies and activities of truants in comparison to non-truants.

With the help of stratified random sampling technique 400 females consisting of 120 truants and 280 non-truants were drawn from private university colleges of Delhi city. Intelligence and frustration tests were used to collect data.

The main conclusions of the study were: (i) Truants showed non-serious attitude towards examination and used labour-saving devices. (ii) Truants had poor educational background and poor school performance. (iii) Truants had a higher failure rate. (iv) The hobbies of truants were different from the hobbies of non-truants. They were more interested in seeing films, going on tours, listening to the radio, reading novels and cracking cheap jokes trying to satisfy their sociogenic needs with the help of these hobbies. (v) The low level of intelligence played a significant role in making truants. (vi) In some cases, high intelligence was also responsible for truancy; however, the incidence was greater among those with a low level of intelligence. (vii) Frustration and truancy were closely related. (viii) The problem of trunacy was accelerated in later adolescence. (ix) Some characteristics of adolescence were responsible for creating truancy and for the increase in its incidence, for instance sex drives, self-assertiveness, conflict among id, ego and super-ego, high degree of emotionality, suggestibility and coeducation. (x) Besides, several other causes of truancy were related to the lack of significance of formal education to life, the teaching methods adopted by the teaching faculty and the insecurity of jobs. (xi) Lack of supervision and control at home and school also accelerated the problem of truancy.

***149.** HAQ, E., *Education and Politicization: an Analysis of Sources and Consequences,* Ph.D. Edu., JNU, 1975

The main objective of the study was to examine the role of various sources and the consequences of political socialization.

The study was undertaken in Delhi as it had different systems of schooling, namely, government, government-aided and unaided (public) schools drawing students of different socio-economic backgrounds, differing in terms of degree of exposure to mass media. Besides, Delhi possessed a rapid means of communication, a rising level of student activism and a permissive environment for political socialization. Only male respondents, students, teachers and parents, were taken as it was difficult to obtain permission to interview females and then to develop rapport; besides the concern was not sex differences but socio-economic factors and political attitude. The total sample of students from Class XI was 308 while that of teachers was 128 teaching Classes VI to XI along with 164 parents of differing occupational, educational and locational backgrounds. The techniques used for data-collection were a questionnaire for students and teachers. It was meant to seek background data, political information of local, national and international level, their preferences and commitment to politics, their desired and actual participatory behaviour towards political activities and the degree of exposure to mass media; the questionnaire for teachers and the interview schedule for parents covered the same aspects, but differed in terms of the level of questions. Observations were used to combine qualitative data on teaching-learning process in the classroom, library and laboratory resources, school functions like national celebrations, school rituals, the content of daily news put up on the information board, mass media programmes, the participation of students in various cultural activities, the functioning of the house system, students council and the system of admission in different schools. The content analysis of textbooks for Classes I to XI was made to examine their relevance to national values and beliefs; the values considered were citizenship, the sense of belonging to the nation, fraternity, equality of opportunity, political participation, secularism, distributive justice, individual liberty and the protection of minority rights. The political contents of the textbooks were analysed and scores were given by a panel of judges in-

cluding the investigator.

The study indicated: (i) Several textbooks used at varying levels in the different systems of schools contained content to develop cognitive orientation of school children and equip them with relevant political knowledge. (ii) Most of the national values secured a very low percentage of scores in the prescribed textbooks in various subjects, of government and public schools; the class-wise analysis of scores on the different values indicated a lack of systematic emphasis; the same was true for different school subjects. (iii) There was no correlation between the age of students and the nature of values internalized as textbook writing had ignored the argument that comprehension of national values improved with mental maturity and physical growth. (iv) The public school teachers were more aware of national as well as international matters but, in general, teachers of all the schools did not possess a high level of cognitive orientation, a consequence of general lack of interest in political matters and of perception of their role performance. (v) There was a negative relationship between political awareness and political commitment. The public school teachers were more politically dispersed and cosmopolitan while the non-public school teachers were more politically concentrated and localistic. (vi) In each of the three schools there were different groups of teachers with different motivations and interests. There was a small group of politically motivated teachers with high aspirations but low academic commitment; another group of teachers had high professional commitment but a very low political motivation; the third group was lethargic and careless, with low aspirations and low commitment. The non-public school teachers were comparatively more politically participating though less politically informed than the public school teachers probably because of institutional restrictions and lack of job security. (vii) The age and the length of service affected political orientations. (viii) There were significant variations in the level of political awareness of parents who belonged to different socio-economic classes and sent their children to different types of schools. The public school parents possessed better understanding and knowledge of not only the leftist but also the rightist ideology; most non-public school parents were not exposed to the world outside their own localities. (ix) The participatory behaviour of parents showed that highly educated, administrative and professional group of parents of the public school were less politically participant as compared with non-public school parents who were educated and economically poor. (x) The determinants of the political orientation of parents were identified as the level of education and occupation. Education negatively affected the level of political participation; the same was true of the occupational level. (xi) Teachers differed not only in terms of the newspapers they subscribed to but also in terms of the news items they liked to read and listen to. The public school teachers tended to read news items dealing with the national as well as the international affairs in comparison to local and civic problems. The difference in the degree of exposure to various news items was attributed to the difference in orientations to the content of media, their community, the overall school atmosphere, the age, the length of school experience as well as the availability of other materials. (xii) On an average the non-public school parents had lower exposure to media and a lesser tendency towards national and international information. (xiii) Differences in students' orientations to the newspapers were attributed to their family and school background, their community, language differences, attitude towards society, motivation and aspiration. (xiv) The differences in the level of exposure and the choice of various aspects of the media were ascribed to existential conditions. The higher caste students were more exposed to media as compared to the lower caste students; those who had better academic records were more exposed to national and international news. The non-public school students had a lower level of exposure to the media. (xv) The students who attended public schools and belonged to higher socio-economic background were significantly more politically aware than their counterparts in non-public schools. The differences were mainly attributed to their family and the school differences, localistic and cosmopolitan orientations and the peer group structure. (xvi) The political commitment of students was influenced by the peer group and the community to which they belonged. The community seemed to reinforce the commitment of its members while in a situation where the people were not localized and a close interaction was not possible the community lost its influence. (xvii) There was a significant difference in the level of and attitude towards political participation of students of different schools. The students of public schools generally preferred peaceful method of participation as compared with the non-public school students. The non-public school students had lower political awareness because of existential conditions like lower socio-economic (educational and occupational) background of parents, less effective home condition, less effective school milieu, lack of interest among teachers and students in teaching and learning, lower degree of exposure to mass media and the factor of localism. (xviii) Though scholastic perfor-

mance and rural-urban and caste factors had their influence on the political orientation of students, the more important factors of the differential level of politicization were educational and economic factors and localistic and cosmopolitan orientations.

150. HONAP, L.S., *Political Socialization of College Girls in Poona,* Ph.D. Pol. Sc., Poona U., 1981

The broad purpose of the study was to explore the impact of socializing agents like family, school, college, peer groups and mass media on the political orientation of college girls. Specific hypotheses of the study were: (i) The higher the education of the family and the higher the extent of discussions, the higher would be the level of political knowledge, progressive political values, and liberal attitude. (ii) The higher the level of participation in extra-curricular activities in college, the higher would be the level of political knowledge, and progressive values. (iii) The higher the exposure to the mass media, the higher would be the level of political knowledge. (iv) The Marital status influenced the participatory attitudes more than political knowledge and political values. (v) Hindu girls would be more liberal in their attitude towards women's participation in politics and would be more progressive than non-Hindu girls. (vi) The higher the caste, the more liberal would be the political attitudes and progressive values. (vii) The higher the level of the economic class of the family, the higher would be the level of participation and liberal attitudes. (viii) The more the use of the regional language or the mother tongue (Marathi), the greater was the possibility of higher political knowledge.

The sample consisted of the final year girl students in arts, commerce and science colleges in Pune. In all, 482 (25 per cent) girls were included in the study. The tools of data-collection were a questionnaire and indepth interview of selected cases. The statistical technique used was chi-square.

The findings of the study were: (i) Family education influenced political values and attitudes more than political knowledge. (ii) Family discussions significantly influenced political knowledge and progressive values of the respondents. (iii) Participation in extra-curricular activities influenced political knowledge to a moderate extent and had positive influence on the progressive values of the respondents. (iv) Exposure to mass media developed political knowledge of the respondents. (v) The married respondents were more liberal in their attitudes than the unmarried ones. (vi) The Hindus were slightly less conservative and more progressive than the non-Hindus. They were also significantly higher on political knowledge. (vii) Brahmins and scheduled caste respondents were more liberal in their attitudes, but the latter were conservative about women's education and reservation of seats. Brahmins were higher on political knowledge. (viii) Higher economic status had no influence on actual participation but was associated with democratic or liberal attitudes. The middle class respondents scored higher on political knowledge than the others. (ix) The Marathi-speaking respondents had more political knowledge than the others. (x) The peer group did not influence political knowledge, political attitudes and values.

***151.** INDIAN INSTITUTE OF PSYCHOMETRY, *Comparison of the Performance of the Scheduled Caste and Scheduled Tribe Candidates in Aptitude and Knowledge Tests with that of General Candidates,* Calcutta, 1982

The main aim of the study was to compare the performance of the scheduled caste and the scheduled tribe candidates in aptitude and knowledge tests with that of general candidates. The study was conducted in two stages. Different samples with varying academic background were included in the first stage. The performance of SC/ST candidates in different selection tests was compared with that of the non-SC/ST candidates. In the second stage, a large number of subjects were included. The SC/ST as well as non-SC/ST subjects were divided into different sub-groups on the basis of their academic performance, socio-economic status, types of school where studied, etc. and then compared.

The findings of the study were: (i) The difference between SC/ST and non-SC/ST candidates was more pronounced in engineering groups. With respect to non-engineering groups the observed difference between the two groups was less, specially in those cases where both the groups had an equal level of academic achievement. (ii) The observed difference between the SC/ST and the general candidates was mainly due to difference in their academic background. The past academic achievement was found to be an important factor. (iii) A relaxation equal to one standard deviation was suggested for setting up the cutting point for the SC/ST candidates. (iv) The economic level of the family favourably helped the SC/ST candidates to do better in the selection tests. The difference between the two groups increased with the decrease of the economic level.

152. INDUKUMARI, M., *Education and Social Status of Muslim Women in Kerala,* Ph.D. Soc., Ker. U., 1976

The study was intended to find out whether education played a significant role in raising the social status of Muslim women. The main hypotheses of the study were: (i) Education had contributed to the improvement of the social status of Muslim women. (ii) Several socio-structural and institutional factors in the Muslim community had retarded the progress of education among women.

The practice of seclusion and early marriage, the absence of socially defined occupational roles, the lack of conformity between traditional and modern feminine roles, the low level of aspiration among women caused by seclusion and lack of education and subordinate role assigned to Muslim women traditionally, were investigated as social-structural and institutional factors. Documentary evidence from published materials, information obtained through interviews with Muslim men and women and religious leaders and field notes made by the researcher formed the data for the study. An interview schedule was prepared to obtain the relevant information on status indicators, attitudes and practices. The sample was made up of 456 Muslim women and 150 Muslim men drawn on the basis of simple random method. Coefficients of contingency were calculated and the chi-square test was applied where relevant.

In the study: (i) The number of women who had undergone education beyond secondary school, who had entered or wished to enter into an occupation, or who wished to go for higher education to enter an occupation was found to form a very small proportion. (ii) The social-structural and institutional variables were all found to prevent Muslim women from obtaining higher education. Compulsory religious education and early marriage were seen to delay or prevent their entry into formal educational system and also to cause drop-outs. (iii) The vicious circle formed by lack of education confining women to roles within the home, which in turn lowered the educational aspiration of women as well as their interest in roles outside the home, was established by the study.

153. ISHTIAQ, K., *A Socio-psychological Study of Moderately Mentally Retarded Urban Children,* Ph.D. Psy., Luc. U., 1973

The major objective of the inquiry was to conduct a socio-psychological study of moderately mentally retarded urban children and to compare these children with normal children.

The sample for the study was drawn from three schools for mentally retarded children and some primary schools—all located in Lucknow. Three hundred children belonging to various institutions constituted the total sample. The criterion groups were determined on the basis of scores on intelligence tests. Children with I.Q. between 36 and 52 were designed as moderately retarded children. The final sample comprised 93 moderately mentally retarded children and 107 normal children. All were in the age group 6-10 years. Tools used were Raven's Coloured Progressive Matrices Test, Draw-a-Man Test and an interview schedule. The chi-square test was used to test the significance of the difference between the two groups.

The major findings were: (i) Moderately mentally retarded and normal children differed in the educational status of their families. (ii) Moderately mentally retarded children belonged to joint families with an income of Rs. 300 per month whereas a majority of normal children came from unitary families with monthly income between Rs. 301 and Rs. 750. (iii) Most of the parents of retarded children did not show favourable attitude toward their children whereas the reverse was the case with respect to normal children. (iv) The parents of moderately mentally retarded children were found to be quarrelling among themselves more frequently than the parents of normal children. (v) Mentally retarded children were not interested in studies or in attending school unlike normal children. (vi) Moderately retarded children were less acceptable to their friends than normal children. (vii) Most of the mentally retarded children suffered from speech defect, were poor in studies, were inclined to just sitting idle or loitering. Normal children were talkative and aggressive and took interest in studies, in listening to the radio and in doing drawing work. (viii) Retarded children were found subjected to harsh treatment, brutal discipline, scolding and neglect at home. This was not the case with normal children. (ix) Retarded children were slum-dwellers, backward in language learning, inefficient in the performance of routine tasks, and had ill-bred and ill-educated neighbours. They suffered from inferiority complex. They were truant and irregular in attendance in schools, unhappy at home, submissive, self-conscious or vagrant. Teachers and parents agreed on most of their assessment of moderately retarded children.

154. ISLAM, M.N., *Education as an Agent of Social*

Change (a study of some villages in Bangladesh), Ph.D. Edu., MSU, 1983

The objectives of the study were: (i) to find out how far education was helping villagers to have modern and change-oriented attitudes, values, roles and status, (ii) to study how far education was influencing villagers to come out of superstitious beliefs and practices, (iii) to find out how far education was helping villagers to have a change in family affairs, (iv) to study the views of villagers regarding educational affairs, (v) to find out what influence education exerted upon religious affairs in the village community, (vi) to find out how far education had an impact on occupational aspects, (vii) to find out how far education was helping changes in social hierarchy and social mobility in villages, and (viii) to find out what part education played in the civic, political and rural development programmes in villages.

The field work for the study was carried out in four villages, namely, Hatila, Hariain, Tangirpar and Noapara, all located in the Comilla district of Bangladesh. In all, 319 respondents were selected on the basis of their educational qualification by the systematic random sampling procedure. The sample included 166 literates and 153 illiterates, 167 males and 152 females. Data were collected mainly through three interview schedules. One schedule was on overall modernity, the second was on beliefs and superstitions, and the third related to the family background and other relevant information about the respondents. Data were collected by the researcher himself by interviewing the respondents personally. Data were analysed using the chi-square and the Yule's Q.

The main findings of the study were: (i) There was a positive association between education and modernity. Males were more modern than females. Low age respondents were more modern than high age ones. Traditional *unchu bari* literates were more modern than traditional *nichchu bari* ones. Also, traditional *nichchu bari* illiterates were more modern than their counterparts in *unchu bari.* Non-agricultural respondents were more modern than agricultural ones. High-income respondents were more modern than low-income ones. (ii) A negative association was found between education and superstition. Literates were less superstitious than illiterates. Males were less superstitious than females. Low-age literates were less superstitious than high-age literates. The *unchu bari* literates were less superstitious than the *nichchu bari* ones. Among the illiterates, the *unchu baris* were more superstitious than the *nichchu bari* ones. The non-agricultural literates were less superstitious than the agricultural literates. Also the high-income literates were less superstitious than the low-income literates. (iii) There was a positive association between education and a change in family and marriage affairs. Literates were more change-oriented than illiterates. The *unchu bari* respondents were more change-oriented than the *nichchu bari* ones. Income and change-orientedness were positively related. (iv) There was a positive association between a change in religiosity and education. Literates were more change-oriented in religious affairs than illiterates. The *nichchu bari* respondents were more change-oriented in religion than their counterparts in the *unchu bari.* (v) There was a positive association between education and change in occupational affairs. Literates were more change-oriented in religion as compared to the occupational matters than illiterates. The *unchu bari* respondents were more change-oriented in this regard as compared to the *nichchu bari* respondents. (vi) There was a positive association between education and a change in hierarchy and mobility in the villages under study. Literates were more change-oriented in this regard than illiterates. The *nichchu bari* respondents were more change-oriented in this regard than the *unchu bari* ones. (vii) There was a positive association between education and participation in polity, civic and rural development works. Literates were more participating than illiterates. The *unchu bari* literates were more participating than the *nichchu bari* ones. However, among the illiterates the *nichchu baris* were more participating than the *unchu baris.* (viii) On the whole, educated persons had more modern attributes, were less superstitious, and were change-oriented, rational and more participating irrespective of their sex, age, *bari,* occupation and income.

155. JAIN, M., *Work Value Patterns—a Study of Medical College Students,* National Labour Institute, New Delhi, 1977

The investigation was undertaken to study the patterns of work values of medical students. The sample consisted of one hundred and fifty-seven students randomly selected from one of the medical colleges in Rajasthan. Out of this sample, twenty-eight were from the first year, nineteen from the second year, fifty-five from the final year and fifty-five from the old final year. The Physician's Work Value Inventory by Rao was used to collect data. Product moment coefficient of correlation was used for data-analysis.

The major findings were: (i) The work value patterns of medical students of various classes were more or less similar indicating that all medical students valued social service-oriented work most. Next in its order were creative value, independent status, rural work conditions, academic and good colleagues, security and, lastly, the economic value. (ii) Students from the various groups scored on the academic value uniformly low whereas all of them scored on the creative values equally high. (iii) The highest score obtained by the students was on the social service and the creative value. The least preference was for the economic value. (iv) The highest positive correlations were obtained between social and independence and creative and academic values. A significant negative correlation was seen between social and economic values. The independence value was negatively correlated to the academic, economic, rural work conditions and co-workers and was positively correlated to the social value. The rural value was negatively correlated with the creative, independence and status. The security value was negatively correlated with the creative and social values. (v) It was seen that a creative person tended to be less economically oriented, rural-oriented, secure and adjustable to the working conditions and his co-workers. (vi) An individual high on the academic value tended to be high on the creative value, but low on the economic, independence, social, status and work conditions value.

156. JAIN, S., *Truancy at Pre-University Level,* Ph.D. Psy., BHU., 1969

The study attempted to investigate the incidence and causes of truancy among students at the pre-university stage in Uttar Pradesh.

A sample of 413 institutions having a total strength of 93,248 students of intermediate classes was selected from all the seven educational regions of Uttar Pradesh. The study had three broad objectives of (i) determining an empirical criterion of truancy, (ii) finding out the actual incidence of truancy on the basis of the fixed criterion, and (iii) exploring the causes of truancy.

For identifying the real causes of truancy the study covered 200 non-truants, 360 truants and 360 parents of the truants. For finding out the causes of truancy an inventory consisting of twenty items was used. A personal data sheet was also employed for finding out the background data of the truants and the non-truants. The data were analysed by using the t-test of significance between the means and percentages and rank difference correlation. Guilford's composite standard method was used for computing scale values for the different causes of truancy included in the inventory.

The findings of the study were: (i) The empirical criterion of truancy came to eighteen or more absences without leave or disappearances without permission in an academic year on the basis of pooled judgement of educators of long standing. (ii) The incidence of truancy was the highest in Meerut region and the lowest in Bareilly region. (iii) There was a positive correlation between the size of the class and the incidence of truancy, i.e. overcrowding in classrooms encouraged truancy in urban areas. (iv) Overcrowding in the classroom in rural areas had no relationship with truancy. (v) Boys' institutions showed significantly higher incidence of truancy than girls' institutions. (vi) The incidence of truancy was significantly higher in privately managed institutions than in government institutions. (vii) Truancy was significantly higher in partly residential institutions than in non-residential ones. (viii) The most frequently cited causes of truancy were ill-health, mental disturbances and sharing domestic responsibilities. (ix) The truant boys absented themselves more often because of social factors while the truant girls absented themselves because of personal factors. (x) Truants receiving a fixed amount of pocket money cited the proximity of the college to picture houses and bazaar as a regular cause of absenteeism. (xi) On the basis of computed scale values the potent causes of absenteeism typical of the truant population were the inability to do home work, the availability of notes and keys in the market to meet the requirement of the courses of study, the perception of education as not important for success in life, the shouldering of the responsibility of students union or other extra-curricular activities and the sharing of domestic responsibilities. (xii) Pooled ranking of the truants and their parents was inversely correlated (-O.46) showing that parents in general had very little awareness of their wards' real problems.

157. JAIN, S.P. and SHAH, J.M., *Socio-Cultural Background, and Educational Aspirations,* National Institute of Rural Development, Hyderabad, 1974

The study aimed (i) to describe the pattern of educational aspirations of the people, and (ii) to examine the extent to which socio-cultural variables such as religion, age, education, occupation and type of family of the people were related to their educational aspirations.

Data for the study were collected in a medium sized town community in the State of Uttar Pradesh. The data-collection was done with the help of an interview schedule which was administered to a sample of 236 household heads. The sample was drawn from amongst 2,832 household heads by random sampling. Chi-square test was used in the analysis of the data.

The study reported the following findings: (i) Professional education was aspired to by 40.7 per cent Hindu respondents, followed by 27.1 per cent for secondary education and 23.7 per cent for college education for their children. On the other hand, 40.5 per cent of Muslim respondents aspired for secondary education, 24.8 per cent for college education; only 8.5 per cent of Muslim respondents aspired for professional education for their children. (ii) The age was found to be a significant factor in influencing the aspirations of an individual. The percentage of the respondents falling in the various age groups aspiring for secondary education ranged from 46.1 per cent to 29.4 per cent. (iii) Educational aspirations of the respondents who were in younger age group were relatively less than those of the older ones. (iv) There was a marked difference in the educational aspirations of illiterate and literate respondents. Of the 192 illiterate respondents, 22.9 per cent aspired for primary education, 40.6 per cent for secondary education, 19.8 per cent for college education and 7.3 per cent for professional education. (v) The majority of the literate respondents (59 per cent) aspired professional education and 20.5 per cent each for secondary and college education. (vi) There seemed to be a positive relationship between the education of the head of the household and his educational aspirations. (vii) Of the manual workers 41.1 per cent aspired for secondary education, 23.3 per cent for primary education, 15.1 per cent for college education and 5.4 for professional education. As many as 40 per cent of highly skilled manual workers aspired for professional education while 30 per cent for secondary education. (viii) Of the respondents engaged in trade, 26.7 per cent aspired for college and professional education and 30 per cent for secondary education. (ix) Of agriculturists, 48.1 per cent preferred secondary education, followed by 20.4, 16.7 and 14.8 per cent who aspired for primary, professional and college education, respectively. (x) There was a significant difference in the aspiration levels of the respondents belonging to the joint and nuclear families. The percentage of respondents with joint family background who aspired for secondary, college and professional education was 40.8, 24.3 and 20.4 per cent, respectively. The percentage of respondents belonging to nuclear families who aspired for secondary, primary, college and professional education was 33.8, 24.1, 16.5 and 14.3 respectively.

158. JAYARAM, N., *Education and Social Structure*, Ph.D. Soc., Ban. U., 1976

The study attempted (i) to examine the socio-economic and cultural background of the entrants to medical, postgraduate science and technological courses and research, in order to shed some light on the non-academic factors influencing admission to higher/professional education, (ii) to throw light on some aspects of the pattern and process of occupational inbreeding among medical students, (iii) to study the educational facilities in general and those of higher education in particular, in urban areas, and (iv) to examine the problems of wastage and stagnation in relation to the rural education.

For studying the issues relating to higher education, the sample was drawn from Bangalore city. A sample of 200 medical students, 60 postgraduate science students, 40 M.Tech. students and 44 Ph.D. scholars formed the urban sample. In connection with the problems of lower education in the rural areas, an interior village in Bangalore district formed the sample. The required data from the urban sample were collected through personal interviews, the schedule covering such aspects as the socio-economic background of students, their academic backgrounds and achievement, educational aspirations, occupational preferences and attitudes towards certain issues. In the case of the rural sample, data were collected by the case study techniques through informal discussions, and observations and the scrutiny of relevant records.

Some of the major conclusions drawn in the study were: (i) Even though the admission to higher and professional education was based on merit, in actuality it seemed to be determined by a set of non-academic and socio-cultural factors like the caste, economic background, ability to afford, status of parents, medium of instruction at school, etc. Facilities for higher education were available mainly to the higher stratum of society or the higher SES group. It was also noted that the students in higher/professional education were generally of a select group and the medical students were an elite within it. (ii) While certain non-academic and socio-economic factors played a determining role in the recruitment to higher education, merit was not excluded completely. Students in higher education were overwhelmingly a meritorious lot, both in terms of initial

merit and their later academic performance. (iii) There was a strong tendency for maintaining the parental social status, defined in terms of education and occupation, between grandfather's and father's generations. This tendency towards status inheritance or status constancy or status retention was all the more pronounced in the case of upward mobility between the father's and the student's generation. (iv) There was a tendency for occupational inbreeding in medical profession and this seemed to have significant implications for the social structure. The high cost of education, the intricate network of rules and regulations centring round admission formalities, and the prolonged duration of the course, seemed to work as complementary factors in influencing the tendency for occupational inbreeding. (v) The majority of the students felt that they had taken up their course of study primarily due to aptitude and interest. But it was revealed that aptitude itself was a function of a favourable socio-economic condition and professional background of the parents. Regarding the educational aspirations of the students, it was seen that nearly 45 per cent of them had definite intentions of continuing their education after the termination of the present course of study. (vi) The programme of rural education had failed in the village under study. The factors that seemed to adversely influence education in villages were poverty, low socio-economic background, impoverished verbal environment, the inability of the villagers to attract or retain the highest quality teachers, etc.

159. JHA, T., *A Study of Conservation among Tribal and Non-tribal Children,* D.Phil. Psy., All. U., 1981

The main objective was to study Piagetian concepts of conservation of mass, number and volume, cross-culturally. It aimed at finding out (i) whether cognitive development in non-western countries took the same course, viz., sequential succession of stages as stated by Piaget, (ii) whether the Indian children committed the same logical errors on conservation tasks, and (iii) whether they followed the same developmental sequences and age levels on different conservation performances as the children of the West.

The sample which had been randomly selected (N=240) belonged to the age-group 4-10 attending government and private nursery schools. Oraons, Mundas, Kharias and Ho were the main tribes selected for the study. For conservation of mass, clay balls weighing 250 gms. were used. Ten questions of three types, viz., those of prediction, judgement and explanation were asked. A factorial design of 3×2×2×2 was used for three different levels of age, two sexes (male and female), two types of cultures (tribal and non-tribal) and two kinds of habitation (rural and urban).

The main findings of the study were: (i) Only ten out of 240 students of age levels 4 to 10 could obtain full score on mass and number conservation and only nine could achieve full score on volume conservation, the percentage was 4.17 and 3.75, respectively which was a low performance. (ii) The age factor seemed to play an important role in the attainment of different conservation tasks, older children scored significantly higher than the younger ones. (iii) With respect to sequential attainment, the mass was conserved first, followed by the volume, and the number was conserved last. Thus the sequence emerged as mass, volume and number. (iv) Sex was not found to be a factor for cognitive competence. Male and female children did not differ significantly in the acquisition of different conservation tasks. (v) The impact of culture was not a perceptible in the attainment of different conservation tasks. The tribal and the non-tribal children did not differ significantly in the acquisition of different conservation tasks. (vi) The explanation criterion was found to be the most difficult while that of prediction was less difficult for the children. (vii) The scalogram analysis revealed three stages of cognitive development (a) the perceptual stage, (b) the intermediate stage and (c) the conservation stage.

***160.** JINDAL, B.L., *Schooling and Modernity,* Ph.D. Soc., Pan. U., 1981

The major objectives of the study were: (i) to examine the modernizing effects of school education on the rural setting, and to compare it with the modernizing effects of urban schools, (ii) to determine the contribution of education towards modernity, (iii) to analyse modernizing effects of high-ranking schools in contrast with low-ranking schools, (iv) to specify the conditions under which school education promoted or crippled modernity, and (v) to identify those variables which affected modernity in general.

The sample for the study comprised 465 students of classes VIII, IX and X (364 males and 101 females), between the age range of 12 to 16 years chosen from three schools (two urban and one rural). In addition, there were three other categories of respondents—72 male adolescents of the same age range, who had never attended school and constituted the comparison sample,

32 teachers and headmasters from the two urban schools, and finally, 40 parents (only fathers) of the students studying in one of the urban institutions, which was considered a high-ranking school. Tools used for collecting data were the Modernity Scale of Sharma, five separate interview schedules (for students, non-school male adolescents, parents, teachers, and superintendents of the school offices) and School Organizational Description Questionnaire. Statistical techniques used for analysing the data were t-test, Z-test, chi-square, and product moment correlation.

The major findings of the study were: (i) The school-going male adolescents were significantly more modern than non-school-going respondents in the rural setting. (ii) The students of urban schools were significantly more modern than their counterparts in the rural schools and out of the urban schools, the students of the high-ranking school scored significantly higher on the modernity scale. (iii) The results clearly indicated that it was not the denominational character (Jat or Non-Jats), but the school rank, which brought about differences in the modernity scores of the students. (iv) The level of education, when considered independently of intervening variables, such as sex, age, domicile, SES, urban experience, and media exposure, was positively related to student modernity, irrespective of the setting (rural or urban), but the yearly average modernity gain was more in the case of the high-ranking school. (v) The dimension-wise analysis showed that education was a good promoter of universalistic and civic dimensions, whereas it was not so conducive to the development of secular and independence orientations among students, both in the rural and the urban settings. (vi) Out of the five indicators of school rank, two, namely, the dues at the time of admission, and the monthly tuition fee, were found to be indirectly related to the modernity scores of students. (vii) The third indicator, namely, the teacher-pupil ratio, was not found to be related to the student modernity scores. (viii) The fourth indicator, which was the medium of instruction, was found to be significantly positively related, with the English-medium students scoring higher than their Hindi-medium counterparts. (ix) The fifth indicator, namely, the results of annual examinations of the school, was positively related to the modernity scores. (x) Participation in extra-curricular activities, particularly in academic and cultural activities, was positively associated with the modernity scores, more so in the high-ranking school. (xi) The school organizational climate was found open in the higher-ranking school, and closed in the low-ranking schools. (xii) Boys were found to be more modern than girls. (xiii) The father's high income and the parents' English-medium schooling were positively related to the students' modernity scores. (xiv) Mass media were not found to have any significant effect on the students' modernity.

161. JOSHI, H.O., *Sociometric Study of the Star and Isolate Girls*, Dept. of Edu., Sau. U., 1980 (Sau. U.- financed)

The study was undertaken to determine whether any difference existed in respect of thirty-two selected variables (twelve personal, eight psychological and twelve environmental) among the star and isolate girls. Thirty-two null hypotheses involving thirty-two variables were framed and tested.

The study was conducted in three randomly selected schools of Rajkot city. A two-choice, two-criteria sociometric test was administered to twelve divisions of Standard IX in the said schools. The test criteria were the school behaviour and the index of achievement level in study. The data recorded in the sociometric matrices were further tabulated in terms of total preference scores by giving weightages. The scoring was done according to the weighted sociometric scoring technique. Those receiving highest scores were considered stars and those receiving lowest scores were considered isolates. Thirty-six stars (twelve in each school) and thirty-six isolates (twelve in each school) were identified from among 700 students of the three selected schools. After the identification of stars and isolates, self-report data sheet which contained thirty-two variables (twelve personal, eight psychological and twelve environmental) was given to each of the seventy-two students. Data were available in frequencies in various categories. The chi-square technique was used to test the significance of difference between the two groups.

The results revealed: (i) The stars differed from the isolates in certain personal factors. Mathematics and science were their most preferred subjects. They read stories and adventure novels, had games as hobbies, and engaged themselves in science club activities, debates, plays and essay competition as extra activities. (ii) Judged by the results of previous examination, they were high-achievers. They had interest in studies and preferred techinical field as a goal for future vocational field. (iii) Stars differed on certain psychological factors. They had a good memory, and a positive attitude towards school and towards work. (iv) Among the environmental factors, the nearest friends of the stars had

a high achievement level, had very little outside help for studies and belonged to higher-income families.

162. JOSHI, N.D., *Problems Faced by Certain Tribal Groups in Trivandrum District in relation to Provision and Use of School Facilities,* Dept. of Edu., Ker. U., 1981 (UGC-financed)

The major aims of the project were: (i) to find out the facilities for education in the tribal areas, (ii) to examine the availability and extent of utilization of educational concessions, (iii) to study the attitude of teachers towards tribal students, and (iv) to find out the causes for the high rate of drop-outs among tribal students.

The tribal community, the Kanikkars, living in the Nedumangad and Neyyattinkara *talukas* in Trivandrum district, was selected for study. Data were collected by interviewing 400 Kanikkar families and by administering a questionnaire to 54 teachers from eight schools.

The important findings of the study were: (i) Out of the 2,046 members of the 400 families selected for study, only 27 per cent were literate. School facilities within one kilometre were available to 18 per cent. Over 14 per cent had reported that there was no school within a distance of even three kilometres; there were no travelling facilities in those areas. (ii) The heads of tribal families felt the teachers did not show favourable attitude towards the education of tribal children. Educational concessions given to tribal students were inadequate. (iii) Teachers perceived the tribal students as irregular in attending school. They were poor in vocabulary. Only a very few were found to have adequate readiness for learning. They were found advanced in sports, games and arts even though they were backward in scholastics. (iv) Poverty, lack of learning materials, language difficulty, lack of school facilities, inaccessibility of schools, ignorance of parents, task-master's influence, child labour and parents' compulsion were among the factors responsible for their dropping out of schools and for their non-entrance. (v) The facilities for students in their homes were inadequate.

163. JOSHI, S.D., *Educational Problems of the Scheduled Castes and Scheduled Tribes of Baroda District,* Ph.D. Edu., MSU, 1980

The study aimed at investigating the educational problems of students belonging to scheduled castes and scheduled tribes of Baroda district in the context of sociological, psychological, economic and pedagogical factors. The major objectives of the study were: (i) to study the educational problems of SC/ST students arising out of socio-economic environment, (ii) to study their emotional difficulties with respect to their studies, (iii) to study their level of aspirations and their perception of the school and school tasks, and (iv) to study the attitudes of parents and teachers towards their education.

This was a descriptive survey where the population consisted of students, their parents and teachers in the secondary schools and colleges of Baroda district excluding Baroda city. The sample of students was selected on a random sampling basis from ten per cent of secondary schools and colleges. All the parents of the students in the sample and 25 per cent of the teachers including the principals of institutions, formed the sample. In all, 495 high school students, 108 college students and an equal number of parents were studied out of which 111 and 164 were scheduled caste and scheduled tribe students, respectively. The tools consisted of a set of questionnaires covering socio-economic, psychological and pedagogical aspects. Separate questionnaires were prepared for students, teachers and parents. Hypotheses of no significant differences between the socio-economic status of SC/ST students and their aspirations, diffidence, rejection, self-concept and their perception of the school and teachers were examined. The chi-square test was used to test the significance of difference.

The major findings were: (i) Eighty-five per cent of the fathers were below forty-five years of age and about 82 per cent had no education or had education upto Class IV only. (ii) About 95 per cent were small farmers or landless labourers. (iii) About 95 per cent of the mothers had practically no education. (iv) The parents had a positive attitude towards education. (v) More than 65 per cent parents had a poor assessment of the capability of their children to benefit from education. (vi) A majority of the parents did not show much interest in the day-to-day school work of their children because of their educational level being very low. (vii) The children had no facilities for studying at home. (viii) The aspiration level of the students was lower than the average showing lack of clarity about their future. (ix) The students suffered from a feeling of diffidence. (x) In spite of their poor sociological background, the students did not have a high level of feeling of rejection. (xi) The students of SC/ST had a rather clear image of their strengths and weaknesses and their perception of school was positive and better. (xii) The students' perception of their

teachers was not favourable indicating that the teachers had not been able to present the right image of themselves. (xiii) The teachers did not have a specialized training for working in backward areas. (xiv) The majority of the teachers working in backward areas belonged to the upper class and had their prejudices towards SC/ST students internalized. (xv) As a result of prejudices, the teachers suggested only lower level of occupations for SC/ST students.(xvi) The teachers did not provide appropriate educational environment to the SC/ST students.

164. KALRA, V., *A Study of Moral Judgement in Children Belonging to Different Mental and Socio-economic Levels,* Ph.D. Edu., JMI, 1978

The objectives of the study were: (i) to construct a tool for measuring the level of development of moral judgement of children, (ii) to find out the difference, if any, in the levels of moral judgement in the children of different mental levels, (iii) to find out whether there was any difference in the levels of moral judgement in the children of different socio-economic levels.

The tools used for the study were Standard Progressive Matrices, Socio-economic Status Scale (Urban) and a Moral Judgement Scale developed by the investigator. The sample comprised 1,000 girls from fifteen schools of the western zone of Delhi. The sample was divided into three equal groups—high, average and low—on the basis of intelligence scores. Each group was subdivided into three subgroups on the basis of their socio-economic status.

The findings of the study were: (i) Intelligence was positively related with the level of moral judgement at the three levels of socio-economic status. (ii) The socio-economic status was positively related with the level of moral judgement at all the levels of intelligence.

***165.** KAMALESH, A., *A Comparative Study of Self-concept, Adjustment, Interests and Motivation among the Scheduled Caste and Non-Scheduled Caste Students,* Ph.D. Edu., Kan. U., 1981

The investigation was designed to make a comparative study of self-concept, adjustment, interests and motivation among the scheduled caste and the non-scheduled caste students. The sample for the study consisted of two hundred rural and two hundred urban undergraduate students randomly selected from the degree colleges of Kanpur and the surrounding rural areas. Data were collected with the help of the Self-concept Scale devised by Rastogi, the Adjustment Inventory devised by Saxena, the Interest Priority Scale by Chaterjee and the Socio-Economic Status Scale by Kulshrestha.

The main findings of the study were: (i) Non-scheduled caste students from the urban area belonging to higher socio-economic status had brighter self-concept than the scheduled caste students belonging to lower socio-economic status. (ii) The level of adjustment among the urban scheduled caste students belonging to lower socio-economic status was below normal. (iii) The non-scheduled caste students, both in the urban and the rural areas did not have adjustment problems. (iv) The students showed greater interest in science, medicine and technology. (v) The interests of the students were related to their socio-economic status. (vi) As regards motivation methods, the mean score of the urban non-scheduled caste students in the fields of insight, to borrow help, and patience was above the average; for other groups it was below normal. (vii) There were no significant differences as regards the development of rights, management and attitude towards the opposite sex among the scheduled caste and non-scheduled caste students.

166. KAPADIA, G.G., *A Study of the Early Childhood Education Programmes for the Underprivileged Children,* Princess Esin Women's Educational Centre, Hyderabad,1980 (UNICEF-financed)

The study was undertaken with the following objectives: (i) to study the approach, curriculum, learning media used and the organization of various programmes catering to the underprivileged children, (ii) to study the programmes related to literature for children and music for children, (iii) to review and strengthen the existing programmes offered by Princess Esin Women's Centre, and (iv) to gain perspective of early childhood education for the underprivileged children.

In order to obtain relevant information, the investigator visited the following programmes in India: (i) Gram Bal Shikshan Kendra, Kosbad Hill, (ii) Neil Bagh, Kolar District, (iii) Mobile Creche for Working Mothers, New Delhi, (iv) Social Work and Research Centre, Telonia, (v) Campus Nursery School, New Delhi, (vi) Jamia Nursery School, New Delhi, (vii) Udayachal Pre-Primary School, Bombay, (viii) Vidya Bhavan Nursery School, Udaipur, (ix) Play House Nursery School, Bangalore, (x) Saraswati Puri Nursery

School, New Delhi, (xi) Sri Aurobindo International Centre of Education, Pondicherry and (xii) Children's Book Trust, New Delhi. The selection of these programmes was based on the following considerations: (i) the programmes which catered to the underprivileged children from tribal, rural and urban areas, (ii) the programmes which catered to the children from low-income, mixed-income and high-income groups of the society, and (iii) the programmes which were experimental in nature. Each programme was visited personally and discussions were held with the staff members and the persons involved in the programmes.

The study reported the following findings: (i) High teacher-child ratio (approximately 1:20) and satisfactory working conditions for teachers were found to be the necessary elements to ensure a sound programme for children and a congenial atmosphere for teachers to work. (ii) Teachers who belonged to the local community and were familiar with the language, customs and traditions of the community worked well. (iii) Motivation factors such as the joy of learning, loving relationship between teachers and children, feeling of security, frequent new experiences, could effectively substitute the traditional factors such as fees, examination and punishment. (iv) A play-oriented programme where children were free to play, discover and explore the environment and learn for themselves seemed to have worked well. (v) Parental involvement in the education of children was of prime importance especially when parents themselves had not had education and had apprehensions of what their children learnt in *balwadi* or primary school. (vi) There seemed to be lack of suitable literature for children.

***167.** KAUL, V., *A Study of Some Cognitive and Socio-emotional Variables with respect to Socio-economically Disadvantaged Children,* Ph.D. Psy., IIT, Delhi, 1982

The study was undertaken with the main objective of exploring and identifying some cognitive and socio-emotional strengths of socio-economically disadvantaged children.

Data were analysed under two conditions, namely, with effects of intelligence not controlled, and with effects of intelligence, statistically controlled. The data were subjected to a 2×3 univariate analysis of variance and covariance with intelligence being the single covariate. Data on the delay of gratification were subjected to non-parametric chi-square analysis.

The study reported the following findings: (i) The disadvantaged low socio-economic status (SES) sample was found to be significantly more field-dependent than the middle and high SES groups. (ii) The disadvantaged sample demonstrated a stronger preference for visual modality as against the aural modality in comparison to the high SES groups. The preference demonstrated by them was stronger than that of the middle class too. (iii) The low SES group did not differ significantly from the middle class on the four dimensions of creativity. (iv) The disadvantaged children, though not different from the middle class, were significantly more cooperative and less competitive than the high SES group. (v) The disadvantaged children were as dependent or alternatively independent, as the middle and high SES sample did not demonstrate less ability to delay gratification as compared to the middle and high SES groups.

168. KAUR, T., *Need Achievement as related to Social Class of Punjab University Students in Different Faculties,* Ph.D. Edu., Pan. U., 1980

The study was undertaken within the framework of the hypothesis that the variables of social class as operationally defined by scholarship, the educational level of father, the educational level of mother, early school education, the occupation of father, the occupation of mother, the occupation of the subject's choice, income, the nature of the family, the social class one belongs to, and affinity to the community, account for variations in respect of the n-Achievement of university students.

The sample consisted of 424 men and women students representing twenty-two departments in seven faculties of the Panjab University campus. The stratified sampling approach was employed for selecting the sample. The Group Test of General Mental Ability by Jalota and Tandon, McClelland's Thematic Apperception Test as adapted by Mehta, Edward's Personal Preference Schedule and the Socio-Economic Status Scale prepared by the investigator were used for data-collection. The data were analysed by using descriptive statistics, correlation coefficients analysis of variance, t-ratios, and factor analysis.

The major findings were: (i) Instrumental activity characterized by the overt or the mental activity was facilitated by the variables of social class in terms of the educational level of mother and the occupation of the subject's choice. (ii) Positive anticipatory goal (Ga+), expecting success, was affected by the occupation of the subject's choice. (iii) Negative anticipatory goal (Ga-),

to be worried about failure, was affected by scholarship. (iv) Negative affective state, despondence and discouragement in not achieving the goal, was influenced by the occupation of the subject's choice. (v) Out of the eleven variables of social class, scholarship, the education of mother, and the occupation of the subject's choice facilitated only some of the variables of n-Achievement like negative anticipatory goal, instrumental activity, and negative affective state (G-). (vi) None of the variables of social class contributed to the growth of n-Achievement as measured by the total TAT score. (vii) The students from arts and language faculties had more pronounced appeal for striving for achievement goal than the students of the remaining faculties. (viii) The male and the female students differed in respect of instrumental acitivity and nurturant press. The female students scored higher on instrumental activity and the male students obtained higher mean score on nurturant press. (ix) The n-Achievement as measured by EPPS had a configuration with the occupational level of father. (x) The occupational level of father, mother, and the total income were predominant among the variables included in social class in respect of structural relationship with the n-Achievement. (xi) Intelligence worked as a correlate variable on some measures of n-Achievement like negative anticipatory goal, nurturant press, negative affective state and environmental block.

***169.** KHAN, M.A. and AYESHA, N., *Status of Rural Women in India: a Study of Karnataka,* Uppal Publishing House, New Delhi, 1982

The major objectives were: (i) to study the progress and problems of education among the rural women belonging to Hindu, Muslim and Christian communities, (ii) to study the role of women in marketing and non-marketing activities, (iii) to examine the extent of women's participation in social organizations and to identify the constraints, and (iv) to examine the legal status of women in the context of social legislations in force.

The sample for the study was selected on purposive sampling basis. Three *taluks* of Bangalore district were included in the sample. On the basis of systematic sampling method 390 households from the three *taluks* were included. The total number of respondents from the 390 households was 840. Group discussion, non-participant observation, interview and case study were the techniques adopted for data-collection.

The major findings were: (i) A little less than 50 per cent women had not been enrolled in schools. (ii) The position of enrolment among the Hindus and the Muslims was more or less similar. (iii) All the Christian women were enrolled in schools. (iv) Among the Hindus, Brahmins had the highest percentage and the scheduled caste the lowest. (v) There were more illiterate women than illiterate men. (vi) Sixty-two per cent of the adult females were original illiterates and 38 per cent were reverted illiterates. (vii) Sixty-nine per cent of the women had lower primary and 25 per cent had upper primary education. (viii) There was not even a single woman who had got college education. (ix) The Hindu women had the largest percentage of drop-out (78 per cent) at the lower primary level. Muslims and Christians had a relatively lower proportion. (x) Illiteracy continued to dominate in all the three groups. The first generation had the highest percentage (94) of illiteracy, closely followed by the second generation (88), the third generation (77). This trend was similar amongst Hindu and Muslim women. Among Christians there was no illiterate in the third generation. (xi) Thirty-seven per cent of the Hindu women and 50 per cent of the Christian women were aware of the education programmes mostly through friends. (xii) The majority of women desired to procure primary education for girls and high school and college education for boys.

***170.** KHAN, N.A., *Group Affiliations and Pressure Politics in Academic Institutions,* Ph.D. Soc., AMU, 1981

The objective of the investigation was to assess the perception of freedom and restraints of the students and to study the genesis and the role of the pressure groups in academic institutions.

Data were collected from a representative sample of 300 Aligarh Muslim University students, using an interview schedule constructed by the investigator. The Kolmogorov Smirnov Test was used to find out the relationship between different variables. Some representative case histories were also prepared to supplement the results of the statistical analyses.

The major findings of the study were: (i) A considerable number of students wanted to enjoy greater freedom in the university in respect of teacher-taught relationship, students' hall administration, and students-university authorities relationship. (ii) Most of the students wanted to impose less overall restriction on their behaviour regarding academic pursuits, hall and general administration. (iii) Groups needed to be formed to

achieve common goals and derive satisfaction from associating together. (iv) Most of the students believed that group affiliation provided certain privileges and benefits. (v) The students used different tactics to build up pressure and influence on the authorities to get their work done. These tactics included going in large groups taking the help of student leaders, and highlighting the weak points of the authorities.

171. KHANNA, K., *Academic Role Structure and Modernisation—a Sociological Study of the Teachers of the University of Jodhpur,* Ph.D. Soc., Jodh. U., 1980

The study attempted to understand the various facets of the life of the university teachers in the context of their social background, career pattern, role enactment and role set. It also attempted to explore the extent to which the teachers of the University of Jodhpur were able to internalize the norms of modernity and manifest these norms in their actual behaviour.

The study was empirical in nature. The sample consisted of 395 teachers of the University of Jodhpur. Among these, eighteen were professors, fifty-five were readers and three hundred and twenty-two were lecturers. Of these teachers, three hundred and forty were males and fifty-five were females. Data were collected with the help of an interview schedule. It contained both open and closed questions. The interview schedule was pre-tested on twenty teachers. Chi-square, percentage, and critical ratio were used to analyse the data.

The findings were: (i) A vast majority of the teachers were Hindus and most of the teachers were young. An overwhelming majority of the teachers were from upper and middle castes. (ii) The representation of the rural element in the teaching profession was very low. Most of the teachers were born and brought up in urban environment. (iii) In terms of region, the teachers from Rajasthan were found to be in a majority, specially in lower rank. However, most of the teachers, holding senior positions, were from outside Rajasthan. (iv) The mother tongue of a majority of the teachers was Hindi. In addition to their mother tongue, on an average, they had acquaintance with at least two to three languages. (v) Only a little more than one-fifth of the teachers, most of them from higher ranks, had visited foreign countries. A little less than a half of the teachers possessed a doctoral or post-doctoral degree. (vi) Almost nine out of every ten teachers were married. A majority of them belonged to nuclear families. (vii) The university provided residential quarters to a small number of teachers. Most of the teachers lived in rented houses. (viii) The average monthly income of the University teachers, both from salary and other sources, was Rs. 1259.58 only. (ix) A little less than a half of the respondents decided to become teachers after completing their education. A majority of the teachers of the faculties of science and engineering thought of choosing teaching career after completing education, whereas a majority of the teachers of the general faculties decided this during their student life in the university. (x) A vast majority of the respondents attributed their recruitment to their competence. However, some of the teachers felt that other factors such as political pressure and personal influence also played a role in the recruitment. (xi) Dedication to the profession, academic excellence, integrity and character were found to be the special qualities that the teachers felt the university teachers should possess. (xii) The teachers took little interest in active participation in academic activities. (xiii) Compared to their respective counterparts, the teachers of the professor rank and the teachers of male sex published more research papers and attended and addressed more conferences and seminars. The professors devoted more time for study and research than the readers and the lecturers. The male teachers devoted almost double the time to these activities as compared to the time devoted by the famale teachers.

172. KHATOON, A., *Social Background of Delinquent Behaviour in Uttar Pradesh,* Ph.D. Soc., AMU, 1976

The objective of the investigation was to study the social surroundings of the juvenile delinquents in which they were reared and in which they were living in order to ascertain the real impact and the role of interactional groups in developing delinquent behaviour.

A questionnaire eliciting conditions of home environment, educational attainment, employment of parents and temperamental, intellectual, physical and social conditions was administered to 100 juvenile delinquents. This was coupled with interviews and opinion surveys of probation officers, the superintendents of juvenile jail, and the parents, friends and neighbours of juveniles. Fifteen detailed case studies were also conducted to investigate the conditions and circumstances which lead to delinquent behaviour.

The study revealed the causes of juvenile delinquency as follows: (i) Death, divorce or separation of either of the parents; (ii) very lenient or over-dominant behaviour of parents; (iii) incompatible relations between

parents, between the juvenile and one of the parents and between juvenile siblings; (iv) poor socio-economic conditions; (v) uncongenial employment; (vi) absence of recreational facilities or excessive and defective facilities for amusement; (vii) uncongenial or difficult school subjects resulting in poor achievement; and (viii) living in slums, blighted areas and congested homes.

173. KHATTRI, P.K., *Reduction of Abusive Behaviour as a Function of Types of Reinforcement and Awareness in Socially Disadvantaged Children,* Ph.D. Psy., Luc. U., 1979

The purpose of the investigation was (i) to bring about a reduction in the abusive behaviour as a function of types of reinforcement and awareness among socially disadvantaged children, (ii) to study the effects of caste and birth order, and (iii) to ascertain the transfer and maintenance of the gains of modified behaviour.

The subjects of the study were 150 boys of Classes VI to VIII randomly selected from six elementary schools situated in various slum areas of Lucknow city. They ranged in age from 13 to 16 years. The range of father's income was Rs. 100 to 450 per month. A pre-test post-test design was used in this study. A sentence construction task devised by Taffel was chosen for the study. The stimulus material consisted of 100, 3×5 inch white index cards on each of which a different proper noun was typed in Hindi. Below each noun three abusive and three non-abusive Hindi adjectives were typed, a total of ten abusive and ten non-abusive words were used. The order of placement of the words on the cards and the order of their presentation were randomized. The data were analysed by using analysis of variance followed by the t-test.

The findings were: (i) Significant differences in abusive word usage between the control and the experimental groups were observed. (ii) Negative reinforcement was observed to be more effective than positive reinforcement for reducing the abusive word usage. (iii) There was a significant difference between the two levels of state of awareness and two levels of reinforcement. (iv) Negative reinforcement was always found better for both the states of awareness as compared to positive reinforcement. (v) The abusive word usage was not a function of the caste. (vi) The non-scheduled caste subjects improved more than the scheduled caste subjects under both types of reinforcement. (vii) Negative reinforcement was observed as more effective than positive reinforcement for conditioning irrespective of caste. (viii) Both types of reinforcement were effective for both types of birth order. The first born improved more, under the positive reinforcement whereas the last born improved more under negative reinforcement. (ix) The reduction in the abusive word usage was a function of conditioning with generalization from laboratory training situation to natural situation.

174. KHOBRAGADE, N.T. and PATIL, P.R., *Review of Admissions and Performance of Backward Class Students in a Polytechnic,* Government Polytechnic, Dhule, 1981

As a part of the national reconstruction programme, provision of reservations has been made in the Constitution to extend benefits to certain backward classes of people. In the polytechnic, provision of reservation for admission has been made for SC, ST, VJNT, OBC candidates. The objectives of the study were to review the admissions and performance of the students of these reserved categories. The study was conducted on admission and performance for a period of twelve years in one polytechnic. Data were collected from the records.

The major findings were: (i) During a nine-year span, 1966-1974, out of a capacity of 234 only 29 students from the SC category took admission, whereas during the next three years, 1975-77, the full quota was utilized. (ii) Six scheduled tribe students took admission between 1966-74 whereas the actual capacity was 126, and during 1975-77 admission was 19 against a quota of 42. (iii) Fifteen VJNT students out of an available quota of 72 sought admission during 1966-74 and 19 out of 24 during 1975-77. (iv) Two hundred and sixty-nine OBC students took admission against a quota of 120 during 1966-74, and 120 against 60 during 1975-77, the overrate of admission was due to the fact that a large number of OBC students stood in general merit list along with other candidates. (v) During the span of the twelve years 56 scheduled caste students out of 103 admitted, passed the diploma examination. (vi) Fifteen out of 25 scheduled tribe students admitted during 1966-77 were successful. (vii) Twenty-one out of 34 VJNT students admitted during 1966-77 were successful. (viii) Two hundred and thirty-four out of 389 OBC students admitted during 1966-77 passed. (ix) The qualifying marks of the scheduled caste, the scheduled tribe and the VJNT candidates were far below the permissible level of admission except in 1976 and 1977 when they almost matched the permissible level of admission. (x) Except in 1968, 1970 and 1971, the OBC candidates who sought admission were above the minimum permissible level of admission.

*175. KHOPKAR, A.D., *A Study of Social Commitment of Postgraduate Students of the University of Poona*, Ph.D. Soc., Poona U., 1981

The objectives of the study were: (i) to understand what was social commitment, (ii) to know the extent of social commitment among the educated youth in India, and (iii) to know the factors contributing to the development of social commitment or lack of it. Social commitment was *a priori* conceived in terms of emotional identification, social sensitivity, social awareness of the existing social problems, reasoning on the lines of social responsibility, and participation in developmental activities.

The sample consisted of 423 postgraduate students belonging to the Poona University and studying in Poona city. They belonged to the faculties of arts, science and commerce. Information about the subjects' faculty, subject of specialization, age, sex, marital status, religion, caste, linguistic and regional background, rural-urban background, medium of instruction, academic record, and economic status, was obtained to analyse the data in terms of these factors. A questionnaire and a depth interview were used to collect data. Some questions of the questionnaire were open-ended. Some of the questions were based on the basic biographical information as stated above while the others were based on the factors of social commitment enumerated in the beginning. The depth interview was used with only thirty cases to probe into the factors that contributed to the development or lack of social commitment.

The findings of the study were: (i) Seventy per cent students belonged to the low, 20 per cent to the medium and 10 per cent to the high social commitment categories. (ii) Component-wise analysis showed that social awareness was found in 13 per cent cases, participatory action in 21 per cent, reasoning along social responsibility in 23 per cent, social sensitivity in 63 per cent and emotional identification in 95 per cent. These findings led to the conclusion that a majority of students lacked social commitment. (iii) The faculty and the subject of specialization appeared as the most significant correlates of social commitment. Sex, caste, rural-urban background, economic status, academic record, regional background and medium of instruction were found to be significant correlates of one or the other correlates of social commitment. (iv) Depth interviews revealed that the following variables contributed to the development or lack of social commitment: family atmosphere, religion, reading habits, special experiences in life, influential personalities, membership of voluntary organizations, value attached to social service, ridicule by friends, generation gap, hiatus and hypocrisy in the behaviour of elders/politicians/social workers, economic insecurity, feeling of hopelessness about a social change, non-academic atmosphere in educational institutions and hostels, and failure of the educational system in infusing the values of social commitment.

176. KRISHNAN, P.A., *An Analysis of the Problems of College Women Students and Their Relation to Intelligence and Achievement*, Madras U., 1977

The enquiry attempted to study the problems of college women students and their relation to intelligence and achievement. The hypotheses examined were: (i) The problems of women students would vary from the pre-university class to the graduate classes. (ii) Highly intelligent students would have less problems than less intelligent students. (iii) High-achievers would have less number of problems than low-achievers.

The sample comprised 300 students selected on a random basis from a college. The tools used were Raven's Standard Progressive Matrices and a modified version of Mooney Problem Check List.

The major findings were: (i) The low-intelligence group had significantly more problems than the high-intelligence group for all classes except the pre-university class where the high-intelligence group had more problems than the low-intelligence group. (ii) A significant difference existed between high-achievers and low-achievers in respect of problems faced by them. Low-achievers had more problems than high achievers in all classes except the pre-university class where high-achievers had more problems.

*177. KUNDU, N., *Value Pattern of College Students and Its Relation to Psycho-social Variables*, Ph.D. Psy., Cal. U., 1982

The major objectives were: (i) to trace whether uniformity in the relationship within different values really existed in a recognizable form in the college student population, and (ii) to find out whether there was any unique combination of the value pattern with the selected psycho-social variables.

The sample included 440 students, both male and female, of third year honours undergraduate and first year postgraduate arts and science departments of general courses of studies and only male students of fourth

year engineering and medical courses. The sample was drawn from different colleges under Calcutta and Jadavpur universities. The departments from where the sample was drawn were selected randomly. Seven different tools, viz., Indian adopted form of Allport-Vernon-Lindzey Study of Value Scale, Kuppuswamy's Socio-Economic Status Scale (Urban) Form B, Cattell's Sixteen Personality Factor Test, Keer's Tulane Factors of Liberalism and Conservatism Attitude Value Profile, N.I.I.P. Group Test 70/23, an Occupational Aspiration Scale and an information schedule, were used to measure different variables, such as values, SES, attitudes, personality traits, intelligence, level of aspiration. Separate sets of analysis were done for different selections and the t-test was used to study the significance of the differences. Apart from judging the effects of various factors on the value pattern of college students, the relationship of the value to certain psycho-social variables was also found out by computing the product moment correlations. In determining the specific patterns of relationships between values and other psycho-social variables, the canonical correlations were computed taking the whole sample together.

The findings of the study were: (i) Recognizable value patterns were observable among college students, though the pattern was not a unique one. Two separate patterning modes were observed with slight overlapping between them. These two distinct sequences of values were (a) theoretical, economic, political, social,aesthetic and religious, and (b) theoretical, social, economic, political, aesthetic and religious. (ii) Different modes of relationships were found to exist between the value patterns of college students and the other selected psycho-social variables. These different modes of relationships had been depicted through the four significant canonical R's. (iii) There seemed to be a generalized trend toward the preference for theoretical value among the higher grade students' population indicating their true academic orientation and interest. (iv) A common trend of least preference for religious value seemed to be indicative of their more mature and realistic evaluative behaviour than the faith in supernatural power. (v) The profile analysis of sex variable failed to show significant difference in value patterns, though slight differences in the order of values were noted between the male and the female groups. (vi) Though the account of intergroup differences in value patterns was not under the purview of the study, the findings revealed that they existed between the groups. Apart from the resemblance of value patterns between different categories of students, the extent of maximization of each single value was found to vary from group to group.

178. KURRIEN, J., *University and College Hostels,* Unit for Research in the Sociology of Education, Tata Institute of Social Sciences, Bombay, 1979 (UGC-financed)

The objectives of the study were to investigate the living conditions of students in university and college hostels. The study focussed on (i) the provision of facilities in hostels and their utilization, (ii) the profile of the students who lived in hostels based on their academic and socio-economic background, (iii) the staffing of hostels with special emphasis on the role of the warden.

Of the 2,933 hostels in the country, 827 hostels (28 per cent) responded to the mailed questionnaires.

The major findings: (i) There was a minority of hostels which catered to almost every physical need of the residents. There was a smaller group in which the physical facilities were grossly inadequate. The vast majority of the hostels fell between these two extremes. (ii) Provision of adequate facilities was important but not a sufficient condition for ensuring suitable living conditions. Provision of facilities needed to be complemented by adequate administration, supervision and an appropriate corporate hostel life. (iii) Most hostels did not adhere to the UGC norms for residential accommodation. (iv) In all the aspects of hostel amenities adequate attention was not paid to maintenance. (v) Hostels seemed to promote most of the objectives of residential living. (vi) A small number of hostels had an all-India character. (vii) In the vast majority of hostels, the residents developed an appreciable degree of mutual tolerance and community feeling.

179. KUZHIPALLIL, G., *The Impact of the Catholic Missions on Education, Literature and Social Life of North-east India (1890-1980) with special reference to Don Bosco's Philosophy of Education,* Ph. D. Edu., Gau. U., 1981

The main aim of the study was to bring into focus the impact of the Catholic missions in the field of education, literature and social life of north-east India from the year 1890, which earmarked the arrival of the first Catholic missionaries, till the present time with special reference to Don Bosco's philosophy of education.

This was precisely a compact and concise study, yet it was meant to give a global vision of the growth and de-

velopment and the consequent impact of the Catholic missionary educational enterprise. It was a narration as well as an interpretation of successive events of a relevant nature. The study was based mainly on officially published materials, facts gleaned from the personal experiences of the pioneer missionary veterans and other activists in the field, personal visits to the educational institutions where investigations, interviews and discussions were conducted.

The findings of the study were: (i) Missionaries were the chief agents of exploration, establishment and expansion of education. (ii) Missionaries made a tangible literary contribution to Assamese, Garo, Manipuri, Mikir and different Naga languages. Lalung dialect blossomed into language form at the hands of a missionary linguist. (iii) The Catholic missions contributed significantly to the enhancement of civilization and culture brought about through education, literature and social life. (iv) Missionaries encouraged education of the regional languages and provided facilities for English education for those who opted for it. (v) Charitable and social welfare institutions aroused the admiration of all from every cadre of life. (vi) Catholic churches had a dominant role in bringing about the new change in every field. During the post-Independence period, the development of missionary enterprise had been phenomenal. They developed languages, contributed to literary works, enhanced culture and uplifted the social conditions of the people. (vii) In recent years, there had been a growing interest in the educational philosophy of Don Bosco due to the extraordinary success of his educational enterprise all over the world. The unique approach adopted by Don Bosco was the preventive system. (viii) Currently, Catholic churches had been contributing in a singular way through educational network, to the socio-cultural progress and development of the region.

180. LAKSHMANNA, C., *The Study of Scheduled Caste and Scheduled Tribe High School Students in Andhra Pradesh*, Dept. of Soc., Osm. U., 1975 (ICSSR-financed)

The objectives of the study were: (i) to study the condition of scheduled caste and scheduled tribe students, (ii) to find out the extent to which the facilities provided for them had benefited them.

The respondents were high school students of Classes IX and X and a few from Class VIII and teachers, including a few headmasters, of the high schools. The sample comprised 462 scheduled caste and 38 scheduled tribe students of high schools in Andhra Pradesh; the selection was stage-wise for district, institution, teacher and student level. An interview schedule was used for collecting data.

The study revealed: (i) Of the 462 scheduled caste students under study, only three were engaged and two married. (ii) The number of Hindus was 236, of Christians 193 and of others 6. (iii) There were 131 high school educated parents while 65 had received college education. (iv) Two hundred and forty-two scheduled caste students were financially supported by parents; 184 depended on some sort of scholarship. Only 179 received scholarship regularly while 179 faced some problem or the other; 49 students felt the scholarship was inadequate while 29 in private management schools admitted that they did not receive the entire scholarship. (v) As many as 382 students offered science subjects, 76 arts and only one opted for commerce. (vi) As many as 305 students opted for a particular school as it offered special facilities for scheduled castes. (vii) Only 181 students were in hostels; the majority were ignorant of the hostel facilities provided by the government. (viii) Except for 21, the students studied for more than two hours a day while 102 students put in more than four hours a day; as many as 389 felt they needed to study more than at present. (ix) Besides shortage of time due to involvement in domestic work, 64 students had no proper place to study at home, 39 went elsewhere while as many as 240 studied at home. (x) Though a non-detention system was practised, the majority of the students had to discontinue their studies for varying lengths of time but in Classes IX and X the haltings were considerably reduced. (xi) There were 12.55 per cent cases wherein the number of students per classroom was 60 to 70, affecting the performance of the students; the students who did not seek any help from teachers numbered 69 and 79 felt they were not able to receive any help from the teachers. Since the scheduled caste students were not able to afford private tuitions, they were neglected in school, also. (xii) As many as 81.16 per cent students were encouraged by parents. (xiii) Visits of 252 students to the cinema varied from once in a fortnight to once in five or six months but there were 93 who never went to see a film; the dailies were read by 181 students daily, by 194 occasionally while 25 did not read at all; the community radio-sets were not available to the scheduled castes and tribes but some students listened to them in hostels and in school. (xiv) Involvement of parents in politics, their enthusiasm or payment motivated 144 students to participate in political meetings and 136 in processions. (xv)

Students' responses to decisions on marriage were very traditional. (xvi) Caste differences did not affect 298 students while 68 felt they affected their classmates' behaviour; when responses were not being recorded, the students said they were very much discriminated against. (xvii) One hundred and seventy-five students felt their status, though improved was still backward, 277 were not aware of jobs reserved for them, 286 felt the scholarships were useful but 82.25 per cent felt they were inadequate; 42.42 per cent felt the reservations were helpful in obtaining employment. (xviii) A boosted figure of inmates was provided for purposes of accounting; there was no link between the hostels and schools. (xix) Teachers' impressions on the basis of discussions with teachers, heads and office-bearers of teachers organisations revealed that the group of teachers could be divided into three, those sympathetic towards scheduled castes, those with sympathy but no action and those with antipathy towards the scheduled castes and scheduled tribes. Though 29 teachers believed the reservations were not at all helpful, 44 felt they were very helpful, only 18 opposed reservation of admission to colleges while 101 emphatically supported reservation of jobs; 65 teachers felt scholarships and freeships were essential and were being utilized properly, 93 felt though they were essential they were not utilized properly and 12 felt the provisions were too liberal.

181. LAL, M., *A Study of the Problems, Background Factors and Some Personality Factors of Graduate Students of Meerut University,* Ph.D. Edu., Mee. U., 1979

The objectives of the study were: (i) to study the level of intellectual potential of the graduate students of Meerut University, (ii) to study the socio-economic background factors of the graduate students, (iii) to study the values of these students, (iv) to study the nature of the problems of the graduate students of Meerut University, (v) to investigate the attitude of these students towards socio-political and economic problems, (vi) to investigate the academic motivation of these students, (vii) to study the expectations of these graduate students from their college and teachers, and (viii) to study their vocational aspirations.

A stratified sample consisting of 600 students was drawn from seven urban colleges (including one for women) and three rural colleges, representing the faculties of arts, science, agriculture and commerce. The tools used in the study included Cattle's Culture Fair Test, Agarwal's Students' Value Test and the Socio-Economic Status (SES) Scale and a Schedule constructed by the researcher himself. The t-test and the chi-square were used for data analysis.

The findings were: (i) Higher education was easily available to the students of low intellectual calibre. (ii) The faculty of science with mathematics and biology generally attracted most intelligent graduate students. (iii) Nearly 60 per cent graduate students belonged to the rural areas. (iv) Larger percentage of the undergraduates were drawn from agricultural families. (v) An overwhelming majority of the students came from uneducated families. (vi) One-third of the college students belonged to the upper-income group and nearly half of the graduate students were drawn from the lower class. (vii) Only 17.33 per cent college students belonged to high SES and 70.00 per cent belonged to the middle SES. The rest of the students were from low SES. (viii) More than half of the students came from joint families. Nuclear families were found only in the industrial or urban areas. (ix) Ninety per cent students were unmarried. (x) Average age of the science students was lower than that of the students of other faculties. (xi) The students of high SES differed from others with respect to educational values and, to some extent, personal values. (xii) The rural students were more religious and had higher humanistic values than the urban students while the reverse was true in the case of materialistic values. (xiii) Graduate students were facing financial hardships in various life situations. (xiv) The students of low SES had more financial hardships. (xv) Most of the students had shown their inability to express their ideas in English. (xvi) The majority of the students worried about employment and social evils. (xvii) Intelligent students were better adjusted in the society and school. (xviii) Most of the students felt that the society was heading towards materialism. (xix) Students were in favour of participation in politics and they were of the opinion that the voting-age should be reduced to eighteen years. (xx) The college should provide open playground, hostel accommodation and medical aid. (xxi) Students expected that teachers should possess a very high level of scholarship.

182. LAL, V. B., *Student Union Elections: a Study of Methods and Finance,* Ph.D. Edu., Avadh U., 1981

The study aimed at tracing the historical development of student unions in colleges in India and the present practices of student union elections and the sources of their finances.

Two questionnaires were developed for the study, one for the student leaders and the other for vice-chancellors, principals, deputy directors of education, police officers, political leaders, librarians, administrators and parents.

The main findings were: (i) During the student union elections financial support was provided by political parties, many of which had their youth wings which were concerned with the organization of student unions in educational institutions. (ii) Students got financial assistance from businessmen also. (iii) The student union elections led to the development of groupism among students. (iv) Caste considerations also played their role in the student union elections. (v) Students with academic bent of mind were less interested in union elections. (vi) The activities of student unions led to the spread of indiscipline in college. (vii) Student leaders were more concerned with their personal matters than with the general welfare of students.

183. LAXMIDEVI, *The Study of the Problems of Child Development among the Harijans of Gujarat,* Ph.D. Soc. Work, Gujarat Vidyapith, Ahmedabad, 1980

The major objectives of the enquiry were: (i) to study the socio-economic status of the Harijan Children, (ii) to inquire into the problems of nutrition of the Harijan children, (iii) to study the problems related to the physical, emotional, educational, social and cultural development of the Harijan children, and (iv) to inquire into the benefits exended to the Harijan children by the programmes of child welfare sponsored by the government.

Data were collected from the heads of families, the parents of children, school teachers and children. The techniques for data-collection used were interviews, observation and group discussion. The tools used were interview and observation schedules and various proformas. The sample was drawn from the villages of two districts, Sabarkantha and Surendranagar. The sample consisted of 107 families belonging to four castes, viz., Vankar, Chamar, Bhangi and Garoda. The techniques used for the analysis of the data consisted of descriptive statistics.

The major findings were: (i) According to the 1971 Census, the Harijans constituted 6.8 per cent of the population in Gujarat, 72:7 per cent of the Harijan population lived in rural areas. The rate of growth of the Harijan population during the decade 1961-70 was 33.5 per cent against the growth rate of 29.5 per cent for the total population. The Vankars constituted 37.7 per cent, Chamars 21.1 per cent, Bhangis 12.9 per cent of the Harijan population. (ii) In 1961, 54.8 per cent of the Harijans and 68 per cent of the general population were involved in agriculture or agriculture-related occupations whereas in 1971 the percentage of Harijans in agriculture-based occupations increased by 10, the increase was more among the landless labourers. The percentage of the Harijans who were agriculturists decreased from 25.9 in 1961 to 18.3 in 1971 whereas the percentage of the Harijans who were landless labourers increased from 28.9 in 1961 to 44.6 in 1971. (iii) The literacy percentage among the Harijans was 27.7 as against 35 among the general population in 1971. Among the Harijan literates, the males constituted 39.9 per cent against the percentage of 24.8 of women. The Garoda community among the Harijans had the highest percentage of literacy (47.7) and the Bhangis the lowest (21.73). (iv) The number of the Harijan children in primary schools increased from 2,93,000 in 1964-65 to 3,75,000 in 1976-77. At the secondary stage, the number increased from 21,400 to 65,590 and at the collegiate stage the increase was from 2,260 to 16,242. (v) The major problems of the Harijan children as perceived by teachers were lack of cleanliness, inferiority feeling, irregular attendance and early drop-out; the children did not have high aspirations, did not perceive a clear aim in life and did not have a clear future career goal. The major problems were in the areas of upbringing, food and nutrition, child-rearing practices, health and education. (vi) About 49.9 per cent of the Harijan children did not attend school. The reasons were household work, lack of interest, lack of awareness about the importance of education and economic constraints.

***184.** MANI, K.C., *Education, Mobility and Social Origin of Teachers: a Sociological Study of Teacher's Community of Ballia and Rasra (U.P.),* Ph.D. Soc., Gor.U., 1977

The objectives of the study were: (i) to find out the extent, type, nature and trends of social changes as brought about by education, (ii) to trace the generational, social and occupational mobility of teachers, and (iii) to trace the social background of teachers regarding their origin.

One hundred teachers, fifty each from Ballia and Rasra in Eastern U.P., were chosen from four levels of institutions, elementary schools, junior high schools, secondary schools, and intermediate colleges. Apart

from using secondary sources the study adopted interview and observation as the main techniques of data-collection.

The major conclusions of the study were: (i) The social origin of persons as teachers was heterogeneous. They emerged from different classes, castes and strata of the society. (ii) Most of the teachers had emerged from the agricultural background and middle class families. (iii) When judged in terms of social participation, the social status of the teacher would vary, to some extent, depending upon a number of factors, such as his social origin, the community in which he taught, the extent and type of his social interaction and so on.

185. MASAVI, M., *Wastage and Stagnation in Primary Education in Tribal Areas*, Tribal Research and Training Institute, Gujarat Vidyapith, Ahmedabad, 1976

The main objectives of the investigation were: (i) to find out the nature and extent of wastage and stagnation at the stage of primary education in the tribal areas of Gujarat State, (ii) to identify the causes responsible for the existing conditions with regard to wastage and stagnation, and (iii) to suggest appropriate measures to remedy the problems of wastage and stagnation.

The sample for the study was drawn from each of the eight tribal districts of Gujarat. Two tribal blocks were selected from each district on the basis of literary rate, one having the highest literary rate and the other the lowest. From each of these blocks 10 per cent of the schools which provided instruction up to the fourth standard were selected on a stratified random basis. Altogether, 104 schools were selected from these blocks. Apart from these, one ashram school from each of these blocks was also selected. For collecting data about wastage and stagnation, attendance registers and result sheets of each year of the selected schools were examined. To collect data for identifying the causes of wastage and stagnation a brief questionnaire was circulated among the teachers. Besides this, focussed individual and group interviews of local leaders, parents, teachers and educational inspectors were conducted to ascertain their views about the problems and their possible remedies.

The major findings of the study were: (i) Considering the overall figures, the rate of wastage in the tribal areas during the first four years of schooling was to the tune of 65 per cent. Actually, however, only 9.1 per cent of the total number enrolled in Standard I had been able to complete Standard IV. (ii) Standard I was found to be the weakest point in the sphere of tribal education. In fact, the rate of wastage at this stage was 69.6 per cent for the cohort of 1966-67 (to 1969-70) and 61.2 per cent for 1967-68 (to 1970-71). (iii) The combined rates of wastage and stagnation in all the fifteen blocks were 83.6 per cent and 84.9 per cent, respectively for the two reference cohorts. (iv) Wastage was greater among girls than among boys in almost all the blocks. (v) The rates of stagnation in Standard I were 51.7 per cent and 43.3 per cent for the two reference cohorts indicating that the rate of stagnation was very high in Standard I. (vi) In Standards II, III and IV stagnation became considerably reduced. For instance, for the second cohort the rates of stagnation in Standard II, III and IV were 20.5 per cent, 6.0 per cent and 0.7 per cent respectively. (vii) The overall wastage in all the ashram schools was 51.8 per cent and 41.6 per cent for the two reference cohorts. Further, the percentages of the students who could complete Standard IV from the two cohorts were 24 and 30 respectively which were much higher than the corresponding figures for other schools. (viii) Wastage and stagnation did not occur in the ashram schools to the same extent as it did in other schools, the reasons being the board and lodging facilities and personal attention given to each student in ashram schools. (ix) Main causes for wastage and stagnation were, by and large, socio-economic conditions, ignorance among tribal parents, ill-equipped teachers, teaching in alien languages, physical illness, and inappropriate curricula.

186. MATHEW, E.T. and NAIR, P.R.G., *Demand for Higher Education: a Socio-economic Profile of Evening College Students in Kerala*, Dept. of Eco., Ker. U., 1979 (UGC-financed)

The purpose of the investigation was to understand the phenomenon of the rising demand for higher education in Kerala by studying the evening colleges which were started in Kerala in the year 1965-66.

Data for the study were obtained by conducting a survey on 439 evening college students (33 per cent of total population) enrolled for the B.A., B.Sc. and B.Com. courses. The data collected included details of demographical, environmental and academic factors of students as well as the main reasons for the discontinuance of studies, enrolment in evening college and suggestions for improving the evening college course organization. Frequency tabulation was done and wherever possible relevant sub-groups were compared.

The findings of the study were: (i) The total number of subjects for the three courses was eight in all the five centres taken together. (ii) Courses in languages and philosophy were not popular. (iii) Economics had the highest enrolment (33.26 per cent). (iv) The past academic record of the students was poor with 1.14 per cent first class and 7.06 per cent second class at the qualifying examination. (v) The year of passing the qualifying examination went back to 1962. (vi) The percentage of enrolment for the B. Com. course was low (7.98) but B. Com. was not offered in all centres. (vii) The small number of subjects limited the choice of students. (viii) Forward castes had the highest enrolment (58.5 per cent), backward castes came next with 36.45 per cent and the last came scheduled castes and tribes with 2.73 per cent. (ix) The proportion of employed students was 58.6 per cent. (x) Occupational distribution of students showed high clustering for teachers, clerks and typists (86 per cent). (xi) Lower class occupations like agricultural and industrial workers, were also represented (9 per cent). (xii) The age range of the sample was between twenty-three and forty years. (xiii) The majority of the parents were literate (fathers 93 per cent, mothers 85 per cent). (xiv) The income of employed students was average. (xv) The major source of finance for employed students was their own income. (xvi) The main reasons for discontinuance were financial difficulties and entry into job. (xvii) The main reasons for enrolment in evening colleges were leisure-time diversion, prestige and indiscipline in day colleges.

***187.** MAZUMDAR, V., *Women and Educational Development,* ICSSR, New Delhi, 1981

The objectives of the study were: (i) to trace the educational development of women from 1947 to 1979, and (ii) on the basis of general policies and programmes, to identify the objectives specific to women's education.

The study indicated: (i) The expansion of educational opportunities was a demand during the struggle for freedom. (ii) Liquidation of illiteracy, universalization of elementary education for all up to fourteen years of age, development of technical manpower, development of Indian languages as the media of instruction, transformation of the content of education to inculcate nationalism, self-realization, equality, democracy and special attention to weaker sections were the declared objectives of national policy for education. (iii) Attempts at equality, universalization, eradication of illiteracy and transformation of content of general education were defeated because of paucity of funds; the inequalities were sharper in secondary and higher education. (iv) There were five major changes of policy for the period 1978-83, namely, nationwide programme of adult education with special emphasis on the 15-35 age group, universalization with special emphasis on the enrolment of girls, regulation of enrolment in the general academic stream, rural bias in educational programmes, science education and scientific attitude, provision of non-formal education along with increase of facilities at all stages and optimum utilization of existing educational facilities. (v) The committee on the status of women in India identified ambivalence in the understanding of the purpose and the content of women's education, the stated purpose was to make them more effective wives and mothers. (vi) The realization of policy goals and educational system were not instrumental in bringing about women's liberation as the obstacles were primarily economic or functional; the effect of the provision of more schools, women teachers or exclusive schools for girls was not very commendable; instead a situational analysis of different target groups, the working out of practical steps and efforts to stimulate and motivate them would be helpful.

***188.** MEHROTRA, A.C., *The Higher Secondary School Teachers in Varanasi (a Study in Socio-Economic Mobility),* Ph. D. Soc., BHU, 1973

The objectives of the study were to find out (i) about the social origin of higher secondary school teachers, (ii) the nature and mobility pattern of the teachers, and (iii) the relationship, if any, of their mobility to socio-economic mobility in general.

With the help of stratified random sampling, 200 teachers were chosen to represent the universe. The actual sampling units were selected after the census data on age, sex, designation and length of service of the teachers were obtained. Age and sex were the two major variables on the basis of which the sample was drawn; approximately 33 per cent teachers were selected from each stratum. The sample for the study comprised thirty-five teachers up to thirty years of age, ninety-five in the age group 31-45 and seventy teachers of forty-six years and above. The sex-wise break-up was 155 male and 45 female teachers. Apart from case histories most of the data were obtained through administering an interview schedule.

The major findings were: (i) The mean age was 41.45 years with a high proportion of unmarried

female teachers. (ii) There was a shift from rural occupations among the grandfathers to urban occupations among the fathers, accompanied with a very gradual increase in the educational level. (iii) Members of backward or lower castes had also entered the profession which was earlier the monopoly of higher castes. (iv) Though a fair percentage of the respondents had first generation mobility; a high percentage had high mobility in the span of three generations; very few had no mobility having followed the teaching profession throughout. The incidence of high mobility was greater among the urban respondents while first generation mobility was greater among the rural respondents. (v) Upward mobility had occurred in the respondents' generation in 67.5 per cent cases as compared to the previous two generations while in 32 per cent cases downward mobility was noted; the former was most noticeable among brahmin and male teachers. (vi) By and large, selection was through fair competition within the caste or community. (vii) The majority of the respondents had fixed their own occupational goal while for the remaining it was influenced by the family, teachers or peer group, in that order. (viii) The motivating factors were the cleanliness of the teaching profession, interest in academic activities and effectiveness of teachers in the society; the correlation of the motivating factors with the socio-economic variables indicated in every age, sex, caste and residential background, the order of preference remained the same. (ix) Inter-occupational shifts had occurred in only a few cases having given up temporary, low-paid white-collar jobs; intra-occupational career mobility had occurred among 46 per cent of the sample though most of them did not leave the region. (x) As regards promotions in the occupational status of teachers in the same educational institution, only 24 per cent respondents had received promotions—mainly among brahmin males with higher educational qualifications. (xi) As many as 44 per cent had improved their educational qualifications, most of whom were males. (xii) Mobility-orientation was low, only 35 per cent were prepared to go in for new jobs with an opportunity for more money but only if the nature of the job was the same and was more prestigious; the reasons for wanting to continue were large-size families or other family responsibilities; however, some gave professional and institutional reasons while a few gave the attachment to place or the old age as the reasons. (xiii) Occupational choices for the next generation were medical, teaching and engineering professions. (xiv) Most of the teachers felt that they had low status as a result of poor salaries and the apathy of the government.

189. MEHTA, A.D., *Sex Role Identification in Pre-School Children from Three Socio-economic Classes,* Ph.D. Home Science, MSU, 1972

The objectives of the study were: (i) to study the sex role identification of pre-school age boys and girls from three socio-economic classes, and (ii) to detect the relationship between the sex role preferences and certain personal variables.

The subjects belonged to three different socio-economic groups wherein twenty-one boys and seven girls were from the upper class, fifty-seven boys and thirty-nine girls from the middle class and thirty-one boys and fourteen girls from the lower middle class were selected for the study. Data were collected by using ITSC Scale, revised Stanford Binet's Test of Intelligence and Draw-a-Man Test. The collected data were analysed by a correlational analysis and analysis of variance technique.

The major findings of the study were: (i) Pre-School boys and girls differed in their sex role preferences, regardless of their belongingness to a particular socio-economic class. (ii) Pre-school boys from the three different socio-economic classes did not differ in their sex role preferences. (iii) There was a positive relationship of the performance on the Draw-a-Man Test and the vocabulary test for girls; this relationship was not significant in the case of boys. (iv) There was a positive relationship between the vocabulary test and the age in the case of girls; however, this relationship was not significant in the case of boys.

190. MHASKAR, V.M., *Survey of the Institutions of Homeless Children in Maharashtra State (Bombay Division),* Ph.D. Edu., Bom. U., 1978

The main aims of the study were: (i) to examine the various services provided by the institutions of homeless children, (ii) to find out the eligibility criteria for admission to these institutions, (iii) to study the staff pattern, the financial position, the administrative framework and the organizational set-up of these institutions, (iv) to examine the major problems faced by these institutions, and (v) to study the plans for the future development of these institutions.

The study was limited to the institutions of homeless

children in the Bombay division of Maharashtra State. The tools used for data-collection were questionnaires and interviews. The annual reports of the various institutions were studied and data were also collected through library study. The survey method was used.

The major findings of the study were; (i) Voluntary institutions for the homeless children played an important role in meeting the needs of these children. (ii) The majority of the institutions for homeless children were open for all children irrespective of caste and creed. (iii) Primary and secondary education was provided to these children by most of the institutions. (iv) The increase in the staff of these institutions was not in proportion to the increase in the number of homeless children. (v) For the institutions studied, it was found that their available finance was inadequate and their expenditure was more than their income. (vi) Some form of rehabilitation service was provided by all the institutions for homeless children.

191. MISHRA, J.P., *A Study on the Impact of Education on Fertility in Allahabad City*, D. Phil. Eco., All. U., 1978

The main objective of the study was to explore direct and indirect effects of education on fertility. It was also decided to study the current fertility, complete size of the family and current family size, child-woman ratio, children born in the last one year and average interval between the births of children with regard to different educational standards. It also aimed at investigating how education affected the other determinants of fertility as well as the attitude towards family limitation.

The survey method was adopted and a random sample of 2 per cent houses of Allahabad city was taken. A questionnaire was developed and administered on 1,220 married males. An interview was also conducted. Statistical techniques adopted for analysing the data were ratio, percentage, mean, mode, chi-square and coefficient of linear correlation.

The main findings of the study were: (i) Education could be taken as one of the most important determinants of fertility. (ii) Illiterate males and illiterate wives had the highest number of children ever born. The number of children ever born decreased with the increase in the educational status of males and females. (iii) The complete family size decreased with the increase in the educational status of husbands and wives. (iv) Illiterate males had the highest average current family size of 5.393. (v) The illiterate males and illiterate wives had the highest child-woman ratio, which was 1.987. (vi) A clear negative relationship was found between the educational status of wives and the child-woman ratio. (vii) Illiterate males had the lowest interval of 1.8 years between the effective marriage and the first birth and the technical-degree-holder males had the highest average interval of 3.56 years. The average interval increased with the increase in the educational status of husbands. (viii) Within the same educational group, males with rural origin had larger families than those with urban origin. (ix) With the same educational standard, wives with urban background had smaller family size than those with rural background. (x) Within the same income group, the family size decreased with the increase in the educational status of males. Also, as the monthly income increased the family size decreased. (xi) Within the same occupation, the family size decreased with the increase in the educational standard of males. (xii) The mean age at effective marriage of illiterate wives was sixteen years. The mean age at effective marriage increased with the increase in the educational status of wives. (xiii) Belief in and knowledge of family planning increased with the increase in the educational status of husbands. (xiv) The desire for more knowledge about family planning methods was lowest among the primary educated males and was highest among the postgraduates. (xv) The use of family planning increased with the increase in the educational status of husbands. (xvi) Acceptance of sterilization was lowest among the illiterate and was highest among the technical certificate or diploma-holders. (xvii) The mode of spacing between the births of children was two years among illiterate whereas it was five years in the case of graduates and post-graduates.

192. MISHRA, S.S., *A Cross-cultural Study of Status and Vocational Aspirations among Aboriginal Tribes of Bastar*, Gandhi Mahavidyalaya, Orai, 1975

The enquiry aimed at undertaking a cross-cultural study of the status and vocational aspirations among the tribals of Bastar and examining the hypotheses that the father's vocational status and the vocational status of the community were the determinants for a subejct's vocational aspirations.

The sample included 258 tribal and non-tribal school

children from the whole district of Bastar. This included twenty upper-class boys, twenty-five upper-class girls, eighteen lower-class boys, thirteen lower-class girls and the remaining boys and girls were from various aboriginal tribes. Their ages ranged from eight to twenty years. All relevant data were collected through scheduled interviews. The t-test, F-test, product moment coefficient of correlation, ANOVA, ANCOVA and chi-square test were the various statistical techniques used for data analysis.

The major findings were: (i) Father's vocational status did not influence the vocational aspirations of the subject, except in the case of upper-caste females and lower-class females where the effect of father's vocational status on the aspirations of subjects appeared significant. (ii) Significant differences in the vocational status as a correlate of vocational aspiration were found between tribal and non-tribal, upper caste and tribal, lower caste and tribal and male and female groups. On the other hand, tribal males and tribal females were found more or less similar. (iii) The trend analysis indicated a general trend in vocational aspirations irrespective of any influence of the vocational status of the subjects suggesting a great possibility of influences from introduced standards from other groups. (iv) No differences of distribution of vocational aspirations could be seen under different community groups. (v) The upper caste and the lower caste did not appear to differ in their distributions of vocational aspirations while the upper caste were found to differ from other community groups in their vocational aspirations. Similarly, the lower-caste subjects also differed from other community groups except those of Raj and Dhur Gouds, Muras of Jagdalpar and Bhatras. (vi) Raj and Dhur Gouds were highly acculturated and socio-economically distinct from Muras and Bhatras and were comparatively distinct in their aspirations from the lower-caste non-tribals.

193. MITRA, S., CHATTERJI, S. and MUKHERJEE, M., *A Comparative Study of Some of the Environmental Conditions of Delinquent and School-going Children,* Psychometric Research and Service Unit, ISI, Calcutta, 1970

The main aim of the study was to find out the differences, if any, in the environmental conditions of the delinquent and the normal school-going children. In all, seventy-five boys and fifty girls, between the age range, 13 to 16 years, of the Detention Home located at Lillooah were included in the sample. A group of children, seventy-five boys and fifty girls, living in normal environmental conditions and studying in Class VIII was also selected from among the students in one boys' and one girls' school at Calcutta. The age range of this group was comparable to the former one. A questionnaire probing into the family background, and the economic and social conditions of the subjects was prepared and administered on both the groups and their responses were compared.

The findings of the study were: (i) Environmental conditions of the inmates of the detention home were completely different from those of the school-going children. (ii) The ideals, aspirations, etc., of the two groups of children also differed widely. (iii) Low income, unfavourable environmental conditions, lack of parental love and care, etc., were the reasons which encouraged children to get involved in the type of antisocial activities that branded them as delinquents.

194. MODI, B.M., *Influence of Education on Socio-economic Status,* Ph.D. Edu., Guj. U., 1981

The socio-economic status was determined by educational qualifications, monthly income, administrative authority, residential accommodation, house rent, possession of vehicles, cost of furniture, cost of electrical appliances and possession of telephone and refrigerator. Education was determined by twenty levels beginning with the illiterate and ending with the Ph.D. About 2,100 persons supplied the data for both the characteristics. Correlations between the two sets of characteristics were computed. Another sample of 1,000 persons supplied the data about the status enjoyed by two real brothers in the family, caste and locality.

The main findings of the study were: (i) The status enjoyed by a person depended on his educational level. (ii) The study of education and landholding showed that the quantity of landholding had no relation with the socio-economic status of the person. (iii) The influence of education in the case of farmers with education above S.S.C. did not bring about a change in the increase in the rate of their annual income. (iv) Those who were illiterate in the general population thought that their status in the family was determined by the age, but their status in the caste and locality was determined by their economic con-

dition. (v) Those who were educated did not give importance to age but thought education to be determining the social status.

195. MOOKHERJEE, S., *Students' Anomie and Social Change,* Ph.D. Soc. Work, Kashi Vidyapith, Varanasi, 1977

The objectives of the study were: (i) to find out the condition of anomie prevailing in our society at large and particularly among undergraduate students, (ii) to find out the extent of anomie among undergraduate female students, (iii) to find out whether a high incidence of restive activities was accompanied by a high prevalence of anomie, (iv) to find out the student's ideas and attitudes toward modernization, traditionalism and social changes, (v) to find out the relationship between the anomie and the students' rural-urban background, SES level, achievement in the last examination and caste, (vi) to find out in what way the degree of anomie is related to different items of success and to students' mobility, (vii) to find out the students' ideas and attitudes pertaining to questions of education, and (viii) to find out the ideas of students about their role in social change.

Seven hypotheses were framed in relation to the aforesaid objectives. The sample comprised 150 undergraduate male students of the humanities studying in Banaras Hindu University and 150 female students of Vasant Kanya Mahavidyalaya affiliated to BHU. The tools used were a modified version of Anomie Scale and a questionnaire developed by the investigator.

The main findings were: (i) Most of the undergraduates, irrespective of their sex, wanted to do away with those traditional ways which came in the way of being progressive. (ii) Larger number of men appreciated the benefits of the caste system, the joint family and arranged marriages than women. (iii) Male students thought the society was changing very fast whereas the females thought it was changing comparatively slowly. (iv) Female students, on the whole, wanted to be economically independent and get an equal status with men in jobs and at home. They also wanted to do away with dowry but expressed helplessness about it. (v) Male students, more than female, thought that the giving of special privileges to the Harijans was an injustice to the upper castes. Males, more than females, did not think the Harijans were maltreated, besides they did not think men were born equal. (vi) Female students did not like coeducation and were more satisfied with the type of education they were receiving in comparison to male students. (vii) Anomie existed among young boys and girls; the state of anomie was more prevalent among boys than among girls. (viii) Young rural migrants had higher incidents of anomie than those living in urban areas. Rural people living in rural areas, it was felt, may not be anomic as migration and adjustment difficulties led to a state of anomie. (ix) Students with higher SES level were less anomic than those with lower SES level. (x) Students with lower academic achievements were more anomic than those with higher academic achievements. (xi) The values of the educational institutions were primarily urban middle-class values. The strains of internalising their values and norms and learning new modes of behaviour were the difficulties faced by the rural migrants.

196. MOORJANI, J., *Psychological Correlates of Social Deprivation: a Psychological Study of Poverty and Backwardness,* Ph.D. Psy., Jod. U., 1979

The study attempted to probe into the various psychological correlates of the socially deprived school-going children. The hypotheses formulated were: (i) There were significant differences in the mental abilities of the socially deprived individuals. (ii) The personality structure of the socially deprived as revealed by the personality test score would show significant differences. (iii) Social deprivation was directly related to the lower level of aspiration. (iv) Self-concept was directly related to the socio-economic status.

The sample consisted of 300 school-going children belonging to the lower socio-economic status and 100 school-going children belonging to the high socio-economic status (control) from Jodhpur city. The mean age of the children was eleven years, ranging from nine to twelve years. The psychological instruments used were Coloured Progressive Matrices, Children's Personality Questionnaire, Self-Concept Inventory (Hindi version) and Socio-Economic Status (SES) Scale (Urban). The t-test was used to analyse the data.

The major findings were: (i) There was a significant difference in intelligence, personality, level of aspiration and self-concept between the low socio-economic status group and the high socio-economic status group. (ii) The school-going children belonging to the high

socio-economic group were outgoing, warm-hearted, easy-going, and participating. They had higher intelligence and abstract thinking, and were bright, emotionally stable, reality facing, assertive, callous, independent, aggressive and stubborn. (iii) The subjects belonging to the low socio-economic status group were found to be excitable, impatient, demanding, overactive, conscientious, persevering, rule-bound, tender-minded, dependent, overprotected, sensitive, doubting, obstructive, individualistic, reflective, internally restrained, apprehensive, worrying, depressive, troubled, tense, driven, overwrought and fretful. (iv) The high SES group had higher mean scores on self-concept as compared to the low SES group. (v) The high SES group had a higher self-ideal discrepancy scores than the low SES group. (vi) The mean level of aspiration of the low socio-enonomic status group was 45.08 and that of the high socio-economic status group was 130.8.(vii) There was a negative correlation between the scores on coloured progressive matrices and self-concept. The scores on coloured progressive matrices were positively related to the scores on the level of aspiration and self-concept was also positively related to the level of aspiration.

197. MUNJAL, B.M., *A Study of Major Sociological Aspects of Truancy among College-going Male Students of Indore City*, Ph.D. Soc., Indore U., 1979

The objectives of the study were: (i) to make an analysis of some of the major sociological aspects of truancy among the college-going male students of Indore city in order to ascertain the causes of truancy, (ii) to study the activities of the truants when they cut classes during the college hours, after the college hours and both times, and (iii) to have a deeper understanding of the above two aims, a faculty-wise statistical comparison was attempted.

In this study, the cross-sectional research design was employed by taking a group of 250 truants belonging to five faculties, namely, arts, commerce, science, engineering and medical, from nine different colleges, selected on the basis of ecological stratification, form of and courses of study. Also, a group of one hundred persons falling in the categories of the parents of the truants, the teaching community and university authorities was chosen. Data were collected by using an observation schedule and an interview schedule.

The findings were: (i) Truancy occurred more in the case of upper-caste respondents than in the case of lower caste. Among the upper caste, truancy incidences occurred more among Vaishas than among other castes. The majority of the truants happened to be from Hindu religion. (ii) Truancy occurred more in private educational institutions than in government institutions. (iii) The majority of the truants had either failed or got compartment in their last examination. (iv) Truancy occurred more in the case of the respondents who were accompanied by their friends from home to their institutions. (v) The truants had a feeling of shame and fear at the time of their first instance of truancy but they were not punished at the time of their first incidence of truancy. (vi) The main causes for truancy in the order of priority were friends and classmates, recreation, student leaders, teacher's behaviour, girl friends, dryness and boredom in study and refreshening. (vii) The literacy level of the family had no relation with truancy. The truancy incidences occurred more in the case of respondents belonging to higher income group. The respondents belonging to nuclear families were more prone to truancy than those belonging to joint families. In joint families the child was trained for more social responsibilities than in nuclear families. (viii) The habits of neighbourhood influenced the habits of truants to a great extent. (ix) Liking and disliking a particular subject caused truancy. (x) There was no direct relation between the age of truants and their reaction towards the discipline in their respective colleges. (xi) The more the distance between the residence and the college, the less were the incidences of truancy and the less the distance the more were the incidences of truancy. (xii) The discipline in a family had a positive relationship with the frequency of truancy. (xiii) The more the pocket money the more were the incidences of truancy. (xiv) Truancy occurred more in the case of teachers who were moderate and liberal rather than in the case of teachers who were strict. (xv) Incidences of truancy occurred more in the classes where the teachers used to give home work. (xvi) The habits of friends and associates also played an important factor in motivating the habit of truancy. (xvii) A system of earning while learning might prove worth while in minimizing the truancy habit. (xviii) The truants took part in multifarious activities. They participated not only in games and sports and literary activities, but also took part in organizational, recreational and domestic activities. (xix) Taking part in household activities was not a cause for truancy.

198. MUTHAYYA, B.C., *Attitude to Children's Education: an Opinion Analysis of Villagers in a Developmental Block in Hyderabad District,* National Institute of Rural Development, Hyderabad, 1972

The investigation attempted to study the attitude of villagers to children's education.

The sample consisted of respondents drawn from seven villages in the Chavella block of Hyderabad district. The household was the sampling unit where both husband and wife were interviewed. The total number of households selected was 342 of which 42 households belonged to the low, 251 to the middle and 49 to the high socio-economic status group. The total number of respondents was 684, 342 males and 342 females. The majority of these respondents belonged to the age group 31 to 50 years and were illiterate. The six questions selected for analysis were oriented to the assessment of the parental attitudes towards their children's education. These items were selected on the basis of the discriminatory power of the item and the Likert method of scaling was adopted for the selection of items. These items were administered individually through the interview method and the Telugu translation of the items was provided to standardize the method of asking the question. The answers were recorded in terms of yes/not sure/no for each item. Percentages and chi-square were calculated to analyse the data.

The study reported the following findings: (i) 53.7 per cent respondents agreed that children below five years could be sent to school, of which there were 61.1 per cent males and 46.2 per cent females. (ii) As many as 66.1 per cent respondents believed that education could be given to the children of parents with more money. This pattern was found both among males and females. However, the percentage of females endorsing this view was higher (72.2). The percentage difference between males and females was significant at 0.01 level. (iii) That education to girls was not a wasteful expenditure was believed by 64.3 per cent respondents. This pattern of response was found among both males and females; however, a considerable percentage of female respondents (35.1) believed that giving education to girls was wasteful expenditure. (iv) A higher percentage of respondents (55.8) felt that girls should not be given as much education as boys. This view was more prevalent among females (59 per cent) than among males (52.4 per cent). (v) A considerable percentage of males (46.8) agreed to the view that girls should not be discriminated against with regard to the extent of education. (vi) A higher percentage of the respondents (65.2) agreed that girls should not be sent to school after puberty as it may affect their chances of marriage. This view was expressed to a greater extent by males (68.7 per cent) than by females (61.7 per cent). A considerable percentage of females (33.6) disagreed that girls' going to school after puberty would reduce their chances of marriage. (vii) The majority of the respondents (71.6 per cent) believed that mature girls should not be sent to school as it would be against the traditional practice. It was expressed by more females (74 per cent) than males (69.3 per cent).

199. NAGARAJU, C.S., *A Study of a Few Social Factors affecting Scholastic Achievement of Scheduled Caste Students Studying in Secondary Schools of Karnataka,* Ph.D. Edu., Ban. U., 1977

The objectives of the study were: (i) to get a descriptive picture of the scheduled caste students separately, in three standards, in terms of their socio-psychological characteristics and demographic features, (ii) to find out the level of their educational achievement as compared to the population in general, and (iii) to relate the socio-psychological and demographic characteristics with their educational achievement.

The sample consisted of 534 scheduled caste students comprising 212 from Standard VIII, 227 from Standard IX and 95 from Standard X studying in twenty-two schools. The performance of the students on two standardized tests in science and mathematics was considered and the average score on these tests represented the index of achievement. A questionnaire was developed to obtain information regarding aspirational inputs, educational and vocational aspirations and sociometric status of students. A socio-economic status scale was also developed to obtain data for the study. An adapted version of the Q-sort Scale (Ramkumar) was used to measure, the self-concept. The data were analysed using mean, standard deviation, product moment correlation and partial correlation.

The following were the major findings: (i) As a group, the scheduled caste students came from lowest socio-economic strata. They had a moderate positive self-concept. Generally, they looked forward to taking up salaried jobs. They held a positive perception of

the opportunities available for them to achieve their aspirations. In science the average achievement of the scheduled caste students was the same as that of the general student group of which they were a part, and in mathematics the scheduled caste students achieved generally lower than their peers in all standards. The achievement of the scheduled caste students staying in hostels was the same as that of the day scholars. (ii) Self-concept was found to be significantly related with achievement. (iii) Occupational aspirations were found to be significantly related with achievement. (iv) The aspirational inputs and the socio-economic status of the family were found to be related with achievement only in the case of the Standard X students. (v) Educational aspirations were found to be related with achievement in Standard VIII and IX. (vi) Sociometric status was found to be related with achievement at the Standard IX level. (vii) The relationship of self-concept with achievement was significant even after eliminating the effect of other significantly correlated variables with achievement in Standards VIII and X. (viii) Educational aspirations and occupational aspirations significantly influenced achievement at the Standard VIII level. (ix) Only occupational aspirations were found significantly influencing achievement at Standard IX. (x) Self-concept, educational aspirations, socio-economic status and aspirational inputs independently influenced the scholastic achievement.

***200.** NAGARAJU, C.S. and USHADEVI, M.D., *A Study of Private Candidates Appearing for SSLC Examinations in Karnataka State,* Institute for Social and Economic Change, Bangalore, 1982

The main objectives of the study were: (i) to find out the socio-economic background of private candidates appearing for SSLC examination in Karnataka, (ii) to understand the reasons for their not attending regular school and the motives for appearing privately, and (iii) to understand how they could cope with the demands in terms of preparation, tuition, time, etc., and the problems they faced in doing so.

For the purpose of the study, a 5 per cent proportionate systematic random sample was drawn from the four educational divisions of the State covering all the districts. Questionnaires were sent to 550 (about 5 per cent of 10,000 private candidates in April 1982 Examination), and there were about 50 per cent returns from them, which were subjected to analysis. The questionnaire covered their socio-economic background, reasons for discontinuing and continuing their education, their needs and problems and so on. Frequencies and percentages, were calculated to analyse the data.

The major findings of the study were: (i) There was not much improvement in their enrolment over the years (1979 to 1982). The percentage of passes was found to be fluctuating from examination to examination. (ii) The utilization of the scheme did not differ much across rural-urban areas and the ratio of males and females was similar to the ratio observed in general among SSLC candidates in the examination conducted in April 1982. (iii) Representation across social categories, in terms of caste, was in conformity with the population characteristics except in the case of scheduled castes and scheduled tribes wherein the representation was more than the percentage of the population belonging to that category. (iv) The family background revealed that the candidates had parents belonging to agricultural and working class, and middle income level and were school educated. Only about one in three was employed. Most of the employed worked in skilled or servicing jobs, and very few were engaged in agriculture. (v) Most of the candidates were drop-outs from high schools. The majority of the candidates could have appeared as regular candidates, if they had persisted in school system for a period of one or two years. Thus, the scheme was mainly used by high school drop-outs. As a consequence of this, the characteristics of the private candidates, the study habits, the mode of preparation for the examination, the problems they faced while preparing for examination, the suggestions to facilitate their study, etc., followed the general pattern of the school-going population. (vi) Even though the majority of the candidates gave the reasons for their discontinuing school as financial difficulties, a considerable number of private candidates spent money more or less to the same extent as the regular school-going students did, on tuition and the purchase of books. Further, the number of private candidates appearing in examination formed a very small percentage among the total candidates in the SSLC examination; thus, the provision for private appearance in the examination for SSLC was not a major contributor in equalizing educational opportunity across population as the provision had not been much publicized, it had helped private tutorial colleges in urban areas; and, the male-female ratio indicated that it was not widespread

among females. (vii) On the whole, it could be concluded that by making provision for appearing privately in the SSLC Examination itself might not contribute much to equalizing educational opportunity across population categories and social strata.

201. NAIDU, N.Y. and PRADHAN, F.M., *Elementary Education in a Tribal Development Block*, National Institute of Rural Development, Hyderabad, 1973

The investigation aimed at studying (i) the existing educational facilities in the scheduled tribal areas, and (ii) how far the physical presence of these intitutions in the tribal areas had helped in the educational advancement of the tribals.

All the elementary schools in the Kuarmunda Tribal Development Block in the Panposh sub-division of Sundargarh district of Orissa State constituted the sample of the study. Data were collected with the help of a schedule. Information was also sought from official records and partly by observation and informal discussion with the concerned officials and local leaders. Percentages were used to analyse the data.

The study revealed: (i) There were ninety-three elementary schools in the block which were maintained by different agencies. The average pupil strength of the government-managed schools was 42 as against 103 of the missionary schools. (ii) The average attendance in government-managed schools was half of that in the missionary schools. (iii) The missionary schools had more teachers per school than the government-managed schools. (iv) The number of single-teacher schools run by the government was greater than those run by the missionaries. (v) There was more interest in education among the Christianized tribals than among the others. (vi) Female education was found to have a low priority in the rural and the tribal areas. (vii) The majority of the teachers were non-tribals in the government-managed schools There was also a significant number of Christian tribal teachers in the government schools. (viii) In the case of missionary schools, most of the teachers were Christian tribals. The Christian teachers employed in the government-managed schools evinced less interest in the education of the non-Christian students. In contrast, the Christian teachers in the missionary schools were concerned with and devoted to the education of the Christian students only in their schools.

202. NAIR, V.S., *Study Habits and Achievement of Culturally Deprived Secondary School Pupils*, Ph.D. Edu., Ker. U., 1978

The objectives of the study were: (i) to survey the study habits of secondary school pupils and compare the study habits of groups classified on the basis of levels of culture, (ii) to measure the achievement in school of secondary school pupils and compare the achievement of groups classified on the basis of levels of culture, (iii) to relate study habits and achievement for different culture level groups, (iv) to compare study habits and achievement, (v) to relate intellective, psychological, demographic and environmental variables to achievement, (vi) to determine the contribution of intellective, psychological and environmental variables to the relationship between study habits and achievement, and (vii) to draw a profile of study habits of culturally deprived secondary school pupils.

The sample constituted 1,500 pupils from 60 secondary schools in Kerala. The variables included in the study were study habits (home), study habits (classroom), study distractions, physical study facilities, other study facilities, socio-economic status, personal adjustment, social adjustment, verbal intelligence, non-verbal intelligence, school achievement and demographic and environmental variables. Questionnaires and standardized tests were used to collect data.

The major findings were: (i) The culture level was a differentiating factor in study habits and the achievement in school of secondary school pupils. (ii) For culturally deprived pupils, high culture pupils and medium culture pupils the relationship of study habits to achievement in school was different from the relationship of certain demographic, intellective, psychological and environmental variables. (iii) The achievement in school of culturally deprived pupils, high culture pupils and medium culture pupils was explained by combining certain intellective, psychological and environmental variables with study habits. (iv) The culture level was a differentiating factor in the relationship between study habits and achievement in school of secondary school pupils except in the case of high culture pupils. (v) Sub-groups of culturally deprived pupils classified on the basis of the area of residence differed in study habits. (vi) Sub-groups of culturally deprived pupils differed in achievement in school for all groups except urban and rural pupils within coastal groups and forward and backward community pupils.

***203.** NIPCCD, *Working Mother and Early Childhood Education*, New Delhi, 1978 (UNESCO-financed)

The objectives of the study were: (i) to investigate the attitudes of working women and their families towards their jobs, (ii) to study the maternal role in child upbringing, problems faced by working mothers and their perceptions of child development and pre-school education, (iii) to find out their awareness of existing facilities for children, and (iv) to assess the access to and use of mass media.

In an attempt to cover a wide cross-section of working women, two representative areas were selected, the Union Territory of Delhi and Allahabad in Uttar Pradesh. While drawing the sample from five occupational categories, professional, clerical-salaried, industrial, semi-skilled, self-employed and unskilled, technological area and region were also considered. A purposive sample of 369 mothers having children in the age group 0-6 years was chosen. A structured interview schedule with questions relating to socio-economic background, major area of interest, viz., the maternal role in child care and early childhood education, attitudes towards the respondents' employment, perception of child development and pre-school education, the use of mass media facilities, the problems faced by respondents in relation to the care of their children and opinions regarding existing facilities, was used.

The study revealed: (i) Mothers employed as professionals were married to men who had handsome incomes; in many cases they had support of other members of the family who lived with them and were effective mother substitutes during working hours, and had help of domestic servants; to a lesser degree women employed in clerical and industrial jobs had the same facilities; for unskilled and semi-skilled workers, both urban and rural, the social advantage was cumulative. (ii) The results supported the expectation of a positive relationship between the existence of relevant service institutions in the area and the women's awareness of institutional help for child care; in the area around Naini Institute, even the illiterate women were more enlightened which implied that the changing of attitudes was not adequate; an institutional structure to facilitate the change in attitude had to be provided. (iii) The professionals had the highest remuneration and the shortest working day; the time the mother spent in caretaking activities of the children under six years of age and a direct relation to the type of her occupation. (iv) A favourable attitude of husbands towards their working was reported by 84 per cent; only 4 per cent reported a negative attitude; 66 per cent felt that the attitude of society towards working mothers was favourable while 11 per cent felt they had an unfavourable attitude; The findings were identical in both places. (v) Most mothers in the upper occupational levels, especially if they were educated, felt less dependent on the school for the child's social development but wanted an institutional set-up of high quality for their children during working hours; the unskilled and semi-skilled workers desired governmental institutions at no cost or at low cost, majority of the mothers interviewed felt the services were more acutely needed for children under three.

***204.** OM PRAKASH, *A Study of Some Psycho-social Variables among Caste Hindu and Scheduled Caste Children in the Rural Set-up*, Ph.D. Psy., Del. U., 1981

The objectives of the investigation was to study five psycho-social variables among caste Hindu and scheduled caste children in a rural set-up. The variables studied were the intellectual level of the groups, the socio-economic status of parents, their concept of self, social prejudice as practised and aggression, frustration, etc.

The study was conducted in nine schools of the Community Development Block, Ballabgarh. The main occupation of residents of the area was agriculture, they were self-cultivators or labourers. Industry had made rapid headway in the recent past with opportunities for employment. A sample of 200 students from both groups in the age group 10 to 15 years was selected. The tools used were Standard Progressive Matrices, Socio-Economic Status Scale (Rural), Self-concept Scale (adjective checklist), Social Prejudice Scale and 16 P.F. Study (Indian adaptation, children form). The Socio-Economic Status Scale was administered to the parents individually in their homes. The statistical techniques used were t-test, chi-square test and factor analysis.

The findings indicated: (i) There were significant differences in intelligence between the caste Hindu and scheduled caste subjects, the latter scoring higher; however, the age-wise analysis did not show the same trend. Those whose parents had better houses, scored higher. (ii) The caste Hindu children, with parents in service and in independent profession, scored higher

while among the scheduled caste group, those with parents in independent profession scored higher. The scheduled caste children from high income, educated families scored higher on the intelligence test than their caste Hindu counterparts. (iii) The caste Hindu children had a significantly better self-concept. (iv) The caste Hindu children scored significantly higher than the scheduled caste children on the social prejudice scale; they scored higher on two subscales, class differences and caste system. (v) Significant differences existed between the caste Hindu and scheduled caste children on ego-defensive and need-persistence types of reactions, the former scoring higher on the ego-defensive and the latter on the need-persistence. There was no difference as regards obstacle-dominance type of reactions. (vi) When compared on super ego factor dimension, the scheduled caste children scored higher than caste Hindu children. (vii) Factor analysis for the P.F. Study data indicated seven factors, namely, assertive and self-critical domination attitude, low integration, negativism and apprehensiveness, preference for one's own decisions, obstructiveness and aggressiveness, escapist attitude, and self-opinion for the caste Hindu group; for the scheduled caste group the factors were assertion and collective action, practicalness and not free from obstacle, free from inhibition and participation, independence and self-confidence, attention getting behaviour and lack of self-criticism, demoralized emotion and active accomplishment and developing collectives.

205. OPAL, P. and SEN, A., *A Semantic Differential Study of Some Meaning Structures in relation to School Background and Scholastic Achievement*, Dept. of Psy., Del. U., 1979

The main aim of the study was to investigate certain meaning structures for high school students in the context of some school and home-related concepts.

The sample comprised forty students from two coeducational English-medium schools, one of which was a good school in terms of high-achieving students and the second was an average school on the same criterion. Out of the forty students, equally divided between the two schools, ten were high-achievers and ten low-achievers from each school; half of each group consisted of female students. The tools included a list of twenty-five concepts, nine bipolar scales selected from the list of fifty scales given by Osgood with their factor identifications and strength of identifications. The three major factors were evaluative, potency and activity. Each concept was presented nine items for each of the three factors. A 2×2×2 factorial design was used with analysis of variance for data analysis.

The main findings were: (i) There were many differences regarding the three variables, viz., school, achievement and sex. (ii) Different clusterings of concepts indicated that better students showed more awareness of the various aspects of school performance, the expected role of the student and the importance of the concept of discipline in school. (iii) The latter school students had some future plans about their career which was not indicated by the average students. (iv) All students were found to be aware of cooperation at home and at school. (v) The better students were found to have a more favourable attitude towards the concept of failure. (vi) Girls showed a more favourable attitude towards study and towards the principal than boys. (vii) Boys showed a more positive attitude towards examination than girls. (viii) The better school students revealed a strong identification with their parents, siblings and friends. (ix) The high-achievers showed a close relationship with their fathers and also their homes. (x) The peer influence was pronounced at home and at school, but was specially marked for the low-achievers.

206. PANDE, M.K., *Political Orientation and Protest Participation: an Exploration of the Social Context of Student Unrest*, Ph.D. Soc., Pan. U., 1978

The major objectives of the study were: (i) to study the causes of student unrest in relation to the univerisity system, the student union and the political and social context, and (ii) to study the characteristics of student leaders.

The study was based on exploratory survey method. The sample included 300 students, selected randomly, and 58 student leaders selected on the recommendations of at least ten students. The research sample was selected from the University of Lucknow (U.P.). An interview schedule, developed by the researcher, was used for collecting the data. In addition, an interview guide also used for interviewing the student leaders. Since the data were basically qualitative, non-parametric statistical techniques like lamda, tau, gamma, chi-square, coefficient of contingency, and

Z-test were used.

The major findings of the study were: (i) Most students (67.7 per cent) expressed their dissatisfaction with the university in relation to its unsympathetic, inefficient, corrupt, politically motivated, and non-academic administration. (ii) They expressed dissatisfaction with their teachers who could not fulfil the intellectual, occupational, personality development and other expectations of students, and were busy in campus intrigues and party politics. (iii) They were dissatisfied with the policy decision-makers such as the government, various commissions and university authorities. (iv) Crowded classrooms, examination system, problem of medium of instruction, and poor library and hostel facilities, too, were the causes of protest. (v) They considered unions essential for safeguarding their interests. There was direct association between the dissatisfaction with the university and the necessity of unions. (vi) The student unions as they existed (politically oriented) were not liked by the students, and these were not a result of deliberation and voluntary participation by a majority because they were doubtful about the effectiveness of the unions as interest groups. (vii) Political orientation, awareness and ideology were not directly related to student participation in politics. Their placement in the social structure determined their political ideology and participation in protest activities. (viii) Protest participation was also associated with political party affiliation and political career orientation. (ix) Student participants came from a peculiar combination of characteristics—rural, low income, high caste, and low academic performance. Sometimes they were from urban, high caste, low income, and low academic career background. (x) In general, the structural variables were more important in determining the student protest than the intellectual, ideological, or psychological variables. (xi) Student leaders generally came from rural, high caste high income background, and had low academic performance or from urban, high caste, high income background and had low performance. Urban students mostly had business as their parental occupation. (xii) The student leaders were more politically aware, efficacious and radical. (xiii) Their political orientation was a direct result of their participation in university and party politics. They were members of one or the other political party and wanted to enter into active politics. (xiv) Students, in general, were not happy with the leaders and thought that they were not interested in their welfare and were political career-oriented.

207. PANDEY, P.N., *Education and Social Mobility among Scheduled Castes,* Ph. D. Soc., BHU, 1979

The study was devoted to analysing the influence of education on social mobility among the scheduled caste in terms of vertical changes in their status ranking along with mobility in their living arrangement, patterns of behaviour and the style of life in an orthogenetic city. The specific objectives were: (i) to examine critically the functional role of education in bringing about social mobility, (ii) to analyse the nature, trend and emerging patterns of social mobility, (iii) to explain how far they were changing their social images by adopting higher Hindu caste manners, etc., (iv) to find whether the concept of Sanskritization was applicable in this context, and (v) to trace a functional alternative for Sanskritization and westernization. The hypotheses formulated were: (i) Education was inevitably the effective agent of changing the socio-economic status among the scheduled castes intensifying the rate of social mobility. (ii) The scheduled castes having higher education and income disliked caste hierarchy and caste discrimination. (iii) The scheduled caste denounced observance of traditional restrictions. (iv) Adaptability of caste, an adaptive structure, increased by education. (v) Not Sanskritization but emulation of the secular manners and behaviour of elite sections was their preference. (vi) The changes were the outcomes of growing status consciousness.

All the 1,160 educated scheduled caste employees in Varanasi city were stratified on the basis of their qualifications and a sample of 30.17 per cent (350) was drawn according to stratified quota sampling. Education was the main independent variable; income and rural-urban background also were treated as independent variables. Observations, including participant observations, were utilized besides the interview schedule, the interview guide and caste studies as tools. Statistical devices used were mean, chi-square test, correlation and percentage.

The major findings were: (i) The growth of modern education and the changing socio-economic status among the scheduled castes were closely related to each other. (ii) Among the educated there was strong reluctance to traditional social status and occupational structure. (iii) Education, protective discrimination and democratic secularism were very helpful. They were more achievement-oriented than ascriptive-oriented. (iv) Not getting Sanskritized in the rituals, practices, etc., of the higher castes, they aspired to

with their previous illiterate friends. (v) Seventy per cent of the illiterates liked to do domestic work, the corresponding percentage of literates was 7. (vi) A very large majority among the literate wanted to be consulted in the selection of their spouse and preferred to have modern dresses as compared to their counterparts. (vii) Very few literates, compared to the illiterates, wanted to continue their parental occupation; instead they wanted jobs in cities (59 per cent) and they refused to do manual labour (67 per cent). (viii) Seventy-two per cent literates did not agree to the system of election of the tribal panchayat, and 95 per cent disliked dormitories. (ix) A very large majority of the teachers also felt that education changed the attitudes of the Muria children. (x) A very large percentage of illiterate Muria boys indicated their faith in religious ceremonies, Bura Deo as the god, omens, witches, animal sacrifices, and the functioning of the tribal panchayats. (xi) Most parents (89 per cent) were not happy with the behaviour of their school-going children, a large majority of whom disliked the traditional food (*pej*) and did not work according to the parents' wishes. (xii) The school-goers, however, took the traditional drink, kept themselves clean, spent most of the time with school friends, not with brothers and sisters. (xiii) Only about 32 per cent school goers talked to government officials and 51 per cent discussed national and State-level elections. (xiv) Only about 34 per cent students participated in village sports. (xv) Most teachers felt that education had reduced the feeling of inferiority, hesitation and increased interaction with educated persons. (xvi) Parents felt that they had lost control over their children due to education which had made them inactive in the community.

***210.** PATEL, H.G., *Urban Student Youth Image of Marriage Age and Family Size in the City of Bhavnagar (Gujarat)*, Dept. of Soc., Sau. U., 1973 (UGC-financed)

The study aimed at investigating the state of mind of the urban student youth towards marriage age and family size in the city of Bhavnagar. It also aimed at seeing how far it differed from their actual life situations. Bhavnagar is the district headquarters. There were nine colleges and twenty-four high schools. Three colleges and eight high schools (33 per cent) were selected in such a fashion that the selection represented the educational institutions in the city. Data were collected from 830 student youths selected from the last year of high schools and the first year of colleges by the serial random sample method. The checklist type of questionnaire, developed after pre-testing on 105 high school and college students and after receiving suggestions from senior professors of university departments, was administered with the explanations, in the classroom situation and under supervision. The questionnaire covered questions regarding the number of brothers and sisters, preference for the size of the family, the desired number sons and daughters, the ideal size of the family, the preferred size of the family, marriage age for boys and girls, etc.

The main findings of the study were: (i) The student's preference for marriage age was higher than their own actual marriage age. (ii) The preference for marriage age was higher in the case of both the sexes. (iii) Those who had larger number of brothers and sisters in their family preferred less number of sons and daughters in their family. (iv) The preference for two sons was higher as compared to the preference for two daughters. (v) The preference for small size was higher than the preference for large size (73 per cent and 28.78 per cent respectively). (vi) In all, 61.64 per cent preferred a five-member family as the ideal one. Mean of the preferred ideal size of the family was found to be 5.4. (vii) On the basis of all these, it could be said that the size of the original family might be having its effect in shaping the attitude of the student youth under this study. Strong preference for sons, compared to daughters, was an indication of the traditional value of the Indian society.

211. PATEL, S.P., *Educational Opportunity for the Children of Urban Slums in Delhi*, Ph.D. Edu., MSU, 1978

The main objectives of the study were: (i) to explore the nature and extent of educational opportunity for the slum children in Delhi, (ii) to find out whether the educational facilities were adequate for the slum children and commensurate with their needs, (iii) to study the utilization of educational opportunity by the slum children, (iv) to study the similarities and differences in schooling facilities obtaining in slum and non-slum areas, (v) to find out the factors related to differential achievement to the slum and the non-slum children, and (vi) to suggest needed improvements in educational inputs in slum schools for equalising educational opportunities for the slum

imitate the elite sections of any caste, class or culture in urbanized and westernized values. (v) The emergence of high men of the scheduled caste in government jobs of prestige and power was another adaptive change. (vi) The highly educated and those who had an elevated social standing formed an exclusive group to move upward by seeking marital relations among the upper castes and from contacts with the elite sections of the society. They did recognize their obligations towards their caste fellowmen who had a low social and economic status. (vii) Elite emulation was the basis for structural mobility rather than cultural and ritual mobility through Sanskritization.

208. PANDEY, R.N., *Differences in Mental Ability among Social Classes,* Ph.D. Psy., Gor. U., 1970

The study was concerned with the testing of general mental ability among five well-defined social classes found in east U.P., viz., upper social class, upper-middle social class, lower-middle social class, upper-lower social class and lower-lower social class. The sample comprised 800 students studying in classes from standard VIII to the undergraduate stage, in various educational institutions of Gorakhpur district. The tools used were the Social Class Evaluation Scale, specially prepared by the investigator and Jalota's Group Test of General Mental Ability.

The major findings were: (i) Each social group differed from the rest, significantly, on mental ability scores. It was also observed that the farther apart the social classes, the more significant were the differences. (ii) Students belonging to the upper end of the continuum of social class scored better on the various elements of the mental ability test. (iii) Differences among students in general mental ability became smaller with the advancement of age and education. (iv) Mental ability was found to be susceptible to differences in social levels. In the case of students in the high level social class, there were fair chances for the general mental ability to the high.

209. PANT, S.C., *A Study of the Impact of Education on the Attitudes, Beliefs and Behaviour of Muria School-going Children of Baster,* Ph.D. Edu., Bhopal U., 1981

The objectives of the study were: (i) assessment of the impact of schooling on the attitudes, beliefs, and behaviour of the Muria school-going children, (ii) comparison of attitudes, beliefs and behaviour of non-school-going children with those of the school-going ones, and (iii) evaluation of the existing system of traditional education among the Murias. The hypotheses verified in this study were: (i) In the school environment chidren's attitude, belief and behaviour pattern changed considerably. (ii) Non-tribal teachers had more influence in changing the attitudes, beliefs and behaviour of their students. (iii) Other things being equal, it was difficult to change certain deep-rooted beliefs among the tribal students. (iv) Both informal and formal education, were equally necessary for developing a complete personality of the tribal students, suited to their community. (v) The existing system of educating the tribal students needed modification to enable the tribal youth to discharge their dual obligations more effectively, their obligations towards their own community and then liabilities towards the larger society. (vi) The system of formal education generated a sense of detachment from their traditional value system.

The study was conducted on 320 school-going Muria boys from two tehsils of Bastar district of Madhya Pradesh, and 250 illiterate boys who were not attending school, but attending the Ghotuls, the traditional institution of the Murias. The 320 students were drawn from ten primary schools, ten middle schools and five higher secondary schools. All the students were above fourteen years of age. Three questionnaires were prepared for the study—for the students, for the teachers and for the principals. The student questionnaire was used as the interview schedule for the non-school-going boys. Parents were interviewed on a separate schedule. Observation was also used as one of the research instruments. The data collected by personal visits were analysed by using chi-square test.

The major findings of the study were: (i) Compared to the literates, a very high proportion of illiterates never visited a city, met the people, listened to the radio or saw a movie; instead a large number of illiterates went to the village fair. (ii) Among the illiterates, 76 per cent expressed their preference for obeying the orders of their fathers, whereas only 5 per cent among literates expressed the same view. (iii) Of the illiterates 88 per cent felt the need for permission of their father in whatever they did whereas only 20 per cent of literates felt so. (iv) As many as 94 per cent school-goers wanted to maintain contact

children.

The input variables studied were facilities for schooling, school resources and curriculum, teachers and pupils. The output variables considered in the study were academic achievement and certain non-cognitive outcomes of education. The sample comprised three sub-samples of schools, teachers and pupils. The sample of schools was selected on the principles of stratified, proportionate, random sampling. In all, 50 primary schools, 110 teachers and 445 pupils of Class V were included in the sample. The tools for data collection were the school questionnaire, the teacher questionnaire, the pupil questionnaire, and achievement tests in Hindi and mathematics. The study was a descriptive survey utilizing descriptive statistics for data analysis.

The major findings were : (i) The schooling facilities provided by the municipal authorities of Delhi were almost adequate for the slum children. However, their utilization by the slum-dwellers was very much below than by the non-slum-dwellers. (ii) The quality of educational facilities for the slum children was very much inferior to that which the non-slum children enjoyed. (iii) In the matter of school resources, the slum schools were not at par with the schools in non-slum areas. There was much discrepancy between the slum and the non-slum schools in respect of school buildings, equipment, curriculum and teachers and pupils. (iv) The physical and material resources of the schools in the slum area were inferior and inadequate, the curriculum was inappropriate for the slum children's needs and level of ability, and teachers of low capacity and having less interest in teaching were found in the slum schools. The children of the slum schools had less favourable conditions and facilities for studies at home, less parental support, lower self-concept and motivation for achievement and much lower aspiration for educational and occupational career. (v) In academic achievement, the slum children lagged behind the non-slum children and so also in personality development.

***212.** PATHAK, K.D., *anusuchit jati awam jana jati ke vidyarthiyon ki akanksha aur abhivrittyatmak unmukhata main pariwartan* (Changes in Attitudinal Orientation and Aspiration of Scheduled Caste and Scheduled Tribe Students), Ph.D. Soc., BHU, 1981

The study aimed at finding out the educational achievement, aspiration and attitudinal orientation of the scheduled caste and the scheduled tribe students studying in high schools and intermediate colleges of southern part of Mirzapur district of Uttar Pradesh. The achievement, aspirations and attitudes were studied with special reference to the socio-economic background, political awareness and social mobility, reactions towards social problems, educational, vocational and economic values and aspirations.

The study was conducted with a survey design on a sample of 225 scheduled caste and 175 scheduled tribe students studying in high school and intermediate colleges of Mirzapur district of Uttar Pradesh. Data were collected with the help of an interview schedule and the census report for the district. The data were analysed by calculating percentages for the comparison of different groups.

The main findings were: (i) Eighteen per cent of the students belonged to urban areas and the remaining 82 per cent were from rural areas. (ii) The levels of parental education indicated that 42 per cent of the parents were educated. (iii) Only 9 per cent had education above the intermediate college level. (iv) With regard to parental occupation 32 per cent of the parents were farmers, 33.5 per cent farm labourers, 11.5 per cent other types of labourers, 4.25 per cent businessmen or shopkeepers, 14.75 per cent class IV employees in government service and only 4 per cent in professional jobs. (v) In general, the income of the scheduled caste parents was more than the income of the scheduled tribe parents and 2.75 per cent parents were categorized in upper SES stratum, 23.25 per cent in middle SES stratum and 75 per cent in low SES stratum. (vi) Out of students studying in high schools only 12.09 per cent had first division in their junior high school examination and out of those in intermediate classes only 2.16 per cent had first division in their high school examination. (vii) In all, 55 per cent of the subjects expressed positive attitude and 35.75 per cent negative attitude towards their teachers. (viii) A majority of 55.75 per cent students never took part in any co-curricular activity and 33.25 per cent had taken part in games and sport, and only 3.5 per cent in debates. (ix) About 81 per cent of the students in the sample had the facilities of SC and ST scholarships. (x) Education was regarded as a means of livelihood by 33.25 per cent and as a means of social status and prestige by 26.50 per cent. (xi) Educationally, 43.25 per cent, 23.25 per cent, 5.75 per cent, 2 per cent and 2.5 per cent of the students aspired to achieve bachelor's, master's,

law, engineering and medical degrees, respectively. Another 23.25 per cent of them wanted to have teacher training. Two-thirds of the students hoped that they would achieve the aspired level. (xii) The tendency to take decisions independently was found to be increasing as 50.75 per cent of the students reported that they themselves had taken decision regarding their educational aspiration. (xiii) Vocationally, 28.85, 23.75, 15.75, 10.75, 9, 7.25 and 4.75 per cent students aspired for agriculture, teaching, medical, engineering, government service, law and commercial professions, respectively. (xiv) Politically, 72 per cent of the respondents showed their preference for the democratic form of government and 27 per cent liked the presidential form of government. But, 74 per cent of them were in favour of the parliamentary form of government. However, only 11.75 per cent had direct affiliation with any political party. (xv) More than 82 per cent of the students wanted that the reservation and other facilities given to SC and ST should continue for many more years. (xvi) As regards social values, 59 per cent opined that 21 to 25 years should be the age of marriage for males and 16 to 20 years for females. (xvii) More than 42 per cent students wanted to have freedom in choosing their life-mates, 23.25 per cent wanted marriages to be settled by negotiation through parents and 34 per cent wanted the settlement of marriage with the help of their young friends. (xviii) Also, 77.55 per cent respondents were in favour of the widow remarriage. (xix) About 69.25 per cent students were not in favour of the joint family system and favoured the unitary family system. (xx) Most of them (91.25 per cent) were in favour of open entry in temples and other places of worship. (xxi) Of the respondents, 54 per cent believed that for their social and economic upliftment they had to follow the life value, pattern and style of the upper-caste people.

213. PATTISON, L. and PATEL, H.G., *Problems of Adolescent Girls in Gujarat State in India,* Dept. of Education-Extension, Faculty of Home Science, MSU, 1966 (Ford Foundation-financed)

The purpose of this study was to explore the problems and worries about home, family and personal lives of rural and urban adolescent girls, school-going and non-school-going. The knowledge about reported problems and troubles might appropriately be studied well in home science classes, and would, therefore, provide a basis for suggesting ideas to be included in the syllabi for such courses.

Data were collected from 1,343 adolescent girls through a problem checklist. The checklist was pretested on 97 girls. It consisted of 140 items. To measure intensity, a three-point scale—much, some, not at all was used. All the 140 items were equally divided into seven areas of problems, namely, health and physical development, home and family, peer relations, morals and religion, money and future, sex and marriage and personality problems. Out of 1,343 adolescents, 857 were from 10 urban high schools and 486 were from 16 villages. Out of the 486 adolescent village girls, 94 were school-going and 392 were non-school-going. Random number tables were used in selecting schools and villages.

The main findings of the study were: (i) The areas of most troublesome problems were morals and religion, money and future, and personality problems, in that order. Intensity indices for these areas were in the same order and were higher for girls in the urban group than in the village schools. (ii) The problems of morals and religion were greater than those of other areas for all caste and religious groups except the *patidars* and Christians. Both these caste groups recorded more concern for problems in the area of money and future. (iii) Mean scores for all areas were highest for the artisan group in the village study, and next highest, for Christian and Muslim groups in the city. (iv) Problems increased with the increase in age. Moreover, the areas of problems differed with different age groups. About the specific problem it was found that the problem marked by the largest number from all age groups was the problem of values. (v) Their questioning of religious beliefs and values was characteristic of this age in other cultures. It was shown by their concern with two other problems, which were marked by over 80 per cent. (vi) Of the rest of the five problems marked, three were concerned with money and future, and two with personality.

214. PENDHARKAR, Y., *Occupational Aspiration of the Students up to Undergraduate Level (with special reference to the Hindu Students of the City of Indore),* Ph.D. Soc., Indore U., 1977

The objectives of the study were : (i) to ascertain, in general, the occupational aspiration of Hindu undergraduate students of the city of Indore, (ii) to find out the various correlates of the occupational

aspiration of students and observe the impact of the structural factors on it, (iii) to compare the levels of occupational aspiration in terms of the influence of the status groups, like sex, caste, class, family, etc., and (iv) to explore the decision-making process in choosing the occupation.

The sample consisted of 300 Hindu students. The sample was selected randomly from the stratified clusters. Data were collected by using a questionnaire, an observation schedule and an interview schedule. The case study method was also used in this study. The data were analysed by computing mean, standard deviation, correlations, etc.

The findings were: (i) The occupational aspirations, as compared to occupational expectations, were on the higher side. (ii) Approximately 54.5 per cent students aspired for occupations like that of doctor, teacher (middle/primary), lawyer, lecturer (college/higher secondary schools), and engineer. In general, students aspired mostly for professional/technical occupations. (iii) Male students and not the female students were associated more with aspirations for high, non-manual occupations. (iv) The level of the occupation aspired for was strongly and positively related to the faculty to which the students belonged. It was also observed that factors like the educational level of the students and their participation in co-curricular activities and leadership experiences were positively associated with the level of occupational aspiration. (v) The level of occupational aspiration was substantially associated with the level of the extent of knowledge of occupations and the idea of financial rewards. (vi) The fields of occupational interests, occupational dislikes and the extent of exposure to newspaper advertisements on occupational opportunities showed no significant association in relation to occupational aspiration. (vii) The level of occupational aspiration was related to childhood experiences and feelings about home. The low aspirers were characteristically associated more with a bad feeling about home and unhappy chidhood experiences. The size and the nature of the family units, the ordinal position of the aspirant-student in the family and such aspects of interpersonal relationships within the family as sibling comparisons, sibling rivalries, parental tensions, etc., were associated positively with the level of occupational aspiration. (viii) The higher the occupational status of father, the higher the level of parental education, the higher the level of parental income, the higher also was the level of the occupational aspiration of the student. (ix) The brahmin students and vaishas were associated more with higher educational aspirations, and kshatriyas and shudras were associated more with lower educational aspirations. (x) The caste traditional and the family traditional occupations were aspired for by the students only when they were high and non-manual. (xi) The student residents of residential or colonial districts of the city of Indore were associated more with aspirations for high, non-manual occupations and of industrial districts with low, manual occupations. (xii) The process of occupational decision-making was a multi-dimensional process.

215. PHADKE, J.K. and SHUKLA, R.C., *A Study of Drop-outs among the Scheduled Tribe College Students in Vyara,* Arts and Commerce College, Vyara, 1980

The objectives of the study were : (i) to find out the drop-out rates among the scheduled tribe students in Arts and Commerce College, Vyara, (ii) to compare the drop-out rates of the college with those of South Gujarat University and other three colleges situated in the tribal belt in South Gujarat region, and (iii) to compare the drop-out rates among male and female students, and arts and commerce students.

The sample consisted of students from the Vyara College during the years 1971-81. Data were collected from the college annual reports, South Gujarat University annual reports, university results and published material. The data were analysed by using frequency counts and percentages.

The major findings of the study were : (i) The percentage of drop-outs in the case of scheduled tribe students was 53.48 in total, 59.23 for the arts and 42.96 for the commerce faculty. (ii) In all, 62.42 per cent tribal male students and 60.46 per cent female students left studies. (iii) The drop-out rates among the non-tribal students, both male and female in the arts and the commerce faculties were lower than those among the tribal students. (iv) The drop-out rates in the arts faculty in Vyara college were more than the drop-out rates in other affiliated colleges of South Gujarat University. (v) In the commerce faculty, the drop-out rate was the highest (44.77 per cent) in Vyara college as compared to the colleges situated in the tribal belt of South Gujarat.

216. PHADKE, J.K. and SHUKLA, R.C., *Impact of Higher Education on the Tribal Students of*

Vyara Collège, Arts and Commerce College, Vyara, 1981

The objectives of the study were : (i) to examine the impact of higher education on the tribal students of Vyara college, (ii) to find out how the tribal graduates had been occupationally placed, and (iii) to study the impact of higher education on the personality, home and neighbourhood of the tribal graduates.

The sample consisted of the tribal students who had graduated from Vyara college. Data were collected by using a questionnaire and from the official records of the college. The data were analysed by using frequency counts and percentages.

The major findings of the study were : (i) Learning, particularly at the higher level, had linkage with jobs. The study revealed that instead of jobs hunting the tribal youth, the tribal youth were hunting for jobs. (ii) Due to interaction with the non-tribal students, the thought process had started among the tribal students and developed a sense of responsibility and a sense of consciousness of justice and propriety among the tribal students. (iii) Higher education had affected the self-interest of the tribal students. The selection of subjects, adding more qualifications, and appearing at various competitive examinations were some of the instances not only of realizing self-interest but also of developing self-confidence. (iv) Out of 155 respondents only 36 had joined service and others were involved in their family business.

***217.** PINKEERANI, *Behaviour of Students in and out of School as related to Their Moral Education: a Study for Curriculum Change*, Ph.D. Edu., Pan. U., 1981

The major objectives of the investigation were : (i) to study the behaviour of students when they were in school and also when they were out of school after the school hours, (ii) to find out if the school behaviour of students differed from their out-of-school behaviour, (iii) to compare the bahaviour of those students who were getting formal moral education with those who were not getting it and to establish a relationship of the behaviour with the type of education received, and (iv) to get suggestions from students, teachers and parents for the improvement of the student behaviour and to study and present those to the curriculum planners.

The study followed the descriptive survey method. The sample of the study comprised 200 students, 100 selected from ten schools of Amritsar and Ludhiana districts of Punjab, where formal moral education was given and 100 from ten other schools of the same districts where no formal moral education was given. Districts, schools, and students all were selected by the random sampling technique, the second sample included 120 teachers, selected from the same schools, 60 from schools giving moral education (six each from the ten schools) and 60 from the second category. Each student was to be rated by three teachers, so teachers' sample was categorized into three groups—Group I, II and III. The third sample comprised 200 parents, 100 each from both the categories of students. Teachers' and parents' samples were selected through the purposive sampling technique. The tools used for collecting the data were a questionnaire and an opinionnaire for getting suggestions from parents, teachers and students, both developed by the investigator. The statistical techniques used for analysing the data were tests of significance of means and difference between means, and analysis of variance.

The major conclusions of the study were: (i) The overall behaviour of the students was found to be good, and no significant differences were found in their behaviour in or out of school. (ii) Significant differences were found in the ratings of the students, the parents, and the teachers on the behaviour of the students. (iii) The overall behaviour of the students getting formal moral education was significantly different and comparatively better than the behaviour of those who were not getting formal moral education, but the out-of-school behaviour of both the groups of students was not found to be significantly different from each other. (iv) The behaviour of the students getting moral education remained almost the same whether in or out of school, but the behaviour of those not getting formal moral education was found to be significantly different in the two situations. (v) In all, 77 per cent parents, 67 per cent teachers, and 83 per cent students suggested that moral education should become a necessary part of the school curriculum. (vi) It was, therefore, suggested that moral education based on the examples drawn from different religions and the lives of great men be imparted in schools to develop self-realization and realization to lead a disciplined life among students.

218. PRAJAPATI, G.K., *Impact of Education on Social, Economic and Political Changes among*

Scheduled Castes: a Case Study of Danapore Subdivision, Ph.D. Edu., Pat. U., 1982

The study aimed at assessing the social consequences of education among the scheduled castes. For the purpose of the study a sampling frame was prepared based on the multi-stage sampling technique. The sample consisted of fifty-eight students and twenty-three teachers belonging to scheduled castes. The subcastes in the sample were chamar, dusadh, dhobi, pasi, mehtar and dhunia. An interview schedule was prepared which included various aspects of socio-political and economic life of the scheduled castes. Their needs were also taken care of.

The main findings of the study was that education had not been able to loosen the caste ties and they (scheduled castes) were in favour of continuance of the caste system. The main reason for such a feeling among the SCs was the advantage they were getting from the reservation policy. Although they had been leaning towards inter-caste marriages, they were not willing to marry their girls to caste-Hindu boys. Their common drink like toddy and other intoxicants were becoming unpopular with the educated members of the scheduled castes. After Independence and with the spread of education they had grown politically. However, educated youths had started accepting dowry. They were quite favourable to the mass literacy programme. They preferred to set up cottage industries. However, they had a feeling that they were exploited by officials and politicians. The fellow illiterate villagers were ill-treated. They preferred high salary jobs irrespective of power, status and respectability. Thus, they regarded economic advantages as more important than others. The study revealed professional mobility among the educated scheduled caste youths. This was a post-Independence achievement and had become possible through education. The pattern of expenditure showed that they were still living in financial hardship. However, despite the various measures taken by the Government they had not been able to gain in social status in the rural areas.

***219.** PRASAD, G.K., *Student Movement in Bihar,* Dept. of Soc., Pat.U.

The study attempted to trace the student movements, beginning from 1967 and again in 1974-75, which sought to release the forces of political, economic and cultural change.

Approximately two hundred and fifty activists based in Patna, the centre of the movement, were interviewed. Data pertaining to organizational structure, decision-making process, the role of *sarvodaya* and other political workers were collected with the help of a questionnaire. An event analysis was attempted so as to re-create the scenes of the movement.

The findings indicated: (i) The movement was an attempt at building up a commitment to total revolution among student activists. (ii) The movement developed an organizational structure which sought to be non-partisan, their original party affiliations were immaterial. (iii) The movement reflected the new generation's revolt against the fast-declining political morality and legitimacy. (iv) The movement raised the issue of money and seats of power, demanded radical changes in the political structure and electoral systems. (v) The movement provided a platform for the emergence of a new type of leadership of action-oriented young leaders. (vi) The movement worked as a catalytic agent for bringing about a permanent process of cultural change so as to destroy the remnants of feudal structures. (vii) By involving students of most of the colleges and universities in Bihar, the movement created an awareness among the people that the whole system was not in keeping with the needs and aspirations of the people. This was achieved by the non-functioning of the structures for months. (viii) Analysis of the activists socio-economic background, their orientation to different issues, their political affiliations and their activism revealed that the 1974 movement was a movement directed to a comprehensive change.

220. PRATAP, D.R. and OTHERS, *Assessment of Unemployment among the Educated Tribals of Visakhapatnam,* Tribal Cultural Research and Training Institute, Hyderabad, 1972

The objectives of the study were: (i) to assess the magnitude of the unemployment problem among the educated tribals, and (ii) to find out the educational levels among the unemployment along with the occupational aspirations of the educated tribals.

Data were collected from Regional Employment Exchange and University Bureau, Girijan Cooperative Corporation and from three tribal development blocks, namely, Chintapalli, Araku and Paderu of Visakhapatnam district. In all, there were 214 educated tribal candidates seeking employment. Percentages and means were calculated for analysis of the data.

The study revealed: (i) As many as 57.68 per cent of

the unemployed condidates had qualifications up to Class VIII, while 36.51 per cent had qualifications up to Class X. Only 3.32 per cent were undergraduates and 2.49 per cent were graduates and postgraduates. (ii) Most of the candidates belonged to Valmiki, Kondakapu and Bagatha communities. (iii) Ninety-nine per cent out of 110 candidates had been waiting for a job for a period of more than two years. (iv) Thirty-five per cent of the unemployed candidates were previously employed for a short period, while the rest were seeking job for the first time. Many of these candidates were referred by the employment exchanges but were not selected on account of their poor performance. (v) Many of the unemployed tribal candidates had aspirations for higher jobs for which they were not qualified. (vi) Many candidates did not get jobs because of their low educational qualifications. Some of the candidates lost the opportunity of selection as they preferred jobs within the district.

221. PRATAP, D.R. and RAJU, C.C., *Study of Aided Elementary Schools of Srikakulam, Visakhapatnam, East Godavari and West Godavari Districts of Andhra Pradesh,* Tribal Cultural Research and Training Institute, Hyderabad, 1973

The objectives of the study were: (i) to review the functioning of the aided elementary schools, (ii) to assess the progress of these schools, (iii) to review the financial position of the schools, (iv) to review the management of the schools, (v) to assess the facilities available in these schools, and (vi) to spotlight the problem areas of the schools.

The sample consisted of thirty-one schools selected randomly from Srikakulam, Visakhapatnam, East Godavari and West Godavari districts. Data were collected through a structured questionnaire besides discussions with the teachers, managers and the local knowledgeable persons of the villages where the schools were located. Mean and percentage were used to analyse the data.

The study reported the following findings: (i) The majority of the schools did not have adequate accommodation, teaching aids and furniture. Even the available accommodation, furniture, etc., were also not satisfactory. Many of the school buildings were not in good shape. (ii) The general performance of the schools was found to be unsatisfactory. (iii) The records maintained by the managements of the aided elementary schools were not genuine to a large extent. The managers were not evincing keen interest in the promotion of education; on the other hand they managed to hide the defects of their institutions. (iv) Some of the schools were conducting classes under trees; many schools were not having adequate teaching aids. (v) The schools were treated as sources of income rather than avenues of service. (vi) Many of the teachers of these schools were relatives of the managers. (vii) Inadequate salaries, adverse living conditions, indifference of tribal parents towards their children's education made the teachers take little interest. (viii) Some of the teachers did not reside in the school villages and visited the schools occasionally. In some of the schools the manager himself and/or his wife would be working as teachers also. (ix) The economic status of the managements was far from satisfactory and their financial position was unsound. They could neither organize themselves properly for raising funds from other sources nor secure funds from their own sources.

222. PRATAP, D.R., RAJU, C.C. and RAO, M.V.K., *Study of Ashram Schools in Tribal Areas of Andhra Pradesh,* Tribal Cultural Research and Training Institute, Hyderabad, 1971

The objectives of the study were: (i) to assess the performance of ashram schools in reducing wastage, stagnation and absenteeism among tribal children, (ii) to study the structure and functioning of ashram schools, (iii) to find out the financial implications of ashram schools, (iv) to study the shortcomings, if any, in the programme, and (v) to assess the real value of the programme from the point of view of parents and teachers.

The sample consisted of six ashram schools selected from four districts of Andhra Pradesh. The districts selected were Srikakulam, Visakhapatnam, East Godavari and West Godavari. Twenty parents of the inmates of each school were selected at random and all the teachers of the sample schools were interviewed. Besides, discussions were held with the local knowledgeable persons of the village in which the school was located. Extension Officers of Education and Deputy Inspectors of Schools were also contacted for the collection of secondary data at block level. Data for the study were collected from primary and secondary sources. Schedule for schools and questionnaires for parents and teachers were designed for the collection of data. School records like attendance registers, admission registers, inspection notes, visitors' notes and inspection reports were also referred to for the

collection of data regarding wastage, stagnation, absenteeism, etc. Household data of the parents were collected with the help of a questionnaire canvassed to the parents. Mean and percentage were used to analyse the data.

The study revealed the following findings: (i) On an average, each ashram school was serving about sixty-four students hailing from ten villages. About 65 per cent of the students of the sample schools were hailing from 58 per cent of the total villages and their range of distance was below nine kilometres from the school. (ii) Most of the ashram schools were having non-tribal teachers. All the teachers were trained even though their general educational qualifications were low. (iii) A number of schools were not inspected even once in two years. (iv) All the six schools were having their own buildings. While four schools were housed in pucca buildings with asbestos or tiled roofs, the other two were in thatched huts. (v) The necessary adjuncts of ashram schools, viz., playground, small agricultural farms, vegetable and flower gardens and drinking-water wells were not provided in all the ashram schools. (vi) Only three of the sample schools were having adequate teaching, craft and games equipment. The study materials, dress and bad clothes were not supplied on time. The study materials like books, slates, etc., were not given to day scholars due to inadequate supply. (vii) The curriculum of ashram schools was almost similar to that of other primary schools except for the teaching of crafts like spinning, clay modelling, paper-cutting, farm and garden work, etc. (viii) The average percentage of absenteeism was 31.60 while the stagnation index was 38.31 for the ashram schools. (ix) Economic and social pull factors like economic activities, domestic work, parent and student indifference, child marriages, etc., were found to be mainly responsible for the prevalence of wastage and stagnation in the ashram schools.

223. PRINCE, S.C., *A Study of Aspiration for Education in the Pupils from the Deprived Community in the Schools of Tamil Nadu,* Ph.D. Edu., MSU, 1981

The major objectives of the study were: (i) to estimate the level of aspiration for education of the deprived community pupils, (ii) to estimate the differences in the levels of aspiration for education of the backward, deprived and forward community pupils in respect of sex, class, urban-rural background and socio-economic status, (iii) to estimate the relative position of the deprived community pupils in comparison with that of backward and forward community pupils in respect of the chosen background, cognitive and personality factors, and (iv) to find out how the background, cognitive and personality factors influenced the level of aspiration for education of the pupils.

A representative sample was chosen from all the fifteen districts in Tamil Nadu. One hundred and fifty-two high schools and 102 higher secondary schools were involved in the study. Data were collected by using Scholastic Achievement Test, Socio-Economic Status Scale, Cattell's Culture Fair Intelligence Test, Differential Aptitude Test, Self-Concept Scale and Comprehensive Value Scale. The collected data were analysed using statistical techniques such as t-test, chi-square test, F-test and multiple regression analysis.

The major findings of the study were: (i) Backward community pupils had highest level of aspiration which was significant as compared to forward and deprived community pupils. (ii) Of the three communities, Standard IX pupils belonging to the backward community were having highest level of aspiration. (iii) Deprived community rural pupils were having higher level of aspiration. (iv) There was a highly significant relationship between the levels of scholastic achievement and socio-economic status and the level of aspiration for education. (v) Achievement anxiety, self-concept, value system, intelligence, achievement motivation and scholastic aptitude were significant predictors of the level of aspiration for education.

***224.** PUNALEKAR, S.P., *School Drop-out among Harijan Children, Causes and Cure,* Central Institute of Research and Training in Public Cooperation, New Delhi, 1975

The objectives of the investigation were: (i) to study the socio-economic background of the drop-out cases of the Harijan community, (ii) to explore and ascertain the factors, responsible for their drop-out from the school system, (iii) to find out the nature of participation and involvement of the Harijan parents, school teachers and village leaders in relation to the educational needs of the Harijan children, (iv) to identify the lapses or shortcomings on the part of the Harijan family, school system and village community, and (v) to examine various suggestions and views on the drop-out and to suggest an operational strategy

to counter the drop-out incidence among the Harijan children.

The study was conducted in eastern Uttar Pradesh. One block was selected in each district on the basis of concentration of Harijan population; Rasra block in Ballia and Rampur block in Azamgarh were selected. The selection of villages was done on the basis of total population of the village and the proportion of the Harijan population to the total village population. From the seventeen villages selected from the two blocks, 300 drop-out cases were covered. The drop-out cases were the Harijan children who had dropped out from Classes I to VIII and their parents were the main respondents. Depending on the availability of the children and their maturity to respond, the children were interviewed for collecting additional information; 198 drop-outs were interviewed. The second group in the sample comprised sixty village leaders and forty school teachers. The tools used for collecting data, besides the interviews, were a schedule for Harijan parents of the drop-outs, a schedule for village leaders, a schedule for school teachers and a proforma for village schools.

The findings indicated: (i) The average size of the family was 6.5 with more males than females; the majority were nuclear families; nearly one-half of the total population was between 0-15 years and nearly 12 per cent were in the pre-school age. (ii) As many as 32 per cent families had no literate member; 72 per cent individuals were illiterate and a majority had only 3-4 years of schooling. (iii) Two-thirds of the population had land-holdings which were of marginal size and inferior quality. One-third of the population was engaged in domestic duties or household activities, one-fourth in farm labour, one-tenth in skilled or unskilled jobs and the rest in trade, craft, etc. Only 5 per cent were engaged in the cultivation of their own land while 1.4 per cent were in white collar occupations. (iv) The monthly income of 78 per cent families was Rs. 200 or less; as many as 90 per cent were in debt, which varied from Rs. 100 to Rs. 5,000 per family. (v) There was a growing awareness among parents of the need for enrolling children in school; most children were enrolled in school at the age of six years while the teachers played a marginal role. (vi) Parents and teachers felt that children did not face any emotional problems. Ninety-four per cent children had no failures, 80 per cent attended school regularly and nearly one-fourth regularly attended to homework. (vii) The children were substantially benefited by school education; over two-thirds acquired proficiency in reading and writing, one-third in arithmetic, games and sports and several learnt arts and crafts. The children were docile and obedient, cooperative and painstaking; parents felt the children enjoyed extra-curricular activities. (viii) The school-going children helped the family members substantially in common duties; a few of them were gainfully employed even while attending school. The main reasons for their dropping out were the economic hardship of the family, domestic exigencies like ill health in the family or of the child. (ix) In 70 per cent cases the decision to drop-out was taken by the family while in the remaining cases it was by the child; 45 per cent families seriously debated dropping out, over two-thirds were very unwilling to terminate the child's schooling but were helpless. (x) Nearly 60 per cent totally abandoned what they had learnt at school; the drop-outs had low aspirational level; however, 30 per cent were willing to restart educational career if arrangements were made in the school; 10 per cent had sought readmission, without success. (xi) Only 53 per cent parents visited the school but almost two-thirds were aware of the school programmes and activities; most parents had no direct information about the child's classroom behaviour, performance and the like. (xii) The behaviour of teachers and classmates was criticized by children; leaders also criticized the biased and discriminatory attitude of teachers. (xiii) The village-level institutions showed marginal attention towards the educational activities of the school; though a few village leaders did provide leadership and support, they were largely apathetic and unmotivated.

225. PURANI, C.J., *Indian Teachers as a Change Agent,* Ph.D. Edu., MSU, 1979

The investigation was a descriptive survey where the respondents were teachers, pupils, community leaders and educational authorities. The major objectives of the study were to find out how a teacher perceived his role as a change agent and how other agencies—pupils, community, educational authorities—perceived the teacher as a potential change agent.

Six null hypotheses of no significant differences between the perceptions of teachers and pupils, teachers and the community, teachers and authorities, pupils and the community, pupils and authorities and

finally the community and authorities regarding the teacher's role as a change agent were examined. The sample consisted of seven cities, eight towns and ten villages of Kaira district selected on a random basis. From these places, 400 teachers, 420 pupils, 200 community members and 50 educational authorities were selected at random for the collection of data. The tool used was a Teacher's Perception Scale constructed by the investigator. The reliability coefficient of the scale by test-retest method was found to range from 0.73 to 0.85 for the various dimensions of the scale. Descriptive statistics and t-test were used for the analysis of the data.

The major findings were: (i) No significant difference existed between the perceptions of teachers and those of pupils and the community in the matter of the teacher's role as a change agent. (ii) The authorities differed significantly from pupils, teachers and community members in their perceptions of the teacher as a change agent in the dimension of literacy, customs and taboos and the use of science in everyday life. (iii) Pupils and the community differed significantly regarding the teacher as a change agent in the area of literacy. (iv) As regards customs and taboos, teachers and the community did not differ whereas perceptions of pupils and authorities differed significantly. (v) In the dimension of political education, the four groups did not differ. (vi) In the dimension of the use of science in daily life, teacher's perceptions differed significantly from those of pupils and the community whereas authorities' perceptions did not differ from those of pupils, the community and teachers. (vii) Perceptions of the community differed significantly with regard to the teacher's role as a change agent from those of other three groups in the dimension of working for population policy. (viii) Authorities' perceptions differed from the perceptions of the teachers and the community in the dimension of the economic life of the community. (ix) Authorities differed from the other three groups regarding the teacher role as a change agent in the dimension of making education more scientific and in the dimension of social relations.

226. PUSHPAVATHAMMA, Y., *Impact of Social Deprivation on Cognitive Styles of Primary School Children*, Ph.D. Psy., Osm. U., 1980

The major objectives of the study were: (i) to ascertain the cognitive styles of primary school children, (ii) to assess the level of cognitive abilities, and (iii) to find out the impact of school deprivation on the cognitive styles and abilities of primary school children.

Variables taken for study were biological variables, school variables, social variables, parental variables and deprivation index. The sample consisted of 265 boys and girls in the age range of 5+ to 13+ from Grades I, III and V from eight schools under different types of management, representing schools from semi-urban, rural and urban areas of a tribal region of Andhra Pradesh. The instruments used were an adapted version of Prolonged Deprivation Scale developed by Tripathi and Mishra, Draw-a-Person Test, Children's Embedded Figure Test, Picture Completion Test, Koh's Blocks, Object Assembly, Lorge-Thorndike Test-I and Lorge-Thorndike Test-II. The investigator administered the test individually and collected the data. Factor analysis and multiple regression analysis were used to analyse the data.

Important findings of the study were: (i) Residential accommodation, home environment, economic sufficiency, food, clothing, parental characteristics, interaction with parents and recreational experiences were found to be the most significant factors each of which would make a child socially deprived. Incidentally, it was also found that school, father's education, and income were highly related to the above factors. (ii) The children of high school-educated fathers were experiencing higher deprivation in residential accommodation while the children of college-educated fathers were less deprived. (iii) In home environment, the children of illiterate fathers were highly deprived and those of college-educated fathers were least deprived. (iv) The children of illiterate fathers were more deprived in income sufficiency and the children of college-educated fathers were least deprived in this regard. (v) In food and clothing conditions, the children of middle school-educated fathers were more deprived and the children of college-educated fathers were least deprived. (vi) In parental characteristics and interaction with parents, the children of illiterate fathers were experiencing higher deprivation and those of college-educated fathers were least deprived. (vii) In recreational experiences, the children of college-educated fathers were more deprived and the children of middle school-educated fathers were less deprived. (viii) Children were less field independent at the early ages and it gradually increased with age. (ix) The children of Grade I were highly field dependent and the children of Grade III were more field depen-

dent than those of Grade V. (x) The tribal private, and semi-urban school children were more field independent. The aided school children were least field independent, and the government school children and the rural children did not show a significant difference whether they were less field independent than the tribal, semi-urban and private school children. (xi) The children of executives were more field independent than all other children. The children of professionals, semi-skilled workers and business people were highly field independent. The children of manual labour and clerks were less field independent than those of executives and the unemployed. (xii) The children of Hindu religion were more field independent than Muslims and Christians. (xiii) There were no significant differences among boys and girls in their field independence.

227. QADRI, B.N.F., *Availability of Educational Opportunities to and Their Utilization by the Muslim Community of Pilibhit District of Uttar Pradesh,* Ph.D. Edu., AMU, 1981

The objectives of the study were: (i) to assess the educational facilities (quantitative and qualitative) available to the Muslim students from Classes I to XII in comparison to the non-Muslim, (ii) to find out the reasons that hindered the utilization of educational opportunities by the Muslims, and (iii) to suggest measures that should be taken to help the Muslim children utilize the available educational opportunities.

Data were collected from 300 heads of institutions, random samples of 200 Muslim and 200 non-Muslim students and 500 Muslim parents of Pilibhit district. Specially designed questionnaire and schedules were used for the survey.

The major findings were: (i) The number of schools exclusively for the Muslims was insufficient. (ii) The enrolment of the Muslims at the primary stage was 28 per cent of the total enrolment, which was satisfactory because the Muslims constituted 28 per cent of the total population. (iii) The proportion of the Muslim teachers at the higher stages of education was very low, being only 8 per cent of the total number of teachers. (iv) The quality of education as evidenced by school buildings, co-curricular activities, teaching aids employed, scholarships to the deserving and the salary of teachers was below standard for both the Muslims and the non-Muslims. (v) The important elements in the society which hindered the utilization of educational opportunities were illiteracy and low socio-economic status of parents, non-availability of Urdu as a medium of instruction, Urdu books and the Muslim schools, discrimination in higher classes, lack of confidence in the Muslim students, hesitation of parents to send their daughters to coeducational institutions and their wards to institutions situated in predominantly Hindu areas, alienation of the Muslim children from their religion by some practices of the present system of education, e.g. folding hands at mass prayers, participation in non-Muslim religious functions.

*228. RAJ, G.R., *Class and Sectarian Relationship in Education: a Study of Kerala Education System,* Dept. of Soc., Ker. U. (ICSSR-financed)

The objectives of the study were: (i) to know the attitude of students and teachers towards the institutions set up by religious societies, (ii) to know the degree of sectarian feelings of teachers as well as of students, and (iii) to know their attitude towards agitational approach in solving their problems.

The study was confined to four districts of Calicut from Malabar region, Trichur from Cochin region and Kottayam and Quilon from Travancore. The study was confined to the private sector which included Christian churches, Nair Service Society, Sree Narayana Dharma Paripalana Sangham and the Muslim Education Society; the majority of institutions were run by the churches. A proforma was used to collect data from a stratified random sample of students and staff. The sample size was dependent on the relative member of each caste in the school or college concerned; the total sample comprised 2428 students and 495 teachers. The study revealed: (i) The class status was not based on caste membership any more. The Nair, Ezhava and Muslim managements restricted enrolment of students and appointment of teachers to the upper and middle sections of their own communities; the students as well as the teachers were conscious of the orientation of sectarian associations. (ii) Teachers, as a whole, believed that sectarian associations played a crucial role in the socio-economic and political life of Kerala; students also believed that the associations safeguarded the interests of the respective communities and a sizeable number felt that the upper classes had been deriving maximum benefits. (iii) Teachers and students, by and large,

were against communal reservations. (iv) Though there were a number of occupational associations among the school and college teachers only a few were members of any association; they lacked political consciousness. While the teachers favoured an agitational approach in safeguarding their occupational and economic interests, the students also were apolitical. (v) Even though the teachers extended tacit support to the management's policy of *status quo*, they were aware of the inadequacies in teaching and research; teachers were indifferent to students but favoured the student agitations.

229. RAJ, M., *Caste and Class Conflicts in an Educational Institution: a Systematic View*, Ph.D. Soc., Pat. U., 1982

The purposes of the study were: (i) to examine the extent of conflict among teachers and students on caste basis, and (ii) to study the extent of class conflict among teachers and students in Patna University.

The sample consisted of 200 students and 100 teachers of different castes randomly drawn from different colleges and postgraduate departments of Patna University. Separate interview schedules for students and teachers were prepared by the investigator.

The main findings of the study were: (i) The university had three distinct groups of forward castes, backward castes and scheduled castes which appeared to be the source of conflict within the system. (ii) Caste politics appeared to percolate to the University campus through caste rivalries in State politics. (iii) The students and the teachers were active participants in political organizations which accentuated group tensions and conflicts within the system. In view of the political interferences, the actor(s) were prone to deviant behaviour and thus partial structure of the system appeared to be dysfunctional. (iv) Frequent non-conformity of regulations and relational norms was witnessed. (v) Caste and class groupism led to various cultural, parochial, economic, educational and functional problems in the university. (vi) The socialization process within the system geared up tension and conflict. The working order of the system suffered from disruption, disorder, disintegrity and deviance. (vii) At the adoptive level there appeared to be direct level of cultural clash in that their group values and goals were in direct conflict with each other. (viii) The placement of human and non-human resources on the basis of role differentiation was also adversely affected. Achievement and ascription were operative with utter confusion. The actors were suffering from role conflict. (ix) The interrelated units were disintegrated. Particularistic attitude was operated at the cost of universalistic norms and values.

230. RAJ, N. K., *A Study of the Socio-economic Factors and Their Interrelationships among the Out-of-school Children*, Ph.D. Edu., Madras U., 1979

The major objectives of the study were: (i) to enumerate the out-of-school children in the age group 6-11 within a given geographical area, (ii) to find out the distribution of the out-of-school children aged 6-11 according to age, sex, caste and parental occupation, (iii) to find out the socio-economic factors that characterized the out-of-school children, and (iv) to find out the association among a number of selected socio-economic variables in a given sample of out-of-school children.

In order to enumerate the population of the out-of-school children in the age group 6-11 a sampling frame was designed. Each village of the Minjur Panchayat Union was considered a single unit. Door-to-door enumeration of all children in the age group 6-11 was undertaken. The non-probability sampling procedure was used on the basis of which 54 drop-outs and 659 left-outs were included in the sample. An interview schedule was used. The statistical techniques used for data analysis were chi-square test, method of paired comparisons, correlations and factor analysis (using the principle component method with varimax rotation).

The major findings were: (i) There was a decreasing trend in percentage from lower to higher age categories for the left-outs whereas the corresponding trend for the drop-outs was an increasing one. (ii) The percentage of girls was more than the percentage of boys in the enumerated out-of-school children. (iii) Amongst the out-of-school children, the percentage of the scheduled caste and the scheduled tribe children was higher than that of other caste groups. (iv) The percentages of the drop-outs and the left-outs differed among different categories of parental occupation. The number of the drop-outs and the left-outs was high among children whose parents were manual labourers. (v) In both the groups the percentage was

found to decrease when the birth order increased. (vi) The incidence of drop-outs and left-outs was found to be more among children from families with four to eight members. (vii) The percentage of the out-of-school children was higher in those families which were low in family literacy index. (viii) The percentage of the out-of-school children was higher in nuclear families than in joint families and was higher in families with lower per capita income. (ix) There was a significant difference in the percentage of the out-of-school children according to per capita monthly expenditure in the family; more per capita expenditure per month resulted in less number of out-of-school children. (x) Available labour force in the family influenced the incidence of out-of-school children. (xi) The incidence of drop-outs and left-outs was higher in families with low level of labour utilization and also in families which had no child labour. (xii) More than 50 per cent drop-outs and about 47 per cent left-outs were from families that had no woman labour. (xiii) Most of the out-of-school children had no desire for learning and had no desire for work. (xiv) A large proportion of the out-of-school children had no desire to pursue the parental occupation. (xv) For the left-outs, the family situation factor, the labour situation factor and the economic factor were assumed as the underlying dimensions of their socio-economic aspects. For the drop-outs, the underlying dimensions of their socio-economic aspects were identified as the family situation factor, the economic factor, the educational situation factor, the labour situation factor, the perception of schooling factor and the perception of work factor.

231. RAJWADE, K., *Status of Muslim Women in Indore City — a Case Study,* Ph.D. Soc., Indore U., 1980

The objectives of the study were: (i) to find out the socio-economic and cultural characteristics of the Muslim women, (ii) to find out the educational level which was a pre-condition for the upliftment of status, (iii) to find out the impact of religion on women in particular and on the community in general, (iv) to find out the magnitude of traditionalism which impaired the path of progress, (v) to find out their reaction towards the change taking place in their society though at a slow pace, and (vi) to suggest some ways and means for the amelioration of the Muslim women which might appeal to them and attract them.

The sample consisted of 400 families. This was drawn by using the stratified random sampling method. In addition to this, a purposive sample of 50 women who were teaching in all the government and private Urdu schools in Indore was taken. In order to know the views of the young Muslim females, 50 Muslim female students of various colleges in Indore were also interviewed. Some prominent personalities in Indore were also contacted and various matters like purdah and the educational backwardness of the Muslim women were discussed . For the collection of data, the schedule-cum-interview method was used. The data were analysed by computing averages, percentages, etc.

The findings were: (i) Whether educated or not, whether housewife or working the majority of the women did most of the domestic tasks themselves and they liked the work too. (ii) Most educated and employed teachers as well as uneducated and unemployed housewives had a say in almost all household matters, and were consulted in household matters. (iii) The teachers did not get any leisure time, while the housewives liked to spend their leisure time in gossip or chit-chatting. (iv) The majority of the women in both the samples had the charge of children's discipline and they were equally religious-minded and were found to offer prayers as and when feasible. (v) In spite of purdah and seclusion, the majority of the women in both the samples went out marketing and also to see movies. (vi) In the field of marriage their consent was mostly taken for granted; they did not feel any necessity of asking the consent of their daughters. Polygamy was not a problem before the women and the single wife was the sole claimant of the husband's affection and attention. The incidence of divorce was not very high, but the women seemed to be under the fear of divorce because even the present legislation did not solve this problem. (vii) The purdah system was considered necessary and was practised on a large scale. (viii) The economic condition of the community on the whole was poor. The majority of the women were non-earning housewives. Those who earned, worked at home on some petty jobs and earned only a small amount; they were neither educated nor trained for any vocation. (ix) The community as a whole was educationally backward, although the reading of Quran was almost compulsory. (x) Religious-mindedness led to traditionalism and hence they were averse to any change. The feeling was that there was solution in

the holy Quran for every situation and even the prophet Mohammed had no right to make any changes.

232. RAMANAMMA, A. and BAMBAWALA, U., *Academic Role Performance and Modernization*, Dept. of Soc., Poona U., 1979

The major aims of the study were: (i) to assess whether the university teacher was modern in his approach to the university as a system, (ii) to assess his self-image, and (iii) to know how far his performance was in keeping with the needs of his role. The emphasis was on the measurement of the levels of modernization through aspiration, commitment and authoritarianism among the teachers.

The study followed an intensive pattern of inquiry. Academicians' education and academic commitments were the independent variables and the quality of academic role performance and the modernization of university teachers were the dependent variables. The sample comprised 155 teachers selected on quota sampling basis out of the 300 teachers of the departments of Poona University in the faculty of arts, social sciences, science and law. The research tool was a questionnaire substantiated with a personal interview. It covered three areas, namely, bio-data, teaching commitment and ideas of modernity. Factor analysis was the statistical technique used for data analysis.

The major findings were: (i) There was a great disparity between the socio-economic background of the men and women teachers in Poona University. Such a disparity did not exist in the case of the enrolment of the student community. A clear bias in favour of employing men in faculty positions was seen. (ii) A greater number of teachers were married, in the age group of 31-45 years, and they belonged to higher castes. They come from homes where a climate for higher education prevailed. It was found that the social structure of the academic profession was relatively closed in favour of traditionally better-placed groups. (iii) Conflicting values of ingroup feeling and westernization were evident. However, in spite of high ingroup feeling, the teachers showed remarkably high percentage of westernization. (iv) The factor analysis of modernization scale yielded some important dimensions for teaching like political affiliation and westernization. The presence of a high ingroup feeling could be due to the psycho-cultural contingency. Commitment and to some degree the levels of aspiration entered the academic role structure as significant variables in the context of modernization. Aspiration was determined mainly by academic self-image and prevailing conditions. (v) One-third of the teachers did not have a doctoral degree. A great many of them were in the profession for more than eight years and were well acquainted with their role performance. (vi) Art teachers had radication syndrome whereas science teachers showed stoicism. (vii) A majority of the teachers adhered to the syllabus and about half of the teachers did not encourage discussions in the classroom. Sixty-two per cent teachers spent a limited time for preparing lectures, 66 per cent read only textbooks, 58 per cent regularly read newspapers, indicating the lack of modern trends amongst the teachers. Seventy-two per cent had contributed papers to various journals. (viii) Twenty-five per cent teachers felt that their salary was high and 20 per cent felt that it was low. Recognition in the profession was very high in the case of the majority of the teachers and yet they expressed some dissatisfaction. It was also found that a considerable number of teachers had selected teaching as a second choice and about 20 per cent wanted to make a change for better remunerative jobs. A majority of the teachers preferred their children accepting jobs other than teaching, as the first choice. Nearly 50 per cent aspired for migrating to foreign countries. (ix) The factor analysis did not point out one single important factor accounting for modernization. A concensus of values helped towards modernization.

233. RANGARI, A.D., *Comparative Study of the Scheduled Caste and the Non-Scheduled Caste College Students of Aurangabad*, Ph.D. Psy., Poona U., 1981

The main objective of the study was to compare the scheduled caste and the non-scheduled caste college students on self-concept, interpersonal relationships, personality adjustment, intelligence and academic achievement. While comparing these groups, comparisons on account of sex and rural-urban background were also made. The specific hypotheses of the study were, therefore, stated in terms of the five variables compared on caste, sex and rural-urban background. All these considerations led to fifteen hypotheses.

The sample consisted of scheduled caste and non-scheduled caste boys and girls randomly selected from

the student population of the seven colleges in Aurangabad town. The total sample of 1,197 students consisted of 676 scheduled caste and 521 non-scheduled caste students. There was adequate representation of both the sexes and rural-urban students in both the groups. The tools used for data-collection were a structured proforma for personal information, Self-Concept Inventory of Jogawar, the FIRO-B Test of Schutz, Personality Adjustment Inventory of Palsane, Non-Verbal Test of Intelligence of Nafde, Structured Proforma for Academic Achievement, Socio-Economic Status Scale (Urban) of Kuppuswamy and SES Scale (Rural) of Pareek and Trivedi. Chi-square test and t-test were used in statistical analysis for comparisons.

The findings of the study were: (i) The non-scheduled caste (NSC) college students as a total group tended to have higher scores on perceived self, social self and ideal self than their scheduled caste (SC) counterparts. Sex differences were not significant for perceived self and ideal self but were significant for social self. Rural-urban differences were mostly not significant on any aspect of the self-concept. (ii) There was no significant difference between the total involvement score of the NSC and the SC students. Sex differences were significant among the SC students and the students from rural background. Men showed greater involvement than women. The rural-urban differences were less marked than the sex differences. The marginal differences which existed favoured the rural group. (iii) Significant differences existed on the different sub-variables of adjustment. By and large, the NSC students showed better adjustment in different areas than the SC students; the females were better than the males and the urban were better than the rural. (iv) On intelligence, the NSC students did better than the SC and the urban than the rural. Sex differences were not noticeable. (v) On educational achievement, the NSC students did better than the SC students. Among the SC students women did better than men while among the NSC students men did better than women. The students from the urban background did better than those from the rural. (vi) The socio-economic status was used as a control variable and it was found that when this was controlled the differences between the SC and the NSC students either disappeared or their magnitude was reduced.

234. RASOOL, G. and SURI, S.P., *Statistical Digest of the Sociological Features of the Students of Jammu University*, Dept. of Edu., Jammu U., 1980 (UGC-financed)

The study was undertaken to investigate the socio-economic and cultural background of the students in the University of Jammu and its affiliated colleges. The major objectives of the study were: (i) to make a comparative study of the socio-cultural background of the undergraduate and the postgraduate students of the University of Jammu and its affiliated colleges, (ii) to collect information regarding the lodging facilities and the financial assistance they received from various agencies, (iii) to study the vocational preference of students, (iv) to study the views of the students on the participation in university/college activities, and (v) to study the pattern of their preferences for various games, hobbies, cultural activities and social problems.

A sample of 856 students consisting of 378 studying in postgraduate departments (148 male and 230 female) and 478 in affiliated colleges (225 male and 253 female) was selected using the technique of random sampling.

Data were collected on a questionnaire containing sixteen items covering different aspects of the socio-cultural background, prepared by the investigators. The collected data were analysed by using mean, standard deviation, critical ratio and Thurstone's Incomplete Rank Order.

The major findings were: (i) Girls in the affiliated colleges and in the university were in a better economic situation generally. The majority of the boys, on the contrary, came from the various strata of the middle class. (ii) The university students appeared to be having better cultural background. (iii) The majority of the university students (both sexes) resided within a radius of eight kilometres from the campus but a fair proportion of the college students resided at distant places from the institution. (iv) Only a small percentage of students got financial assistance from different agencies. (v) Boys appeared to be obsessed with the problem of employment. They generally started making efforts for a job at an early stage. (vi) The majority of the college and the university students expressed favourable opinion regarding students' participation in various curricular and non-curricular activities. (vii) The students preferred to join teaching, executive and military services. Clerical and nursing were less preferred occupations. (viii) Painting, games and sports were highly liked hobbies while hunting and keeping pet animals were the less preferred hobbies. (ix) Essay-writing and acting were the most-liked cultural activities.

235. REDDY, N.K., *Inter- and Intra-Group Interactions of Students and Teachers*, Ph.D. Soc., Osm. U., 1981

The specific objectives of the study were: (i) to study the nature of inter-group interactions in the educational setting between students and teachers out of the classroom setting, (ii) to study the nature of inter-group interaction in the educational setting between students and parents and between the teachers and parents, (iii) to study the nature and form of informal subgroups, both among students and teachers, (iv) to study the nature of the inter-group interactions among the students and teachers, and (v) to find out whether there was any relationship between the outside classroom interactions and the scholastic achievement of students.

Six village schools were selected from Miryalguda *taluk* of Nalgonda district, Andhra Pradesh, on the basis of their performance at the public examinations, conducted by the Secondary Board of Examination, Government of Andhra Pradesh, giving equal representation to all the three categories of schools, namely, top performance schools, medium performance schools and low performance schools. In all, 281 students of Classes IX and X and 53 teachers of these schools constituted the sample of the study. Two separate interview schedules were developed to find out the inter-group and intra-group interactions of students, teachers and parents.

The study reported the following findings: (i) More than 50 per cent of the students did not consult their relevant subject teachers at all, either in the classroom or outside, even though they had doubts in school subjects. (ii) The top-achievers consulted the teachers in and out of the classroom setting to clarify their doubts more than the medium-achievers and the low-achievers. (iii) As many as 35.23 per cent of the students took private tuition either from their own teachers or from outsiders in two or more subjects. (iv) The majority of the students had intention to continue their studies further and had discussed their college plans with their teachers or parents or other members of the family or the elite of the village. (v) More than 50 per cent of the parents asked for progress cards every month to know the scholastic achievement of their children, while others did not bother to ask for the same but they signed whenever they were brought to them. (vi) The majority of the parents were willing to go to school to find out solutions to their children's academic problems. (vii) The majority of the teachers took initiative to talk to their own students outside the classroom setting while others showed interest in some specific category of students like the well-behaved, the popular and the indisciplined. (viii) Brilliant students approached 41.5 per cent of the teachers for academic consultancy whereas 30.2 per cent of them were consulted by average students for the same purpose. (ix) A sizeable percentage of the parents did not care to attend the meetings at school while others showed little interest in the deliberations. (x) The majority of the students highly valued the academic achievement in the hierarchy of values current in these schools while they also attached value to athletics and leadership. (xi) Household chores took a major part of the students' leisure time. Apart from this, they were also engaged in other leisure-time activities like listening to the radio, chit-chatting with friends, visiting the farms, swimming and seeing films. (xii) The majority of the students possessed positive attitudes towards school, the subject teacher and studies. (xiii) The teachers spent their leisure hours in the staff room talking about both academic and non-academic matters. Teachers, in general, did not show the needed attention to innovative methods of teaching. (xiv) More than 50 per cent of the teachers participated in extra-curricular activities of the school without anybody's imposition, while the majority of them participated in teacher organizations.

236. REDDY, N.V., *Juvenile Delinquency in Bangalore City—Causes and Curative Measures*, Ph.D. Social Work, Ban. U., 1979

The objectives of the study were: (i) to establish the typology of delinquent children, and (ii) to propose suitable curative measures keeping in view the types of delinquents.

The study involved seventy-six inmates (and their parents/relatives) of the Government Certified School in Bangalore. For studying curative measures, all the 335 inmates of the institution were considered. With certain modifications, the following tools were used to study the children in terms of their demographic, social, economic and psychological factors: Bhatia's Performance Test of Intelligence — Short Scale, Eysenck Personality Inventory, Glueck's Social Prediction Scale, Glueck and Glueck Schedule (to study the typology of delinquents), and an interview guide to collect other information. Cluster analysis, chi-

square and analysis of variance were used for hypothesis verification.

The following were some of the findings of the study: (i) Literacy was less among the delinquent children. (ii) Delinquents went to school at a late age and changed their school frequently. (iii) They came from crowded families. (iv) The literacy rate of their parents was low. (v) Delinquents were extroverts and psychotics and scored higher on criminal propensity. (vi) They were over-represented in high or low IQ groups. (vii) Most of them had a history of parental delinquency and parental alcoholism. (viii) They had poor home considerations and a poor family atmosphere. (ix) They had poor school records. (x) Parental supervision was poor. (xi) The majority of them did not have health and neurological problems. (xii) The majority of them were confident of managing themselves.

237. REDDY, N.Y., *Values and Attitudes of Indian Youth*, Dept. of Psy., Osm. U., 1980 (ICSSR-financed)

The study attempted to know the differences in the perceptions of values and attitudes of the youth of different backgrounds — rural and urban. The major objectives of the study were: (i) to find out the developmental trends in the attitudes and values of the school-going youth vis-a-vis their rural-urban and sex variations, (ii) to study the attitudes and beliefs and their conformity, and (iii) to examine the identity diffusion of the migrant-urban students in terms of their ambivalence in attitudes and values. The dimensions of the social attitudes of students that were investigated were conformity and non-conformity behaviour through their attitudes to authority and traditionalism-modernism with reference to home, heterosexual relations, religious and social stratification and education.

About 1,747 adolescent students were chosen from fourteen higher secondary schools and twenty-two colleges spread over the region of Telangana by using the stratified random sampling method. The sample included 876 rural, 657 urban and 214 migrant-urban students. As regards the sex break-up there were 1064 boys and 683 girls. The tools used to collect data were Social Attitude Scale, Reaction to Authority Inventory to measure conformity behaviour, Rokeach Belief System Scale adapted to study openmindedness-closemindedness, the Osgood Semantic Differential technique to find out the differences in the perception of concepts, and Allport-Vernon-Lindzey Study of Values. Mean scores of different subject groups and the corresponding standard deviations and mean score differences were computed. Variances between groups and within groups as well as the F-ratios were computed and recorded. Critical ratios were computed.

The study reported the following findings: (i) The rate of acquisition of modern attitudes with the increase in age was higher in the urban students than in the rural ones. The rural subjects were more traditionalistic than the urban subjects, especially in the areas of home, and heterosexual relations. (ii) The rural students were more politically oriented than the urban group. The migrant-urban students were least satisfied with the present educational system closely followed by the urban students. (iii) The adolescents living in joint families revealed more traditional attitude than those coming from nuclear families. (iv) The students coming from homes with higher socio-economic status expressed more modern attitudes than those coming from lower-status homes. (v) The students with the deprived educational background were more favourably inclined to political participation than those with higher educational backgrounds. (vi) The boys were found to be more non-conforming than the girls. The urban students were found to be more conforming than the rural and the migrant-urban students. (vii) The rural students were more close-minded than the urban or migrant-urban students. (viii) The boys were found showing preference to political, theoretical and economic values while the girls to aesthetic, religious and social values. (ix) Economic status and political and theoretical values elicited greater favourable response from subjects with comparatively low socio-economic status whereas aesthetic and religious values were more important to the higher socio-economic group. (x) The rural students showed greater preference for theoretical, economic, political and social values, whereas their urban counterparts were more inclined to aesthetic and religious values.

***238.** ROHIDEKAR, S.R. and USHA, M.N., *Educational and Vocational Needs of the Physically Handicapped Children in Karnataka*, Institute for Social and Economic Change, Bangalore, 1981 (UNICEF-financed)

The main objectives of the study were: (i) to

identify the educational, and vocational needs of the blind, the deaf and the orthopaedically handicapped children in Karnataka, (ii) to assess the extent of schooling facilities and vocational training available to them, (iii) to understand the extent and nature of services by voluntary organizations working for the welfare of the physically handicapped, (iv) to examine the nature and extent of incentives provided and their utilization, (v) to assess the extent of awareness of the parents of physically handicapped children regarding facilities and incentives available for their wards, and (vi) to identify the problems related to the educational and vocational needs of the physically handicapped children as perceived by different categories of individuals and agencies working for the welfare of the physically handicapped.

The study covered a sample of 19 special institutions, 52 teachers working in these schools and 472 students among whom 265 were blind, 200 were deaf and 7 were orthopaedically handicapped (studying both in special schools and in general schools), 88 parents, 11 welfare associations, 3 officers, 39 beneficiaries, 4 employers and 1 special employment exchange. The needed data were collected by using ten schedules, the major ones covering the aspects of educational needs, vocational needs, finance and management, and problems and solutions. They were supplemented by interviews and the study of records.

The major findings of the study were: (i) Integrated schools were not favoured. (ii) The same syllabus was favoured with additional subjects such as orientation and mobility training, lip reading, auditory training, braille scripts, etc. (iii) The load of work might be reduced with an exception in second and third languages but with additional crafts and subjects like typing, music, photography, theatre work, etc. (iv) Residential schools were favoured, and coeducational system was preferred and the teacher-pupil ratio should not exceed 1:10. (v) Special rooms and special equipment were required. (vi) Teachers with training in special education were preferred. (vii) Examinations should be more of practical nature than theoretical. (viii) Vocational needs included the development of competencies in them, to be absorbed in handicrafts and industries for further training and rehabilitation. (ix) Simple crafts like cane work, doll-making, etc., might be introduced at the lower primary level and complex activities like weaving, typing, printing, light engineering, etc., at the higher primary level. (x) A special examination board was favoured to test their competency, knowledge, performance skill, etc. (xi) For motivating them, a payment of part of the profits to an extent of 25 per cent to 30 per cent to students as an incentive was advocated. (xii) Proper publications and pamphlets were to be utilized in order to facilitate employment of these skilled handicapped children. (xiii) Necessary equipment and assistance from the Government might be provided for encouraging self-employment. Regarding incentives available for them, they were in the form of scholarships, residential facilities with boarding, free books, special aids and maintenance allowance of Rs. 40 per mensum. (xiv) The family background of the handicapped was found to be varied. Seventy per cent of the parents of blind children were illiterate or had primary education whereas 40 per cent of the parents of the deaf were so. Forty-two per cent and 21 per cent of the parents of the blind were farmers and production-related workers, respectively whereas 21 per cent and 24 per cent of the parents of deaf children were so. Sixty-six per cent and 48 per cent of the parents of the blind and deaf belonged to low-income category of less than 5000 per annum. There was an indication of an aspiration for upper mobility among them. (xv) An overwhelming majority of the parents were not aware of the facilities available for the handicapped. (xvi) The welfare associations were doing some very good work for the handicapped including home teaching, educational and vocational rehabilitation, medical aid, sports award, and they received government grants also. (xvii) The problems of these institutions included, inadequate number of such institutions, rural areas not covered by them, lack of adequate number of teachers with special training, difficulty in getting special equipment, special materials for reading and writing, lack of parental cooperation, non-availability of any training institute to train teachers, absence of special incentives, delay in getting grants, dual control at the government level, poor maintenance of residential institutions, lack of reliable statistical information to assess the situation, lack of researches covering various aspects of their education.

239. ROY CHOUDHURY, N., *The Study of Religious Education in Schools of Bombay with Special Reference to Its Impact on the Secular Concepts of the Pupils*, Ph.D. Edu., Bom. U., 1979

The main objectives of the study were: (i) to study the status of religious education in the schools of

Bombay, (ii) to find out the impact of religious education on the religious and secular concepts of the pupils belonging to the same religions of denominational schools as compared to the pupils belonging to different religions of the same denominational schools, (iii) to find out the difference in the religious and secular concepts of the pupils of denominational and non-denominational schools, (iv) to find out the difference in the religious and secular concepts of the principals and the teachers of denominational and non-denominational schools, and (v) to find out the relationship of secular concepts of the principals, the teachers and the pupils of denominational and non-denominational schools.

The sample, selected by the cluster sampling technique, was drawn from an urban population and consisted of pupils within the age-range of 15-17 years of the high school and the teachers and the principals of the schools to which the pupils belonged. Sixteen denominational schools, two each run by Muslim, Hindu, Parsi, Jain, Sikh, Arya Samaj, Catholic and Protestant religious groups, and sixteen non-denominational schools were selected for measuring the religious and secular concepts; a verbal semi-projective type of test was developed for the pupils and a similar one for the teachers and the principals. Questionnaires were prepared for obtaining information from the schools regarding religious instruction and atmosphere. The sociometric technique was also employed to study the performances of the pupils for friends belonging to their religion or otherwise. Chi-square and phi-coefficients were calculated to study the relationship of the responses between the denominational and the non-denominational schools. The t-test and the analysis of variance were used. Correlation coefficients were worked out to find out the relationship of the responses of the pupils and the teachers of the denominational and the non-denominational schools.

The main findings of the study were: (i) There was a very significant difference in the religious and secular concepts of the pupils of denominational and non-denominational schools, the former having more religious concepts and less secular concepts than the latter. (ii) There was a significant difference in the religious and secular concepts of the teachers and the principals of denominational and the non-denominational schools. (iii) There was a significant difference in the secular concepts of the pupils of different groups of the denominational schools. (iv) The religious concepts of the pupils of different groups of the denominational schools did not differ significantly. (v) There was no difference in the religious and secular concepts of the teachers and the principals of different groups of the denominational schools. (vi) There was no difference in the secular concepts of the teachers and the principals of the non-denominational schools. (vii) The secular concepts of the pupils, the teachers and the principals of the denominational schools were related. (viii) There was no relation in the secular concepts of the pupils, the teachers and the principals of the non-denominational schools. (ix) The teachers and the principals of the denominational schools were found more religious and less secular in their concept scores than those of the non-denominational schools. (x) There was a significant difference in the secular concepts of the pupils of same religions of the denominational schools and of different religions of the denominational schools. (xi) In the denominational schools, the pupils belonging to the same religions were less secular than the pupils belonging to different religions. (xii) There was a difference in the secular concepts of the pupils belonging to major religious groups and of those belonging to minor religious groups of the non-denominational schools, the former being more secular. (xiii) The teachers and the principals of the same religions of the denominational schools differed in their secular concepts from those of different religions, the former being more secular. (xiv) There was no difference in the secular concepts of the teachers and the principals of major and minor religious groups of the non-denominational schools. (xv) As far as religious awareness was concerned, there was no difference in the pupils of both the groups of schools. (xvi) The religious prejudice of the respondents showed up in their rejection of companions.

240. ROY, K.V., *Sociological Survey of Primary Teachers of Gujarati Medium Schools in Greater Bombay*, Ph.D. Soc., SNDT, 1975

The study was undertaken to inquire into (i) the importance of educational management in the management of a society, (ii) the place and importance of teaching as an occupation, (iii) the studies on the sociology of education in India, (iv) the educational system and the standard of education in India (v) the history of primary education in the city of Bombay, and (vi) the sociological status of the primary teachers of Gujarati-medium schools in Greater Bombay.

The sample included 80 male and 288 female teachers selected randomly from 31 municipal and 32 private primary schools of Bombay. The tools consisted of a questionnaire and an interview schedule. Language, administration, sex, age and economic background were studied.

The major findings were: (i) More women were attracted to teaching profession as they felt that this occupation gave them more prestige than other occupations. (ii) The proportion of unmarried women was more than that of married ones. (iii) Women found that the job of teaching had fixed timings and there was less possibility of private relations developing with students. (iv) Some of the reasons for not favouring the profession were: it was less prestigious to work as a teacher in municipal schools, there was lack of opportunities for promotions and there were frequent transfers. (v) There were more male teachers in Marathi-medium schools. (vi) More Gujarati teachers favoured the provident fund scheme.

241. SAHANI, S.J., *A Sociographic Study of Students of the X and XI Classes of Gujarati and Marathi High Schools in Baroda,* Ph.D. Soc., MSU, 1961

The objectives of the study were: (i) to study the relationship between education and society as illustrated by the high school students of Classes X and XI of Baroda city, (ii) to study the relationship between the social stratification and the educational system, and (iii) to study how far education had been a force making for occupational mobility in particular and social mobility in general.

The sample consisted of the students studying in Classes X and XI of Marathi-and Gujarati-medium schools. Data were collected by using a questionnaire administered to the students. Percentages were calculated for the analysis of the data.

The major findings of the study were: (i) High school education was dominated by a few castes who ranked high in the caste hierarchy. (ii) Twenty per cent of the high school students came from various minor castes. (iii) The difference in the caste structure between the Gujaratis and the Maharashtrians was accompanied by a difference in occupation. Service was the only major occupation for the Maharashtrians. (iv) Of the Gujarati students, 30 per cent were not residents of Baroda.

242. SAHGAL, K., *Coeducational and Non-coeducational Systems as Related with Personality Traits, Self-concept and Values of Women Students,* Ph.D. Edu., Agra U., 1980

The objectives of the study were: (i) to find out the change in the personality factors, self-concept and values of the two types of students—coeducationals and non-coeducationals, due to their stay in the particular institution, and (ii) to find out if the change in the personality factors, self-concept and values of the two types of students (coeducationals and non-coeducationals) differed significantly.

Data were collected from 480 B.A. Part One students (240 from coeducationals and 240 from non-coeducational institutions) randomly selected from postgraduate colleges of Agra and Kanpur Universities.

The findings were: (i) The coeducationals showed significant change in personality factors at the end of the year of their collegiate life. They became more reserved, detached, cool and cautious in their emotional expression. (ii) The non-coeducationals also experienced a significant change. They became less assertive and showed proneness to giving way to others, were less sober and showed significant tendency towards conscientiousness, showed satisfactory faith in their own decisions as well as the decisions of others and a tendency towards satisfactory control over their emotions. (iii) With respect to the differences in the change in personality factors, it was found that the change in the personality of the coeducationals and of the non-coeducationals differed significantly. The coeducationals became significantly more reserved, cool and cautious in their emotional expressions than the non-coeducationals. (iv) Improvement in the overall self-concept and its intellectual, social and aesthetic dimensions was observed among the coeducationals. They perceived themselves significantly more wise, systematic, intelligent, critical, curious, argumentative, efficient, precise, competent having clear thinking and inventive spirits, likeable, polite, open-minded, cooperative and friendly, social, humorous, graceful, artistic, attractive and sophisticated. On the other hand, the non-coeducationals showed significant improvement in their overall self-concept. (v) The coeducationals described themselves as more attractive and graceful than the non-coeducationals. (vi) The economic and health values of the coeducationals showed a significant change. At the end of the third year, the economic values of these

students significantly deteriorated. The non-coeducationals showed gradual but significant improvement in their aesthetic and health values. (vii) The non-coeducationals developed significantly more liking for decoration of the home and surroundings, neatness and system in the arrangement of things than the coeducationals. In respect to the health values, the coeducationals showed less importance to them at the end of the third year. (viii) The deterioration in the knowledge value of the coeducationals was significantly more than that of the non-coeducationals.

243. SAIL, S.S., *Nutritional Studies on School Children,* Ph.D. Home Science, MSU, 1970

The objectives of the study were: (i) to assess the extent of undernutrition and malnutrition in school children in rural areas, (ii) to study the impact of the school lunch programmes based on the locally available foods on their nutritional status, and (iii) to study the impact of the CARE programme in tribal area.

Data were collected on the dietary intake and clinical and biochemical status of school boys aged 7-12 years from Raipura and Baroda city. Comparative data were obtained on apparently well-nourished upper-class children. Some of the children were fed diets formulated in the laboratory for a period of six months. Some students from Raipura were fed school lunch. The data obtained were analysed by using t-test, percentages, etc.

Some of the major findings of the study were: (i) The children in rural areas were physically stunted as compared to the upper-class children. Their diets were deficient in calories, protein, vitamin A, calcium and riboflavin. (ii) The fed children showed superior increments of weight, height, serum protein, albumin and carotene as compared to the controls. (iii) The beneficial effects of the CARE programme were found to be much greater during adolescence. (iv) A lunch providing cereal, legume and liberal amount of leafy vegetables could correct the basic deficiencies in the diet of school children.

244. SANDHU, M.K., *Family Background and Socio-political Orientations: a Comparative Study of Activist Student Leaders and Non-activist Students,* Ph.D. Soc., Pan. U., 1978

The major objectives of the study were: (i) to understand the character of the student protest by scrutinizing the demands involved in the protest events, (ii) to figure out the background and attitudinal differentials of activists in comparison with those of non-activists, and (iii) to examine the bearing of the background and attitudinal differentials on the character of the student protest.

The sample for the study comprised 107 student activists chosen by the snowball technique, and 214 non-activists raised through a matching procedure. The research population was drawn from three universities and sixteen colleges of Punjab. Data were collected by personal interviews, conducted with the help of an interview schedule prepared by the investigator and Sharma's Attitudinal Modernity Scale. To draw statistical inferences, nominal and ordinal level tests of significance and measures of association such as the Z-test, chi-square test, Yule's coefficient of association, Goodman's and Kruskal's Gamma and Guttman's coefficient of predictability Lambda were used for different purposes.

The major findings of the study were: (i) Much of the student protest in Punjab was found to be grievance-oriented rather than issue-oriented and the educational factor was the major cause of grievance. (ii) Activists, when compared to non-activists, belonged to the upper or middle class families with their parents holding democratic ethos, intellectual orientation, humanitarian concern, and leftist political orientation. (iii) There existed a low association between the family status and family politics and the type of protest, and a high association between the family ethos and the type of protest. (iv) Activists were more modern in terms of their value orientation as they differed significantly from non-activists in civic, independence, achievement, scientific, secular, and universalistic values. (v) The family ethos in terms of more democratic rather than authoritarian background was significantly and positively related with activists' modernity level, political awareness, ideological orientation and political participation, whereas the family status was not significantly associated with all these things. (vi) Activists had a greater political awareness, political participation, leftist affiliation and liberal ideological orientation, and were more in favour of the student participation in politics. (vii) Activists with a high level of modernity had a higher political awareness and political participation than those with a low level of modernity. (viii) There was a low association between the party affiliation and ideological orientation, and the type

of protest activities in which activists participated. (ix) Activists and non-activists differed significantly in their academic performance, study timings, residence, participation in extra-curricular activities, main objectives in getting education and attainment of objectives through present education. (x) More than half of the activists were studying in the arts courses, about one-third in the professional courses, while a few were in the science courses. (xi) There was a low association between the academic performance and field of study and the type of protest activities.

***245.** SARKAR, B.N., *Report on Education and Family Welfare Planning in Rural Areas of Districts around Calcutta,* Demography Research Unit, ISI, Calcutta, 1981

The major objectives of the survey were: (i) to review the growth of education among the males and the females of different sections of the village population with special emphasis on analysing the factors responsible for a large-scale non-enrolment and drop-out in village schools before attainlng the literacy status, (ii) to study the quality and quantity of sterilization service in respect of the population in the rural areas of the districts around Calcutta, (iii) to study the changes of marriage-age pattern of females in rural areas of the State with education development, and (iv) to evaluate the reaction of the village population to the Health Package Scheme and to assess health service availability of Primary Health Centres (PHCs) by the village population.

Schedules for the listing of households, acceptor schedule and three questionnaires were used. All the villages of Howrah, Hooghly and 24-Parganas, as obtained from the 1961 Census, were divided into six strata. Two independent subsamples of six villages from each stratum circulated systematically and with equal probability, were selected. All the households of each subsample of six villages were substratified under three substrata. The investigation was based on, in all, 1,553 sample households.

The findings of the survey were: (i) Figures of family size of wives with no education were higher than those of the counterpart in every age group and social group. Lower fertility was exhibited by wives educated upto Class IV as compared to wives with no education. (ii) Vasectomy was less popular among the survey population with an increase in educational levels of wives. The practice of conventional contraceptive increased with a rise in educational levels of wives. The increased rate was higher when the level of education was raised beyond the primary stage of education. (iii) Though Muslim couples were found opposed to sterilization acceptance, their acceptance of conventional contraceptives with a rise in educational levels was at par with that of Hindu couples. (iv) Estimated annual educational growth rates were 0.3 per cent and 0.6 per cent, respectively, among males and females during 1961 to 1971. Applying the method of two-generation educational mobility, a net upward educational mobility of 25.4 per cent between mother and daughter over 25 years and 31.6 per cent between father and son over 35 years was observed. The annual literacy growth rates were 0.66 per cent and 0.55 per cent for females and males, respectively. (v) The rate of educational growth among the weaker sections of the village population was unsatisfactory.

246. SARKAR, B.N., *Two Generation Education Mobility of Males in Villages of Districts around Calcutta,* Demography Research Unit, ISI, Calcutta, 1980

The main aim of the study was to examine the educational mobility between the father and sons based on the survey data and to compare the rate of educational growth during one generation.

All the villages of Howrah, Hooghly and 24-Parganas, as obtained from the 1961 Census, were divided into six strata, by grouping together tehsils which were contiguous and had similar crop pattern and population density. Two independent subsamples of six villages from each stratum circulated systematically and with equal probability, were selected. All the households of each subsample of six villages were sub-stratified under three sub-strata. In all, 1,553 sample households were covered. Data on education of all the normally resident household members in the sample households were collected in respect of six questions in addition to other socio-demographic characteristics.

The findings of the study were: (i) There was a fall in the progress of literacy in recent years among the villages of the districts around Calcutta. Out-migration of the high-caste Hindu males and economic difficulties of the scheduled caste Hindus arising out of landlessness were largely responsible for the observed phenomenon. (ii) The number of droppers among the scheduled caste males was at least twice

the number of droppers among the females of the community. A similar trend, but with a lower intensity, was observed among the Muslims also but the average number of years completed in schools among them, in birth cohort 1954-63, was not lower than among those in birth cohort 1944-53. (iii) Only a small proportion of the high-caste Hindu households were dependent on labour. Considering all the persons of age 15+years, 28.05 ± 3.29 per cent males were in higher educational status than their fathers whereas 45.78± 1.42 per cent sons were in the educational status of fathers. Although 42.91 ± 4.68 per cent males were in higher educational status than fathers, about 11.31 ± 3.26 per cent sons were in lower educational status. (iv) The change rates or forces of educational growth of 3.2 per cent and 4.8 per cent, respectively for sons of birth cohorts before 1934 to 1934-43 and 1934-43 to 1944-53, were not statistically different. (v) A 15 per cent reduction of zero year educational status of fathers and sons was observed over thirty years and 8 per cent change between the educational status of sons over fathers in course of twenty years. More than 12 per cent increase was nullified by some sons attaining lower education than their fathers. But for the sons attaining lower education than their fathers, an 18 per cent growth rate could have been achieved during approximately one generation of thirty years. (vi) The growth of literacy was about 19.1 per cent considering males of birth cohort before 1964. The corresponding figures were 16.4 per cent, 21.9 per cent, 24.8 per cent and 16.8 per cent in respect of males of birth cohorts before 1934, 1934-43, 1944-53 and 1954-63 but the mobility was in the reverse direction with a magnitude of −9.6 per cent for males of age group 6 to 14 years (birth cohort 1964-72). (vii) A decline of 10 per cent was observed over a period of twenty years from those in the age group 35-44 to 15-24.

247. SARKAR, B.N. and MUKHOPADHYAY, B.K., *Two Generation Education Mobility of Males and Females in Villages of Districts around Calcutta*, Demography Research Unit, ISI, Calcutta, 1980

The main objective of the study was to examine the educational mobility variations among the males of different caste/religion groups and the educational mobility among the females irrespective of caste/religion.

All the villages of Howrah, Hooghly and 24-Parganas, as obtained from the 1961 Census publications, were divided into six strata by grouping together tehsils which were contiguous and had similar crop pattern and population density. Two independent subsamples of six villages from each stratum circulated systematically and with equal probability, were selected. All the households of each subsample of six villages were sub-stratified under three sub-strata. The investigation was finally based on 1,553 sample households. Data on education of all the normally resident household members were collected in respect of six questions in addition to other socio-demographic characteristics.

The findings of the study were : (i) In all, 43 per cent sons of age 15 years and above were of higher educational status and 11 per cent were of lower educational status than their fathers. (ii) Net higher educational mobility was 27 per cent for the scheduled caste Hindus in comparison with 35 to 39 per cent in other three caste/religion groups. About 49 per cent, 37 per cent, 48 per cent and 45 per cent sons of the high-caste Hindus, the scheduled caste Hindus, other Hindus and Muslims, respectively were in higher educational status than their fathers whereas 14 per cent, 10 per cent, 9 per cent and 9 per cent sons of the corresponding social groups were of lower educational status. (iii) Net upward educational mobility of the higher caste Hindus of birth cohorts 1944-53 and 1954-63 was similar but it appeared to be lower in other three social groups in respect of sons of birth cohort 1954-63 than of those of birth cohort 1944-53. The outlook of educating sons among the high-caste Hindus was different from that in the other three social groups. (iv) About 3 per cent females of age 15 and above failed to attain the educational status of their mothers whereas 28 per cent attained higher education than their mothers. Net upward educational mobility of 25 per cent between the mother and daughters over a period of 25 years compared well with the net upward mobility figure of 32 per cent between the father and sons over a period of 35 years. (v) The growth of literacy status combining the four social groups was 19 per cent during one generation. (vi) Net downward status mobility was exhibited between the father and daughter but it was in positive direction in relation to mother. About 16 per cent of females of age 15 and above exhibited net upward literacy status mobility in relation to their mothers. (vii) The growth of 19 per cent and 16 per cent literacy among males and females

in one generation corresponded to a growth rate of 5.4 per cent and 6.4 per cent over a period of ten years. (viii) A negligible percentage of downward literacy status mobility between the mother and daughters was observed. (ix) The backward community of the village population reacted adversely to the out-migration of educated out-migrants as loss to them since they attached great importance to old age security through sons.

248. SARKAR, S., *A Critical Study of the Impact of Western Education on the Ao Tribe of Mokokchung District of Nagaland,* Ph.D. Edu., Gau. U., 1979

The main objective of the study was to make a critical study of the impact of western education on the Ao tribe of Mokokchung district of Nagaland.

Data were collected by personal visits to different educational institutions and agencies, the examination of literature, field research with the help of a questionnaire, interviews with the Ao Nagas who knew or remembered the traditional social structure, personal interviews and discussion with knowledgeable Ao Nagas and visit to Naga villages. Heavy dependence was placed on open-ended interviews and the statistics obtained from various Educational institutions and offices.

The study revealed: (i) The impact of western education on the Ao Naga tribe was significant and positive. There was progress and development in different fields of life. The beginning of formal education was made by missionaries who came solely with the purpose of proselytization. (ii) There was a significant positive change on the Ao Naga society. Suppression of head-hunting, the use of coin and manufactured goods, change in trade and commerce, dress, social life, social hierarchy, marriage, political role, knowledge of mensuration, measures of weight, time, system of disposal of the dead, language, culture, and the abolition of the system of tattooing were some major features. (iii) The Ao Nagas considered their progress the result of their conversion into Christianity. (iv) Christianity contributed to a great extent to bringing about total upheaval and change in the life of the Aos. The Aos believed that the acceptance of Christianity brought in a new life, the light of education and opened the path of modernization and development in different fields—moral and material. (v) The Aos achieved spiritual richness at the cost of their physical vitality which they achieved in their old Morung system.

249. SATYARTHI, M.K., *A Study of Cultural Differences in Attitude of Students towards School Experience,* M.D.D.M. College, Muzaffarpur, 1979

The investigation was undertaken to find out the difference in the attitude towards school experience among students belonging to two different cultures (Hindu and Muslim students). The attitudes studied were in five areas, namely, general attitude towards school, self-image attitude, attitude to class, social adjustment attitude and anxious attitude.

The sample comprised 100 male and 100 female students equally divided between the Hindu and the Muslim communities selected from two high schools on a random basis. The independent variable was culture and the dependent variable was the attitude towards school experience. The subjects were matched on the criteria of age, socio-economic condition and intelligence. The research tool was a Likert type attitude scale constructed by the researcher. Reliability of the scale ranged between 0.90 and 0.96. Mean, standard deviation and t-test were used for data analysis.

The major findings were: (i) The Hindu and the Muslim students did not differ in their general attitude towards school. (ii) Significant difference was found between the general attitude towards school of the Hindu boys and the Hindu girls, the Hindu boys and the Muslim girls. (iii) The Hindu and the Muslim students differed significantly in the self-image attitude. (iv) The Hindu boys, and the Hindu girls differed significantly in their self-image attitude but no significant difference was noticed between the Muslim boys and the Muslim girls in the self-image attitude. The Hindu males and the Muslim males, the Hindu males and the Muslim females, the Muslim males and the Hindu females and the Hindu females and the Muslim females also differed significantly in the self-image attitude. (v) The Hindu males and the Muslim males, the Hindu males and the Muslim females, the Hindu females and the Muslim males, the Hindu females and the Muslim females differed significantly in their attitude toward the class. (vi) No significant difference was found between the Hindu males and the Hindu females, the Muslim males and the Muslim females in their attitude towards the class. (vii) No cultural

or sex differences were noticed in the social adjustment attitude. (viii) No significant difference was found in the anxious attitude of the Hindu and the Muslim students.

*250. SAXENA, A.K., *A Study of Hostility and Alienation among University Students*, Dept. of Psy., Gor. U., 1979 (ICSSR-financed)

The objectives of the study were: (i) to study the distribution of hostility trait in university students to know their pattern of hostility, (ii) to compare the hostility pattern of university students with a known aggressive group, (iii) to study the distribution of alienation problems, (iv) to study the differences between high and low hostile university students in frustration reactions, (v) to study the relationship between hostility and alienation response of university students, and (vi) to study the differences in alienation responses of high and low hostile university students.

The study of the problems of hostility and alienation was undertaken during the internal emergency in the country in 1975-77 and therefore emergency and post-emergency comparison was undertaken to see whether the emergency had any influence. Replication of the study was undertaken after the emergency in 1978. A Hindi version of projective test, Rosenzweig Picture Frustration Study (Pareek), Alienation Scale (Sinha and Sinha) and an inventory of trait hostility constructed by the investigator for the purpose along with Social Responsibility Scale (Harris) were used. On the basis of the hostility scale two extremes, high hostile (HH) and low hostile (LH) were selected which were similar in all aspects except hostility. Rural, urban location or socio-economic status were not considered as sharp differences did not exist between the two; as income data are usually unreliable income was not considered. The male students of Gorakhpur University in Gorakhpur in the age group 17-23 were selected for the study; it was a stratified random sample selected on the basis of the undergraduate and the postgraduate students attending regular courses in the arts, science and commerce faculties. The total sample comprised 500 students, half of whom were HH and the other half LH students. A group of prisoners was also selected for the purpose of comparison.

The study revealed: (i) Students, in general, were docile and low hostile; only a small section, 7 per cent, engineered the campus hostilities. (ii) The distribution of hostility trait was similar among the university youth and prisoners; it was difficult to locate a high hostile student or prisoner. (iii) Though the postgraduate arts students revealed a higher level of hostility the differences were not significant; the undergraduate arts students were significantly more hostile than their commerce and science counterparts though the difference between the latter group was not significant. (iv) As many as 23 per cent were highly alienated while only 14 per cent were low alienated. The undergraduate arts students revealed significantly low alienation while among the postgraduate students, there were no significant differences in the level of alienation. (v) There was a low negative relationship between social responsibility and alienation; it was not possible to differentiate the highly alienated students on the basis of social responsibility scores. (vi) Home involvement was a crucial determinant of alienation, the home residents experienced less alienation from the university campus. (vii) The high hostile students were more extragressive than the low hostile but the groups were equally introgressive. (viii) There was no relationship between the type of aggression and hostility. Regardless of hostility level differences group conformity ratings indicated that students largely conformed to their group patterns of behaviour. (ix) Low hostility and low alienation were related. Though high hostile students scored higher on alienation than low hostile students, the differences were not significant except in their perceptions of normalness and lack of morality. (x) The emergency and the post-emergency hostility pattern did not differ significantly. (xi) There were significant differences in the level of alienation in the two periods; the conditions during the emergency were conducive to low feeling of alienation. (xii) As regards diferences in HH and LH students, though the differences were more sharp, the trends did not change during the emergency. (xiii) The HH and LH groups showed increasing awareness of campus alienation in the post-emergency period than during the emergency.

251. SAXENA, G., *Social Background, Values and Aspirations of Students in an Indian Town*, Ph.D. Soc., Sag. U., 1972

The objectives of the research were to study the social background of college students, their attitudes, values and preferences. Data were collected from 500 college students of Jhansi, 233 boys and 267 girls,

from eight colleges. The sample was drawn from arts and science departments of intermediate and graduate classes. A questionnaire with seven sections was developed with items on age, sex, religion, caste, language, rural-urban background, educational level, living and eating arrangements, sources of financial support, family background, exposure to mass media, income level, modern amenities at home, newspapers and books, listening to the radio, viewing films, views and preferences on literature, films, music, radio, attitudes and values, ideas and preferences about jobs. The questionnaire also contained items on situations to elicit belief, social participation and effectivity. The questionnaire-survey was followed by case studies of twenty-four students. The data were classified in freqencies and subseqùently converted into percentages.

The study revealed: (i) The majority of the students had highest preference for creative literature and fairly high preference for scientific literature. (ii) In films educational films, musical and religious films were liked the most, light music and film music were most popular among the college students. (iii) The majority of the boys aspired for technical jobs as engineers and doctors while girls preferred medicine and teaching as a profession. (iv) Students were open to intercaste and intereligious marriages. (v) On tradition and modernity index, the students stood midway, and on sacred and secular measure they were overwhelmingly secular. They opted for social participation and had kin-oriented outlook. (vi) The girls led a more protected life with restricted movements; the girls and the boys differed in responses to items on the places visited, living and eating arrangements, marital status, social and economic background and courses offered. (vii) While the male students preferred scientific literature, sports and news over the radio, girls preferred novels and radio dramas. (viii) The conception of feminine roles also contributed to the girls' choice of medicine and teaching as professions. (ix) The faculty-wise (arts/science) differences were found limited to the scientific attitude, movie and music preferences, man-nature and man-man relationships, but the faculty had a profound effect on preference for reading and the choice of occupation. (x) The educational levels also differentiated the students; intermediate students demonstrated dreaminess, greater idealism, and a more normative influence on their attitude with less sense of realism and greater optimism, whereas the students in the degree level had greater realism, maturity of thought, and a sense of frustration. (xi) Longer exposure to education seemed to contribute to better and realistic outlook to situations and life.

252. SAXENA, S.K., *Self-concept, Study Habit and School Attitude as Correlates of Socio-economic Status and Cultural Setting in Different Divisioners and Failures of High School Students of Kanpur District*, Ph.D. Edu., Agra U., 1981

The investigation studied not only the main effects of socio-economic status and cultural setting on the three dependent variables, namely, self-concept, study habit and school attitude, of different divisioners and failures of high school students as univariate studies generally do, but also studied how the two independent variables interacted while influencing the dependent variables.

The study was an *ex post facto*, correlational research. There were four phases of the study, viz., first divisioner, second divisioner, third divisioner and failed high school students. Each phase consisted of four 3×2 factorial experiments. Thus, there were nine experiments in all. The universe consisted of all male and female high school students (passed and failed) of Kanpur district within the age range 15-18 years. Only those higher secondary schools were selected where both high school and intermediate classes were run. The sample had 720 students. The tools used were the Self-concept Inventory of Rastogi, the Study Habit Inventory of Patel, the School Attitude Inventory of Gopal Rao, and the Socio-Economic Status Scale (Rural and Urban) of Saxena. Analysis of variance, t-test and Duncan's range test were used to analyse the data.

The findings of the study were: (i) The socio-economic status had the most significant effects on self-concept, study habit and school attitude of different divisioners as well as failures of high school. (ii) The first divisioners belonging to the rural culture had better pattern of study habits than those belonging to the urban culture, whereas the second divisioners coming from the urban culture did so in comparison with the second divisioners coming from the rural culture. (iii) Rural culture promoted better study habits and achievement level because the rural students did not involve themselves in bad practices prevalent in an urban society. (iv) Similar results had been found in the case of third divisioners and failures in which the rural culture significantly promoted better

study habits than the urban culture. (v) It was interesting to note that the first order interaction between socio-economic status and cultural setting had no significant effect on self-concept, study habit and school attitude. Also the second order interaction among scholastic achievement, socio-economic status and cultural setting had no significant effect on self-concept, study habit and school attitude.

253. SAXENA, V.B.L., *A Study of the Motivational Pattern of Restive Student Leaders*, Ph.D. Psy., Kan. U., 1976

The objectives of the study were : (i) to determine the motivational pattern of restive student leaders, (ii) to compare the motivational pattern of restive student leaders with the motivational pattern of non-restive students, (iii) to compare the motivational pattern of restive student leaders in residential university (Lucknow) with that of restive student leaders in an affiliating university (Kanpur), (iv) to compare the motivational pattern of restive student leaders in a residential university with that of restive student leaders in a professional university (IIT, Kanpur), (v) to compare the motivational pattern of restive student leaders in an affiliating university with that of restive student leaders in a professional university, and (vi) to compare the motivational pattern of restive student leaders of urban areas with that of restive student leaders of rural areas.

The sample of the study consisted of 120 male restive student leaders and 120 male non-restive students. The sample was drawn from the academic student population and the professional student population. The Tripathi Personal Preference Schedule, TAT and an interview schedule were used for data-collection. The chi-square and the t-test were used for analysing the data.

The findings were : (i) The motivational pattern of restive student leaders of academic universities, n-nur, n-aba, n-dom, n-int, and n-aut emerged as dominant needs, n-ach, n-sue, n-het, n-exh, and n-def as low needs and n-end, n-agg, n-aff, n-chq and n-ord as mid-rank needs. In case of non-restive students of academic universities, the need pattern was different in so far as n-aba, n-nur, n-end, n-int and n-ach emerged as dominant needs and n-sue, n-exh, n-def, n-het, as low needs and the remaining five needs, n-aut, n-dom, n-aff, n-ord and n-agg as mid rank needs. A comparison of these showed that n-aba, n-nur and n-int were dominant needs in both the groups and n-sue, n-het, n-exh and n-def were low in both the groups and n-agg, n-aff, n-ord were the common mid rank needs. (ii) The motivational patterns of restive student leaders from residential, affiliating and professional universities showed that all the three patterns were more or less similar in nature. The most common features of all the three motivational patterns were that n-def was the lowest need and n-aba was among the two most dominant needs. (iii) In the need pattern of restive student leaders yielded by the TAT, n-ach, n-aba, n-aut, n-nur and n-agg were dominant needs, n-exh, n-ord, n-het, n-chq, and n-int were low needs and n-def, n-dom, n-end, n-sue and n-aff were mid rank needs. The need pattern of the non-restive students was different from that of the restive student leaders. (iv) There was no significant correlation between the patterns revealed by TPPS and TAT for the different groups of restive student leaders and non-restive student leaders.

***254.** SCERT, *Career and Placement Study of Scheduled Caste and Scheduled Tribe Students in Select Districts of Tamil Nadu (1974-76)*. Madras, 1979 (ICSSR-financed)

The objectives of the study were : (i) to trace the movement of the cohort after passing SSLC, (ii) to identify the pattern of continuing education or service, (iii) to ascertain the trend to continue education in evening colleges when they are in jobs, and (iv) to find out the handicaps, if any, and seek remedial measures to remove them.

Three districts, namely, North Arcot, Dharmapuri and Salem, were chosen as representative. The scheduled caste and the scheduled tribe students who had passed the SSLC examination, in the three districts, during 1974-76, formed the cohort with representation to sex, scheduled caste and the scheduled tribe composition, etc. One thousand seven hundred and forty-one responses were received. The tools were designed and tested during the pilot study.

The findings revealed: (i) The performance of girls was less satisfactory, their pass percentage was 36.7. (ii) Scheduled tribe boys and girls performed better with a pass percentage of 46.5 and 38 respectively. (iii) The performance of the scheduled castes and the scheduled tribes was less satisfactory than that of those from all other communities. (iv) Only 12.3 per cent parents had completed elementary education,

9.8 per cent middle school and 12.5 up to high school while only 2.5 per cent had gone up to higher education; nearly 50 to 60 per cent parents were illiterate. (v) Education and occupation being interrelated, 50 to 60 per cent worked as labourers, only 15 per cent were in salaried employment. (vi) As many as 53.5 per cent parents had an income of less than Rs. 100 per mensum, 81.2 per cent below Rs. 200 per mensum; in Dharmapuri nearly 90 per cent had an income below Rs. 200 per mensum. (vii) Only 21.9 per cent students were in public schools, 72.5 per cent in government and 5.6 per cent in local body schools. (viii) The percentage of day scholars among boys and girls in the entire sample was 82.2 and 85.3, respectively; only 17.75 per cent could use hostels. (ix) The special facilities varied greatly in the three districts; 88 per cent students in hostels were in special hostels for the scheduled caste students and the remaining in general hostels; the percentage of residential scholarships was only 17.7. (x) The average percentage of marks in the SSLC was not disappointing; 24.3 per cent secured 41 to 45 per cent, 25.3 per cent secured between 46 and 50 per cent while 19 per cent students secured between 51 and 55 per cent. (xi) Continuance of general higher education was 33.3 per cent and 16.3 per cent aspired for technical education; 29.6 per cent sought employment. (xii) There was a gap between aspiration and actual achievement; 34.4 per cent aspired for higher education but 38.4 per cent joined higher education while the opposite held good for technical education. (xiii) Of the 983 continuing education, 11.7 per cent were in part-time courses; all the 868 in full-time course could not join immediately after SSLC. (xiv) Only 18.41 per cent of the students continuing education aspired to continue after completing the course they were pursuing. (xv) Only 10 per cent were able to secure jobs while 29.6 per cent aspired for them.

255. SEETHARAMU, A.S., *A Study of Responsiveness to Development Programmes from Educational Stimuli in Rural Areas,* Institute for Social and Economic Change, Bangalore, 1977 (Dept. of Planning, Govt. of Karnataka-financed)

The main objective of the study was to find out how the people in rural areas with different levels of education responded to the development programmes of the State. The major objectives of the study were : (i) to study the response pattern of the people, in rural areas, with different levels of education and with no education, (ii) to compare the response pattern of the people, in two *talukas,* one with maximum educational facilities and percentage of literacy and the other with minimum educational facilities and percentage of literacy, but both having several development programmes, and (iii) to make inter *taluka* comparisons of the same in terms of levels of education.

The sample was drawn using the multi-stage stratified random sampling technique. Two *talukas* of Karnataka State, namely, Channarayapatna in Hassan district and Gudibanda in Kolar district, were selected for the study as the former had the maximum educational facilities, the highest literacy rates and the maximum development programmes while the latter had the minimum educational facilities and the lowest literacy rate but the maximum development programmes. A total of 1,528 households from seventy villages in Channarayapatna *taluka* and 306 households from sixteen villages in Gudibanda *taluka* formed the sample. The study focussed on the rural responsiveness to twenty-one development programmes, the majority of them having a production (rather than consumption) orientation. Data were collected through interviews.

The following conclusions were drawn from the study: (i) Illiteracy did not appear to prevent the rural people from participation in development programmes. (ii) The educated, in general, faired better than the illiterate as regards response to development programmes. (iii) Evidence was inadequate to conclude that the higher the level of education the higher was the response to development. However, it could be concluded that, by and large, the lower primary educated scored decisively over the illiterates and marginally over the other levels of the educated in their response to development programmes. But the higher secondary educated scored above all others in regard to a few programmes such as the popularization of scientific methods of agriculture and the long-term irrigation loans scheme. (iv) The performance of Gudibanda *taluka* was relatively better than of Channarayapatna *taluka* in response to developmental schemes. Perhaps the number of villages in Channarayapatna (364) as compared to that of Gudibanda (81) was one of the contributing factors for such a disparity.

256. SEETHARAMU, A.S., *Education in Slums: a Study of the Utilization of Educational Facilities*

by Slum-dwellers of Bangalore City in Relation to Their Social and Economic Background, Institute for Social and Economic Change, Bangalore, 1980 (NCERT-financed)

The major objective of the study was to find out the participatory behaviour in schooling in slum areas and the utilization of educational facilities by those slum-dwellers who participated in the schooling process.

The study was conducted in Bangalore city. A total number of 20 slums and a sample of 1,000 children, 500 drop-outs and 500 regular children, were selected at the rate of 25 drop-outs and 25 regular children from 50 households per slum by the stratified random sampling. Data were collected through interviews.

The following were the major findings: (i) The total drop-out rates at the end of Standards I, II, III and IV were 46.20, 24.20, 19.00 and 9.60 per cent, respectively. (ii) Mothers in unskilled occupations contributed the highest percentage of drop-outs, while housewives contributed the highest percentage of drop-outs, while housewives contributed the highest percentage of regular children. However, it was observed that the size of the family was an intervening factor. (iii) The percentage of drop-outs decreased steadily with the increase in the income of the father till an optimum level was reached, beyond which the difference between the percentages of drop-outs and regular children was not much. (iv) The Tendency for regularity in attendance was higher when the number of adults in the family was more than two and it was lower when the number of children in the family was more than two. (v) While the nearness of the school from home was no guarantee for retention of children in school, a distant school did discourage children from being regular. (vi) The medium of instruction appeared to be a very significant school variable in the participatory behaviour of children. (vii) As many as 38.60 per cent the drop-outs did not work at home, while 61.40 per cent did some work or the other at home. (viii) Of the drop-outs who were engaged in paid work, the majority worked for more than seven hours a day spread over the whole day. However, their work spots were either at home or close by. Of these 82.84 per cent got less than Rs. 75 per mensum. (ix) Hardly 4.20 per cent of the drop-outs had failed at school. The rest, 95.80 per cent, had just left school. (x) Slums contributed significantly to the overall figures of the data on physically handicapped children in the State. (xi) The majority of children in slum areas, 56.40 per cent, received mid-day meals during the recess time in school. But it was found that the mid-day meals scheme had failed to serve the poorest section of society adequately, specially those children whose fathers' income was less than Rs. 100 per month. It served better those children whose mothers were employed and earned an income than those whose mothers were housewives. (xii) The pre-matric scholarship scheme benefited 37.80 per cent of the slum-dwellers. The attendance scholarship scheme was available to 63.60 per cent of eligible girl students in slums. (xiii) In terms of fathers' income the scheme of free supply of textbooks (by the government) benefited lower income brackets.

257. SEETHARAMU, A.S., *Rural In-migrants to Higher Education,* Institute for Social and Economic Change, Bangalore, 1982

The study aimed at finding out: (i) the reason for the sudden fall in the student strength in Bangalore University, (ii) the factors responsible for the student migration from rural areas to Bangalore city for postgraduate education, (iii) the demographic, educational, social and economic backgrounds of these migrants, their aspirations, leadership behaviour and interpersonal relations while they pursued postgraduate studies, and (iv) the implications of these factors for university planning.

The sample for the study included all the 330 rural students admitted to the various postgraduate courses in Bangalore University in June 1978. When the data on enrolment were collected in January 1980, it was observed that only 226 were on rolls, and out of them 174 responded. Data were collected by interview using a schedule.

The findings of the study were: (i) One out of every three students given admission to postgraduate courses in Bangalore University was from the rural area. Eighty-five per cent of the rural migrants were boys, hardly 15 per cent were girls. The rural migrants to higher education at Bangalore University were young and the majority of them had undergone a normal and smooth course of education. About 20 per cent of them were first generation learners and 53 per cent of them came from agricultural families. Two-thirds of the migrant students lived in hostels and 50 per cent got scholarships. With a few negligible exceptions all the rural students were Hindus. The

majority of them were from nuclear and medium-sized families. (ii) A very low percentage of the rural students was represented on the various student bodies of the university. Hardly a few students associated themselves with cultural organizations in Bangalore city. (iii) A total number of 46 out of 174 students were not readily accepted by the urbanites when they joined the postgraduate course. According to the ruralites, the very fact that they were from a rural area was the reason for non-acceptance. Only three out of these forty-six reported strained relations when they were to leave the course. (iv) As many as 34 out of 174 rural students felt a sense of discrimination by teachers or heads of departments. The majority of ruralites had not developed close relations with any of their teachers. (v) As per the estimates from the obtained data it was observed that around a million rupees were transferred from rural areas to Bangalore city for every batch of students pursuing postgraduate education for a period of two years.

258. SEETHARAMU, A.S. and USHADEVI, M.D., *School Drop-outs in Rural Areas — a Study of the School Drop-outs in Karnataka State,* Institute for Social and Economic Change, Bangalore, 1981 (UNICEF-financed)

The major objectives of the study were: (i) to diagnose the problems of participation in school, (ii) to compare the factors favourable for school participation in low and high drop-out areas of different regions of the State, (iii) to analyse the problem of drop-outs in the context of school factors, (iv) to analyse the problem of drop-outs in the context of family factors, and (v) to study the relation between the child labour and the drop-out behaviour.

The sample, consisting of 1,878 drop-outs' families and 80 schools in 62 villages, was drawn through the multi-stage stratified sampling procedure. Data were collected from the school records and from the households through interview techniques. The information collected included socio-economic factors, demographic composition of the family, drop-outs, socio-economic status, duties inside and outside home, etc. The school factors included information about teachers, the teacher-pupil ratio, training, experience and residence, incentive schemes, community participation, co-curricular activities, school plant, school equipment, etc.

The major findings of the study were: (i) There were regional variations in family and school factors which favoured school participation. (ii) The majority of the family factors and the school factors favoured school participation more in low drop-out areas than in high drop-out areas. (iii) Fifty-five per cent of the child labourers were drop-outs from schools in the State. (iv) Most of the family factors were less favourable for school participation for girls than for boys.

259. SEKHAVAT, J., *Sociological Study of Educational Television (ETV) in Tehran (Iran),* Ph.D. Soc., Poona U., 1976

The objectives of the study were: (i) ascertaining the theoretical proposition that an individual was not a passive receiver of messages from the mass media but was an active agent in selecting and interacting with them and he did this in the context of his immediate family structure, which exercised influence on its members in the context of its position and status in the larger social structure, (ii) specifying determinate relationships between the socio-economic positions of the individuals in their viewing of educational television, and (iii) isolating the particular variables which were most relevant to educational television viewing.

Some schools worked on full-day basis and it was not possible for their students to view ETV. There were other eighty schools from which forty-five were selected for the study. All the schools studied were in Tehran city. There were private and public schools as well as boys', girls' and mixed schools. In all, 1,100 students from forty-five schools were included in the sample. They were studying in Grades I and II of the guidance cycle course. ETV programmes were restricted only to these two grades. Data were collected in two parts of the questionnaire, the first was based on personal opinions and views of students and answered by them directly whereas the second part was concerned with the family background of the students and was filled in by the interviewer. The statistical technique used was chi-square test.

The findings of the study were : (i) ETV-viewing was related positively with parents' educational attainments, socio-economic status and occupational status, and with the smallness of families and with the general TV-viewing. There was similarity among siblings in TV-and ETV-viewing. Viewers and their friends and also non-viewers and their friends showed mutual

affinity. ETV-viewers attributed the viewing to their interest and self, believed in individual efforts to rise, engaged in more extra-curricular activities, had high aspiration for education, deferred gratification, if necessary, and their ambitions seemed to be socially approved and individually accessible. (ii) The society encouraged social mobility through education and, therefore, the norms and values influenced the choice of students in opting for various educational media. The accessibility of media was a further social determinant of choice. It was borne out in the study that high-status families (economically and education-wise) contributed to higher ETV-viewing, thus confirming the theoretical proposition underlying the study. (iii) The family background of the children was highly influential in determining their motivational pattern and in turn their ETV-viewing for acquiring better education.

260. SEN, A., *Identity Formation and Self-identity of the Harijan Elite,* Dept. of Edu., Kal. U., 1982 (ICSSR-financed)

The objectives of the study were : (i) to ascertain the impact of education on identity formation and self-identity of the Harijan elite, and (ii) to determine how far education had brought about changes in the socio-economic status, marriage, family structure, social and political participation and as a consequence of these changes, how far the educated Harijan elite was estranged from its own community and identified itself with the higher caste group.

The study was conducted in West Bengal on 360 adult males and females from five towns and thirty-seven villages in the district of Nadia. The sample was divided into eight sub-groups taking education, caste and locality into consideration. Data were collected by the individual administration of an inventory to give a demographic picture of the sample and intergenerational shifts in living place, occupation, marriage and its various aspects, family, participation in social and political activities, a social distance scale (attitudinal), social distance scale (behavioural), verbal stereotypes, a self-identity questionnaire and a social situation questionnaire, 'Who Am I' test, giving the names of heroes and admired persons and reasons for the choice and a belongingness-to-family questionnaire. Simple statistical methods and qualitative analysis were used for the treatment of the data. Through a semi-structured interview schedule fifty persons were interviewed and five eminent scheduled castes elite were taken up for case study.

The major findings were: (i) Education was noticed to be associated with late marriage, reduction in family size, change in family pattern, change in occupation, income, living condition and life style and material possessions, increased social participation and so on. Regarding political participation, the respondents were reluctant to reveal their participation or non-participation. (ii) Education was a factor in bringing about close social contact between the scheduled caste and the caste-Hindu communities and a greater social distance between educated and uneducated members of the scheduled caste people. (iii) In all the scheduled caste groups, the behavioural social distance was greater than the attitudinal social distance when it was concerned with the caste Hindus while the behavioural social distance was lower when it was from the members of their own community. In comparison, the behavioural social distance of the caste Hindus was much lower than the attitudinal one in relation to all the caste groups. In the rural areas, the educated scheduled caste people were more separated from their family than the uneducated ones, but this was not so in the urban areas. (iv) Negative adjectives to describe the upper castes were very limited in number. Maximum number of negative adjectives were used to describe the scheduled castes, both by the upper caste and the scheduled caste. Scheduled castes revealed a better concept of the caste Hindus, while their self-concept was loaded with more negative values compared to the self-concept and reciprocal concept of the caste Hindus. (v) The scheduled castes revealed their integratedness to the Indian nation and Hindu community, and showed ambivalent attitude towards caste Hindus. Both in urban and rural areas, they were more or less estranged from the uneducated section of their own community. Individually, they felt closer to those individuals who were of the same educational and social status, irrespective of caste. (vi) The scheduled caste sample revealed a more radical attitude towards situations related to caste, while caste Hindus revealed a moderate position in their attitude towards the caste situation. It was also noticed that radicality was not so much due to formal education as to general awareness through various social and political movements in the country. (vii) While responding to the 'Who Am I' test, the scheduled castes, in general, tended in a greater degree to reveal their self-identity by ascribed characteristics. The rural educated

scheduled caste group gave in a larger number of references of their family relationship with eminent persons and revealed their attitude towards religion and social reform. The scheduled caste people in general were painfully conscious of their caste and very often revealed their self-identity by the response 'I Am a Man'. (viii) From their choice of heroes or admired persons it was evident that the educated and uneducated Harijans did not differ much from the educated and uneducated caste Hindus. In this regard, the Bengali sentiment was noted to be more powerful than the caste sentiment.

261. SHAH, A.B., KARANDIKAR, S., KULKARNI, V.M., PALSANE, M.N. and PATANKAR, S.A., *Problems of Students of Higher Education in the Maharashtra State* (in Marathi), Students' Welfare Association, Pune, 1981

Twenty-five different investigators studied different aspects of the students' problems in the colleges and universities in the State of Maharashtra. The various aspects studied were the problems of junior college students, postgraduate students, handicapped students, women students, students in professional courses, students in hostels, external students, problems related to extracurricular activities, sex and emotional adjustment, students' welfare programmes in the universities, student-teacher relations, students movements, curriculum, health and so on. The common objective for all the investigators was to identify the various problems, to study how they affected the student life and adjustment, how it had arisen and how it could be prevented and remedied.

Respondents for the above investigation were students, teachers, principals and other administrators and social workers. Factual information on the above aspects was collected through personal interviews, group discussions and in some cases through questionnaires. Content analysis of the available literature was also undertaken. The collected information was presented as descriptive and interpretative reports.

The report revealed a large number of students' problems in their specific contexts. The results and their interpretations provided a mine of hypotheses for more specific studies with more sophisticated sampling designs, research tools, and technique of analysis. The study brought to light a highly significant fact that students and teachers, in general, lacked awareness of the problems and their detailed analysis as well as enthusiasm to seriously undertake their study.

262. SHAH, B., *A Sociological Study of Educational Development of Graduate Students of Kumaun University with Special Reference to Caste,* Ph.D. Edu., Kum. U., 1981

The objectives of the study were: (i) to find out the relationship between various sociological characteristics pertaining to the graduates of Kumaun University, (ii) to know whether the differences in the sociological characteristics of the graduates of different castes account for any significant difference in their educational development, (iii) to identify the sociological characteristics that turn out to be the common and significant predictors of the educational development of subjects, and (iv) to study the effect of caste belongingness and educational development on the level of social adjustment, caste prejudices and social distance.

The sample of 1,050 graduate students was drawn randomly from students in graduate classes (B.A. II, B.Sc. II and B. Com. II) of the 1979-80 session from seven institutions of Kumaun University. A proportionate stratified random sample consisting of graduates of four castes (Brahmin, Kshatriya, Vaishya and other castes), with three categories of educational development (upward mobile graduates, irregular graduates and stagnate graduates) from three faculties (Arts, Science and Commerce) was chosen. Thus 4×3×3 factorial design with unequal cases in each cell was adopted. The tools administered were Social Characteristics Description Questionnaire, Social Distance Scale, Social Adjustment Inventory and the Indian Caste Prejudice Scale. Analysis of variance, chi-square test, percentages and t-test were used to analyse the data.

The important findings were : (i) The graduates of all castes were almost similar on the variables of curricular preferences, vocational aspiration of students, vocational mobility, determinants of courses of students, motivation for graduation and position among siblings. (ii) As regards family's educational background, father's vocational status and family reinforcement, the graduates of Brahmin and Vaishya castes were significantly higher than the graduates of Kshatriya and other castes. (iii) The economic condition of Vaishyas was the best, followed by that of

Brahmins and Kshatriyas and then that of the other castes. (iv) During their academic life Vaishyas encountered few hurdles while Brahmins, Kshatriyas and other castes faced relatively more hurdles. (v) As compared to Vaishyas, a higher proportion of Brahmins, Kshatriyas and other castes was found in rural areas. (vi) Academic reinforcement was more prominent among the graduates of other castes; they were at an advanced age, significantly older than their higher castes counterparts. (vii) Cocurricular preferences of Kshatriyas were higher than those of others but were similar to those of Vaishyas. (viii) Educational development was affected more by different sociological variables than caste belongingness. (ix) Vocational aspirations of students, determinants of courses of studies and vocational mobility (in view of father's occupation) did not play a significant role in educational development. (x) Curricular preferences, age, vocational mobility (in view of traditional occupation), motivation for graduation and position among siblings were identified as weak predictors of educational development. (xi) Economic conditions, family educational background, father's vocational status, cocurricular preferences, family reinforcement, academic reinforcement, hurdles and social belongingness were factors affecting educational development. (xii) Although in respect of political, social and economic gain all the graduates were almost similar, on the variabies of marriage and interpersonal relationship, education, employment and inhabitation and personal qualities the graduates of higher castes were more prejudiced. (xiii) As regards social distance, the graduates of other castes appeared more willing to retain intimate relations as well as friendly cooperation with the people of higher caste. (xiv) There were no caste differences as regards social adjustment. (xv) Higher education did not result in changing and fostering the attitudes of the Kumauni students toward different castes but the degree of educational development affected their caste perceptions.

263. SHAH, M.V., *A Study of Unemployed Graduates in Poona : Some Sociological Implications*, Ph.D. Soc., Poona U., 1978

The objectives of the study were: (i) to shed light on some contributory factors, mainly sociological, to graduate unemployment, (ii) to study some sociological features of corruption in the recruitment to the jobs, (iii) to study the impact of unemployment on social relations as also its psychological consequences, (iv) to examine the problem of preferential employment (reservation of jobs) of job-seekers from the weaker sections of the society, (v) to analyse the views of the unemployed graduates and their socio-political significance, and (vi) to make a few suggestions on the basis of policy implications of the findings.

For the study, the unemployed graduate was defined as any graduate who had registered himself or herself at the central employment exchange at Poona and who, on the particular day of the visit by the researcher to interview him or her (between March 15, 1973 and September 25, 1973) was found to be normally resident in the Poona city and who was not having any paid job, in spite of his or her desire to have such a job, and who was not self-employed and who considered himself or herself to be involuntarily unemployed. The sample consisted of 163 respondents, 101 male and 62 female. They belonged to the faculties of arts (N=55), science (N=46), commerce (N=45), education (N=7), agriculture (N=6), and engineering (N=4). The tool used was a structured interview schedule which was pretested. The statistical analysis consisted of use of chi-square test.

The findings of the study were : (i) The system of higher education failed in achieving occupational socialization of students. (ii) Graduate unemployment in urban areas mostly affected the middle-and upper-income groups. (iii) There was very strong resistance to accept rural jobs on account of low compensation, inadequate amenities and insecurity on the jobs. (iv) The respondents, as a group, showed low geographical mibility. The mobility was dependent on the perception of local employment opportunity. Further, mobility appeared greater among the male, low income-per-family member respondents, and pass class graduates. The association between the length of unemployment and mobility was not significant. One of the most important reasons inhibiting mobility was attachment to the family. (v) The reluctance to accept non-desk job did not appear to be a significant contributory factor to unemployment. (vi) There was reluctance to accept low-paid jobs contributing to unemployment. (vii) By and large, psychological consequences of unemployment were significant but not severe. Similarly, the impact of unemployment on social relations of the respondents was also not grave. (viii) The majority of the respondents believed that corruption was common in employment practices. (ix) There was a sharp division among the respondents on the issue of the reservation of jobs for the scheduled

castes and tribes.

*264. SHAH, S.Y., *Politicization of Higher Education in British India: a Case Study of the Establishment of Aligarh Muslim University (1875-1920)*, Ph.D. Edu., JNU, 1981

The inquiry aimed at studying the various aspects of the politicization of higher education in British India by making a case study of establishment of the Aligarh Muslim University, 1875-1920. In this process it attempted to (i) trace the evolution of the historic character of the university, its different dimensions and significance, (ii) analyse the Muslim educational thought of the Muslim intellectuals and British statesmen, (iii) throw light on the colonial policy towards Muslim higher education with particular reference to Aligarh Muslim University during 1875 and 1920, (iv) examine the extent to which the emergence of the other educational institutions, especially the Islamia colleges, Shia college and Banaras Hindu University, affected the process of the establishment of the AMU, and (v) study the attitude of the press and the public towards the proposed university at Aligarh.

The study adopted the historical method. It made use of a variety of unpublished and published primary and secondary sources available at the National Archives of India, U.P. State Archives, Nehru Museum Library, Jamia Millia Islamia, Sir Syed Archives and Central Secretariat Library. Some of the primary sources, viz., the papers of Syed Hossein Bilgrami, Raja of Mahmudabad, oral transcript of Dr. Syed Mahmud, proceedings of the U.P. Education Department, were made use of for the first time. A good deal of untapped materials pertaining to Aligarh was also collected from the papers of Northbrook, Elgin, Chelmsford, Curzon, Hewett, Minto, Morley, Butler, James Meston, Badruddin Tyabji, Abdul Majid Khwaja, Syed Mahmud and the Ali brothers, a number of official and unofficial publications, contemporary newspapers, gazettes and unpublished doctoral dissertations.

The study showed that the politicization of higher education in British India was an extremely complex process. It manifested at various levels and in varying degrees with regard to the establishment of the AMU. The motives with which the founder of the Aligarh Muslim University, Sir Syed Ahmed Khan, his colleagues and the followers as well as the officials perceived and pursued the idea of the university, all had political overtones. By emphasizing the education of the elite and loyalty to the rulers and by seeking cooperation of the British to further the educational programme, Sir Syed gave political orientation to his educational endeavours. As a result he furthered an important objective of the colonial rulers, of producing loyal elite through education.

In this task Sir Syed was to a great extent aided by the British through honorary titles and grant-in-aid to his institution. Though inspired by the social reform activities of a Bengali intellectual, Nawab Abdul Lateef, and at the same time moved by the declining socio-economic condition of his community, Sir Syed decided to initiate various educational measures in the late 1860s. It was his visit to England in 1869 and the favourable policy of the British towards the Muslims in the early 1870s that enabled him to lay the foundation of the AMU in the form of M.A.O. College in 1875. In spite of his intense desire to raise it to the status of a full-fledged university and the constant support from the British, Sir Syed could not succeed due to a variety of reasons till his death in 1898. The idea of the university was kept alive by the friends and followers of the founder. There were two groups—the moderates and the liberals who took active interest in the implementation of the scheme. But the main motive of the majority was to emerge as the leaders of the community by championing the cause of the university. However, they differed with regard to their perception of the character of the contemplated university. The press was also divided. The Muslim community was not united in its demand for the university as observed by certain scholars.

The lack of consensus among the promoters of the scheme of the AMU and their intermittent involvement with the various political activities and associations discouraged the British from granting the university. The Aligarhians continued to pursue the idea of the university even through the political platform of the Muslim League. Their growing influence forced the British to give encouragement to the Islamia colleges so as to minimize the dependence of distant Muslims on Aligarh and in this way the British policy towards Muslim education was to a certain extent moulded by the Aligarhians. Moreover, by persuading the Hindus to accept the Banaras Hindu University on official terms in 1915, the British tried to isolate the demand of the liberal Aligarhians for an autonomous affiliating university. The Lucknow Pact (1916), the growing Hindu-Muslim unity, Pan-Islamic activities of the liberal Aligarhians and their association with

the Khilafat Movement and Gandhiji made the British realize the urgency of granting the university. At the same time they were cautious enough to grant the university with sufficient powers of control to the Government. So they started negotiations with the pro-British moderate Aligarhians and finalized the AMU Bill which was not acceptable to the liberals who, in protest, broke away from Aligarh and established an independent national university (Jamia Milia Islamia) in December 1920, when the AMU Act came into existence. Thus, the official interest in Aligarh was directly proportional to the degree of the involvement of the Aligarhians with various political issues. In short, the various political factors and the political motives of the founder, his associates and the British, were mainly responsible for the establishment of the AMU. It was a unitary residential university. Its basic character was to provide modern education in an Islamic atmosphere.

***265.** SHAH, V.P. and PATEL, T., *Who Goes to College? — a Study of Scheduled Caste/Tribe, Post-matric Scholars in Gujarat,* Dept. of Soc., Guj. U., 1977

The specific objectives of the study were : (i) to examine the types of courses, year of study and academic background of the scheduled caste/tribe post-matric scholars, (ii) to study the differential utilization of government assistance by various scheduled castes/tribes *vis-a-vis* their population, (iii) to examine the socio-economic characteristics of the scheduled caste/tribe post-matric scholars, (iv) to analyse rural-urban differences in the distribution of the scheduled caste/tribe post-matric scholars, and (v) to study the relationship between the differential utilization of government assistance for higher education by the scheduled castes/tribes and their contextual characteristics.

The study was based on an analysis of information available from fresh/renewal application forms filled in by the scheduled caste/tribe students who were awarded post-matric scholarships in the years 1967-68 and 1971-72. In all, the application forms of 3,630 or 82.51 per cent of the scheduled caste post-matric scholars and 1,428 or 92.36 per cent of the scheduled tribe post-matric scholars in 1967-68 could be retrieved. Similarly, the application forms of 7,487 scheduled caste and 3,390 scheduled tribe post-matric scholars in 1971-72 could be retrieved from the office of the Directorate of Social Welfare, Gujarat. An attempt was made to examine the various aspects of the study, separately for males and females. The data were analysed in a comparative manner so as to discern differences between the different categories of the scheduled caste/tribe post-matric scholars and also to find out changes, if any, over the five-year period. Also, an attempt was made to consider the data separately for different sub-castes/tribes. In addition to frequency and percentage analysis, the study used such statistical techniques as coefficients of equality, measures of central tendency and dispersion, and correlational analysis.

The major findings of the study were : (i) Only about 1 per cent of the scheduled caste/tribe post-matric scholars were enrolled for certificate courses offered by vocational/technical schools. There was a downward trend in the proportion of scheduled caste/tribe post-matric scholars enrolled for diploma courses. (ii) Among those enrolled for diploma courses, the largest proportion was enrolled for basic training (P.T.C.) course. Next to the P.T.C. course, the scheduled caste male scholars were enrolled for diploma courses in engineering (polytechnic), *lok-sikshan* and education, while the scheduled tribe male scholars were enrolled for diploma courses in *samaj-shastra, vyayam,* engineering (polytechnic) and agriculture. (iii) Among the scheduled caste/tribe post-matric scholars enrolled for degree courses, about one half of the males and about three-fourths of the females were enrolled in arts colleges. (iv) There was a considerable decrease in the percentage of the scheduled caste/tribe males as well as females enrolled in science colleges and a considerable increase in the percentage of those enrolled in commerce colleges. (v) There was a decrease in the percentage as well as the absolute number of the scheduled caste/tribe males scholars enrolled in engineering colleges. (vi) The percentages of the scheduled caste/tribe male scholars enrolled in ayurvedic and medical colleges remained stable at about 1 per cent and 3 per cent, respectively. (vii) There was a considerable increase in the number of post-graduate students among the scheduled castes and the scheduled tribes, but the number of the females among them remained rather insignificant. (viii) During the five-year period, there was a modest increase in mean years of post-matric study by the scheduled castes and tribes. However, the figures were greater for the scheduled castes than for the scheduled tribes, and also for the males than for the females. (ix) A little over one-half of the scheduled caste/tribe scholars

had got second class at the SSC examination, about one-third of them had been placed in pass class, and about 7 to 12 per cent had secured first class or first class with distinction. The level of academic performance of the males was higher than that of the females. (x) About 5 to 10 per cent of the scheduled caste post-matric scholars had failed once or more during their course of study, while about 3 to 7 per cent of the scheduled tribe scholars had failed once or more during their course of study. (xi) Out of a total of sixty-eight scheduled castes in Gujarat, there was not a single post-matric scholar from as many as twenty-eight scheduled castes. About 95 per cent of the scholars belonged to only six categories, namely, vankar/maru vankar, chamar, mahyavanshi, rohi, samgar, nalia, garoda and bhangi. (xii) Out of a total of sixty-seven scheduled tribes in Gujarat, twenty-three tribes had no representation at all among the post-matric scholars; about 85 per cent of the scholars belonged to only five tribes, namely, dhodia, chaudhari, bhil, dungri garasia and gamit/gavit. (xiii) Fathers/guardians of only about one-fifth of the scheduled caste scholars worked in white-collar occupations, about a third of them worked in middle-level occupations and a little less than one-half of them worked in low-level occupations. (xiv) Fathers/guardians of only about one-twelfth of the scheduled tribe scholars worked in white-collar occupations, about one-half of them worked in middle-level occupations, and about one-third worked in low-level occupations. (xv) About one-tenth of the scheduled caste post-matric scholars and about 2 per cent of the scheduled tribe scholars were gainfully employed. (xvi) The urban-based scheduled castes were probably benefiting more than the rural/forest-based scheduled tribes. (xvii) The income of the family was closely related to the father's/guardian's occupation and the employment of the scholars themselves. In general, the scholars came from families with only modest income. However, the mean family income of scheduled caste scholars was greater than that of the scheduled tribe ones. (xviii) Parents/guardians of only about 40 per cent of the scholars owned a house. Land holdings of the scheduled tribe scholars were in general less than those of the scheduled caste ones. (xix) The proportion of the scheduled caste/tribe post-matric scholars from urban areas was a little less than double the proportion of their population residing in urban areas. (xx) About one-half of the scheduled caste post-matric scholars came from Ahmedabad and Mehsana districts. Another one-fourth of them came from Kaira, Baroda, Surat and Bulsar districts. (xxi) About two-thirds to three-fourths of the scheduled tribe post-matric scholars came from Surat and Bulsar districts, another one-fifth to one-third of them came from Sabarkantha, the Panchmahals and Broach districts. (xxii) About two-thirds of the scheduled caste and 53.4 per cent of the scheduled tribe scholars in 1967-68 were studying in the districts of their permanent residence. These figures rose to 75.0 per cent and 58.1 per cent, respectively in 1971-72.

266. SHAHEEN, F., *A Sociological Study of 300 Higher Secondary School Female Teachers in the City of Lucknow,* Ph.D. Soc., Luc. U., 1973

The objectives of the study were : (i) to trace the development of higher secondary school education for girls in Uttar Pradesh, (ii) to understand the personal and social background of the respondents with a view to establishing necessary associations and correlations, (iii) to enquire into the family size and its composition and to see its impact on the efficiency of women teachers, (iv) to ascertain the socio-economic status of the respondents in order to see its effect on job efficiency, job satisfaction and morale, (v) to find out the conditions of employment of the respondents, (vi) to highlight the social security and welfare measures organized for higher secondary women teachers, (vii) to probe into the leisure time pursuits and interests for studying their bearing on the mental health of the respondents, and (viii) to know the attitudes and beliefs of the respondents with a view to suggest various reforms in the present system of education.

The study was an exploratory-cum-diagnostic one in addition to exploring many relatively new areas; efforts were also made to provide a description of the field along with the establishment of association and correlations among different variables. The study was confined to 300 women teachers of higher secondary schools of Lucknow, selected by proportionate systematic stratified random sampling. An interview schedule was used for collecting data.

The findings were : (i) The education of women had a very late beginning in Lucknow; it was only in 1870 that the first one-room school for girls was started. At present the position of Lucknow city in the field of education of girls is twelfth in Uttar Pradesh. (ii) The increasing industrialization coupled with urbanization transformed the traditional Indian

joint family system into a nuclear one which gave rise to the need for a comprehensive social security system for women teachers. (iii) The socio-economic status of teachers was dissatisfactory. (iv) The bulk of women teachers were from middle and lower socio-economic status. The main motivating force behind the respondents' joining the profession was economic. Ample leisure time, a stepping-stone for better job and opportunity for higher studies were other main motivating factors. (v) Best brains with a natural aptitude for teaching did not enter the teaching profession because most of the teachers had to lead an ordinary life, therefore they entered more lucrative services in the public and the private sectors of the economy. (vi) Inadequate welfare and social security services led to frustration resulting in lack of interest in effective functioning and participation in boycotts, strikes, etc. (vii) The respondents were compelled to teach eight hours a day to a class of fifty to one hundred students followed by three to four hours a day at their home with little scope for leisure time. (viii) The analysis of beliefs and attitudes revealed that religious and caste prejudices were dwindling. (ix) Most of the teachers favoured simple Hindi as the lingua franca which according to them could help a lot in bringing about national integration in the country.

267. SHANMUGAM, T.E., *Psychological Factors Underlying Juvenile Delinquency,* Madras U., 1980 (UGC-financed)

The study attempted to investigate a number of psychological and social factors associated with delinquency. Specifically, the study attempted to find out the relationship between intelligence, creativity, extraversion, neuroticism, psychoticism, criminal propensity, suggestibility, level of aspiration, ideal-self incongruity, cognitive dissonance and social environment with delinquency.

The sample consisted of 150 institutionalized delinquents and 150 non-delinquents (both groups included equal number of boys and girls) studying in corporation schools of Madras. The tools used were Standard Progressive Matrices, the Wallach and Kogan creativity instruments, the Maudsley Personality Inventory, Suggestibility Test, Ladder Test of Level of Aspiration, the Ideal Self Congruence Test using adjective checklist, the Osgood Semantic Differential and the Cognitive Dissonance Test and personal schedule constructed specially to elicit information regarding social environment. The statistical technique used included t-test, chi-square test, sign test of difference and scalogram analysis.

The major findings were: (i) The delinquents were low in intelligence and high in creativity as compared to the non-delinquents. (ii) The delinquents were more extravert than the non-delinquents. (iii) The delinquents were more suggestible than the non-delinquents. (iv) The delinquents had a low level of aspiration in health than the non-delinquents. They had more ideal-self incongruity than the non-delinquents, had greater cognitive dissonance also. (v) The delinquents gave different meanings to concepts like stealing, friends, police, gang, wandering, alcohol, future, mother, father, marriage, siblings, teacher, etc. than the non-delinquents. In spite of the gross differences in the meaning of particular concepts, the delinquents and the non-delinquents employed essentially the same frame of reference in making their judgements. (vi) The educational status of father, strength of family, relationship with parents, underprivileged community background, estimate of parents' concern and movie attendance were found to be significantly associated with delinquency. (vii) Parental handicap, income, cohesiveness of family and emotional ties with parents distinguished delinquent boys from non-delinquent boys whereas mother's education, order of birth and affectionate siblings distinguished delinquent girls from non-delinquent girls. (viii) The delinquents were found having unrealistic vocational ambition.

268. SHARMA, A., *Mother-Child Relationship as Function of Family Size and Socio-economic Status among Working Housewives of Meerut,* Ph.D. Psy., Agra U., 1981

The major objectives were: (i) to study the individual as well as the collective impact of the family size and the socio-economic status on the eight dimensions of mother-child relations among working-class housewives' families, (ii) to study the pattern of mother-child relations in respect of acceptance-rejection, dominance-submission, encouragement-discouragement, love-hate, democracy-autocracy, trust-distrust, reward-punishment and tolerance-hostility in working-class housewives' families, (iii) to study the first order interaction between the family size and the socio-economic status as they influence each dimension of

the mother-child relationship, and (iv) to study the factorial invariance of the aforesaid eight dimensions of the mother-child relationship.

The study was conducted as an *ex post facto* and correlation research comprising nine 3×3 factorial experiments of the mother-child relationship in working housewives' families. The independent variables were the family size (FS) and the socio-economic status (SES), each having three levels. The dependent variables were the eight dimensions of the mother-child relationship. The sample of the study was 540 primary school-going students, matched in age, sex and birth order. The factorial design had sixty subjects in each cell, selected after multi-stage random sampling. The Socio-Economic Status Scale (Urban) by Saksena and Singh and Mother-child Relations Scale by Tiwari were used.

The main findings of the study were : (i) Working mothers had positive relationship in acceptance-rejection, encouragement-discouragement, democratic-autocratic, trust-distrust and tolerance-hostility dimensions to their children. (ii) Working mothers with a moderate family size used punishment to maintain discipline. (iii) In large-size families, children received more acceptance, love, encouragement and democratic attitude from their working mothers than the children of middle-and small-size families. In small-size families children received punishment from working mothers. (iv) SES had significant effect on some mother-child relationship dimensions; high SES significantly promoted more acceptance, dominance, encouragement, love, democracy, trust and reward but had significantly less trust in comparison to the other two levels of SES, middle and low. (v) High SES working mothers played a very significant role in seven dimensions of mother-child relationship but, in an inappropriate manner; the undue pampering and over-protection significantly contributed to several problems in their children. (vi) A working mother with middle or low SES seemed to be better because of a positive but balanced relationship between her and her children than those working mothers who had high SES; low SES family working mothers with low SES sometimes showed hate, autocratic attitudes and also distrust.

269. SHARMA, B.R., *Elite Education in India*, Xavier Labour Relations Institute, Jamshedpur, 1978 (ICSSR-financed)

The enquiry was undertaken to study the lives and careers of professionals in the making in the context of their socio-economic background, occupational choice, life goals, values, occupational values, faith in people, personality, attitudes and opinions. The study covered six professions—architecture, law, engineering, management, medicine and social work.

The sampling procedure used was purposive. Each profession was represented by two institutions located in two different parts of the country, to make the sample more heterogeneous and cross-sectional; selected institutions were, as far as possible, similar to one another in characteristics such as the level of study, the number of years of study, the size, etc. Intuitive judgement, convenience, and considerations of economy guided the sample selection in selecting different regions of the country, in selecting the twelve institutions and in selecting the respondents. The number of respondents comprising the sample was 1,674; of these 96 were from architecture, 372 from engineering, 391 from law, 238 from management, 441 from medicine and 136 from social work. The tool used for data-collection was a questionnaire with seventy-one questions.

The study revealed : (i) The six elite professions were dominated by persons belonging to the upper and the upper-middle classes of urban origin. (ii) The parents of these professionals were often highly educated and socially well-connected. (iii) These professionals had most of their education through English-medium private/missionary high schools. (iv) There were major differences among the six professions under study as far as socio-economic status (SES) was concerned. Management and engineering were highly dominated by the upper strata of society, architecture and social work were moderately dominated and law and medicine were much less dominated by the higher SES students. (v) The need for success in life seemed so great that they were willing to subordinate some of their other needs (need for independence of being well liked) for the sake of success. A vast majority of these students were ambitious and expected to excel their fathers through their occupational activities. (vi) The students ranked extremely low in terms of people-orientation which indicated that working with people rather than things and being helpful to others were not the felt needs of these students. People-orientation was found to be negatively related to fathers' occupation and mothers' education. (vii) Concern for other human beings was not a typical occupational goal of the students. The students were interested primarily in

developing their individual talents, abilities and potential or in maximizing benefits such as money, status and security which suggested that they were basically self-centred and egoistic individuals. (viii) They had very little faith in people. Most of them preferred to have a boss who gave them either a lot of independence or high emoluments. (ix) They were interested in following the path of individualism and independence. (x) A majority of them subscribed to the view that the ends justified the means. (xi) They were rated very high in terms of modernism and authoritarianism, above average in terms of exploitativeness and radicalism and somewhat low in terms of extraversion and alienation. There were of course significant differences among the six groups in terms of various personality dimensions. (xii) Management students were the least authoritarian or exploitative whereas medical students were the most authoritarian and exploitative. Management students were most modern and medical students were one of the two least modern. (xiii) Medical students ranked the highest and management students the lowest in terms of extraversion and radicalism. Management students were most alienated, medical students least alienated. (xiv) Students from high SES were less exploitative and radical than their counterparts from lower SES.

270. SHARMA, D.D., *Differential Values of Students and Teachers—as a Function of Various Social Factors,* Ph.D. Psy., Jod. U., 1977

The investigation attempted to study differential values of students and teachers. The main hypotheses formulated were: (i) The educational standard was a determinant of various values of students as related to their teachers. (ii) The values related to moral and ethical standards were much less preferred by students than by teachers. (iii) Teachers were more aesthetic and money-minded than students. (iv) There were sex differences with regard to various value differences between students and teachers. (v) The variations in values would be associated with the social class of the students.

A sample of 280 subjects was randomly selected from the government high schools (boys and girls) and the University of Jodhpur, Jodhpur. At the school level, half of the sample consisted of male subjects and the other half of female subjects. A scale of values developed by Bhatnagar, in Hindi, on the lines of Allport-Vernon-Lindzey Study of Values, was used. The test was standardized for the Hindi-speaking population. The split-half reliabilities of the six parts related to the six values were established; for the theoretical value it was 0.71, for the aesthetic 0.64, for the economic 0.72, for the social 0.60, for the political 0.76 and for the religious 0.65. Validities of these scales ranged between 0.45 to 0.56. The scale was administered individually and in the group of students and their teachers. Mean, standard deviation and t-test were employed to analyse the data.

The findings of the study were: (i) The mean difference between the male and the female high school students was significant only in the case of the theoretical value. No significant differences were found in the case of other values, namely, political, social, religious, economic and aesthetic. (ii) There was no significant difference between the mean scores of the male and the female high school teachers on social, religious, economic, aesthetic, theoretical and political values. However, the mean scores of the male teachers were higher than those of their female counterparts on religious, economic and theoretical values whereas in the case of social, aesthetic and political values their mean scores were lower than those of the female teachers. (iii) The mean scores of the male teachers were higher on social and economic values than those of their students but were lower than those of their students on the religious value. (iv) The mean difference between the male teachers and their female students was significant on the political value. On the remaining five values no significant difference was found. (v) There was a significant mean difference between the high school female teachers and their male students on the aesthetic value. On the remaining values no significant differences were found. (vi) The male university students scored higher on theoretical and political values than their female counterparts. (vii) The mean difference between the male teachers and their male students of the university was significant on religious and political values. No significant differences were found on social, economic, aesthetic and theoretical values. (viii) The mean difference between the female teachers and their female students of the university was significant on social and theoretical values. However, there was no significant difference in the case of religious, economic, aesthetic and political values. (ix) The mean difference between the male teachers and the female students of the university was found to be significant for the theoretical value. (x) On economic and aesthetic values the female teachers'

mean score was significantly higher than that of their male students whereas on the political value the mean score of the male students was significantly higher than that of their female teachers.

*271. SHARMA, G.D., *A Study of the Relationship between Educational Level, Social Status, Attitudes and Family Size of Middle Aged Parents,* Ph.D. Edu., HPU, 1983

The objectives of the study were: (i) to investigate the relationship between the educational level of the husband and his family size, (ii) to find out the relationship between the social status and the family size, (iii) to analyse the attitudes of parents with different educational status towards the small-family-size norm and population education, and (iv) to suggest some ways and means to check the magnitude of the population problem on the basis of the study.

A specially prepared questionnaire and two attitude scales, attitude towards the small-family norm and attitude towards population education, were administered on 111 primary, 108 middle, 166 matric, 112 graduates and 96 highly qualified persons selected at random from Hamirpur district of Himachal Pradesh.

The findings were: (i) The educational level of husbands was found to be negatively correlated with the family size. (ii) Husbands belonging to the higher socio-economic status were found having families of smaller size than those of the husbands belonging to the lower socio-economic status. (iii) The attitude of matriculates, graduates and highly qualified persons as compared to that of middle-pass individuals separately and the attitude of graduates and highly qualified individuals as compared to that of matriculates and middle-pass individuals in separate groups was found to be more favourable for the introduction of population education in the curriculum. (iv) Education acted as a contraceptive by itself and all-round efforts should be made for its expansion and the contents of population education should be included in the school curriculum.

272. SHARMA, J.P., *A Study of Scheduled Caste Students in Patna University,* Ph.D. Edu., Pat. U., 1982

The purposes of the study were : (i) to identify social, economic, educational and political problems of the scheduled caste students studying in Patna University, and (ii) to study their relationship with teachers and students of upper caste.

The sample of the study consisted of 130 scheduled caste students studying in the faculties of arts, science, commerce, law, engineering and education of Patna University. The subjects, randomly chosen, belonged to chamar, dushadh, rajak (dhobi), pasi, dome, bhuiya, bhangi, and kunjara subcastes. An interview schedule was developed covering areas like age, courses undertaken, subjects chosen, religion, habitation, marital status, age at the time of marriage, family income, education of parents, parental occupation, lodging, distance of daily travelling for attending classes, locality of lodging, facilities at home, treatment of authorities, years spent in each class, reasons for the choice of courses, perception about the course content, scholarship facilities, attitude towards classroom teaching, teachers' willingness to help, satisfaction or dissatisfaction with examination results and reasons thereof, preparation for examination, favour by teachers to upper caste students, friendship pattern, reservation policy and hostel life. A total number of 130 students were interviewed, by the investigator, over a period of nearly one year.

The main findings of the study were : (i) There was disparity between scheduled castes and other castes in respect of age, habitation, facilities, per capita income, parental education, study facilities, choice of subjects, rate of stagnation, adjustment to the climate in the hostel and in the institution, and level of academic achievement. (ii) The members of the scheduled castes felt neglected and alienated in the university system. (iii) Immediate measures should be taken to develop confidence among the scheduled caste students and also for developing in them a sense of belongingness to the university system.

273. SHARMA, M.C., *A Psychological Study of Adjustment Problems of Harijans, Scheduled Caste and Backward Class Students of Agra District,* Ph.D. Psy., Agra U., 1979

The enquiry was conducted (i) to study the adjustment of Harijan (HS), scheduled caste (SC) and backward class (BC) students who received financial help during 1975-77 and compare their adjustment position with that for the year 1964-65, (ii) to know the comparative adjustment of HS, SC and BC students

belonging to different faculties and educational levels, (iii) to study the adjustment of HS, SC and BC students of urban and rural settings, (iv) to study the adjustment of HS, SC and BC students sex-wise, (v) to study the comparative adjustment of HS, SC and BC students of different socio-economic statuses, and (vi) to study the comparative adjustment of HS, SC and BC students with the upper-class students. The objectives were a part of an evaluative programme to make an appraisal of the progress made by the people belonging to HS, SC and BC groups.

The study was conducted on the student population of Agra district (N=560), HS, SC and BC students (280) and general upper-class students (280), with mean age of 18 years and age range 15 to 25 years and belonging to three educational levels and five educational faculties. The SES levels were high, middle and low. The general upper class (GUC) students were considered as comparable groups, having the same characteristics as the other groups (HS, SC, BC) excepting that HS, SC and BC students received scholarships from the government. Adjustment was measured through two tools—Vyaktitva Parakh Prasnavali (VPP) (Saxena) and the Hindi version of Incomplete Sentences Blank (ISB).

The findings of the study were: (i) The adjustment of HS, SC and BC students in 1965 was very unsatisfactory as against the condition of GUC students which was reported as satisfactory. (ii) The adjustment of both the comparable groups, in 1977, indicated that the adjustment of HS, SC and BC groups had considerably improved. (iii) The faculty differences did not affect the adjustment scores and the levels of education were not related to the adjustment scores. (iv) The urban students had higher adjustment scores on VPP than the rural students whereas the urban students had higher maladjustment scores on ISB. (v) The sex had significant effect on adjustment. The females had higher adjustment scores than the males and also the females had more psychological problems and complexes than the males. (vi) The socio-economic status had no effect on adjustment. (vii) There were significant differences between GUC group and HS, SC and BC students on VPP. (viii) On ISB scores, GUC were higher than the HS, SC and BC groups.

274. SHARMA, S., *A Study of the Relationship between Social Class and Some Personality Characteristics among College Female Students*, M.M.College, Patna, 1978

The investigation aimed at studying the self-concept of academic ability, importance attached to academic achievement, cooperativeness, faith in labour or God as cause of success, liking for the system of government and leadership role of female college students. Specifically, the purpose of the study was to see whether there was any relationship between the above-mentioned variables of students and the socio-economic status of their parents.

The sample comprised 300 arts students of undergraduate class of a college selected on the basis of random sampling. The tools of research used were Sharma Socio-Economic Scale (urban) and a personal data schedule. The chi-square test was used for data analysis.

The main findings were: (i) The social class of students was found to be related significantly to the importance attached to academic achievement. More students of upper class than of lower class attached greater importance to academic achievement. (ii) There was no relationship between the social class and the self-concept of academic ability. A great number of individuals of all social classes had low self-concept of academic ability. (iii) There was no significant relationship between the cooperative attitude and the social class of individuals. (iv) The social class of students was significantly related to the faith in labour or God as the cause of success. (v) A greater number of students of the upper class believed that they were themselves responsible for their success in their work whereas a greater number of students of the lower and middle class believed that success in their work depended upon their fate or God's grace. (vi) There was a significant relationship between the social class and the liking for the system of government. (vii) A greater number of upper-class students believed in democratic pattern of government whereas a greater number of students of the middle and lower classes liked military form of government. (viii) The social class was not related to the leadership quality.

275. SHARMA, S., *The Expectancies of Urban Women from Continuing Education*, Ph.D. Edu., Pan. U., 1980

The study was conducted within the framework of the hypothesis that the variables of age, marital status, number and sex of children, educational qualifications, religion, caste, employment or unemployment status,

and monthly income level of women accounted for variations in respect of expectancies from continuing education, fields of learning, teaching-learning situations, and factors preventing continuation of education.

The sample comprised 800 women, within the age range of 20 to 50 years, belonging to different socio-economic and educational levels, and selected from the city of Chandigarh with the help of the stratified sampling technique. The research tool, namely, information schedule, for identifying the expectancies and other selected dependent variables was prepared for local use by the researcher. Statistical techniques of chi-square was used for analysing the data.

The major findings of the study were: (i) The age, marital status, educational qualifications, employment status, and economic status were the contributing factors accounting for a significant variation in expectancies and the learning areas opted for by the women. (ii) The number and sex of children, religion and caste did not account for any significant differences. (iii) Preferences related to teaching-learning situations exhibited a consistent pattern, with minor variations. (iv) Younger, unmarried, and appreciably qualified (after-matric level) women were more interested in continuing their education. (v) The lower the age, the more the expectancies centred around the socio-economic and personal factors and the higher the age, the more these bordered on the family life, and self-actualizing factors such as the intellectual aspect. Similar was the pattern in the choice of the learning areas. (vi) The majority of the married women had their expectancies and choice of learning fields centred around the family life and economic aspects. Unmarried women aimed at higher achievement and personal, social and professional advancement. (vii) Those educated upto the middle level wanted to overcome the inferiority complex and become good housewives by way of continuing education and the learning areas liked by them were related to the domestic life, health, nutrition and family planning. (viii) Women educated between matric and graduation expected personal glorification and economic, professional, and domestic upliftment, and postgraduates sought intellectual satisfaction and excellence in their fields of specialization. (ix) Employed women preferred continuing education for the vertical integration of knowledge, whereas the unemployed women's choice was for seeking employment, finding security and developing a career. (x) With the increase in income, the choice of expectancies and learning fields widened from the basic learning-for-earning concept to the aesthetic and intellectual dimensions of pursuits of hobby and leisure time activities. (xi) Learning through formal ways and formal educational institutions was preferred by the majority. (xii) Learning places like religious and community centres were also liked. (xiii) Household responsibilities and bringing up children were the main factors, perceived as barriers thwarting the learning desires of the majority of the women. Other factors were less employment opportunities, job requirements, lack of confidence, age, and health.

*276. SHARMA, S.L., *Modernizing Effects of University Education,* Dept. of Soc., Pan. U., 1979 (ICSSR-financed)

The major objectives of the study were: (i) to examine the modernizing effects of higher education, independent of other factors, (ii) to determine the contribution of select components of higher education such as course content, teacher factor, co-curricular activities, and hostel context, (iii) to explore the interaction effect of some relevant predictors of student modernity, and (iv) to devise a measure of psycho-social modernity for assaying the attitudinal modernity in India.

The sample of the study comprised 770 students (515 males, 255 females), in the age-range of 16 to 26 years, based on the faculty (field of study) and the level of education (undergraduate and postgraduate classes), chosen from thirty-four teaching departments of Panjab University, Chandigarh, during the academic year 1973-74, using the stratified random sampling technique. Besides the student sample, 241 full-time faculty members constituted a complementary study group. The tools used for collecting data were developed by the investigator and his associates. They were Attitudinal Modernity Scale, Interview Schedule (Students) and Interview Schedule (Teachers). For analysing the data the statistical techniques used were analysis of variance. Kruskal-Wallis one-way analysis of variance, chi-square, coefficient of contingency, Guttman's coefficient of predictability, Goodman and Kruskal's Y, coefficient of correlation, and multiple and partial correlations. Besides the above, the data were subjected to Automatic Interaction Detection (AID) programme.

The major findings of the study were: (i) The level of higher education was inversely related to the student modernity. The level of education held a

significant negative association with modernity in the faculties of professional courses, natural sciences, and the humanities. In social sciences, a trend of positive, though not significant, relationship between the two variables was observed. (ii) There was the lowest percentage of moderns in the humanities, followed by social sciences and professionals. The highest percentage of moderns was in the science faculty, lending support to the hypothesis that the science students were likely to be more modern than the students in other faculties. (iii) The male students were more modern than the female, and the high-status students were more modern than the low-status students. (iv) Faculties differed in respect of their sex composition; the faculties of the humanities and social sciences were male preponderant. (v) Holding sex constant, the original gross faculty differences with respect to modernity were diminished; similarly it altered the picture of paired faculty differences; originally science students appeared to be more modern but on controlling for sex, the social science males turned out to be more modern. (vi) On controlling the socio-economic status (SES), faculty failed to differentiate between the modernity levels of students. Initially the humanities faculty was found to be overpopulated with the high-status students. (vii) There was limited evidence of teacher effect on student modernity. (viii) Extra-academic component, though positively related to student modernity, had restricted relevance due to the fact that a very small minority of the students participated actively in these activities. (ix) The caste, family type, parental modernity and early residential background were not significantly related to student modernity although the variables of age, SES of family and duration of urban dwelling were weakly related to modernity. (x) The results of AID programme indicated that convent/public education affected more strongly than any previous or subsequent educational experience, the level of one's attitudinal modernity, which was due to both their better family background and the within-school factors. (xi) Differences in the institutional quality seemed to be related to significant differences in modernity.

277. SHETH, H., *Juvenile Delinquency in Bombay State,* Ph.D. Soc., Bom. U., 1957

The main objectives of the study were: (i) to examine the social background of the juvenile delinquents, and (ii) to find out the casual relationship between the two.

The field of investigation was confined to three urban areas only, namely, Bombay, Ahmedabad and Poona, where the social organization and morals were influenced to some extent by the process of social change. The study was confined to the causative aspect of the problem only, and was further limited to an examination of the social factors. The investigation was carried out on the basis of case histories selected on a 20 per cent random sampling basis from among the case records of the Juvenile Courts in Bombay, Ahmedabad and Poona. It was found that while the case files in Bombay recorded a number of details regarding the child and his family, those in Ahmedabad and Poona recorded fewer details.

The main findings of the study were: (i) Juvenile delinquency was highly correlated with all the indices of low income and with other social problems resulting from poverty. (ii) Grave maladjustments resulted from crowded housing conditions and led children towards delinquency. (iii) The employment of women was an important factor in the slackening of the family control and, therefore, contributed to delinquency. (iv) A number of juvenile offenders were connected with street trades which were open to danger. (v) A majority of juvenile delinquents came from broken homes. (vi) Defective discipline in the home contributed to delinquency. (vii) Juvenile delinquents came from a demoralizing home environment. (viii) Gang delinquency, organized and otherwise, was not altogether absent. (ix) Absence of recreational facilities in the home and in the locality drove children into delinquency. (x) The role of motion pictures in juvenile delinquent activities was significant.

*278. SHINDE, A.P., *Political Consciousness among College Students,* Bombay, Tacker, 1972

The main objectives of the survey was to find out political consciousness among college students covering six aspects, namely, (i) reading habits, (ii) participation in discussions, meetings and political study circles, (iii) membership of parties and trade unions and involvement in their activities, (iv) interest in elections, (v) political attitudes and aspirations, and (vi) knowledge of national and international matters.

The selection of the sample was confined to the degree college in Kolhapur city and to the arts students of the post-graduate classes in Rajaram

College. A systematic sample of 25 per cent of students from each class of each college was taken with a total sample size of 911 (761 males and 150 females). The sample adequately represented the rural as well as the urban population. To collect data, the students were administered a comprehensive questionnaire related to the occupation and education of their guardians, their reading habits, their participation in discussions, meetings and political study circles, their membership of parties, trade unions and students organizations and their involvement in their activities, their interest in elections and electioneering, their political aspirations and loyalties and their political knolwedge of matters — national and international. The data were analysed by calculating percentages under various categories, namely, faculty, sex, caste and place of origin.

The findings were: (i) Almost all students (90.8 per cent males and 99.33 per cent females) read newspapers. A large number of students (72.54 per cent males and 59.63 per cent females) were primarily interested in political news. A large number of students read party newspapers whereas a considerable number of students read party literature and political literature. (ii) A majority of students (85.30 per cent males and 64.66 per cent females) discussed political subjects and associated themselves with political meetings organized by parties. However, a small number of students (13.93 per cent males and 3.33 per cent females) attended the study circles organized by political parties. Some students attended caste meetings also. (iii) There were a few students who were party members (16.55 per cent males and 4 per cent females). A majority of students (81.47 per cent males and 66.03 per cent females) had sympathy for parties. A sizable number of students participated in party activities. A small number of students were members of trade unions; however, a majority of students had sympathy for trade unions. A meagre number of students were members of students' associations. (iv) Few students were voters at the general elections but a large number of them (52.83 per cent males and 14.63 per cent females) had canvassed in various elections. It was manifested that the number of students who canvassed for a party was significantly larger than the number of those who canvassed for an independent candidate. A considerable number of students (48.88 per cent males and 26 per cent females) had expressed their desire to contest elections. More than half of the students (53.79 per cent) had political ambitions. A large number of them (54.68 per cent males and 54.72 per cent females) aspired to be ministers. All the male and the female aspirants strove to achieve their political ambitions. (v) A majority of students had knowledge of national and international matters. Most of them stated that there was no emotional integration in India. A majority of students had categorically reported that democracy was suitable for India. Most of them had knowledge of political differences in western countries, communist nations and non-aligned states. (vi) Boys were more politically conscious than girls. (vii) The postgraduate students and the law students were more politically conscious than the students of other faculties but they were more passive in their political consciousness than the undergraduate students. (viii) The rural students were passively and actively more conscious than the urban students. (ix) Both brahmins and Marathas were politically conscious but brahmins were not as much involved in active politics as the Marathas.

279. SHIVASHANKARA, H.V., *A Study of Psychological Factors and Academic Achievement of the Socially Disadvantaged,* Ph.D. Psy., Kar. U., 1981

The study was a comparative study of some psychological factors of the socially non-disadvantaged and the socially disadvantaged students in relation to the academic achievement. The objectives were : (i) to find out the predictor value of the academic achievement from a variety of psychological factors, and (ii) to discriminate the levels of achieving group on the selected characteristics.

Irrespective of the medium of instruction and whether from aided or un-aided institutions, all students were included, in the population. By random sampling, a comparable sample of 200 scheduled caste/scheduled tribe candidates and an equal number of students from the socially non-disadvantaged class were chosen from Standard X of the same schools. Sex was not taken as a criterion while selecting the sample. The instruments used in this study for the collection of data were: the Study Habit Inventory (Krishnan), Achievement Motivation Test (Mehta), Standard Progressive Matrices (Raven), Adjustment Inventory (Bell) and the School Adjustment Inventory (Bhagia). Multiple regression analysis was applied. The high and low achievers were selected on the basis of scores of academic achievement and the Z test applied to the predictor variables.

The major findings of the study were : The variables that influenced the socially non-disadvantaged group were study habits, achievement motivation, intelligence, adjustment and school adjustment whereas the variables which influenced the socially disadvantaged group were intelligence, personality adjustment and school adjustment.

280. SIDDIQUI, M.M., *Social Psychological Study of Student Behaviour with Special Reference to Indiscipline,* Ph.D. Soc., AMU, 1976

The objective of the investigation was to study the psychological (emotional maturity, social maturity, ascendance-submission, security and aggression) and social factors (educational attainment, socio-economic status and rural or urban inhabitation) which affected students' behaviour in general and indiscipline in particular.

The study was conducted in 1962. It was repeated in 1974 for verification. The samples of the 1962 and the 1974 studies consisted of 265 indisciplined and 341 disciplined students and 169 disciplined and 357 indisciplined students, respectively, selected on the basis of university records, and opinions of authorities and peers. The measures of emotional maturity, social maturity, ascendance-submission and social factors could be obtained from only fifty disciplined and fifty indisciplined students and those of aggression and security from ten extremely disciplined and ten extremely indisciplined students of the 1962 as well as the 1974 study. Kolmogorov-Smirnov test and chi-square tests were used for determining the significance of difference between two independent groups.

The major findings were: (i) The disciplined students were emotionally and socially more mature than the indisciplined ones. (ii) Differences between the disciplined and the indisciplined students were not significant on the personality dimension ascendance submission. (iii) The disciplined students felt more secure and were less aggressive than the indisciplined ones. (iv) The disciplined students had a higher average educational attainment than the indisciplined ones. (v) The disciplined students mainly belonged to lower and middle socio-economic groups and rural areas while the indisciplined students usually belonged to upper and middle socio-economic groups and urban areas.

***281.** SIDDIQUI, R.R., *Social Dimensions of Student Unrest in India,* Ph.D. Soc., AMU, 1980

The objective of the study was to examine the impact of the political, economic, and socio-cultural factors on the student unrest in Aligarh Muslim University.

Data were collected from 500 students randomly selected from the total population of 10,223 students studying in Aligarh Muslim University. Questionnaires eliciting information on sociological variables and students' restive behaviours were constructed by the investigator. The chi-square test was employed for the analysis of the data.

The main conclusions of the study were: (i) Dissatisfaction with the 1972 Act which distorted the minority status of the university was the main cause of the student unrest. (ii) The economic status of a student's family was not a contributing factor to the student unrest. (iii) Non-fulfilment of student aspirations by his current education led to his restive behaviour. (iv) There was no significant relation between the students' agitational behaviour and the type of family he came from. (v) Students' rural background was an important factor in the student unrest. (vi) Some of the current evaluation practices like total internal assessment led to the restive behaviour of the students. (vii) Student participation in university affairs was an important factor in the student activism.

282. SINGH, J., *Economic Deprivation and Educational Achievement: a Psychological Study,* Ph.D. Psy., Kashi Vidyapith, Varanasi, 1979

The study aimed at finding out the relationship between economic deprivation and educational achievement. The specific areas of the study were listed in the form of three hypotheses. The sample consisted of 400 children studying in Grades I and V in urban and rural primary schools of which 200 belonged to Grade I and 200 to Grade V. These were again grouped into the economically deprived and the affluent groups in each grade. Tools used were a socio-economic status questionnaire prepared by the investigator, SES Questionnaire (Rural, Pareek) and Socio-Economic Status Scale (Urban, Kuppuswami), Porteus Maze Test and achievement tests in Hindi, arithmetic, social science and general science prepared by the investigator. The data were analysed for testing the hypotheses by using t-test, product

moment correlation and multiple regression analysis.

The major findings were: (i) The mean I.Q. of the rural subjects in both the economically deprived and the affluent groups was significantly higher than that of the urban subjects, as measured by Porteus Maze Test. (ii) The affluent group students of both the urban and the rural samples scored significantly higher on intelligence test than the economically deprived groups. (iii) The economically deprived students were significantly inferior in Hindi than the economically affluent subjects. (iv) The rural students were superior in Hindi than the urban ones. (v) The economically deprived students were significantly inferior in mathematics, social studies and general science but the rural students were superior than their urban counterparts. (vi) In total achievement again, the economically deprived students were significantly inferior to the economically affluent students but the rural students were superior to the urban students. (vii) Correlational studies indicated almost negligible relationship between socio-economic status and academic achievement. Though not significant the relationship between socio-economic status and educational achievement was negative in the rural sample but positive in the urban sample. (viii) The effect of intelligence was much more than socio-economic status on the academic achievement in all the samples. (ix) The regression equations developed for the prediction of achievement scores in different subjects as well as the total achievement had multiple coefficients ranging from 0.26 to 0.80, for total achievement in socio-economically deprived rural sample and achievement in social studies and general science among the socio-economically high urban sample.

283. SINGH, J., *Impact of Education on Vertical Social Mobility as Measured by Income, Occupation and Social Status*, Ph.D. Edu., Pan. U., 1978

The major objectives of the study were: (i) to study the impact of education on inter-generational vertical social mobility through income, occupation, and social status, as measures of mobility, (ii) to study the relationship between education, parental aspirations, job satisfaction, and social mobility, and (iii) to make a comparative study of the inter-generational vertical mobility among the people belonging to scheduled castes, backward classes and other castes.

The research population consisted of 450 fathers in the age range 46-65, and 1,300 sons in the age range 26-45 years, selected from 450 families, in the Union Territory of Chandigarh. The tools used were the Socio-Economic Status (SES) Scales (urban and rural) developed by Kulshreshtha, the Occupational Prestige Scale by D'Souza as well as the Job Satisfaction Scale and the Parental Aspiration Scale developed by the investigator. The data were classified and analysed taking the father's educational attainment as constant at six levels, namely, illiterate, elementary, secondary, graduate, postgraduate and research degrees. Descriptive statistics like mean, median, mode, standard deviation, skewness, and kurtosis were worked out. Percentages, critical ratio value, rank order correlations, t-ratios and coefficients of correlation were also used in the statistical analysis of the data.

The major findings of the study were: (i) The educational level of the old and new generations was positively and significantly related to the income, occupational prestige, SES, job satisfaction, and parental aspirations. (ii) The scheduled castes and the backward classes were backward in education as compared to the high castes. Their number was very small at higher educational levels. (iii) Seventy-nine per cent of the population had upward inter-generational social mobility and 10 per cent downward and 11 per cent had no inter-generational social mobility. (iv) The vertical social mobility consistently decreased with the increase in the educational level. (v) Lower strata of society had lower parental aspirations.

284. SINGH, M., *A Sociological Study of Problem Children in Indore City*, Ph.D. Soc., Indore U., 1976

The objectives of the study were: (i) to study the incidence of problem children in the city, (ii) to study the social status of their families, (iii) to correlate the social factor with the problems of the child, and (iv) if possible, to suggest remedial measures for such problems.

The selection of the sample was made from 600 children brought to the clinic attached to the Medical College Hospital, Indore, from 1965 to 1973. Every third child was made the subject of study. Thus, the sample consisted of 200 children. The sample represented various strata of Indore city. For data-collection, a schedule was prepared, which was completed in each individual case after visiting the families. The schedule covered, in detail, the family history, religious

and natal history, occupation of parents, relatives, child, school teacher, friends and whoever cooperated. The intelligence was assessed with the help of an indian version of the Binet-Terman Test. Parents and family members were interviewed. The data were analysed by computing percentages.

The findings were: (i) The incidence of the problems was higher in the single traditional families. (ii) The main problems of the first-born child were stealing, abusing, enuresis, stammering, obstinacy, lack of interest in studies and backwardness in the class. (iii) The education of family members was not the base to the behaviour problems of children. (iv) The common problems of the age-group 3-5 years were habit disorders like enuresis, thumb-sucking, shyness and stammering. There was no antisocial act in the pre-school age and psychosomatic disorders were also not reported. (v) The common problems in the children belonging to the age-group 6-10 years were again of habit disorders, psychosomatic disorders and educational problems. (vi) Commonest problems in the age-group 11-17 were stealing, abusing and enuresis. In this age, some common disorders were related to educational problems. (vii) The parents' mental health, physical health, their attitude, their habits, home atmosphere, etc., were found to be the cause for the behaviour problems. (viii) Habit disorders like enuresis and stammering were more common in the children of banian community and the children of brahmin community too had stammering disorder. Psychosomatic disorders like pain in the abdomen were more common in the children of banian community. (ix) The main problems of students belonging to lower income group were stealing, abusing and beating, stammering, pain in the abdomen and educational problems. In the lower middle income group the common problems were enuresis, stammering, and educational problems. In the higher middle income group the main problems were habit disorders. In the highest income group, antisocial problems were in less frequency than in the lower and middle class. The cases of stealing related to such items as snacks or an eraser or a pencil of a classmate. (x) In the group of antisocial acts, there were no children from the professional group. Habit disorders were common problems in the children of shopkeepers and executives. Next in the order were mill workers' children followed by those of clerks, and businessmen. No habit disorders were seen in the children of doctors and engineers. In the children of peons the main problem was enuresis. Patterns of personality disorders in the children of various professions revealed that the personality disorders were highest in the children of businessmen and teachers. Next were the children of executives and clerks. (xi) The most frequent reason for running away was resentment for the place and persons such as home or school. (xii) Poverty was one of the leading contributory causes with a desire to possess, loose social standards at home, desire for recognition at home or in peer group, sometimes to compensate themselves materially for the absence of parental acceptance and affection was seen in the children of this study. (xiii) The most important reason for the unhappiness of children was emotional maladjustment. Not uncommon were excessive shyness, fearfulness, overdependence on the mother, lack of confidence, poor language development, low intellectual status, etc.

285. SINGH, M., *Social Origins, Educational Attainments and Occupational Mobility among Scheduled Castes in Delhi*, Ph.D. Soc. Sc., JNU, 1980

The study attempted to answer the following questions: (i) To what extent was son's occupational status associated with that of the father? What was the role of age, marital status, educational attainments and caste in inter-generational occupational mobility? (ii) To what extent did the individual in his job/career move from a lower occupational status to a higher occupational status? (a) At what level of the educational system did he begin his career? (b) What was the nature of his job involvement? (c) What type of organization did he get work in? and (d) What was the mode of entry to the job? (iii) To what extent were the occupational and educational attainments of the scheduled castes affected by the number of siblings in the family, by their position among the siblings and by the educational attainments of their father and elder brothers? (iv) What was the correlation of father's occupational staus (social-origins) and son's occupational status? To what extent was the influence of father's occupational status reflected in the association between father's occupational status and son's education? (v) How did scheduled castes evaluate their mobility relative to the others who had achieved upward mobility? Who were the people the scheduled castes were likely to compare themselves to?

Data for the study were based on interviews with 209 persons, with a minimum qualification of high school, who belonged to four scheduled castes of Delhi. The re-

spondents were selected on the basis of purposive sampling. The final sample consisted of seventy-five chamars, sixty-five balmikis, thirty-four khatiks and thirty-five julahas. Data pertaining to variables under the study were collected using interview schedules specially prepared. The data were analysed with the help of path analysis.

The major findings were: (i) The majority (59 per cent) of the respondents had fathers who had no schooling and around 30 per cent were educated below high school. (ii) There was a fairly high degree of occupational mobility. The proportion of the population who belonged to occupational strata higher than that of the father, varied between 25 per cent for those whose fathers were clerks and 88 per cent for those whose fathers were marginal workers. There was growing mobility from skilled/semi-skilled manual jobs to low status clerical services. (iii) Those who moved upwards from manual to white-collar jobs were more likely to be persons with higher educational status and were those who had an elder brother with higher level of education. (iv) For most of the respondents their current jobs were not their first jobs. The respondents who had fathers in skilled and clerical occupations also showed a high degree of status inheritance when they entered the labour market. (v) There were striking differences between the levels of educational attainments upon entry to the first job and those attained after entering the job. (vi) Large families did not adversely influence the educational attainment of the respondents. (vii) Younger sons had higher educational attainments than the eldest son. (viii) Father's occupation had the largest influence on son's level of educational attainment. (ix) There was a high correlation between the educational attainment of the respondents and their current occupational status (path coefficient 0.37). (x) There was a strong relationship between the career expectations and the level of educational attainments. (xi) The respondents from high social origins had high career expectations while a higher proportion of the respondents with low social origins had low career expectations. (xii) Correlation coefficients indicated that, while the type of family and father's occupation were positively related, age was negatively associated with educational attainment. (xiii) The path coefficients showed the effects of predetermined variables on various dependent variables. The influence of social origin could be seen on educational attainment when the type of family and age were taken into account. The influence of father's occupation was quite evident. On the other hand the influence of type of family on educational attainment was insignificant. Age was negatively related to the level of educational attainment of the respondents. (xiv) With the exception of the family variable, all the other variables – father's occupational status, respondent's age and respondent's level of educational attainment—were positively related to son's first occupation.

286. SINGH, R., *Impact of Education on Social Change among Tribals of Ranchi,* Ph.D. Edu., Pat. U., 1982

The pupose of the investigation was to study the social change among tribals at different levels of education, namely, primary, secondary and higher. The study was conducted on the population of Ranchi disctrict in Bihar which was a predominantly tribal area. The sample consisted of 100 subjects of seven educational levels—illiterate, could read and write, education up to middle level, education up to secondary level, education up to intermediate or higher secondary level, graduate and postgraduate. An interview schedule was prepared and used for the collection of data which covered areas such as occupation, housing pattern, family organization, child-rearing practice, family income, food habits, health habits, dress, luxuries, hobbies and recreation, religion, rituals, family planning, future economic planning, adult education, politics, alcoholism, punitiveness, and value patterns. Analysis of variance and t-test were used for data analysis.

The main findings of the study were: (i) Significant differences were found in areas like occupation, housing pattern, child rearing practice, family income, health habits, use of dress, luxury, hobbies and recreation, economic planning, participation in political activities, alcoholism, and use of physical punishment among the various groups, with various levels of education. (ii) Differences were not significant in areas such as family organization, food habits, religiosity, rituals, family planning, attitude towards adult education and value patterns among the various groups. (iii) The educated tribals had changed their way of living, thinking and doing. They had gained consciousness towards modernization and westernization. Thus education had proved to be an instrument of social change among the tribals.

287. SINGH, R.P., *Educational Backwardness of Scheduled Caste Students and a Need-oriented Plan for Their Development,* Dept. of Edu., Pat. U., 1982 (NCERT-financed)

The objectives of the study were: (i) assessment of educational backwardness of the scheduled castes in terms of their enrolment ratio at the various levels of education as compared to the general population, their development rate at various educational levels and their performance at various educational levels as compared to the general educational standard, (ii) identification of their social, economic, educational and political needs, and (iii) preparation of a plan for their educational development so as to satisfy their needs.

Multi-stage stratified sampling was resorted to to select the sample from the primary, middle and secondary levels of education. A 10 per cent random sample was selected wherein the castes existing in each village were represented.

The findings were: (i) At the lower level of education, 41.5 per cent had nuclear families as compared to 10.2 per cent at the higher levels. (ii) Nearly 50 per cent of the rural respondents were casual labourers while 10 per cent were regular labourers. Twenty-three per cent respondents were engaged in service occupations. Only twenty-seven heads of households were engaged in the traditional caste professions. (iii) The average monthly income of the families from the higher level of education was Rs. 552 at current prices which was more than twice the monthly average for those at the lower level. (iv) Four per cent guardians of the higher level students and teachers were illiterate implying speedy educational transmission from generation to generation. (v) More than half of the non-scheduled castes were unwilling to even mix and live together with the scheduled castes. More literate persons than illiterate ones justified the relevance of the caste system.

288. SINGH, R.R., *Adjustment Problems of the Scheduled Caste and the Scheduled Tribe Students in Residential Schools of Rajasthan,* Vidya Bhawan G.S. Teachers' College, Udaipur, 1981 (NCERT-financed)

The investigation aimed at studying the academic achievement of the scheduled caste and the scheduled tribe students in residential schools of high repute and public schools along with their study habits, thinking and observational capacity, interpersonal values, fluency, flexibility, interests, familial attitudes, attitudes towards school, personality traits and adjustment in general, problems encountered in school as well as their socio-economic background.

The scheduled caste and the scheduled tribe students of six residential schools were selected. The study was further restricted to students from Standards V to XI. Data were collected with the help of personal bio-data blank, Interest Record, Study Habit Inventory, Creative Ability Test, Raven's Standard Progressive Matrices, Gordon's Survey of Interpersonal Values, Rotter's Incomplete Sentence Blank, Problems checklist, cumulative records and interview schedules. Heads of institutions, teachers and wardens along with parents and community members were also interviewed.

The findings of the study were: (i) Cumulative record cards of the students over a three-year period indicated an improvement in performance among 26.6 per cent, a consistent trend among 25.6 per cent, decline in 28.9 per cent cases and fluctuations in 5.9 per cent students. (ii) Regarding their socio-economic background, the majority belonged to agricultural class with parents in rural areas, and the family size varying from five to eight members in large number of cases. Approximately 30 per cent parents had a monthly income below the poverty line. Sixty-four per cent of the family were literate. The mother tongue of sixty-five per cent was Hindi. Sixty-four per cent had been in residential schools for over three years. (iii) Responses on the Study Habit Inventory revealed the presence of good study habits. (iv) The Creative Verbal Ability Test revealed complete lack of originality while fluency and flexibility scores were 50.5 and 40.3, respectively. (v) Responses on the seven interest areas indicated a lack of crystallization of interests. (vi) As regards their interpersonal values, a large proportion were conformists while a few possessed leadership qualities. (vii) The sample was of average intellectual ability on Raven's Standard Progressive Matrices and well adjusted on Rotter's Incomplete Sentence Blank. (viii) The majority suffered from fear, anxiety and lack of self-confidence. (ix) They had positive attitudes towards others and school, while towards society, the elite group and the opposite sex they had negative attitudes. (x) Examinations and scholarships also caused worry and anxiety. (xi) The majority had academic problems like poor handwriting, difficulties in English and mathematics, lack of books and food. (xii) They suffered from anxieties, uncertainty about future, unpleasant dreams, inferiority, indecision particularly regarding vocations and higher education, retention of scholarships and the like. (xiii) By and large, they were free from health problems. (xiv) Some listed partiality and biased attitude of teachers along with lack of recreational facilities as problems. (xv) Interviews with heads, teachers and wardens indicated that the students were of average ability, having learning difficulties in English,

mathematics and physical sciences while they performed well in games and sports. (xvi) The teachers also felt that they suffered from an inferiority complex, and suggested special scholarships to be given on merit-cum-economic basis.

289. SINGH, S. G., *Impact of Modern Education in Manipur (a Case Study of Two Meitei Villages)*, Ph.D. Edu., Gau. U., 1978

The main aim of the study was to examine the role of education in the modernization processes which were taking place in the rural areas of Manipur, particularly in the two Meitei villages.

An attempt was made to make the study a micro-sociological one. Keeping in mind the criterion of having varying educational facilities, two villages, viz., Toubul and Ngakchroupokpi, were selected. Based upon the census findings, 215 male educated as well as uneducated adults were finally selected from these two villages by adopting the stratified random sampling technique. Stratification was done on the basis of education variable. The sample consisting of 160 adults from Toubul and fifty-five cases from Ngakchroupokpi village, was then interviewed with the help of an interview schedule. The participant observation method was also employed to collect data.

The study revealed: (i) In many social variables the educated persons possessed more modern attitudes than the less educated and illiterate persons. (ii) The actual behaviour of the persons was not consistent with the ideal and anticipated forms of some variables. (iii) A large number of educated persons were in favour of giving freedom to the individuals in the selection of their life partners. Educated boys and girls got married at a later age as compared with the illiterate and less educated groups. (iv) Education influenced and changed a number of traditional practices. (v) There was a positive change in the structure of expectation with reference to the ethnic endogamy among the educated people, occupational and social mobility, social structure, traditional community life, social order, attitude, behaviour, family, village community, religion and values, etc. (vi) There was a great and significantly positive impact of education on various aspects of the life of the village people. (vii) Education was looked upon by both the educated and the illiterate persons as the path to all-round progress, self-improvement and autonomy.

***290.** SINGH, S. N., *A Study of the Problems and Needs of Secondary Students Living in the Slums of Varanasi*, Fac. of Edu., BHU, 1979 (NCERT-financed)

The objectives of the investigation were: (i) to study the residential, physical, economic, dietary, environmental, academic, recreational, social and psychological problems of the school-going students living in the slums of Varanasi, and (ii) to study the residential, physical, economic, dietary, environmental, academic, recreational and social needs of these students.

It was a survey-type study conducted on 2,000 school-going children living in slums and studying in Grades IX to XII. The sample was drawn on the basis of the stratified sampling technique. It consisted of 910 girls and 1,090 boys belonging to urban as well as rural family backgrounds. Nearly one-half of the sample came from service class families and other half from the families of independent business and agrarian backgrounds. A questionnaire prepared by the investigator was used for studying the problems and the needs of the students. The items of the questionnaire were in the form of statements similar to those of Mooney Problem Checklist. Interviews were also conducted with 200 selected students for verifying the data obtained by the questionnaire and to have first-hand knowledge of the problems and the needs faced by the students coming from rural and urban slums. Only percentages were calculated for analysing the data.

The major findings were: (i) More than 80 per cent students living in slums were facing lack of proper place for study. (ii) More than 80 per cent slum-dwelling students faced problems due to lack of electricity, drinking water and other physical facilities like proper bathroom and lavatories. (iii) More than 94 per cent of these students expressed that due to lack of money they could not achieve as much as they ought to. They also expressed that their economic problems hampered their academic development. About 57 per cent to 71 per cent slum-dwelling students did not have the facility of getting two meals a day; a sizable number (16 per cent) of students got only one meal a day. (iv) More than 80 per cent of such students faced the problem of unhygienic environment surrounded by the night soil and infested with mosquitoes. (v) Nearly 82 per cent students did not have access to any library. They were deprived of the facility to read books, magazines, newspapers

and journals. (vi) As many as 83 per cent students did not have any facility for games and sports. As many as 44 per cent students had expressed their interest and taste for music but had no facility for it. (vii) More than 83 per cent students expressed that the people in India always discriminated between the high and the low. As many as 73 per cent students complained that they did not get any encouragement from their neighbours for any good work. (viii) About 73 per cent students were psychologically so disturbed that they believed that social evils could be eradicated only by bloodshed. About 69 per cent students suffered from anxiety about their dark future. (ix) On the basis of qualitative analysis of the data it was concluded that the slum-dwelling students thought that students should be considered national responsibility and provided with free hostel accommodation, monetary help, help in terms of educational materials and help with respect to games and sports materials.

291. SINGH, S. N., *Needs and Problems of University Students Living in Digs*, Fac. of Edu., BHU, 1978 (BHU-financed)

The objectives of the investigation were: (i) to explore the family background, residential conditions and financial, academic, social and general problem of university students living in *digs*, and (ii) to find out the needs and professional aspirations of these students.

The study was undertaken with a normative survey design. The sample consisted of 1,000 students studying in different departments (viz., arts, social sciences, science, commerce, law, education, oriental learning, fine arts and agriculture) of Banaras Hindu University and residing in unapproved lodges built by profiteers in slum areas. The sample did not include students from the faculties of medicine and technology as none of them were living in *digs*. The religious break-up of the sample was 950 Hindus of different castes and 50 Muslims. Data were collected with the help of a questionnaire consisting of eighty items and through interviews. Only percentages were calculated for presenting the results.

The major findings were: (i) Students living in *digs* belonged to low and lower middle class families. Nearly 55 per cent of them were upper caste Hindus and the parents of 70 per cent students were either illiterate or had education only up to the primary stage. All of them came from poor families which had to support, on an average, ten members within an income of Rs. 3000 per annum. (ii) The living conditions and physical facilities available to these students were far from satisfactory. More than 60 per cent students in the *digs* had no electricity facility and used kerosene oil lamps. Nearly 70 per cent of such students did not have bathroom and latrine facilities. They either cooked their meals or took them in a shabby common mess. (iii) More than 70 per cent of the students belonged to lower socio-economic strata and managed their expenses within Rs. 100 per month. These students spent less on books, stationery and food than on clothes and cosmetics. (iv) Only 5 per cent students had all the textbooks. Their average annual expenditure on books and stationery was Rs. 120. The study centres established by Banaras Hindu University for city students were used only by 40 per cent of such students because of their distances from the *digs*. The greatest disturbance to the academic pursuit of these students was their neighbourhood as it was inhabited or visited by criminals, drunkards, and quarrelling and shouting people. (v) The social life in the *digs* was far from satisfactory. More than 10 per cent students had formed undesirable habits through contact with their neighbours, 4 per cent of them suffered from venereal diseases, 5 per cent had learnt gambling, stealing, and taking narcotics and liquor. They believed in religion, God, fate, etc. The percentage of atheists and agnostics was less than 5. They wanted educated wives but preferred the purdah system. (vi) These students were depressed by their poverty and their level of aspiration was very low. They were convinced that they had no future. Only 7 per cent wanted to go back to agriculture, 3 per cent aspired for higher jobs, the rest of them felt that if they got some clerical jobs it would be a boon for them. Only 20 per cent wanted to pursue higher studies, the rest of them were willing to leave them as soon as they got jobs. They preferred white-collar jobs with less salary to jobs which required manual labour but were more paying. About 90 per cent of them did not expect a first class in examinations, they just wanted to pass. Nearly 60 per cent feared that things were going to get worse for them with the passage of time.

292. SINGH, T., *Achievement to Tribal Students in Relation to Their Intelligence, Motivation and Personality*, Dep. of Edu., BHU, 1981 (NCERT-financed)

The objectives of the study were: (i) to analyse the academic achievement of the tribal students in relation to their intelligence, level of motivation and personality pattern, (ii) to improve their academic achievement, and (iii) to examine the psychological problems faced by the tribal students.

A sample of 500 tribal boys was selected from Class IX and 400 tribal boys of Class X from the schools of Mirzapur district in U.P. Kapoor and Singh's Hindi adaptation of Cattell's Motivation Analysis Test measuring ten dynamic structure covering adult motivation was used to measure interest, drives and strengths of their sentiment and value system. Cattell's Culture Fair Intelligence Test was also used.

The main findings of the study were: (i) Among the tribal students, the low achievers were more warm-hearted, easy-going and participating than the high achievers. (ii) The high achievers tended to be more sober, prudent and serious as well as more practical, careful, conventional and regulated by external realities while the low achievers were more calculating, polished, wordly and shrewd but there were no differences as regards intelligence and the ego strength. (iii) The tribal pupils, in comparison to the general population, tended to be sober, prudent, serious and dependable. The educated tribals tended to become more phlegmatic and composed and they appeared to be more shrewd, wordly and socially aware. (iv) The high achieving tribal students, in comparison with the general population, tended to be less intelligent and emotionally less stable but more jealous, suspicious, withdrawn, brooding and hard. (v) The motivation and the achievement of the tribal students of Class IX and X were positively related.

293. SINHA, S., *Valuational Generation Gap in the View of Students and Their Parents on Student Unrest,* Ph.D. Psy., Agra U., 1981

The main objectives of the study were: (i) to understand the dynamics of the student unrest from the point of view of students themselves, (ii) to understand the dynamics of the student unrest from the point of view of the parents of the same students and to tap their optimism and pessimism through imagination about the best and the worst educational, economic, political, religio-social and familial set-ups and their hopes and fears about them, (iii) to compare the two frames of references held by the students and the parents in order to study the points of difference and to measure the width of gap between the two generations, (iv) to measure the value-orientation and value patterns of the students and their parents, (v) to compare the hierarchy of values held by the two generations and to study the gap between the two, and (vi) to study the impact of the gap in values of the two generations with special reference to the prevailing student unrest.

The investigation was on a sample of 300 students from the colleges in Agra, studying in five faculties (arts, science, law, commerce and agriculture). The parents of the same students were also contacted for obtaining their views on the student unrest and their values; thus, there were 600 informants. The Personal Value Questionnaire (PVQ) was used to measure value-orientation and patterns of values for the students and their parents. To measure the aspects of the students unrest and other related educational problems, the researcher prepared a tool based on the Self-Anchoring Scale (Cantril) and the method of multi-dimensional ratings, extended by Rossi and Inkeles, known as QEU. Both the PVQ and QEU scores pointed out the generation gap in the respective areas. For statistical analysis t-test, chi-square test, correlations and Kendall's coefficient of concordance were used in the study.

The findings of the study were: (i) The generation gap was apparent in value patterns. Value-orientation gap was not statistically significant. (ii) There was growing dissatisfaction among students and their parents about the existing system of education in the country with reference to syllabi, teaching methods, the evaluation method, the examination system, the aims of education, the teacher-taught relationship and the standard of educational performances. It was observed that the situation was declining day after day and was becoming more and more serious. (iii) Students were treated apathetically by teachers, district authorities and social and political leaders. The unrest among students seemed to be the natural outcome of the impoverished conditions, apathetic treatment, denial of facilities and, above all, lack of attention towards planning a better future for them. The behaviour of elders was also not exemplary and worth imitating. (iv) The picture of an ideal education (from the students' point of view) necessitated the need for developing a better and civilized person, the need for earning a livelihood, the need for the strengthening of character, the need for acquiring greater knowledge

and the need for promoting world brotherhood and patriotic feeling. From the parents' point of view, the picture was similar but with a slightly altered order. (v) The students and their parents believed in democratic methods of introducing change. The role of parents, teachers, the principal of the college was helpful to the students whereas the role of educational authorities (Registrar and the Vice-Chancellor) and the district authorities was neutral and just. But the role of the police administration and of political leaders was not helpful to the educational set-up, resulting in more disturbances.

294. SIQUEIRA, J., *Political Socialization of Undergraduates in Goa,* Ph.D. Pol. Sc., Poona U., 1980

The objectives of the study were to enquire into (i) the lives of college students in Goa, (ii) the socio-political attitudes of the college students in Goa, and (iii) significant agents in the political socialization process in Goa.

The methodology used was normative survey. There were eight colleges conducting instruction in the faculties of arts, commerce and science from which the sample was selected for the study. Of the total 1,466 students in the final year of their degree programme in the year 1977-78, about 25 per cent cases were studied. Data were available from 360 cases. A self-administered and structured questionnaire was the main tool for gathering data. Supplementary information was obtained by asking the respondents to elaborate on items which in their opinion needed more detailed comments. Further clarifications and insights were gained through in-depth interviews of sixty cases. The hypotheses tested were: (i) Sex was an important factor in the political socialization process among the Goan students in spite of the Portuguese rule and consequent exposure to the West. (ii) Religion affected the political socialization process of the students in a significant way. (iii) The economic background against which a student grew up was significant in the political socialization process of the Goan students. (iv) The faculty to which the student belonged affected the political behaviour and attitudes of the students. (v) Language shaped the cultural patterns of the students and therefore their political attitudes and behaviour.

The main findings of the study were: (i) Sex, religion, economic status, faculty and language affected the students only in the extent of their political involvement. (ii) All categories of students sampled were politically involved; however, the extent of political involvement of certain categories of students was higher than that of the other. (iii) Boys were more politically involved than girls. (iv) Hindu students and students from non-Catholic educational institutions were more politically involved than Catholic students and those from Catholic educational institutions. Catholic students in non-Catholic educational institutions were more politically involved than Catholic students in Catholic educational institutions. (v) Poor students were more politically involved than rich and middle-class students. (vi) Commerce students were more politically involved than arts students. (vii) Marathi-speaking students were more politically involved than those speaking other languages. (viii) The Goan students held positive attitudes in matters related to the sense of citizenship duty, political trust, democratism as against authoritarianism and a belief in civil liberties.

295. SOLANKI, S., *A Study of the Problems of Tribal Students Going for Higher Education,* Tribal Research and Training Centre, Gujarat Vidyapith, Ahmedabad, 1976

The main objectives of the study were : (i) to find out the particular tribes from which students came for higher education and also the particular branches they joined, (ii) to find out the socio-economic and educational background of the parents of the tribal students who came for higher education, (iii) to find out the various difficulties faced by them during their primary and secondary schooling, (iv) to find out the difficulties faced by the students in getting scholarship, and (v) to assess their attitude towards the hostel life, studies and social adjustment.

A detailed questionnaire was prepared covering various aspects of the life of the tribal students. The questionnaire was sent to 536 tribal students who had been awarded scholarship during the year 1964-65. Of these, 321 students responded to the questionnaire forming the basis of the present study. Apart from this, information was also collected from the Backward Class Welfare Department.

The major findings of the study were : (i) Out of the twenty-eight tribes in Gujarat State, children from only fifteen tribes had gone for higher education. Eighty per cent of these came from dhodiya, bhil and chandari tribes. (ii) Most of the students joined arts, while very few joined medical, engineering and agriculture. (iii) Forty-five per cent of the students came from families with educated parents. The majority of them hailed from

joint families. (iv) For more than half of the drop-outs at the college level, the annual income of their parents was less than Rs. 1200. (v) One-fourth of the students were in such a condition that they had to either earn while learning, or get a scholarship, or borrow money from their relatives and friends in order to complete their education. (vi) Many of them faced financial problems during their primary and secondary education for procuring clothes, food, books, etc. (vii) More than two-thirds of the students faced difficulties in getting admission to college or hostel, paying the first term fees, paying the mess charges, etc. (viii) A large number of students complained of not getting the scholarship on time. A considerable number of them received the scholarship late in the year. (ix) Most of the students complained that the scholarship amount they received was not adequate. (x) Even when the Backward Class Department released the scholarship, the concerned college considerably delayed the payment to the students. (xi) All the students agreed that they could not have gone for higher education if special facilities were not provided to them by the government and suggested that the practice should continue. (xii) Most of them expressed their liking for hostel life. They said that they did not mind staying with SC students in SC hostels. (xiii) They had friends from non-tribal as well as SC groups and did not find any problem of social adjustment.

296. SOLANKI, S., *Tribals in Primary and Secondary School Textbooks*, Tribal Research and Training Centre, Gujarat Vidyapith, Ahmedabad, 1977

The main objectives of the study were : (i) to find out the extent to which the tribal life style and culture were reflected in primary and secondary school textbooks of Gujarat, (ii) to examine whether the special needs of the tribals were kept in view while preparing the textbooks, (iii) to ascertain whether the textbooks included appropriate material to arouse the interest of the tribals, (iv) to find out whether the attitude reflected in the textbooks towards the tribal culture was positive or not, (v) to find out the extent to which the textbooks represented the available information and material about the literature, culture and problems of the tribals, and (vi) to examine whether the tribal folk literature was included in the additional reading material provided.

A detailed content analysis was carried out with respect to all the textbooks prescribed at the primary and the secondary levels under the new SSC scheme. The textbooks analysed included those for Gujarati, Hindi, English, Sanskrit, social studies, science, mathematics and other activities.

The important findings of the study were : (i) The textbooks for mathematics, science, crafts and other activities did not contain anything directly related to the tribals. (ii) In comparison to all other subjects more material related to the tribals could be found in geography textbooks. (iii) In comparison to the earlier textbooks the current textbooks presented a vivid and proper description of the tribal culture, customs and life. (iv) Some of the lessons emphasized the need to appreciate the human qualities and special characteristics of the tribal life and culture. (v) Some of the authors highlighted, in their own way, certain positive aspects of the traditional culture of the tribals whereas certain other aspects of their life remained totally untouched. (vi) Several lessons had been written based on insufficient knowledge and incomplete information about the tribals. (vii) The contents of some of the textbooks created a wrong impression that even among the tribals only the educated were to be considered civilized. (viii) In certain lessons, in spite of sufficient scope, no reference could be found to the tribal life. (ix) The textbooks did not properly reflect the special needs of the tribal children. Also, no effort was made to incorporate material appropriate to the tribal children.

297. SOLANKI, S. and SHAH, K., *An Evaluation of Post-matric Scholarship Scheme*, Tribal Research and Training Centre, Gujarat Vidyapith, Ahmedabad, 1977

The general purpose of the study was to examine the operation of the scheme of providing scholarships to the backward class students for pursuing studies beyond SSC. The specific objectives were: (i) to examine the advantages accruing to the backward classes in Gujarat from the scheme, (ii) to evaluate the revised regulations related to the scheme, and (iii) to obtain suggestions from students, social workers and colleges to make the scheme more effective.

A list of all students receiving the scholarship for the year 1975-76 was prepared. This was done on the basis of the applications received by the Social Welfare Department. The total number was 6,353. Of these, a random sample of 901 students was selected. A detailed questionnaire was sent to these students. However, only 391 students returned the questionnaire. Thus, the analysis was based on these 391 students. This consisted of 197 new students who were receiving the scholarship

for the first time and 194 old students who had been receiving it in the previous year(s) also.

The important findings of the study were : (i) Most of the new students (75.13 per cent) came to know about the scholarship only after joining the college. (ii) The major source of information about the scholarship was the college office (60 per cent), other students of the college accounted for 9.14 per cent, while the Social Welfare Department accounted for 2.55 per cent. (iii) Eighty-two per cent of the new students and 66 per cent of the old ones did not receive the scholarship amount on time. Many of them received it as late as April. (iv) The monthly scholarship of Rs. 135 was totally inadequate to meet the expenses towards clothes, books and other materials. (v) Students spent on an average Rs. 200 — Rs. 300 in a year on books. (vi) According to 34.76 per cent students there was no need to revise the scheme of scholarship; 37.62 per cent gave a variety of suggestions to revise the scheme while the remaining did not respond. (vii) Further, 86.19 per cent students suggested that the scholarship amount should be increased, the increased amount, as per the suggestions, ranged from Rs. 250 to Rs. 1000 per month. (viii) It was observed that, invariably, after receiving the order, the concerned colleges delayed the preparation of the bill. In some cases the delay was to the tune of three to five months. (ix) The delay in the payment of the scholarship amount caused considerable financial strain and mental tension among the students seriously affecting their academic work.

298. SOLOMAN, S., *A Study of Educated Ladies in Greater Bombay in Respect of Utilisation of Their Talents in Various Walks of Life on Honorary Basis,* Ph.D. Edu., Bom. U., 1978

The main objective of the study was to find out whether educated women, who were not gainfully employed used their talent, education and knowledge to contribute to society and national welfare on an honorary basis.

The methodology used for the study was both historical and survey method. The tools employed for data-collection were a questionnaire, an interview schedule observation and correspondence. Data were also collected through library reading. The study was limited to the area of Greater Bombay.

The main findings of the study were : (i) Unmarried educated women seeking jobs were a majority as compared to educated married women seeking jobs. (ii) Most of the educated unemployed women in Greater Bombay came from the upper-income group. (iii) The majority of the educated unemployed women were graduates from the arts faculty. (iv) The majority of the women educated but not employed used their education in bringing up their children and managing their household. (v) Most of the educated unemployed women felt that the education of unemployed women who were devoted to their children and the upkeep of the household, was not wasted.

***299.** SONI, B.D., *Educational Problems of Scheduled Caste College Students in U.P. (West),* Dept. of Soc., Agra U., 1975 (ICSSR-financed)

The report was part of a national study of the educational problems of the scheduled caste and the scheduled tribe students.

College students enrolled in B.A., B.Sc. and B.Com. courses were selected and also school students from classes IX and X comprising 95.1 per cent males and 4.81 per cent females. Districts with less than thirty-six scheduled caste students in the degree classes were excluded from the sampling frame; thus, only seventeen districts ramained. Data were collected with the help of questionnaires. Chi-square test was used to analyse the data.

This findings revealed: (i) Among the seven major scheduled castes in West U.P. chamars and jatavs were somewhat overrepresented in college education while balmikis and dhobis were significantly underrepresented possibly because of their occupational structure wherein the children in the latter group were an earning asset. (ii) Approximately half the respondents were from educationally backward families while as many as 90 to 95 per cent families were of low economic status; the majority were first-generation aspirants for higher education. (iii) As many as 11.85 per cent of the respondents were engaged in some sort of employment; for 4.48 per cent employment was a primary activity and they pursued studies either to improve their career or to avail themselves of scholarships; 7.37 per cent had education as a primary objective and only occasionally resorted to earning to finance their education; though 86.9 per cent financed education through scholarships and parental support, only a negligible proportion relied exclusively on scholarships. (iv) The majority of the scheduled caste students were attracted by established institutions of large-size student populations. (v) There was heavy representation in the arts courses but in the science and the commerce courses they lagged behind;

they appeared to be serious in their studies as 63.46 per cent devoted four hours or more per day to studies but quite a few did not have place to study or anywhere to go and study; though thirty-eight respondents claimed that they had difficulty in following lectures, fourty-two provided reasons, nineteen faced language difficulty while those with better comprehension benefited by greater exposure to the mass media. (vi) The majority of the respondents (64.16 per cent) participated in extracurricular activities; those from districts participated more than those from corporation districts; those who participated were exposed to considerable amount of politicization. (vii) Their educational aspirations were fairly high, 58.03 per cent intended to earn to a postgraduate degree and 19.86 per cent intended to pursue professional courses; those aspiring for professional courses were mainly from illiterate/semi-literate families. (viii) As many as 45.21 per cent read two or three newspapers; regional ones were the most popular while 7.58 per cent read English newspapers; 23.1 per cent were actively politicized of whom 41.25 per cent had the national leaders as their ideal and for 25.9 per cent the caste leaders were the ideal persons. (ix) The status of scheduled castes was considered to have improved by 79.8 per cent but it was still held to be inferior; 15.06 per cent were not aware of the government's reservation policy, the awareness was slightly more in the corporation districts; they found the facilities and reservations helpful but not adequate. The government's programmes were considered beneficial but not properly administered. (x) The educational and vocational aspirations of hostelers were higher and they were more definite in the choice of occupations; they were better exposed to the mass media and better politicized but they devoted less attention to active political work. (xi) Of the fifteen females in the sample, eight had decided their careers themselves; as many as eight of them felt that the fact that they were scheduled castes did not affect their classmates' behaviour. (xii) Of the nineteen principals and fifty-eight teachers interviewed, most teachers thought the scheduled caste students were of lower intelligence while 25.8 per cent of them considered the reservations useless and unfair.

300. SREENIVASAN, S., *Foreign Influence on Higher Education in India,* Ph.D. Soc., Bom. U., 1978

The main objectives of the study were: (i) to examine foreign influence, through aid, on higher education in India, (ii) to delineate the qualitative difference of western influence over time, and (iii) to historically relate the educational aid to the total aid programme.

The analysis of foreign influence through aid was confined to one branch of education, namely, technical education, and to one period, the post-Independence period. The study singled out one group of recipient institutions, namely, Indian Institutes of Technology, for intensive study. The methodology of the study was historical. The aim and objectives of foreign aid as a whole were analysed within the framework of foreign policy of the donor countries, especially the U.S.A. Statistical data on the distribution of educational aid were tabulated for easy reference.

The main findings of the study were: (i) Foreign influence on Indian education was not an exclusively modern phenomenon. (ii) The reasons for the offer of assistance were found embedded in the strategy of the developed countries to forge upon the underdeveloped countries a network of relations designed to perpetuate their economic order and political power. (iii) The declared objectives of the aid did not favour total development. (iv) Allocation-wise, educational aid hardly comprised 10 per cent of the total aid-flow to India. (v) There was a lopsided concentration of aid in the higher sector, and the near-total negligence of the primary and secondary sectors. (vi) Within the higher sector, the distribution of the aid was skewed, with institutions which has been the recipients of bulky UGC aid also being recipients of foreign aid. (vii) Foreign aid appeared to promote the elitist nature of the existing educational system. (viii) Foreign aid did not give importance to the development of agricultural education which got only 3 per cent of the total educational aid in the higher sector. (ix) The bulk of the aid, 34 per cent, was diverted to the field of technological education,with Education being the next biggest recipient. (x) Scholarships, fellowships and travel grants as forms of aid actively facilitated the process of brain-drain. (xi) Foreign aid promoted a unilateral direction in the trend of higher technical education, pointing towards the developed countries, thereby rendering it academically irrelevant to the developmental needs of the country. (xii) The socialist donor, the U.S.S.R., had also not fostered a qualitatively better education. (xiii) None of the donors had been instrumental in developing a type of technological education that would be best suited to India and its development.

301. SRIVASTAVA, P.C., *The Process of Modernization among Educated Rural Youth,* Ph.D. Soc., Gor. U., 1982

The study aimed at examining the process of modernization among educated rural youth of India. The specific aims of the study were: (i) to examine the nature and extent of modernity in the rural youth, (ii) to conceptualize modernity in terms of some mental dispositions, and (iii) to identify the distinguishing features of the concept of individual modernity and its ideal typical character.

Two hypotheses were formed regarding the attitudinal modernity of the rural youth as the dependent variable and the behavioural modernity of the rural youth as the dependent variable. The sample was taken in two stages. Three villages with a population of 3,321 persons in 523 families were considered for study. A detailed draft interview schedule was prepared to obtain pertinent information on the family and personal characteristics from a respondent youth. The schedule contained thirty-six items on attitudes and value orientations covering the four dimensions.

The findings of the study were: (i) The group of educated respondents was found a little more modern than its illiterate counterparts and a little less modern than that of those continuing at the early middle level of education (high school). (ii) There was a sharp increment in the proportion of modern youth when they moved from high school to the intermediate standard. (iii) There was a consistent pattern of positive association between the test variable (formal education) and individual modernity.

302. SRIVASTAVA, R., *Problems of Early Schooling of Tribal Children,* D. Phil. Edu., All. U., 1981

The main aims of the investigation were: (i) to study the rigidity and superstitions of the tribal parents affecting their children's education, (ii) to study the economic condition of the tribal families, (iii) to study the facilities provided to the schools in the tribal areas, (iv) to study the impact of industrialization on the tribal families and their attitude towards their children's education, (v) to study the tribal parents' attitude towards the present system of education, (vi) to study the adjustment problems of the tribal children in schools, (vii) to study the tribal's attitude towards their girls' education, and (viii) to study the circumstantial and incidental problems affecting the education of the tribal children.

A survey was made with the help of inventory and interview schedules. Successive random sampling was adopted for the survey in Mirzapur district of Uttar Pradesh. Data were collected from 100 teachers teaching in the tribal areas and 100 tribal parents. Ten case studies, two from each sample tribe, namely, kol, bhil, baiga, kharwar and gond, were conducted to corroborate the data. Statistical techniques used were chi-square test and t-test.

The findings of the study were: (i) Ninety-seven per cent teachers and 95 per cent tribal parents were of the opinion that superstitions and rigidity hindered the schooling of the tribal children. (ii) The problem of economic hardship of the tribal parents and its adverse effects was supported by 98 per cent teachers and 90 per cent parents. (iii) Ninety-seven per cent teachers and 96 per cent tribal parents perceived the problem of girls education in the tribal areas. (iv) The medium of instruction was not a barrier in the early schooling of the tribal children for it was supported by only 37 per cent teachers (mostly outsiders) and 10 per cent tribal parents. (v) Unproductive and traditional type of educational system for the tribals was the cause of the indifferent attitude of the tribal parents towards the education of their children, supported by 87 per cent teachers and 95 per cent tribal parents. (vi) Voluntary and other agencies were more effective than governmental ones in solving the multifarious problems of early schooling in the tribal areas. (vii) Lack of necessary facilities and equipment for teaching was the cause of lack of motivation for education among the tribals. (viii) The worst conditions of the schools in the tribal areas had been pointed out by 80 per cent teachers and 50 per cent tribal parents. (ix) Industrialization in the tribal areas of Mirzapur had affected the family life of the tribals of this place, which was one of the main hindrances in the early schooling of the tribal children.

***303.** SRIVASTAVA, S.S., *Problems, Aspirations, Values and Personality Pattern of Tribal Students of Mirzapur,* Fac. of Edu., BHU., 1982 (NCERT-financed)

The main objectives of the study were : (i) to find out the problems, value patterns and personality patterns of the tribal students studying in the high schools, the higher secondary schools and the intermediate colleges of Mirzapur district, (ii) to compare the problems, values and personality patterns of the tribal, the backward and the upper caste students of these schools, (iii) to compare the personality profiles of the three groups of subjects with the personality profiles of the general students of comparable groups, and (iv) to find out the occupational aspirations of the three groups of subjects and compare them.

The study was conducted with a normative survey design. The sample consisted of 306 students selected from Duddhi and Robertsgang sub-divisions of Mirzapur district. All the available 56 tribal students of Classes IX and XI were included in the sample. A proportionate number of students were randomly selected from the same institution and class from the backward and upper caste students, comprising 80 and 170 subjects respectively. The tools used were Mooney Problem Checklist, Vocational Aspiration Questionnaire, Sherry and Verma's Personal Value Questionnaire and Hindi Version of Cattell's Jr.-Sr. High School Personality Questionnaire (HSPQ). For analysing the data means, percentages and t-test were used.

The main findings of the study were: (i) Very few students of the tribal population (8.0 per cent) were in high schools and intermediate colleges. (ii) The most pressing problem areas for the tribal students were psychological-personal relations (PPR), health and physical development (HPD) and courtship, sex and marriage (CSM); the least pressing problem areas were curriculum and teaching procedure (CTP), adjustment to school work (ASW) and moral and religion (MR). (iii) Among the backward caste students the most acute problem areas were courtship, sex and marriage (CSM), health and physical development (HPD) and social and recreational activities (SRA); the least worrying problem areas for this group were home and family (HF), curriculum and teaching procedure (CTP) and adjustment to school work (ASW). (iv) In the upper caste student sample, health and physical development (HPD), finances, living conditions and employment (FLE) and social and recreational activities (SRA) problem areas topped the list, whereas curriculum and teaching procedure (CTP), future vocation and education (FVE) and personal psychological relations (PPR) were the least worrying problem areas. (v) There was no significant difference in the problems faced by the scheduled tribe students and the upper caste students. (vi) The backward caste students had significantly less problems in the area of finance, living conditions and employment. Similarly, they were significantly less worried about the problem area of home and family (HF) than the upper caste students. (vii) Irrespective of caste and creed, the students of Mirzapur in general showed a very narrow range of awareness of the world of work. They could name only fourteen occupations for which they aspired. (viii) The most aspired for occupations for the tribal students were service (27.3 per cent), teaching (17.5 per cent), engineering (14.8 per cent) or medicine (10.81 per cent). The least aspired for jobs were those of the overseer, magistrate, minister and contractor. (ix) The percentage of the tribal students who were uncertain about their occupational aspiration was 13.51 and they did not mention any occupation in the questionnaire. (x) There was no significant difference in the occupational aspiration of the scheduled tribe, the backward class and the upper caste students. (xi) There was no significant difference between the scheduled tribe students and the upper caste students in their value orientation. (xii) The backward caste students were significantly lower in social values than the upper caste and the scheduled tribe students. (xiii) The backward caste students were significantly higher on knowledge values than the upper caste students but there was no significant difference between them and the tribal students on the value. (xiv) The backward caste students were significantly higher on the hedonistic value than the upper caste and the tribal students. (xv) The backward caste students were significantly higher on power value than the upper caste and the tribal students. (xvi) In the hierarchy of values among the tribal students, democratic, social and health values topped the list whereas aesthetic power and hedonistic values were at the bottom. (xvii) Among the backward caste students hedonistic, democratic and health values were at the top of the hierarchy ladder and aesthetic, economic and religious values were at the bottom. (xviii) Democratic, health and social values were at the top of the hierarchy among the upper caste students whereas hedonistic, power and aesthetic values were at the bottom. (xix) Irrespective of caste and creed, democratic and health values were the two top-ranking values.

304. SUDHA, B.G. and THIRTHA, L.V., *Problems of Adolescent Girls in Relation to Their Community and Religion,* Dept. of Edu., Ban. U., 1977

The study was undertaken with a view to examining which factors among, age, socio-economic status, parental career and marriage expectations and personality traits of ascendancy, responsibility, emotional stability, sociability, rigour, original thinking, cautiousness and personal relations would account for the intensity of the problems of adolescent girls and to determine their relative importance.

Four instruments were developed and used for the purpose of collecting data. They were Adolescent Girls Problem Inventory, Socio-Economic Status Scale, Parental Expectation Scale and Personality Scale. The sample comprised 1,400 girls in the age-group 10-16 years drawn from urban and rural communities and be-

longing to Hindu, Muslim and Christian religions. Multivariate regression analysis was used for the analysis of the data.

The major findings were: (i) The relationship between the intensity of problems and socio-economic status, ascendancy, emotional stability, sociability, rigour, original thinking, cautiousness and personal variables was negative. (ii) The age was positively related to the problems of the rural girls, the Muslim girls and the Christian girls. (iii) The career expectation of parents was positively related to the problems of all categories of girls except the Muslim girls. The parental marriage expectation was also positively related to the problems of the rural girls and the Hindu girls. (iv) Among the personality traits, only the trait of responsibility was found to be positively associated with the problems of the rural girls. In all other cases, the relationship was negative. (v) Regression equations indicated that for the urban girls, the socio-economic status, personality traits of ascendancy, emotional stability and rigour were important. For the rural girls, the socio-economic status, emotional status and stability were important. For the Hindu girls, the socio-economic status, ascendancy, emotional stability, sociability, rigour and personal relations were important. The socio-economic status and emotional stability counted in the case of the Muslim girls. In the case of the Christian girls, the socio-economic status, emotional stability and rigour were the important factors.

305. SUDHIRKUMAR, M.A., *Impact of Education on Social Attitudes of People in Some Backward Villages of Malabar,* Ph.D. Edu., Calicut U., 1980

The chief purposes of the study were: (i) to find out the extent to which the attitude of the village people had been transformed from the traditional to the modern under the impact of education, (ii) to study the influence of education on the social attitudes pertaining to five major areas under study, viz., religion, marriage, family, status of women in society, and education, (iii) to compare the opinions of the rural people with various levels of education on eight important social issues, namely, coeducation, employment of women, interaction of opposite sexes, family planning, joint family, dowry system, selection of mate and inter-caste/inter-religious marriage, and (iv) to find out the influence of the select personal and socio-cultural variables on the modernity attitude of the rural people.

The study was conducted on a random sample of 1,032 respondents from ten backward villages representing Malabar in Kerala. The social attitudes of the respondents were obtained through five point Likert type forcing scale entitled the Modernity Attitude Scale (MAS) with five subscales, religion, marriage, family, status of women in society, and education, specially developed and standardized for the study. Information regarding the respondents' level of education, and personal and socio-cultural variables was collected through the Household Data Sheet devised for the purpose. The required data were gathered through field surveys, the investigator visiting the households and eliciting the data through face-to-face informal interviews.

The major findings were: (i) The respondents' level of education was positively and significantly related with the scores on the MAS and the five subscales. Paired comparisons of the mean attitude scores of the respondents belonging to different educational levels—the illiterate, the primary school educated, the middle school educated, the high school educated and the college educated – substantiated that the mean score increased with every increase in the level of education of the group. The college educated possessed the highest mean attitude score and showed significant positive mean difference from all the other groups. The results were the same with respect to the modernity attitude and the select social attitudes. (ii) Significant opinion variance was marked in the response of the respondents belonging to different levels of education towards the select social issues. The social issues when arranged in order of magnitude of the degree of association indicated by the contingency coefficient were family planning (0.298), employment of women (0.290), inter-caste/inter-religious marriage (0.290), mate selection (0.287), dowry system (0.260), interaction of opposite sexes (0.247), joint family system (0.243), and co-education (0.229). (iii) The hypothesis that significant association existed between modernity and the select personal and socio-cultural variable, was not tenable in the case of variables—income, occupation, and religion. However, the assumption was upheld with respect to the variables sex, age, and SES at 0.05 level of confidence, and community, family type, family lineage, media exposure, social participation, religious orientation and urban orientation at 0.01 level of significance.

306. SUKHWAL, K.D., *Attitudes of Married Lady Teachers Towards the Teaching Profession,* Ph.D. Edu., Udai. U., 1976

The objectives of the study were : (i) to assess the at-

titudes of married women teachers towards the teaching profession, (ii) to develop a tool for assessing the attitudes of married women teachers towards the teaching profession, (iii) to investigate the felt problems of married women teachers in actual job situations in the context of their dual responsibilities at home and school, (iv) to examine the reasons for the selection of the teaching profession by married women teachers, and (v) to compare the professional attitudes of these women with their felt problems and reasons for selecting the job.

The universe of the study was restricted to government girls' secondary schools of five administrative divisions of the State of Rajasthan, viz. Ajmer, Bikaner, Jodhpur, Kota and Udaipur. The random sampling technique was used to select married women teachers from government girls' secondary schools in Rajasthan on the basis of lists supplied by the Department of Education, Rajasthan.

The findings were: (i) The gestalt of the attitudes of the married women teachers signified that a majority of the teachers favoured the profession; out of the 240 married women teachers, 177 (73.75 per cent) favoured the profession, while the remaining did not. The difference between the favourable and the unfavourable attitudes was significant. (ii) A semi-projective technique revealed fifty possible reasons for the choice of the teaching profession. The reasons fell under almost the same areas as those of the attitude scale, namely, personal-social, educational, financial, professional, family and miscellaneous. The number of reasons given under each area was twenty, fourteen, fourteen and two, respectively. (iii) The felt problems of married women teachers in actual work situations were identified with the help of a free projection test; the problems were categorized under four areas, namely personal (eleven), house and financial (nine), leave and timing (five) and educational (four). (iv) They wished to improve their service conditions, status, salaries, etc. (v) A high percentage of those who were identified as having a favourable attitude towards the teaching profession also revealed the highest percentage of problems in actual work situations.

307. SUNDERARAJAN, E.A., *An Investigation into the Process of Change in the Values, Attitudes and Career Commitment of Students of Hotel Management and Catering Technology as a Result of College Experiences at the Institute of Hotel Management, Catering Technology and Applied Nutrition, Bombay*, Ph. D. Edu., Bom. U., 1977

The aim of the study was to find out whether college experiences, both formal and informal, at the Institute of Hotel Management, Catering Technology and Applied Nutrition, Bombay, had any influence on the values, attitudes and career commitment of students.

The study was conducted on the entire population of the students undergoing the three-year diploma course in hotel management and catering technology. The tool used for data-collection was a Likert-type attitude scale.

The main findings of the study were : (i) In the second year of the three-year diploma course, the attitudes of the students to most of the traits listed tended to be less favourable. (ii) In the final year of the three-year study, the attitudes of the students to most of the traits tended to become more favourable. (iii) The attitudes of boys and girls to most of the traits did not reveal any significant differences except for empathy, in which the girls showed a higher degree of favourableness in the second year. (iv) The attitudes of the students were found undergoing change during the three-year study period at the college.

***308.** SUTRADHAR, P.K., *Socially Disadvantaged and Advantaged Children: a Psychological Study of Their Relative Academic Achievements*, Ph.D. Applied Psy., Cal. U., 1982

The major objective of the study was to enquire into the relative academic achievements of the socially advantaged and disadvantaged children and to find out the socio-psychological factors associated with their relative academic achievements.

Two lists of schools were obtained from the district authorities of Calcutta and 24-Parganas. Based upon the opinions of teachers, lists of A type (which were attended mostly by the boys of high-and middle-income groups) and B type (which were attended mostly by the boys of low income groups) schools were prepared. A random selection of A type and B type schools both from the urban and the rural settings was done. From the urban areas, two A type and three B type schools and from the rural area, one A type, one B type and two mixed types of schools were considered. Lists of students (boys) in Class IV within the age of 8-10 years were prepared. The students who could fulfil all the criteria of advantaged and disadvantaged children were considered: The final sample included 200 students, 100 advantaged (50 belonging to the urban and 50 to the rural setting) and 100 disadvantaged (50 belonging to the urban and 50 to the rural setting). Interview schedule for children, interview schedule for the fathers of the chil-

dren, interview schedule for the teachers, Raven's Coloured Progressive Matrices, Self-Concept Inventory for children, Self-Concept Inventory for fathers of the children, a sociometric tool, Indian adapted version of Bellak's Children Apperception Test were used. The terminal and annual examination marks obtained by the students in their previous class were also collected; chi-square test, t-test, coefficients of contingency correlation, coefficient of multiple correlation, coefficient of partial correlation and multiple regression equation were computed.

The major findings were: (i) The advantaged children were always superior to the disadvantaged children in respect of academic achievement. (ii) The advantaged and the disadvantaged children did not differ in respect of intelligence. (iii) In the advantaged group, both the children and their fathers had positive self-concept, whereas in the disadvantaged group both the fathers and their children reported negative self-concept. (iv) The child-centredness of the parents was more marked in the case of advantaged children than in the case of the disadvantaged children. (v) The academic achievements of the advantaged and the disadvantaged children, both as a whole and separately, had significant association with some of the biographic and environmental factors. (vi) Cognitive and perceptual factors, on the whole, made significant contribution to the academic achievement of the children considered irrespective of their status and irrespective of urban and rural settings. This was so also in the case of the advantaged children considered irrespective of their settings and also when urban and rural populations were considered separately. (vii) The academic achievement of the children considered irrespective of their advantaged and disadvantaged status and irrespective of urban and rural settings was found to have significant association with intelligence, self-concept, self-concept of father, child-centredness of parents and father's education, occupation and income. (viii) Father's education contributed maximum to the relative academic achievements of the children followed by the intelligence of the children. (ix) The disadvantaged and the advantaged children differed in terms of their personality characteristics to a considerable extent. The two groups also differed in respect of their biographic and environmental factors. Almost the same differences were observed when the advantaged and the disadvantaged children were compared in terms of urban and rural settings, separately. (x) There was no difference between the urban and the rural advantaged children in respect of biographic and environmental factors except the provision for a private tutor. But the urban and the rural disadvantaged children were found differing in terms of biographic and environmental factors.

***309.** SWAVALAMBI COLLEGE OF EDUCATION, *An Investigation into Delinquency in School-going Children in Wardha Town*, Wardha, 1967 (UGC-financed)

The objective of the investigation was to study the incidence of delinquency in school-going children in Wardha. Data were collected from parents and guardians, teachers, headmasters and pupils on the inventories prepared for the purpose. The sample comprised 207 pupils, 141 boys and 66 girls.

The findings were: (i) The number of children who could be said to have criminal blood was very small. (ii) Hereditary factors may have been causative merely because they were environmental. (iii) Regarding natural physical causes of delinquency there was only one case of a physically underdeveloped child being a delinquent, however, there were several cases of delinquency among overgrown children. (iv) Analysed for physical and mental causes, approximately 15 per cent boys and 20 per cent girls were mentally defective, on the basis of answers to general questions. (v) The other causes identified for delinquency were poverty and family conditions including defective relationships, defective discipline, vicious homes and the number of siblings. (vi) The social factors causing delinquency were external conditions, namely, companions, conditions of idleness and leisure, neighbourhood and conditions of work. (vii) The psychological factors responsible for delinquency were instinctive and emotional; the instinctive factors included hunger, sex, acquisitiveness and self-assertion.

310. SYED, R.A., *The Student Leadership—a Sociological Study with Special Reference to Lucknow*, Ph.D. Soc., Luc. U., 1974

The study aimed at determining the various attributes of the student leadership in the Indian setting.

The study dealt with 220 university and degree college student leaders comprising all the elected office-bearers, both past (but on the rolls) and present, of the Lucknow University Student Union, associated colleges student and hostel unions along with such office-bearers of political parties' student wings as were on the rolls but did not fall in the first category. Data were collected during two academic sessions of 1968-69 and 1969-70 through a pre-

tested interview schedule, participant observation, official records and newspapers. The data were analysed by computing percentages.

The findings were: (i) The student leaders were older than the general students. The leadership was monopolized by the upper-caste Hindu (mostly Brahmin), rural, hostelers and unmarried students. (ii) The leadership came from joint families, where both the parents were alive and the relationship between the leaders and their parents was harmonious. The fathers had completed graduation or intermediate and were better educated than the mothers. Very few families had a political worker, but fathers were quite interested in politics though only a few of them belonged to political parties. (iii) The student leaders were economically better off than the general students. The leadership was controlled by the students belonging to propertied classes (owning both land and houses) and upper middle income bracket (Rs. 7,501 to 15,000) families having a median total income of Rs. 12,514.4 per annum, as against Rs. 6,138.9 per annum of the general student's families. (iv) The leaders mostly came from the faculties of arts and law or science and commerce in that order, and from undergraduate, second year classes; they had studied at least one social science subject, chiefly sociology, and had passed various examinations in the first attempt, but the academic record, in terms of divisions, was between average and poor; their participation in extra-curricular activities, at both the pre-university and the university stages, was nil. (v) The leaders were deeply interested in politics. The degree of interest, however, varied with the leader's faculty, status, ecological background, local residence and class position. Further, the leadership was ideologically oriented and equally divided between rightist and leftist camps; however, the leaders' ideology varied with their faculty, academic position and degree of interest in politics. (vi) The activism of the leaders had begun before their coming to the university or college, mostly dating back to high school. They had by and large escaped police arrest and were also not subjected to disciplinary action by the school, college and university authorities. (vii) The Lucknow University Union, with its compulsory membership, direct election, written constitution and big budget, was the hub of student activism and politics in Lucknow. The top office-bearers, namely, the President and the Secretary, had been and continued to be party members of different parties, as a result of which the Union executive comprising twenty-four members did not always function as a harmonious team. (viii) The relationship between the administration and the Union was one of conflict, mutual hostility and distrust; the student leadership strongly resisted the authorities' attempts to weaken the Union by making the Union membership voluntary and the elections indirect.

***311.** TAMBER, A., *A Study of Some Psychological Dimensions of Political Efficacy and Cynicism*, Ph.D. Phil., Udai. U., 1976

The objectives of the study were: (i) to find out the extent of political efficacy and alienation among students, and (ii) to find the association of the dimensions of political attitude with the socio-economic, educational and personality variables.

The students of constituent and three affiliated colleges of University of Udaipur constituted the sample. The students of first year were not included in the sample as they were at an initial stage of politicization. The sample constituted 650 respondents including both boys and girls. Several tools were used to assess the socio-economic background, educational background and personality aspects of students. Among the socio-economic variables were included the respondent's caste, father's income, occupation and education. The other social variables were the rural-urban background, type of living accommodation, age and sex. The educational variables were the academic background (undergraduate and postgraduate) and various curricula. For measuring the personality variables, the Progressive Outlook Scale and the Social Outlook Scale (Mehta) and an adoptation of Internal-External Locus of Control Scale (Rotter) were used. To measure the political efficacy and alienation, a scale was developed by the researcher. The scale consisting of four dimensions, viz., efficacy, normlessness, meaninglessness and isolation was prepared by using Likert's method of summated ratings. Two more scales of political participation were also constructed by the researcher.

The findings of the study were: (i) The sense of political efficacy-inefficacy, alienation and its dimensions were correlated with the respondents' socio-economic background. (ii) The rural-urban background showed significant association with the sense of political efficacy-inefficacy, isolation and overall scale of political alienation. (iii) Sex appeared a significant factor with the sense of political efficacy-inefficacy and meaninglessness. (iv) The sense of political efficacy-inefficacy was found to be significantly associated with the students' academic level, i.e., postgraduate and undergraduate, but the percentage distribution revealed that the majority of the undergraduates showed a higher sense of alie-

nation on efficacy-inefficacy, normlessness, meaninglessness and overall alienation. On the political isolation scale, more postgraduates expressed high isolation than undergraduates. (v) Among the men students, the majority of the undergraduate students showed a higher sense of alienation on all the dimensions, the extent of which decreased for the postgraduate men students. (vi) The postgraduate girls expressed more feelings of alienation than the undergraduates. (vii) The arts and commerce students showed no significant association with political alienation or any of its dimensions, but among the science students their sense of efficacy-inefficacy and overall alienation scores showed significant association. (viii) High feelings of political isolation and overall alienation were expressed by the science girl students; a larger proportion of girls from arts and home science perceived a low sense of political isolation. (ix) The sense of personal efficacy was found having highly significant associations with political alienation and its dimensions. (x) A large proportion of the respondents high on external levels of control also showed a high score on overall alienation or its four subscales. (xi) Conservative neorealism showed high significant association with the respondents' sense of political alienation and its dimensions except political meaninglessness. (xii) Tolerance and mutual trust as one of the dimensions of social outlook showed significant association with the sense of political efficacy-inefficacy, meaninglessness and overall political alienation whereas the sense of perceived normlessness and isolation were not significant. (xiii) In the case of participation in college election activities only the sense of efficacy-inefficacy and overall political alienation were found to be significantly asssociated at 0.01 level as compared to normlessness, meaninglessness and isolation which were not significantly associated. (xiv) Socio-political participation, political efficacy-inefficacy, meaninglessness and overall alienation were significantly associated as compared with normlessness and isolation which did not emerge as significant factors.

***312.** TANDON, C., *An Experimental Study of Attitude Towards Discipline and Its Relationship with Gandhian Concept of Democracy among the School-leaving Boys and Girls in U.P.*, Ph.D. Psy., AMU, 1965

The objective of the investigation was to study the relationship between the attitude towards discipline and the attitude towards Gandhian democracy. The study covered 144 school-leavers of Uttar Pradesh who had just entered college. The tools used were the Nv-Nc Scale (Ray-Chowdhary, Hindi version) of 1963 and AD (Attitude Towards Discipline) Scale constructed by the investigator. The texts were administered in one sitting so that the reaction set of the subject's behaviour could be noted.

The findings indicated: (i) As regards the classroom behaviour, the girls who preferred violent non-cooperation showed more concern in discipline towards the classroom behaviour than those who preferred non-violent non-cooperation (Nv-Nc) attitude. (ii) The girls who preferred violent non-cooperation attitude showed more concern in total attitude towards discipline than the boys who preferred non-violent non-cooperation attitude. (iii) For outside the classroom behaviour, the girls who preferred violent non-cooperation attitude showed more concern for discipline than the boys who preferred violent non-cooperation attitude. (iv) On the habits subscale, the boys who preferred co-operation attitude showed more concern in discipline than the girls who preferred cooperation attitude. (v) In the attitude towards discipline on the habits subscale, females were rated higher in the attitude towards discipline in habits while males were rated higher on the attitude towards co-operation and higher in their attitude towards discipline on habits subscale.

313. THAKAR, A.S., *Attitudes of Late Adolescent and Early Adult College Females towards Marriage and Related Problems*, Ph.D. Psy., Poona U., 1975

The study sought to find out the attitudes of the late adolescent and the early adult college girls towards marriage and related problems and to analyse the factors which influenced those attitudes. Some of the factors studied were the type and medium of education, the influence of western culture, home adjustment, the structure of relationship within the family, the caste or the religion of the family, the socio-economic status of the family, the type of family, the marital status of parents and the educational status of the mother and the urban or rural background of the student.

The technique of systematic sampling was adopted, selection being done on a random basis. The sample comprised 250 girls from the colleges of Pune city. The tools and techniques employed for data-collection were a questionnaire, an interview schedule, and case studies. The chi-square test was used for data-analysis.

The major findings were: (i) There were evidence of

strong influence of the typical Indian fatalistic attitude towards life. (ii) The educated girls preferred to marry at a later age than what was customary. The marriage age of 23 to 25 had come to stay. Not a single girl desired to marry earlier than 20. An important reason for marrying between 23 and 25 was physical and emotional maturity which, the girls believed, was attained by that age. (iii) The girls were not willing to cut across their religious faith in mate selection. Only 14 per cent girls showed a desire to marry outside their religion. The girls supported the cultural norm of the husband's intellectual and educational superiority. A dependable character and an ability to solve life problems were considered to be indispensable traits in the potential mate. Doctors and administrators in the civic government were preferred in mate selection. (iv) More girls desired that parents should introduce eligible boys to the girls to enable them to make a choice. Horoscope matching was not favoured. (v) On the whole, the group favoured remarriage for a divorcee though they were not in favour of marrying a divorcee. (vi) They preferred staying with their parents-in-law. They desired companionship and equality. They expected their husbands to share home management. (vii) They preferred to receive all information about menstruation between 12 and 14. The chief source of gaining sex information was the peer group, fiction and films. (viii) No significant difference was found among girls of different religions with respect to their attitudes. (ix) The influence of western culture made their attitudes more liberal. They had become modern in their outlook. (x) By and large, all the variables mentioned in the objectives had some influence in modifying their attitudes. (xi) Girls from medical colleges were found moving away from tradition. (xii) Girls, in general, desired security and affection; the need for belongingness was also observed. By and large, it was found that the girls who were adjusted had harmonious relations with parents. (xiii) The families where parental authority was rigid and where girls did not perceive the parents' marriage as ideal, showed traditional attitudes.

314. THAKORE, J.B., *Psychological Study of Some Factors Associated with Truancy*, Ph.D. Psy., Guj. U., 1972

The major purpose of the enquiry was to undertake a scientific and systematic study of the problem of truancy as it existed in the schools of Ahmedabad and to study the factors associated with truancy among the school-going children.

In order to understand the manifold aspects of the problem a comparison was made between a group of truants with a group of non-truants. Two matched groups design was used with the groups matched on some variables like sex, age, intelligence and economic conditions. Each group consisted of 200 children. Members of both the groups were selected on the basis of ratings by teachers and monitors, and the school records. Data were collected on interest, intelligence, birth order, the use of leisure time, personality adjustment, total number of siblings, sibling relationship, parental education and occupation, parental attitudes, the nature of psychological and physical conditions at home, the attitude towards school and participation in school activities. The interview technique was used for the collection of data. In addition, Misbehaviour Manifestation Checklist was also used. The chi-square test and the t-test were used for data-analysis.

The major findings were: (i) More truants than non-truants were physically weak, were in a sick condition, preferred to spend their leisure time out of home in parks and cinema houses, were employed as casual labour, domestic servants or hotel boys, were receiving pocket money from more than one source, were having indifferent and rejective attitudes towards their parents, were first-born and had inferior personality adjustment. (ii) A comparatively large number of parents of the truants had insufficient education, unsatisfactory mutual relationship, discriminating attitude towards the child under study and other children in the family, were employed as casual labour and were working irregularly. Relatively more truants than non-truants had indifferent and hostile sibling relationship. (iii) Significant differences were found between both the groups regarding certain categories of reading, such as detective stories and children's stories whereas no such differences were observed regarding autobiographies, short stories and religious or historical literature. (iv) A significant relationship was found between the incidence of truancy and the children's attitudes towards teachers and school and also the teacher's attitude towards children. Truants had inferior school adjustment and family adjustment than non-truants.

315. THAMBIDORAI, C.V.K., *Student Culture: a Social Anthropological Perspective*, Ph.D. Anthr., Poona U., 1980

The objectives of the investigation involved the study of attitudes of students toward the traditional authorita-

rian family, students' role in politics, romantic love, marriage, premarital sex, dowry, women and religion and their aims and aspirations. The youth in the undergraduate and the postgraduate levels of education formed the focus of this survey.

The study utilized both qualitative and quantitative methods to collect data. A structured and pretested questionnaire was used to collect quantitative data from about 800 students. Student leaders, students from rural areas, the average and the not-so-average students were interviewed informally. A few case studies of radical students were carried out. Direct observation involved a close contact with various groups of students to get an insight into their way of life, values and meanings. Observations were supplemented by photography. The sample of students were drawn from ten colleges in the city of Pune. The students varied on sex, age, school background, rural-urban background, religious background, caste, socio-economic status, class in which the student was studying and faculty (course of study). The preuniversity and the first year students were excluded from the study and the students from second year and third year of degree classes and both years of the post-graduate classes were included. In addition, the students of the professional courses, viz., law, medicine and engineering, were included.

The findings of the study were: (i) The attitude of students towards the traditional authoritarian family was one of passive indifference. However, among a small percentage of students, coming from English-medium schools, there was a trend towards more democratization. (ii) By and large, students in the city of Pune were found to be politically apathetic. A few, not included in the questionnaire sample, were found to be trying to inculcate enthusiasm, political or otherwise, amongst the students. (iii) Segregation between the sexes was found to be decreasing with the pseudo-kinship ties legitimizing friendship between the sexes. (iv) Attitudes toward the traditional role of women and toward dowry had undergone only a few subtle changes. (v) Caste and socio-economic status went hand in hand in the selection of a spouse. Love-arranged was seen to be emerging as a new marriage pattern. (vi) Regardless of the age, sex, socio-economic background, caste, creed or faculty, there was religious conformity among the students. (vii) The main concern amongst students regarding their immediate future was to get a job which was in keeping with the Indian socio-economic scene. The youth were advised, cajoled and even commanded by their parents to opt for courses which were job-oriented. (viii) Students in general, did not show any potential to change or opt for an alternative way of life. (ix) The campus was seen as a place for experimenting in fashions, forming new relationships and social outings apart from acquiring degrees. (x) As long as one was a student, behaviour contrary to the norm was condoned or legitimized. The core values remained unchallenged and only the peripheral values showed changes.

316. THOMAS, M., *An Analytical Study of Juvenile Delinquency in Kerala,* Ph.D. Edu., Ker. U., 1970

The study was based on the Eysenck's theory that the dysthymic neurotics suffering from anxiety, reactive depression, obsessions, phobias, and so on, would be found in the introversion neuroticism quadrant. The objectives of the study were to determine (i) how far a battery of tests would successfully differentiate between these groups, and (ii) the exact position of the delinquents in the dimensional structure of personality. The hypotheses of the study were: (i) The position of the delinquent boys in the structure of personality would be in the extroversion-neuroticism gradient, i.e., they would score high on both neuroticism and extroversion. (ii) The family background of the delinquent boys would be less normal than that of the normal boys. (iii) The delinquent boys would be intellectually inferior to the normal boys.

Thirteen objective behaviour tests, a personality inventory, a persistence inventory, two non-verbal tests of intelligence and an inventory to collect family data were the tools of the study. The sample for the study comprised 165 male delinquents, 165 orphans and 165 normal boys matched for nativity, sex and age. The orphan group was intended to control for variability in the family background. The family background of the three groups was compared. The diagnostic values of the seventeen psychological tests in differentiating the groups were determined. Factor analysis by Thurstone's Centroid method was done to identify the factors which differentiated the delinquent from the normal. Criterion analysis of the data to determine the exact positions occupied by the delinquents and the orphans in the identified dimensions of personality was also done.

Some of the major findings were: (i) Marked differences were identified between the delinquent and the normal, and orphans and the normal, in family background. (ii) Delinquents and orphans were comparable on many of the selected variables. (iii) The tests which differentiated between the normal and the neurotic groups, the normal and the psychotic groups in

Eysenck's study were seen to differentiate between the normal and the delinquent. It was also found that tests which differentiated the normal from the neurotics also differentiated orphans from the normal. (iv) Delinquents scored higher than the normal and orphans in neuroticism and psychoticism and had lower intelligence than the normal group.

317. TIWARI, J., *Personality Development of Children in Relation to Child-rearing Practices among Socio-economic Classes*, Ph.D. Psy., RSU, 1976

The main purposes of the study were: (i) to find out the socio-economic class differences in child-rearing practices, and (ii) to find out the effect of different kinds of child-rearing practices on the personality development of children.

The sample of the study consisted of 303 Hindu male children from Raipur City from families having two to five children. The average age of the children was nine years. The tools used for data-collection were the Early School Personality Questionnaire (Hindi) re-adapted and standardized by Lal, a socio-economic scale developed by the investigator and interview and observation schedules. The data were analysed by computing the mean, standard deviation, students' t, chi-square, analysis of variance, and product moment coefficient of correlation.

The findings of the study were: (i) The upper-class mothers breast-feed for a shorter period and started weaning earlier than the middle-and the lower-class mothers. Bottle-feeding was common in the case of upper-class mothers, less common in the case of the middle-class mothers and absent in the case of the lower-class mothers. (ii) The upper-class mothers started the toilet training of their children earlier but their children required longer time to be trained than the middle-and the lower-class children whereas the lower-class children completed their toilet-training earlier than the middle- and upper-class children. (iii) To prohibit the auto-erotic sex play of children the upper-class mothers diverted the children's attention and used appropriate clothing while mothers belonging to middle and lower classes used prohibition and spanking. (iv) The children of upper and middle classes were dependent and the mothers were overattentive whereas dependency was not encouraged in the lower-class families. (v) The upper-and the middle-class mothers were not permissive towards the aggressive behaviour of their children while the lower-class mothers were highly permissive. The upper-class mothers were found giving much importance to neatness and orderliness; comparatively, they were strict about children's sleeping-time and physical mobility and gave them freedom to do anything, go anywhere in contrast to the mothers of the other two classes. (vi) The mothers of the middle class used reward and praise to teach the desired behaviour to their children whereas the lower-class mothers used punitive methods. (vii) The upper-class children were found to be more conscientious than the lower-class children but less conscientious than the middle-class children. (viii) The mothers of all the three SES classes favoured the sex role differences in child-rearing practices and praised their children if they maintained good sibling relationships. The upper-class children maintained better sibling and peer relations than the children of other two classes. (ix) In middle-class homes the father-child relationships were found to be more common than in the lower-and upper-class homes. (x) In the upper-and the lower-class families mothers were responsible for decisions about the children's problems and financial policies; the same duties were performed by fathers in middle-class families.

318. TIWARI, P. K., *A Psychological Study of Generation Gap across Cultures*, Ph.D. Psy., RSU, 1980

The objectives of the study were : (i) to find out the differences in the social perception and values of brahmins and satnamis, and (ii) to find out the differences in the social perception and values of younger and older generations of brahmins and satnamis.

Following the purposive sampling technique, 116 households of brahmins and 81 households of satnamis (each household included four people, i.e., the eldest son, the eldest daughter, father and mother) were selected from Raipur and Bilaspur districts of Madhya Pradesh. The tools used for data-collection were the interpersonal response trait scale developed by the investigator, the Minnesota Manipulation Form Board, the 'Who Am I' test and two questionnaires developed by the investigator one of which was to evaluate the level of motivation, the nature of identification, the attitude towards various psycho-social objects, the nature of social perceptions and value configurations among the members of different generations and the other to estimate the impact of social change. The statistical techniques used for the analysis of data were t-test and chi-square test.

The findings of the study were: (i) There existed an in-

consistent intragenerational gap on various aspects of social customs and practices, particularly within the older brahmins and younger satnamis. The intergenerational gap between the older and the younger generations of the brahmins and satnamis was found to be significant. (ii) Intergenerational gap in social perceptions with respect to manners and dealings between the older and the younger brahmins was significant whereas there existed no significant difference between the older and the younger satnamis with respect to this variable. (iii) Significant intergenerational gap was estimated between the older and the younger generations of brahmins and satnamis with respect to a few aspects of social maturity, namely, the democratic socialistic pattern of society and secularism while with respect to self-consciousness towards socio-political issues and manners and dealings of perceptual sensitivity no significant intergenerational gaps between brahmins and satnamis were observed. (iv) There existed significant intra-as well as intergenerational gaps in various aspects of affiliation within and between the brahmins and satnamis. (v) No significant difference in the setting of goals between the younger and the older brahmins was found though the younger satnamis set higher goals than the older ones. (vi) Tailoring, embroidery, social service, music and painting were preferred as occupations for women by the older brahmins; the same were preferred by the younger generation with a slight reversal. Social service was preferred as the most desirable occupation for women by the older satnamis while tailoring was preferred by the older brahmins. No consistent trend was observed with respect to occupational choices in the case of the younger satnamis. (vii) There existed a significant inter-as well as intragenerational gap among brahmins and satnamis with respect to identification with different categories of people. (viii) The younger and the older generations of brahmins and satnamis differed significantly in general achievement motivation, need pattern, goal attainment and horizontal social mobility aspects of general motivation. (ix) A significant generational gap was observed between the younger and the older generations of brahmins and satnamis in moral, political and social values. With respect to the religious values, the younger and the older generations of brahmins differed significantly but not satnamis. (x) The younger and the older generations of brahmins and satnamis differed significantly in different aspects of self-concept, namely, the personal self-concept, ego strength self-concept, religious self-concept, fatalistic self-concept and the labour-oriented self-concept. (x) Significant attitudinal differences were observed between the younger and the older generations of brahmins and satnamis.

319. TIWARI, R., *A Study of the Prevalent Practices of Teachers and Parents for Disciplining Students and Training Students with Special Reference to Permissiveness in Home and Schools*, Ph.D. Psy., Agra U., 1980

The investigation attempted to study (i) the attitude of parents and children towards the control of their activities, (ii) the attitude of children and parents towards disciplining methods, (iii) academic freedom, (iv) the attitude towards the freedom of children. (v) the attitude of teachers as compared to that of students, (vi) the attitude of teachers and students regarding academic freedom, and (vii) the attitudes of parents and teachers towards parental control.

The sample was selected from different intermediate colleges of Agra, using the purposive sampling technique. The area of the study was Agra city and almost all the representative institutions belonging to different cultural and religious denominations were covered by the sample. The investigator adopted and modified the tests to be used and translated them into Hindi. Their reliability and validity were ascertained. The tests used were academic freedom survey, attitude towards freedom of children, attitude towards parental control of children's activities and attitude towards discipline exercised by parents. Statistical analysis was done using t-test.

The findings revealed : (i) The attitudes of parents, teachers and children regarding discipline, parental control and academic freedom differed. (ii) The difference in the attitudes necessitated a change in the attitudes of teachers and parents and the method of discipline so as to ensure healthy and proper adjustments of children.

320. TRIBHUVAN, U.D., *A Study of Educated Scheduled Caste Women in an Urban Setting*, Ph.D. Soc., Poona U., 1977

The major objectives of the study were: (i) to understand the role of education in bringing about the desired changes to help the educated scheduled caste women in their upward movement, and (ii) to know the acceptance of the educated scheduled caste women by the wider society on the basis of equality of opportunity. The additional points in the study related to their education, employment and marriage. There were twenty-six specific hypotheses relating the background variables like family, economic status, parents' attitudes, etc., to the performance, attitudes and behaviour of the educated scheduled caste women.

The educated scheduled caste women included in the study belonged to the mahar, mang and chambhar castes. They had passed the secondary school certificate examination and were either studying in college or were earning and learning, or were in full employment. A total of 200 cases, all from Poona city, were included in the sample. An interview schedule was used to collect data individually from the subjects. Most of the questions were open-ended. The questions were related to biographical information, family background, education, family members and community members, friends, employment and marriage. The analysis consisted of frequency tables and percentages and their simple comparisons.

The findings were: (i) Due to higher education, the scheduled caste women achieved a high status, which was unknown in their family and community. Ninety per cent of the respondents felt that education made them realize that they should change their way of life. A considerable percentage of the respondents expressed dislike for the traditional habits and customs. The respondents reported that education was helpful in reducing the caste barriers and therefore the scheduled caste women could easily adjust themselves to higher-class people. Thus, it was due to education that the scheduled caste members had been accepted, at least in the urban society, on par with the members of the higher classes. (ii) With the opportunities for education, the scheduled caste women had emerged as a minority class struggling to secure new jobs that would enable them to raise their status. At first the educated scheduled caste women entered the world of employment as strangers or outsiders. However, it could be seen that the traditional outlook particularly toward the educated scheduled caste women taking up various jobs had undergone considerable change, and the attitudes of the higher-caste colleagues were found to be satisfactory. (iii) The education of scheduled caste women had resulted in bringing about profound changes in their attitude towards marriage. The educated scheduled caste women believed in having their marriage arranged with their consent. Although they did not seem to reject outright all the traditional customs, they followed them only to a limit. Due to the contact with the higher castes, the custom of dowry had been introduced among the educated scheduled caste people which the educated scheduled caste woman disapproved of. This had created new problems. Because of education, the educated scheduled caste woman felt that she had attained a status in her family which was not at all recognized in the past.

321. TRIPATHI, C.B., *Educational Development of the Scheduled Castes and Scheduled Tribes of Madhya Pradesh since Independence to 1973*, Office of the Zonal Director, Backward Classes Welfare (Central Zone), Ministry of Home Affairs, Bhopal, 1981

The objectives of the study were: to have a total picture of the development of education of the scheduled caste and the scheduled tribe community in Madhya Pradesh in a concise form and to examine the progress in respect of few selected aspects like enrolment of the scheduled caste and the scheduled tribe students in various stages of education, number of schools run by the Tribal and Harijan Welfare Department, hostel facilities, ashram schools, scholarships and other educational facilities and concessions, and the expenditure incurred on education for these communities from the time of Independence to 1973.

Data regarding enrolment were collected from the office of the Director of Public Instruction, Bhopal, and the statistics regarding the number of hostels and ashram schools from the Department of Tribal and Harijan Welfare, Madhya Pradesh, and from other documents.

The study revealed: (i) The rate of increase in the enrolment in respect of the scheduled castes and scheduled tribes was higher than the general rate during 1960-61 and 1965-66, but during the next five-year period it was far below the general rate. (ii) There was a marked improvement in the enrolment of the scheduled caste and the scheduled tribe students in technical, professional and special institutions, yet more efforts to get a larger number of them admitted to these institutions were needed. (iii) No ashram school was opened for the scheduled caste girls in the Fourth Five-Year-Plan period. (iv) In the matter of hostels for the scheduled caste boys and girls some districts (Shajapur, Khargone, Hoshangabad) appeared benefited disproportionately while some other districts like Jabalpur, Guna and Sidhi deserved more hostels. (v) In the matter of hostels and ashram schools for the scheduled tribe boys and girls the districts which had perhaps benefited disproportionately were Bilaspur, Balaghat and Rajnandgaon while the comparatively neglected districts were Jabalpur, Satna and Rewa. (vi) None of the higher secondary schools run by the Tribal and Harijan Welfare Department had a provision for science teaching. (vii) In the matter of post-matric scholarships, among the scheduled castes, the Mahar group received the maximum advantage and among the scheduled tribes, Oraons; the Gandas lagged behind among the scheduled castes and the position of Bhils among the scheduled tribes was even worse.

322. TRIPATHI, O.D., *A Study of Student Activism in a University*, Ph.D. Edu., MSU, 1981

The major objectives of the investigation were: (i) to study the trend of participation in political and protest-type activities among the students of Banaras Hindu University (BHU) with respect to faculties and both the sexes, and (ii) to study the intensity of the student activism among the students of BHU with respect to personal, sociological, institutional, political and perceptual variables.

The sample consisted of 520 male and female students of undergraduate and postgraduate classes of arts, social science, science, technology and law faculties selected by using the purposive sampling technique. The research tools used were Activism Scale, a questionnaire and an interview schedule. The Activism Scale was developed by the author with the reliability coefficient of 0.96 through split-half method. The statistical techniques used were analysis of variance and t-test.

The major findings were: (i) Seventy-six per cent male and 69 per cent female students took interest in politics and 42 per cent male and 50 per cent female students favoured participation in active politics. (ii) Fifty-two per cent male students and 30 per cent female students took part in active politics. The law and the social science students took lead in this respect. (iii) Fifty-one per cent boys and 47 per cent girls had some sort of association with political parties. (iv) Sixty-nine per cent students associated with political parties belonged to kurmis-koiris and 29 per cent belonged to kayasthas-vaishyas. (v) The association of the male students with youth organizations was low (only 10 per cent). (vi) About 88 per cent students pursued protest-type methods effectively for realizing students' demands. (vii) The usual demands for which protest-type methods were pursued effectively were: postponement of examination, union election, admissions, residential facilities and opposing police entry into the examination hall. (viii) Fifty-eight per cent male students and 26 per cent female students had participated in public protest-type activities in varying degrees. (ix) Twenty-six per cent male students and 7 per cent female students had already participated in student movements in their schools. (x) Sex influenced significantly the intensity of the student activism (boys more than girls) but age did not influence the intensity of activism. Caste did not influence the degree of activism in either sex. (xi) The intensity of the student activism did not differ in the case of boys whether their residence was home or hostel, but the girls staying in hostels indicated a greater intensity of activism than their female counterparts staying with parents. (xii) The marital status of the students did not influence their degree of activism. (xiii) The rural male students showed a greater intensity of activism than the urban male students but such a trend was not seen in the case of females. (xiv) The male students from eastern U.P. and Bihar showed a higher intensity of activism than the male students from other States. (xv) The parents' socio-economic status was not associated with the student activism in the case of male students. (xvi) The students with a weak economic background tended to show more interest in the issues covering socio-political and union matters. (xvii) In the case of female students, parents' socio-economic status was positively related to the student activism; girls from high socio-eonomic status were high activists. (xviii) The male students from agricultural families were high activists than the students from the service class families. (xix) Educational commitment had a negative relationship with student activism in the case of male students but there was no relationship in the case of female students. (xx) The male students of the law faculty showed a greater intensity of activism than the students from other faculties. (xxi) The female science students tended to be high activists as compared to the art and the social science students. (xxii) Students' perception of guardians' political activities appeared to be positively related to the student activism in the case of students of both sexes. (xxiii) The male students associated with political parties like Janata, Congress (I). The students associated with the communist parties showed greater intensity of activism than those associated with other parties.

323. TRIVEDI, K.P., *The Social and Economic Conditions of Rural Secondary Teachers in Uttar Pradesh*, Ph.D. Soc., Luc.U., 1961

The investigation was an attempt to study the professional, personal, economic and social aspects of the rural secondary school teachers of Uttar Pradesh.

This was a sample survey of 625 teachers, roughly one-sixteenth of the total number in the State, covering fifty-three institutions in eighteen districts from all the five natural zones of the State, viz., the hill zone (58), Bundelkhand (79), West U.P. (150), Central U.P. (172) and East U.P. (166). Of these institutions, there were three government, forty-four aided and six unaided institutions. Data were collected through a questionnaire and an interview. The percentages were computed from the data.

The findings were: (i) The reasons for the lack of quality personnel were the unsatisfactory service conditions and lack of a flexible, efficient and organized programme of recruitment. Because of the unattractive pay, insecurity of job, uncertainty of prospects, irregularity in payment and insufficient provision for leisure due to under-staffing, the profession had failed to attract conscientious men. (ii) Malpractices of the management in the aided and especially in the unaided institutions undermined the teachers' confidence and capacities as well as the human and social significance of his profession. (iii) The professional status of the teacher was an intangible factor for which teachers themselves were primarily responsible. To earn recognition, the teacher needed academic and professional competence and social intelligence. (iv) The personal aspects of the rural teachers' life was marked by large joint families, unsatisfactory living conditions and deprivation of many civic, social and cultural amenities of life. (v) The teachers' economic status was the crux of all problems; the pay scales were hardly sufficient to meet the present cost of living in a fair and just manner. (vi) The most popular academic and literary activities were debates, *kavi sammelans* and *mushairas, antyakshari,* composing poetry, writing articles and the like, and lectures. One third of the teachers were interested in organizing dramas. (vii) The majority of the teachers purchased books for adding to their qualifications or for their children. (viii) The main reason for incurring debts was that against their small savings or monthly deficits due to the rising price index, they were not able to arrange for major non-recurring items of expenditure. (ix) The teachers from various zones stressed the need of government of public-aided schemes of cheap housing. (x) The majority of the girls in teachers' families were receiving education. (xi) The majority of the teachers did not believe in intercaste marriage but approved of the remarriage of widows. The majority of the teachers did not believe in dowry system. (xii) The majority of the teachers did not believe in active participation in politics. (xiii) Few teachers participated in social work, community development programmes, the establishment of new primary and junior high schools and Harijan welfare work. (xiv) The majority of the teachers were posted in their home districts.

324. UNIYAL, M.P. and SHAH, B., *Study of Caste-effect upon Various Academic Areas at Graduate Level of Kumaun University,* Dept. of Edu., Kum. U., 1979

The basic questions which had been attempted in this project were: (i) Did the caste differences affect student enrolment trend, achievement, selection of the stream and courses of studies, attempts required to pass the examination and wastage and stagnation, etc.? (ii) Was there any hierarchy of different castes in different faculties on the basis of the above variables?

The sample of this longitudinal study consisted of the graduate students of the sessions 1973-74 to 1976-77 of Kumaun University. The year-wise students population of different castes (kshatriyas, vaishyas and other castes, consisting of scheduled castes, scheduled tribes and backward castes) along with their courses of studies, total marks and division obtained and attempts required to pass the first degree examination, etc., were noted from the University's annual examination registers. Other related information was also collected from the office of the registrar and colleges. The t-test, and chi-square test, were used as main statistical techniques.

The main findings of the study were: (i) The brahmins constituted the highest percentage of enrolment in all the faculties followed by kshatriyas, vaishyas and other castes. (ii) The other caste groups preferred the arts stream to science and commerce. (iii) The enrolment of male brahmin students in science tended to decline. It was the reverse in the case of the kshatriyas while the vaishyas and other castes showed irregular trends. (iv) In the case of arts faculty, the enrolment of the kshatriya and the other caste students was found to increase whereas the brahmin and the vaishya students showed a declining trend although the rate of decline in the case of the brahmin students was not of any significance. (v) In the commerce faculty, an irregular pattern of enrolment of the brahmin as well as the kshatriya students within a span of four sessions was observed, the vaishyas showed a regular rise while the other castes were at the explorative state. (vi) In regard to the girls' enrolment trend, in science stream a high degree of irregularity was found among all the castes. In the arts faculty, although the enrolment of the kshatriya and other caste females was tending to rise, yet the rate of increase was very slow in the case of kshatriyas. The female students of brahmin and other castes showed irregular trends of enrolment. (vii) Nearly 70 per cent of the total enrolment was in arts stream, on the other hand it consistently declined in the science stream whereas commerce was seen as gaining popularity. (viii) The caste was found highly effective in determining faculty preferences as well as subject preferences of the students. (ix) The highest preference of the brahmins for the science stream, of the vaishyas for the commerce stream, of the kshatriyas and other castes for the arts stream reflected the caste hierarchy in the

selection of streams. (x) The subjects selected by the students as the courses of studies were found nearer to their traditional life-styles in the case of higher castes while the students of lower castes showed utilitarian preference; in fact, their preferences were more competition-oriented. (xi) The caste status was found to be singularly related to the academic achievement of the students. (xii) The vaishya and the kshatriya students were almost identical in mean total marks in all types of courses. The brahmin students were nearer to the vaishya students in science courses but were nearer to the kshatriya students in commerce courses. (xiii) The students of other castes were found significantly below the traditionally privileged castes in respect to their academic success in all types of courses. (xiv) Above 90 per cent students belonging to the brahmin, kshatriya and vaishya castes had passed the arts and commerce graduate courses in one attempt. (xv) The wastage was high in the science stream as only about 85 per cent brahmin students, above 80 per cent kshatriya and vaishya students and about 60 per cent students of other castes passed the degree courses in one attempt. (xvi) Wastage and stagnation was comparatively high among the low caste students. (xvii) Not a single student among the other castes got a first division during the period under study. (xviii) The percentage of the brahmin students securing a first division was relatively high in all the faculties. (xix) The majority of the students of higher castes had passed the bachelor's degree in second division. (xx) In the case of students of other castes, a majority obtained the bachelor's degree in arts and commerce courses with a third division while in the science stream they secured second division.

325. UPADHYAY, H.C., *The Problems of Scheduled Castes in the Kumaun Hills: a Sociological Study,* Ph.D. Soc., Kum. U., 1981

The major objectives of the study were: (i) to explore the prevailing conditions of the untouchables in Kumaun region and to expose those social situations which caused the autocratic behaviour of the upper-caste people, (ii) to trace out the factors and causes of backwardness among the untouchable castes, (iii) to evaluate the impact of government welfare measures, (iv) to unearth the socio-cultural milieu in order to reconstruct the inter-caste relationships patterns, and (v) to suggest guidelines for social planning and policy-formation for the upliftment of the untouchables in the Kumaun hills.

A sample of 300 untouchables was drawn by the multi phase stratified random sampling technique. In the first phase, a comprehensive schedule was used to collect data for depth information regarding SES, inter-caste relations, attitude and aspiration and process and pattern of change. This was further intensively verified through the second phase of personal interviewing. To find more reliable data, in the third phase secondary sources of the data were further utilized.

The results obtained were: (i) Most of the Harijan families (74 per cent) were nuclear in nature. (ii) Child marriage was a frequent practice (29 per cent) but at the same time adult (39 per cent) and late (26 per cent) marriages were not uncommon. (iii) Harijans were debarred from entering temples (59.33 per cent), on the other hand, 57.33 per cent aspired to attain this privilege. (iv) A comparative study of ecological surroundings revealed that 47.55 per cent Harijans wished to leave their villages owing to utter poverty. (v) Illiteracy among the Harijan males was less (52.08 per cent) than that among the females (82.58 per cent). (vi) The literate persons showed a more favourable attitude towards their parents. (vii) The untouchable population in general was found to be underpaid and belonged to the low-earning group. (viii) In the occupational realm, the traditional family occupation was followed by 45 per cent, and 30 per cent were non-agricultural labourers. These weaker sections of the society had not so far gained any significant access to the occupational mobilization accelerated by the democratic process.(ix) A majority (52 per cent) of Harijans had accepted the existence of hierarchical caste division while 32.4 per cent did not feel any dissatisfaction about it. (x) Most of the higher-caste sample (81.3 per cent) had not favoured social relations (e.g. entry to temples, combined sitting and dining arrangements and marriage of their children) with Harijans whereas most of the lower-caste men (94 per cent) had no inhibition about social intercourse with the upper-caste men. (xi) The social tensions were rooted into the political awakening of the untouchables. (xii) The level of aspiration of the untouchables was found to be very high as even the illiterate parents had shown a clear-cut liking for jobs in administrative and professional fields. (xiii) The main causes found responsible for socio-economic backwardness were social deprivation, economic exploitation and lack of opportunity. (xiv) An increasing demand for social equality, justice and overall upliftment was identified. (xv) Attempts on a large scale had been made by the untouchables to imitate the customs and behaviour pattern of the higher castes. (xvi) Caste conflict, social and occupational adjustment and cultural deprivation were identified as the most significant existing problems. (xvii) Agricultural grants were sanctioned to only 15 per

cent Harijans but not even a single primary school for them was established in Nainital and Almora.

326. USHASRI, S., *A Comparative Study of the Socially Disadvantaged and the Socially Non-disadvantaged Pupils with Regard to Scholastic Achievement and Academic Adjustment,* Ph.D. Psy., SVU, 1978

The objective of the investigation was to make a comparative study of the scholastic achievement of the socially disadvantaged and the socially non-disadvantaged pupils who were at the terminal level of secondary school education in relation to their academic adjustment.

The tools used in the study included scholastic achievement tests developed to assess the pupils' achievement in four subject areas, namely, natural sciences, physical sciences, social studies and arithmetic, an adjustment inventory to measure eight areas of adjustment, namely, curricular adjustment, life goals, personal efficiency, study habits, mental health, interpersonal relations, aspirational level and morale, Raven's Standard Progressive Matrices Test, and Self-Concept Test using Osgood's semantic differential type scale. The study was conducted on a sample of 300 Class X pupils belonging to the Harijan community and 300 Class X pupils from the non-Harijan community selected at random from twenty schools in the four districts of Andhra Pradesh. The variables studied in the investigation comprised scholastic achievement, academic adjustment, mental ability and self-concept.

The findings were: (i) The socially disadvantaged pupils significantly differed from the socially non-disadvantaged pupils with regard to their scholastic performance. The socially disadvantaged pupils (Harijan pupils) tended to obtain lower marks than the socially non-disadvantaged pupils. (ii) The socially disadvantaged pupils did not significantly differ from the socially non-disadvantaged pupils with regard to mental ability as assessed by Raven's Standard Progressive Matrices Test. (iii) The socially disadvantaged and the socially non-disadvantaged significantly differed with regard to their academic adjustment scores. (iv) The self-concept scores of the socially disadvantaged were not significantly different from the scores of the non-disadvantaged pupils. (v) The socially disadvantaged pupils frequently exhibited symptoms like anxiety, depression, etc., were less keenly interested in their academic pursuits and had poor personal efficiency in the planning and use of their time.

327. VASANTHA, A., *A Socio-economic Study of Work Values,* JNU, 197.

The study aimed at investigating the social cultural origins of occupational value orientations. The study was confined to one cultural group. The sample for the study was selected from Classes IX and X of four higher secondary schools run by the Tamil Education Association in Delhi. The sample comprised 468 children with parents belonging to ten different occupations. The tools used for data-collection were personal data sheet, work value inventory constructed by the investigator and a socio-economic status scale constructed by the investigator. Chi-square test was used as the statistical device for the analysis of the data.

The major findings were: (i) The lower socio-economic status group aspirations were strikingly similar to those of the higher SES group. (ii) A large number of parents were willing to give maximum possible education to their children even though they had doubts about their financial resources. (iii) The occupational plans of the students were ambitious. The concern was not whether the students would enter high-level occupations but the concern could be seen in the parental encouragement and other motivating factors operating in the family. (iv) Caste was also a determining factor in the development of work attitudes. It could not, however, be said with certainty whether caste was an important influence cutting across socio-economic differences. (v) Though no formal attempt was made to study the influence of the peer group, the data obtained from the personal data sheet on the influence of the peer group on occupational choice and its intensity showed this influence to be very light. (vi) On analysis of school programmes, the pass percentage of the schools in the public examination, the superior performance of students in All India Competitive Examination all together, indicated a strong academic motivation in the schools influencing the work attitudes and occupational choices of students. (vii) Both home and school seemed to be influencing factors in nullifying the influence of socio-economic differences. The data, however, were not sufficient to warrant any direct conclusions.

328. VASANTHA, A., *A Study of Science Talent and Its Correlates,* Centre for Studies in Science Policy, JNU, 1978

The study was concerned with the nature of science talent and its correlates. Only the environmental aspect

and activating factor were chosen. The scope of the study focussed on family background, personality aspects and school experience. The sample comprised seventy boys and girls drawn from twenty-four schools of Delhi who had qualified in the NCERT Science Talent Search tests. The tools employed for data-collection were a questionnaire, Allport-Vernon Lindzey Study of Values, Strong's Vocational Interest Blank, Mooney Problem Checklist and interview schedules. Simple percentages were calculated, and product moment coefficient of correlation was used to study the relationship.

The major findings were: (i) Only 50 per cent of the fathers had a science background. The parents of talented students were from educated families. The economic status of the families was satisfactory. Though there were indications of an intellectual climate at home, it could not be said to be specially science-oriented. (ii) The birth order of the subjects indicated that nearly one-third were first-born. (iii) Very few students knew a scientist personality; very few had family friends who were scientists. (iv) Fifty-nine per cent of the students had friends who desired to be scientists. Friends appeared to be an influencing factor but it called for further investigation. (v) The personality classification on values showed a predominantly theoretical man or woman. (vi) The subject preferences showed preference for physics and mathematics. While boys' leisure time activities reflected scientific interests, girls wanted a change as indicated by their non-science activities. (vii) Both boys and girls showed preferences for occupations with science bias. Again, occupations demanding creative ability were preferred. (viii) The school programmes led to the conclusion that neither the teachers nor the school science programmes had been an influencing factor in their achievement in science. (ix) The activating factor, namely, the stimulation provided by the teachers in developing an interest in science among the students, was not much.

329. VENKATASUBRAHMANYAN, T.R., *Experiments in the Reduction of Group Prejudices of Students in Madras State,* Ph.D. Psy., Luc. U., 1967

The study aimed at experimenting in the reduction of group prejudices against languages, regional groups and castes of students in the State of Madras.

Individual and group experiments were carried out on university students to reduce their prejudices against languages, regional groups and castes. The purposive sampling method was employed for selecting the sample. An attitude scale was developed for collecting data; verbal material was developed which constituted the treatment. Four different experiments were planned to reduce prejudices in each area and they were categorically named as classical conditioning of meaning, self-counter conditioning through role-playing, instrumental conditioning and modelling influence. The data were analysed by using t-test.

The findings were: (i) Self-counter conditioning through the role-playing experiment contributed the most to reducing prejudices. (ii) The modelling influence experiment came next to the self-counter conditioning experiment in the reduction of anti-Hindi, anti-northerner, and anti-brahmin prejudices while it combined with other experiments. (iii) The experiments that involved classical conditioning of meaning came third. They did not make any special claims for inclusion except that it was easy to use classical conditioning as an experimental device. (iv) The instrumental conditioning experiment to reduce anti-Hindi prejudices ran smoothly and negative reinforcement of unexpected responses was not made, resulting in the poor shaping of the verbal habit of individuals thereby affecting the change in attitude. (v) Reduction of anti-brahmin prejudices depended on wide generalization efforts on the part of the participants, These efforts were effective in reducing anti-northerner prejudices.

330. VERMA, O.P., *A Sociological Study of Four Major Dysfunctions in Delhi Schools,* Ph.D. Edu., JMI, 1982

The objectives of the study were to find out various dysfunctions related to (i) the school tradition, (ii) the power compliance relationship, (iii) communication channels, and (iv) the classroom climate.

Sixty senior secondary schools of Delhi were selected for the study. Ten teachers from each school were chosen as the subjects of the study. Of the 600 subjects, only 375 teachers and principals returned the questionnaire. Eighty-three respondents had a rural and 292 respondents had an urban background. For the purpose of collecting data, tools and techniques employed were questionnaires, interview, case study, observation and critical incidents technique.

The findings of the study were: (i) The Government schools followed secular traditions in relation to school organization while most of the private aided schools followed non-secular traditions in matters of teachers' appointment and other policy matters. (ii) The manage-

ments of private aided schools often interfered in the day-to-day life and administration of the schools. (iii) Malpractices in examination were the major cause of dysfunctional traditions. The greater the number of dysfunctions regarding the examination, the poorer was the culture and the more disorganized was the school. (iv) Malpractices in purchases and other financial matters affected school education; aided as well as government schools were similarly affected. (v) The apathetic attitude of the principal, the growing interference of the politicians, appointment of corrupt staff, the growing interference of the managing committee, incompetence of the principals, truancy among the staff, students and principals, lack of aesthetic values and moral training were responsible for dysfunctional traditions. (vi) The majority of Delhi school principals were authoritarian in their functioning of whom 60 per cent were coercive, 10 per cent were remunerative and 29 per cent were normative. (vii) Clique formation was multi-dimensional. Teachers' professional organizations were not effective because of their political affiliations. (viii) The channels of communication of most of the schools were blocked; the communication between the members of the staff was poor. (ix) The urban schools had a better classroom climate than the rural schools; indifference on the part of principals, teachers and parents being responsible for it. (x) The male and the female teachers were equally unable to provide a conducive climate.

331. WADHWA, B.S., *A Study of Attitudinal Structure of University Student Dissidents within a Social Psychological Framework,* Ph.D. Edu., Kur. U., 1982

The objectives of the study were: (i) to develop a multidimensional attitude scale based on the factors central to the ideology of university student dissidents and a student questionnaire, (ii) to deal with the problem of classification of dissidents and non-dissidents, (iii) to investigate the factorial structure of attitudes on the basis of the data on student dissidents, (iv) to investigate the correlates of the factor scales and make a comparative study of dissidents and non-dissidents, (v) to determine the relationship between the attitude factor scales and the personality dimensions (neuroticism and extraversion), and (vi) to reveal the personality characteristics of certain extreme cases of dissidents and non-dissidents using Rorschach psychodiagnostics.

The sample consisted of 160 male students of various faculties of Kurukshetra University of whom eighty had been identified as dissidents and eighty as non-dissidents. Two additional small samples of dissidents and non-dissidents from medical college (males) and Kurukshetra University (females) were also drawn for the purpose of comparison. The sample students were administered, through a snow-ball technique, a self-developed attitude scale about political participation and protest activities, a student questionnaire for participation in political activities, Maudsley Personality Inventory and the Rorschach Ink Blot Test.

The findings of the study were: (i) Six factors were identified in the students attitude scale for participation in political and protest activities, viz., democratic goals, religious beliefs, basic issues, tactics, radicalism and political functioning style. (ii) Dissidents and non-dissidents differed significantly on the radicalism scale. (iii) The dissidents of the medical college did not differ significantly from the dissidents of Kurukshetra University on participation in political and protest activities. (iv) Most of the dissidents were from homes having political background. (v) The comparison of the two dissident groups, viz., the dissidents whose parents were politically active and those whose parents were politically inactive, indicated that the two differed significantly on the radicalism scale. (vi) The dissidents had greater probability of taking interest in political news than the non-dissidents. (vii) The factors—democratic goals, religious beliefs, political functioning style—did not show any difference with respect to the variables of type, area, residence and subjects of the dissidents and non-dissidents. (viii) The rural dissidents scored significantly higher than the non-dissidents on the factor of basic issues. (ix) The science students scored significantly higher on the tactics scale than the humanities students. (x) The science student dissidents scored significantly higher than the humanities student dissidents on the tactics scale. (xi) The hosteler dissidents scored significantly higher than the hosteler non-dissidents on the tactics scale. (xii) The hosteler dissidents scored significantly higher than the hosteler non-dissidents on radicalism scale. (xiii) The dissidents and the non-dissidents differed significantly with respect to neuroticism and extraversion. (xiv) The university dissidents were more neurotic and extroverted than the medical college non-dissidents. (xv) The dissidents showed more hostility and inner anxiety than the non-dissidents. (xvi) The non-dissidents had high aspirational level, while the dissidents had aspirational level below their capacity as life circumstances did not permit complete achievement. (xvii) The non-dissidents were intellectually superior and had better organizational ability than the dissidents.

(xviii) The dissidents had more control over impulsive expression of emotionality than the non-dissidents.

332. WANGU, R.S., *Socio-psychological Correlates of Disciplined-Indisciplined Behaviour among University Students*, Ph.D. Edu., Pan. U., 1980

The major hypotheses of the study were: (i) the values were significantly related to the disciplined-indisciplined behaviour tendencies in university students, (ii) personality characteristics, some factors in the environment, and socio-economic status formed significant correlates of the tendency to indulge in disciplined and indisciplined acts by the students, (iii) the disciplined and the indisciplined students differed from each other in terms of values, personality characteristics, perception of environmental press, and socio-economic status, (iv) the tendency to create disciplined and indisciplined behaviour varied with sex, and from one faculty to the other, (v) the variables of values, personality characteristics, environmental press, and socio-economic status clustered together in different factors underlying the disciplined-indisciplined behaviour, and (vi) the faculty-to-faculty differences existed in respect of different constellations of variables explaining the common factor variance in different factors.

The study was completed in two phases. Six hundred and ninety-eight students and 58 teachers of the Panjab University formed the sample for the first phase in which the Discipline-Indiscipline (D-I) Scale and Socio-Economic Status (SES) Inquiry Form were standardized. The final sample in the second phase comprised 352 students. The statistics used in the first phase for the standardization of the D-I scale were median, interquartile range, point-biserial coefficient of correlation, product moment coefficient of correlation and the technique of factor analysis. In the second phase descriptive statistics such as mean, median, standard deviation, skewness, and kurtosis were calculated. Product moment coefficient of correlation, factor analysis, and t-ratios were also used.

The major findings of the study were: (i) Values, personality characteristics, environmental factors and SES correlated significantly with different measures of disciplined and indisciplined behaviour, for different groups of students. (ii) Disciplined and indisciplined students differed from each other in terms of values, personality characteristics, and SES but not in the perception of environmental press. (iii) The sex of the student affected the disciplined or otherwise behaviour. (iv) All the four variables mentioned above clustered together in creating disciplined or otherwise behaviour. (v) The faculty-to-faculty differences were significant in the behaviour pattern of the students. (vi) In general, the lower level of intelligence, lack of acceptance of group moral standards, insecurity, independent mindedness, lack of botheration, apprehensiveness, low frustration tolerance and higher level of assertiveness were associated with indisciplined behaviour. Some of these were more dominant in girls and others in boys and the same held true for different faculties.

333. WILLIAMS, K.F., *A Study of Adjustment of the Blind and the Deaf Students in Standards V, VI, VII of Special Schools in Karnataka*, New Horizon College of Education, Bangalore, 1981

The objectives of the study were: (i) to find out and compare the extent of adjustment of the blind and the deaf children in Standards V to VII, (ii) to find out the extent of their adjustment in the areas of home, school, peers, teacher and general, (iii) to find out the interrelationship of adjustment in different areas, (iv) to find out the differences, if any, between the adjustment of children in different standards, and (v) to infer possible implications of adjustment of the blind and the deaf in the school.

The sample comprised all the special schools of Mysore, Hubli and Gulbarga and one school of Bangalore. Fifty-one blind children and sixty-five deaf children of Classes V, VI and VII formed the sample. The tool for data-collection was the Pre-Adolescent Adjustment Scale (PAAS) of Pareek. The statistics used were measures of central tendency, standard deviation and product moment coefficient of correlation.

The major findings were: (i) Both the blind and the deaf children had a good level of home adjustment. The blind children of Classes VI and VII showed a higher degree of home adjustment than those of Class V, wheareas the deaf children of Classes VI and VII showed a lower degree of home adjustment than those of Class V. (ii) The blind children of Classes V, VI and VII were better adjusted in schools than the deaf children. The level of school adjustment of the blind and the deaf was found to decrease as they moved from Class V to VII. (iii) In the case of adjustment with peers, both the blind and the deaf were found to have a good degree of adjustment except the deaf of Class VII who showed a degree of adjustment below the average value. (iv) Both the blind and the deaf had a low level of adjustment with

their teachers. (v) In the area of general adjustment, the blind showed better adjustment than the deaf in all the standards. (vi) In all the areas taken together, the blind showed better adjustment than the deaf. (vii) In the case of the blind and the deaf, adjustment scores of all areas showed a high positive correlation suggesting a high interrelationship between the adjustment levels in the five areas under study.

334. YADAV, S.K., *A Study of the Scheduled Castes' Awareness about the Schemes for Their Educational Progress*, Ph.D. Edu., MSU, 1981

The specific objectives of the study were: (i) to identify the educational schemes for facilitating education of the children belonging to the scheduled castes, (ii) to study the awareness of students and the heads of families regarding the educational schemes for facilitating education of the children belonging to the scheduled castes, (iii) to study the sources of awareness about the educational schemes for facilitating education of the children belonging to the scheduled castes, (iv) to study the antecedent variables of the awareness level of the heads of families regarding the educational schemes for facilitating education of the children belonging to the scheduled castes, (v) to study the relationship between the awareness of the heads of families about educational schemes and their utilization by the children belonging to the scheduled castes, (vi) to study the relationship between the awareness of heads of families about the educational schemes and the drop-out rate of the children belonging to the scheduled castes, (vii) to study the relationship between the awareness of the scheduled caste heads of families about the educational schemes and the non-attendance among their children, (viii) to study the relationship between the awareness of the scheduled caste heads of families about the educational schemes and their out-of-school children, and (ix) to study the problems faced by the scheduled castes in the utilization of the educational schemes for facilitating education of their children.

The population for the study was defined as people belonging to the scheduled castes of the Union Territory of Delhi. The unit of sampling was family. In all, 300 families belonging to scheduled caste from rural, urban and semi-urban areas were covered. Two questionnaires and an Awareness Level Scoring Key (ALSK) were developed for the collection of data for the study. The t-test, chi-square and product moment coefficient of correlation were used, to analyse data regarding problems and suggestions.

The major findings of the study were: (i) The school was the major source of awareness for parents about the educational schemes. (ii) The urban heads of the families had a higher level of awareness about the educational schemes than the heads of the families in the semi-urban and the rural areas. (iii) The students in the urban areas had a higher awareness than those in the semi-urban and the rural areas. (iv) The awareness level of the male students was higher than that of the female students in the total sample. (v) Association was found between the castes within the scheduled castes and the awareness level of the heads of the families irrespective of location areas to which they belonged. (vi) Association was also found between the castes within the scheduled castes and the awareness level of the students irrespective of the location areas. (vii) The congruence between the awareness of the heads of the families and the students was further corroborated by the significant correlations. (viii) The annual income of the heads of the families as well as the per capita income differed in different location areas, namely, rural, urban and semi-urban. (ix) There was a positive significant relationship between the income of the head of a family and his awareness level. The same trend was found in the per capita income of the family and the awareness of the head of the family. (x) The educational level of the head of a family varied from area to area. The awareness of the heads of the families was associated with their educational level except in rural areas. (xi) The occupational level of the heads of the families had an association with location areas, namely rural, semi-urban and urban areas. However, there was a relationship between the awareness level of the heads of the families and their occupation irrespective of their location areas. (xii) Association was found between the awareness of heads of the families and the utilization of the educational schemes by their wards. (xiii) The awareness level of the heads of the families about the educational schemes was related to the attending behaviour of their children. The same trend was also found in the case of the non-attending, drop-out, and out-of-school children. (xiv) Most of the heads of the families felt that the educational schemes were partly sufficient and they suggested that the rate of scholarship should be increased. (xv) The heads of the families faced some difficulties like inadequate publicity, derogatory remarks, indifferent attitude of officials, irrational distribution, inefficient officials, cumbersome procedure, and delayed payment, etc., in availing themselves of the schemes. (xvi) The heads of the families suggested some solutions like au-

tomatic renewal of the educational schemes, manual training, and simplified procedure for applying as well as for the mode of payment, etc., for the improvement of the educational schemes.

335. ZADOO, C.K., *The Effect of Socio-economic Deprivation on the Structure of Personality of Youth at the 10+2 Stage,* Ph.D. Edu., Jammu U., 1980

The specific aims of the study were: (i) to identify those aspects of personality on which the children from low socio-economic-cum-cultural background did relatively well, (ii) to find out whether the students from high status scored better in the school examination than the students from low status homes, and (iii) to assess the importance of various factors as possible explanations for the differences in personalities found for the youth from different kinds of socio-economic backgrounds.

For the collection of data the measuring devices used were Minnesota Paper Form Board Test, Special Abilities Rating Scales, 16 PF Questionnaire, Cultural Gain Questionnaire, Interest Pattern Scale, attitude scale, and a socio-economic status inventory.

The major findings were: (i) When the effects of differences in native endowments of cognitive section were ruled out, the affluent class showed better scholastic attainments and greater cultural gains due to various advantages they enjoyed. (ii) The criterion variable of value related significantly to socio-economic status, and after partialing out the effect of four temperamental factors there was no remarkable change except in independence. (iii) Significant differences were found in the mean scores of the two groups so far as intelligence, achievement, cultural gain, value composite and attitude composite were concerned. (iv) The affluent class had strong leanings towards theoretical, social values and less so towards religious values, whereas the deprived people preferred economic and aesthetic activities. (v) In spite of having a natural inclination towards cultivating various important areas of interest, the deprived class could not engage themselves in them satisfactorily. (vi) The students from high socio-economic group were found possessing those traits of personality which experts considered to be positive while the students from low socio-economic status possessed negative traits of personality.