Abstracts of Educational Research Studies in India

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The present e-volume is in continuation with the series of e-Research Abstracts available on the Intel site (www.educationinindia.net). This volume which is fifth in this series contains Abstracts of two hundred and ten Doctoral Studies in Education conducted all over India. These studies have been differentiated into twenty three areas of research. This volume has been edited by Prof. D.R. Goel, Dr. Chhaya Goel & Dr. R.L. Madhavi. The hard work done by The UGC Project Fellows Mr. Asit R. Purohit & Mr. Brijesh B. Darji and the University Research Scholar Ms. Meghavi H. Bhatia needs to be placed on record. All the three worked round the clock passionately to bring out this volume in e-form.

Hope this volume will be valuable for all, particularly, Teacher Educators, Teachers, Researchers and Society at large.

We feel proud to sustain the Research Heritage of Prof. M.B. Buch.

Date: 25.03.2013  
Place: Vadodara, Gujarat, India

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School Climate of the Primary School Teachers
Teaching at Primary Level in Schools of Vidarbha
Municipal Corporation in the context of Job Satisfaction

Rashtrasant Tukadoji
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Home
A Study of Some Factors Influencing Attitude Towards Energy Education and its Relationship with Academic Qualifications and Personality Characteristics of Secondary School Teachers in Devi Patan Region (Uttar Pradesh) (Bhavna, 2006, Dr. Ram Manohar Lohia Avadh University, Faizabad, Uttar Pradesh)

Objectives

1. To compare the attitude of urban and rural teachers towards energy education.
2. To compare the attitude of male and female teachers towards energy education.
3. To compare the attitude of Arts, Science and Commerce teachers towards energy education.
4. To compare the attitude of General, OBC and SC/ST teachers towards energy education.
5. To compare the attitude of teachers of different economic status towards energy education.
6. To compare the attitude of teachers of different age groups towards energy education.
7. To compare the attitude of teachers different academic qualifications towards energy education.
8. To compare the extent of relationship between attitude towards energy education and personality characteristics of teachers.

Sample

Multistage sampling has been done. The unit of sampling initially was school whose total population was 640. Out of these schools the investigator has selected 5% of the schools from all the 4 districts of Devi Patan Region. In present sample there were 32 schools- 19 boys, 13 girls, 21 rural and 11 urban. All the teachers in the selected schools constituted the subjects for the Study.

Tools

The Attitude Scale constructed through Likert’s Method by the Investigator and the Meenakshi Personality Inventory, both are Study Compatible.

Data Analysis

The data have been analyzed through Mean Scores, SDs and Critical Ratio.
Findings

1. There was no significant difference between attitudes of rural and urban teachers towards energy education.
2. There was no significant difference between attitudes of male and female teachers towards energy education.
3. There was no significant difference between attitudes of Arts, Science and Commerce teachers towards energy education.
4. There was no significant difference between attitudes of General, OBC, and SC/ST teachers towards energy education.
5. There was no significant difference between attitudes of teachers of different economic status towards energy education.
6. There was no significant difference in the attitudes of teachers of different age groups towards energy education.
7. There was no significant difference in the attitudes of teachers of different academic qualifications towards energy education.
8. There was no significant relationship between attitude towards Energy Education and Personality Characteristics of Teachers.

Emerging Questions

- Do all the Secondary School Teachers have same Attitude towards Energy Education?
- None of the null hypotheses has been rejected. What does it mean?
- What could be the variables other than those considered by the investigator which might be influencing attitude of the teachers towards Energy Education?
- How to incorporate energy education concepts in the curricula at various levels? Suggest a Strategic Action Plan.
- How to realize Energy Education at the Field level through Educational Institutions?
- Having conducted this Study how the Problem Solving capabilities of the Scholar have increased?
- How do we differentiate delimitations and limitations of a study?
Academic Achievement of Secondary School Students in Relation to Their Intelligence and Attitude towards Schooling Process (Chittaranjan Nayak, 2002, Utkal University, Bhubaneshwar)

Objectives

1. To examine the achievement status of the students in relation to gender, intelligence, and attitude towards schooling process.

2. To find out the relation between the different predictor variables and the criterion variable, namely, school achievement.

Sample

The stratified random sampling technique has been well employed to draw the sample of 500 students (307 boys and 193 girls) spread over all the six zones of the State.

Tools and Techniques

The tool selected for measuring Intelligence was Raven’s Standard Progressive Matrices (1988), which focuses on Measurement of Abstract Reasoning. The Attitude Scales have been constructed by the Investigator following the method of Equal Appearing Intervals to measure the Attitude of students towards school subjects, school and teachers.

Data analysis

The data have been analyzed by the investigator employing suitable descriptive and inferential statistical techniques, namely, Mean, SD, and F values through ANOVA. Pearson’s co-relation has been computed to study the Inter-correlation amongst the predictor variables. Multiple Regression Analysis has been used to work out the regression equation amongst the predictor variables and the criterion variable.

Findings

1. The girls have been found to demonstrate superiority over boys in respect of their achievement in all the four levels of Intelligence. It is further noticed that at the highest level of Intelligence the achievement variation between boys and girls is marginal.

2. No significant interaction effect of gender and intelligence has been found on the academic achievement of secondary school students.
3. Intelligence, gender, attitude towards school subjects, school and teachers have been found to have significant independent effects on academic achievement of students of Secondary level.

4. There has been found significant interaction effect of gender and attitude towards school subjects on academic achievement which indicates that at low attitudinal level gender variation in achievement is marginal, whereas, the girls have been found to outsmart the boys at high attitudinal level.

5. The main effect of attitude towards schooling process has also been found significant on the achievement of the students at four levels of Intelligence.

6. Intelligence has been found to have substantial correlation with academic achievement.

7. The attitudinal variables have been found to correlate very highly among themselves showing homogeneity in attitudinal structure of secondary school students.

8. The order of the importance of variables in determining achievement for all the participants is Intelligence, Attitude towards school subjects, Attitude toward school, and, Attitude towards teachers with gender playing negligible role.

9. In case of boys the order of the importance of the variables predicting their academic achievement is Intelligence, Attitude towards school, and, Attitude towards teachers with Attitude towards school subject playing an extremely negligible role.

10. In case of girls the order of the importance of the variables for predicting their academic achievement has been found Intelligence, Attitude towards school subjects, Attitude towards teachers with Attitude towards school reduced to unimportance.

11. The students academic achievement could be predicted through the four selected independent variables to the tune of 36 % out of which Intelligence was found to account largely for the prediction of student achievement.

Back
The Opinion and Attitude of Students towards Communication Media: A Critical Study (Kanchan Lata, 2012, Lucknow University, Lucknow, UP)

Objectives
1. To compare the attitude of students towards communication media.
2. To compare the attitude of students towards communication media on the basis of gender.
3. To compare the attitude of students towards communication media on the basis of Intelligence.
4. To compare the attitude of students towards communication media on the basis of SES.
5. To compare the attitude of students towards communication media on the basis of their Academic Standard.
6. To study the opinion of students towards the utility of Guidance Programs transmitted through communication media.
7. To suggest regarding enhancing the utility of the Guidance Programs transmitted through communication media.

Sample
The sample for the study constituted of 144 Girls and 144 Boys from Government Inter College, and 216 Girls and 216 Boys from Aided Inter College has been drawn randomly.

Tools
The tools constructed by the investigator were, namely, Attitude Scale and Interview Schedule.

Data Analysis
The data were analyzed through Mean, SD, and t-test.

Findings
1. No significant difference was found in the attitude of Students of Government Inter College and Aided Inter College towards Communication Media.
2. No significant difference was found in the attitude of Boys of Government Inter College and Aided Inter College towards Communication Media.
3. No significant difference was found in the attitude of Girls of Government Inter College and Aided Inter College towards Communication Media.
4. No significant difference was found in the attitude of Students of Government Inter College and Aided Inter College towards Communication Media, gender-wise.
5. No significant difference was found in the attitude of Students of Government Inter College and Aided Inter College towards Communication Media on the basis of intelligence.

6. No significant difference was found in the attitude of Students of Government Inter College and Aided Inter College towards Communication Media on the basis of SES.

7. No significant difference was found in the attitude of Students of Government Inter College and Aided Inter College towards Communication Media on the basis of Academic Standard.
A Comparative Study of Values, Intelligence and Academic Achievement of Students of UP, CBSE, and ICSE Board Schools (Malti, 2007, Mahatma Gandhi Kashi Vidyapith, Varanasi)

Objectives

1. To compare the value patterns of students of
   a) UP Board and CBSE Board
   b) CBSE Board and ICSE Board
   c) UP Board and ICSE Board

2. To compare the value patterns of male and female students of
   a) UP Board and CBSE Board
   b) CBSE Board and ICSE Board
   c) UP Board and ICSE Board

3. To compare the intelligence of students of
   a) UP Board and CBSE Board
   b) CBSE Board and ICSE Board
   c) UP Board and ICSE Board

4. To compare the intelligence of male and female students of
   a) UP Board and CBSE Board
   b) CBSE Board and ICSE Board
   c) UP Board and ICSE Board

5. To compare the academic achievement of students of
   a) UP Board and CBSE Board
   b) CBSE Board and ICSE Board
   c) UP Board and ICSE Board

6. To compare the academic achievement of male and female students of
   a) UP Board and CBSE Board
   b) CBSE Board and ICSE Board
   c) UP Board and ICSE Board
Research Method

The Study has compatibly employed descriptive survey research.

Sample

Random-cum-cluster sampling technique has been suitably used to draw a sample of 450 students of different schools from three Educational Boards of Varanasi City, namely, UP Board, CBSE & ICSE Board. 75 males and 75 females have been drawn Board-wise.

Tools

Personal Value Questionnaire (PVQ) by Sherry & Verma, General Mental Ability Test By M.C. Joshi and, Achievement Test of Life Science constructed and standardized by the investigator have been utilized for the Study.

Data Analysis

Mean, Standard Deviation, and t-values have been computed for data analysis.

Findings

1. The students of UP Board Schools have been found to have higher social and knowledge values than the students of CBSE Board Schools. The students of schools of CBSE have been found to have higher aesthetic, economic, hedonistic and power values than the students of UP Board schools.

2. The students of CBSE Schools have been found to have higher hedonistic, power and health values than the students of ICSE Board Schools. The students of ICSE Board Schools have been found to have higher religious, social, democratic, knowledge and family prestige value than the students of UP Board Schools.

3. The students of UP Board have been found to have higher social, knowledge and health values than ICSE Board students. The students of ICSE Board have been found to have higher religious, democratic, economic and family prestige value than the students of UP Board.

4. The male students of UP Board have been found to have higher social and knowledge values than the male students of CBSE Board. The male students of CBSE Board have been found to have higher aesthetic, economic, hedonistic and power values than the male students of UP Board.

5. The male students of CBSE Board have been found to have higher aesthetic, hedonistic power and health values than the male students of ICSE Board. The
male students of ICSE Board have been found to have higher social and
democratic values than the male students of CBSE Board.

6. The male students of UP Board have been found to have higher social, knowledge
and health values than the male students of ICSE Board. The male students of
ICSE Board have been found to have higher religious, democratic and economic
values than the male students of the UP Board.

7. The female students of UP Board Schools have been found to have higher social
and knowledge values than the female students of CBSE Board Schools. The
female students of schools of CBSE have been found to have higher aesthetic,
economic, hedonistic and power values than the female students of UP Board
schools.

8. The female students of CBSE Schools have been found to have higher power
values than the female students of ICSE Board Schools. The female students of
ICSE Board Schools have been found to have higher religious, social, knowledge
and family prestige value than the female students of CBSE Schools.

9. The female students of UP Board have been found to have higher social,
knowledge and health values than the female ICSE Board students. The female
students of ICSE Board have been found to have higher religious, economic and
family prestige value than the female students of UP Board.

10. The female students of UP Board have been found to have higher aesthetic and
economic values than the male students of UP Board.

11. The female students of CBSE Board have been found to have higher Democratic
value than the male students of UP Board. The male students of CBSE Board have
been found to have higher hedonistic value than the female students of CBSE
Board.

12. The female students of ICSE Board have been found to have higher family
prestige value than the male students of ICSE Board. The male students of ICSE
Board have been found to have higher power value than the female students of
ICSE Board.

Findings related to Intelligence

1. No significant differences in the Intelligence of students have been found, inter-Board
and intra-Board, overall, inter-gender and intra-gender.
Findings related to Achievement

1. The achievement of total students of CBSE Board has been found significantly higher than that of UP Board.
2. No significant difference has been found in the achievement of CBSE School students and that of ICSE Board school students.
3. The achievement of total students of ICSE Board has been found significantly higher than that of UP Board.
4. The achievement of male students of CBSE Board has been found significantly higher than that of the male students of UP Board.
5. No significant difference has been found in the achievement of CBSE School male students and that of ICSE Board school male students.
6. The achievement of male students of ICSE Board has been found significantly higher than that of the male students of UP Board.
7. The achievement of female students of CBSE Board has been found significantly higher than that of the female students of UP Board.
8. No significant difference has been found in the achievement of CBSE School female students and that of ICSE Board school female students.
9. The achievement of female students of ICSE Board has been found significantly higher than that of the female students of UP Board.
10. No significant difference has been found in the achievement of students, inter-gender intra-Board.

Emerging Questions

1. What is the difference between Intelligence and General Mental Ability?
2. How do we discriminate the difficulty value and discrimination index of an item?
3. How is it that the students of UP Board, even while having higher knowledge value than the students of CBSE & ICSE Boards, have relatively lower achievement on the test of life science?
4. What, if the students differ on Values, intra-Board, Inter-Board, gender-wise? What are the implications of the study corresponding to the differing status on values?
5. What could be the probable causes of differences in achievement of the students, inter-Board, even when they are at par with, on GMA? What could be the strategies for bridging the gaps?

6. What, finally, is the Thesis of the Study?
A Comparative Study of Relationship between Self-Concept and Anxiety among Adolescent Students (Masoumeh Khosravi, 2005, University of Pune, Pune)

Objectives

1) To find out the correlation between self concept and school anxiety among Iranian and Indian students.
2) To compare the levels of self-concept and school anxiety across gender and cultures.
3) To compare and analyze the variables like; test anxiety, lack of self-confidence, fear of self expression and psycho-physiological reactions, in relation to school anxiety across gender and cultures.
4) To compare and analyze the variables like; behavioural problems, intellectual ability and school status, physical appearance and attributes, anxiety, popularity, happiness and satisfaction in relation to self-concept across gender and cultures.

Hypothesis

All the seven hypotheses have been well formulated in the null form as follows:

a) There will be no significant relationship between school anxiety and self-concept.
b) There will be no significant differences on self-concept between Iranian and Indian students.
c) There will be no significant differences on school anxiety between Iranian and Indian students.
d) There will be no significant gender differences on self-concept among Indian students.
e) There will be no significant gender differences on self-concept among Iranian students.
f) There will be no significant gender differences on school anxiety among Indian students.
g) There will be no significant gender differences on school anxiety among Iranian students.

Research Method

The survey method has been employed for the present study.
Population
All students of 8th Standard in the English Medium Schools in Pune city in India, and all students of 8th Standard in the General Secondary Schools in Varamin city in Iran during the academic year 2003-04 constituted the population for the study.

Sample
A sample of 1200 students, 600 (300 boys & 300 girls) from Pune and Varamin, each, has been drawn through multi-stage sampling employing random selection technique.

Tools
The Self-Concept Scale developed by Piers-Harris (1964), and the School Anxiety Scale developed by Phillips (1987) have been well selected and utilized by the investigator for the study.

Data Analysis
The data have been analysed by employing Pearson Product Moment Method, ‘t’ test and Multivariate Analysis of Variance.

Findings
1. In Indian Students (Boys and Girls), school anxiety was found significantly negatively correlated with self-concept. Girls were higher on school anxiety than boys. There was no significant difference between boys and girls on self-concept.
2. In Indian Students (Boys and Girls) on school anxiety factors, girls were higher on test anxiety, fear of expression and psycho-physical reactions than boys. But girls were lower on lack of confidence than boys.
3. In Indian Students (Boys and Girls) on self-concept, there were no significant differences between boys and girls on behavior, intellectual and social status, physical appearance and attributes, anxiety, popularity, happiness and satisfaction.
4. Among Iranian students both boys and girls, school anxiety significantly was negatively correlated with self-concept. Girls were higher on school anxiety than boys and there was no significant difference between girls and boys on self-concept.
5. Among Iranian students, both boys and girls on school anxiety factors, girls were higher on test anxiety, fear of expression, psycho-physical reactions than boys. But they were lower on lack of confidence than boys.
6. Among Iranian students, both boys and girls on self-concept factors, there was no significant difference between them on the behaviour, intellectual and social status, physical appearance and attributes, popularity. But boys were higher on anxiety than girls, and girls were higher on happiness and satisfaction than boys.
7. School anxiety was negatively correlated with self-concept in all the samples (Boys and Girls) from India and Iran.

8. Overall results of these two countries showed that, girls were higher on school anxiety than boys and there was no significant difference between girls and boys on self concept.

9. Overall results showed that, there was no significant between Iranian and Indian students on school anxiety. Iranian students were found to have higher self concept than Indian students.

10. Overall results on school anxiety (across gender) showed, girls were higher on test anxiety, fear of expression, psycho-physical reactions than boys, but they were lower on lack of confidence than boys.

11. Overall results on school anxiety (across nations) showed that Iranian students were higher on test anxiety and lack of confidence than Indian students. Indian students were higher on fear of expression than Iranian students. But there was no significant difference between Indian and Iranian students on psycho-physical reactions.

12. Overall results on self-concept (across gender) showed, there were no significant differences between boys and girls on the behaviour, intellectual and school status, and physical appearance. But boys were higher on anxiety than girls; girls were higher on popularity, happiness and satisfaction than boys.

13. Overall results on self-concept (across nations) showed, Iranian students were higher on behaviour, intellectual and school status, physical appearance and attributes, than Indian students. But Indian students were higher on anxiety than Iranian students. There were no significant differences between Indian and Iranian students on popularity, happiness and satisfaction.
A Study of Problem Solving Ability, Adjustment and Attitude of Tribal and Non-Tribal Students in Orissa (Minakshi D, 2011, Vyasa Vihar, Balasore, Orissa)

Objectives

1. To study the Problem Solving Ability of Tribal and Non-Tribal Secondary School Students.
2. To study the Adjustment Ability of Tribal and Non-Tribal Secondary School Students.
3. To study the Attitude of Tribal and Non-Tribal Secondary School Students.
4. To study the Problem Solving Ability of Boys and Girls.
5. To study the Adjustment Ability of Boys and Girls.
6. To study the Attitude of Boys and Girls.
7. To study the differences in the Problem Solving Ability of Tribal Boys and Girls.
8. To study the differences in the Adjustment Ability of Tribal Boys and Girls.
9. To study the differences in the Attitude of Tribal Boys and Girls.
10. To study the differences in the Problem Solving Ability of Non-Tribal Boys and Girls.
11. To study the differences in the Adjustment Ability of Non-Tribal Boys and Girls.
12. To study the differences in the Attitude of Non-Tribal Boys and Girls.
13. To study the differences in the Problem Solving Ability of Tribal Boys and Non-Tribal Boys.
14. To study the differences in the Adjustment Ability of Tribal Boys and Non-Tribal Boys.
15. To study the differences in the Attitude of Tribal Boys and Non-Tribal Boys.
16. To study the differences in the Problem Solving Ability of Tribal Girls and Non-Tribal Girls.
17. To study the differences in the Adjustment Ability of Tribal Girls and Non-Tribal Girls.
18. To study the differences in the Attitude of Tribal Girls and Non-Tribal Girls.
19. To study the relationship between Problem Solving Ability and Adjustment of Students.
20. To study the relationship between Adjustment and Attitude of Students.
21. To study the relationship between Attitude and Problem Solving Ability of Students.
**Sample**
The sample of 500 Eight Grade Students (Tribal 225 & Non-Tribal 275) has been well drawn from 10 High Schools of the district Mayurbhanj (5 Residential Tribal Schools & 5 General High Schools- both, Tribal & Non-Tribal) employing stratified random sampling.

**Tools**
The tools employed for the study were, namely, Youth Problem Inventory (YPI) by Km. Sandhya Sharma, Adjustment Inventory (AI) by Dr. A.K.P. Sinha & Dr. R.P. Singh, and Attitude Scale by Dr. Gopal Rao.

**Data Analysis**
Percentiles, Mean, SD, t-test and Correlation were the statistical techniques employed for data analysis.

**Findings**
1. The Problem Solving Ability of Non-Tribal Students has been found to be significantly greater than that of Tribal Students.
2. The Adjustment of Non-Tribal Students has been found to be significantly greater than that of Tribal Students.
3. The Attitude of Non-Tribal Students has been found to be significantly greater than that of Tribal Students.
4. No significant difference has been found in the Problem Solving Ability of Boys and Girls.
5. No significant difference has been found in the Adjustment Ability of Boys and Girls.
6. No significant difference has been found in the Attitude of Boys and Girls.
7. No significant difference has been found in the Problem Solving Ability of Tribal Boys and Girls.
8. No significant difference has been found in the Adjustment Ability of Tribal Boys and Girls.
9. No significant difference has been found in the Attitude of Tribal Boys and Girls.
10. No significant difference has been found in the Problem Solving Ability of Non-Tribal Boys and Girls.
11. No significant difference has been found in the Adjustment Ability of Non-Tribal Boys and Girls.
12. No significant difference has been found in the Attitude of Non-Tribal Boys and Girls.
13. The Problem Solving Ability of Non-Tribal Boys has been found to be significantly greater than that of Tribal Boys.
14. No significant difference has been found in the Adjustment Ability of Tribal Girls and Non-Tribal Girls.
15. The Attitude of Non-Tribal Boys has been found to be significantly greater than that of Tribal Boys.
16. The Problem Solving Ability of Non-Tribal Girls has been found to be significantly greater than that of Tribal Girls.
17. No significant difference has been found in the Adjustment Ability of Tribal Girls and Non-Tribal Girls.
18. The Attitude of Non-Tribal Girls has been found to be significantly favourable than that of Tribal Girls.
19. The relationship between Problem Solving Ability and Adjustment has been found to be positive and significant.
20. The relationship between Adjustment and Attitude has been found to be positive and significant.
21. The relationship between Attitude Problem Solving Ability has been found to be positive and significant.
**Beliefs of Secondary School Teachers about English Instruction and their Significance (Neha Rastogi, 2012 University of Lucknow, Lucknow, UP)**

**Objectives**

1. To find out the common beliefs related to English language memory and learning, English reading, English grammar and English vocabulary held by secondary school English Teachers.

2. To gather proofs about the rationality of beliefs related to English language memory and learning, English reading, English grammar and English vocabulary held by secondary school English Teachers.

3. To compare the beliefs held by secondary school English Teachers belonging to different types of schools sub-divided on the bases of :-a) Management, that is, Government, Government-Aided, and Private, and b) Affiliating Board, that is, CBSE, ICSE and UP Board.

4. To prepare In-Service Program for the correct orientation and awareness of the English Subject School Teachers.

**Research Method**

Qualitative Descriptive Survey Type of Research has been employed by the investigator.

**Population**

The population of the study consisted of all the Secondary School English Teachers teaching in government, government-aided, private, ICSE, CBSE and UP Board Secondary Schools of Lucknow city.

**Sample**

One hundred schools were randomly selected out of 323 schools in Lucknow city where classes 9th and 10th were held. Further, 194 teachers were selected employing stratified random sampling technique.

**Tools**

The tools constructed by the investigator were, namely, Opinionnaire and Personal Data.

Following is the dimension-wise list of beliefs commonly held by the teachers, as identified by the investigator:

**English Language: Memory and Learning**

1. Traditional way of teaching English is the key to success.

2. Older generations could learn English better than the present generation.

3. English is learnt better if it starts at an early age.
4. It is important to correct all the errors of the students.
5. A student’s knowledge of English can be best judged through oral and written exams.
6. All children can learn English in the same way.
7. Once students can speak English, they are able to read and write it also.
8. Learning of English is similar to learning of Hindi.
9. The best dictionary of English learners is a monolingual (Only English) dictionary.
10. If students do not study hard, they cannot learn English.
11. The best way to learn English is to speak it.
12. Young children learn a second language more easily than adults.
13. Children will acquire English faster if their parents speak English at home.
14. Learning two languages during the early childhood would confuse the child.
15. The rate of learning English among students will be same if they are taught by the same teacher.
16. To improve English memory and learning, it is not acceptable to used translation method (Hindi to English).

**Reading**

1. Despite being intelligent, some students cannot become skilled readers.
2. Struggling readers can be helped by giving them short term tutoring.
3. Learning to read is a natural process, it cannot be taught.
4. Reading fast reduces students’ comprehension.
5. Reading fast is possible only by skipping words.
6. Reading once is enough.
7. A skilled reader can guess from the previous word that which word will come next.
8. If teaching to read is made a part of the syllabus, then students will learn it.
9. Students should be discouraged to skip passages while reading.
10. The best way to teach reading is to do it in the class.
11. Earlier generation could do better than us in teaching children how to read.

**Grammar**

1. Grammar should not be taught; it is acquired naturally.
2. Grammar is a collection of meaningless rules, most of which do not work half the time.
3. Teachers should save difficult grammar rules until students have mastered the easier ones.
4. Rules of grammar cannot be changed.
5. The study of grammar improves students’ spoken and written language.
6. Grammar is boring.
7. All students cannot learn grammar.
8. Grammar structures can be learnt one at a time.
9. If students do not know grammar they will not be able to speak English.
10. Knowing grammar rules ensures effective communication and writing.

**Vocabulary**
1. If related words are placed together, they can be learnt more easily.
2. Words that are learnt in context are retained better.
3. Vocabulary is not as important in learning English as Grammar or other areas.
4. Textbooks cover English vocabulary adequately.
5. Word lists are of limited value as students forget the words soon.
6. Knowing a relatively small number but important words of English can take a learner far.
7. Knowledge of vocabulary should not be tested separately.
8. The use of translation is a poor way to learn new vocabulary.

**List of beliefs that are not held by teachers**
1. Children who are good in studies are also good at English.
2. Students make the same mistakes in English as they make in Hindi.
3. The more time the students spend in English classes, the faster they will learn English.
4. Speaking and writing are more important than grammar and vocabulary.
5. Proficiency in Hindi has an important and positive effect on English acquisition.
6. For more enjoyment a, a reader should read slowly.
7. A good reader reads every word.
8. If grammar is not learnt as a child, then one cannot gain full proficiency in it.
9. Indian students find it difficult to learn English grammar as English is not their mother tongue.
10. Writing new words many times is the best way to learn vocabulary.

**Findings**
1. The 45 beliefs out of the 55 beliefs were endorsed by a majority of the teachers. Those 45 beliefs were found to be clearly influencing the teaching –learning process.
2. Out of the 55 beliefs that were listed in the opinionnaire, 50 beliefs were found out to be myths (evident through empirical researches), whereas, 5 realities.
3. Out of the 45 beliefs on which the teachers showed their strong agreement, 44 beliefs were actually myths and out of the 10 beliefs that were not endorsed by the teachers 4 beliefs were realities. The following 5 beliefs were found to be the realities:
   a. Children who are good in studies are also good at English.
   b. Students make the same mistakes in English as they make in Hindi.
   c. The more time students spend in English classes, the faster they will learn English.
   d. A student’s knowledge of English can best be assessed by oral and written exams.
   e. Proficiency in Hindi has an important and positive effect on English Acquisition.
4. English language memory and learning myths were most commonly prevalent among the government school teachers then in the government aided and least prevalent in the private school teachers.
5. Reading myths were mostly prevalent among the government school teachers than in the government-aided school teachers and least prevalent among the private school teachers.
6. Grammar myths were mostly prevalent among the private school teachers than in the government school teachers and least prevalent among the government-aided school teachers.
7. Vocabulary myths were mostly prevalent among the government school teachers than in the government-aided school teachers and least prevalent among the private school teachers.
8. English language memory and learning myths were most commonly prevalent among the UP Board School Teachers than in the CBSE school teachers and least prevalent among the ICSE Board school teachers.
9. Reading myths were most commonly prevalent among the UP Board school teachers than in the CBSE school teachers and least prevalent among the ICSE Board school teachers.
10. Grammar myths were mostly prevalent among the CBSE Board school teachers than in the ICSE Board school teachers and least prevalent among the UP Board school teachers.
11. Vocabulary myths were mostly prevalent among the UP Board school teachers than in the ICSE Board school teachers and least prevalent among the CBSE Board school teachers.

Back
Occupational Stress and Job- Satisfaction in relation to Professional Commitment and Background Factors in Primary School Teachers of Tribal Areas (Nibedita Priyadarshani, 2005, Kurukshetra University, Kurukshetra)

Objectives

1. To develop professional commitment scale for primary school teachers.
2. To know the level of job satisfaction, occupational stress and professional commitment of primary school teachers in tribal areas.
3. To study the relationship between occupational stress and professional commitment in primary school teachers in tribal areas.
4. To study the relationship between job satisfaction and professional commitment in primary school teachers in tribal areas.
5. To study the relationship between job satisfaction and occupational stress in primary school teachers in tribal areas.
6. To study main and interactional effects of professional commitment on occupational stress among primary school teachers in relation to the following background factors:
   i. Sex
   ii. Marital status
   iii. Teaching Experience
   iv. Service in tribal area
   v. Family size
   vi. Socio-Economic Status
7. To study main and interactional effects of professional commitment on Job satisfaction among primary school teachers in relation to the above background factors.

Research Method

The survey method has been suitably employed for the study.

Sample

The sample of 400 primary school teachers has been appropriately drawn through random sampling from Kandhamal, Bolangir, Sambalpur, and Koraput districts of Orissa.

Tools

The three tools for measuring Occupational Stress, Job Satisfaction and SES have been selected.
The tool for measuring Professional Commitment of the Teachers has been constructed by the investigator.

**Data Analysis**

Mean, Median, Percentiles, and SD have been computed to know the nature of the data and for further analysis and interpretation skewness and kurtosis, correlation and ANOVA techniques have been used.

**Findings**

1. The primary school teachers in the tribal area have been found to have average level of job satisfaction, moderate to high level of occupational stress and are highly committed to their profession.
2. The highly professionally committed teachers have been found to exhibit high degree of job- satisfaction.
3. There is significant three-factor interaction of sex, marital status, and professional commitment on teacher’s job satisfaction.
4. Other main effects, such as, sex and marital status and interactional effects, that is, sex and marital status, sex and professional commitment, marital status and professional commitment have not been found to exhibit significant difference on job satisfaction of teachers.
5. The high professionally committed teachers have high occupational stress as compared to low professionally committed teachers.
6. There exists significant three factor interactional effect of sex, marital status, and professional commitment on occupational stress of the teachers.
7. Other main effects, such as, sex and marital status and interactional effects, that is, sex and professional commitment, marital status and sex, marital status and professional commitment do not exhibit significant difference on occupational stress of teachers.
8. Those teachers who have served for a long time in tribal area have low job satisfaction than the teachers who have served for short period.
9. Highly professionally committed teachers have been found to have higher job satisfaction.
10. There is significant difference in job satisfaction of teachers in three factor interaction, i.e., teaching experience, service in tribal area and professional commitment.
11. Other main effects, such as, teaching experience, and two factor interactional effects, that is, teaching experience and professional commitment, service in tribal areas and
professional commitment, teaching experience and service in tribal area do not exhibit significant difference on job satisfaction of teachers.

12. Teachers having more teaching experience have been found to exhibit low occupational stress.

13. Teachers of long service in tribal area experience low occupational stress as compared to the teachers of short service in tribal area.

14. There is significant two factor interaction of teaching experience and service in tribal area on teacher’s occupational stress.

15. There exists three factor significant interaction of teaching experience, service in tribal area and professional commitment on teacher’s occupational stress.

16. Other main effects, that is, professional commitment and interaction effects, such as, teaching experience and professional commitment, service in tribal area and professional commitment do not exhibit significant difference on occupational stress of teachers.

17. High professionally committed teachers have been found to have high job satisfaction.

18. Other main effects, that is, SES, family size and two factor interactional effects do not exhibit significant differences on job satisfaction of teachers.


20. Other main effects, that is, SES, family size, and two factor interactional effects do not exhibit significant differences on occupational stress of teachers.

21. Intrinsic aspect of job satisfaction has: (i) average, positive but significant relation with intrinsic impoverishment and strenuous working condition dimensions of occupational stress; (ii) has positive, low but significant relation with role overload, role ambiguity, role conflict, under participation, powerlessness, poor peer relations and low status dimensions of occupational stress;(iii) has positive, negligible significant correlation with unreasonable groups and political pressure, unprofitable dimensions of occupational stress.

22. Salary, promotional avenues and service conditions dimensions of job satisfaction has (i) positive, very high and significant correlation with role conflict; (ii) has positive, low but significant relation with role overload, unreasonable group and political pressure, responsibility for persons, intrinsic impoverishment, low status, strenuous working conditions and unprofitable dimensions of occupational stress; (iii) has positive, negligible but significant correlation with role ambiguity dimension of occupational stress.
23. Physical facilities dimensions of job satisfaction have (i) positive, average and significant correlation with intrinsic impoverishment dimension of occupational stress, (ii) has positive, low and significant relation with poor peer relations, low status, and strenuous working conditions dimensions of occupational stress; (iii) has positive, negligible, but significant relation with role overload, role ambiguity, unreasonable groups and political pressure, under participation and unprofitable dimensions of occupational stress.

24. Institutional Plans and Policies dimensions of job satisfaction have: (i) positive, average and significant correlation with role ambiguity, role conflict; unreasonable group and political pressure, poor peer relations, intrinsic impoverishment, low status, strenuous working conditions dimensions of occupational stress; (ii) has positive, low but significant relation with role overload, role ambiguity, role conflict, under participation, powerlessness, poor peer relations and low status dimensions of occupational stress; (iii) has positive, negligible significant correlation with role overload, under participation, powerlessness dimensions of occupational stress; (iii) has positive, negligible but significant correlation with responsibility for persons and un-profitability dimensions of occupation stress.

25. Satisfaction with authorities dimensions of job satisfaction has: (i) positive, low but significant correlation with role conflict, role overload, role ambiguity, role conflict, unreasonable group and political pressure, under participation, powerlessness, poor peer relations and intrinsic impoverishment and low status dimensions of occupational stress; (ii) has positive average and significant relation with strenuous working condition dimensions of occupational stress.

26. Similarly the study has very analytically reported the findings with respect to satisfaction with social status and welfare, rapport with students dimension of job satisfaction, and relationship with workers dimension of job satisfaction. Also, the study has reported the findings of correlation between, professional commitment and dimensions of occupational stress, professional commitment and dimensions of job satisfaction, and professional commitment and dimensions of occupational stress, and correlation among occupational stress, job satisfaction and professional commitment.
A Study of Family Relationship in Relation to Emotional Intelligence, Social Acceptability and Academic Achievement (Poonam, 2009, Kurukshetra University, Kurukshetra)

Objectives
1. To study the relationship between parental acceptance behaviour and emotional intelligence of students.
2. To study the relationship between parental concentration behaviour and emotional intelligence of students.
3. To study the relationship between parental avoidance behaviour and emotional intelligence of students.
4. To study the relationship between parental acceptance behaviour and social acceptability of students.
5. To study the difference among different categories of social acceptability of parental acceptance group.
6. To study the relationship between parental concentration behaviour and social acceptability of students.
7. To study the difference among different categories of social acceptability of parental concentration group.
8. To study the relationship between parental avoidance behaviour and social acceptability of students.
9. To study the difference among different categories of social acceptability of parental avoidance group.
10. To study the relationship between parental acceptance behaviour and academic achievement of students.
11. To study the difference between high and average academic achievers of parental acceptance group.
12. To study the relationship between parental concentration behaviour and academic achievement of students.
13. To study the difference between high and average academic achievers of parental concentration group.
14. To study the relationship between parental avoidance behaviour and academic achievement of students.
15. To study the difference between high and average academic achievers of parental avoidance group.

**Research Method**
Survey Method has been employed for the Study.

**Sample**
The sample utilized for the study has been drawn through simple random sampling from 4 DAV Public Schools of Ambala, Kurukshetra, Gurgaon, and Faridabad Districts of Haryana State. Finally, 300 students constituted the sample for the Study.

**Tools**
The Tools used for the study were, namely, Family Relationship Inventory by G.P. Sherry & J.C. Sinha, Emotional Intelligence Scale by Anukool Hyde, Sanjyot Pethe & Upinder Dhar and Sociomatrix by J.N. Sharma.

**Data Analysis**
The data were analyzed by employing statistical techniques, namely, Product Moment Correlation, one way ANOVA and t-test.

**Findings**
1. Significant relationship was found between self-awareness and parental acceptance.
2. No significant relationship was found between empathy and parental acceptance.
3. No significant relationship was found between self motivation and parental acceptance.
4. Significant relationship was found between emotional stability and parental acceptance.
5. No significant relationship was found between managing relations and parental acceptance.
6. No significant relationship was found between integrity and parental acceptance.
7. Significant relationship was found between self- development and parental acceptance.
8. Significant relationship was found between value orientation and parental acceptance.
9. Significant relationship was found between commitment and parental acceptance.
10. No significant relationship was found between altruistic and parental acceptance.
11. Significant relationship was found between emotional intelligence and parental acceptance.
12. Insignificant but negative relationship was found between self- awareness and parental concentration.
13. Insignificant but negative relationship was found between empathy and parental concentration.
14. No significant relationship was found between self-motivation and parental concentration.
15. No significant relationship was found between emotional stability and parental concentration.
16. Significant but negative relationship was found between managing relations and parental concentration.
17. No significant relationship was found between integrity and parental concentration.
18. No significant relationship was found between self-development and parental concentration.
19. No significant relationship was found between value orientation and parental concentration.
20. Significant relationship was found between commitment and parental concentration.
21. Significant but negative relationship was found between altruistic and parental concentration.
22. Insignificant but negative relationship was found between emotional intelligence and parental concentration.
23. Significant but negative relationship was found between self-awareness and parental avoidance.
24. Significant but negative relationship was found between empathy and parental avoidance.
25. Significant but negative relationship was found between self-motivation and parental avoidance.
26. Significant but negative relationship was found between emotional stability and parental avoidance.
27. Significant but negative relationship was found between managing relations and parental avoidance.
28. Significant but negative relationship was found between integrity and parental avoidance.
29. Significant but negative relationship was found between self-development and parental avoidance.
30. Significant but negative relationship was found between value orientation and parental avoidance.
31. Significant but negative relationship was found between commitment and parental avoidance.
32. Significant but negative relationship was found between altruistic and parental avoidance.
33. Significant but negative relationship was found between emotional intelligence and parental avoidance.
34. Significant relationship was found between social acceptability and parental acceptance.
35. Significant difference of means of parental acceptance existed between star and rejectee as compared to rest of the social acceptability categories.
36. Significant but negative relationship was found between social acceptability and parental concentration.
37. Insignificant difference existed among mean scores of parental concentration for different categories of social acceptability.
38. Significant but negative relationship was found between social acceptability and parental avoidance.
39. Significant difference of means of parental avoidance existed between star and rejectee as compared to rest of the social acceptability categories.
40. No significant relationship was found between academic achievement and parental acceptance.
41. Significant difference existed between high & average academic achievers of parental acceptance group.
42. Significant but negative relationship was found between academic achievement and parental concentration.
43. Significant difference existed between high & average academic achievers of parental concentration group.
44. Insignificant but negative relationship was found between academic achievement and parental avoidance.
45. No significant difference existed between high and average academic achievers of parental avoidance group.
46. Students whose parents have accepting, affectionate and concerned behaviour have been found to have better control over their emotions, healthy relationships and social acceptability.
47. Students having fulfilling family relationships have better academic performance.
48. Over-concern or neglecting behaviour results into weaker emotional control
49. Students sharing not so fulfilling relationships with their parents, perform average or below-average.
A Study of the Attitude towards School, Aspirations and Educational Problems of Truant and Non-Truant Students of the Government High Schools of Haryana in the context of their Academic Achievement (Satish Kumar, 2007, Kurukshetra University, Kurukshetra)

Objectives

1. To study the attitude of Truant and Non-Truant Students of Government High Schools of Ambala Division of Haryana towards their School.
2. To study the attitude of low achiever Truant and Non-Truant Students of Government High Schools of Ambala Division of Haryana towards their School.
3. To study the Aspiration Levels of Truant and Non-Truant Students of Government High Schools of Ambala Division of Haryana towards their School.
4. To study the Aspiration Levels of low achiever Truant and Non-Truant Students of Government High Schools of Ambala Division of Haryana towards their School.
5. To study the Educational Problems of Truant and Non-Truant Students of Government High Schools of Ambala Division of Haryana towards their School.
6. To study the Educational Problems of low achiever Truant and Non-Truant Students of Government High Schools of Ambala Division of Haryana towards their School.
7. To study the Severe/Complex Educational Problems of Truant and Non-Truant Students of Government High Schools of Ambala Division of Haryana towards their School.
8. To study the Severe/Complex Educational Problems of low achiever Truant and Non-Truant Students of Government High Schools of Ambala Division of Haryana towards their School.

Research Method

Survey method has been used for the Study.

Sample

A total of 25 schools was selected, 5 from each district of Ambala Division of Haryana State, through random selection using lottery method. Then all those students of Std IX who played
truants were selected purposively. Thus a sample of 153 truants was selected. A sample of Std. IX non-truant 153 students was also selected, purposively.

Tools

Attitude towards School by Mr. P. Singh, Meerut University, Meerut, Aspiration Level Test by Mr. V.P. Sharma & Ms. Anuradha Gupta, R.S. University, Raipur, and Problem Check List by Dr. S.S. Srivastava, have been well established. For representatives of the Academic Achievement, Std. VIII Achievement Scores of the Students were considered.

Data Analysis

‘t’-test was employed for data analysis.

Findings

1. The truant students were found to have negative attitude towards the School, whereas, the non-truants were found to have positive attitude towards the School.

2. The truant students were found to have low aspiration towards the School, whereas, the non-truants were found to have high aspiration towards the School.

3. The aspiration level of above average achiever non-truant students of Ambala Division was found higher than that of above average achiever truants, whereas, the aspiration level of below average achiever truant students was found higher than that of below average achiever non-truants.

4. The physical development of truant students of Ambala Division was found higher than that of non-truant students.

5. The truant students were largely found from poor economic background families, though, there were some truants having rich family background, also. The non-truant students were largely found from moderate economic family background.

6. The truant students were found to have relatively low Psycho-Social background than non-truant students.

7. The truants were relatively found facing more of educational problems.

8. The economic, residential and employment problems of truant students of Ambala Division were found greater than that of the non-truants.

9. The truant students were found taking more of interest in social and recreational activities than non-truant students.
10. The truant students were found to be facing more of vocational and educational problems than non-truants.

11. The truant students were found to be facing more of severe problems and a variety of those, than the non-truant students.

**Emerging Questions**

1. Are attitudes, aspirations and achievement inter-related?

2. What is the relationship amongst Education and Attitudes, Aspirations and Achievement?

3. If a child has unhealthy home & lifeless school where will the child go?

4. Which of the two causes truancy more, economically rich or economically poor home?

5. Students with extremely low scholastic achievement, as well as, those with extremely high achievement are likely to play truant? Why?

6. Was not it a difficult task to identify the truants for the sample?

7. Progressively, the number of truants is likely to increase significantly. Reflect

8. What is the emerging Thesis of the Study?
Teachers’ and Adolescent Students’ Attitude towards Co-Education
(Teachers’ and Adolescent Students’ Attitude Towards Self, Same-Sex, 
Opposite-Sex, Teachers, Parents and Colleges in a few Single-Sex and Co-
Educational Junior Colleges in Pune City) (Swalehakhatoon Sagir Pathan, 
2005, University of Pune, Pune)

Objectives

1. To study the relationship between the type of college (Single-sex/Co-educational) and 
   students’ attitude towards self, opposite-sex, teachers, parents and colleges to 
   ascertain students’ attitude towards co-education.

2. To study the relationship between the sex (Boys/Girls) of the student and his/her 
   attitude towards self, opposite-sex, teachers, parents and colleges to ascertain 
   students’ attitude towards co-education.

3. To study the relationship between the religion of the student ( Hindu/Muslim/ 
   Christian) and his/her attitude towards self, opposite-sex, teachers, parents and 
   colleges to ascertain students’ attitude towards co-education.

Research Method

It is a survey type study.

Variables

The type of institution (co-education/single-sex), sex of the student (boy/girl), and religion of 
the student (Hindu/Muslim/Christian) have been considered as independent variables, 
whereas, attitude of students towards self, opposite sex, teachers, parents and colleges has 
been considered as dependent variable.

Sample

Three co-educational colleges, two single-sex girls’ colleges, and three single-sex boys’ 
colleges were selected purposively for the investigation. The study was limited to Junior 
Colleges as “Adolescent” students were the focus of attention. The samples of 1106 students-
599 single-sex (309 boys & 290 girls), 466 co-educational (240 boys & 226 girls), and 41 
non-Indians (31 boys and 10 girls), 118 teachers- 45 from single-sex boys (24 male and 21 
female), 34 from single-sex girls (3 male & 31 female), 39 from co-educational (13 male & 
26 female) have been well drawn. A sample of 1065 students has been drawn for the study on 
the basis of type of institution and religion- 539 Hindu (250 single-sex & 289 co-education),
427 Muslim- (271 single-sex & 156 co-education), 99 Christian (77 single-sex & 22 co-education). 41 non-Indians (20 single-sex boys, 10 single-sex girls & 11 co-educational boys) have been drawn for the study. The classification of Indian and non-Indians on the basis of religion, considered for the study is Muslims 459 (421 Indians & 38 non-Indian), Christian 106 (103 Indian & 3 non-Indian). Also, the Heads of the Institutes, the Vice- Principals and the Supervisors of the Junior College participated in the study.

Tools
The tools used for the study were, namely, questionnaire-cum-attitude scale, and questionnaires.

Data Analysis
The data have been analyzed employing Critical Ratio and content analysis.

Findings
1. The pupils from Single-sex institutions had an unfavorable attitude towards themselves as compared to the pupils from co-educational institutions.
2. The pupils from Co-educational institutions had a positive attitude towards opposite-sex as compared to the pupils from Single-sex institutions.
3. The pupils from Co-educational institutions had a positive attitude towards teachers as compared to the pupils from Single-sex institutions.
4. The pupils from Co-educational institutions had a better and positive attitude towards parents as compared to the pupils from Single-sex institutions.
5. The pupils from Co-educational institutions had a favorable attitude towards the system of Co-education as compared to the pupils from Single-sex institutions.
6. Boys had a positive attitude towards themselves as compared to Girls.
7. Girls had a negative attitude towards the opposite-sex as compared to Boys.
8. Boys had a negative attitude towards male teachers as compared to Girls.
9. Girls had favorable attitude towards female teachers as compared to Boys.
10. Boys had positive attitude towards parents as compared to Girls.
11. Boys had positive attitude towards the system of Co-education as compared to Girls.
12. Hindu pupils from Co-education institutions had a positive attitude towards themselves as compared to Hindu pupils from Single-sex institutions.
13. Hindu pupils from Single-sex institutions had a negative attitude towards opposite-sex as compared to Hindu pupils from Co-education institutions.

14. Hindu pupils from Co-education institutions had a negative attitude towards male teachers as compared to Hindu pupils from Single-sex institutions.

15. Hindu pupils from Single-sex institutions had a negative attitude towards parents as compared to Hindu pupils from Co-education institutions.

16. Hindu pupils from Co-education institutions had a positive attitude towards the system of Co-education as compared to Hindu pupils from Single-sex institutions.

17. Muslim pupils from Co-education institutions and Single-sex institutions had a negative attitude towards themselves.

18. Muslim pupils from Co-education institutions had a positive attitude towards the opposite-sex as compared to Muslim pupils from Single-sex institutions.

19. Muslim pupils from Co-education institutions had a negative attitude towards male teachers as compared to Muslim pupils from Single-sex institutions.

20. Muslim pupils from Co-education institutions and Single-sex institutions had a negative attitude towards parents.

21. Muslim pupils from Co-education institutions had a positive attitude towards the system of Co-education as compared to Muslim pupils from Single-sex institutions.

22. Christian pupils from Co-education institutions had a negative attitude towards themselves as compared to Christian pupils from Single-sex institutions.

23. Christian pupils from Single-sex institutions had a negative attitude towards the opposite-sex as compared to Christian pupils from Co-education institutions.

24. Christian pupils from Single-sex institutions had an unfavorable attitude towards teachers as compared to Christian pupils from Co-education institutions.

25. Christian pupils from Co-education institutions and Single-sex institutions had a negative attitude towards parents.

26. Christian pupils from Single-sex institutions had an unfavorable attitude towards Co-education as compared to Christian pupils from Co-education institutions.
27. Non-Indian Muslim pupils had a positive attitude towards themselves as compared to Indian Muslim pupils.

28. Non-Indian Muslim pupils and Indian Muslim pupils had a positive attitude towards the opposite-sex.

29. Non-Indian Muslim pupils and Indian Muslim pupils had a positive attitude towards teachers.

30. Non-Indian Muslim pupils and Indian Muslim pupils had a positive attitude towards parents.

31. Non-Indian Muslim pupils had a positive attitude towards the system of Co-education as compared to Indian Muslim pupils.

32. Teachers from o-education institutions had a negative attitude towards themselves as compared to teachers from Single-sex institutions.

33. Teachers from Co-education institutions had a negative attitude towards pupils as compared to teachers from Single-sex institutions.

34. Teachers from Co-education institutions had a positive attitude towards male teachers as compared to teachers from Single-sex institutions.

35. While seeking permission to open a college, the management applies for a Co-education college.

36. 72% teachers were in favour of Co-education whereas 27.9% teachers were not in favour of Co-education.

37. 79.6% students were in favour of Co-education whereas 20% of the students were not in favour of Co-education.

38. Both boys and girls from Co-education Junior Colleges had significantly higher and better attitude towards self, opposite sex, teachers, parents and college as compared to Boys and girls from Single-sex Junior Colleges.

39. Boys had a significantly favourable attitude towards self, opposite-sex, teachers, parents and college as compared to females.

40. Hindu pupils from Co-education institutions had a significantly better attitude towards self, opposite-sex and college as compared to Hindu Pupils from single-sex Institutions.

41. Hindu Pupils from Co-education institutions had a significantly unfavorable
Attitude towards male teachers as compared to Hindu students from Single-sex Institutions.

42. Hindu boys and girls from Co-education institutions had significantly unfavourable attitude towards parents as compared Hindu boys and girls from single-sex institutions.

43. Christian boys and girls from Co-education institutions had a significantly unfavorable attitude towards self as compared self as compared to Christian boys and girls from Single-sex institutions.

44. Christian boys and girls from Co-education institutions had a significantly Better attitude towards opposite-sex, teachers, parents and the system of Co-education as compared to Christian boys and girls from Single-sex institutions.

45. Muslim boys and girls from Co-education Junior Colleges had a significantly unfavorable attitude towards self and male teachers as compared to Muslim boys and Girls from Single-sex Junior Colleges.

46. Muslim boys and girls from Co-education Junior Colleges had a significantly better Attitude towards opposite-sex and teachers in general as compared to Muslim boys and Girls from Single-sex Junior colleges.

47. Muslim boys and girls had a significantly unfavorable attitude towards parents and the System of co-education as compared to Muslim boys and girls from co-education Junior colleges.

48. Non-Indian Muslims had a significantly better attitude towards self as compared to Indian Muslims.

49. Non-Indian Muslims had a significantly favourable attitude towards the system of single-sex as compared to Indian Muslims.

50. Large number of teachers from Co-education institutions as well Single-sex institutions favours system of Co-education.

Emerging Thesis

A large majority of the teachers and students from co-education institutions, as well as, single sex institutions have been found in favour of co-education. Most non-Indians were found in favour of co-education. Hindu and Muslim students from co-education institutions were
found to have un-favourable attitudes towards their parents. Boys and girls from co-education institutions differed in their attitude towards self, opposite sex, teachers, parents and the college as compared to boys and girls from single-sex institutions. Male pupils were found to have more conflicts with their father as compared to girls, whereas, girls were reported to have more conflicts with their mothers than their fathers. Hindu and Muslim pupils were found to have unfavourable attitude towards male teachers. Muslim pupils were found to have negative attitude towards co-education. The atmosphere of co-educational colleges was found better than single-sex colleges. The findings have been interpreted by the investigator meaningfully. The Researcher’s impressions and recommendations are valuable.
Self-Esteem, Educational Decision-Making, Adjustment and Academic Attainment of Secondary School Students in Relation to Parent-Involvement (Surabala Sahoo, 2005, Kurukshetra University, Kurukshetra)

Objectives

1. To find out the relationship between Self-Esteem of students and Parent-Involvement
2. To find out the difference between the Self-Esteem of students belonging to High Parent-Involvement group and Low Parent-Involvement Group
3. To find out the relationship between Educational Decision-Making of students and Parent-Involvement
4. To find out the difference between the Educational Decision-Making of students belonging to High Parent-Involvement group and Low Parent-Involvement Group
5. To find out the relationship between Adjustment of students and Parent-Involvement
6. To find out the difference between the Adjustment of students belonging to High Parent-Involvement group and Low Parent-Involvement Group
7. To find out the relationship between Academic Attainment of students and Parent-Involvement
8. To find out the difference between the Academic Attainment of students belonging to High Parent-Involvement group and Low Parent-Involvement Group

Research Method

Descriptive Survey and Case Study Methods have been employed for the study.

Sample

Five hundred students of class IX and X from 5 government and 5 public schools of North-West zone of Delhi were selected using simple random sampling. Parents of these students were taken for studying their involvement.

Tools

The tools for used the study were, namely, Self-Esteem Inventory (M.S. Prasad and G.P. Thakur), Educational-Decision Making Scale, Adjustment Inventory (A.K.P. Sinha and R.P. Singh) and Parent-Involvement Scale.
Data Collection

The investigator gathered data from all the 10 selected schools and 500 parents through personal visits. Also, the investigator visited three parents and three students from high parent-involvement group and three parents and three students from low parent-involvement group.

Data Analysis

The quantitative data were analyzed through statistical techniques, namely, Product Moment Correlation, ‘t’ test and Percentage.

Findings

Self-Esteem of Students and Parent-Involvement

1. Positive and significant relationship was found between self-esteem of students and parent-involvement.
2. Significant difference was found between the self-esteem of students belonging to high parent-involvement and low parent-involvement groups.
3. The percentage of students (53.00%) having positive self-esteem belonging to high parent-involvement group was higher as compared to the percentage of students (44.44%) belonging to low parent-involvement group.
4. The percentage of students (28.95%) having negative self-esteem belonging to high parent-involvement group was low as compared to the percentage of students (53.00%) belonging to low parent-involvement group.
5. The percentage of students (18.05%) having balanced self-esteem belonging to high parent-involvement group was higher as compared to the percentage of students (2.56%) belonging to low parent-involvement group.

Educational Decision-Making of Students and Parent-Involvement

1. Positive and significant relationship was found between educational decision-making of students and parent-involvement.
2. Significant difference was found between the educational decision-making of students belonging to high parent-involvement and low parent-involvement groups.
3. The percentage of students (59.77%) having high educational decision-making belonging to high parent-involvement group was higher as compared to the percentage of students (51.71%) belonging to low parent-involvement group.

4. The percentage of students (40.23%) having low educational decision-making belonging to high parent-involvement group was low as compared to the percentage of students (48.29%) belonging to low parent-involvement group.

Adjustment (Emotional, Social, Educational and General) of Students and Parent-Involvement

1. Positive and significant relationship was found between emotional adjustment of students and parent-involvement.

2. Significant difference was found between the emotional adjustment of students belonging to high parent-involvement and low parent-involvement groups.

3. The percentage of students (5.64%) having excellent adjustment under emotional adjustment area belonging to high parent-involvement group was higher as compared to the percentage of students (3.42%) belonging to low parent-involvement group.

4. The percentage of students (56.40%) having good adjustment under emotional adjustment area belonging to high parent-involvement group was higher as compared to the percentage of students (47.01%) belonging to low parent-involvement group.

5. The percentage of students (34.21%) having average adjustment under emotional adjustment area belonging to high parent-involvement group was higher as compared to the percentage of students (32.05%) belonging to low parent-involvement group.

6. The percentage of students (2.63%) having unsatisfactory adjustment under emotional adjustment area belonging to high parent-involvement group was low as compared to the percentage of students (10.68%) belonging to low parent-involvement group.

7. The percentage of students (1.12%) having very unsatisfactory adjustment under emotional adjustment area belonging to high parent-involvement group
was low as compared to the percentage of students (6.84%) belonging to low parent-involvement group.

8. Positive and significant relationship was found between social adjustment of students and parent-involvement.

9. Significant difference was found between the social adjustment of students belonging to high parent-involvement and low parent-involvement groups.

10. The percentage of students (5.26%) having excellent adjustment under social adjustment area belonging to high parent-involvement group was higher as compared to the percentage of students (2.56%) belonging to low parent-involvement group.

11. The percentage of students (54.51%) having good adjustment under social adjustment area belonging to high parent-involvement group was higher as compared to the percentage of students (44.44%) belonging to low parent-involvement group.

12. The percentage of students (36.10%) having average adjustment under social adjustment area belonging to high parent-involvement group was low as compared to the percentage of students (38.46%) belonging to low parent-involvement group.

13. The percentage of students (2.63%) having unsatisfactory adjustment under social adjustment area belonging to high parent-involvement group was low as compared to the percentage of students (8.55%) belonging to low parent-involvement group.

14. The percentage of students (1.50%) having very unsatisfactory adjustment under social adjustment area belonging to high parent-involvement group was low as compared to the percentage of students (5.99%) belonging to low parent-involvement group.

15. No significant relationship was found between educational adjustment of students and parent-involvement.

16. No significant difference was found between the educational adjustment of students belonging to high parent-involvement and low parent-involvement groups.
17. The percentage of students (3.01%) having excellent adjustment under educational adjustment area belonging to high parent-involvement group was higher as compared to the percentage of students (2.14%) belonging to low parent-involvement group.

18. The percentage of students (51.13%) having good adjustment under educational adjustment area belonging to high parent-involvement group was higher as compared to the percentage of students (40.17%) belonging to low parent-involvement group.

19. The percentage of students (39.47%) having average adjustment under educational adjustment area belonging to high parent-involvement group was low as compared to the percentage of students (52.99%) belonging to low parent-involvement group.

20. The percentage of students (4.51%) having unsatisfactory adjustment under educational adjustment area belonging to high parent-involvement group was higher as compared to the percentage of students (3.42%) belonging to low parent-involvement group.

21. The percentage of students (1.88%) having very unsatisfactory adjustment under educational adjustment area belonging to high parent-involvement group was higher as compared to the percentage of students (1.28%) belonging to low parent-involvement group.

22. No significant relationship was found between general adjustment of students and parent-involvement.

23. No significant difference was found between the general adjustment of students belonging to high parent-involvement and low parent-involvement groups.

24. The percentage of students (4.41%) having excellent adjustment belonging to high parent-involvement group was higher as compared to the percentage of students (3.00%) belonging to low parent-involvement group.

25. The percentage of students (54.89%) having good adjustment belonging to high parent-involvement group was higher as compared to the percentage of students (47.86%) belonging to low parent-involvement group.
26. The percentage of students (32.33%) having average adjustment belonging to high parent-involvement group was low as compared to the percentage of students (43.59%) belonging to low parent-involvement group.

27. The percentage of students (7.52%) having unsatisfactory adjustment belonging to high parent-involvement group was higher as compared to the percentage of students (4.70%) belonging to low parent-involvement group.

28. The percentage of students (1.12%) having very unsatisfactory adjustment belonging to high parent-involvement group was higher as compared to the percentage of students (0.85%) belonging to low parent-involvement group.

**Academic Attainment of Students and Parent-Involvement**

1. No significant relationship was found between academic achievement of students and parent-involvement.

2. No significant difference was found between the academic achievement of students belonging to high parent-involvement and low parent-involvement groups.

**Findings on the basis of Qualitative Analysis**

1. Students who belong to high parent-involvement group have positive and balanced self-esteem and high decision-making ability. They also have excellent and good adjustment in the area of emotional, social and educational adjustment. Academic attainment of students is also high in case of students belonging to high parent involvement group.

2. Students belonging to low parent-involvement group have negative self-esteem and low educational decision making ability. They also have unsatisfactory and very unsatisfactory emotional, social and educational adjustment. Further the students of less involved parents have low academic achievement.

**Emerging Thesis**

It is a highly demanding study because of its consistent insistence on Parent-Involvement in the Child Education and Development. The present Parents are really struggling with the Education and Development of their children because the complexities of both the Society and Education have increased. The basic research question is why Parents, though, largely willing, are not in a position to contribute to the considered parameters, namely, self-esteem,
educational decision-making, adjustment and academic attainment of their wards to the extent they like to. Is it largely due to the multi-parametric settings they operate in? How to establish a healthy relationship between Community and Education?
An Analytical Study of Teaching Attitude and School Climate of the Primary School Teachers Teaching at Primary Level in Schools of Vidarbha Municipal Corporation in the context of Job Satisfaction (Veena Lade, 2012, Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur, Maharashtra)

Objectives

1. To gather information regarding teachers teaching at the Primary School level under Municipal Corporation.

2. To study the Job Satisfaction of Primary Teachers.

3. To Study the Teaching Attitude of Primary Teachers.

4. To study the School Climate of the Schools under Municipal Corporation.

5. To study the Teaching Attitude and School Climate in the context of Job Satisfaction of the Primary Teachers, gender-wise.

Sample

The sample of 600 Teachers 200 from each of Nagpur, Akola and Amravati under Vidarbha Municipal Corporation equally distributed against Male and Female Teachers has been well drawn.

Research Method

Survey Method has been employed for the study.

Tools

The characteristics of all the tools used, namely, Job Satisfaction Scale by Dr. Meera Dixit, Teaching Attitude Scale by Dr. J.C. Goyal, and the School Climate Questionnaire constructed by the Investigator have been used.

Findings

1. The teaching attitude has been found to have no effect on the job satisfaction of Primary School Teachers.

2. The School Climate has been found to have significant effect on the job satisfaction of Primary School Teachers.
3. No significant difference has been found in the job satisfaction of Male Teachers and Female Teachers.

4. No significant difference has been found in the teaching attitude of Male Teachers and Female Teachers.

5. No significant difference has been found in the school climate of Male Teachers and Female Teachers.

6. No significant effect has been found of the Teaching Attitude on the job satisfaction of Primary Teachers gender-wise.

7. No significant effect has been found of the School Climate on the job satisfaction of Primary Teachers gender-wise.

8. The age of Primary Teachers has been found to have effect on their job satisfaction.

9. The age of Primary Teachers has been found to have no effect on their teaching attitude.

10. The age of Primary Teachers has been found to have effect on their school climate.

11. Teaching attitude has been found to have no effect on the job satisfaction of Primary Teachers Age-wise.

12. School Climate has been found to have no effect on the job satisfaction of Primary Teachers Age-wise.

13. The Teaching Experience of Teachers has been found to affect job satisfaction partly.

14. The Teaching Experience of Teachers has not been found to affect teaching attitude.

15. The Teaching Experience of Teachers has not been found to affect their school climate.

16. The teaching attitude of teachers has not been found affecting their job satisfaction experience-wise.

17. The school climate has been found affecting job satisfaction experience-wise.

18. The academic aspirations of Primary Teachers have not been found to affect their job satisfaction.

19. The academic aspirations of Primary Teachers have not been found to affect their teaching attitude.
20. The academic aspirations of Primary Teachers have not been found to affect their school climate.

21. The academic attitude has been found affecting their job satisfaction academic aspiration-wise.

22. The school climate has not been found affecting their job satisfaction academic aspiration-wise.

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Development of Need Based Sex Education Programme for Adolescent Students (Chavan Chetan, 2011, University of Pune, Pune, Maharashtra)

Objectives

1. To find out the needs of adolescent boys in secondary schools regarding sex education.
2. To find out the needs of adolescent girls in secondary schools regarding sex education.
3. To compare the needs of adolescent boys and girls in secondary schools regarding sex education.
4. To develop a need based educational programme for adolescents.
5. To find out the effectiveness of the developed educational programme.

Hypotheses

1. There is no significant difference between pre-test and post-test scores of the adolescent students on knowledge test with respect to all the three components (Process of Growing Up, HIV/AIDS and Drug Abuse).
2. There is no significant difference between pre-test and post-test scores of the adolescent boys on knowledge test with respect to all three components.
3. There is no significant difference between pre-test and post-test scores of the adolescent girls on knowledge test with respect to all three components.
4. There is no significant difference between pre-test and post-test scores of the adolescent students on attitude scale with respect to all three components.
5. There is no significant difference between pre-test and post-test scores of the adolescent boys on attitude scale with respect to all the three components.
6. There is no significant difference between pre-test and post-test scores of the adolescent girls on attitude scale with respect to all the three components.

Research Method

The survey method was employed to find out the needs of adolescents about sex education. Also the single group pre-test post-test pre-experimental design was suitably employed for the study.
Sample
The sample of 1969 students was drawn from 40 Secondary Schools out of 53 Secondary Schools in Baramati Tehsil. All schools were from rural areas having co-education. All students were from middle class family. The age group was 13-15 years. The questionnaires were filled from one division of 8th or 9th Standard of each school with purposive sampling. There were a total of 1009 boys and 960 girls.

For experimental Method two rural area coeducation schools were selected for implementation of sex education programme. One division of 8th standard and the other of 9th standard were taken. Out of 53 students selected 28 were boys and 25 girls. The programme was implemented simultaneously on boys and girls.

Tools
Interview, Questionnaire and attitude scale were the tools employed for the study. The Sex Education Programme was constructed and validated.

Survey was conducted for two months, whereas, the experiment was conducted spread over 3 months.

Findings
1. Majority of the boys and girls had misconception that both the parents were responsible to decide the sex of the child.
2. The books which provide information on sex were not easily available in market.
3. Some young people were afraid of HIV/AIDS because their information was not accurate. They were unaware of how it could transmit and they feared of participating in risky behaviour.
4. The high % of boys and girls favoured that the schools should provide sex education.
5. Most of them had given preference to doctors and school teachers to provide sex education.
6. Most of the boys and girls wanted separate sex education.
7. The knowledge of the adolescents regarding sex had significantly risen after implementation of the programme.
8. The conservative attitude of the adolescents towards sex had significantly shifted towards more liberal attitudes after implementation of the programme.
9. The implemented programme was found to be effective to satisfy the needs of the adolescent students.
Development, Empirical Validation and Effectiveness of Modules on Genetics for 11th Grade Students (Durga Sharma, 2008, Kurukshetra University, Kurukshetra)

Objectives
1. To develop Modules on Genetics for 11th Grade Students.
2. To empirically validate the Modules.
3. To find out the difference between the mean scores of students taught through conventional method and modular approach.
4. To find out the difference between the mean scores of male and female students taught through modular approach.

Research Method
The study has employed Experimental Group, Control Group Post-Test Design.

Sample
The samples of 2, 6, and 72 (36+36) students for individual tryout, small group tryout, and field tryout, respectively, were drawn through compatible sampling techniques.

Tools
Seven modules were systematically developed on various units of Genetics. These were used as learning tools. The measuring tools, namely, Criterion Reference Test and Attitude Scale were used for the study. The time period of 3 months for the field study @ one hour daily.

Data Analysis
The data were analyzed by computing Error Rate, Mean, SD, and t-value.

Findings
1. The error rate of the students on the module on inheritance was 4.51 percent, while, their individual achievement scores ranged from 90% to 100%.
2. The error rate of the students on the module on Mendel’s principles of inheritance was 3.60 percent, while, their individual achievement scores ranged from 90% to 97%.
3. The error rate of the students on the module on Post-Mendelian discoveries was 5.98 percent, while, their individual achievement scores ranged from 92% to 100%.
4. The error rate of the students on the module on DNA was 5.85 percent, while, their individual achievement scores ranged from 91% to 98%.
5. The error rate of the students on the module on Transcription was 7.45 percent, while, their individual achievement scores ranged from 91% to 100%.
6. The error rate of the students on the module on Protein Synthesis was 5.71 percent, while, their individual achievement scores ranged from 91% to 98%.

7. The error rate of the students on the module on Genetic Engineering was 3.74 percent, while, their individual achievement scores ranged from 91% to 100%.

8. Modular approach was found to be effective than conventional method for teaching Genetics.

9. On unit III, named Heredity of module on Inheritance: Heredity and Variation, unit IV named Epistasis of module III on Post Mendelian discovery, unit VI named Mode of DNA replication of module on DNA and unit I named Transcription of module V on Transcription, males performed better than females.

10. In module II named Mendel’s principle of Inheritance, unit IV named Different types of cross and for units II, IV, and VI named Activation of Ribonucleotides, Base pairing and Separation of RNA, females performed better than males.

A Study of the Efficacy of the Instructional Pedagogy of English Based on Ausubel’s and Bruners’s Models for B.Ed. Students (J. V. Asha, 2001, South Gujarat University, Surat)

Objectives

1. To develop lesson plans for the instructional pedagogy of English based on Ausubel’s Advance Organiser Model.
2. To develop lesson plans for the instructional pedagogy of English based on Bruner’s Concept Attainment Model.
3. To know the effectiveness of the instructional pedagogy of English based on Ausubel’s Advance Organiser Model.
4. To know the effectiveness of the instructional pedagogy of English based on Bruner’s Concept Attainment Model.
5. To compare the effectiveness of the instructional pedagogy of English based on Ausubel’s Model with that of the traditional method at B.Ed. level.
6. To compare the effectiveness of the instructional pedagogy of English based on Bruner’s Model with that of the traditional method at B.Ed. level.
7. To get the opinion of B.Ed. students about the instructional pedagogy of English based on Advance Organiser Model.
8. To get the opinion of B.Ed. students about the instructional pedagogy of English based on Concept Attainment Model.

Research Design

The study is developmental- cum- experimental in nature. Pre-test, post-test design was employed.

Sample

There were three groups in all selected for the study, each group consisted of 40 students. These three groups were drawn from different colleges/centers for teacher education in Kerala, selected randomly.
Tools and Techniques
Lesson plans (5+5), Criterion tests, Observation Schedules and Opinionnaire were the tools used for the study.

Data Analysis
Correlated t test, ANOVA, Chi-square, Frequencies, and Percentages were used for data analysis.

Findings
1. The Ausubel’s Model was found effective in teaching English Pedagogy to B.Ed. Students.
2. The Bruner’s Model was found effective in teaching English Pedagogy to B.Ed. Students.
3. Boys and girls were not found to differ significantly on their mean achievements through AOM.
4. Boys and girls were not found to differ significantly on their mean achievements through CAM.
5. The post-graduate students were found to perform better than the graduate students both on AOM and CAM.
6. Both the Models proved to be more effective than the traditional method with reference to the different levels of cognitive domain.
A Study of the Effectiveness of Branching Variety of Programmed Instructional Material as Diagnostic and Remedial Tool in Chemistry for Secondary Classes in Jabalpur Division (Jyoti Tare, 2001, Rani Durgavati University, Jabalpur)

Objectives

1. To compare the achievements of the students of urban and rural areas of Jabalpur Division by the traditional method of teaching with that of studying through branching frames of programmed learning in Chemistry Subject.

2. To diagnose the weakness of the students of urban and rural areas with the help of PLM.

Research Design used

Experimental and Control Group Design was used for the purpose of this study.

Sample

280 students were selected from different Government Higher Secondary Schools of urban and rural areas of Jabalpur Division.

Tools and Techniques

A branching programme was developed on Atomic Structure and Chemical Bonding and pre-test and post-test were constructed by the investigator.

Data Analysis

ANOVA and t-test were used for data analysis.

Findings

1. The achievement of the experimental group was found significantly greater than the achievement of the control group.

2. The achievement of the urban girls through PLM was found significantly higher than that of the urban boys.

3. No significant difference was found in the achievement of boys and girls of rural areas in the post-test on atomic structure and chemical bonding.

4. 135 boys out of 180 and 64 girls out of 99 wanted to continue the study with the PLM on both the topics.
5. The weakness of individual students were diagnosed and removed when branched frames on both the topics were administered.
Evolving a Training Programme for Personality Development to Empower Female Teacher Trainees (K. S. Vijayalakshmi, 2002, South Gujarat University, Surat)

Objectives

1. To develop a Personality Development Programme to empower the female teacher trainees.

2. To tryout the Personality Development Programme among female teacher trainees.

3. To develop a training programme to empower female teacher trainees in the following personality traits.
   a. Assertiveness
   b. Motivation
   c. Interpersonal skills
   d. Leadership
   e. Decision making

4. To prepare a trainers manual for the personality traits.

5. To design activities for offering training programmes to the female teacher trainees in the personality traits.

6. To prepare trainee’s handouts in the personality traits.

7. To measure the effectiveness of the training programme given to the female teacher trainees in the personality traits.

Sample

A total of 215 teacher trainees (B.Ed.-65, DTE Regular- 50 and DTE Special-100) constituted the sample for the study.

Experimental Design

Single group pre-test post-test design was employed for the study.

Tools and Techniques

Different tools were used for training in the areas of the selected personality traits, such as, proforma for verbal and non-verbal behaviour, assertiveness scale, motivation rating scale, inter-personal trust scale, personal effectiveness profile, self appraisal exercise, decision
making scale, personal quality checklist. Package for Personality Development and Empowerment has been well evolved.

**Data Analysis**

Statistical techniques, such as, mean, SD, ‘t’, Pearson Product Moment ‘r’, have been employed for data analysis.

**Findings**

The three groups, namely, B.Ed., DTE, and DTE-S have been found to differ significantly in terms of their mean scores on assertive, aggressive and passive behaviours. The mean assertive behaviours of all the three groups were found to differ significantly in the order B.Ed.>DTE-S>DTE. The relative status with respect to mean aggressive behaviour has been found as DTE>DTE-S>B.Ed. The relative status with respect to mean passive behaviour has been found as DTE-S>DTE>B.Ed. The assertive training programme has been reported to be effective. Similarly, the motivation training programme was well conducted. The students could list the attributes of motivated persons, namely, ambitious, assertive, attentive, broad minded, capable, comprehensive, concise, bold, courageous, energetic, dynamic, frank, futuristic, expressive, enthusiastic, ethical, hardworking, honest, impartial, industrious, independent, industrious, independent, innovative, participator, objective, team worker, self confident, wise, straight forward, studious, systematic, tactful, visionary, leader, responsible, purposeful, questioning, proficient, persuasive and trendsetter. The relative status on mean motivation behaviours was found as B.Ed.>DTE>DTE-S. The activities conducted for identification of factors influencing interpersonal skills were found useful. Quite some ideas were pooled from the students for developing interpersonal skills, namely, talkativeness, cheerfulness, easily talking with the stranger, likes to mix with other people, enjoys spending long period of time with others, relaxed and self confident, liked by wide range of people, introduce themselves in a strange social gathering, never avoid others, having numerous friends, enjoys in entertaining people, friendly, seat out the company of others, like social function and social gathering, extrovert, other people think him as a lively person, energetic, enjoys all sorts of social activities and active. B.Ed. and DTE students and B. Ed. And DTE-S students were found to differ significantly in their interpersonal skills in favour of B.Ed. students. Though the mean interpersonal score of DTE students was found higher than that of DTE-S students but this difference was not found significant. In the different dimensions of interpersonal skill, namely, personal ethics, adaptability, tact, credibility,
intercommunication, persuasiveness, objectivity, initiative and self discipline the B.Ed. students got superior grade. Except on personal ethics, adaptability, and intercommunication the DTE students got above average grade in all the dimensions. In the case of DTE-S students they got above average grade in all the dimensions except personal ethics and adaptability. Through the activities of leadership training programme the participants were trained on the leadership qualities. They could reasonably list the qualities of leaders. B.Ed. students were found higher in all the three domains of reacting, relating and leading than the DTE students, whereas, the DTE students were reported higher than the DTE-S students. All the sample students could estimate their status on the various attributes of reacting, relating and leading. The activity on the inner structure of a good leader was also found effective. The activities of decision making training programme were also found quite effective. The mean scores of students on post tests were found significantly higher than that of pre-test group-wise and skill-wise. The training programme for personality development to empower female teacher trainees has been found quite effective.
A Study of Quality of Life of the Tribals of Keonjhar District in Orissa in Relation to Educational Development Programme (Kartikeswar Roul, 2006, Utkal University, Bhubaneswar)

Objectives

1. To study the quality of life of the tribal of Keonjhar District.
2. To find out the differences in quality of life among different tribes of Keonjhar District.
3. To identify the aspects of quality of life affecting the status of various tribes of Keonjhar district.
4. To analyse the effect of educational status of tribal communities on quality of life.
5. To critically examine the role of various educational measures to improve the quality of life of the tribals of Keonjhar District.
6. To formulate strategies to improve the quality of life of the tribals of Keonjhar District.

Hypotheses

1. There is no significant difference in the quality of life of the different tribes of Keonjhar.
2. Status of quality of life of various tribes of Keonjhar District does not affect significantly.
3. There is no significant effect of educational development on the quality of life of various tribes of Keonjhar District.
4. There is no significant role of various measures in the improvement of quality of life of tribals of Keonjhar district.
5. Manipulation of various factors does not affect the quality of life of tribals of Keonjhar district.

Research Method Used

The analytical description survey method has been suitably employed for the study.

Sample

The study has been well delimited to four tribal blocks of Keonjhar district, namely, Ghatagaon, Harichandanpur, Banspal and Telkoi. It has been further delimited to four
communities, namely, Kolha, Santal, Juanga and Bhuyan of 24 tribal villages. Out of 13 blocks of Keonjhar district 4 blocks have been selected randomly for the study. 480 tribal households have been selected employing stratified random sampling.

**Tools used for the Study**

Identification of the Tribal Communities Survey Schedule, Village Survey Schedule, Tribal Household Interview Schedule, Educational Development Programme Information Schedule and Tribal Household Observation Schedule were the tools used.

**Data Analysis Techniques used**

Percentage analysis, mean analysis and graphical representation have been done suitably. Qualitative analysis has also been done, wherever required.

**Findings**

1. Large sections of the families (54.38%) of Kolha, Santal, Juanga and Bhuyan tribes were the medium size family having 4 to 6 members. However, Kolha and Santal were having more small size family (1 to 3 members) than Juanga and Bhuyan households.

2. Majority of tribal people (66.51%) were found illiterate. In four tribes it was greater. Females were more illiterate (72.73%) than male population of the tribals. Juang and Bhuyan tribes were found educationally backward as compared to Kolha and Santal tribes.

3. Wage earning, cultivation, forest product collection, hunting and fishing were the major occupation of the 85.42% of tribal households. Occupational status of Kolha and Santal Tribes were found better than that of Juanga and Bhuyan Tribes.

4. Food habits of about 50% of tribal households were not satisfactory. But food habits of Kolha and Santal Tribes were found better than that of Juanga and Bhuyan Tribes.

5. The majority of tribal households were using traditional source of energy, such as, firewood, cow dung cakes, and kerosene because of lack of purchasing power, lack of supply of other sources, less awareness about sources of energy.

6. The social system of tribal households was based on the beliefs of magic and rituals, compulsory marriage, patriarchal family, child marriage, community living, organization of youth dormitory, more importance to priests in their society, role of astrologer-cum-sorcery in society life, prohibition of marriage in same clan. Kolha
and Santal communities were found comparatively civilized to some extent and free from blind belief than Juang and Bhuyan communities.

7. More than 50% of Kolha and Santal households were applying new technologies in cultivation, fishing, food gathering, food processing, hunting and preparation of houses, whereas, approximately 25% of Juanga and 30% of Bhuyan households were found using new technologies in different productions, processing and preparation activities.

8. Necessary amenities and services, such as, road, schooling facility, drinking water, housing, supply of electricity, plantation, health services and drainage system etc. had been provided to sample tribal areas of Keonjhar district through socio-economic development programmes,

9. All tribal communities had received benefits from educational programmes, income generating activities, non-formal training, awareness programme, social forestry, housing scheme, health programme of NGOs of sample areas of Keonjhar district.

10. More number of Educational Development Programs were implemented in different villages of Ghatgaon and Harichandanpur blocks in comparison to Bansapal and Telkoi blocks.

11. The level of living, population dynamics, and socio-political system, process of development and availability of resources are the major indicators of quality of life. All these indicators are invariably affecting the quality of life of the tribals of Keonjhar district.

12. Kolha and Santal were found having higher status of quality of life in comparison to Juanga and Bhuyan. There is significant difference in the quality of life of the different tribes of Keonjhar district.

13. Educational status scores of Kolha and Santal were higher than Juanga and Bhuyan tribes. Also, the status of quality of life of Kolha and Santal Tribes was found higher than that of Juanga and Bhuyan Tribes. So there has been found a positive significant effect of educational development on the quality of life of various tribes of Keonjhar district.

14. Kolha and Santal communities availed of more educational facilities from different Educational Development Programmes in comparison to Juanga and Bhuyan Communities. There has been found a positive effect of Educational Development
Programmes on quality of life. So, there is a significant role of educational measures on improvement of quality of life of the tribals of Keonjhar district.

**Emerging Theses**

The emerging Theses are that there is a significant difference in the profiles and quality of life of different tribal communities. The compatible Educational Development Programmes and Quality of Life Improvement Measures can significantly contribute in the enhancement of Quality of Life of the Tribal.
Objective

1. To content analyze the text books of Economics of Higher Secondary level.
2. To produce self learning literature based on the principles of Programmed learning on Economics.
3. To produce Programmed Learning Material on Higher Secondary Economics.
4. To provide Effective Learning Experiences on Economics at Higher Secondary Level–wise through PLM.
5. To study the effectiveness of Self Learning Material on Economics at Higher Secondary level.

Hypothesis

There will be no significant difference in traditional teaching -learning and learning through Self Learning Material on Economics at Higher Secondary level.

Research Method

The study has employed pre-test- treatment- post-test experimental control group design.

Sample

The sample of 240 Higher Secondary Economics Students (Experimental Group and Control Group, each 60, Std. XI and Std. XII) was well drawn from the Marathi Medium Higher Secondary Schools of Kolhapur city.

Tools

Programmed Learning Material, Pre-test, Post-test, Interview Schedule for students, and Opinionnaires for Subject Teachers and Experts, and Questionnaire have been constructed.

Data Analysis

The data have been analyzed employing data analysis techniques, namely, content analysis, Mean, SD, and t-test.

Findings

1. The Programmed Learning Material has been found quite effective on the topics Population, and Demand & Supply in Std. XI and XII, respectively.
2. The achievement through PLM has been found greater than that through traditional approach.
3. PLM approach has been found more joyful than traditional approach.
4. There has been found significant progress in Economics Learning at both the levels, that is, Std. XI and Std. XII.
5. There has been found significant difference in the Post-test Mean Achievement Scores of the Experimental and Control Group in favour of Experimental Group, establishing the effectiveness of Programmed Learning, in both the standards.
6. The PLM on Economics has been found quite appealing in both the standards, due to its substance and format.

The study observes that PLM is cost–effective in India; a developing country. Economics being a relatively difficult subject for average students, such a material can be used by them as supplementary material. PLM, the self learning material, can save teaching time and address the problems arising due to absence of students.
A Study of Effectiveness of Inductive Thinking Model in Teaching Economics on the Development of Quick Understanding, Attainment of Concept and Achievement of Secondary School Students (Rajendra Das, 2010, Fakir Mohan University, Balasore, Orissa)

Objectives

1. To study the effectiveness of Inductive Thinking Model on the development of quick understanding in Economics of the Secondary School Students.
2. To study the effectiveness of Inductive Thinking Model on the attainment of concept in Economics of the Secondary School Students.
3. To study the effectiveness of Inductive Thinking Model on the achievement in Economics of the Secondary School Students.
4. To study the development of quick understanding of boys and girls taught through Inductive Thinking Model.
5. To study the attainment of concept of boys and girls taught through Inductive Thinking Model.
6. To study the achievement of boys and girls taught through Inductive Thinking Model.
7. To find out the relationship between intelligence and quick understanding of the Secondary School Students.
8. To find out the relationship between quick understanding and concept attainment of the Secondary School Students.
9. To find out the relationship between concept attainment and achievement of the secondary school students.
10. To find out the relationship between intelligence and concept attainment of the Secondary School Students.
11. To find out the relationship between intelligence and achievement of the Secondary School Students.
12. To find out the relationship between quick understanding and achievement of the Secondary School Students.

Research Method

Two Groups Pre-test and Post-test Parallel Group Design has been suitably employed for the study.

Sample

The sample of 194 Class X Students was drawn.
Tools
The tools used for the study were, namely, General Mental Ability Test by Dr. Rama Pal & Dr. Rama Tiwari, Agra University, Agra and the three Tests developed by the investigator were, namely, Quick Understanding Test, Concept Development Test and Achievement Test.

Data Analysis
Data were analyzed employing statistical techniques, namely, Mean, SD, t-test and Correlation Coefficient.

Findings
1. The treatment through the Inductive Thinking Model was found to be effective in terms Quick Understanding of the Learners in Economics.
2. The treatment through the Inductive Thinking Model was found to be effective in terms of the Concept Attainment of the Learners in Economics.
3. The treatment through the Inductive Thinking Model was found to be effective in terms of the Achievement of Learners in Economics.
4. Inductive Thinking Model was found to be equally effective in the development of Quick Understanding, Concept Development and Achievement of Boys and Girls.
5. There has been found to be a positive and significant relationship between Intelligence and Quick Understanding.
6. There has been found to be a positive and significant relationship between Quick Understanding and Concept Attainment.
7. There has been found to be a positive and significant relationship between Concept Attainment and Achievement.
8. There has been found to be a positive and significant relationship between Intelligence and Concept Attainment.
9. There has been found to be a positive and significant relationship between Intelligence and Achievement.
10. There has been found to be a positive and significant relationship between Quick Understanding and Achievement.
Designing, Developing and Implementing an Educational Package for Facilitating First Transition from Home to Pre-school (Sucheta Y. Jasrai, 2002)

Objectives

1) To study the opinions and anxieties of parents and behavior of children during transition from home to pre-school.

2) To find out expectations parent have from teachers and vice versa during this period of transition.

3) To study the transition program of various private schools of Vadodara city.

4) To prepare an Educational Transition Program (ETP) for the transition of children from home to pre-school.

5) To study the effectiveness of Educational Transition Program (ETP) conducted in school premises for teachers and parents.

The Procedure Followed

The present research has been divided into three phases. First phase deals with the baseline survey to understand transition process from home to pre-school, the second phase with the development of an Educational Transition Program (ETP) and third with the effectiveness of Educational Transition Program.

The investigator prepared an Educational Transition Program (ETM), which includes tips for parents, teachers and the school authorities. The main aim of the ETP is to facilitate the whole process of transition from home to preschool. It focuses on (1) the parental feelings when they leave their children crying and (2) the role of a teacher during these initial days of adjustment. This ETP (in the form of video) is also inclusive of the methods parents used to prepare their children for the transition and conducted in three phases: (1) transition process from home to school (2) development of ETP and (3) effectiveness of ETP. The investigator took meticulous care for the development of the program. This is a unique output of the study. The content coverage and its methodological presentation in the video will be useful to the teachers and parents to understand the transition of children from home to pre-school.

Back

Objectives

1. To analyze the conventional approach of teaching Educational Teaching.
2. To plan Multimedia Instructional System for Educational Technology.
3. To design and construct Multimedia Instructional System on Educational Technology.
4. To test the effectiveness of constructed Multimedia Instructional System.
5. To compare the effectiveness of constructed multimedia instructional system with the conventional system of instruction.
6. To validate multimedia instructional system in terms of their effectiveness over conventional system of instruction.
7. To equip the pupil teachers and teacher-educators with reliable system to overcome the difficulties in instruction of theory course of Educational Technology.

Sample

The investigator designed a multimedia instructional system (MIS) on the bases of gathering data from all the teacher educators (50) teaching ET in 26 Colleges of Education affiliated to Shivaji University, Kolhapur and Solapur University, Solapur through a questionnaire constructed by him, and interviews with 20% (10) randomly selected teacher-educators out of these. The investigator then developed and constructed the MIS systematically by planning activity matrices, application scripts, flow charts, program storyboards, and multimedia building blocks through suitable software. Alpha testing was done on the 10 teacher-educators. Focus Group Testing was done on 120 (30 male and 30 female from each College of Education) pupil-teachers selected randomly from D.P.B. College of Education, Solapur and College of Education, Barshi in the year 2005-06 out of a total of 160 pupil teachers.

Experimental Design Employed

The Soloman 4 Group experimental designs was very well employed in pilot study. The MIS was further developed accordingly. The experimental implementation was done on the sample of 120 pupil teachers from the above mentioned Colleges of Education in the year 2006-07, again employing the Soloman 4 Group Experimental Design. A pre-test of 50 marks
was administered on the sample. The experimental group was instructed by using the MIS, while the control group was instructed by using Conventional Instructional System. A post-test of 50 marks was administered on the experimental as well as control groups just after the treatment and also to test retention.

**Tools**
The characteristics of all the tools constructed for the Study, namely, Questionnaire, Evaluation Forms, and Achievement Tests have been well established.

**Data Analysis**
The data have been analyzed with the help of appropriate statistical and non-statistical techniques. F-test and t-test have been used for data analysis.

**Findings**

1. The present setting of Teaching of Educational Technology in B.Ed. Colleges is unsatisfactory for learning of the Pupil-Teachers.

2. An instructional system for ET instruction through multimedia technology can be planned, designed and constructed.

3. There is no significant difference between the performance of Pupil Teachers of Control and Experimental Groups.

4. There is significant difference between the performance of Pupil-Teachers of Control and Experimental Groups in Post-Test. It shows that the mean achievement of the Pupil-Teachers of the Experimental Group was significantly greater than the mean achievement of the Control Group on ET.

5. There is significant difference in the performance of the Pupil-Teachers of Control Group from pre over post testing. It reveals that the Conventional Instructional System was found quite effective.

6. There is significant difference in the performance of the Pupil-Teachers of Experimental Group from pre over post testing. It reveals that the Multimedia Instructional System was found quite effective.

7. There is significant difference between the gains in achievement in terms of mean scores in pre over posttest of the Pupil-Teachers from Control and Experimental Group. It reveals that the Multimedia Instructional System was found more effective than the Conventional Instructional System.
8. There is significant difference between the performance of the pupil-teachers from Control and Experimental Group in retention test.
### SECTION_3 Distance Education

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Development and Validation of In-Service Training Curriculum for Primary School Head Masters of Delhi (Bimal Kumar Kapoor, 2001, Kota Open University, Kota)

Objectives

1. To assess the effectiveness of existing in-service training programmes in terms of reactions of headmasters who had attended the programmes successfully.

2. To assess training needs of head masters in the context of their job analysis done through perception of educational administrators and head masters.

3. To explore future perspectives of training programs for head masters as perceived by head masters and experts.

4. To develop a suitable in-service training package for head masters of primary schools.

5. To study effectiveness of in-service training package in terms of reactions of participants and resource persons.

Sample

250 head masters /head mistresses who have completed the in-service programme successfully were selected randomly, whereas, 30 Teacher Educators, 10 Education Officers, 10 Administrative Officers were purposively selected. They constituted the sample with respect of objectives 1-3.

With respect to objectives 4-5 purposive sampling technique was used for selection of the 27 Participants, 7 Resource Persons, 2 Teacher Educators and 1 Educational Administrator.

Tools and Techniques

Reaction Scale about the existing curriculum, Questionnaire for exploring future perspectives of training for in-service teachers and experts, Job Analysis Schedule and Post Training Reaction Scale developed by the investigator were used for the study.

Data Analysis

Percentage, Chi-Square, Median, Quartile Deviation and Qualitative Analysis were used.
Findings

1. The participants of training programme were found to have positive attitude towards the programme.

2. Major functions performed by the head masters were found as work distribution, procuring and maintenance of equipment, maintenance of discipline, house keeping, and beautification of school campus and management of physical resources. 78% head masters felt training needs to some extent on two functions, namely, house keeping and beautification of school campus.

3. Most of the educational administrators expressed that the head masters lacked the skills and knowledge of appropriate communications with parents, community members and different government departments concerned with primary schools.

4. Head masters gave major emphasis on conducting educational surveys, admissions, preparation of time table, organizing co-curricular activities and institutional planning. Conducting interaction session and meeting with colleagues on several issues was found a negligible activity.

5. The training need perceived by most of the educational administrators and headmasters were related to maintaining appropriate human relations, stress management, conflict resolution and group dynamics.

6. Most of the participants suggested that the three most need based topics to be covered in the present curriculum as code of conduct for head masters, techniques of educational survey, and relevant provisions of Delhi Education Act for Head Masters.
Development of an Evaluation Model for Nursing Programme through Distance Mode (Bimla Kapoor, 2005, Indira Gandhi National Open University, New Delhi)

Objectives

1) To construct a set of evaluation criteria for the development of a programme evaluation model.

2) To develop a programme evaluation model for the nursing programme through distance education.

3) To determine empirical validation of the programme evaluation model of the B.Sc. Nursing Programme at IGNOU.

Research Method

The study is developmental- cum- survey in nature.

Procedure

It has been conducted in three steps, namely, construction of a set of evaluation criteria for the development of PEM, development of PEM for the nursing programme through distance education, and empirical validation of PEM by testing on the B.Sc. Nursing Programme of the IGNOU.

Sample

The sample of 30 experts from the field of general education and nursing education seems to be adequate and reasonably representative for the purpose. The samples for empirical validation of PEM were, namely, sample of records through convenient sampling, purposive sampling of the nursing theory and practical courses, purposive sample of 405 3rd year students appeared for examination in mental health nursing in Dec. 2002, and 35 Academic Counselors drawn from 21 PSCs were suitably drawn.

Tools

The tools used for the study were, namely, Evaluation Criteria Checklist and PEM Checklist. The tools for the empirical validation of PEM were, namely, Record Checklist, Opinionnaire for learners and Opinionnaire for Academic Counselors.

Data Analysis

The data have been analyzed by using frequencies and percentage responses for evaluation criteria, comments on the development of PEM, opinion of learners and Academic Counselors on the opinionnaire. Qualitative analysis was done for the open ended responses obtained from learners, Academic Counselors, and experts. Data obtained from records were
discussed in conjunction with the data collected through opinionnaires. Chi square was suitably used for testing the significance of differences in the responses of learners and academic counselors.

**Findings**

All the 30 experts were found to have 87 to 100% agreement on most of the items on the evaluation criteria. Some of the statements were reorganized, particularly, on philosophy and objectives of the programme, where the agreement was 80-83%. Statement on the entrance test having agreement of 50% respondents was deleted. Suggestions on the reorganization of the items on the type of learning material and evaluation were incorporated. Guidelines were developed as suggested by experts.

1. There was 100% agreement by experts on most of the items on the PEM.
2. Data were available on the philosophy, purpose and objectives of the nursing programme. Provision of physical, clinical, laboratory, hostel, secretarial and budgetary facilities was made. Records were also available for various committees, faculty and their selection criteria. Information on the characteristics of learners, their admission and selection policies, organization of curriculum, evaluation strategies, and outcome evaluation was also available in the records.
3. 74% of the learners worked as staff nurses, 10% were nurse administrators, 8% nurse educators, and 7% ward sisters. An analysis of the data on the gap in continuing education was worked out. 32% of the learners had a gap of 2 to 9 years, 36% had a gap of 10 to 17 years, whereas, 10% had a gap of 26 to 33 years.
4. A majority of the learners affirmed that the course, both, theory and practical helped realize the course objectives. They found the nursing course quite comprehensive. The practical manual was found to have all the important skills. The classroom and clinical facilities were found adequate. However, the contents in psychiatric nursing need to be increased. There is a need to improve upon the mechanisms of selection procedures in the course. There is a need of improving upon the adequacy and management of learning resources, namely, books and audio-video facilities. The SLM was readily available.
5. Most of the learners agreed that the counseling sessions were useful in clarifying their doubts. 41% of the learners disagreed with the adequacy of counseling hours on mental health nursing. The disagreement was also expressed on information obtained on teleconference, national TV programme, and facilities at the Study Center for telephone and fax during teleconference sessions.
6. Most of the learners agreed that the clinical facilities were adequate. The area of least agreement was the number of hours allocated for clinical experience during B.Sc. Nursing Programmes.

7. Feedback on Assignments was found inadequate. There is a need to workout stronger information mechanisms for re-registration, re-admission and electronic media.

8. 46% of the Academic Counselors were found to have specialization in mental health and psychiatric nursing. On an average the respondents were found to have 15 years of teaching experience and 18 years of clinical experience.

9. Most of the Academic Counselors opined that SLM in the mental health nursing course of theory included all the major components adequately. There was 85% agreement in the areas of community health nursing classification and causes of mental disorders, substance abuse and alcoholism and trends in psychiatric nursing. However, on legal aspects in psychiatric nursing, agreement was 77% which was least comparing to the other items in the areas.

10. A large majority of the Academic Counselors were found to have healthy opinion towards the program with respect to nursing skills, programme guide/instructional manual, and facilities at PSCs. However, they indicated inadequacy of books in the libraries and use of AV Programmes of IGNOU learners.

11. 57% of the Academic Counselors disagreed that the number of hours devoted to counseling in the course were adequate.

12. Most of the Academic Counselors agreed that the feedback was provided on assignments, self activities and supervised activities.

13. The nurses were found to have favourable opinion towards the Nursing Programme. However, they were of the view that the counseling hours need to be increased, because very little is learnt about mental health nursing during the GNM syllabus. Clinical contact lessons should be increased as many skills could not be learnt. These sessions should be in mental hospitals rather than a psychiatric unit of general hospitals.

14. Assignment feedback should be timely and adequate. Assignments should be returned by the Academic Counselors before the TEE. Proper dispatch record of the assignments is required. Self and supervised activities must be checked on time. Marks of self and supervised activities should be sent by PSC to SR & E division on time. Learners also stressed the need to start M.Sc. Nursing through DE.
15. The grade cards should be completed in time in terms of assignment, self and supervised activities.

16. The results of TEE should be declared in time and the degrees should be provided in time, particularly, to facilitate admission to higher education.

17. Management of student welfare needs to be improved. A control room should be set up for immediate handling of problems of students. Reply to telephone calls and letters should be prompt.

The study concludes that the evaluation criteria constructed for the development of PEM for nursing programme through DE could be formulated on the bases of criteria used in other studies. The components included in the PEM can be used for evaluating the nursing programme through distance education and by accreditation organizations. PEM can be used for evaluating the nursing programme with the help of record checklist. The findings from the opinion of Academic Counselors and Learners reveal that the responses could be elicited from both the groups. The PEM was found to be quite usable.
Study of the Process - Issues for Organizing Research and Training in Distance Teacher Education (Sudarshan Mishra, 2002, Utkal University, Bhubaneshwar)

Objectives

1. To study the process issues in organizing research, organizing support services and developing and using media and materials in distance teacher education.

Sample

A sizeable number of suitably sampled experts (8+30) have contributed significantly in the form of construction of the interview schedules and responses to the research questions.

Tools and Techniques

Three semi-structured interview-schedules were developed for studying process issues in organizing research, organizing support services and developing and using media and materials in distance teacher education.

Findings

1. Most of the experts were of the view that there should be flexibility with respect to selection of topic, time duration for conducting research, jurisdiction and selecting supervisor. A few of the experts advocated about flexibility in choice of discipline and relaxation of percentage marks. The experts were reluctant in providing flexibility in qualification for undertaking research. They were of the view that the Research Team may be decided on the basis of the theme of research. They were of the view that support and administrative staff may be provided for degree oriented research but not for project oriented research.

2. Regarding priority areas of research, majority of responding experts advocated to do research on ‘media and technology’ followed by ‘learner and learning’ and on ‘evaluation process’.

3. A majority of the experts responded that a mixed approach of research utilizing quantitative as well as qualitative approaches should be encouraged. Importance should be given to interdisciplinary and systemic research. The experts were found of the view that conventional methodologies of research equally apply to distance education.

4. Very few responding experts advocated following qualitative research methodology. They suggested to use tools like student self reporting, extensive interviewing,
conversation and discourse analysis or a combination of these methods to collect data.
Communication technologies also need to be applied for data collection and analysis.

5. A majority of the responding experts advocated for collaboration and the use of technology for providing infra-structural facilities to the researchers. They were not in favour of incentives in terms of money for conducting research. They advocated incentives in terms of publication, social recognition and certificates. However, they were of the view that economically poor and deserving researchers may be provided research grants. Association with the supervisor should be left to the discretion of the Research Scholars. Supervisors may be identified on the basis of their expertise.

6. Both the indigenous and modern communication technologies should be utilized for disseminating the research outcome.

7. Most of the responding experts advocated following the formal system of evaluation process of research work.

8. Most of the responding experts were in favour of providing flexibility with respect to age, jurisdiction, teaching experience and time duration but opposed to providing flexibility with respect to qualification for admission. However, they were of the view that provision of flexibility should be research based.

9. Most of the experts were of the view that different programs for different groups may not be feasible. However different inputs may be designed bearing in mind the context.

10. Most of the experts were found against limiting the seats in distance teacher education programs. However, a few of the responding experts opined that number of seats should be decided depending upon the jurisdiction of the concerned university, the HRD needs of teachers in the school system in the concerned State, the infrastructure and organizational capacity of the university and the capacity of the conventional teacher education institutions in the State to support the program delivery.

11. Half of the responding experts advocated for developing need based materials to reach the disadvantaged and marginal groups. Some of the responding experts were found of the view that separate programs should be launched to train the untrained teachers of specific areas. There can be reservation of seats for the regions having more untrained teachers and for the teachers from deprived and socially disadvantaged
groups. Awareness campaigns should be organized regarding the learning resources at
the study centers.

12. Most of the experts were of the view that only the recurrent costs to transact the
program should be generated from teacher trainees. However extra charges may be
levied on the students to cover the cost of print material, audio-visual packages,
postage, library services etc. They were of the view that the State should have a
comprehensive policy of supporting the disadvantaged and ill paid teachers, women
teachers and those residing in rural areas. Similarly, heavy fee can be collected from
NRIs and from higher income groups.

13. As per the views of the responding experts different models have emerged for the
PCPs, such as, PCPs in teacher training institutions, PCP at a place nearer to the place
of work of teacher trainees, PCP in a school where a senior teacher can work as a
mentor. Skill development, clarifying doubts of the trainees, and viewing of the audio
and video programs were some of the activities suggested by the experts for the PCPs.
They were of the view that experienced teacher educators with experience on teacher
distance education can be selected as counselors for the PCPs.

14. As per the views of the responding experts different mechanisms have emerged for
practice teaching, such as, practice teaching in reputed, recognized local schools
nearer to the trainees’ work place, practice teaching in trainees’ own school, practice
teaching in trainees’ work place as well as other schools. Supervisors could be,
teacher educators, trained experienced teachers, and fellow trainees. Very few
responding experts viewed that all the three- teacher educators, mentors and fellow
trainees should supervise the trainee on a parity basis.

15. All the responding experts agreed upon the process of continuous and comprehensive
evaluation of the trainees.

16. Most of the responding experts advocated for evaluating the training program in terms
of its process and output. According to them the evaluation should be carried out by
taking the views of teacher trainees, experts of teacher education, as well as, distance
education mentors and counselors.

17. Various criteria need to be considered for selection of media, such as, nature of
contents, characteristics of learners, quality and cost, accessibility.
18. Materials should be developed bearing in mind the learners. There is a need to ascertain the needs of the learners. Interactivity needs to be ensured through self check exercises and activities given in the material. Interactivity can be enhanced through audio-video programs and PCPs. Cost effectiveness of the contents needs to be ensured through selection of appropriate media and use of materials by a large number of learners. There should be collaboration amongst different agencies for sharing resources to reduce the cost. Both content and pedagogic updating are important and they differ from medium to medium. Most of the experts were of the view that there should be multiple channels for wide and rapid delivery. Less expensive and far reaching media should be selected for the purpose. There is a need of creating readiness, motivation and technological awareness among the learners. There should be collaboration with various agencies to accelerate the delivery process. There is a need for both formative and summative evaluation for media and materials.

19. The investigator has worked out many meaningful and practicable implications of the study for improvement of the distance teacher education. It is likely to resolve many process issues.

Emerging Questions

The study could be called a more comprehensive naturalistic enquiry if the Scholar would have conducted it in the natural setting. How the needs of the distance teacher education are ascertained nationwide? How are the distance teacher education programs designed? Who are the course writers? How are the programs produced and beamed? How the distance teacher education is centers functioning. Who are the course teachers and counselors? How are the workshops conducted? How are the assignments evaluated? Who are the practice teaching lesson supervisors? What are the difficulties of distance pupil teachers? What is their level of satisfaction and dissatisfaction? Similarly, there are many questions with respect to the researches of distance teacher education with respect to the Scholars, Supervisors, Problems and form. Such a study demands a variety of samples, tools and techniques and innovative procedures. Samples ought to be dynamic, and tools, techniques and procedures a function of the field. Qualitative Research and naturalistic enquiry cannot be conducted through static samples and tools in a rigid time frame.

Back
Evolving Distance Education Strategies for Jharkhand (Ved Prakash Rupam, 2009, University of Lucknow, Lucknow)

Objectives

1. To examine the feasibility of the suggestion of the National Policy on Education, 1986 to establish an open university in each State, in the context of Jharkhand.
2. To evolve a suitable Distance Education Strategy for the State of Jharkhand keeping in mind various groups and areas.
3. To develop a media strategy for disseminating education through various media.

Research Method

The Descriptive Method was employed for the Study.

Sample

The sample for the study 220 respondents - 10 from each of the twenty-two districts, 500 youth in the age group 18-35 selected from two of the districts, equally distributed gender-wise and habitat –wise, with due representation (24%) of the tribal communities, and 500 Primary Teachers enrolled in Diploma in Primary Education (DPE) Program offered by IGNOU enrolled in January 2005, constituted the sample for the study.

Tools

Questionnaire and Interview Schedules were the tools used to gather data from the respondents. The characteristics of the tools were established. The secondary data were collected from various government departments, like, Human Resource Development, Science & Technology, Department of Labour, Department of Health, Medical Education and Family Welfare, Jharkhand Education Project Council, Universities and Colleges, AIR, and Doordarshan.

Data Analysis

The data were suitably analysed through various tables, charts and graphs, Excel, dbase, and SQL etc.

Findings

1. The student enrolment under IGNOU in Jharkhand increased six-fold in six years.
2. The age at the time of entry in Post-Graduate Programs is gradually reducing over the years, and comparatively young learners are getting attracted to these programs. Opportunities for PG level education in the State are limited and mostly confined to
urban institutions, learners graduating from conventional colleges are enrolling in distance education in large numbers. Further, the numbers have increased after the programs were offered in Hindi Medium, Jharkhand being a predominantly Hindi-speaking State. Language, thus, has been found a crucial factor in determining the accessibility and acceptability of programs.

3. While at degree level the maximum concentration of enrollment is in the age group 17-28, at PG level it shifts to 23-40, suggesting that in-service people in the age group of 23-40 are also getting enrolled in distance higher education programs to have better career prospects.

4. At PG level, participation of female has steadily risen from 28.26 to 40.90, indicating the strong urge for acquiring higher qualifications among women. It also goes to show the important role ODL system can play in bringing about gender parity in higher education.

5. At Degree level also, the % of enrolment of women has increased steadily from 20.54% to 30.71% in a span of 5 years. At PG Diploma level, while the average participation level of women is relatively high at 42.14%, there is no definite trend visible in the five-year period. At the same time it is also observed that Diploma/PG Diploma courses are the most preferred by the female students. This is suggestive of their preference for programs of relatively shorter duration.

6. The participation of students from disadvantaged groups has increased from 12.69 in 2001 to 23.27 in 2005.

7. The growth in female participation level among the scheduled tribe learners is much higher than the growth in overall female participation level during the same period. This is in spite of lower tribal female literacy rate (27.21%) compared to overall female literacy rate of the State (39.38%) and suggests their growing awareness about importance of education, as well as, absence of or lesser degree of gender disparity in the tribal communities.

8. Distribution of Tribal Learners across different course levels is similar to that of other learners except that their participation in degree level programs is slightly higher.

9. The Certificate in Guidance 6-month IGNOU Program for Teachers has been found largely useful and productive.
10. The Two-year Diploma in Primary Education Program has also been found effective. The Researcher has argued that if all this could be achieved by the presence of A National University, indigenous planned interventions should be able to achieve much more.

11. The future trends in distance education have been identified as follows:
   - Greater Role of Distance Education in Educational Provision.
   - Diffusion of distance education practices in the mainstream education.
   - Convergence of distance education and traditional education systems.
   - Use of more advanced technologies.
   - Community access to resources.

12. The investigator has critically examined the link between media, technology and education. Media & Technology can definitely extend the outreach of education.

13. The analysis by the investigator reveals that a combination of Radio in both broadcast and interactive modes and EDUSAT network would be the most appropriate choice for the State, though, online programs can be considered for niche population and Programs. Print and Non-Print Supplementary Approach is likely to be more appropriate for the State. In view of the limited accessibility of computers and Internet, these technologies could only be used for managing the ODL activities for efficient delivery of services.

14. The % of PG Students in Jharkhand is 4.73 while that of Under-Graduate Students is 83.8.

15. Participation of SC and ST students is 5.06 and 10.44 % which is markedly below their respective proportion (11.84% and 26.30%) in the State Population.

16. Within the tribal community the participation of girls is 39.30%, which is higher than the State average of 36%. SC girls lag behind with 30% participation.

17. Participation of ST students at PG level is reasonably good, particularly, in Science.

18. Participation of ST students in Teacher Education Programs is 28.6% which is more than their proportion in the overall population.

19. There were about 4200 seats for engineering Education in the State.

20. Distance Education has made a modest contribution of 6.42 % to the total enrolment
21. The enrolment pattern in higher education shows a distinct urban bias. This is result of colleges being mostly located in urban areas.

22. Participation of disadvantaged groups like SCs and STs is not in proportion to their population in the respective areas.

23. Participation of girls from disadvantaged groups is particularly low.

24. Shortage of Teachers is a problem common to all universities and affects the quality of instruction.

25. Financing of Colleges is done on different patterns, and this puts some colleges to serious disadvantage, thereby affecting the quality of teaching in such colleges.

26. Even constituent colleges suffer from acute shortage of funds, so much so that, they are not able to pay the salaries to teachers and non-teaching functionaries on a monthly basis.

27. A large number of seats in Agriculture University remained vacant. The researcher feels that diversifying agriculture education and making it available through distance mode is likely to have a wider appeal and clientele.

28. The intake capacity in Technical Education is grossly inadequate. The researcher has suggested offering engineering courses through distance mode, on the line of Jawaharlal Nehru Technical University, Hyderabad to increase the intake capacity.

29. ODL is expected to play a significant role in the area of Medical Education.

30. Teacher Education through ODL shall remain in demand irrespective of the number of Teacher Education Institutions established.

31. The private institutions have made their presence felt in Jharkhand, but these have not made any significant impact on the educational scenario and have remained confined to urban areas, targeting students who can pay high fees.

32. Teachers of the Colleges in the Jharkhand State were found to have a positive attitude towards distance education.

33. A large number of the respondents felt that ODL system generally receives students who could not enter the conventional system due to poor performance in the qualifying examination. The Researcher found on the basis of an analysis of entry level scores of students enrolled in IGNOU in the State that this was to some extent true, though an increasing number of students with high scores were opting for ODL.
34. Majority of them believed that quality of students passing of ODL system was good.
35. There was near unanimity among the respondents that ODL was the need of the day.
36. Almost all of them felt that ODL interventions in Jharkhand were desirable.
37. Majority of them agreed with the democratizing role of ODL and its social relevance.
38. Majority of the academic counselors said they enjoyed taking counseling sessions.
39. While a majority of them agreed with the desirability of using multi-media in education, very few of them actually used it.
40. There was no significant difference in the responses from tribal and non-tribal learners from urban areas.
41. Among rural respondents, tribal females showed more enthusiasm for education than non-tribal females.
42. Poverty restricts options, not aspirations. The differences across the income levels were essentially in educational preferences.
43. Majority of the respondents found the Radio Program ‘Mukta Samvaad’ very useful.
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The Role of Stress Level on Learning Organization of Emotional Intelligence among Secondary School Teachers (Ajay Kumar Kosera, 2011 Mohanlal Sukhadia University, Udaipur, Rajasthan)

Objectives

1. To study the stress level in the Secondary School Teachers.
2. To study the emotional intelligence level related to stress level among Secondary School Teachers.
3. To study the Learning Organization of the Secondary School Teachers.
4. To study the relation of stress level with emotional intelligence and learning organization amongst Secondary School Teachers.
5. To develop a module for regulating the stress, emotional intelligence and learning organization of the Secondary School Students.
6. To make suggestions regarding further research.

Research Method

Survey method has been suitably employed for the study.

Tools

The tools used for the study were, namely, Occupational Stress Index (A.K. Shrivastava & A.P. Singh), Emotional Intelligence Scale (Anukool Kyde, Sanjyot Pethe & Upinder Dhar), and Learning Organization Scale (Self Constructed by the investigator). The Semi-Structured Interview Schedule has also been well constructed.

Sample

The sample of 240 Secondary School Teachers from Udaipur District has been drawn. The sample has been evenly distributed against Male and Female teachers of Government and Non-Government Schools located in Rural and Urban areas.

Data Analysis

The data were analyzed through computing correlation, ANOVA and t-values.

Findings

The highest level of stress was found to be in the Urban Government Schools Female Teachers, whereas, the lowest stress in the Urban Government School Male Teachers.
1. The stress level of the urban teachers was found to be higher than that of the rural teachers.
2. The stress level of the male teachers was found to be higher than that of the female teachers.
3. The stress level of Government School Teachers was found to be higher than that of the Private School Teachers.
4. As a whole the number of low stress level teachers was found to be greater.
5. The highest Emotional Intelligence was found to be in the Urban Private Schools Female Teachers, whereas, the lowest in the Rural Private Schools Female Teachers.
6. The Female Teachers were found to have higher Emotional Intelligence than that of the Male Teachers.
7. The Group of Private School Teachers was found to have higher level of Emotional Intelligence than that of Government School Teachers.
8. The Group of Urban School Teachers was found to have higher level of Emotional Intelligence than that of Rural School Teachers.
9. As the Stress Level was decreasing the Emotional Intelligence was found to be increasing.
10. The Learning Organization was found to be best in the Female Teachers of Urban Government Schools, whereas, the Lowest Learning Organization was found to be amongst the Female Teachers of the Urban Private Schools.
11. The Learning Organization of the Female Teachers was found to be better than that of the Male Teachers.
12. The Learning Organization of the Government School Teachers was found to be better than that of the Private School Teachers.
13. The Learning Organization of the Rural School Teachers was found to be better than that of the Urban School Teachers.
14. As the Stress Level was decreasing the Learning Organization was found to be increasing.
15. With the increasing Level of Stress, both, the Emotional Intelligence level and level of Learning Organization were found to decrease.
16. The study has very well found the correlations amongst the Stress Level, Emotional Intelligence and Learning Organization of various groups.

17. The module for regulating the stress, emotional intelligence and learning organization of the Secondary School Students has been well designed.
A Study of Alienation, Academic Performance and Attitudes towards Energy Education of General, OBC and SC/ST Secondary Students of Bahraich-District (Alok Sharma, 2008 Dr. R.M.L. Avadh University, Faizabad, UP)

Objectives

1. To investigate the extent of relationship between alienation and sex of secondary students.
2. To compare the alienation of General, OBC, and SC/ST secondary students.
3. To compare the academic performance of Male and Female secondary students.
4. To compare the Academic Performance of General, OBC, and SC/ST secondary students.
5. To analyze the extent of relationship between alienation and academic performance of secondary students.
6. To compare the Attitude towards Energy Education of General, OBC, and SC/ST secondary students.
7. To compare the Attitude towards Energy Education of Male and Female secondary students.
8. To investigate the extent of relationship between alienation and attitude towards energy education of secondary students.
9. To analyze the extent of relationship between academic performance and attitude towards energy education of secondary students.

Research Method

The normative survey method has been appropriately employed for the study.

Sample

17 schools out of total schools of 93 in Baharic district of UP have been selected using systematic random sampling technique. The sample selected represents the boys, girls, government, aided and self financed secondary schools.

Tools

The tools used for the study were, namely, Student Alienation Scale (Somveer Singh, 1985), and Attitude towards Energy Education Questionnaire (Bhavna, 2005). Academic
performance scores of students were utilized from the final examination records of UP Board Allahabad.

**Data Analysis**

The data were analyzed employing Chi-Square, Mean and SD.

**Findings**

1. Level of Alienation in female students was found significantly higher than that of male students.
2. Level of Alienation in General and SC/ST categories students was found significantly higher than that of OBC students.
3. Academic performance of male students was found to be significantly higher than that of female students.
4. Academic performance of General category students was found significantly higher than that of OBC and SC/ST categories students.
5. There was found to be a positive correlation between Alienation and Academic Performance.
6. OBC students were found to have significantly higher attitude towards Energy Education as compared to General and SC/ST students.
7. Male students were found to have significantly higher attitude towards Energy Education as compared to female students.
8. Alienation of students was not found related with attitude towards energy education.
Kamkaji Avam Gair Kamkaji Mahilaon Ke Bachchon (Vidyarthion) Ke Vayaktitav Sheelgun avam Uplabdhi Abhiprearna Ka School Satar Per Adhyayan” (A Study of the Personality Affect Attributes and Achievement Motivation of the Children (Students) of the Working & Non-Working Women at the School Level) (Anita Awasthi, 2012, Rani Durgavati University, Jabalpur, Madhya Pradesh)

Objectives

1. To study of the personality affect attributes of the children (Students) of the working & non-working women, comparatively.

2. To study the effect of mother being working on the achievement motivation of boys and girls.

3. To study the effect of mother being non-working on the achievement motivation of boys and girls.

4. To study the achievement motivation of children of working and non-working women, comparatively.

5. To study the correlation between the Personality and achievement motivation of the children (Students) of working women.

6. To study the correlation between the Personality and achievement motivation of the children (Students) of non-working women.

7. To study the opinions of the children of the working women on the work of their mothers.

8. To study the opinions of the children of the non-working women on the work of their mothers.

Variables

Working Women and Non-working Women have been considered as Independent variable, Personality Affect Attributes and Achievement Motivation as the Dependent Variable, whereas, Boys & Girls of Std. IX and X as Controlled Variable.

Research Method

Survey method has been employed for the study.
Sample
A sample of 1200 students was drawn (300 Males & 300 Female, each, of the Working and Non-Working Women) employing random sampling technique. Only those Working Women were selected whose Salary was > Rs.3500. The sample was drawn from the 25 selected schools from Jabalpur City, Tewar, Panagar and Brela under Jabalpur district.

Tools
The tools used for the study were, namely, Achievement Motivation Test by Dr. B.P. Bhargawa, Personality Affect Attributes Test by S.D. Kapoor & Shri G.N.P. Srivastava, and self constructed Questionnaire by the investigator.

Data Analysis
The data were analyzed by employing statistical techniques, namely, Mean, SD, Standard Error of the difference between Means, Critical Ratio, F Ratio, Chi Square and Correlation.

Findings
1. No significant difference has been found in the personality dimension –Extroversion – Introversion of the children of working and non-working women.
2. The children of working women have been found to be relatively significantly more intelligent than that of non-working women.
3. The children of working women have been found to be relatively significantly more emotionally stable than that of non-working women.
4. No significant difference has been found in the personality dimension –Active-Passive of the children of working and non-working women.
5. The children of working women have been found to be relatively significantly more dominating than that of non-working women.
6. No significant difference has been found in the personality dimension –Pleasant & Enthusiast- Composed & Contained of the children of working and non-working women.
7. No significant difference has been found in the personality dimension –Strong Ego Power-Weak Ego Power of the children of working and non-working women.
8. No significant difference has been found in the personality dimension –Explorer-Shy of the children of working and non-working women.
9. The children of non-working women have been found to be relatively significantly more Soft Minded than that of working women.

10. No significant difference has been found in the personality dimension –Selfish- Enthusiast & socio-centric of the children of working and non-working women.

11. No significant difference has been found in the personality dimension –Anxious, Passive- Peaceful, Carefree of the children of working and non-working women.

12. The children of non-working women have been found to be relatively significantly more dependent than that of working women.

13. No significant difference has been found in the personality dimension –Self Disciplined- In-disciplined & Careless of the children of working and non-working women.

14. No significant difference has been found in the personality dimension –Tense- Composed of the children of working and non-working women.

15. Looking into the scenario of all the personality factors, the children of working women have been found to be comparatively extrovert, pleasant, enthusiast, strong will powered, intelligent, care free, dominating, but, tensed, whereas, the children of non-working women were found to be with lesser than average intelligence, gentle, shy, team workers, on an average self disciplined, less anxious and moderately extrovert-introvert.

16. The achievement motivation of the boys of working women has been found to be significantly greater than that of girls at .05 level.

17. No significant difference has been found in the achievement motivation of the boys and girls of non-working women.

18. The achievement motivation of the children of working women was found to be significantly greater than that of the non-working women, The achievement motivation of the boys of working women was found to be the greatest, whereas, that of the girls of non-working women lowest.

19. Significant moderate positive correlation was found between the personality and achievement motivation of the children of the working women, whereas, very low positive correlation was found between the personality and achievement motivation of the non-working women.
20. The children of working women have been found to have favourable attitude towards them.

21. The children of non-working women have been found to have favourable attitude towards them.
A Study of Mental Health of Adolescents in Relation to Moral Judgement, Intelligence and Personality (Archana, 2012, Punjabi University, Patiala, Punjab)

Objectives

1. To study the nature of distribution of mental health, moral judgement, intelligence and different dimensions of personality scores of adolescents.

2. To study the relationship of mental health of adolescents with moral judgement, intelligence and different dimensions of personality.

3. To study the relationship of mental health of adolescents with moral judgement, intelligence, and different dimensions of personality for the groups of adolescents having high and low mental health.

4. To study the difference in correlation of mental health of adolescents with moral judgement, intelligence, and different dimensions of personality for the groups of adolescents having high and low mental health.

5. To study the relationship of mental health of adolescents with moral judgement, intelligence, and different dimensions of personality in case of mental health of adolescents boys and girls.

6. To study the difference in correlation of mental health with moral judgement, intelligence and different dimensions of personality across the gender groups (Boys/Girls).

7. To study the difference in the mental health of adolescents in terms of groups of moral judgement.

8. To study the difference in the mental health of adolescents in terms of groups of intelligence.

9. To study the difference in the mental health of adolescents in terms of groups of psychoticism dimension of personality.

10. To study the difference in the mental health of adolescents in terms of groups of neuroticism dimension of personality.

11. To study the difference in the mental health of adolescents in terms of groups of extroversion dimension of personality.
12. To study the interactive effect of moral judgement and intelligence in relation to the combination of three dimensions of personality (psychoticism, neuroticism and extroversion) on mental health of adolescents.

**Research Method**

The study has been conducted through descriptive method of research.

**Tools**

The tools employed for the study were, namely, Mental Health Battery (MHB) by Singh & Gupta (1978), General Mental Ability Test by Jalota (1982), Eysenck’s Personality Questionnaire by Eysenck (1975), and Moral Judgement Test (in Punjabi) constructed by the investigator.

**Sample**

The sample for the study was drawn from Senior Secondary Government Managed Punjabi Medium Schools of Punjab by selecting 10 Schools, each, from three selected districts, respectively having high, average and low Human Development Index. A sample of 820 adolescents was selected @ 20-25 adolescents randomly from each selected school.

**Findings**

1. The relationship of mental health of adolescents with moral judgement, intelligence and extroversion dimension personality turned out to be significant but there is no significant relationship of mental health of adolescents with psychoticism and neuroticism dimensions of personality. Thus the hypothesis “There will be significant relationship of mental health of adolescents with moral judgement, intelligence, and different dimensions of personality” was partially accepted.

2. The relationship of mental health with moral judgement, intelligence and extroversion dimension of personality for the groups of adolescents having high mental health turned out to be significant but mental health has no significant relationship of psychoticism and neuroticism dimensions of personality for the groups of adolescents having high mental health. The relationship of mental health with moral judgement, intelligence and different dimensions of personality for the groups of adolescents having low mental health came out to be insignificant. Thus the hypothesis “There will be significant relationship of mental health of adolescents with moral judgement, intelligence and different dimensions of personality for the groups of adolescents having high and low mental health” was partially accepted.
3. The relationship of mental health with moral judgement, intelligence and extroversion dimension of personality is stronger for the groups of adolescents having high mental health but there is no variation in the relationship of mental health with psychoticism and neuroticism dimensions personality for the groups of adolescents having high and low mental health. Thus the hypothesis “There will be significant difference in correlation of mental health with moral judgement, intelligence, and different dimensions of personality for the groups of adolescents having high and low mental health” was partially accepted.

4. The relationship of mental health with moral judgement, intelligence and extroversion dimensions of personality in case of mental health of adolescent boys and girls turned out to be significant but there is no significant relationship of mental health with psychoticism and neuroticism dimensions of personality in case of mental health of adolescent boys and girls. Thus the hypothesis “There will be significant relationship of mental health with moral judgement, intelligence and different dimensions of personality in case of mental health of adolescent boys and girls” was partially accepted.

5. There is no variation in the relationship of mental health with moral judgement, intelligence, and different dimensions of personality across the mental health of boys and girls. Thus the hypothesis “There will be significant difference in correlation of mental health of adolescents with moral judgement, intelligence and different dimensions of personality across the gender groups of adolescents (Boys/Girls) was rejected.

6. The main effect of moral judgement turned out to be significant in all the analysis (in the combination of moral judgement intelligence psychoticism dimension of personality, moral judgement intelligence neuroticism dimension of personality, moral judgement intelligence extroversion dimension of personality). Thus the hypothesis “The adolescents with high moral judgement will differ significantly in the mean mental health scores than the adolescents with low moral judgement” was accepted.

7. The main effect of intelligence turned out to be significant in all the analysis (in the combination of moral judgement intelligence psychoticism dimension of personality, moral judgement intelligence neuroticism dimension of personality, moral judgement intelligence extroversion dimension of personality). Thus the hypothesis “The
adolescents with high intelligence will differ significantly in the mean mental health scores than the adolescents with low intelligence” was accepted.

8. The main effect of psychoticism turned out to be insignificant in the analysis of moral judgement intelligence psychoticism dimension of personality. Thus the hypothesis that “The adolescents with psychotic tendencies will differ significantly in mean mental health scores than their normal tendencies adolescents” was rejected.

9. The main effect of neuroticism turned out to be insignificant in the analysis of moral judgement intelligence neuroticism dimension of personality. Thus the hypothesis that “The adolescents with emotional unstable tendencies will differ significantly in mean mental health scores than their emotional stable tendencies adolescents” was rejected.

10. The main effect of extroversion turned out to be insignificant in the analysis of moral judgement intelligence extroversion dimension of personality. Thus the hypothesis that “The adolescents with extrovert tendencies will differ significantly in mean mental health scores than their introvert tendencies adolescents” was rejected.

11. The interactive effect moral judgement intelligence psychoticism and moral judgement intelligence neuroticism are not significant, however, interactive effects moral judgement intelligence extroversion turned out to be significant in terms of intelligence*extroversion. Thus the hypothesis “Interactive effect of moral judgement and intelligence in relation to the combination of three dimensions of personality (psychoticism, neuroticism and extroversion) on mental health of adolescents” is partially accepted
A Study of Personality Factors of Responsible High School Teachers (Arun Kumar Gautam, 2009, Dr. B.R. A. University, Agra)

Objectives

1. To find out the personality factors of responsible male and female teachers.
2. To find out the difference in the personality factors of responsible teachers.
3. To find out the difference in the personality factors of responsible teachers of Arts and Science streams.
4. To find out the difference in the personality factors of responsible teachers in Rural and Urban schools.
5. To give suggestions for the betterment of teachers on the basis of the findings of the study.

Sample

A total of 500 Teachers was selected from Agra City for the study.

Tools

The tools used for the study were, namely, Responsibility Test for High School Teachers (Dr. K.D. Sharma, 1988), and Cattle’s 16PF Questionnaire (VSJ 1970 Hindi Edition prepared by Dr. S.D. Kapoor).

Data Analysis

Mean, SD, and t-value were computed for data analysis.

Findings

1. The differences between Male and Female Responsible High School Teachers were found on two factors Q1 and Q4 out of the 16. On both the personality factors male teachers were found superior to the female teachers.
2. The differences between Responsible high school teachers of Arts and Science streams were found on 7 personality factors out of 16. These are E, G, L, M, O, Q1 and Q3. While the Teachers of Arts stream were found superior on personality factors E, G, M, Q1 and Q3; the superiority of Science Stream Teachers was found on personality factors L and M.
3. The differences between Responsible High School Teachers teaching in Urban and Rural Schools were found on as many as 12 factors out of 16. These factors were B, C,
E, F, G, H, L, N, O, Q2, Q3 and Q4. The teachers in schools located in Urban areas were found superior on personality factors B, C, G, H, N, and Q3, whereas, the teachers teaching in schools located in rural areas were found superior on personality factors E, F, I, O, Q2 and Q4.

4. The differences between the Responsible High School Teachers with High and Moderate Teacher Responsibility profiles were found on the five personality factors, namely, B, F, G, H and L. While the High Responsibility profile Teachers were found superior on Personality Factors F and L, the Moderate Responsibility profile Teachers were found superior on personality factors B, G, and H.

5. The differences between the Responsible High School Teachers with High and Low Teacher Responsibility profiles were found on the four personality factors, namely, E, H, I, and O. While the High Responsibility profile Teachers were found superior on Personality Factors E and H, the Low Responsibility profile Teachers were found superior on personality factors I and O.

6. The differences between the Responsible High School Teachers with Moderate and Low Teacher Responsibility profiles were found on the five personality factors, namely, E and M. The Low Responsibility Profile Teachers were found superior on both the personality factors E and M.

7. The differences between Male and Female Responsible High School Teachers with High Teacher Responsibility profiles were found on only three factors C, E, and F. On all these three Personality Factors Male Teachers with High Teacher Responsibility profile were found superior to their Female counterparts.

8. The differences between Male and Female Responsible High School Teachers with Moderate Teacher Responsibility profiles were found on only two factors H, and Q4. While the Male Teachers with Moderate Teacher Responsibility profile were found superior on the personality Factor Q4, the Female Teachers with Moderate Teacher Responsibility profile were found superior on the personality Factor H.

9. The differences between Male and Female Responsible High School Teachers with Low Teacher Responsibility profiles were found on six factors B, G, O, Q1, Q2 and Q4. While the Male Teachers with Low Teacher Responsibility profile were found superior on the personality Factors B, G and Q4, the Female Teachers with Low
Teacher Responsibility profile were found superior on the personality Factors O, Q2, and Q4.

10. There have been found significant differences in the Personality Factors of Responsible Teachers.

11. Both the Main Effects of Teacher Responsibility and Sex and the Interaction Effect of Teacher Responsibility*Sex were found significant for one and the only one personality factor C. Here the hierarchy for the factors of Teacher Responsibility, in order of superiority was – Moderate > Low>High and for that of Sex the hierarchy in order of superiority was- Male>Female. The Interaction Effect indicated that valid differences between the means of different treatment groups exist (for some pairs). Here the hierarchy in order of superiority was Moderate-Female>Low-Male>Moderate-Male>High-Male>Low-Female>High-Female.

12. Both the Main Effects of the Teacher Responsibility and Sex were found significant for yet another personality factor E. Here the hierarchy for the factor of Teacher Responsibility, in order of superiority, was- Low>Moderate>High and for that of Sex the hierarchy in the order of superiority was- Male>Female.

13. The Main Effect of the Teacher Responsibility and Sex were found nearly significant on only two personality factors G and L. Here the hierarchy for the factors of Teacher Responsibility, in order of superiority was- for G-Moderate> Low>High, and for L-High > Moderate > Low.

14. The Main Effect of Sex was found significant for only one personality factor Q1. Here the hierarchy for the Sex in the order of superiority was- Male> Female. The Main Effect of Sex was found nearly significant for only one personality factor I. Here the hierarchy for the Sex in the order of Superiority was- Female> Male.

15. The Interaction Effect of the two variables Teacher Responsibility*Sex were found significant for as many as six personality factors, namely, A, B, F, H, Q2 and Q4. Thus the Interaction Effect indicated that that valid differences between the means of different treatment groups exist (for some pairs). Here the hierarchy in the order of superiority was, as mentioned below:

- A- Moderate-Female> Low-Male>High-Male> Moderate-Male>Low-Female> High-Female,
B- Low-Male>Moderate-Female> High-Female>moderate-Male> High-Male>Low-Female,

F-High-Male>Low-Female>Moderate-Male> Low-Male> Moderate-Female> High-Female,

H-Low-Male> Moderate-Female> High-Female> Low-Female> Moderate-Male>High-Male,

Q2-Moderate-Male. Low-Female>High-Male>Moderate-Female> High-Female> Low-Male, and

Q4-High-Male>Low-Female> Moderate-Male> High-Female> Moderate-Female> Low-Male.

In addition to the above mentioned findings the study has come out with meaningful findings in the areas of Teacher Responsibility and Stream, Teacher Responsibility and School and Personality Profiles of Responsible High School Teachers, Personality Profiles of Male Responsible High School Teachers, Personality Profiles of Female Responsible High School Teachers, Personality Profiles of Male and Female Responsible High School Teachers with High, Moderate and Low Teacher Responsibility Profiles.
Study of Personality Traits and Academic Achievement in Relation to Socio-Metric Status of Tribal Students in Varying School Settings (Ashok Kumar Parida, 2007, Kurukshetra University, Kurukshetra)

Objectives

1. To identify the Populars and Rejectees Tribal Students studying in different type of schools.
2. To find out the difference between the personality traits of the Populars and Rejectees Tribal Students studying in different type of schools.
3. To find out the difference between the academic achievement of the Populars and Rejectees Tribal Students studying in different type of schools.
4. To find out the relationship between personality traits and socio-metric status of Tribal Students studying in different type of schools.
5. To find out the relationship between academic achievement and socio-metric status of Tribal Students studying in different type of schools.

Research Method

Descriptive Survey method has been suitably employed for the Study.

Sample

A sample of 90 Tribal Students, 30 from each of the three types of schools, namely, Ashram Schools, Government Schools, and Aided High Schools was selected purposively, from Kandhamal district of Orissa.

Tools

Oriya version of Cattel’s (1968) Jr. High School Personality Questionnaire, Form-A adopted by B.B. Mishra (1989) and the Socio-Metric Questionnaire developed by the Investigator were used for the Study.

Data Analysis

The marks obtained by the students in their 9th class examination were taken as Academic Achievement of the Students. Percentage, t-test and Product Moment Correlation were suitably used to analyze the data.
Findings

1. With respect to first socio-metric criterion, that is, sitting in the classroom, Populars in the Ashram Schools have been found to have high mean scores on all seven Personality Factors, that is, Factor A (reserved vs. outgoing), B (less intelligent vs. more intelligent), E (obedient vs. assertive), F (sober vs. happy-go-lucky), G (expedient vs. conscientious), H (shy vs. venturesome) and Q2 (group dependent vs. self-sufficient) than their counterpart Rejectees. Rest of the difference between socio-metric status derived from first socio-metric criterion and personality factors C, D, I, J, O, Q3 and Q4 are insignificant.

2. With respect to second socio-metric criterion, that is, to work with, Populars in the Ashram Schools have been found to have high mean scores on all six Personality Factors, that is, Factor A (reserved vs. outgoing), B (less intelligent vs. more intelligent), E (obedient vs. assertive), F (sober vs. happy-go-lucky), H (shy vs. venturesome) and Q2 (group dependent vs. self-sufficient) than their counterpart Rejectees. Rest of the difference between socio-metric status derived from first socio-metric criterion and personality factors C, D, G, I, J, O, Q3 and Q4 are insignificant.

3. With respect to second socio-metric criterion, that is, to play with, Populars in the Ashram Schools have been found to have high mean scores on all seven Personality Factors, that is, Factor A (reserved vs. outgoing), B (less intelligent vs. more intelligent), E (obedient vs. assertive), F (sober vs. happy-go-lucky), G (expedient vs. conscientious), H (shy vs. venturesome) and Q2 (group dependent vs. self-sufficient) than their counterpart Rejectees. Rest of the difference between socio-metric status derived from first socio-metric criterion and personality factors C, D, I, J, O, Q3 and Q4 are insignificant.

4. With respect to first socio-metric criterion, that is, sitting in the classroom, Populars in the Government High Schools have been found to have high mean scores on all seven Personality Factors, that is, Factor A (reserved vs. outgoing), B (less intelligent vs. more intelligent), E (obedient vs. assertive), F (sober vs. happy-go-lucky), G (expedient vs. conscientious), H (shy vs. venturesome) and Q2 (group dependent vs. self-sufficient) than their counterpart Rejectees. Rest of the difference between socio-metric status derived from first socio-metric criterion and personality factors C, D, I, J, O, Q3 and Q4 are insignificant.
5. With respect to second socio-metric criterion, that is, to work with, Populads in the Government High Schools have been found to have high mean scores on all six Personality Factors, that is, Factor A (reserved vs. outgoing), B (less intelligent vs. more intelligent), E (obedient vs. assertive), F (sober vs. happy-go-lucky), H (shy vs. venturesome), and Q2 (group dependent vs. self-sufficient) than their counterpart Rejectees. Rest of the difference between socio-metric status derived from first socio-metric criterion and personality factors C, D, G, I, J, O, Q3 and Q4 are insignificant.

6. With respect to second socio-metric criterion, that is, to play with, Populads in the Government High Schools have been found to have high mean scores on all seven Personality Factors, that is, Factor A (reserved vs. outgoing), B (less intelligent vs. more intelligent), E (obedient vs. assertive), F (sober vs. happy-go-lucky), G (expedient vs. conscientious), H (shy vs. venturesome) and Q2 (group dependent vs. self-sufficient) than their counterpart Rejectees. Rest of the difference between socio-metric status derived from first socio-metric criterion and personality factors C, D, I, J, O, Q3 and Q4 are insignificant.

7. With respect to first socio-metric criterion, that is, sitting in the classroom, Populads in the Aided High Schools have been found to have high mean scores on all seven Personality Factors, that is, Factor A (reserved vs. outgoing), B (less intelligent vs. more intelligent), E (obedient vs. assertive), F (sober vs. happy-go-lucky), G (expedient vs. conscientious), H (shy vs. venturesome) and Q2 (group dependent vs. self-sufficient) than their counterpart Rejectees. Rest of the difference between socio-metric status derived from first socio-metric criterion and personality factors C, D, I, J, O, Q3 and Q4 are insignificant.

8. With respect to second socio-metric criterion, that is, to work with, Populads in the Aided High Schools have been found to have high mean scores on all six Personality Factors, that is, Factor A (reserved vs. outgoing), B (less intelligent vs. more intelligent), E (obedient vs. assertive), F (sober vs. happy-go-lucky), H (shy vs. venturesome), and Q2 (group dependent vs. self-sufficient) than their counterpart Rejectees. Rest of the difference between socio-metric status derived from first socio-metric criterion and personality factors C, D, G, I, J, O, Q3 and Q4 are insignificant.
9. With respect to second socio-metric criterion, that is, to play with, Populars in the Aided High Schools have been found to have high mean scores on all six Personality Factors, that is, Factor A (reserved vs. outgoing), B (less intelligent vs. more intelligent), E (obedient vs. assertive), F (sober vs. happy-go-lucky), H (shy vs. venturesome) and Q2 (group dependent vs. self-sufficient) than their counterpart Rejectees. Rest of the difference between socio-metric status derived from first socio-metric criterion and personality factors C, D, G, I, J, O, Q3 and Q4 are insignificant.

10. Populars in Ashram Schools have been found to score significantly higher scores on all the three socio-metric criteria as compared to their counterpart Rejectees.

11. Populars in Government High Schools have been found to score significantly higher scores on all the three socio-metric criteria as compared to their counterpart Rejectees.

12. Populars in Aided High Schools have been found to score significantly higher scores on all the three socio-metric criteria as compared to their counterpart Rejectees.

13. Outgoing, more intelligent, assertive, happy-go-lucky, and group dependent persons in Ashram Schools scored high on the measures of socio-metric status on the first socio-metric criterion, that is, sitting in the classroom.

14. Outgoing, more intelligent, assertive, happy-go-lucky, socially bold and conscientious, group dependent and relaxed persons of the Ashram Schools scored high on the measures of socio-metric status, on the second socio-metric criterion, that is, to work with.

15. Outgoing, more intelligent, assertive, happy-go-lucky, conscientious, venturesome, group dependent and relaxed persons of the Ashram Schools scored high on the measures of socio-metric status, on the third socio-metric criterion, that is, to play with.

16. Outgoing, more intelligent, assertive, happy-go-lucky, group dependent, and relaxed persons in Government High Schools scored high on the measures of socio-metric status on the first socio-metric criterion, that is, sitting in the classroom.
17. Outgoing, more intelligent, assertive, happy-go-lucky, socially bold and conscientious, group dependent and relaxed persons of the Government High Schools scored high on the measures of socio-metric status, on the second socio-metric criterion, that is, to work with.

18. Outgoing, more intelligent, assertive, happy-go-lucky, conscientious, venturesome, group dependent and relaxed persons of the Government High Schools scored high on the measures of socio-metric status, on the third socio-metric criterion, that is, to play with.

19. Outgoing, more intelligent, assertive, happy-go-lucky, group dependent, and relaxed persons in Aided High Schools scored high on the measures of socio-metric status on the first socio-metric criterion, that is, sitting in the classroom.

20. Outgoing, more intelligent, assertive, happy-go-lucky, socially bold and conscientious, group dependent and relaxed persons of the Aided High Schools scored high on the measures of socio-metric status, on the second socio-metric criterion, that is, to work with.

21. Outgoing, more intelligent, assertive, happy-go-lucky, conscientious, venturesome, group dependent and relaxed persons of the Aided High Schools scored high on the measures of socio-metric status, on the third socio-metric criterion, that is, to play with.

22. Students from the Ashram Schools who scored high on the measures of academic achievement also scored high on socio-metric status.

23. Students from the Government High Schools who scored high on the measures of academic achievement also scored high on socio-metric status.

24. Students from the Aided High Schools who scored high on the measures of academic achievement also scored high on socio-metric status.

Emerging Questions

1. Which social attributes are required amongst classmates, playmates and work mates?

2. How the terms Populars and Rejectees were operationalised in the context of the present Study?

3. How to identify the social attributes? Who should administer a socio-meter?
4. Which of the three types of schools, namely, Ashram Schools, Government High Schools, and Aided High Schools are better for Tribal Education?

5. Which are the emerging Theses in the context of Personality Traits of Tribal Students, Academic Achievement, Socio-Metric Status and Schooling?

6. Which are the Policy Implications of the Study?
The Study of Relationship between Depression and Academic Achievement in Graduate and Post-Graduate Students (Fereshteh Sabbaghi, 2008, University of Pune)

Objectives

1. To find out the percentage of depressed graduate and post-graduate students taking into account the variables of average of marks in examination of first semester, sex, age, marital status, father’s and mother’s education.

2. To determine the levels of depression among graduate and post-graduate students taking into account the variables of average of marks in examination of first semester, sex, age, marital status, father’s and mother’s education.

3. To find out whether significant relationship exists between the different levels of depression and academic achievement taking into account the variable of sex.

4. To find out whether significant relationship exists between the different levels of depression and academic achievement taking into account the variable of age.

5. To find out whether significant relationship exists between the different levels of depression and academic achievement taking into account the variable of marital status.

6. To find out whether significant relationship exists between the different levels of depression and academic achievement of students in relation to their father’s education.

7. To find out whether significant relationship exists between the different levels of depression and academic achievement of students in relation to their mother’s education.

Hypotheses

1. Whenever depression increases in students academic achievement decreases.

2. There is a significant difference in depression between male and female students.

3. Students with age of 18-22 suffer more from depression than students with age of 23 and above.

4. Single students suffer more from depression than married students.
5. Whenever education of student’s father increases depression decreases in students. Further, M.A. students, who have fathers with higher education, suffered less from depression and its three levels than M.A. students who have lower education fathers. Different levels of father’s education were not found to be significant variable in depression among B.A. students.

6. Whenever education of student’s mother increases depression decreases in students.

**Research Method**

This is a co-relational study.

**Sample**

The sample size of this study was 1000 students consisting of 500 graduate students and 500 post-graduate students. The sample for the study was drawn from Arts Graduate and Post-Graduate students from the college in the Pune city affiliated to Pune University. The sample was drawn on the basis of cluster sampling. The sample was equally distributed level wise and gender wise.

**Variables**

Level of Depression, that is, Low Level of Depression (LLD), Middle Level of Depression (MLD), and High Level of Depression (HLD) was treated as independent variable, whereas, category of academic achievement, that is, Second Class Students, First Class Students, and Distinction Students was treated as dependent variable. Gender, Age, Marital Status, Father’s Education, and Mother’s Education were considered as demographic variables.

**Tool**

Beck Depression Inventory (BDI, Beck et. al., 1961) was used for data collection.

**Data Analysis Techniques Employed**

The data have been analyzed through Chi-Square, Phi coefficient and Somers’d correlation coefficient.

**Findings**

1. Depression and its three levels influenced B.A. and M.A. Students’ Academic achievement negatively.

2. There was found a significant gender difference related to level of depression among B.A. students as well as M.A. students with domination of depression in males.
3. In B.A. female, M.A. female and male students academic achievement was affected by depression at three levels, in the same manner. The B.A. male students showed non-significant relationship between depression and academic achievement.

4. Depression in college students was not found related to age.

5. Even though the present study rejected the hypothesis that “Students with age group 18-22 suffer more from depression than students with age of 23 and above”. It was found that there was a high percentage of depression in B.A. students who were 18-22 years old and in both the age groups of M.A. students.

6. In B.A. and M.A. age group of 18-22, and also in M.A. students in age group of 23 and above, academic achievement was affected negatively by students’ level of depression. It was not possible to find out relationship between levels of depression and academic achievement in 23 and above age group of B.A. students as number of the depressed students was small.

7. Though the present study rejected the hypothesis that “Single students suffer more from depression than married students”, but it was found that that there was a high percentage of depression in single B.A. and M.A. students.

8. In B.A. and M.A. single students lack of academic achievement was seen in students who were having higher percentage of depression in three levels.

9. The MA students, who had fathers with higher education, suffered less from depression and its three levels than MA students who had lower education fathers. Different levels of father’s education were not found a significant variable in depression among BA students.

10. The level of education of fathers was not a significant variable in BA students while it was found to be a significant variable in MA students in the context of their academic achievement. Having higher job and being too much busy with high carrier responsibilities in fathers with post-graduate education creates some problem about treatment and support to their children.

11. Whenever education of students’ mothers increases, depression decreases in students irrespective of their levels.

12. Depression was found to have a negative influence on academic achievement in students who were having mothers with higher education.
A Study of Emotional Proficiency of Adolescent Students (Gunjan, 2007, Banasthali Vidyapith, Rajasthan)

Objectives
1. To study the emotional proficiency of the adolescent students in the context of their various environments.
2. To study the emotional proficiency of the adolescent students in the context of their various school managements.
3. To study the emotional proficiency of the adolescent students in the context of their various school types.
4. To study the emotional proficiency of the adolescent students in the context of their gender.

The emotional efficiency has been well differentiated into 5 domains as follows:

a. Efficiency related to deep emotional feeling.
b. Efficiency related to proper expression & control of emotions.
c. Efficiency related to working efficiently even while in the state of emotions.
d. Efficiency related to adjustment ability in the problematic emotional state.
e. Efficiency related to promoting constructive emotions.

Research Method
Normative Survey method has been well employed for the Study.

Sample
The sample of 1250 students has been drawn from 50 schools of Bheelwada District employing compatible sampling techniques, namely, randomization and purposive.

Tools
The tools used for the study were, namely, Personal Information Schedule constructed by the Investigator and Emotional Proficiency Tool (Dr. Harish Sharma & Dr. Rajiv Lochan Bhardwaj).

Data Analysis
Mean, Standard Deviation and t Value have been computed to analyze the data.

Findings
1. The urban male students have been found to have significantly higher emotional proficiency than rural male students on four aspects, namely b, c, d, & e, whereas, no significant difference has been found on the aspect “a”.
2. No significant difference has been found on the mean achievement scores of Urban and Rural girl Students on the 5 aspects of Emotional Efficiency.
3. The private school male students have been found to have significantly higher emotional proficiency than government school male students on three aspects, namely b, c, & e, whereas, no significant difference has been found on the aspects a and d.
4. The private school female students have been found to have significantly higher emotional proficiency than government school female students on four aspects, namely a, b, c, & d, whereas, no significant difference has been found on the aspect ‘e’.
5. The single sex school male students have been found to have significantly higher emotional proficiency than coeducation school male students on two aspects, namely b & c, whereas, no significant difference has been found on the aspects a , d & e.
6. The single sex school female students have been found to have significantly higher emotional proficiency than coeducation school female students on the aspect ‘c’, whereas, the coeducation school female students have been found to have significantly higher emotional proficiency than single sex school female students on the aspect ‘e’. No significant difference has been found on the aspects a, b & d.
7. The urban male and female students have been found to differ significantly in their emotional proficiency on all the five aspects of emotional proficiency in favour of male students.
8. The rural male and female students have been found to differ significantly in their emotional proficiency on four aspects of emotional proficiency, namely, b, c, d & e in favour of male students, whereas, no significant difference was found on the aspect ‘a’.
9. The private school male and female students have been found to differ significantly in their emotional proficiency on the aspect ‘e’ of emotional proficiency, in favour of male students, whereas, no significant difference was found on the remaining four aspect, namely, a, b, c & d.
10. No significant difference has been found in the emotional proficiency of the male and female students of government schools on all the five aspects.
11. No significant difference has been found in the emotional proficiency of the male and female students of coeducation schools on all the five aspects.
12. Significant difference has been found in the emotional proficiency of the male and female students of single sex schools on two aspects, namely, b & d in favour of male students, whereas, no significant difference has been found on the remaining three aspects.
13. The male students of coeducation schools have been found significantly higher on emotional proficiency on two aspects, namely, b & e than female students of single sex schools, whereas, no significant difference has been found on the remaining three aspects.

14. The male students of single sex schools have been found to have higher emotional proficiency than the female students of coeducation schools on three aspects, namely, a, c & d, whereas, female students of coeducation schools have been found significantly higher than male students of single sex school on the aspect ‘e’. No significant difference has been found on the aspect ‘b’.

Back
Comparative Study of Abnormal Behaviour of Indian and Iranian Adolescents due to Video and Computer Games (Hedyeh Nasser Ranjbar, 2012, University of Pune, Pune)

Objectives
1. To identify adolescent boys’ abnormal behaviour due to content of computer and video games.
2. To assess the level of abnormal behaviour among Indian Adolescent boys.
3. To assess the level of abnormal behaviour among Iranian Adolescent boys.
4. To compare the level of abnormal behaviour across the nationality and time using video and computer game.

Research Method
Survey method has been employed for the study. The study has used mixed methodology, that is, quantitative and qualitative, both.

Sample
The sample of 1140 boys students was drawn from Tehran (Iran) and Pune (India).

Tools
SCL-90-R, a self-report symptom inventory is the main tool used for the study. Other tools used were Self Report by Questionnaire & Favourite Game Self Report.

Variables
The variables that were considered are Amount of time spending for video and computer game weekly, Age rate of video and computer game, content of video and computer game, Level of somatization disorder, Level of obsessive compulsive, Level of interpersonal sensitivity, Level of depression, Level of anxiety, Level of hostility, Level of phobic anxiety, Level of paranoid ideation, and Level of Psychoticism.

Data Analysis
The data were analyzed by employing analysis techniques, namely, frequency, % response, Mean, SD, t-test, MANOVA etc.

Meaningful conclusions
1. M-rated video and computer games involving violent content lead to increasing of hostility state in adolescent user.
2. The adolescents who expose themselves in greater amount of gaming were found having more hostility distress.
3. The effect of amount of time passing with video and computer games is higher than the content of the games, although, both lead to obviously higher state of hostility. Most of the favourite games reported by participants in this study belonged to M-rated with violent content, exposure of these games in more amount of time was found to have greater adverse effects on consumers.

4. The amount of time of gaming and content of video and computer games leads to experience higher state of distress (somatization, obsessive compulsive, interpersonal sensitivity, depression, anxiety, phobic anxiety, paranoid ideation and psychoticism), but, this difference of amount is not statistically significant.

5. Indian participants experienced significantly higher amount of phobic anxiety as compared to Iranian Group.

6. Iranian participants experienced significantly higher amount of interpersonal sensitivity and paranoid ideation than the Indian Group.

7. Computer and video games are used by 92% Indian and 94% Iranian adolescents who participated in this study, 7.5 hours on an average per week by Iranian students, whereas, 7 hours on an average per week by the Indian students.

8. 39% of the participants’ favourite games belong to Mature rating that involved the content of violence, blood and gore, sexual content and/or strong language, not suitable for user ages. The most favourite games according to participants self-report belong to 4 genres of action 23%, first person shooter 17%, racing 14% and adventure 12% in contrast to six other genres 35%.

9. On an average 57% of participants preferred to play alone, meaning thereby to decrease time passing in interaction with peers or siblings.

10. There is evidence according to SCL-90-R which suggests that the M rating user expose a pattern of distress as difficulties in somatization, depression and anxiety complains. As well as both groups (M-rating and under M-rating VCG user) experienced remarkable phobic anxiety symptoms; however, it is not indicative of a clinical picture.

11. According to SCL-90-R profile interpretation, the higher than mean time user exposed a pattern of distress difficulties in hostility, somatization and obsessive-compulsive above average as compared to lesser than mean time. Also, both the groups experienced remarkable somatization and phobic anxiety.
Sultanpur Janpad Ke Mahavidyalyon Mein Chhatr-Asantosh Ka Ek Adhyyan (Leela Chaturvedi, 2010, Manohar Lohiya Avadh University, Faizabad, UP)

Objectives

1. To study the multi-factors contributing to Student Unrest.
2. To study the causes of Student Unrest.
3. To study the Administrative causes contributing to Student Unrest.
4. To study the Educational causes contributing to Student Unrest.
5. To study the Social causes contributing to Student Unrest.
6. To study the Economic causes contributing to Student Unrest.
7. To study the Political causes contributing to Student Unrest.
8. To suggest the measures for removing the Student Unrest.

Research Method
Survey method has been suitably employed for the study.

Population
20 of the 41 Graduate level Colleges (Govt. 1, Aided 4 and Self Supported 15) in Sultanpur district affiliated to Dr. R.M.L. University constituted the population for the study.

Sample
200 students (Science 50+50 and Arts 50+50) equally distributed against gender and habitat, 50 teachers and 50 parents were drawn as samples for the study.

Tools
A questionnaire having 50 items, @ 10 items on each of administrative, educational, social, economic and political areas was constructed by the investigator.

Data Analysis
Mean, SD, and t-values were computed for data analysis.

Findings

1. The following hypotheses on testing have been rejected by the investigator:
   - There is no significant difference in the Student Unrest due to Administrative and Educational causes.
   - There is no significant difference in the Student Unrest due to Administrative and Social causes.
   - There is no significant difference in the Student Unrest due to Administrative and Economic causes.
There is no significant difference in the Student Unrest due to Administrative and Political causes.

Here is no significant difference in the Student Unrest due to Educational and Economic causes.

The following hypotheses have not been rejected by the investigator:

- There is no significant difference in the Student Unrest due to Educational & Social causes.
- There is no significant difference in the Student Unrest due to Educational & Political causes.
- There is no significant difference in the Student Unrest due to Social & Political causes.
- There is no significant difference in the Student Unrest due to Economic & Political causes.
Mental Health and Adjustment of Secondary School Teachers Influencing Development of Self Concept in Teachers (Nibedita Nayak, 2006, Utkal University, Bhubaneswar, Orissa)

Objectives

1. To develop and standardize a Teacher Self-Concept Scale.
2. To study the self-concept of the Secondary School Teachers in relation to the intra-variables sex, marital status, experience in teaching and level of education.
3. To study the mental health of the Secondary School Teachers in relation to sex, marital status, experience in teaching and level of education.
4. To study the level of adjustment of the Secondary School Teachers in relation to sex, marital status, experience in teaching and level of education.
5. To study the relationship between self concept and mental health, self concept and adjustment, and mental health and adjustment.
6. To find out the relationship between the predicting variables, namely, mental health and adjustment and the criterion variable, namely, self concept.
7. To set a prediction equation between self concept and mental health and adjustment scores of teachers.
8. To find out the contribution of the predicting variables like mental health and adjustment individually and in combination to the criterion measure of self-concept in terms of proportion variance.

Research Method

It is a co-relational and ex-post facto study.

Sample

The sample of 352 secondary school of the undivided Puri district has been drawn through random sampling.

Tools

The Self-Concept Scale has been standardized through a sample of 400 in-service teachers drawn from 13 Teacher Training Institutes. RCE, Mental Health Scale (Anand, S.P., 1986), and Mangal’s Teacher Adjustment Inventory (MTAI, 1979) have been suitably used for assessment of Mental Health, and Adjustment.
Data Analysis

The data have been analyzed using statistical techniques, namely, measures of central tendency and variability, t-value, zero order correlation, partial correlation and multiple correlations.

Findings

1. Female, unmarried, less qualified and more experienced teachers are found to be in possession of better self-concept than male, married, more qualified, less experienced teachers.
2. There existed no statistically significant difference between the married and unmarried teachers in regard to mental health.
3. Teachers differed sex-wise in regards to their adjustment level resulting in favour of females.
4. Educational Background-wise difference was also significant between teachers in relation to adjustment, but teachers did not differ significantly in relation to their qualification or marital status.
5. Coefficient of correlation between all the variables has been found to be highly significant.
6. The multiple correlation value between the self-concept and mental health as well as adjustment taken together has been found to be 0.868 which is significant at .01 level.
7. Contribution of Mental Health variable to self-concept in terms of proportion variance is found to be 49% while it is 26% in case of Adjustment.
8. Mental Health and Adjustment of Secondary School Teachers are the major factors which have been found to influence the development of their self-concept both individually as well as combined. The contribution of Mental Health is more in this regard followed by Adjustment.

Back
A Study of Adjustment and Academic Achievement of College Students at Different Levels of Creativity of Urban and Rural Students (Poonam Singh, 2010, Dr. B.R. Ambedkar University, Agra, UP)

Objectives

1. To compare the adjustment scores of low creative and high creative college students belonging to rural areas.
2. To compare the adjustment scores of low creative and high creative college students belonging to urban areas.
3. To compare the adjustment scores of low creative rural college students and low creative urban college students.
4. To compare the adjustment scores of high creative rural college students and high creative urban college students.
5. To compare the academic adjustment scores of low creative and high creative college students belonging to rural areas.
6. To compare the academic adjustment scores of low creative and high creative college students belonging to urban areas.
7. To compare the academic adjustment scores of low creative rural college students and low creative urban college students.
8. To compare the academic adjustment scores of high creative rural college students and high creative urban college students.

Research Method

Normative Survey has been employed for conducting the study.

Sample

The sample of 1000 1st Year undergraduate students (500 Rural & 500 Urban) was drawn from 20 Degree Colleges of Agra Region, @ 50 Students per college.

Tools

Verbal Test of Creativity by Dr. Baqer Mehadi, and Adjustment Inventory for College Students by Dr. A.K.P. Sinha & Dr. R.P. Singh were the tools used for the study.

Data Analysis

Scores obtained at the Intermediate Level were considered as Achievement Scores. Mean, SD, and t-values were computed for data analysis.
Findings

1. The home adjustment of high creative rural college students was found to be appreciably better than that of low creative rural college students.
2. The health adjustment of high creative rural college students was found to be appreciably better than that of low creative rural college students.
3. The emotional adjustment of high creative rural college students was found to be appreciably better than that of low creative rural college students.
4. The rural low creative and the rural high creative college students were found to differ significantly on their social adjustment in favour of high creative.
5. The rural low creative and the rural high creative college students were found to differ significantly on their educational adjustment in favour of high creative.
6. The rural low creative and the rural high creative college students were found to differ significantly on their total adjustment in favour of high creative.
7. The home adjustment of low creative urban college students was found to be appreciably better than that of high creative urban college students.
8. The health adjustment of high creative urban college students was found to be appreciably better than that of low creative urban college students.
9. The emotional adjustment of high creative urban college students was found to be appreciably better than that of low creative urban college students.
10. The urban low creative and the urban high creative college students were found to differ significantly on their social adjustment in favour of high creative.
11. The urban low creative and the urban high creative college students were found to differ significantly on their educational adjustment in favour of high creative.
12. The urban low creative and the urban high creative college students were found to differ significantly on their total adjustment in favour of high creative.
13. The home adjustment of the low creative urban college students was found to outweigh that of the low creative rural college students.
14. The health adjustment of the low creative rural college students was found to outweigh that of the low creative urban college students.
15. The emotional adjustment of the low creative rural college students was found to outweigh that of the low creative urban college students.
16. The social adjustment of the low creative urban college students was found to outweigh that of the low creative rural college students.
17. The educational adjustment of the low creative urban college students was found to outweigh that of the low creative rural college students.

18. The total adjustment of the low creative urban college students was found to outweigh that of the low creative rural college students.

19. The home adjustment of the high creative urban college students was found to outweigh that of the high creative rural college students.

20. The health adjustment of the high creative rural college students was found to outweigh that of the high creative urban college students.

21. The rural high creative and urban high creative college students were not found to differ significantly in their emotional adjustment in life.

22. The rural high creative and urban high creative college students were not found to differ significantly in their social adjustment in life.

23. High creative college students of urban areas were found to be appreciably better in educational adjustment than their rural counterparts.

24. High creative college students of urban areas were found to be appreciably better than their rural counterparts in total adjustment.

25. Academic achievement of the rural high creative college students was found to be greater than that of rural low creative college students.

26. Academic achievement of the high creative college students of the urban area was found to be significantly better than that of urban low creative college students.

27. Academic achievement of the low creative urban college students has been found to be higher than that of the low creative rural college students.

28. Academic achievement of the urban high creative college students has been found to outscore that of their rural counterparts.
Product and Process of Intellectual Development – A Comparative Study of Piaget and Bruner on the Performance of the Students between 11+ and 13+ years (Ravindra Kumar Poonia, 1999, M.L. Sukhadia University, Udaipur)

Objectives

1. To determine the status of thought at various levels of intellectual development, namely, concrete, transitional, and formal (Piaget) and iconic and symbolic (Bruner) using a suitable test among certain groups of adolescent pupils matched on intelligence, age, grade, socio-economic status, culture and sex.

2. To ascertain the impact of Piaget’s theory on concept formation, reasoning and intellectual development.

3. To ascertain the impact of Bruner’s theory on concept formation, reasoning and intellectual development.

4. To compare the impact of product and process in intellectual development on concept formation and reasoning.

5. To find out the relationship of intelligence, socio-economic status, grade, age, culture and sex on intellectual development.

6. To point out educational implication, if any.

Sample

The sample was selected by matched grouping method from four Kendriya Vidyalaya of Udaipur district. In all 384 students were selected.

Tools and Techniques

Raven’s Progressive Matrices, SES Scale by Bhardwaj, Gupta and Chauhan, and a self made tool consisting of twelve problems, four each for product model, process model and transfer study were used.

Data Analysis

ANOVA, t-test, Pearson Product Moment Correlation and Chi-square were used for data analysis.
Findings

1. The experimental group of boys and girls, class VI and VIII, age 11+ and 13+, urban and rural shows gain in the post-test scores in product type tasks as well as process type tasks whereas the control group does not show any gain.

2. In product type tasks, the boys gained better than girls in urban samples and girls gained better in rural sample in class VI and VIII, age 11+ and 13+, whereas in process type tasks, boys and girls gained equally in class VI, and boys gained better than girls in class VIII, both in urban and rural sample.

3. In product type tasks, the urban boys gained better than rural boys in class VI and VIII, age 11+ and 13+, and rural girls gained better than urban girls in class VI, age 13+, but both the rural and urban girls gained equally in class VIII, age 13+, whereas, in process type tasks, the rural boys gained better than urban boys in class VI and VIII, age 11+ and 13+, but rural girls gained better than urban girls in class VI, age 11+, and urban girls gained better than rural girls in class VIII, age 13+.

4. The boys and girls, class VIII, age 13+, urban and rural, experimental group for product as well as for process type tasks gained better than the boys and girls, class VI, age 11+.

5. In product type tasks the boys and the girls class VI, 11+ urban and rural experimental group gained maximum in task on conservation of volume, and the boys and girls, class VIII, 13+, urban and rural experimental group gained maximum on task of exclusion of variables, whereas, in process type tasks, all the boys and girls, class VI and VIII, 11+ and 13+, urban and rural, experimental group gained maximum in task on conservation of volume.

6. The study presents very analytically a comparative study of Piaget and Bruner on the performance of the students between 11+ and 13+ years with respect to the product and process of intellectual development.
Alienation, Frustration and Mental Health in Relation to Emotional Intelligence of College-Students with Visual Impairment and Normal Vision (Rambir, 2007, Kurukshetra University, Kurukshetra)

Objectives

1. To study the alienation, frustration, mental health and emotional intelligence of college students with visual impairment.
2. To study the alienation, frustration, mental health and emotional intelligence of college students with normal vision.
3. To study the relationship of alienation, frustration and mental health with emotional intelligence of college students with visual impairment and normal vision.
4. To study the contribution of five dimensions of emotional intelligence, viz., self awareness, managing emotions, motivating oneself, empathy and handling relationships to alienation among college students.
5. To study the contribution of five dimensions of emotional intelligence, viz., self awareness, managing emotions, motivating oneself, empathy and handling relationships to frustration among college students.
6. To study the contribution of five dimensions of emotional intelligence, viz., self awareness, managing emotions, motivating oneself, empathy and handling relationships to mental health among college students.
7. To study the difference in alienation, frustration, mental health and emotional intelligence of college students with visual impairment and normal vision.
8. To study the difference in alienation, frustration, mental health and emotional intelligence of male and female college students with normal vision.
9. To study the difference in alienation, frustration, mental health and emotional intelligence of male and female college students with visual impairment.
10. To study the difference in alienation, frustration, mental health and emotional intelligence of college students with congenital and adventitious visual impairment.
11. To study the difference in alienation, frustration, mental health and emotional intelligence of college students with total blindness and partial vision.
12. To study the difference in alienation among college students in relation to status of vision, sex and their interaction.

13. To study the difference in frustration among college students in relation to status of vision, sex and their interaction.

14. To study the difference in mental health of college students in relation to status of vision, sex and their interaction.

15. To study the difference in emotional intelligence of college students in relation to status of vision, sex and their interaction.

Nature of the Study
The investigator has conducted a relationship study.

Variables
Emotional Intelligence has been considered as Independent variable, whereas, Alienation (Powerlessness, Isolation, Self-Estrangement, Meaninglessness and Normlessness), Frustration (Aggression, Resignation, Fixation, and Regression), Mental Health (Positive Self-Evaluation, Perception of Reality, Integration of Personality, Autonomy, Group Oriented Attitudes and Environmental Mastery) have been considered Dependent Variables.

Sample
Purposive Sampling Technique was well employed to select 400 College Students from Delhi, 200 with Visual Impairment and 200 with Normal Vision (160 male and 40 female, each).

Tools
The characteristics of all the tools used for the Study, namely, Student Alienation Scale (SAS) by Sharma R.R., Reaction to Frustration Scale (RFS) by Dixit B.M. and Srivastava D.N., Mental Health Inventory (MHI) by Jagdish and Srivastava, A.K., and Emotional Intelligence Scale (EIS) by Rambir, the Investigator of the present study, have been well established.

Data Analysis
Product Moment Correlation, Multiple Regression, t-test and ANOVA have been suitably employed for data analysis.
Findings

1. There was negative substantial and significant relationship between alienation and emotional intelligence. All the dimensions of Emotional Intelligence, viz., self-awareness, managing emotions, motivating one self, empathy and handling relationship were negatively and significantly related to alienation. Emotional Intelligence was negatively and significantly related to all the five dimensions of alienation, namely, powerlessness, isolation, self-estrangement, meaninglessness and norm-lessness.

2. There was negative substantial and significant relationship between frustration and emotional intelligence. All the dimensions of Emotional Intelligence, viz., self-awareness, managing emotions, motivating one self, empathy and handling relationship were negatively and significantly related to frustration. Emotional Intelligence was negatively and significantly related to all the four dimensions of frustration, namely, aggression, resignation, fixation and regression.

3. There was a positive, substantial and significant relationship between mental health and emotional intelligence. All the five dimensions of Emotional Intelligence, viz., self-awareness, managing emotions, motivating one self, empathy and handling relationship were positively and significantly related to mental health. Emotional Intelligence was positively and significantly related to all the six dimensions of mental health, namely, positive self evaluation, perception of reality, integration of personality, autonomy, group oriented attitude and environmental mastery.

4. For every unit increase in self-awareness, managing emotions, motivating oneself, empathy and handling relationship, Alienation decreases by .54, .22, .08, .44 and .40, respectively.

5. For every unit increase in self-awareness, managing emotions, motivating oneself, empathy and handling relationship, Frustration decreases by .90, .48, .09, .72 and .65, respectively.

6. For every unit increase in self-awareness, managing emotions, motivating oneself, empathy and handling relationship, Mental Health increases by 1.16, .47, .32, .83 and .67, respectively.
7. Alienation and its dimensions among college students with normal vision were less than the alienation and its dimensions among college students with visual impairment.

8. Frustration and its dimensions among college students with normal vision were less than the Frustration and its dimensions among college students with visual impairment.

9. Mental Health and its dimensions among college students with normal vision were more than the Mental Health and its dimensions among college students with visual impairment.

10. Emotional Intelligence and its dimensions among college students with normal vision were more than the Emotional Intelligence and its dimensions among college students with visual impairment.

11. Male and female college students with NV do not differ significantly in terms of alienation and its all the five dimensions, viz., powerlessness, isolation, self estrangement, meaninglessness and normlessness.

12. Male and female college students with NV do not differ significantly in terms of frustration and its all the five dimensions, viz., aggression, resignation, fixation and regression.

13. Male and female college students with NV do not differ significantly in terms of Mental Health and its all the five dimensions, viz., positive self evaluation, perception of reality, integration of personality, autonomy, environmental mastery. However, male college students with normal vision were found better on group oriented attitude.

14. Male college students with NV are better than the female college students with NV on emotional intelligence and its three dimensions, viz., Managing Emotions, Empathy and handling relationship. However, these two groups do not differ significantly with regard to other two remaining dimensions of emotional intelligence, viz., self awareness and motivating oneself.

15. Male and female college students with VI do not differ significantly in terms of alienation and four of its dimensions, viz., powerlessness, isolation, self estrangement and normlessness. However, male college students with VI were found better on meaninglessness.
16. Male college students with VI were found better than female college students with VI on frustration and its one dimension, viz., resignation. However these two groups do not differ significantly with regard to three dimensions of frustration, viz., aggression, fixation and regression.

17. Male college students with VI were found better than female college students with VI on mental health and its four dimensions, viz., positive self evaluation, perception of reality, autonomy and environmental mastery. However these two groups do not differ significantly with regard to two dimensions of mental health, viz., integration of personality and group oriented attitude.

18. Male college students with VI were found better than female college students with VI on emotional intelligence and its all the five dimensions, viz., self-awareness, managing emotions, motivating one self, empathy and handling relationship.

19. College students with congenital and adventitious VI do not differ significantly in terms of alienation and its all the dimensions, viz., powerlessness, isolation, self estrangement, meaninglessness and normlessness.

20. College students with congenital and adventitious VI do not differ significantly with regard to frustration and its all the dimensions, viz., aggression, resignation, fixation, and regression.

21. College students with congenital and adventitious VI do not differ significantly in terms of mental health and its all the six dimensions, viz., positive self evaluation, perception of reality, integration of personality, autonomy, environmental mastery, and group oriented attitude.

22. College students with congenital and adventitious VI do not differ significantly with regard to emotional intelligence and its all the dimensions, viz., self awareness, managing emotions, motivating one self, empathy and handling relationships.

23. Totally blind and partially seeing college students do not differ significantly in terms of alienation and its all the dimensions, viz., powerlessness, isolation, self estrangement, meaninglessness and normlessness.
24. Totally blind and partially seeing college students do not differ significantly with regard to frustration and its all the dimensions, viz., aggression, resignation, fixation, and regression.

25. Totally blind and partially seeing college students do not differ significantly in terms of mental health and its all the six dimensions, viz., positive self evaluation, perception of reality, integration of personality, autonomy, environmental mastery, and group oriented attitude.

26. Totally blind and partially seeing college students do not differ significantly with regard to emotional intelligence and its all the dimensions, viz., self awareness, managing emotions, motivating one self, empathy and handling relationships.

27. Status of vision had significant effect on alienation and its all the five dimensions, viz., powerlessness, isolation, self estrangement, meaninglessness and normlessness. Sex had no effect on alienation and its four dimensions, viz., powerlessness, isolation, self estrangement and normlessness. However, sex had significant effect on one dimension of the alienation, that is, meaninglessness. Status of vision and sex had no significant interaction effect on alienation and its all the five dimensions, viz., powerlessness, isolation, self estrangement, meaninglessness and normlessness.

28. Status of vision had significant effect on frustration and its all the four dimensions, viz., aggression, resignation, fixation and regression. Sex had significant effect on frustration and its two dimensions, viz., resignation and fixation. However, sex had no significant effect on two dimensions of frustration, viz., aggression and regression. Status of vision and sex had no significant interaction effect on frustration and its three dimensions, viz., aggression, fixation and regression. However, status of vision and sex had significant interaction effects on one dimension of frustration, that is, resignation.

29. Status of vision had significant effect on mental health and its all the six dimensions, viz., positive self evaluation, perception of reality, integration of personality, autonomy, environmental mastery, and group oriented attitude. Sex had significant effect on mental health and its three dimensions, viz., positive self evaluation, autonomy, group oriented attitude. However, sex had no
significant effect on three dimensions of mental health, viz., integration of personality, perception of reality and environmental mastery. Status of vision and sex had no significant interaction effect on mental health and its all the six dimensions, viz., positive self evaluation, perception of reality, integration of personality, autonomy, environmental mastery, and group oriented attitude.

30. Status of vision had significant effect on emotional intelligence and its all the dimensions, viz., self awareness, managing emotions, motivating one self, empathy and handling relationships. Sex had significant effect on emotional intelligence and its all the dimensions, viz., self awareness, managing emotions, motivating one self, empathy and handling relationships. Status of vision and sex had significant interaction effect on emotional intelligence and its all the dimensions, viz., self awareness, managing emotions, motivating one self, empathy and handling relationships.

Some of the emerging theses of the Study are that Visual Impairment adversely affects alienation, frustration, mental health and emotional intelligence. Further female college students with visual impairment were more alienated and frustrated than their male counterparts and scored less on mental health and emotional intelligence. Alienation, frustration and mental health have been found to have significant relationship with emotional intelligence.

**Emerging Questions**

1. How did the investigator identify the Problem?
2. Which are the salient features of the Emotional Intelligence Scale constructed by the investigator?
3. How a large number of hypotheses have been formulated in directional form?
4. The female college students with visual impairment have been found to be more alienated and frustrated than the male students. What could such a state be attributed to?
5. How the mathematical equations with respect to reduction of alienation and frustration and enhancement of mental health be applied in life like situations?
6. How to enhance the emotional intelligence of college students?
7. What are the implications of the present Study for the related functionaries?
Role of Emotional Intelligence in Academic Success and Adjustment of Higher Secondary Level Students (Reeta Suri, 2009, Pt. Ravishankar Shukla University, Raipur, Chattigarh)

Objectives

1. To find out the relationship between emotional intelligence and academic achievement of 12th graders.
2. To find out the relationship between emotional intelligence and adjustment of 12th graders.
3. To find out the relationship between academic achievement and adjustment of 12th graders.
4. To study the effect of Emotional Intelligence, Sex, Type of Schools and their interaction on achievement.
5. To study the effect of Emotional Intelligence, Sex, Type of Schools and their interaction on adjustment.

Research Method

It is a co-relational study.

Sample

The sample of 400 Boys and Girls has been drawn through stratified random sampling from various BSP and Non-BSP schools of Bhilai city situated in Durg district of Chattisgarh State.

Tools

The tools employed by the investigator for data collection were Mangal Emotional Intelligence Inventory and Adjustment Inventory by Dr. R.K. Ojha.

Data Analysis

The percentage scores obtained by the students in XII Class CBSE examination were treated as their Achievement Scores. Pearson’s Product Moment Correlation and 2*2*2 Factorial Design were the techniques suitably employed for data analysis.

Findings

1. A significant correlation was found between Emotional Intelligence and Adjustment of both, male as well as female XII Class Students.
2. No significant relation was found between EI and Achievement of both, the male as well as female XII Class Students.
3. Adjustment and Achievement were not found to be significantly correlated.
4. Overall EI was not found to have a significant impact on achievement of XII Class Students.
5. Sex, School Type and their interaction also did not have significant impact on achievement of XII Class Students.
6. Overall EI was found to produce differential effect on overall adjustment of the 12th Class Students.
7. Sex was found to produce differential effect on overall adjustment of the students, whereas, type of School was not found to produce differential effect on overall adjustment of the 12th Class Students.
Environment, Locus of Control, and some Demographic Variables
(Sandeep Sawhney, 2006, Kurukshetra University, Kurukshetra)

Objectives
Objectives of the Study have been focused on the relationship between Family Environment and Educational Aspirations of the Adolescents, Educational Aspirations & Locus of Control, Differences in the Educational Aspirations of Males and Females, Rural and Urban, Nuclear and Joint Families, Parental Education, Income Group Families, Father’s Occupation, Sibling Position, and the main and interactional effects based on group differences on the educational aspirations of the adolescents in relation to different dimensions of family environment and their locus of control, and the main and interactional effects of locus of control and various demographic variables of adolescents On their educational aspirations.

Sample
The sample of 1000 students drawn from Standard X of 17 different schools of Ludhiana district seems to be adequate for the purpose and representative.

Variables
The sample has been differentiated based on the selected demographic variables, namely, Gender, Locality, Family Type, Parent’s Education, Father’s Occupation, Income Group, and Position among the Siblings.

Tools
All the three tools employed for the study were, namely, Educational Aspiration Scale (Sharma & Gupta), Family Environment Scale (Bhatia & Chadha), and Social Reaction Inventory (I.E. Scale, Roter).

Data Analysis
The various statistical techniques were, namely, measures of central tendency, measures of dispersion, product moment correlation, t-test and ANOVA.

Findings
1. The dimension of ‘Organization in the family and Control in the family revealed significant but negative relationship with educational aspirations of the adolescents. All other coefficients of correlation between educational aspirations of adolescents and other dimensions of the family environment revealed negligible and insignificant relationship.
2. The dimension of internal locus of control revealed significant and positive relationship with the educational aspirations of the adolescents, whereas, the
dimension of external locus of control revealed insignificant relationship with the educational aspirations. The overall relationship of the educational aspirations of the adolescents revealed a significant and positive relationship with the educational aspirations of the adolescents.

3. The female students revealed significantly higher educational aspirations than those of the male students.

4. The rural students revealed significantly higher educational aspirations than those of the urban students.

5. There was found no significant difference in the educational aspirations of nuclear family students from those of the joint family students.

6. The educational aspirations of the children were found inversely proportional to Parents’ Education.

7. The students belonging to low income group revealed no significant difference in their educational aspirations from those belonging to middle income group, but low income group students revealed significantly higher educational aspirations than the children of high income group. The children of middle income group too revealed significantly higher educational aspirations than those of high income group children.

8. The educational aspirations of the adolescents were not found to differ depending on the Father’s Occupation.

9. The students belonging to different sibling positions revealed no significant differences in their educational aspirations.

10. The educational aspirations of the students were found independent of the level of cohesion in the family. Internal and External Locus of Control students did not differ significantly from each other in their educational aspirations. So, educational aspiration was found independent of the Locus of Control. Educational Aspirations of the students were found to be independent of the locus of control in relation to cohesion in the family.

11. Educational Aspirations of the students were found to be independent of the expressiveness in the family. Internal and External Locus of Control students did not differ significantly from each other in their educational aspirations. So, educational aspiration was found independent of the Locus of Control. Educational Aspirations of the students were found to be dependent of the locus of control in relation to expressiveness in the family.
12. Educational Aspirations of the students were found to be independent of the level of conflict in the family. Internal and External Locus of Control students did not differ significantly from each other in their educational aspirations. So, educational aspiration was found independent of the Locus of Control. Educational Aspirations of the students were found to be independent of the locus of control in relation to level of conflict in the family.

13. Educational Aspirations of the students were found to be independent of the level of acceptance and caring in the family. Internal and External Locus of Control students did not differ significantly from each other in their educational aspirations. So, educational aspiration was found independent of the Locus of Control. Educational Aspirations of the students were found to be independent of the locus of control in relation to level of acceptance and caring in the family.

14. Educational Aspirations of the students were found to be independent of the level of active recreational orientation environment in the family. Internal and External Locus of Control students did not differ significantly from each other in their educational aspirations. So, educational aspiration was found independent of the Locus of Control. Educational Aspirations of the students were found to be independent of the locus of control in relation to level of active recreational orientation environment in the family.

15. Educational Aspirations of the students were found to be independent of the level of independence in the family. Internal and External Locus of Control students did not differ significantly from each other in their educational aspirations. So, educational aspiration was found independent of the Locus of Control. Educational Aspirations of the students were found to be independent of the locus of control in relation to level of independence in the family.

16. Educational Aspirations of the students were found to be independent of the level of organization in the family. Internal and External Locus of Control students did not differ significantly from each other in their educational aspirations. So, educational aspiration was found independent of the Locus of Control. Educational Aspirations of the students were found to be independent of the locus of control in relation to level of organization in the family.

17. Educational Aspirations of the students were found to be independent of the level of control in the family. Internal and External Locus of Control students did not differ significantly from each other in their educational aspirations. So,
educational aspiration was found independent of the Locus of Control. Educational Aspirations of the students were found to be independent of the locus of control in relation to level of control in the family.

18. Educational aspirations of the students were found independent of the locus of control in relation to their gender.

19. Educational aspirations of the students were not found independent of locus of control in relation to their locality.

20. Educational aspirations of the students were found independent of the locus of control in relation to their family type.

21. Educational aspirations of the students were found independent of the locus of control in relation to their Parents’ Education.

22. Educational aspirations of the students were found independent of the locus of control in relation to their Income Group.

23. Educational aspirations of the students were found independent of the locus of control in relation to their Father’s Occupation.

24. Educational aspirations of the students were found independent of the locus of control in relation to their Sibling Position.

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A Follow-up Study of Alumni of Vivekanand College of Education Lakhanpur (Anju Sharma, 2007, Kurukshetra University, Kurukshetra)

Objectives

1. To study the background and present status of alumni regarding
   i. Educational status at the time of entry into the B.Ed. College.
   ii. Motivation for joining the B.Ed. Course.
   iii. Up-gradation of educational status during service.
   iv. Outstanding achievement in academic field and co-curricular activities.
   v. Socio-Economic Status of the family.
   vi. Present Professional status of the alumni.
   vii. Level of satisfaction in the present job.
   viii. Level of adjustment in professional, home, social and economic areas.
   ix. Job mobility.

2. To find out the perceptions of alumni of Vivekanand College of Education, Lakhanpur, regarding
   i. Quality of instructions in the College and quality of the feedback on classroom assignments.
   ii. Accessibility and responsiveness of teachers outside the class.
   iii. Role of B.Ed. course in enhancing their enquiry/research skills and ability to use multi-media technology in the classroom.
   iv. Use of teaching methods and technology learnt during B.Ed. in day to day teaching.
   v. Utility of child Psychology in their present profession.
   vi. Opinion about the most beneficial and least beneficial compulsory papers in B.Ed. and the optional papers which could be made compulsory.
   vii. Organization of curricular/co-curricular activities in the college and in their schools.

3. To study the opinion of alumni regarding:
   i. Corporal punishment to the students.
   ii. Academic environment, infrastructure facilities, salary and working hours in their present profession.
   iii. Contribution of B.Ed. course in living a better life.
   iv. Course contents (curriculum) of B.Ed. course of University of Jammu.

Nature of the Study
It is a follow-up Study of B.Ed. Graduates of one of the Rural Area College in J&K, namely, Vivekananda College of Education, Lakhanpur which was started in 1995.

Sample
106 accessible B.Ed. graduates of the College during 1998 to 2004 constituted the sample of the Study.

Tool
Questionnaire was used for the study.

Data Analysis
The data have been analyzed suitably through frequencies and percentage responses.

Findings
1. A large number of B.Ed. graduates of this college acquired M.Ed. degree after leaving the college. In all, about 70% students improved their qualification after doing B.Ed.
2. A large number of alumni were employed in teaching profession. Only a small percentage was in other professions.
3. Highest percentage of alumni of the college were employed as school teachers, followed by a less number as college lecturers.
4. A majority of the alumni joined the present profession through open competition. Only a few graduates entered through reservation or recommendation.
5. Highest percentage of the alumni was employed in temporary/contractual basis followed by a lesser percentage employed in regular jobs.
6. Larger % of the employed alumni was found in private jobs, followed by a lesser number in government and semi-government jobs.
7. Highest % of alumni was found to have limited job satisfaction in their present profession followed by a lesser number having high to moderate job satisfaction.
8. A large % of the alumni felt that they have high professional adjustment, high home adjustment, high school adjustment, but only a limited economic adjustment.
9. A majority of the alumni had not changed their jobs/profession. If at all it was done, then it was done due to promotion or earns more.
10. A majority of the alumni were satisfied with the accessibility and responsiveness of teachers outside the class during their study in the College.
11. A majority of the alumni felt that the B.Ed. course enhanced their enquiry/research skills to a moderate extent.
12. A large majority of the alumni felt that the B.Ed. course enhanced their ability to use multi-media technology in the classroom from moderate to a limited extent only.

13. Most of the alumni used very much to moderately the strategies/methods learnt during B.Ed. in their day to day teaching.

14. A vast majority of the alumni found Educational Psychology Paper most beneficial in their profession, whereas, Educational Philosophy the least beneficial. They found their knowledge of Learner Psychology acquired during B.Ed. quite useful.

15. Lecture method was found to be most used by a large number of Alumni for educational instructions.

16. While a majority of the alumni did not organize any co-curricular activity during the B.Ed. course, yet their participation in organizing such activities in their teaching profession showed a more favourable response.

17. Maximum alumni were only moderately satisfied with the academic environment, infrastructure facilities, salary and working hours in their present profession. A large number of alumni were found to have limited satisfaction with the salary drawn by them.

18. A majority of alumni were of the opinion that B.Ed. course had only moderately helped them in living a better life.

19. A large majority of the B.Ed. graduates of the college opined that B.Ed. course of the University of Jammu should include more of practical work. A lesser % of alumni suggested for having more days of teaching practice and project work in B.Ed.

**Emerging Questions**

1) What could be the various ways of establishing continuous communication with the alumni?

2) How to find out the status of all the alumni of the College?

3) The alumni have been found to value Educational Philosophy lesser than Educational Psychology. What should it be attributed to?

4) How to enhance the quality of instruction at B.Ed. level?

5) How to enhance the level of satisfaction of the alumni with respect to academic environment and working conditions at their work place?

6) How to control the economic exploitation of the alumni?

7) How to make the communication between the Parent Institution and Alumni greater functional?
8) How to strengthen the Alumni Associations in the Teacher Education Institutions?
Professional Responsibilities among Senior Secondary School Teachers in relation to Instructional Management Behaviour and School Organisational Climate (Jayashree Samantaray, 2002, Kurukshetra University, Kurukshetra)

Objectives

1) To study the inter-correlation between Teachers’ Professional Responsibilities, Instructional Management Behaviour of the Principal, School Organizational Climate and their dimensions, as perceived by the teachers.

2) To study the main and interactional effects of type of institutions, Instructional Management Behaviour of Principal and School Organizational climate on Teachers’ Professional Responsibilities.

3) To study the main and interactional effect of type of institutions, instructional management behaviour of Principal and School Organisational Climate on Teachers’ Professional Responsibilities.

Sample

A sample of 500 teachers drawn from 47 schools in 5 out of 20 districts of Haryana State was used for the study.

Tools and Techniques

Teachers’ Professional Responsibility Schedule, Principal’s Instructional Management Rating Scale and Organisational Climate Questionnaire were the tools used for the study.

Data Analysis

Multiple correlations and three way ANOVA were used to analyse the data.

Findings

1) Significantly positive inter-correlation has been found among the three variables, namely, Teachers’ Professional Responsibilities, Principal’s Instructional Management Behaviour and School Organisational Climate.

2) No significant difference has been found in male and female teachers on Instructional Management Behaviour, or Organisational Climate or in developing Professional Responsibilities in teachers.

3) The type of institution has been found to have different impact on teachers’ professional responsibilities in favour of government schools.
A Study of Work-Efficiency in Relation to Different Work-Environment Models as Perceived by University Faculty (Kompal Wadhawan, 2007, Kurukshetra University, Kurukshetra)

Objectives

1. To study Work-Efficiency in relation to Work-Environment models highlighted by votaries of
   (1) The “Classical” School of Thought;
   (2) “Human Relations” School of Thought;
   (3) The “Behavioural” School of Thought; and to identify the “Extrinsic” and “Intrinsic” work-environment parameters linked with work efficiency.

Research Method

Content analysis and survey research method were suitably used for the present study.

Motivating parameters

The investigator identified the following motivating parameters linked with work –efficiency after reviewing the seminal works of three work-environment models:

1. The “classical” or “traditional” Model
   i. Selection based on scientific criteria;
   ii. Initiation and training of the recruited;
   iii. Development of an employee to his greatest efficiency and prosperity;
   iv. Monetary reward and scale of pay;
   v. Job security;
   vi. Working hours;
   vii. Working conditions;
   viii. University organization structure conducive to work efficiency.

2. The “Human Relations” Model
   ix. Inter-personal relations;
   x. Leadership; style of supervision;
   xi. Participation in decision making;
   xii. Channels of communication.

3. The “Behavioural Science” Model
   xiii. Self-esteem (pride in job, advancement in status and skills and sense of achievement)
   xiv. Recognition (credit for the work done)
xv. Opportunity to use one’s ideas without let or hindrance and taking action independently
xvi. Opportunity for self actualization (personal growth and development)
xvii. “Extrinsic” and “Intrinsic” motivators linked with work-efficiency.

Sample
The sample of 300 respondents (100 Professors, 100 Readers, and 100 Lecturers) has been drawn from KUK and MDU.

Tools and Techniques
Non-Directive Interview Schedule has been constructed.

Data Analysis
Frequencies, Percentages and Chi-Square Values were computed for data analysis.

Findings
1. The teaching as a profession is not preceded by a vocational growth process as in the case with the medicos and engineers.
2. For all the 300 respondents there was no difference in the importance which they attached to “Extrinsic” and “Intrinsic” motivators linked with the work-efficiency. Rather “monetary gains” was given top priority followed by job security, good superiors, working conditions, and hours of work. For increasing work-efficiency of the faculty “extrinsic” and “intrinsic” motivators cannot be divided into water tight compartments as hypothesized by Herzberg. For our respondents both categories of motivators motivate them for higher performance.
3. The university faculty perceived that relations of the superiors, participation in decision making, recruitment, staff meetings, in-service training, attending professional conferences, suggestion system, performance appraisal, orientation of the new staff members have positive effect on work-efficiency.
4. Supervisor’s style of supervision, craving for recognition, encouraging initiatives on the part of juniors, giving credit for the work done, listening to the difficulties of the juniors, keeping staff informed about policies and practices, and involving the staff in work has been found to increase work-efficiency.
5. In the situations as prevailing in the Universities in India, the employee-centered or democratic style of supervision is conducive to work efficiency.

Emerging Questions
1) How did the Investigator Identify the Problem?
2) What is the basic difference in KUK and MDU?

3) What is the relative contribution of the considered work-environment models to the work-efficiency?

4) 64% of the Professors would like to take up university Registrar-ship leaving their teaching assignment. How do we account for such a finding?

5) 42.63% of the respondents have expressed dissatisfaction with the recruitment policy of their respective universities. Statistically, there is no significant difference between those who feel satisfied and those who have dissatisfied. But, is not the dissatisfaction alarming?

6) How the psychological and social rather than material factors affect the work-efficiency?

7) How to fuse the individual and the organization in such a way that both simultaneously obtain optimum self-actualization?

8) How to increase the work-efficiency of the Universities?
An Investigation into the Time Management Behavior of Primary School Administrators and its Implication for School Effectiveness (Kowit Sruangatamai, 2002, South Gujarat University, Surat)

Objectives

1) To investigate the time management behavior of primary school administrators related to six administrative aspects:
   I. academic affairs,
   II. student affairs,
   III. personnel,
   IV. building and facility,
   V. business and finance and
   VI. Community relations.

2) To study the relationship between time management behavior of primary school administrators and job satisfaction of the teaching staff.

3) To study the relationship between time management behavior of primary school administrators and academic achievement of sixth graders.

4) To compare the various aspects of the time management behavior of school administrators with reference to the school size.

5) To find out the effective time management behavior of administrator with reference to the job satisfaction of the teachers for small, medium and large size schools.

Sample

In the present study survey method was used to collect the data from the administrators and teachers belonged to the region-12 (Chantaburi, Cholburi, Chachoengsoa, Nakornnayoyok, Srakaew, Prachinburi, Rayong and Trad). In the present study, the investigator followed the process of Multistage Random Sampling technique for selecting the administrators and the teachers and then the academic achievement of the students of the sixth grade from the Education Office of the Region -12. The population draws administrators and the teachers from the different size of schools from the Education Office in the Region – 12. In all 320 administrators and 320 teachers were selected in random fashion. Out of which 115 administrators and 115 teachers were selected from the small school size, 141 administrators
and 141 teachers were selected from the medium size of school and 64 administrators and 64 teachers were selected from the large size of schools. In this way in all 320 administrators and 320 teachers were the sample for the study.

**Tools and Techniques**

Opinion scale, check lists, and Questionnaire were the tools used for the study.

**Data Analysis**

Suitable statistical techniques, namely, frequency, percentage, mean, SD, correlation, ANOVA and the Studentized Range statistics Test (q) were used for the data analysis.

**Findings**

The level of agreement of the total administrators for the six aspects of time management behaviour as a whole has been found at high level. But the respondents were not found to have high level of agreement individually for all the six aspects. Individually the level of agreement was found high against academic affairs and student affairs, whereas, it was found to be moderate against the remaining four aspects, namely, personnel, business and finance, building and facility and school- community relation. The level of agreement of administrators in small size schools for the six aspects of time management behaviour as a whole was found high. With respect to individual aspects it was found high against academic affairs, student affairs, and personnel, whereas, moderate against business and finance, building and facility, and school- community relations. The level of agreement of administrators in medium size schools was found moderate as a whole and with respect to the different aspects individually except against academic affairs where it was found high. The level of agreement of administrators of large schools for the six aspects of the time management behaviour was found high as a whole and with respect to the different aspects individually, except against business and finance where it was found moderate. The correlation between the time management behaviour of administrators and job satisfaction of teaching staff in small schools was found significantly positive as a whole and with respect to individual aspects, except student affairs and personnel wherein it was found insignificant. The correlation between the time management behaviour of administrators and job satisfaction of teaching staff in medium schools was found significantly positive as a whole and with respect to the individual aspects. The correlation between the time management behaviour of administrators and job satisfaction of teaching staff in large schools was found significantly positive as a whole and with respect to academic affairs, student affairs and
personnel individually, whereas, it was found insignificant with respect to business and finance, building and facility and school-community relations.

In small schools the time management behaviour of administrators and the academic achievement of the sixth graders was found to have significantly positive correlation as a whole and with respect to all the individual aspects except business and finance where the correlation was found insignificant. In medium schools the time management behaviour of administrators and the academic achievement of the sixth graders was found to have significantly positive correlation as a whole and with respect to all the individual aspects except personnel where the correlation was found insignificant. In large schools the time management behaviour of administrators and the academic achievement of the sixth graders was found to have significantly positive correlation as a whole and with respect to the aspects academic affairs, student affairs and personnel individually, whereas, the correlation was found insignificant with respect to the aspects business and finance, building and facility and school-community relations.

The time allocation for the total six aspects of the time management behaviour of school administrators was found to differ as per the school size as a whole and with respect to the different aspects, individually.

The teaching staff belonging to different sizes of schools in total was found to have job satisfaction towards the time management behaviour of primary school administrators and it was found at a high level as a whole, as well as, in all the individual aspects. The level of agreement for time management behaviour of administrators and job satisfaction of teachers in small schools was found at a high level as a whole and with respect to the individual aspects, except in case of business and finance where it was found to be moderate. The level of agreement for time management behaviour of administrators and job satisfaction of teachers in medium schools was found at a high level as a whole and with respect to all the individual aspects. The level of agreement for time management behaviour of administrators and job satisfaction of teachers in large schools was found at a high level as a whole and with respect to the individual aspects, except in case of building and facility where it was found highest.
A Study of Parents’ Participation in the High Schools Administration and its Effect on School Activities (Majid Vahedi, 2009, University of Pune, Pune, Maharashtra)

Objectives

1. To study the Parents’ participation in decision making of the school administration.
2. To study the ways of supporting and engaging parents in children’s learning activities.
3. To study the cultural, financial and educational participation of Parents in the Schools.
4. To study the effect of Parents’ participation in school activities.
5. To study difference between respondent’s (Parents, Teachers and Administrators) perception about Parent’s participation.

Research Method

Survey method has been employed for the study.

Population

The target population for the study comprised of 500 High Schools in Tabriz City during the academic year 2007-2008.

Sample

The sample of 500 Respondents (300 Parents, 100 Teachers and 100 Administrators) was drawn employing sampling techniques, namely, Simple random sampling and stratified random sampling.

Tools and Techniques

Interview, Observation and Check List were the tools and techniques employed for the study.

Data Analysis

Pearson Correlation Coefficient, ANOVA, Friedman’s Test and Constant Comparative Method were the data analysis techniques employed for the study.

Findings

1. Parents’ participation was found to have correlation with decision making of the School Administration. Parents’ participation in decision making increases ownership and support for Multi-Stage Education.
2. Parents’ participation does make a positive contribution to their Children’s Learning Activities in the Schools.
3. There has been found significant positive correlation between Parents’ participation and School’s Cultural, Financial and Educational Programs. When Parents are
actively engaged in schools then they can Support the Cultural, Financial and Educational Programs of the Schools.

4. Significant differences have been found among the views of Parents, Teachers and Administrators on Parents’ participation in Children Learning Activities, Decision Making in School Administration and School Activities, respectively.

Objectives

1. To identify secondary and senior –secondary schools which are high and low on Total Quality Management and compare these on various parameters of TQM.

2. To compare the TQM status of schools across (a) Govt. and Non-Govt. schools, (b) Model and Non-Model schools, and (c) Rural and Urban Schools of U.T., Chandigarh.

3. To study and compare the leadership behaviour of Principals/Heads of high and low TQM schools across:
   a) Govt. v/s Non-Govt.,
   b) Model v/s Non-Model, and
   c) Rural v/s Urban.

4. To study and compare the HRD of Principals/Heads of high and low TQM schools across:
   a) Govt. v/s Non-Govt.,
   b) Model v/s Non-Model, and
   c) Rural v/s Urban.

5. To make a SWOT analysis of schools in respect of input, process and product variables of TQM.

6. To compare the SWOT analysis of Schools across:
   a) Govt. v/s Non-Govt.,
   b) Model v/s Non-Model, and
   c) Rural v/s Urban.

7. To identify the areas of strengths and weaknesses of schools with high and low status on TQM for implementing TQM.

Research Method

The descriptive survey method has been employed for the present study.

Sample

Two –staged randomization technique of sampling has been used for drawing the samples. The sample of 120 teachers was drawn from 24 randomly selected schools out of the 120
secondary and higher secondary schools in the year 2003-2004 at Chandigarh affiliated to CBSE Delhi and recognized by the Education Department.

**Tools**

The tools used for the study were, namely, Leadership Behaviour Description Questionnaire (Halpin, 1966), HRD Climate Questionnaire (Nagpal, 1997), Mukhopadhyaya’s Institutional Profile Questionnaire (MIPQ)(Mukhopadhyaya, 2000), Interview Schedule constructed by the investigator.

**Data Analysis**

The statistical techniques were employed for data analysis, namely, Mean, Median, SD, Skewness, Kurtosis, t-ratio, and Two Way ANOVA. SWOT analysis was conducted and Graphical Representations were done wherever required.

**Findings**

1. The spread of score on TQM was found to be from 0 to 20. For the top 27% TQM schools the base line, that is, the average score came to be 12.30; and the lowest TQM schools had baseline as equal to 3.59.

2. Significant differences have been found between the Means of Govt. and Non-Govt. Schools on 2 out of 11 areas of TQM, namely, co-curricular activities and material resources. But, as a whole the TQM status of Non- Govt. Schools has been found better than that of Govt. Schools.

3. Significant differences were found between Mean scores of Model and Non-Model Schools on TQM totals as also on 5 out of 11 sub-variable of TQM, namely, Principal as Leader, Linkage and Interface, Students’ Quality, Office Management and Examinations. But, as a whole the TQM status of Model Schools has been found better than that of Non-Model Schools.

4. No significant differences were found between Mean scores of Rural and Urban Schools on TQM (totals) and also on its sub-variables, barring job satisfaction on which significant difference existed. The trend of Means shows that on 4 out of 11 sub-variables, namely, Principal as Leader, Linkage and Interface, Office Management and Material Resources urban schools were found to be higher than the rural schools, whereas, on rest of the 7 sub-variables the rural schools were found to be higher than the urban schools.

5. Principals as leaders of high TQM Schools irrespective of the Type of School are more effective as compared to those in low TQM Schools.
6. Being high in leadership behaviour of initiating structure as well as consideration, they tend to achieve high performance and satisfaction more frequently than those who are rated low on initiating structure as well as consideration.

7. Ignoring level of TQM, differences between the Principals of Govt. and Non-Govt. Schools were found to be non-significant on overall leadership behaviour, as well as, on its parameters of initiating structure and consideration. Values of Means tend to be higher for leadership behaviour of Principals of Non-Govt Schools as compared to those of the Govt. Schools on total scores, as, well as, on its both dimensions.

8. Principals of Model Schools do not differ significantly from Principals of Non-Model Schools on their leadership behaviour. The trend of values of Means on overall leadership behaviour as well as on initiating structure & consideration was found to be in favour of leadership behaviour of Principals of Model Schools.

9. Non-significant differences were also found between the rural and urban schools (Ignoring level of TQM) on overall leadership behaviour of Principals, as well as, both its dimensions, namely, initiating structure and consideration. Values of Means were greater for urban schools as compared to rural schools on the total score of leadership behaviour of Heads as also on initiating structure and consideration.

10. The differences due to level of TQM across Govt. v/s Non-Govt. types of schools are non-significant on the overall leadership behaviour and its sub-areas of initiating structure and consideration. The trend of Mean differences shows that irrespective of the type of the school, whether Govt. or Non-Govt., high TQM is associated with effective leadership.

11. The differences due to level of TQM across Model v/s Non-Model types of schools are non-significant on the overall leadership behaviour and its sub-areas of initiating structure and consideration. The trend of Mean differences shows that irrespective of the type of the school, whether Model or Non-Model, high TQM is associated with effective leadership.

12. The differences due to level of TQM across Rural v/s Urban types of schools are non-significant on the overall leadership behaviour and its sub-areas of initiating structure and consideration. The trend of Mean differences shows that irrespective of the type of the school, whether Rural or Urban, high TQM is associated with effective leadership.

13. Significant differences exist between high TQM & Low TQM Schools on overall HRD as also on eight out of ten sub-variables of HRD, namely, responsibilities, risk
taking behaviour, top support, feedback, supportive HRD Climate, Openness v/s Communication, Collaboration and Reward. The values of Means show that Human Resource is more developed in high TQM Schools as compared to Low TQM Schools (Ignoring Types of Schools)

14. Non-Significant differences exist between Govt. and Non-Govt. types of Schools on overall HRD and also on nine out of its ten dimensions, responsibilities, risk taking behaviour, top support, feed back, supportive HRD Climate, Openness v/s Communication, Trust, Collaboration and Reward. The trend of values of Means is in favour of Non-Govt. Schools.

15. Model Schools have been found to be significantly better than Non-Model Schools on overall HRD, as also on 6 out of 10 dimensions, namely, responsibility, risk taking behaviour, top support, supportive HRD Climate, Collaboration and Reward.

16. Non-Significant differences exist between Rural and Urban types of Schools on overall HRD and also on nine out of its ten dimensions, responsibilities, risk taking behaviour, top support, feed back, supportive HRD Climate, Openness v/s Communication, Trust, Team Spirit and Collaboration. The trend of values of Means is in favour of Urban Schools.

17. The differences in the HRD on account of levels of TQM in interaction with Govt. v/s Non-Govt. Types of Schools account for significant differences in Hrd total as well as 8 out of 10 areas, namely, responsibilities, risk taking behaviour, top support, feed back, supportive HRD Climate, Openness v/s Communication, Collaboration and reward.

18. When the TQM level of Govt. and Non-Govt. Schools is same as high but the types of schools are different, the overall HRD in Non-Govt. Schools has been found to be significantly better than thos of Govt. Schools.

19. In the intra-comparison within the Govt. and within the Non-Govt. Schools, differences have been found in favour of high TQM Schools, whether these are Govt. or Non-Govt.

20. Levels of TQM across Model v/s Non-Model Types of Schools have not been found to neither contribute significant differences in HRD Total nor in any of its ten dimensions.

21. As the trend of values of Means best types of Schools in HRD are the Model Schools with High TQM followed by High TQM Non-Model Schools and Low TQM Model
Schools in descending order, the lowest being the Non-Model Schools with low TQM.

22. The level of TQM across Rural v/s Urban Types of Schools has not been found to lead to significant variations in HRD.

23. The trend of values of Means shows that urban schools with high TQM can be placed at the top of HRD followed by high TQM Rural Schools and Low TQM Urban Schools in descending order. Low TQM Rural Schools have been found to be at the lowest end of HRD.

24. All Govt. Schools whatever their locations (Rural or Urban), or the type (Model or Non-Model) have been found to be strong in Principal as Leader, Teachers’ Quality (Input Variable); Teaching & Examinations (Process Variables); and Interpersonal Relations (Product Variables) as far as the TQM is concerned.

25. In Non-Govt. Schools (Model or Non-Model) Principal as Leader & Material Resources (Input Variables); and Co-Curricular Activities and Examinations (Process Variables) have been found to be the strong areas, while, Students’ Quality, Linkage and Interface, Office Management and Job Satisfaction have been found to be the common weak areas.

26. On comparing Govt. and Non-Govt. Schools, it was found that percentage of Non-Govt. Schools which were found to be strong, was more than that of Govt. Schools on 3 out of 4 input variables, namely, Principal as Leader, Students’ Quality and Material Resources; all the 5 process variables, namely, linkage and interface, co-curricular activities, teaching, office management and examination and one product variable, namely, inter-personal relations. On the remaining two variables, namely, Teaching Quality and Job Satisfaction, performance of both the schools, Govt. and Non-Govt. was found to be the same.

27. A majority of Model Schools (Govt.) were found to be strong on variable of office management, but, weak on variables of co-curricular activities and Job Satisfaction of Teachers. The picture has been found to be different in Non-Model Schools (Govt.) which have been found to be generally weak on variables of office management, but, strong on variables of co-curricular activities and job satisfaction of teachers.

28. A greater % of Model Schools than that of Non-Model Schools has been found to be strong on 5 out of 11 sub-variables of TQM, namely, Students’ Quality, linkage & interface, office management, examinations and interpersonal relations. On the other hand a greater percentage of Non-Model Schools has been found to be stronger than
model schools on 4 areas, namely, Principal as Leader, Material Resources, Teaching & Job Satisfaction.

29. Percentage of Model Schools has been found to be same as that of Non-Model Schools in respect of being strong on the input variable of teachers’ quality and a process variable of co-curricular activities.

30. Percentage of urban schools has been found to be greater than that of rural schools on three sub variables of TQM, namely, students’ quality, linkage & interface and office management, whereas, a greater % of rural schools than urban schools have been found to be strong on 4 sub-variables of TQM, namely, co-curricular activities, teaching, examinations and job satisfaction. On the remaining 3 input variables, namely, Principal as Leader, Teachers’ Quality and Material Resources, and a product variable, namely, interpersonal relations % of schools showing strength is same for urban as well as rural schools are equally strong. The common areas of strength of the Rural and Urban Schools have been found to be Principal as Leader, Teachers’ Quality, Material Resources and Interpersonal Relations.

31. One of the sample schools was found to be topmost, that is, with greatest number of strong areas, but with, minimum number of weak & Threat areas, whereas, one was found to be the weakest.

32. A majority of High TQM Schools have been found to be weak in Linkage, whereas, all the low TQM Schools have been found to be weak in all the areas of TQM.
A Critical Study of Educational Administrative & Financial Problems of Urdu High Schools of Vidharbha Region (Mohammad Imran Ahmad, 2009, Sant Gadge Baba Amravati University, Amravati)

Objectives

1. The study the educational, administrative problems of Urdu High Schools of Vidharbha.
2. To study the financial problems of Urdu High Schools of Vidharbha.
3. To study the attitudes of students towards Urdu High Schools in Vidharbha.
4. To study the strength of Urdu High Schools of Vidharbha.
5. To study the stagnation problems of students in Urdu High Schools of Vidharbha.
6. To study the implementation of computer education in Urdu High Schools of Vidharbha.
7. To study the implementation of co-curricular activities in Urdu High Schools of Vidharbha.
8. To study the status of non-salary grants of Urdu High Schools of Vidharbha.
9. To study the physical education and sports activities of Urdu High Schools of Vidharbha.
10. To study the in-service Educational status of Staff members of Urdu High Schools of Vidharbha.
11. To suggest remedial measures.

Sample

200 Urdu Medium High Schools were selected through stratified random sampling. 100 Head Masters, 250 Teachers and 20 Members of the Management constituted the samples for the study.

Tools

Questionnaire and Interview were the tools and techniques used for the study.

Findings

1. Buildings of only a few Urdu medium high schools in Vidharbha have been built in RCC. Most of the School Buildings are temporary.
2. Non-salary grants are not received timely.
3. Participation of girls in co-curricular activities is less than that of boys.
4. Library facilities are very poor in most of the Urdu Schools.
5. There are no play grounds in a large number of schools. Physical Education is poorly organized.

6. There are significant differences in the administration of the government and private managed Urdu High Schools.
A Study of the Organizational Commitment of Primary School Administrators in Thailand (Phra Kantawee Kaewpang, 2007, Kurukshetra University, Kurukshetra)

Objectives

1. To find out levels of organizational commitment of primary school administrators of Phayao Province (Thailand).

2. To study the differences between organizational commitment of primary school administrators and primary school instructors of Phayao Province (Thailand).

3. To study the relationship between educational level and experiences of administrators to organizational commitment (Thailand).

Research Method Employed

The investigator has suitably employed exploratory survey for the study.

Sample

The sample for the study has been appropriately drawn through multistage sampling by employing Yamane Grid. The sample consisted of 400 functionaries, that is, 100 administrators and 300 instructors.

Tool used

The characteristics of the questionnaire constructed and used for the study have been well established.

Data Analysis

The data have been analyzed employing statistical techniques, namely, Mean, SD, t-test, Pearson’s Correlation and One way ANOVA.

Findings

1. A large number of the school administrators (78%) and school instructors (94.3%) were found to have working experience of more than 16 years.

2. Educational assignments in curriculum and curriculum utilization of administrators and instructors, under the Office of Primary Education Commission, Phayao Province are higher level.
3. Educational assignments in teaching and learning process of administrators and instructors, under the Office of Primary Education Commission, Phayao Province are medium level.

4. Educational assignments in learning media of administrators and instructors, under the Office of Primary Education Commission, Phayao Province are medium level.

5. Educational assignments in measurement & evaluation of school administrators and instructors, under the Office of Primary Education Commission, Phayao Province are medium level, but that of instructors are at higher level.

6. The whole image of fundamental educational; assignment in library work of school administrator subjected to the Office of Primary Education Commission, Phayao Province is in the medium level.

7. The fundamental educational assignment in educational supervision of school administrator subjected to the Office of Primary Education Commission, Phayao Province is in the medium level.

8. The fundamental educational assignment in Educational seminar and conference of school administrator subjected to the Office of Primary Education Commission, Phayao Province is in the medium level. But the instructor is in high level.

9. The fundamental educational assignment in over all concepts of school administrator subjected to the Office of Primary Education Commission, Phayao Province is in the medium level, and school administrator and instructor are in the medium level.

10. The comparison of educational work assignment of school administrator subjected to the office of Primary Education Commission, Phayao Province, between education and working experience found that the Master’s Degree and the Bachelor’s Degree are in high level, but Doctoral degree is in medium level.

11. The comparison of educational work assignment of school administrator subjected to the office of Primary Education Commission, Phayao Province, between teaching and learning process found that the Master’s Degree is in high level, but and the Bachelor’s Degree and Doctoral degree are in medium level.
12. The comparison of educational work assignment of school administrator subjected to the office of Primary Education Commission, Phayao Province, in curriculum accessory and educational media found that the Bachelor’s Degree, Master’s Degree and Doctoral degree are in medium level.

13. The comparison of educational work assignment of school administrator subjected to the office of Primary Education Commission, Phayao Province, in measurement and evaluation found that the Bachelor’s Degree, Master’s Degree and Doctoral degree are in high level.

14. The comparison of educational work assignment of school administrator subjected to the office of Primary Education Commission, Phayao Province, in library management found that the Master’s Degree and Doctoral degree are in high level, but the Bachelor’s Degree is in medium level.

15. The comparison of educational work assignment of school administrator subjected to the office of Primary Education Commission, Phayao Province, in internal supervision found that the Bachelor’s Degree, Master’s Degree and Doctoral degree are in medium level.

16. The comparison of educational work assignment of school administrator subjected to the office of Primary Education Commission, Phayao Province, in educational seminar and conference found that the Master’s Degree is in high level, whereas, Doctoral Degree and the Bachelor’s Degree are in medium level.

17. The comparison of educational work assignment of school administrator subjected to the office of Primary Education Commission, Phayao Province, in over all concept of school administrator found that the Master’s Degree is in high level, whereas, Doctoral Degree and the Bachelor’s Degree are in medium level.

18. The comparison of educational work assignment of school administrators in curriculum and curriculum utilization by school administrators with varying work experience was found high.

19. The educational work assignments of school administrators and instructors in learning and teaching process, curriculum accessory and educational media, measurement and evaluation, internal supervision, and educational seminar and conference were found to be at moderate levels.
Emerging Questions

1. How did the investigator identify the Problem for the Study?

2. How do we differentiate assumption and hypothesis?

3. Research has its own language. Reflect.

4. Which one of the following areas is relatively most difficult for the Educational Administrators and how?
   - Curriculum Designing and Development
   - Teaching-Learning Process
   - Internal Supervision
   - Seminars and Conferences
   - Measurement and Evaluation

5. What is the relative contribution of Education and Work Experience of an Administrator to Organizational Commitment?

6. Which variables other than Educational Qualification and Work Experience of the Educational Administrators contribute to Organizational Commitment?

7. Primary School Instructors have been found doing better in some of the areas than the Administrators? How do we account for it?

8. Which are the emerging Theses of the Study?

9. How do we differentiate responsibility power, professional power, communication power, judicial power, confederate power, agreement power and individual power?

10. How can research contribute to Educational Administration, Educational Instruction and Organizational Commitment?

Back
A Study of the Academic Accountability of Teacher Educators as indicated by the Performance Appraisal System Prevailing in Teacher Education Institutions in Mumbai (Raju Talreja, 2008, University of Mumbai, Mumbai)

Objectives

1. To study the academic accountability of teacher educators as indicated by their self-appraisal in the form of their responses on a format of self appraisal prevailing in the institutions and if not, on the format prepared by the researcher.

2. To compare the academic accountability of teacher educators on the basis of their
   - Specialization at graduation/post graduation level,
   - Specialization in methods of teaching,
   - Years of teaching experience,
   - Age,
   - Recruitment status, and
   - Gender.

Research Method

The study has employed descriptive method.

Sample

A sample of 105 Teacher Educators was drawn employing stratified random sampling, purposive and incidental sampling techniques.

Tools

Self Appraisal Tool for Teacher Educators has been established.

Data Analysis

The data were analyzed through compatible statistical techniques, namely, t-test, ANOVA and W Square Estimate.

Findings

1. There is no significant difference in the academic accountability of Teacher Educators on the basis of their specialization, that is, humanities and science.

2. There is no significant difference in the academic accountability of Teacher Educators on the basis of their Methods, that is, language, social science and science.

3. There is no significant difference in the academic accountability of Teacher Educators on the basis of their recruitment status, that is, permanent, probation and ad-hoc.

4. Age, teaching experience, and gender differences have been reported to contribute significantly to the differences in academic accountability. Greater the age or teaching experience greater has been found the academic accountability. Female Teacher
Educators have been found to have greater academic accountability than the male teachers.
A Comparative Study of Knowledge of Leadership Qualities, Attitude and Functioning of the Principals of Government and Non-Government Upper Primary Schools of Agra District (Rekha Nayal, 2006, Dr. B.R. Ambedkar University, Agra)

Objectives

1. To conduct a comparative study of the knowledge of Attributes of Planning, attitude and functioning of the Principals of Government and Non-Government Schools.
2. To conduct a comparative study of the knowledge of Attributes of Organization, attitude and functioning of the Principals of Government and Non-Government Schools.
3. To conduct a comparative study of the knowledge of Attributes of Instruction, attitude and functioning of the Principals of Government and Non-Government Schools.
4. To conduct a comparative study of the knowledge of Attributes of Budgeting, attitude and functioning of the Principals of Government and Non-Government Schools.
5. To conduct a comparative study of the knowledge of Attributes of Reporting, attitude and functioning of the Principals of Government and Non-Government Schools.
6. To conduct a comparative study of the Attitude of Principals of Government and Non-Government Schools towards various units of the Society.
7. To conduct a comparative study of the knowledge of Attributes of Planning, Organization, Instruction, Budgeting, Reporting, attitude and functioning of the male and female Principals of Government and Non-Government Schools.
8. To conduct a comparative study of the Attitude of male and female Principals of Government and Non-Government Schools towards various units of the Society.

Tools

The characteristics of the self constructed Scale for measuring knowledge of leadership qualities of the Principals, their attitudes and functioning have been well established by the Investigator.

Data Analysis

Correlation and t-values have been computed for constructing the tool.

Findings

1. The Planning, Organizational, Budgeting attributes’ knowledge, attitude and functioning of the Principals of Government Upper Primary Schools have been found higher than that of the Non-Government Schools.
2. No significant difference has been found in the Instructional and Reporting attributes’ knowledge, attitude and functioning of the Principals of Government and Non-Government Upper Primary Schools.

3. The attitude of the Principals of Government Upper Primary Schools towards various units of the Society has been found significantly higher than that of Non-Government Schools.

4. No significant differences have been found in the of Principals of Government and Non-Government Upper Primary Schools towards Planning, Organization, Instruction, and Budgeting, whereas, significant difference has been reported towards Reporting in favour of Government Schools as per the perceptions of Teachers.

5. No significant difference has been found in the Planning attributes’ knowledge, attitude and functioning of the Male Principals of Government Upper Primary Schools and that of the non-government schools.

6. The organizational attributes’ knowledge, attitude and functioning of the Male Principals of Government Upper Primary Schools have been found higher than that of the Non-Government Schools.

7. No significant difference has been found in the Instructional attributes’ knowledge, attitude and functioning of the Male Principals of Government Upper Primary Schools and that of the non-government schools.

8. The Budgeting attributes’ knowledge, attitude and functioning of the Male Principals of Government Upper Primary Schools have been found higher than that of the Non- Government Schools.

9. No significant difference has been found in the Reporting attributes’ knowledge, attitude and functioning of the Male Principals of Government Upper Primary Schools and that of the non-government schools.

10. No significant difference has been found in the Planning attributes’ knowledge, attitude and functioning of the Female Principals of Government Upper Primary Schools and that of the non-government schools.

11. No significant difference has been found in the Budgeting attributes’ knowledge, attitude and functioning of the Female Principals of Government Upper Primary Schools and that of the non-government schools.
12. No significant difference has been found in the Reporting attributes’ knowledge, attitude and functioning of the Female Principals of Government Upper Primary Schools and that of the non-government schools.

13. No significant difference has been found in the attitudes of the Female Principals of Government Upper Primary Schools and that of the non-government schools towards various units of the Society.

14. No significant differences have been found in the of Female Principals of Government and Non-Government Upper Primary Schools towards Planning, Organization, and Instruction, whereas, significant difference has been reported towards Budgeting and Reporting in favour of Government Schools as per the perceptions of Female Teachers.
Objectives

1. To study the participation of MLAs in the legislative process of Education on the basis of Party and Constituency.
2. To study the participation of MLAs in the legislative process of Education on the basis of gender.
3. To study the yearly allocation of budget on education and its provision on the various aspects of education.
4. To conduct a comparative study of the budget allocation for education during the 10th and 11th Legislative Assembly.
5. To study the issues related to education raised in the Rajasthan Legislative Assembly and their nature.
6. To study the kinds of questions raised during the legislative process.
7. To study the content matter related to Primary, Secondary, Higher and Technical Education and various categories.
8. To compare the contribution of the State Government in Education during the 10th and 11th State Assembly.

Research Method

Content analysis method has been employed for the study.

Tools

The data and information have been gathered on the basis of content analysis of the Reports of 138 meetings held during the 10th term (1993 to 1998) and 142 meetings of Rajasthan Vidhansabha held during 11th term (1999 to 2003).

Data Analysis

The education related coverage was analyzed into three areas as follows:

1. Analysis of the participation of Vidhyaks in Education
2. Analysis of the Budgetary provision on Education
3. Analysis of the Educational contents and that of the work done by both the governments on Education
Findings

1. There has been significant participation of Vidhayaks in legislative process of education on the basis of Party and Constituency. The participation of the Vidhyaks from Rajasthan constituency has been highest.

2. There has been participation of the Women Vidyaks in the legislative process of education, but not so significant.

3. Adequate budget was allocated on various areas of education during the 10th and 11th Vidhansabha. During the period of both the governments the budget was allocated in the descending order on Primary Education, secondary education, higher education, technical education, language development, Training, Adult Education, Research, tribal education and other areas.

4. In the legislative process of Rajasthan Vidhansabha a variety of education related issues have been raised.

5. A variety of educational questions have been raised during the legislative process of Rajasthan Vidhansabha.

6. There has been a variety in the subject matter of Primary, Secondary, Higher and Technical Education related issues raised in the Rajasthan Vidhansabha.

7. During the 10th Legislature there was Government of BJP, whereas, during 11th Legislature that of Congress. In some of the areas of Education the 10th legislature has contributed significantly, whereas, in some the 11th.

8. The 11th legislature opened greater number of schools and colleges, distributed textbooks free of cost and passed greater number of Bills than 11th legislature.

9. The 10th legislature uplifted large number of schools. Technical education was strengthened. It also laid emphasis on moral education, particularly, during School Morning Assembly. Non-formal education centers were opened, colleges were uplifted, new faculties were opened in the colleges, grants to the Girls Colleges was raised by 90%, and a Sanskrit University Bill was passed. Gifted girl students of SC/ST categories were encouraged by starting a Plan of giving Rs.500 support to them. Computer Education was started in Higher Secondary Schools. 1500 lecturers and 39,739 teachers were appointed. A provision was made to take action against the Heads of zero examination result schools.

10. The 11th Legislature appointed Teaching Assistants. Rajiv Gandhi Schools were opened. Provision was made for Urdu teachers. Five new universities were established. Lecturers were appointed. New Faculties were started in Colleges.
Computer Education was started. Teachers were appointed for Sanskrit Education. English subject was started from Standard 3 to 5. Guest Faculty Plan was started. Qualitative improvements were made in Student Union elections. Education related significant Bills were passed.

11. The study concludes that both the governments contributed equally to education.
A Study of the Concept of Educational Process Outsourcing (EPO) and its Feasibility (Ritu Tripathi, 2011, University of Lucknow, Lucknow, UP)

Objectives
1. To explore the possibility of integration of BPO with Education.
2. To analyze the content and process of education for identification of functions that could be outsourced.
3. To develop a blueprint of EPO vis-a-vis the identified functions to be outsourced.
4. A case study of exemplar outsourcing system in Education.

Sample
The sample part of the study includes the information gathered from the books, literature available on the net, reports on higher education, unstructured interviews with the experts from the field of Educational Management and BPO and case study of IGNOU as an exemplar of outsourcing.

The process of developing the concept of EPO was based on the data collected from the sample and its analysis.

Findings
1. Identification of Experts from the field of Education Management and BPO on the basis of their Merit in their respective fields,
2. Accessing the materials from library, journals, Magazines, books and from the Internet.
3. Wholistic description of events, procedures and philosophies occurring which was needed to make accurate situational decisions.
4. Content analysis
5. Corroboration to increase the understanding of the probability that research findings will be seen as credible.
6. Feasibility was checked

The study has explored the possibility of integration of BPO with Education. The researcher has found that the business has benefited itself a lot from outsourcing their non-core activities. Considering the cost involved, time consumed, skills required, and attitudinal factors and quality control, the investigator has explored the possibility of integrating BPO with Education.

The investigator through interaction with the respondents has tried to identify the functions that can be outsourced as Educational Software and Tools, Library Maintenance and Upkeep,
Transport vehicles, Support Services, Payroll, Staff Training, Purchase of Supplies and Equipments, HR Services, Online Courses, Career Awareness Programs, Learning Resources Procurement, DBMS, Admission & Fee Collection, Helpdesk, Renting out the institution during no-school hours, security & maintenance, canteen, community services and School Events, Institute Website, and R&D.

Under Exemplar Outsourcing System in Education, the IGNOU has been found to integrate many online education, teaching and research, operational and administrative activities. IGNOU has been found to employ multiple delivery models and an excellent price-quality ratio to address the learning among the students.
Study of Management of Human Resources Development of Teachers in Secondary and Higher Secondary Schools of Rajasthan (Sailesh Sharma, 2003, V.M. Open University, Kota)

Objectives

1. To examine the expectations of students, parents, teachers and educational experts about role of teachers in strengthening school activities.
2. To explore existing practices of managing human resources development activities in private and government senior secondary schools in Rajasthan.
3. To identify shortcomings prevalent in existing practices of managing Human Resources Development in secondary and senior secondary schools as perceived by teachers and educational experts.
4. To develop a model so as to ensure total quality management in HRD of teachers through Delphi study.

Sample

The samples of 400 students, 200 parents, 100 teachers, 50 educational experts and 25 functionaries were drawn using proper sampling techniques.

Tools and Techniques

The Different tools were used for the study, namely, Questionnaires regarding expectations of students, parents, teachers and educational experts, Performa on management of HRD activities for teachers, FGD through Nominal Group technique, and a questionnaire using Delphi technique.

Data Analysis

The data collected have been analyzed using appropriate statistical techniques, such as, Chi Square, median, and Quartile values.

Findings

1. There are many expectations of students and parents with respect to teachers, such as, teachers should conduct career guidance activities. The tests given by the teachers should observe test characteristics. Teachers should be more flexible than rigid. They should have distinct sense of humour and learn to appreciate the disagreement of others. They should follow concept of symbiosis than ambivalence. They should be systematic in their approach.
2. The most preferred areas of training as envisaged by the teachers and educational experts are, such as, implementation of TQM in schools, development of emotional intelligence skills, organization of workshops for personal development and development of instructional strategies, development of continuous and comprehensive evaluation tools, organizing guidance activities, development of competencies on subject, conducting action research, identifying students learning needs and interest, motivating students, fostering creativity of students and arrangement of outdoor activities.

3. It is a matter of immediate concern that only 4.4% of teachers on roll from sample schools have attended in-service training programmes in their 7-10 years of service and were not satisfied with the same. Both teachers and educational experts have perceived shortcoming in management of in-service training programmes. No systematic attempts were made to ascertain the needs of the teachers. Physical resources, management of program, competencies of resource persons, and transactional approaches have been reported to be wanting. The in-service programmes have been found much below the expectations of students, parents, teachers and educational experts. Teachers motivation in professional development, interest in teaching job, wish and will to improve school practices are not sustained.

4. The Delphi study reveals that the development of teachers should rightly start from joining of new entrant through pre-induction and induction programmes. They should be provided with compulsory in-service training program once in two years through integral approach. Teachers should be trained in scholastic areas like developing competencies and learning activities on subject, continuous and comprehensive evaluation tools, implementation of new educational ideas, utilizing teaching aids effectively and identifying learning needs of students. Teachers should also be trained through in-service programmes in areas like TQM, developing creativity, developing emotional intelligence, organizing and conducting guidance activities and arranging outdoor trips and visits.

5. The study presents a model of HRD of teachers towards 2015 A.D. The study emphasizes that customer satisfaction, continuous improvement, speaking with facts, and ethical work culture are essential features of TQM. The study reveals that the in-service training programmes for teachers in Rajasthan are not at all satisfactory. There is an immediate need to strengthen the in-service training programmes for teachers.
A Comparative Study of the Education Conditions and Incentive Schemes are being Conducted in Madarsas and General School of Chhatarpur District (Suhel Ahmad Hanfi, 2012, Awadesh Pratap Singh University, Rewa, Madhya Pradesh)

Objectives

1. To study the relative status of students enrolled in the schools of Research Area.
2. To study the prescribed entry level of students in the Madarsas and their status of completion of education.
3. To study the educational achievement of the students studying in the Madarsas.
4. To study the encouragement schemes in the Madarsas and to compare these with that of the other schools at par.
5. To suggest measures for improving the educational quality in the Madarsas.
6. To suggest ways for making encouragement schemes more effective.

Research Method

Survey method has been used for the study.

Sample

Random sampling was done to select 10 Madarsas from Chhatarpur District of Madhya Pradesh, India.

Tools

The tool used for the study was questionnaire.

Data Analysis

Data were analyzed through employing statistical techniques, namely, mean, SD, Correlation, Chi-Square test.

Findings

1. The % increase in the number of boys and girls in the Government Primary and Secondary Schools has been found to be 22.78% and 33.93%, respectively, whereas, in the Madarsas 24.94% and 55.33%. The % increase in the strength of Madarsas has been found to be greater.
2. There has been found adequate increase in the strength of boys and girls in the rural Madarsas.

3. The increase in the strength of girls has been found to be greater than that of the boys at the Secondary level in the urban areas. It is because the admission of Muslim girls in the Madarsas is welcome.

4. The drop rate of the students in the Madarsas has decrease rapidly as compared to that of Government Schools.

5. There are 28 recognized Madarsas in the district Chhatarpur out of which the Government Aided are 6, whereas, the remaining 22 are not Government aided. There is rapid increase in the number of students in the Madarsas.

6. The wish of the students is 70% and 30% for Deeniyat of Students, and subjects of General Education, respectively.

7. The students have been found to have equal liking for Urdu and Hindi out of the subjects of General Education.

8. The rural students have been found to have greater aspiration for Education than urban students.

9. No significant difference has been found in the examination results of the boys and girls of Government Primary Schools and that of the Madarsas. Same holds true for the students of Std. VIII.

10. The quality of the Mid day meal served in the Madarsas has been found to be good.

11. The free of cost distribution of Urdu medium books and provision of day meals in the Madarsas have resulted into the increase in student strength both at Primary and Secondary level.

12. There is no significant difference in the amount of scholarship provided to the Backward Category students of recognized Madarsas and that of Government Schools. OBC boys get Rs. 20. per month, whereas, OBC girls get Rs. 30 per month.

13. The teachers appointed in the Madarsas called, Molvi or Muallim are usually not trained. There are 2319 students and 104 teachers in the 28 Madarsas, out of which only 4 teachers are trained. The Government provides 10 Day training program for capacity building of these teachers, but till now only 40 teachers out of 104 could avail of it.
14. There is lack of teaching aids in the Madarsas.
   a. 90% of the schools do not have laboratories.
   b. 75% of the urban students, whereas, 85% of the rural students never made use of teaching aids.
   c. None of the students conducted experiments on their own.
   d. 62.5% of the students were never given demonstrations.
   e. Pictures and Charts were not used for teaching 75% of the time.
   f. In none of the Primary or Secondary School there is provision for Science Corner.

15. There are no laboratories in 90% of the Madarsas. Experiments are done only in 10% Madarsas. There is no provision for Games and Sports. TV, Radio, Tape Recorders are not used.

16. The students of the Madarsas are joining with the main stream.
   a. There has been significant increase in the number of Madarsas during the previous decade.
   b. There has been increase in the grant of contingency amount.
   c. There has been significant increase in the strength of students in the Madarsas.
   d. There is relatively greater increase in the number of girls in the Madarsas.
   e. There is a decrease in the drop out rate in the Madarsas.
   f. No significant difference has been found in the examination results of Madarsas and that of the Primary & Secondary schools of the Board.

17. There has been found significant increase in the strength of students in the Madarsas due to free distribution of books and provision of mid day meal.
A Psycho-Social Study of Mental Health of Teachers, Administrators, and Employees (Sujeet Kumar, 2003, Allahabad University, Allahabad)

Objectives

1. To find out the mental health of teachers, administrators, and workers.
2. To find out the Personality traits of the teachers, administrators, and workers.
3. To find out the family and social conditions of the teachers, administrators, and workers.
4. To study the relationship between the mental health and Personality traits of teachers.
5. To study the relationship between the mental health and the family and social conditions of the teachers.
6. To study the relationship between the mental health and Personality traits of the administrators.
7. To study the relationship between the mental health and the family and social conditions of the administrators.
8. To study the relationship between the mental health and Personality traits of the workers.
9. To study the relationship between the mental health and the family and social conditions of the workers.

Sample

Seventy-five secondary schools out of 272 secondary schools in Allahabad district were selected randomly. 117 male teachers, 112 female teachers, 32 male administrators, 18 female administrators, 54 male workers, and 37 female workers were selected for the purpose from the selected 75 secondary schools.

Tools and Techniques

Mental Health Questionnaire, and the Family Background Descriptive Index developed by the investigator, 16 P.F. Inventory “C” form adapted by S.D. Kapoor and V.K.D. Tripathi were the tools used for the study.

Data Analysis

t-test and Pearson Product Moment Correlation were used for data analysis.
Findings

1. No significant difference has been found in the regularity, adjustment, self concept levels of male and female teachers. Males have been found better than females in emotional maturity and physical health. The female teachers have been found better in self-evaluation, clarity of principles of life and freedom from anxiety. As a whole no significant difference has been reported in the physical health of male and female teachers.

2. No difference has been found in males and females on the factors of nonchalant/enthusiastic, less wise/ more wise, emotional/stable, composed/Jovial, hesitant/social, stern/sensitive, trusting/doubting, realistic/imaginative, ordinary/socially skilled, self confident/anxious, recessive/independent, conflict ridden/conflict free and stress full/stress free.

3. The male teachers have been found better than female teachers on the factor flexible/rigid. Female teachers have been found better on the factor worldly/spiritual and traditional/modern than the male teachers. The family and social conditions of the female teachers have been found better than that of male teachers.

4. Positive correlation has been found between the mental health of male teachers and the factors emotional/stable, worldly/spiritual, hesitant/social, and traditional/modern. Trusting/doubting factor has been found to have negative correlation with the health of male teachers. No significant difference has been found between the other factors and mental health of the male teachers. No significant correlation has been found between the mental health of male teachers and their family and social conditions.

5. Nonchalant/enthusiastic factor has been found to be positively correlated with the health of female teachers. Self confident/anxious factor has been found negatively correlated with the mental health of female teachers. The mental health of the female teachers has been found positively correlated with their family and social conditions. No significant correlation has been found between the mental health of the female teachers and other factors.
A Comparative Study of Primary Teachers Competencies, Attitude and Their Performance Belonging to DPEP and Non-DPEP Districts of Karnataka (Syeeda Shanavaz, 2007, University of Mysore, Mysore)

Objectives

1. To compare the primary school teachers competencies in DPEP and non-DPEP districts of Karnataka.
2. To compare the primary school teachers competencies in DPEP and non-DPEP districts of Karnataka in relation to their teaching experience, gender, area, type of school and type of training.
3. To compare the attitudes of primary school teachers in DPEP and non-DPEP districts of Karnataka.
4. To find out the differences if any in the attitudes of primary school teachers in DPEP and non-DPEP districts of Karnataka in relation to their teaching experience, gender, area, type of school and type of training.
5. To compare the performance of primary school teachers in DPEP and non-DPEP districts of Karnataka.
6. To find out the differences if any in the performance of primary school teachers in DPEP and non-DPEP districts of Karnataka in relation to their teaching experience, gender, area, type of school and type of training.
7. To find out the differences if any in the performance of fifth standard students in English Language of DPEP and non-DPEP districts of Karnataka.
8. To find out the differences if any in the performance of third standard students in Mathematics subject of DPEP and non-DPEP districts of Karnataka.
9. To find out the impact of training for primary school teachers in DPEP districts in relation to their gender, area and type of school.
10. To compare the overall performance of primary school teachers of both DPEP and non-DPEP districts in relation to their attitudes and teachers competencies.
11. To find out the performance of non-DPEP teachers in relation to their attitudes and teachers competencies.
12. To find out the performance of DPEP teachers in relation to their attitudes and teachers competencies.
Sample
The samples of 250 teachers and 250 students from each one of the two locales, namely, Mysore and Coorg have been drawn employing suitable sampling techniques.

Tools Used for the Study
Teacher Competency Scale, Program Evaluation Scale and Performance Schedule, Teacher Attitude Scale, Achievement Tests have been used.

Data Analysis Techniques Employed
Two way ANOVA, t-test, Stepwise Regression have been employed for data analysis in addition to the measures of central tendency and variability.

Findings
1. Non-DPEP teachers were found better in teaching competencies than the teachers of DPEP districts.
2. Teachers having different length of experience do not differ in their teaching competencies.
3. Male teachers were found to have better teaching competencies than female teachers.
4. Teachers from urban & rural areas have not shown any significant difference in their total competency scores.
5. There is no significant difference in the teaching competencies of teachers working in government and non-government schools.
6. Teachers from different types of training from DPEP and non-DPEP districts have not shown any significant difference in their total competency.
7. Teachers working in DPEP and non-DPEP districts do not differ significantly in their teaching attitude.
8. There has been found no significant differences in the Teaching Attitude of Teachers having different length of teaching experience.
9. Both male and female teachers exhibit same kind of attitudes towards teaching.
10. No significant difference was observed in the teaching attitude of teachers hailing from different localities.
11. Irrespective of the status of teachers working in government and non-government schools either in DPEP or non-DPEP districts, no significant difference was found in their Teaching Attitudes.
12. Whatever may be the type of training received the teaching attitude was found same.
13. Non-DPEP teachers obtained significantly high score as compared to DPEP teachers in different types of performance.
14. Teaching performance was found independent of the length of service.
15. Male and Female Teachers did not differ in their total Performance.
16. There is no significant difference in the total teaching performance of teachers from urban and rural areas.
17. There is no significant difference in the performance of government and non-government school teachers of DPEP and non-DPEP districts of Karnataka.
18. Chaitnya Program has been found to be greater effective than any other training programs.
19. Students show difference in their performance in both grammar and comprehension in DPEP and non-DPEP districts of Karnataka State. Better performance in the comprehension test is observed as compared to grammar test both in the DPEP and non-DPEP districts.
20. Performance of boys and girls in both grammar and comprehension is good.
21. Students belonging to rural and urban areas do not differ in their language performance.
22. Non-government school students have shown better language performance than students of government schools both in DPEP and non-DPEP districts.
23. Students in non-DPEP district have performed well, both in basic concepts and basic operations in mathematics as compared to the DPEP district.
24. In non-DPEP districts, both boys and girls have shown better performance as compared to DPEP district.
25. Rural children have shown better performance than the urban children especially in Coorg (non-DPEP) district.
26. Performance of non-government school students is better in Mysore (DPEP) district, whereas, performance of government school students is better in Coorg (non-DPEP) district.
27. DPEP training was found affecting the performance of teachers independent of the length of their service.
28. Both male and female teachers have given equal performance as impact of DPEP training.
29. Performance of teachers in both rural and urban areas was found equally good as a result of DPEP training.

30. No significant difference was found in the performance of teachers in government and non-government schools as a result of DPEP training.

31. Teaching & Teacher Relation with Fellow Teachers out of eight selected factors were found to be the better predictors of their performance in both DPEP and non-DPEP districts.

**Emerging Questions**

1. How is it that as a whole the status of Non-DPEP Primary Teachers has been found largely better than that of the DPEP Primary Teachers?

2. Which are the Correlates of Teaching Attitude?

3. The performance in grammar has not been found so appealing. Why so?

4. On which factors the performance in mathematics depends?

5. Rural children have shown better performance than the urban children especially in Coorg (non-DPEP) district. How so?

6. Performance of non-government school students is better in Mysore (DPEP) district, whereas, performance of government school students is better in Coorg (non-DPEP) district. Can we account for it?

7. How to determine the relative predictivity of various factors for Teaching Performance?

8. How are the Teaching Competencies, Attitude towards Teaching and Teaching Performance related?
A Study of the Administrative Organizations of Primary Education System in Orissa (Uddhab Charan Barik, 2007, Utkal University, Bhubaneswar, Orissa)

Objectives

1. To collect information regarding manpower, recruitment procedure of appointment of Headmasters, Assistant Teachers for Primary Schools.
2. To analyze the curriculum provided for the primary school children.
3. To collect information regarding the teaching-learning materials used by the teachers in classroom situation.
4. To study the methods of teaching followed by the teachers in primary schools to teach the pupils.
5. To study the mode of payment of salary of the teachers.
6. To study the administrative procedure by which the teachers are governed.
7. To study the examination system adopted in these institutions.
8. To suggest remedial measures to strengthen and systematize the Primary Education Programme in the State of Orissa.

Research Method Employed

Survey method has been suitably employed for the Study.

Sample

A sample of 4200 Primary Schools was drawn for the study on the basis of systematic random sampling out of a population of 42605 different categories of Primary Schools in Orissa.

Tools & Techniques Used

Observation Schedule, Questionnaire, Interview Schedule, and Proformas were used for the Study.

Data Analysis Techniques Employed

The data have been suitably analyzed through frequencies and % responses.
Findings

1. Majority of the Headmasters, Assistant Teachers, Members of VEC and Sub-Inspectors of Schools were in the age group of 49-53.

2. Most of the respondents were from general castes, whereas, the representation from the Scheduled Castes and Scheduled Tribes was very less. The number of female respondents was lesser than that of male respondents.

3. A majority of the Headmasters and Assistant Teachers were trained.

4. The Sub Inspectors of Schools were adequately qualified, whereas, the members of the VEC were less qualified.

5. Some of the Headmasters were selected on the basis of Seniority, whereas, the others on the basis of merit.

6. The prevalent curriculum needs modifications.

7. Most of the schools were found deficient in physical facilities.

8. The schools were not found to have adequate teaching-learning material.

9. Majority of the respondents were found in favour of implementation of dynamic methods of teaching.

10. The implementation of mid-day meal programme, as well as, coordination amongst Govt. agencies needed improvement.

11. Inadequate supervision and administrative control were considered major barriers.
### SECTION_6 Educational Evaluation

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<td>2.</td>
<td><strong>A Study of the Impact of Continuous and Comprehensive Evaluation at Primary Level in the State of Orissa</strong></td>
<td>Puspanjali Pani, 2005, Utkal University, Bhubaneshwar, Orissa</td>
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<td>3.</td>
<td><strong>Impact of NAAC’s Assessment and Accreditation on Some of the Accredited Colleges under Gauhati University-A Study</strong></td>
<td>Sushmita Chowdhury, 2012, Gauhati University, Assam</td>
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An Analysis of Sexist Elements in English Textbooks and Transaction at Secondary Level (Janaki Idnani, 2006, CASE, MSU, Baroda)

Objectives

1. Analysis of the Text Book.
2. Analysis of classroom transaction
3. A study of judgment of teachers, parents, students about sexism in textbooks, classroom transaction and their suggestions to reduce sex bias from secondary schools.

Research Method Employed

Content Analysis and Descriptive Survey Methods have been employed for the Study.

Tools and Techniques Used

Content analysis, Observation and Questionnaire have been used for the Study.

Data Analysis

The data have been analyzed both quantitatively and qualitatively.

Remarks

1. All the three objectives have been realized.
2. The review portion makes enjoyable reading for it is well selected and makes enjoyable reading.
3. At a few places, the definite article has been deleted where it is really necessary.
4. Merely because the grammatical subject of the sentence happens to be a male, does it necessarily imply male dominance, or, vice versa?
5. Instead of mechanically listing the sentences for their subjects, the investigator could have looked into the intentional shades of the meaning.
A Study of the Impact of Continuous and Comprehensive Evaluation at Primary Level in the State of Orissa (Puspanjali Pani, 2005, Utkal University, Bhubaneshwar, Orissa)

Objectives

1. To study the effect of Continuous and Comprehensive Evaluation (CCE) on achievement of Primary School Children in Scholastic areas, namely, Mathematics, Language and Environmental Study (Science).

2. To study the effect of Continuous and Comprehensive Evaluation (CCE) on achievement of Primary School Children in Co-Scholastic areas, namely, Regularity, Punctuality, Discipline and Cleanliness.

3. To study the relationship between Scholastic and Co-Scholastic areas of learning on achievement of Primary School Children.

Research Method

Experimental designs were employed for the investigation. Randomized control group pre-test and post-test design for objective 1 and two groups randomized subjects post-test design for objective 2 have been used.

Sample

The sample for the experiment comprised of 400 class V students, 200 from Bhubaneshwar and 200 from Khurda. Further, each category has been appropriately classified randomly as Experimental and Control Groups.

Tools

The tools for Scholastic areas were, namely, competency based test (pre-tests), unit tests, competency based achievement test (post-test), and five point rating scale for Co-Scholastic areas. The subjects after pre-test were exposed to CCE in scholastic as well as co-scholastic areas. At the end of the treatment, competency based tests in scholastic areas were administered as a measure of dependent variable. The final ratings with the help of five point numerical rating scale were used as a measure of the dependent variable co-scholastic areas.

Data analysis

ANCOVA (2X2), ANOVA (2X2) and Product Movement Correlation have been suitably applied for data analysis. Achievement scores on competency based tests were analyzed with the help of ANCOVA, whereas scores on co-scholastic areas were analyzed using ANOVA. The final scores were further analyzed with the help of the product movement correlation to find out the relationship, if any, between scholastic and co-scholastic abilities.
Findings
1. The CCE has been found to have significant effect on both the scholastic areas, namely, mathematics, language and environmental science, and co-scholastic areas, namely, regularity, punctuality, discipline and cleanliness.
2. Area (urban and rural) has been found to have no significant effect on scholastic achievement of class V children.
3. Interaction of treatment and area has been found to have no significant effect on scholastic achievement of class V children.
4. Area (urban and rural) has no significant effect on achievement of class V children in mathematics.
5. Interaction of treatment and area has no significant effect on achievement of class V children in mathematics.
6. Area (urban and rural) has no significant effect on achievement of class V children in language.
7. Interaction of treatment and area has no significant effect on achievement of class V children in language.
8. Area (urban and rural) has no significant effect on achievement of class V children in environmental study.
9. Interaction of treatment and area has no significant effect on achievement of class V children in environmental study.
10. Area (urban and rural) has no significant effect on performance of class V children with regard to regularity.
11. Interaction of treatment and area has no significant effect on performance of class V children with regard to regularity.
12. Area (urban and rural) has no significant effect on performance of class V children with regard to punctuality.
13. Interaction of treatment and area has no significant effect on performance of class V children with regard to punctuality.
14. Area (urban and rural) has no significant effect on performance of class V children with regard to discipline.
15. Interaction of treatment and area has no significant effect on performance of class V children with regard to discipline.
16. Area (urban and rural) has no significant effect on performance of class V children with regard to cleanliness.
17. Interaction of treatment and area has no significant effect on performance of class V children with regard to cleanliness.
18. Mathematics has got significant relationship with regularity, punctuality, discipline and cleanliness.
19. Language has got significant relationship with regularity, punctuality, discipline and cleanliness.
20. Environmental Study has got significant relationship with regularity, punctuality, discipline and cleanliness.
Impact of NAAC’s Assessment and Accreditation on Some of the Accredited Colleges under Gauhati University-A Study (Sushmita Chowdhury, 2012, Gauhati University, Assam)

Objectives

1. To study the impact of NAAC’s accreditation on the academic and qualitative development of the colleges:
   a. Total academic scenario
   b. Teachers
   c. Students

2. To study the views of the teachers of some of the colleges under Gauhati University towards the teaching methods of their colleges before and after NAAC’s Accreditation.

3. To study the views of the students towards the teaching methods of their colleges before and after NAAC’s accreditation.

4. To study the views of the teachers and students towards the library facilities of their colleges before and after NAAC’s accreditation.

5. To study the views of the teachers and students towards hygienic hostel facility of their college.

6. To study the attitude of teachers and students of the colleges under Gauhati University towards NAAC’s Assessment.

Research Method

Descriptive survey method has been employed for the study.

Sample

Ten districts, namely, Kamrup, Nagaon, Baksa, Nalbari, Bongaigaon, Barpeta, Udalguri, Darrang, Sonitpur and Goalpara were selected randomly out of 27 districts of Assam. A random sample of 30 % colleges under Gauhati University Accredited by NAAC (as on 31st March, 2007) was taken. A sample of 30 Colleges (15 urban and 15 rural) was selected. 250 teachers and 450 students were selected randomly from the urban and rural colleges, each. Thus a sample of 500 teachers and 900 students was drawn for sample of the study.
Tools

All the three tools constructed by the investigator, namely, Questionnaire for the Teachers, questionnaire for the Students, and Attitude Scale for the Teachers and Students.

Data Analysis

The data were analyzed through percentage and t-test.

Findings

1. A majority (74%) of the College Teachers responded that they are satisfied with the present atmosphere of the college, whereas, 26% teachers gave a negative reply. 72.66% students responded that they are satisfied with the College atmosphere.

2. 86.60% teachers stated that environmental up gradation had taken place in their College after assessment by the NAAC, whereas, 13.40% stated that no up gradation has taken place. 84.33% students responded that assessment by the NAAC is very beneficial for them.

3. 89.40% teachers stated that qualitative improvement has taken place in their College after assessment by the NAAC, whereas, 10.60% stated that no qualitative improvement has taken place. 49.11% students responded that their institution collects feedback form them for qualitative improvement. 71.77% students replied that qualitative improvement has taken place in their college after assessment by the NAAC.

4. 58% teachers said that there is provision for providing computer training to all the students in their college, whereas, 42% teachers said that there is no provision. 72.33% students replied that computer courses are available in their college, whereas, 49.89% students replied that Internet facility is made available in the college.

5. 83.80% teachers said that there is provision for having tutorial classes in their colleges, whereas, 16.20% teachers said there is no provision. 58.89% students have responded that there is provision for tutorial classes in their college.

6. 49% teachers replied that new innovative teaching methods are adopted after NAAC’s assessment, whereas, 51% teachers gave a negative reply.

7. 45% teachers replied that they use modern teaching aids after NAAC’s assessment, whereas, 55% teachers gave a negative reply. 38.66% students replied that modern
8. 92% teachers responded that they have library facilities, whereas, 8% teachers responded that they do not have library facilities. 72.89% students have replied that library facilities are available in their college. 57.89% students have replied that their libraries have adequate facilities.

9. 52% teachers responded that there are provisions for proper hostel facilities in their college, whereas, 48% teachers replied negatively. 58.78% students have replied that their college provides separate hostel facilities for boys and girls. 58.78% students have responded that there have been major changes in the hostel conditions after assessment by the NAAC.

10. 95% teachers replied that NAAC’s assessment is very essential for the quality development of the college, whereas, 5% teachers replied negatively. 78.33% students revealed that assessment by NAAC is very essential for the improvement of the college.

11. After assessment by the NAAC major changes have been reported in the methods and techniques of teaching, regular classes are held, tutorials have been started, modern electronic gadgets are used for teaching, internet is used, seminars, conferences are workshops are organized, libraries are updated, new hostels are constructed and existing hostels renovated. Apart from these auditoriums, separate common rooms for teachers, as well as, boys and girls are constructed. Moreover, every college has started Career & Guidance Cell, Women’s Forum, Grievance Redressal Cell, and IQAC.

12. After Assessment & Accreditation by the NAAC the Educational Exchange Programs between different Colleges have increased. The College Authorities encourage to attend Seminars, Conferences & Workshops. Teachers are encouraged to attend refresher courses and orientation programs.

13. The Teachers and Students have been found to have favourable attitude towards the assessment and accreditation by the NAAC.

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### Section 7: Environmental Education

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<td>Anu Radha, 2005, Panjab University, Chandigarh</td>
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<td>2</td>
<td><strong>An Assessment of Environmental Education in Primary Schools of North-East Chhattisgarh Region with reference to Environmental Awareness and Attitude of Teachers and Students’ Achievement in Environmental Education</strong></td>
<td>Arun Kumar Poddar, 2009, Guru Ghasidas University, Bilaspur</td>
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<td>3</td>
<td><strong>Environmental Education through Video-instructional Package: An Exploration</strong></td>
<td>Indubala U Singh, 1999, South Gujarat University, Surat</td>
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<td>4</td>
<td><strong>A Study of Adolescent’s Environment Awareness in the context of Religious Attitude, Scientific Attitude and Scholastic Achievement</strong></td>
<td>M. P. Gupta, 1997, Kota Open University, Kota</td>
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<td>5</td>
<td><strong>Environmental Education in Secondary Schools of Orissa: Status, Issues and Prospects</strong></td>
<td>Sanjay Kumar Dey, 2008, Berhampur University, Berhampur, Orissa</td>
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<td>6</td>
<td><strong>A Study of Relationship between Environmental Awareness and Environmental Ethical Behaviour of Undergraduate Students of Banaras Hindu University Undergoing UGC Course of Environmental Education</strong></td>
<td>Saroj Bala Manas, 2011, Banaras Hindu University, Varanasi, UP</td>
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<td>7</td>
<td><strong>Pariyavaran Ke Prati Jagrukta Avam Pariyavaran Shiksha Ke Vikas Mein Jansanchar Sadhnon Kee Bhoomika Ka Adhyyan</strong></td>
<td>Subhankari Mishra, 2010, Dr. Ram Manohar Lohiya Avadh University, Faizabad</td>
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<td>8</td>
<td><strong>Madyamik Satravar Sadyasathiteet Pryavaran Sanrakshnacha Chikitsak Abhyas Va Upay Yojna Ghonshetvad</strong></td>
<td>Vithal Gopalrao, 2012 Swami Ramanand Teerth Marathwada University, Nanded, Maharashtra</td>
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Attitude towards Environment and Perception of Environmental Education among Student- Teachers and Teacher – Educators (Anu Radha, 2005, Panjab University, Chandigarh)

Objectives
All the thirteen objectives of the study have been well enunciated cutting across development and standardization of tools on perception of environmental education, and Environmental awareness, comparison of the attitudes of student teachers and teacher educators towards environment, their perceptions towards environmental education, and environmental awareness, difference in the attitude of teacher educators towards environment in relation to the location of the college and their teaching subject, difference in the attitude of student teachers towards environment in relation to their residence, gender and subject, difference in the perception of environmental education among teacher educators in relation to the location of the college and their teaching subject, difference in the perception of environmental education among student teachers in relation to their residence, gender and subject, difference in the environmental awareness of teacher educators in relation to the location of the college and their teaching subject, difference in the environmental awareness of student teachers in relation to their residence, gender and subject, correlation between attitude of student teachers towards environment and perception of environmental education, attitude towards environment and environmental awareness, and perception of environmental education and environmental awareness, and correlation between attitude of teacher educators towards environment and perception of environmental education, attitude towards environment and environmental awareness, and perception of environmental education and environmental awareness.

Research Method
The descriptive survey method has been well employed for the study.

Sample
Stratified random sampling technique has been appropriately used to draw a sample of 300 student- teachers and 108 teacher educators from the colleges of education in Punjab and Chandigarh.
Tools
Taj Environmental Attitude Scale (Haseen Taj, 2001), and Perception of student-teachers and teacher-educators regarding environmental education, and environmental awareness scale developed by the investigator have been used for the study.

Data Analysis
Descriptive statistics, t-test, ANOVA, and Pearson’s Product Moment Method of correlation have been suitably employed for data analysis.

Findings
1. Teacher-Educators possess more favourable attitude towards environment than student teachers.
2. However, teacher-educators teaching social science, language, and science in Colleges of Education located either in urban or rural areas did not show any marked difference in their attitude towards environment.
3. Female student teachers have been found to have higher positive attitude towards environment than male student teachers.
4. Rural and urban student teachers were not found to differ in their attitude towards environment.
5. Student teachers from science stream were found to have a favourable attitude towards environment followed by social science and language student-teachers.
6. Rural male and rural female; rural and urban student teachers opting social science and science were not found to have much difference in their attitude towards environment. Similarly urban student-teachers of social science, language and science subjects and rural student teachers of social science and science were found alike in their attitude towards environment.
7. As compared to student-teachers the teacher-educators were found to perceive environmental education more favourably. But teacher-educators teaching social science, language and science in Colleges of Education located either in urban or rural areas did not show any marked difference in their perception of environmental education.
8. Student teachers from urban areas perceive EE more favourably than student teachers from rural areas. Similarly, urban female teachers perceive EE more favourably than rural female and urban male student teachers. Overall, female student teachers have
been found to have an upper edge in their perception of EE than the male student teachers.

9. Male and female student-teachers opting for Science or Social Science were found to perceive EE in an alike manner.

10. Science student-teachers perceive EE more favourably than social science and language student-teachers.

11. Female student-teachers of science, social science and language stream have been found to have same perception of EE.

12. Female urban language student teachers as compared to female rural language student teachers have better perception of EE.

13. Teacher-Educators have higher Environmental Awareness than Student-Teachers. However, teacher-educators teaching social science, science, and languages were not found to differ significantly on their Environmental Awareness.

14. Male and female student teachers almost have the same environmental awareness but student-teachers residing in urban areas are more aware of their environment than rural areas.

15. Science student-teachers have significantly more awareness of their environment than social science and language student teachers.

16. No significant difference was observed in environmental awareness of urban and rural student-teachers opting for social studies; urban and rural student teachers opting for science; urban social science and urban language; rural social science and rural science student teachers.

17. Environmental awareness and perception of environmental education have significant correlation with each other. Both student teachers and teacher educators having higher EA have better perception of EE.

18. Environmental Awareness and Attitude towards Environment have also been found significantly correlated to each other.

19. Student teachers and teacher educators bearing high attitude towards environment have been found to have favourable perception of the Environmental Education.

**Emerging Questions**

1) Is attitude towards environment inclusive of environmental awareness?
2) How to inculcate environment ethics values? Suggest an action plan.

3) What should be the forms and modes of Environmental Education?

4) What is the utility of Environmental Education offered at B.Ed. level?

5) What could be the possible roles of Colleges of Education in the context of Environment?
An Assessment of Environmental Education in Primary Schools of North-East Chhattisgarh Region with reference to Environmental Awareness and Attitude of Teachers and Students’ Achievement in Environmental Education (Arun Kumar Poddar, 2009, Guru Ghasidas University, Bilaspur)

Objectives

1. To study the effect of their gender on the Environmental Awareness of teachers.
2. To study the effect of their location on the Environmental Awareness of teachers.
3. To study the effect of their gender on the Environmental Attitude of teachers.
4. To study the effect of their location on the Environmental Attitude of teachers.
5. To study the effect of their gender on the Environmental Achievement of students.
6. To study the effect of their location on the Environmental Achievement of students.
7. To study the correlation between Environmental Awareness and Environmental Attitude of teachers.
8. To study the effect of Environmental Awareness and Environmental Attitude on the Environmental Achievement of their students.

Research Method

Quasi-Experimental design has been suitably employed in the study.

Population

The Primary Schools, Teachers & Students of the five North-East Districts of Chhattisgarh, namely, Sarguja, Jashpur, Raigarh, Korba and Janzgeer constituted the Population for the study.

Sample

The sample of 117 schools; 500 teachers, and 1000 students has been drawn for the study by employing quota sampling and random sampling techniques, respectively.

Variables

The content matter of Std. IV on Environment was considered as Independent Variable, whereas, Environmental Awareness, Environmental Attitude and Environmental
Achievement of Std. IV Students were considered as Dependent Variables. Gender and Location were considered as Associated Variables.

**Tools**

The tools used by the investigator for the study were, namely, Environmental Awareness Ability Measure by Dr. Praveen Kumar Jha, Environmental Attitude Measure by Dr. A.N. Srivastava & Km. Shash Prabha Dubey, and Environmental Achievement Measure constructed by the investigator.

**Data Analysis**

Mean, Median, Mode, dispersion, t-value, F-value, Correlation were computed for data analysis.

**Findings**

1. No significant difference was found in the Environmental Awareness of Male Teachers and Female Teachers.
2. The Environmental Awareness of Urban School Teachers was found significantly higher than that of Rural School Teachers.
3. The Environmental Attitude of Male Teachers was found significantly higher than that of Female Teachers.
4. The Environmental Attitude of Urban Teachers was found significantly higher than that of Rural Teachers.
5. The Environmental Achievement of Male Students was found significantly higher than that of Female Students.
6. The Environmental Attitude of Urban Students was found significantly higher than that of Rural Students.
7. There was found to be a significantly positive correlation between Environmental Awareness and Environmental Attitude of Teachers.
8. The Environmental Awareness of Teachers has been found to have significant effect on the Environmental Achievement of the Students.
9. The Environmental Attitude of Teachers has been found to have significant effect on the Environmental Achievement of the Students.

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Environmental Education through Video-instructional Package: An Exploration (Indubala U Singh, 1999, South Gujarat University, Surat)

Objectives
This work was taken up with the major objective of exploration into the effectiveness of a new medium of instruction. The major areas of concern had been (i) comprehension, (ii) attention and appeal and (iii) fulfilment of objectives. The study was delimited to formal classroom situation.

Research Design
Since the investigation was a developmental cum experimental in nature. The first part consisting of the development of Video-instructional Package on ‘Environmental Pollution and Education’ and the second part concerned with the experimental try-out of the package and its two components. Pre-test, post-test design was used for conducting the experiment.

Sample
Six experimental groups, each consisted of 40 students were formulated. In all about 240 students of standard -IX of secondary schools of Gujarati medium participated in the present study.

Tools and Techniques
Video-instructional package consisted of video-film and learner’s hand book developed by the investigator was used for conducting the experiment. For evaluation of the programme a multi-faceted approach was developed and used and a number of evaluative tools were developed which included (I) criterion tests, (II) attention measures, (iii) expert’s judgement and (iv) opinionnaire for the students.

Data Analysis
For analysis and interpretation of the data both the descriptive and quantitative statistics were used. ‘t’- test, ‘F’- test and analysis of covariance were used for testing the significance of the mean differences. Attention profiles have been developed and presented to discuss attention and appeal areas of concern.

Findings
1. The study has resulted in the development of a video-instructional package on ‘Environmental Pollution and Education’ for creating environmental awareness among school going children of Gujarati medium schools. The developed
an instructional package consisting of a video-film of forty five minutes and a learner’s hand book of ten pages (demi-size). The content of the package based on the environment - meaning, components and types and four important environmental pollutions such as air pollution, water pollution, soil pollution and noise pollution. The content of each pollution was further divided into meaning - definition, causes , effect on living beings and remedial measures.

2. The developed video-instructional film was found significantly effective in teaching environmental education to the students of standard -IX of Experimental Group - I belonged to Surat - city ( t-value : 34.66 ) The ‘ t ‘ test signifies that the developed video-instructional film was found effective in teaching the topic ‘Environmental Pollution and Education’. Thus, the Video-instructional Film for the students has performed in the way, it was purported to, thereby manifesting its validity.

3. Students attentively witnessing the programme ranged between 60 to 100 percent. For most of the time it oscillated around 80 percent. It could be inferred from these data that the video-instructional film proved to be effective in motivating the students and sustaining the attention on the part of the programme.

4. The ‘t’-value (1.61) signifies that the developed video-instructional film was found equally effective in teaching the topic ‘Environmental Pollution and Education’ to boys and girls.

5. The ‘t’-value (20.47) signifies that the developed Learners’ hand book was found effective in teaching the topic ‘Environmental Pollution and Education’. Thus , the developed learners’ hand book for the school students has performed in the way , it was purported to , thereby manifesting its validity.

6. The ‘t’ test signifies that the developed learners’ hand book was found equally effective in teaching the topic ‘Environmental Pollution and Education’ to the boys and girls of Surat-city.

7. The ‘ t ‘ test signifies that the developed video-instructional package was found effective in teaching the topic ‘Environmental Pollution and Education’. Thus, the developed video-instructional package for the school students was found effective in imparting knowledge related to environmental education.

8. Students attentively witnessing the programme ranged between 60 to 100 percent. For most of the time it oscillated around 80 percent. It could be inferred from these data that
the video-instructional package proved to be effective in motivating the students and sustaining the attention on the part of the programme.

9. The ‘t’ test signifies that the developed video-instructional package was not found equally effective in teaching the topic ‘Environmental Pollution and Education’ to boys and girls of standard - IX of Surat city. Boys could learn through this package better than the girls.

10. The computed ‘t’ value (34.66), was found significant at 0.01 level. It indicates that significant improvement has been achieved after the treatment of the Video-instructional film. The ‘t’ test signifies that the developed video-instructional film was found effective in teaching the topic ‘Environmental Pollution and Education’. Thus, the Video-instructional Film for the students has performed in the way, it was purported to, thereby manifesting its validity.

11. Students attentively witnessing the programme ranged between 60 to 100 percent. For most of the time it oscillated around 80 percent. It could be inferred from these data that the video-instructional package proved to be effective in motivating the students and sustaining the attention on the part of the programme.

12. The ‘t’ value (20.47) signifies that the developed Learners’ hand book was found effective in teaching the topic ‘Environmental Pollution and Education’ for the students of Experimental Group - V (Surat - rural). Thus, the developed learners’ hand book for the school students of rural area of Surat has also performed in the way, it was purported to, thereby manifesting its validity.

13. The ‘t’ value (3.09) signifies that the developed learners’ hand book was not found equally effective in teaching the topic ‘Environmental Pollution and Education’ to boys and girls of Experimental Group - V. It reveals that the girls could learn better than the boys through the learners’ hand book.

14. The ‘t’ value (37.87) signifies that the developed video-instructional package was found effective in teaching the topic ‘Environmental Pollution and Education’ to the students of Experimental Group - VI of Surat - rural. Thus, the developed Video-instructional package was also found effective in imparting knowledge related to ‘Environmental pollution and education’ to the students of standard - IX of Gujarati medium schools belong to the rural area of Surat.
15. The ‘ t ‘ value (2.48) signifies that the developed video-instructional package was not found equally effective in teaching the topic ‘Environmental Pollution and Education’ to boys and girls of standard - IX of Surat - rural. The result revealed that the rural boys could learn better through this video-instructional package in comparison to the rural girls.

16. The achievements of learners in terms of pre-test scores obtained for the three experimental groups ( I, II & III ) for Surat - city before any treatment was compared and found insignificant.

17. The achievements of learners in terms of pre-test scores obtained for the three experimental groups ( IV , V & VI ) for Surat - rural before any treatment were having insignificant differences among their means.

18. The gain scores obtained for three experimental groups of Surat - city differ significantly with each other. Further comparison shows that the mean gain score (70.9) of Experimental group -III having the treatment of Video-instructional package was greater than the gains of other two groups. The Experimental Group -II having the treatment of Learner’s Hand book was the least in terms of mean gain score (46.3). Whereas, the mean gain score (58.7) of Experimental Group - I having the treatment of Video-instructional film was better than the Learner’s Hand book.(46.3).

19. The gain scores obtained for three experimental groups of Surat - rural also differ significantly with each other. Further comparison shows that the mean gain score (57.87) of Experimental group -VI having the treatment of Video-instructional package was greater than the gains of other two groups. The Experimental Group -V having the treatment of Learner’s Hand book was the least in terms of mean gain score (42.65). Whereas, the mean gain score (47.82) of Experimental Group - IV having the treatment of Video-instructional film was better than the Learner’s Hand book.(42.65). Thus, the result found for the students of Surat - city and Surat - rural were similar in terms of the effectiveness of whole package and for its two components.

20. On comparison of the gain scores of Group -I (Surat-city) with Group-IV (Surat-rural) having the same treatment of Video-instructional film it was found that the learning environmental education through Video-instructional film in the students of Surat - city was significantly better than the students of rural area of Surat.
21. On comparison of the gain scores of Group -II (Surat-city) with Group- V (Surat-rural) having the same treatment of Learner’s hand book, it was found that the learning environmental education through Learner’s hand book was equally beneficial for both the groups of students of Surat-city and the students of rural area of Surat.

22. On comparison of the gain scores of Group -III (Surat-city) with Group- VI (Surat-rural) having the same treatment of Video-instructional Package, it was found that the learning environmental education through Video-instructional package (consisted of video-instructional film & Learner’s hand book) was significantly better for the students of Surat-city in comparison to the students of Surat-rural.

23. All educational experts found the selected theme and the sequence of frames very appropriate. Inspite of few limitations the video-instructional package was evaluated by all the experts to be a laudable attempt in presenting environmental education for the students of Gujarati medium.

24. The majority of the students found the package knowledgeable, innovative, systematic and interesting. Most of the students of standard -IX of Surat-city as well as of Surat-rural liked and enjoyed learning through Video-instructional package. They were also ready to use such packages in future for other Subjects, too.

**Educational Implications of the Study**

The results of the present study indicate that teacher made video-instructional packages can be used effectively for creating awareness and providing information to school students. Therefore, such more attempts should be taken for some other important aspects of life as per the needs of the students. It could be used as an instructional system in both formal as well as in non-formal situation.

The present study also recommends regarding the organization of the training programmes and work shop for teachers where development of software specially for video package can be learnt and made by the teachers.

The study has also implications for administrators, principals, teachers and students for better planning the teaching-learning process.
A Study of Adolescent’s Environment Awareness in the context of Religious Attitude, Scientific Attitude and Scholastic Achievement (M. P. Gupta, 1997, Kota Open University, Kota)

Objectives

1. To study the effect of religious attitude on environmental awareness of adolescents.
2. To study the effect of scientific attitude on environmental awareness of adolescents.
3. To study the effect of scholastic level on environmental awareness of adolescents.
4. To study the effect of location on environmental awareness of adolescents.
5. To study the effect of sex on environmental awareness.
6. To study the effect of school management on environmental awareness.
7. To find out correlation between different components of Religious Attitude and different components of environmental Awareness.
8. To find out correlation between scientific attitude and different components of environmental Awareness.
9. To find out correlation between scholastic achievement and different components of environmental Awareness.

Research Design

Ex-post- facto design was used for the study.

Sample

Stratified random sampling was done. The whole population was divided into two main strata. Each strata was further divided into four schools, one school from each district of Hadoti. These schools were selected randomly and all the +2 students present in the class were included in the sample. Finally the sample was constituted of 500 students (Rural-250 & Urban-250).

Tools and Techniques

Inventories for Environmental Awareness and Religious Attitude, Test for scientific attitude and proforma for recording scholastic achievement constructed by the investigator were used for the study.
**Data Analysis**

ANOVA, t-test and Product Moment Coefficient of Correlation were used for data analysis.

**Findings**

1. The effect of religious attitude on environmental awareness was not found significant.
2. The effect of scientific attitude on environmental awareness was found significant.
3. The effect of scholastic achievement on environmental awareness was found significant.
4. The effect of location on different components of environmental awareness was found significant. Urban students have been found environmentally more aware than rural students.
5. The effect of sex on environmental awareness was found significant. The girls have been found environmentally more aware than boys.
6. The managerial background of the schools was found to have no significant effect on environmental awareness.

[Back]
Environmental Education in Secondary Schools of Orissa: Status, Issues and Prospects (Sanjay Kumar Dey, 2008, Berhampur University, Berhampur, Orissa)

Objectives

1. To compare the environmental awareness of boys and girls of government and non-government secondary schools of Orissa.

2. To compare the environmental attitude of boys and girls of government and non-government secondary schools of Orissa.

3. To find out the direction and extent of relationship between environmental awareness and environmental attitude of secondary school students based on their gender and school background.

4. To study the perception of trained graduate science and geography teachers about status and issues of environmental education in the secondary schools of Orissa.

5. To reveal the views of trained graduate secondary school science and geography teachers for the prospect of environmental education in the State of Orissa.

6. To reveal the views of teacher educators for the prospects of environmental education in the secondary schools of Orissa.

7. To suggest measures for the prospects of environmental education in secondary schools of Orissa.

Research Method

Descriptive survey approach has been employed for the present study.

Sample

The sample of the constitutes 400 10th Grade students and 54 trained graduate secondary school Science and Geography teachers drawn from 20 schools cutting across the Koraput, Bolangir, Angul, Balasore, Khurda districts of Orissa. Also 33 teacher educators from 13 purposively selected Colleges of Education in Orissa constituted the sample for the study.

Tools

The tools constructed by the investigator were, namely, Enviromental Attitude Scale, Environmental Awareness Scale, Opinionnaire for teachers, and Opinionnaire for teacher educators.
Data Analysis

The data have been analyzed employing the statistical techniques, namely, mean, SD, Percentage, ANOVA (2 way) and t-test. Where-so-ever required the qualitative analysis of the data has also been done.

Findings

1. The boys and girls of government secondary schools have been found to have better environmental awareness in comparison to their counter parts in non-government schools.

2. The boys and girls of government secondary schools have been found to have better environmental attitude in comparison to their counter parts in non-government schools.

3. There has been found a significant and positive relationship between environmental awareness and environmental attitude of all groups of students based on gender and school background and all students taken together.

4. The perceptions of the teachers reveal that the status of environmental education is not much encouraging. A lot has to be done with respect to curricula, development of teaching-learning material, modes of transaction, co-curricular activities, and providing reinforcement for attainment of the objectives of environmental education.

5. The issues of environmental education at secondary level are more related to transactional strategies than the contents.

6. The Teacher Educators have laid emphasis on Activity Based Approaches to Environmental Education.
A Study of Relationship between Environmental Awareness and Environmental Ethical Behaviour of Undergraduate Students of Banaras Hindu University Undergoing UGC Course of Environmental Education (Saroj Bala Manas, 2011, Banaras Hindu University, Varanasi, UP)

Objectives

1. To study the level of environmental awareness and environmentally ethical behaviour of undergraduate students of BHU undergoing UGC course of Environmental Education.

2. To study the affect of gender, age, locality, family type, Parents’ occupation, Parents’ income and Course of study, on environmental awareness of undergraduate students of BHU undergoing UGC course of environmental education.

3. To study the affect of gender, age, locality, family type, Parents’ occupation, Parents’ income and Course of study, on environmentally ethical behaviour of undergraduate students of BHU undergoing UGC course of environmental education.

4. To find out the relationship between environmental awareness and environmentally ethical behaviour of undergraduate students of BHU undergoing UGC course of environmental education.

5. To study the relationship between environmental awareness and environmentally ethical behaviour of undergraduate students having high level of environmental awareness and having low level of environmental awareness.

6. To study the pattern of environmentally ethical behaviour of undergraduate students of BHU undergoing UGC course of environmental education.

Research Method

Descriptive survey design has been employed.

Population

The population of the study consisted of all the undergraduate students of the BHU.

Sample

The sample of the study was consisted of 996 undergraduate students selected in clusters from 19 Departments, selected randomly from 135 Departments of the 15 Faculties of the BHU.
Data Analysis

The data have been analyzed by employing descriptive statistics, t-test, F-test and correlation.

Findings

1. The magnitude of average and low environmental awareness groups together which comes above 83% of the sample, indicates that the undergraduate students, with the exception of a few (16.66%) do not exhibit high environmental awareness. Whereas, analysis of environmentally ethical behaviour scores indicates that higher percentage of the students score are accumulated towards the positive side of the scale. So, most of the students fall in high environmentally ethical behaviour category, which indicates that the undergraduate students with the exception of a few (15.56%) exhibit high environmentally ethical behaviour.

2. Gender, Locality, and Family Type have not been found to be affecting Environmental Awareness, whereas, Parent’s occupation & income, and course of study have been found to have significant effect on Environmental Awareness. Students belonging to Government Employee Parents, Higher income Group Parents, and MBBS course have been found to have significantly higher Environmental Awareness.

3. Mean score of environmentally ethical behaviour of male students was found to be significantly greater than that of female students. Mean score on environmentally ethical behaviour of 21-24 years age group of students was found to be significantly greater than that of below 20 years and that of above 24 years. Mean score of Rural students was found to be significantly greater than that of Urban students on Environmentally ethical behaviour. Mean score on Environmentally Ethical Behaviour of students belonging to 5000-15,000 Rs. of Parent’s income group was found to be significantly greater than that of below Rs. 5000 and that of above Rs. 15,000. Mean score on Environmentally Ethical behaviour of BAMS course students has been found to be significantly greater than that of students studying in AIHC and Archeology course.

4. A +ve but very low correlation was found between environmental awareness and environmentally ethical behaviour of undergraduate students of BHU.
5. A +ve but very low correlation was found between environmental awareness and environmentally ethical behaviour of undergraduate students of BHU, males, as well as, females.

6. A +ve but very low correlation was found between environmental awareness and environmentally ethical behaviour of undergraduate students of BHU in the age range 21-24, and above 24 years, whereas, a negative but very low correlation was found in the students below 20 years.

7. A +ve but very low correlation was found between environmental awareness and environmentally ethical behaviour of undergraduate students of BHU, rural, as well as, urban.

8. A +ve but very low correlations were found between environmental awareness and environmentally ethical behaviour of students of various income groups parents.

9. A high +ve correlation was found between environmental awareness and environmentally ethical behaviour of students studying in Dental Science, Medical Science and Botany Departments. A +ve but very low correlations were found between environmental awareness and environmentally ethical behaviour of the students studying in most of the Departments. A low negative correlation was found between environmental awareness and environmentally ethical behaviour of students studying in Agriculture Science Department.

10. A +ve but very low correlation was found between environmental awareness and environmentally ethical behaviour of undergraduate students of BHU, High Scorers, as well as, Low Scorers.

11. The pattern of environmentally ethical behaviour of the Students was found to be +v.
Objectives

1. To study the awareness of students, their teachers and parents towards Environmental Education.

2. To study the awareness of students, and their teachers towards Environmental Education gender-wise, habitat-wise and Management-wise.

3. To explore the role of mass media in developing awareness towards Environmental Education.

4. To compare the role of mass media in developing awareness towards Environmental Education amongst rural students- boys and girls.

5. To compare the role of mass media in developing awareness towards Environmental Education amongst urban students- boys and girls.

Research Method

Descriptive survey has been employed for the study.

Sample

The samples of 200 students, 100 teachers, and 100 parents were drawn randomly from eight of the selected schools distributed evenly against all the four regions of the population.

Tools

Both of the tools were constructed by the investigator, namely, Environmental Aptitude Scale, and Questionnaire on Role of Mass Media in the Development of Environmental Education.

Data Analysis

The data were analyzed by employing various statistical techniques, namely, Mean, SD, t-test and Chi-Square were suitably employed for data analysis.

Findings

1. Significant difference was found in the environmental awareness of boys and girls in favour of boys.
2. Significant difference was found in the environmental awareness of rural and urban students in favour of urban students.

3. No significant difference was found in the environmental awareness of students of Government and Private Schools.

4. No significant difference was found in the environmental awareness of male teachers and female teachers.

5. Significant difference was found in the environmental awareness of rural and urban teachers in favour of urban teachers.

6. No significant difference was found in the environmental awareness of teachers of Government and Private Schools.

7. No significant difference was found in the development of awareness towards environmental education amongst rural and urban boys and girls through Radio.

8. TV was found to contribute significantly in developing awareness of rural and urban boys and girls towards environmental education.

9. No significant difference was found in the development of awareness towards environmental education amongst rural and urban boys and girls through Documentary Films.

10. No significant difference was found in the development of awareness towards environmental education amongst rural and urban boys and girls through News Papers and Journals and Periodicals.

Back
Madyamik Satravar Sadyasathiteet Pryavaran Sanrakshnacha Chikitsak Abhyas Va Upay Yojna Ghonshetwad (Vithal Gopalrao, 2012 Swami Ramanand Teerth Marathwada University, Nanded, Maharashtra)

Objectives

1. To study the information available with the Secondary level students on environment.
2. To study the syllabus of Environmental Education at Secondary School level.
3. To collect the information the Secondary Students have with respect to components of protection of environment.
4. To study the Environmental Education and Environmental Protection Activities at the Secondary School level suggest innovative Activities.
5. To study the attitude towards Environmental Protection through Environmental Education and Environment Inclusion in the other Subjects.

The main intent of the study is to protect nature, environmental balance, protection and development and develop environmental attitude.

Sample

The study has been conducted on 50% schools of 16 Talukas of Nanded District in Maharashtra 70 Urban and Sub-Urban, whereas, 114 Rural Schools have been selected for the study. A total of 1840 students (5 each from Standard IX and X per school), 184 teachers and 184 parents were drawn for the study. Also 12 experts were interviewed.

Data Analysis

The data were analyzed through frequencies and % responses.

Findings

1. Students at the Secondary School level were not having knowledge regarding the constituents of the environment and nature. Teachers were found implementing activities to develop the environmental awareness.
2. Very little information has been provided regarding environment protection and development in the Environmental Education subject at the Secondary School level.
3. Students were not found aware of the factors responsible for environmental loss and degeneration.
4. Most of the students were not found aware of the factors of the environmental protection. Teachers were found providing very little information with respect to environmental protection.

5. The students of secondary school level were not fully involved in the activities on Environmental Education, Protection and Development.

6. There was found very little awareness at Secondary School level with respect to the Environmental Education and integration of Environmental components in the other school subjects.

7. There was found no practice of written, practical or oral examination in the teaching-learning of Pupil-Teachers.

8. There was found inclusion of 8 components of environment in the Std. IX, whereas, 11 components in the Std X.

9. Very little information has been provided in the text books regarding protection against environmental change, disaster and natural calamities.

10. Very less illustrations have been included in the books regarding various diseases, and natural calamities.

11. No measures have been provided for Environmental Protection for Citizens, Teachers, Students and Administrators.

12. There was found to be no public awareness regarding strict observation of Environmental Rules and Regulations by the Administration.
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<td>Thatte C. H., 1998, University of Mumbai, Mumbai</td>
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Development of Multimedia Instructional System on Computer Education for B.Ed. Pupil Teachers (Anil Tanaji Patil, 2006, Shivaji University, Kolhapur)

Objectives

1. To analyze the conventional approach of teaching Computer Education.
2. To plan multimedia instructional system for Computer Education.
3. To design and construct multimedia instructional system for Computer Education.
4. To test the effectiveness of the constructed multimedia instructional system.
5. To compare the effectiveness of constructed multimedia instructional system with the conventional system of instruction.
6. To validate multimedia instructional system in terms of their effectiveness over conventional system of instruction.
7. To equip the pupil teachers and teacher-educators with reliable system to overcome the difficulties in theory course of Computer Education Instruction.

Hypotheses

1. The present setting of teaching of computer education in B.Ed. Colleges is unsatisfactory for better learning of the pupil-teachers.
2. An instructional system for computer education through multimedia technology can be planned, designed and constructed.
3. The male pupil-teachers and female pupil-teachers perform differently on achievement in their groups irrespective of the system used in instructing them.
4. The male pupil-teachers perform differently on achievement irrespective of the system used in instructing them.
5. The female pupil-teachers perform differently on achievement irrespective of the system used in instructing them.
6. The conventional instructional system and the developed multimedia instructional system for computer education differ in their effectiveness on the performance in achievement of the total pupil-teachers.
7. The male pupil-teachers and female pupil-teachers perform differently in retention of achievement in their groups irrespective of the system used in instructing them.
8. The male pupil-teachers perform differently in retention of achievement irrespective of the system used in instructing them.
9. The female pupil-teachers perform differently in retention of achievement irrespective of the system used in instructing them.

10. The conventional instructional system and the developed instructional system for computer education differ in their effectiveness on the performance in the retention of achievement of the total pupil-teachers.

Null Hypotheses

11. There is no significant difference between the performance of the pupil-teachers of control and experimental group in pre-test.

12. There is no significant difference between the performance of the pupil-teachers of control and experimental group in post-test.

13. There is no significant difference between the performance of the pupil-teachers from control group in pre over post-testing.

14. There is no significant difference between the performance of the pupil-teachers from experimental group in pre over post-testing.

15. There is no significant difference between the gains in achievement in terms of scores in pre over post test of the pupil teachers from control and experimental group.

16. There is no significant difference between the performance of the pupil-teachers from control and experimental group in retention test.

Procedure

The Research Procedure designed by the investigator for the study is logical. After ascertaining the needs in the context of the Computer Education, the Multimedia Instructional System was well designed and developed. Authoring software Macromedia Director 7 seems to be quite compatible for the purpose. Alpha testing was done to further develop the system through the expertise available.

Sample

The pilot testing of the prototype was done through two group pre-test post-test design (20(12+8), & 20(12+8)). Final implementation of the Multimedia Instructional System was done on a sample of 64 pupil-teachers (32(20+12), 32(20+12)), employing Solomon four group Experimental design.

Findings

1. The present setting of teaching of computer education in B.Ed. Colleges was found unsatisfactory.

2. It was found feasible to design, develop and implement a computer based Multimedia Instruction System for the Computer Education.
3. No significant difference was found between the performance of the pupil-teachers of control and experimental group on pre-test.

4. Significant difference was found between the performance of the pupil teachers of control group and experimental group on post-test.

5. Significant difference was found between the performances of the pupil teachers of control group from pre-test to post-test.

6. There is significant difference between the performances of the pupil-teachers of experimental group from pre-test to post-test.

7. There is significant difference between the gains in achievement in terms of scores in pre-test and post-test of the pupil-teachers from pre to post test.

8. There is significant difference between the performance of the pupil-teachers from control and experimental groups in retention test.

Back
Developing a computer software for learning Chemistry at Standard IX
(Anjali Khirwadkar, 1999, The Maharaja Sayajirao University of Baroda, Vadodara)

The study was conducted with the following objectives:

1. To develop CAI package in subject of Chemistry for standard XI Science Students studying GSTB syllabus.
2. To study the effectiveness of the developed software in terms of instructional time and achievement of students.
3. To study the effect of software package on students’ achievement in relation to students’ intelligence level, motivation level, and attitude towards the package.
4. To study the attitude of the students and teachers regarding the effectiveness of the CAI package with respect to contents, presentation, examples, illustrations, graphs and figures, evaluation items, utility of software and instructions given in the instructional manual.

The developed software package was found to be effective in terms of academic achievement of the students. The students and teachers were found to have favourable opinion towards the software package. There was found an interaction effect of IQ, motivation and opinion of students on their academic achievement.
Exploring effectiveness of computer assisted learning material on Rhymes in different modes (Anshuman Das, 1998)

Objectives

1. To develop computer software on rhymes in text, graphics-text, text-music, graphics text music, and graphics-text-music- recital modes.

2. To study the effectiveness of CALM prepared in different modes for learning the Rhymes in terms of Word meaning (lexicon), Analytical understanding, Comprehensive understanding, Writing ability, Recitation ability and LSRW ability.

Sample

The second standard pupils of Baroda high schools (1996-1997) constituted the sample for the study.

Findings

1. Composite modes of presentation may not ensure higher cognitive language learning.

2. Intelligibility of a message is a function of sender, message, medium, mode, receiver, and the environment.
A study of impact of Computer Education on the Scientific Attitude of Students (Archana Kumari, 2000, Lucknow University, Lucknow)

Objectives

1. To compare the scientific attitude of students studying computer education with that of those students not studying computer education.
2. To study the role of gender in the development of scientific attitude of students.
3. To study the role of SES in the development of scientific attitude of students.
4. To study the role of Education of Mother in the development of scientific attitude of students.
5. To study the role of IQ in the development of scientific attitude of students.
6. To study the role of family structure in the development of scientific attitude of students.
7. To study the role of medium of instruction in the development of scientific attitude of students.
8. To study the role of anxiety level in the development of scientific attitude of students.
9. To study the role of adjustment in the development of scientific attitude of students.
10. To study the role of computer facilities in the development of Scientific attitude of students.

Sample

A sample of 572 students of class VIII was selected through random sampling (Computer Education: 308, Non-Computer Education: 264)

Tools and Techniques

SES Scale by Kuppuswamy, Raven’s Progressive Matrices, IPAT by Cattel, Adjustment Inventory by Mittal were used for the study.

Data Analysis

t-test was used for data analysis.

Findings

1. Computer Education has been found non-effective in the development of scientific attitude of the students.
2. Sex has not been found affecting the development of scientific attitude significantly.
3. SES has been found affecting the development of scientific attitude significantly. The average SES students have been found to develop scientific attitude at a significantly higher level.
4. The Education of mothers has been found to affect the development of scientific attitude among children significantly.

5. Positive correlation has been found between IQ and Scientific attitude.

6. The structure of family (Joint and Nuclear) and anxiety level have not been found affecting the development of scientific attitude.

7. The students of Hindi medium have been found to have higher scientific attitude than the English medium students.

8. The students of higher adjustment have been found to have higher scientific attitude.

9. The students with higher computer education facilities have been found with higher scientific attitude.
A Study of Availability and Utilization of Educational Media in Secondary Schools of Thailand (Chamnan Chantahiem, 2004, South Gujarat University, Surat)

Objectives

1. To find out the available various educational media in Secondary Schools of Region-12 of Thailand.
2. To find out the suitability of educational media as per the needs of the Secondary Schools of Region-12 of Thailand.
3. To find out the utility of available educational media for various selected subjects in the Secondary Schools of Region-12 of Thailand.
4. To find out the satisfaction of teachers and media in charge in the use of educational media in classroom instruction.
5. To find out the problems in the use of educational media in classroom instruction related to:
   i. Physical facilities  
   ii. Technical Supporting Staff and  
   iii. Administration
   in the Secondary Schools of Region-12 of Thailand.
6. To find out the available various software as per the needs of the Secondary Schools of Region-12 of Thailand.
7. To find out the suitability of software as per the needs of the Secondary Schools of Region-12 of Thailand.
8. To find out the utility of software as per the needs of the Secondary Schools of Region-12 of Thailand.
9. To find out the satisfaction of the students in the availability and use of software in teaching of the following subjects:
   i. Science  
   ii. Math  
   iii. Thai Language  
   iv. Social Science  
   v. English  
   vi. Agriculture  
   vii. Business
viii. Health/Sport and  
ix. Computer.

10. To find out satisfaction of the teachers on the availability and use of software in teaching.

11. To find out satisfaction of the media in charge on the availability and use of software in teaching.

12. To find out the problems in the use of software in classroom instruction related to 
   a. Physical facilities
   b. Technical Supporting Staff
   c. Administrative Systems

   in the Secondary Schools of Region-12 of Thailand.

13. To compare the availability of educational media in context to the size of schools (small, medium and large) in Region-12 of Thailand.

14. To compare the utility of educational media in context to the size of schools (small, medium and large) in Region-12 of Thailand.

15. To compare the availability of software in context to the size of schools (small, medium and large) in Region-12 of Thailand.

16. To compare the utility of software in context to the size of schools (small, medium and large) in Region-12 of Thailand.

17. To get the suggestions of teachers and students for making the use of Educational media more effective in improving the classroom instruction.

**Research Method**

Survey method has been employed for the study.

**Sample**

Multistage random sampling technique was used for drawing the samples of 576 students, 620 teachers, 75 media-in-charge and 75 administrators.

**Tools**

The tools used for the study were, namely, checklists and Questionnaires.

**Data Analysis**

The data have been analyzed through frequencies and % responses.
Findings

The study is quite revealing. A majority of the respondents have accepted the suitability of the available media in the schools. Majority of the teachers have showed their satisfaction in the use of educational media. 50% of the sample schools were found to have physical problems, mostly related with physical facilities of the classroom and laboratory. Such schools were not having sufficient and workable equipments, software, and infrastructure. The modern media were found to face more of problems as compared to traditional media in terms of skilled human resource.

The problems related to administrative system were mostly related with the non-cooperative behaviour or due to less insight of the administrators. The problems related to supporting staff were mostly related with the proper full time appointment of the technical person. The educational media were found largely under used. The power point, CAI, and CMI were never used in their schools as responded by about 20% of the teacher sample. Suitability of available software related to Thai and English languages was perceived less as compared to other subjects. Availability of high tech media was greater in big size schools as compared to the medium and small size schools.
Awareness of Educational Technology in Secondary School Teachers of South Gujarat Region (Patel Darshna, 2010, Veer Narmad South Gujarat University, Surat, Gujarat)

Research Methods

Survey method has been employed for the study.

Sample

The sample of 1042 Secondary Teachers has been well drawn from 89 out of 855 Secondary Schools of South Gujarat.

Data Analysis

The data were analyzed through frequency and % responses.

Findings

The study could find the levels of awareness of Educational Technology amongst Secondary School Teachers of South Gujarat region, comprehensively. The study has arrived at meaningful findings, such as, follows:

1. The highest level of awareness was with respect to TV. Next in the series was tape recorder, video cassette player, CD player. But the teachers were less aware regarding LCD Projector, Internet, OHP, Slide Projector etc.

2. The teachers were very well aware of charts, models, maps, periodicals, and text books. They were less aware regarding OHP, transparency, Slide, CD, whereas, not at all aware regarding Tele-Text.

3. Teachers were found to have awareness regarding, lecture, question- answer, self-study, project, group discussion and problem solving methods, whereas, they were found to be lesser aware regarding puppet show, telecommunication, language laboratories, programmed learning, brain storming and surveys.

4. The availability of computers was found to be satisfactory in the schools. Tape recorder, TV, CD player, and Internet were found to be prevalent in general, whereas, slide projector, OHP, Radio, LCD Projector were found least prevalent.

5. Models, charts, pictures and maps were found adequate in number in the schools, whereas, Video cassettes, audio cassettes, CD, Periodicals were found inadequate.

6. More of educational equipments are required in the schools. But the teachers are satisfied with the equipments available which they want to use.
7. Educational equipments available in the schools are useable, because those are being properly maintained by the teacher in-charge.

8. There is proper mechanism for servicing of the equipments.

9. The subject matter is better intelligible through Educational Technology, joyfully.

10. Educational Technology has been found to contribute significantly in suitable lesson designing.

11. Educational Technology has been found to facilitate objective evaluation. The question of discipline does not arise due to the use of ET.

12. The use of lecture, question answer and self study methods has been found to be satisfactory. Group discussion, problem solving, project, induction deduction methods are used in general, whereas, puppet show, telecommunication, language laboratory, programmed learning, and brainstorming are not used satisfactorily.
Use of Internet among the Students of Colleges Affiliated to Veer Narmad South Gujarat University (Desai Shivani K, 2010 Veer Narmad South Gujarat University, Surat, Gujarat)

Objectives

1. To find out the % of students using computers in the colleges affiliated to the Veer Narmad South Gujarat University (VNSGU).
2. To find out the % of students using Internet in the colleges affiliated to the Veer Narmad South Gujarat University (VNSGU).
3. To find out the % of students using Internet in the colleges affiliated to the Veer Narmad South Gujarat University (VNSGU) in terms of place, time and objectives.
4. To find out the Search Engines most frequently used by the Students.
5. To find out the level of experience of the students on Internet.
6. To find out the extent to which students make Educational use of Internet.
7. To find out the use of Internet done by the students for Research.
8. To find out the use of Internet done by the students for Entertainment.
9. To find out the use of Internet done by the students for establishing contacts with each other through e-mail, chatting, and audio-video conference.
10. To find out the use of e-mail done by the students in terms of time devoted and purpose it is used for.
11. To find out the use of chatting done by the students in terms of time devoted and purpose it is used for.
12. To find out the problems faced by the students while using Internet.
13. To find out the security measures taken by the students while using Internet.
14. To find out the purposes Internet is used by the students in priority order.
15. To study the opinion of students regarding published literature available in hard form and on Internet.
16. To find out the level of satisfaction of the Students with respect to the utility of Internet.
17. To find out the web sites most frequently visited by the Students.
18. To find out the utility of Internet as experienced by the students.
19. To find out the disadvantages of Internet as experienced by the students.
20. To gather the suggestions of the students for improving upon the use of Internet in the Colleges of Education.
21. To gather suggestions for improving upon the use of Internet.

22. To study the relative utility of Internet in the Colleges of Education, Caste-wise.

The investigator has raised valid research questions.

Research Method

Survey method has been employed for the present study.

Sample

The sample of 800 Students (587 Females and 213 Males) has been drawn from 8 of the 33 Colleges of Education Affiliated to the VNSGU.

Data Analysis

The data collected were analyzed in terms of frequency and % responses.

Findings

1. 80.25% of the students have responded that they have been using computers, whereas, 65.05 % students have attended computer course.
2. 69% of the students have responded they have been using Internet.
3. 58.51% students use Internet at Cyber Café , 27.99 % at College, 25.18% at home, whereas, .18% do not use Internet.
4. 54.17% students prefer to use Internet at Cyber Café, 25.36% at College, whereas, 20.47% prefer to use Internet at home.
5. 69.75% students use Internet less than 1 hour daily, 15.58% use 1 to 2 hours, 3.26% greater than 2 hours, whereas, 11.41 % students do not use Internet daily.
6. 69.57% students use Internet for Educational Purpose, 7.97% for Research, 21.38% for Entertainment, 14.49% for social purpose, whereas, 1.09% use Internet for other purposes.
7. 63.95% students prefer to use Internet for Education, 2.90 % for Research, 19.20% for Entertainment, whereas, 13.95% prefer to use Internet for Social Purposes.
8. 0.18% students use Internet for purchasing goods, 53.62% for e-mail, 21.01% for chatting, 5.62% for downloading data, 27.90% for downloading songs, whereas, 4.71% use Internet for other purposes.
9. 52.72% students use Internet mostly for e-mail, 17.52% for chatting, 4.84% for downloading data, 24.64% for downloading songs, whereas, .18% mostly use for other purposes.
10. 59.06% students use Google, 38.95% Yahoo, whereas, 1.99% use other Search Engines.
11. 49.46% students find Internet useful for detailed information, 18.84% for distance talk, 14.67% for information regarding other countries, 0.36% for education, whereas, 0.36% for other purposes.
12. 21.20% students have responded that using Internet is waste of time, 25.18% are of the view that it is harmful for health, 62.05% have responded that we get undesirable information, whereas, 1.45% have responded that it adversely affects in other ways.
13. 66.12% of the students have less than six experience of Internet, 21.74% 6 months to one year experience, 7.25% 1 to 2 years, 4.17% 2 to 4 years, whereas, 0.72% students have greater than 5 years experience of using Internet.
14. 41.82% use Internet for subject matter learning, 11.54% for university related information, 48.19% for examination results, whereas, 6.52% use for other purposes.
15. 85.87% students use Internet for Research Projects, 2.90% for writing Papers, whereas, 11.23% use for other research work.
16. 45.83% students use Internet for Music, 8.70% for viewing movies, 26.45% for Sports, 29.89% for good wishes, whereas, 0.36% use for other forms of entertainment.
17. 59.42% use Internet for e-mail, 43.12% for chatting, 0.43% for audio video conference, whereas, 0.91% use for other forms of correspondence.
18. 1.27% e-mail daily, 19.93% e-mail once a week, 28.80% once or twice a month, 4.89% greater than 3 per month, 40.40% once or twice a year, whereas, 4.71% e-mail more than thrice a year.
19. 38.04% use e-mail for studies, 33.33% use e-mail for enriching information, 28.44% for social contacts, whereas, 0.18% use e-mail for other purposes.
20. 0.36% do chatting daily, 9.96% once a week, 25.91% once or twice a month, 58.33% once or twice a year, whereas, 5.43% do chatting greater than thrice a year.
21. 16.67% students do chatting for studies, 49.09% related to friends, 32.61% do chatting with relatives, whereas, 1.63% do chatting for other purposes.
22. 36.05% students find themselves slow on Internet, 17.03% find difficulty in seeking the desired information fast, 40.40% face virus problem, 7.61% find privacy difficult, 6.16% suffer due to hacking, 5.25% in seeking desired information, whereas, 1.81% face difficulty regarding credibility of the information.
23. 21.92% students use anti-virus, 6.70% update anti-virus, 30.07% log out, 31.16% keep password confidential, 3.44% change the password, whereas, 12.05% delete the unwanted information.

24. Priority wise the students like to use Internet for seeking new information, next in the sequence are e-mail, chatting with the residents in other countries, education, chatting, research, downloading songs, entertainment, tourism information, and purchase.

25. A large majority of the students have responded that Internet is time saving, provides more information, more expensive, more useful, more liked, and greater omnipresent.

26. 56.52% students have fully agreed to the utility of Internet, 37.32% partly agreed, 3.08% fully disagreed, whereas, 3.08% are undecided.

Back

Objectives
1. To construct a Computer Program on the Tools for Educational Evaluation unit for B.Ed.
2. To study the effectiveness of the developed program on the Experimental Group-1 (Computer Program Only).
3. To study the attention of the B.Ed. Students during the interaction with the developed program on the Experimental Group-1 (Computer Program Only).
4. To study the effectiveness of the developed program on the Experimental Group-2 (Computer Program with discussion).
5. To study the attention of the B.Ed. Students during the interaction with the developed program on the Experimental Group-2(Computer Program with discussion).
6. To study the effectiveness of teaching on the unit tools for educational Evaluation on the B.Ed. students of the control group.
7. To study the effectiveness of the computer program on the unit Tools for Educational Evaluation with and without discussion on the B.Ed. Students.
8. To study the effectiveness of the computer program on the unit Tools for Educational Evaluation (Only Computer Program) and that of traditional teaching on the B.Ed. students.
9. To study the effectiveness of the computer program on the unit Tools for Educational Evaluation with discussion and that of traditional teaching on the B.Ed. students.
10. To study the effectiveness of the computer program on the unit Tools for Educational Evaluation (Only Computer Program), computer program with discussion and that of traditional teaching on the B.Ed. students.
11. To get the Computer Program evaluated by the Educational Experts.
12. To get the suggestions of the Trainees on the Computer Program on Tools for Educational Evaluation.

Research Method
Pre-test, single group, post-test Pre-experimental design has been employed for the study.
Sample
The sample of 150 B.Ed. students (50 Control Group, 50 Experimental Group-1 with CAI only, 50-Experimental Group-2 CAI with discussion) has been drawn.

Data Analysis
The data were analyzed through Mean, SD, Standard Error of the Mean, and correlated t-values.

Findings
1. The Computer Program on the selected unit was found to be significantly effective with Experimental Group-1, that is computer Program stand alone.
2. A large majority of the B.Ed. Trainees were found to be quite attentive while interacting with the Computer Program stand alone.
3. The Computer Program on the selected unit was found to be significantly effective with Experimental Group-2, that is computer Program with discussion.
4. A large majority of the B.Ed. Trainees were found to be quite attentive while interacting with the Computer Program with discussion.
5. The Traditional Teaching on the unit was found to be significantly effective.
6. The Computer Program with Discussion was found to be significantly greater effective than Computer Program stand alone.
7. The Computer Program stand alone has been found to be significantly greater effective than traditional teaching.
8. The Computer Program with discussion has been found to be significantly greater effective than traditional teaching.
9. The effectiveness of all the three modes have been found to be significantly different.
10. The reactions of the B.Ed. trainees have been found to be favourable towards the Computer Program and Modes of transaction.
Exploring cognitive map formed due to educational video viewing among learners (Dibakar Sarangi, 2000)

Objectives

1. To study the effects of TV Language proficiency, viewing strategy, and their interactions on the components (Concept, proposition, and schema) of cognitive map in terms of corresponding map scores taking intelligence as a covariate.

2. To study the effects of television language proficiency (TLP) and viewing strategy and their interaction on cognitive map (total score) taking intelligence as a covariate.

3. To analyze the cognitive maps of the different television language groups in relation to different production variables namely, message track, message presentation form and message type.

4. To analyze the cognitive maps of learners of the treatment (VS) groups in relation to different production variables namely, message track, message presentation form and message type.

5. To analyze the learning distortions in the cognitive maps of the students in relation to viewing strategy, television proficiency, and production variables namely, message track, message presentation form and message type.

Population & Sample:

1. Sample of ETV Programme: Six ETV programmes for class VIII, produced and telecast by the SIET, Orrisa, Bhubaneswar were selected, namely, The Living Fossils, Composition of water, The environment, Properties of water, The Dust particles, and Thermal expansion of matter.

Intact classroom groups were used as the sample groups (composition of sample students from rural and urban background was deliberately manipulated to ensure a fine dispersal of TLP) the number of students for difference ETV was different and ranged from 155-170.

Intelligence was measured with the Raven's standard progressive matrices and Television Language Proficiency with a standardized Television Language proficiency Test (TLPT).

Findings

Children's learning through the ETV programmes was found to be positively influenced by their Television Language Proficiency. The Television viewing strategies, namely, Direct Viewing, Viewing with Note taking, and Advance Organizer followed by Viewing produced
similar influences on cognitive map formation among the learners. The ideal cognitive maps of the sample ETV were transacted more at the concept level than at the Proposition Level. In most cases distorted transaction of the message items was more than the meaningful transaction. Learners cognitive maps contained large amount of feeble and blurred concepts and proposition, chiefly inadequate Learning, idiosyncrasies, confusion, some amount of over-learning and marginal overgeneralization. Meaningful and distorted transaction of the concepts and propositions exhibited distractive relations with message type, message form and message track. These basic relations could be instrumental for improving educational tele-production and to make TV a more potential institutional medium. The study further sensed possibilities of relationship among cognitive mapping, the said production variables and tele-instruction strategies which need further probing. This is felt that tele-visual instructional designs in general and the process of message mediation in particular need reexamination for effective education of children.
A Study of the Effectiveness of the Training Program conducted by Intel-India for Secondary School Teachers (Maria Athaide, 2005, University of Mumbai, Mumbai)

Objectives

All the five objectives of the study under Phase ‘A’ and all the eight objectives under Phase ‘B’ have been well enunciated as follows:

- To conduct an ethnographic study in a sample of secondary schools that participated in Intel’s Training Program.
- To gain entry to a sample of the 3 categories of secondary schools (SSC, ICSE, and CBSE) that participated in Intel’s Training Program ‘Teach to the Future’ for the ethnographic study.
- To describe the computer equipment and facilities that exist in the Secondary Schools that participated in Intel’s Training Program ‘Teach to the Future’.
- To carefully observe the computer related teaching activities of the Intel trained teachers in the use of computers in the teaching of their subjects.
- To interview the Principals and Teachers of the schools under ethnographic study to:
  a) Find out their satisfaction with regard to the Intel Training.
  b) Find out the extent of computer application in their teaching activities.
  c) Identify the obstacles that hindered the teachers from using the computer to teach their subjects in the school.
  d) To document their beliefs about the use of computer technology in teaching.
- Stating the variables of the quantititative study.
- Framing the hypotheses of the quantitative study.
- Construct suitable tools to elicit data from the Principals and Teachers of Secondary Schools that participated in Intel’s Training Program regarding:
  a) The infrastructure (computer equipment and facilities) that exists in the Secondary Schools that participated in Intel’s Training.
  b) Their satisfaction with ‘Intel’s Teach to the Future’ Training Program.
  c) Their use of computer applications in their teaching activities.
d) Their beliefs about the use of computer technology in teaching.
e) The obstacles that hinder the teachers from using the computer to teach their subjects in the school.

- To administer the constructed tools to the Principals and Teachers of the selected secondary schools.
- To statistically analyze the quantitative data collected through the survey.
- To interpret the analyzed data in the light of the hypotheses formulated in Phase ‘A’.
- To triangulate the findings of Phase ‘A’ with those obtained in Phase ‘B’.
- To list suggestions for increasing the effectiveness of the Intel Training Program in terms of the Training given to the Secondary School Teachers and its application in the use of computers in their subject teaching.

The variables under study, namely, level of satisfaction of the Secondary School Teachers towards the Intel’s Training Program, Extent of Application of the Training Program, Types of Intel’s Training Program, The categories of the schools under study, Teaching Experience of the Secondary School Teachers, Accessibility to computers, Accessibility to the Internet, Aid status of the schools, Special timetable, and Teacher’s Commitment to the Professional use of computer technology have been well identified. The investigator has conducted ethnographic-cum-survey study. Interview, observation and questionnaires were the tools/techniques used for the study. The investigator has tried to observe the reliability of the ethnographic data through internal and external reliability techniques and triangulation, and internal, external and construct validity. The content validity and characteristics of the questionnaires were well established. For Phase-1, six secondary schools 2 each of CBSE, ICSE and SSC were purposively selected, whereas, 30 teachers were randomly selected, 10 from each type. Disciplined abstractions were done after gathering data systematically through gaining access, mapping of research site, observations, interviews and organizing the information with respect to the ethnographic study. For phase-2, that is, survey study a total of 30 secondary schools, 10 each from the three types were selected. 300 teachers was selected, 100 from each of CBSE, ICSE and SSC. The data were analyzed through frequencies, % responses, crosstabulations, Binomial test, skewness and kurtosis.

The study has come out with meaningful finding as follows:

- A large majority of the Principals and Teachers were found to have high level of satisfaction with respect to Intel Training to Teachers on MS Word and MS Power
Point, whereas, the level of satisfaction with respect to the MS Publisher was found relatively low.

- SSC teachers were found to have higher level of satisfaction than that of the ICSE and CBSE.
- Teachers having Teaching Experience >10 years & <20 years were found to higher level of satisfaction than those having <5 years, >5 years & <10 years, and >20 years.
- Master Trainers were found to have Higher level of satisfaction than the Beginners.
- Higher the access to internet and computer at home and School higher was found the level of satisfaction.
- Teachers having moderate commitment were found to have higher level of satisfaction than those having high or low levels of commitment.
- A large majority (>=90%) of the selected Principals and Master Trainers showed a low extent of application of MS Publisher.
- A majority of the Principals and Teachers observed a high extent of application (browsing) of the Internet by the teachers for information/ graphic/ maps.
- A majority of the Principals and Teachers observed a high extent of application of requiring technical support by the Teachers when working on the computer.
- CBSE teachers were found to have higher level of application of the Intel’s Training Program than the ICSE and SSC teachers.
- Teachers having Teaching Experience < 5 years were found to higher level of application of Intel’s Training Program than those having <5 years, >5 years & <10 years, >10 years & <20 and >20 years teaching experience.
- Master Trainers were found to have Higher level of Intel’s Training Program than the Beginners.
- Higher the access to internet and computer at home and School higher is the level of application of Intel’s Teach to the Future Program.
- Teachers having high commitment were found to have higher level of application of the Intel’s Training Program than those having low or moderate levels of commitment.
- Teachers having a Special Time-Table were found to have higher level of application of Intel’s Training Program.
Both the Principals and Teachers were found to believe that computer technology is a powerful tool for helping teachers improve student learning.

The strengths of the Intel Training Program were reported as follows:

- Motivated the Teachers and built their confidence.
- Was interesting and practical for most teachers.
- Brought innovation to classroom teaching.
- Introduced teachers to effective use of MS Power Point.
- Some teachers were motivated to buy a PC.
- Introduced Internet to the teachers.
- School premises were a convenient venue.
- Syllabus well suited the first timers.
- The Encarta Encyclopedia was found useful.
- Introduced Teachers to the concept of Rubrics for assessment.

The weaknesses of the Intel’s Training Program were reported as follows:

- Duration was too short.
- Time was short for preparing Power Point Presentation.
- Did not include integration of curriculum.
- Internet knowledge and practice was very limited.
- Faculty did not give the novice adequate attention.
- Teachers were not shown model lesson plans.
- Did not suit teachers of Hindi.
- Some computer applications were left incomplete or left out.
- Some faculty showed lack of knowledge and skills.
- No follow up by Intel.

The barriers that prevent the use of computers as a teaching tool have been reported by the study as follows:

- Lack of time.
- Unavailability of computers/computer lab.
• Classes too large to handle in small computer labs.
• Not having a PC at home.
• Teachers overloaded with other work.
• Lack of skill and speed in typing.
• No specific period allotted for teaching with computers.
• Lack of technical knowledge and dependence on technician.
• Absence of LAN and Internet connection.
• Students have better knowledge and skills of computers.

➢ There is a positive association between the total satisfaction of secondary school teachers and Intel’s Training Program and its Total Application.

➢ The Intel Training Program was not specifically related to the curriculum of the three types of schools that were investigated in this study. It was found one of the impeding factors in the integration of technology in teaching.

➢ The Beginner’s course was found wanting. The study reports that the duration and content of the Beginner’s Course need to be revised.

➢ A good infrastructure and well equipped computer lab does not necessarily ensure successful integration and adoption of computer technology.

The investigator has given some meaningful benchmarks based on the grounded theory of research to strengthen the Intel Training Program and some valuable recommendations for integration of technology at the functional level.
Information Technology and Society in Manipur (Md. Maqbul Ali, 2011, Gauhati University, Gauhati, Assam)

Objectives

1. To find out the extent of use of IT in the field of Education, Health and General Administration.

2. To find out whether access to IT is dependent upon location, and the nature of IT establishment.

3. To examine how far the Government Policies are conducive to the spread of IT facilities in the State.

Research Method

Survey method has been employed for the study.

Sample

Multi-Stage sampling technique has been appropriately applied. 4 districts out of 9 districts of the State were selected on the basis of Hill-Valley Criteria. Senapati and Chandel are the 2 Hill districts, whereas, Imphal West and Thoubal are the two valley districts, selected. Almost all the ITSPs in the 4 districts have been included in the sample, totaling 34 units, whereas, 70 Institutional IT Service Users (IITSUs) were selected using Epi Info StatCalc. Software.

Tools

Data from Primary Sources was gathered through Questionnaires, one each for the ITSPs and IITSUs constructed by the investigator. For the secondary sources, relevant books, journals, reports, websites and official gazettes were consulted.

Findings

1. Despite the grand design for IT development, lack of IT infrastructure is a major issue that the state is reeling under. The BSNL, NIC and Software Technology Park of India (STPI) are the three main IT service providers in the State. The services of STPI are limited to Imphal city only. Hughes Net and Ernet India are some other service providers found to have provided their services to the educational and health institutes of the State. The private service providers like Airtel, Tata Indicom, Reliance and others have not proved institutionally. There is absence of prominent institutional
service providers, like, Sify, HCL Infinet Ltd in the State. Services offered by the BSNL are not well received by the IITSUs.

2. The IT facilities are not evenly distributed in hills and valleys. Population in the hills is dispersed, whereas, in valleys it is denser. A unit ITSP in the valley district has to cover larger population.. The IT access for the valley people has been found to be less. There ought to be equity of distribution against area, location and population.

3. There is growing demand of IT services in the State but the services have to be improved from the Providers. The disturbance in telephone line and modem related issues are found to be common from most of the ITSPs.

4. There are cases of complaint of OFC and local cable breakdown especially in the hill district of Senapati due to landslide. Major reason for telephone lines and OFCs breakdown is attributed to earthing of these lines along the National Highway No. 39 which are also frequently damaged by heavy plying of heavily loaded vehicles along this Highway, especially the hill portion of the Highway.

5. Official redtapism is hampering the development of IT in the State. There is lack of coordination between PWD, Public Health Engineering Department and BSNL.

6. There is no State run Educational Institutions with IT facilities. The State Government encourages all Educational Institutions to have Internet connectivity and to set up internet cafes/clubs for students through private sector. But, IT Education is not happening. The private It institutes in the State look more like business enterprises.

7. Use of IT for distance learning in Manipur is very rare.

8. Use of Manipuri language in IT is very minimal. DOEACC has already developed e-learning material in many languages. The Government should take initiatives in this direction.

9. The private health sector is growing in Manipur and most of these have IT facilities. The health care facilities through IT has to be made advanced by the Government owned health institutes at least at par with the private health institutes.

10. Government IITSUs show slow progress of IT use. Most of the government offices have not developed their official websites. Most of the Government Departments have not digitized their Public Domain Information (PDI) for delivery. LAN has not been installed in most of the government offices.
11. Maximum government departments have not been able to literate their employees on IT.

12. CIC is the only IITSU which uses all IT facilities noted for the study. It is the CIC where highest use of IT facilities for health purposes is evident. The services provided by CICs are found to be most in disseminating agriculture related information.

13. The overall computerized transactions with IITSUs are low in the State of Manipur. The location-wise distribution of IITSUs with computerized transactions is high in the valley than in the hill districts. Centrally owned IITSUs have performed better in terms of computerized transactions, followed by the Private and State Government establishments.

14. Manipur State Remote Sensing Application Centre is running GIS service for the State Government. IBSD, Manipur University which are centrally owned IITSUs have started using GIS for integrating, analyzing and visualizing different types of data for spatial planning, research, environmental protection, and utility management.

15. Budget has been found to be a constraint for all the IITSUs except for the centrally owned ones. For the State Government owned IITSUs, it has been stated in the IT Policy of the State that each department should earmark 3% of its budget for IT applications. But, less is happening.

16. There is a lack of staff in ITSPs. Manipur requires highly trained staff for implementation of IT in all spheres of development. While the State suffers from unemployment, IT enabled services have a large potential for job creation in the State.

17. Irregular power supply is another cause of concern for both ITSPs and IITSUs.
Evaluation of EDUSAT Videoconferencing Programs of Teachers of CIET, NCERT Network: An in-depth Study of its Programs (Pratima Pallai, 2012, University of Lucknow, Lucknow)

Objectives
1. To study the academic orientation programs of teachers and teacher educators organized through EDUSAT Network at CIET, NCERT.
2. To study the planning and procedure adopted by coordinators at teaching end of CIET for orientation of teachers and teacher educators through EDUSAT.
3. To understand the perception of different Key Resource Persons regarding EDUSAT Teleconferencing Programs.
4. To develop guidelines for planning, procedure and evaluation of orientation programs to be organized by CIET, NCERT through EDUSAT Network.

Research Method
Case Study method has been employed for the study, as it is in-depth study dealing in perceptions, processes and planning etc.

Sample
The samples for the study comprising of 500 participants and 43 Panelists from 12 Programs, 4 Program Coordinators, and 3 Key Resource Persons, and 11 Videoconferencing Programs observed by the investigator.

Tools
The tools constructed by the investigator were, namely, Feedback Questionnaire for Participants, Panelist Questionnaire, Program Observation Schedule, Semi-structured interview schedule for Program Coordinator, and Semi Structured Interview Schedule for Key Resource Persons.

Data Analysis
The data were analyzed through frequencies, %, and content analysis.

Findings
1. For a majority of Participants (71%) facing live telecast program was first experience, whereas, most of the Panelists (81%) have experienced teleconferencing program earlier.
2. The Resource Persons for the teleconferencing programs were found suitable in all respects.
3. According to 63% Experts topic for videoconferencing was selected by the Coordinator of the Program.
4. Most of the experts (84%) were given the freedom to decide aspects of discussion.
5. Panelists prepared the contents by their own experience.
6. Most of the participants and Panelists were informed about the program more than a day but less than a win advance.
7. In view of most of the participants (83%) resource persons were using different teaching methods different from conventional classroom teaching. Most of the participants and panelists viewed that live demonstration makes the concept clear and has more impact than simple lecture presentation. The participants were found to be interactive.
8. The question answer sessions were found to be most effective part of the teleconferencing program.
9. 33% participants did not ask any question during the program, whereas, 25% participants asked one question, each.
10. Most of the participants did not face any problem while asking questions.
11. Due to connectivity, language, electricity failure, the participants faced problems while asking questions.
12. Most of the participants (71%) were able to listen questions from other centers properly.
13. Most of the questions raised by the teachers were relevant.
14. Repetitive questions were found to be between 0-25%.
15. Majority of the participants and panelists are in favour of asking questions by the participants during the presentations.
16. Most of the teachers (77%) & experts (71%) expressed that they were getting advantage in answering questions centre-wise.
17. Most of the experts (81%) replied that they did not face any difficulty in answering the questions in interactive mode.
18. Very few queries of the teachers remained unanswered.
19. Most of the participants and panelists (58%) responded that equal time should be allotted for presentation, interaction, group work during the videoconferencing program.
20. All the experts were found to be satisfied with the response given by them and other panelists.
21. No contradictions were found among the panelists on the themes or contents of videoconferencing.

22. Most of the Teachers (75%) & Panelists (83%) felt that there was no such occasion when they felt that the response given by the panelists was dissatisfactory.

23. Around 75% participating teachers and (81%) Panelists never experienced total failure during videoconferencing program. Duration of total failure observed was 0-5 minutes.

24. No audio and video disturbances were noticed during presentation and interaction. It was rarely for a few seconds.

25. Teaching Aids used during video conferencing program were found to be appropriate for the subject.

26. Around 40% experts stated that presentations of participants indicated that the group work was utilized effectively.

27. Around 46% teachers informed that they got the lecture and related material before the session of orientation program.

28. Distance from working place to learning centre should be 0-50 Km.

29. To become the resource person of video conferencing program the expert should have mastery over the subject, communication skill, high clarity of voice, knowledge and presentation style, command over the language and should have good knowledge about the technology/use of ICT.

30. Anchor person must have knowledge about the subject/topic, communication skills, clear and loud voice, patient listener, good pronunciation, command on language & clarity of language. He should have the quality of time management skill and capability of coordinating/transmitting the idea of participants & quick grasp of the question coming from the participant.

31. Around 91% participants expressed that the video conferencing programs could achieve their objectives.

32. Most used teaching aid was power point presentation. Resource Persons were using video clipping during video conferencing program. Internet reference was also used.

33. Half of the participants rated seating arrangement as excellent.

34. Videoconferencing programs are cost effective.

35. Time constraint, technology network failure, connectivity, power failure, insufficient duration of interaction, lack of infrastructure, poor video quality, audio problems, lack
of advance communication to the participants were found to be the main impeding factors.
A Study of Effectiveness of Highlighting Objects (HOBs) in eLearning Systems (R. S. Tiwari, 2010, YCMOU, Nashik, Maharashtra)

Research Questions
1. How do learners read information from complex graphics?
2. What pieces of information they pick out from the graphics?
3. How animated graphics and static graphics are cognitively processed?
4. Is animated graphics more advantageous in learning than static graphics?
5. Does use of animation improve learning engineering drawing by enabling learners in visualizing three dimensional objects and spatial transformations?
6. What type of animation is useful in designing instructional material?
7. Is animation designed on the basis of analogy derived from gestures (coined here as HOB) effective in improving student learning?
8. What kind of meaning do they infer from the highlighting objects?
9. How do they integrate these pieces of information with previous knowledge and with the material they are currently using?
10. Can analogy between hand gestures of teachers and animation objects help in classifying and defining systematic behaviours of instructional animatios?

Research Method

Population
The population for the study was 8000 students in the first year engineering colleges of University of Pune.

Sample
A sample of 120 out of 480 students, studying in the first year of K. K. Wagh College of Engineering in Nashik district of Maharashtra was selected for the study. Four out of eight divisions of the first year batch were identified randomly for the study. Thirty students from each division were selected on the basis of marks they secured in their higher secondary examination, so as, to ensure equivalence of all the four groups included in the study.

Tools
The instructional material for the current research was designed and developed using modular approach. The teachers who taught Engineering Drawing were identified as subject matter experts to write scripts for preparing the instructional material. These scripts were then used to develop story boards and ultimately for multimedia elements to be used in learning objects. Animations in the form of HOBs were developed and blended with static graphics.
Multimedia study material using HOBs to teach 8 one-hour lectures was prepared. The characteristics of the achievement test consisting of 50 multiple choice objective questions cutting across basics of engineering drawing, orthographic projection and sectional view projection, isometric projection, missing view and AutoCAD were well established. The instrument was found to have criterion related validity.

Variables
The independent and dependent variables have been well operationalised. The study has very well employed the Solomon Four-Group Experimental Design. The internal validity of the experiment has been well observed.

Data Analysis
In order to test the null hypothesis, a two-way factorial ANOVA technique was employed. The alternative hypothesis which states that the mean score obtained in achievement test of the students who were taught using HOB based instructional material will be higher than the mean score obtained in achievement test of the students who were taught through traditional method was supported. The method of teaching using HOBs has been found to be superior to traditional method of teaching with respect to performance of the students. Pre-test did not have significant influence on the posttest scores of the students. The current experiment was found to have enough power to reject the null hypothesis.

The positive effect of HOBs (instructional animation) have been well explained by the investigator through various principles and theories, namely,

- Dual functionality Principle dealing with verbal & non-verbal stimuli
- Modality Effect postulated by Cognitive Load Theory & Multimedia Theory of Learning, dealing in Phonological Loop & Visual-Spatial Sketchpad
- Cue Summation Theory dealing in Teacher Speech & Animations
- Cognitive Fitness Principle, dealing in the correspondence between the given task & Graphic Representation, dynamic type of contents
- Spatial & temporal contiguity amongst the various forms of a message
- Integration of isolated interacting material
- Structure Mapping Principle
- User Control Principle
- Multimedia & multiple styles of student learning.
A Study of the Relative Effectiveness of Computer Based Multimedia Learning Packages on Performance and Behavioural Outcomes of Students of Different Age Groups (S. Jayaraman, 2006, University of Madras, Engineering Education)

Objectives

1. To identify hard topics, perceived by the teachers and students of class V, VIII and XI for developing Packages.
2. To develop three multimedia packages separately each for
   a) Class V on the lesson “Vazhvatharkaka”.
   b) Class VIII on the lesson “Mechanics”.
   c) Class XI on the part of lesson “Kinematics”.
3. To study the relative effectiveness of the CBMMLP in facilitating the learning of various concepts in hard topics.
4. To study and compare the gain percentage of different age groups of Students.
5. To study the relative performance and the behaviour of the different age groups of students.

Research Methodology

1) Identification of the hard subjects for class 5, 8 and 11.
2) Selection of concepts for developing Computer Based Multi Media Learning Package (CBMMLP).
3) Developing the CBMMLP.
4) Alpha Testing of CBMMLP.
5) Field tryout of CBMMLP.
6) Validation of the CBMMLP.
7) Analysis of the data collected.
8) Interpretation and arriving at thesis and recommendations.
Research Design

The researcher has suitably employed Quasi-Experimental design using pre-test and post-test for experimental group and post-test for the control group. A demographic survey has also been used to assess the characteristics of the subjects and the comparability of the groups.

Sample

The samples have been drawn employing compatible sampling technique. The samples have been drawn from Std. V, Std. VIII & Std. XI. Class V students have been selected for being most visually preferred, whereas, class VIII & class XI students have been selected for having auditory preference. The experimental groups are constituted of 104 students (V-31, VIII-37 & XI-36), whereas, control groups are constituted of 92 students (V-31, VIII-31 & XI-30).

Variables

The independent variables in this study are the three CBMMLP, whereas, the dependent variable Learning Outcomes in terms of learners’ performance in recall and application in specific content area facts, concepts, principles and procedures. Learners’ attitude (dependent variable) has been measured through the comparative satisfaction towards the CBMMLP.

Tools Employed

Various tools, namely, Pre and Post Achievement Tests, Three different Survey Instruments to identify the Hard topics, Students’ Characteristics Measure, Satisfaction Survey each one for all grades and Inventory Tool to find out the attitude towards computers have been well constructed. The characteristics of all the tools have been thoroughly established.

Data Analysis Technique Used

One way ANOVA has been appropriately employed for data analysis. Reconciliation techniques have also been used for data analysis.

Findings

1. The CBMMLP prepared specifically for the particular concepts are significantly effective for all the age groups of students. There has been found a higher usage by higher age group students.

2. The relative effectiveness of the CBMMLP is significant for all the age groups of students who are studying class V, class VIII and class XI. The performance of the
students who have learnt through CBMMLP is higher than the performance of the
students who have not learnt through CBMMLP.

3. The analysis of the effect size reveals that it varies between class V, class VIII, and
class XI, which is, 4.20, 2.83 and 4.72 respectively. These effect sizes are considered
as large and educationally significant.

4. Higher age group students have been found to have more positive attitude towards
CBMMLP than the lower age group students.

5. The higher age group students have been found more auditory preferred than the
lower age group students, whereas, the lower age group students have been found
more visually preferred.

6. Higher age group of students have been found satisfied more in the interaction with
the CBMMLP. Also, 74.2% of class XI students were found having prior knowledge
of the computer. 75% of the class V students could not express either their satisfaction
or about their prior knowledge.

**Emerging Questions**

I. Is it established that lower the age higher is the preference for visual stimuli and
higher is the age higher is the preference for audio stimuli?

II. Assumptions are neither tested nor testable at a given point of time. Justify the
assumptions of the present study.

III. Can the Intervening Variables be identified and their effects estimated? If yes,
then to what extent?

IV. Is CBMMLP really an independent variable in the context of the present study?

V. What could be the reasons for perceiving the hard topics as hard?

VI. How were the Story Boards of CBMMLP for various Standards designed?

VII. How were the characteristics of Achievement Tests established?

VIII. What were the behavioural outcomes of students of different age groups by
interacting with the CBMMLP?

IX. There is an emerging view that the “Technology is Mechanizing Education.”
What are the reflections of the investigator?

X. What finally is the emerging Thesis of the Study?
A Study of the Effectiveness of an Information and Communication Technology Based Model of Curriculum Transaction (Shaheen Altaf Shaikh, 2012, University of Pune, Pune)

Objectives

1. To analyze the ICT based curriculum transaction practices by teacher educators.
2. To develop an ICT based model of curriculum transaction integrating the theory of constructivism, using the principles of student centered and active learning, collaborative learning, self learning, continuous assessment, reflective practice and justified use of technology through the medium of ICT in the curriculum transaction process.
3. To determine the effect of ICT based model of curriculum transaction on teacher trainee’s achievement.
4. To examine the effectiveness of ICT based model of curriculum transaction through teacher trainee’s feedback.
5. To examine the effectiveness of ICT based model of curriculum transaction through peer teacher educator feedback.
6. To find the usability of the ICT based model of curriculum transaction for teacher educators.

Research Method

The present study has used mixed methodology. The methods of survey research, product development research and experimental research have been employed.

Population

The population for the study comprised of all the teacher trainees undergoing B.Ed. course of the University of Pune and all teacher educators teaching the B.Ed. course of the University of Pune.

Data Analysis

Data were analyzed through compatible analysis techniques.

Tools

Product Development Research has been used for designing the ICT Based Model of Curriculum Transaction. ADDIE, that is, Analysis, Design, Develop, Implement and Evaluate instructional system design has been used. Implementation of the ICT based model of curriculum transaction was done by using two group post-test designs constituted of 91 and 91 teacher trainees, respectively.
Data Collection & Data Analysis
To study the effectiveness of ICT based model of curriculum transaction on teacher trainees’ achievement and to study their feedback, data were collected through content test and feedback form, respectively and analyzed through mean, histogram, SD, and t-test. Similarly feedback from the selected Teacher Educators was received. Usability of the ICT based model of Curriculum Transaction was studied through the Usability Questionnaire.

Findings
1. There is no uniform or specific format or design which is used for transaction through the ICT.
2. The ICT based Model of Curriculum Transaction has been found to be more effective on teacher trainees’ achievement than traditional method.
3. The ICT based model of curriculum transaction has been found to be more effective than traditional method as evident through the feedback of Teacher Trainees and Teacher Educators.
4. The ICT based model was found to be very useful.
A Study of the Effectiveness of Computer Based Learning Material on the Selected Chapters of Std. X Science (Sunil Kumar Agarwal, 2007, DAVV, Indore)

Objectives

1. To compare the mean achievement scores at pre-teaching and post-teaching levels through the Computer Based Learning Material (CBLM).

2. To study the effect of Treatment, Intelligence and their interaction on the achievement of Std. X Students when the pre-test achievement scores are considered as covariate.

3. To study the effect of Treatment, Intelligence and their interaction on the achievement of Std. X Students when the computer awareness scores are considered as covariate.

4. To study the effect of Treatment, Computer Awareness and their interaction on the achievement of Std. X Students when the Intelligence scores are considered as covariate.

5. To study the effect of Treatment, Computer Awareness and their interaction on the achievement of Std. X Students when the pre-test achievement scores are considered as covariate.

6. To study the effect of Treatment, Intelligence and their interaction on the scientific attitude of Std. X Students when the computer awareness scores are considered as covariate.

7. To study the effect of Treatment, Computer Awareness and their interaction on the scientific attitude of Std. X Students when the Intelligence scores are considered as covariate.

8. To study the effect of Treatment, Intelligence and their interaction on the Scientific Reasoning of Std. X Students when the computer awareness scores are considered as covariate.

9. To study the effect of Treatment, Computer Awareness and their interaction on the Scientific Reasoning of Std. X Students when the Intelligence scores are considered as covariate.

10. To study the reactions of Std. X Students on teaching through CBLM.
Experimental Design Employed for the Study

Pre-test, post-test, experimental & control group design has been employed for the study.

Sample

A sample of 167 Std. X students (Experimental Group-88 & Control Group-79) has been suitably drawn for the Study through systematic random sampling.

Treatment

The teaching on the selected chapters for both the groups was spread over 18 weeks, @ of 40 minutes per day. Finally, the treatment was given to 80 selected students, @ 2 students per computer.

Tools Used for the Study

Scientific Attitude Scale, Scientific Reasoning Test, Reaction Scale, and the tests were used for the Study.

Data Analysis

Correlated ‘t’-test, Two-Way ANCOVA and Percentages were employed for the Study.

Findings

1. There was found a significant gain in achievement of the students through CBLM.

2. The achievement of the experimented group was found significantly higher than that of the controlled group.

3. The achievement of the students was found to be independent of their intelligence and computer awareness.

4. The achievement of the students was found to be independent of the interaction between treatment & intelligence and treatment & computer awareness.

5. The scientific attitude of the students was found independent of the treatment, intelligence and computer awareness.

6. The scientific attitude of the students was found independent of the interaction between treatment & intelligence and treatment & computer awareness.

7. The scientific reasoning of the experimented group was found significantly higher than that of the controlled group.
8. The scientific reasoning of the students was found to be independent of their intelligence and computer awareness.

9. The scientific reasoning of the students was found to be independent of the interaction between treatment & intelligence and treatment & computer awareness.

10. The reactions of the students were largely found positive towards the CBLM.
Effectiveness of Computer Assisted Instruction for Primary School Students: An Experimental Study (Suwanna Ruttanathummatee, 2004, South Gujarat University, Surat)

Objectives

1. To develop Computer Assisted Instruction in the Subject of Thai language for the students of Pratom-3 and 6.

2. To know the effectiveness of Computer Assisted Instruction in the subject of Thai language developed by investigator for the students of Pratom-3.

3. To know the effectiveness of Computer Assisted Instruction in the subject of Thai language developed by investigator for the students of Pratom-6.

4. To know the effectiveness of Computer Assisted Instruction in the subject of English language developed by ONPEC for Pratom-3.

5. To know the effectiveness of Computer Assisted Instruction in the subject of English language developed by ONPEC for Pratom-6.

6. To compare the effectiveness of Computer Assisted Instruction developed by ONPEC in English language with the CAI developed by the investigator in the Thai language for Pratom-3.

7. To compare the effectiveness of Computer Assisted Instruction developed by ONPEC in English language with the CAI developed by the investigator in the Thai language for Pratom-6.

8. To get opinion of the teachers on CAI developed by the investigator for the subject of Thai language.

9. To get opinion of the teachers on CAI developed by the ONPEC for the subject of English language.

10. To get opinion of the students on CAI developed by the investigator for the subject of Thai language.

11. To get opinion of the students on CAI developed by the ONPEC for the subject of English language.

Research Method
It is a developmental-cum-experimental study. Pre-test, Post-test design with replication groups was used for conducting the experiment.

**Sample**

Two experimental groups along with eight replication groups, each consisting of 30 students were drawn. In all 150 students of Pratom-3 and 150 students of Pratom-6 belonging to Buriram Province participated in the study. CAI programmes on 5 units for learning each language were used for conducting the experiment.

**Tools**

The different tools used for the study, namely, criterion tests and opinionnaires.

**Data Analysis**

The data have been analyzed through mean, SD and t-tests.

**Findings**

1. The study has resulted in the development of CAI Programmes on selected five units of Thai language both for Pratom-3 and Pratom-6.

2. The CAI Packages developed by the investigator on Thai language have been found effective at both the levels, that is, Pratom-3 and Pratom-6 as evident through the t-values with the students of Buriram Kindergarten with Experimental Groups 1 and 2.

3. The CAI Packages developed by the ONPEC on English language have been found effective at both the levels, that is, Pratom-3 and Pratom-6 as evident through the t-values with the students of Buriram Kindergarten with Experimental Groups 1 and 2.

4. The CAI Packages developed by the investigator on Thai language and ONPEC on English language have been found equally effective at both the levels in Buriram Kindergarten.

5. The CAI Packages developed by the investigator on Thai language and by the ONPEC on English language were found significantly and equally effective with all the eight replication groups.

6. The CAI Packages developed by the investigator on Thai language and by the ONPEC on English language received favourable opinions both by the teachers and students.
Development of Need and Relevance Based Educational Television Programmes for Tribal Women and Study of their effectiveness (Swarnalata Das, 2012, Utkal University, Bhubaneswar, Orissa)

Objectives

1. To study the genesis of the ETV programmes.
2. To identify the needs of the tribal women in relation to their health, hygiene, sanitation, home situation etc.
3. To develop Educational Television programmes for Tribal Women especially on health so as to provide minimum health information to women community members where they are.
4. To experimentally validate the programmes developed in objective-3 in terms of the achievement of the tribal women.
5. To orient tribal women through the developed programs to improve their health condition.
6. To study the effectiveness of the developed programmes in terms of the reactions of (i) tribal women (ii) health workers.

Research Method

Experimental Group-Control Group Design has been employed for the study.

Sample

The sample of 150 Urban and Rural Tribal women was drawn by the investigator, along with 20 Health Workers and 25 Experts.

Tools

All the 7 ETV Programs, namely, Tuberculosis, Immunisation-The Birth Right, Malaria: Let’s Fight Against Malaria, New Born Care, Leprosy: Not Curse Rather Infectious, Food &Health, and Diarrhea have been produced.

Findings

1. Both in urban and rural situations, the ETV programs have shown effectiveness as far as the knowledge and understanding of the women learners is concerned.
2. The experimental group who learnt health education science through the developed ETV programmes showed better results compared to the learners of control group who were taught through the Lecture-cum-discussion approach.

3. Tribal women want the ETV Programmes to replace the existing method of orientation on health education in the tribal areas as the scientific concepts were clearly illustrated in the ETV Programs, whereas, in the original instructions given by the health workers, there were lots of ambiguities.

4. The scenes and events in the ETV Programs were rightly chosen and properly placed to arouse interest among the tribal women and helped in understanding the concepts clearly.

5. 85% of the learners stated that the subject matter given, particularly, the diseases shown in the program were very important and to answer the questions during discussion was convenient to express in their own language.

6. About 90% of the learners appreciated the idea of discussion among the learners concerning the answers after watching the ETV Program.

7. Almost all the learners liked to answer in their own style and own language during various stages of discussion. The visual materials provided by the health workers do not have this facility.

8. The learners appreciated the sequence of presentation of the subject matter.

9. The learners, as well as, the workers on their reactions to the individual units of the ETV Programs, gave positive responses which establish the effectiveness of the ETV Programs.
An Experimental Study of the Relative Effectiveness of Programmed Learning and Learning Through Audio Visual Aids with reference to certain selected topics from the syllabus of Science for Std. V to VII in Greater Bombay (Thatte C. H., 1998, University of Mumbai, Mumbai)

Objectives

1. To compare the mean achievement scores of the students of Std. V, VI, and VII studying through AV Aids method, Programmed Learning Method and Traditional method.

2. To study the effect of treatment, sex, and their interaction on achievement.

Sample

Eight Schools of Greater Mumbai were selected in all. Twenty four different classes were considered and the total number of students was 1381.

Tools

The question papers set by the investigator based on the topic were used as tools for data collection.

Data Analysis

Central tendencies, percentile and percentile ranks, SD, ANCOVA and t test were used for data analysis.

Findings

1. AV aids method was found to be significantly more effective than the Programmed Learning Method and the Traditional method in terms of achievement at Std. V, VI, and VII.

2. Programmed Instruction Method was found to be significantly more effective than the Traditional Method in terms of achievement at Std. V, VI, and VII.

3. Programmed Learning Method and Audio Visual Method are more successful when the classes are small, at the same time they are more effective for average students.

4. Male students and female students, both, equally benefited through the AV method as well as Programmed Learning Method. No significant effect of interaction between treatment and sex was found on the achievement of students.
### SECTION_9 Human Rights Education

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Development of a Curriculum Framework on Human Rights Education for the children below fourteen years of age (Swarnaprava Sahoo, 2002, Utkal University)

Objectives

The study focuses on the basic human right issues concerning the in-school children and out of school children, below the age of 14 years with reference to their locality and sex. Also, an attempt has been made to develop a curriculum framework of human rights education adapted to the children below the age of 14 years.

Sample

Survey Research Design was employed for Objective 1 and Case Study design for Objective 2. For objective 1 the samples for the study consist of 400 children, 200 parents, and 94 teachers drawn through quota sampling, quota sampling and incidental sampling techniques, respectively, appropriately. An individual out-of-school child, selected for the study of human rights issues, is considered as a case in this study. Six children- one each from urban slum boy, urban slum girl, rural boy, rural girl, tribal boy, and tribal girl were selected for the study. These children were selected on the bases of ease of access by the investigator.

Tools

The tools of qualitative research, for example, structured interviews, observations and Focus Group Discussions were used to collect data from multiple sources. Extensive field visits by the investigator helped to explore the ground realities in respect of human rights of the children.

Data Analysis

The data have been analyzed through frequencies, percentage responses and content analysis.

Findings

1. A majority of the school children belonging to urban and rural areas are provided with adequate nutrition, clothing and housing, whereas, a majority of the children belonging to urban slums and tribal areas are deprived of these facilities. There is no wide variation between the boys and girls studying at elementary level in their enjoyment of right to nutrition, clothing and housing. The main cause of deprivation in urban and rural areas is poverty which results from price rise and high cost of
living, whereas, in urban slums and tribal areas it is poverty which results mainly from addiction of parents to country liquor.

2. Majority of the tribal children - both boys and girls do not attend school regularly (61.29% boys and 68.42% girls), mainly due to the poverty of their parents. Teacher absenteeism has also been found responsible for this. The percentage of children attending schools regularly in urban areas (93.33% boys and 90.91% girls) is much higher as compared to that of urban slums, rural and tribal areas. The quality of instruction at elementary school level has been largely reported to be poor resulting in dissatisfaction. A majority of the children, parents and teachers have been found to be satisfied with the educational facilities available. The support of the parents in the matter of education of their ward has been reported to be relatively poor in tribal areas.

3. Majority of the children belonging to tribal areas are deprived of their human right to health care, mainly due to poverty. Urban school children constitute the most advantaged with regard to enjoyment of right to health care, as compared to their counterparts belonging to urban slums, rural and tribal areas. Variation in the enjoyment of right to health care, between boys and girls has been found not significant across the localities. Poverty of parents, lack of awareness among the parents, distance between home and health center and negligence of teachers have been found some of the important factors often responsible for deprivation of school children from their right to health care. Due to unhygienic conditions in slums the slum children frequently suffer from anaemia, skin diseases, and malaria fever. A majority of the tribal people prefer to consult Disari instead of doctor for all types of diseases. This has been attributed to distance of the health center from home and/or poverty.

4. The school children of tribal areas and urban slums suffer more from economic exploitation as compared to their urban and rural counterparts. 52.83% of boys as compared to 38.83% of girls have been reported to be the victims of economic exploitation. Corporal punishment at home is a matter of concern for children belonging to urban slums.

5. A majority of the tribal children have been reported to enjoy recreational and cultural rights more than the children in the urban area, urban slums and rural areas. In urban areas curricular pressures exerted by the parents and teachers, whereas, in rural areas
and urban slums the pressures exerted by the poverty impede their recreational and cultural rights. The percentage of boys reported to enjoy this right has been found invariably higher than that of girls.

6. Discrimination on the bases of gender, caste/tribe or socio economic status of the parents has been found to have negligible existence in tribal areas. It is however a matter of great concern in urban areas, urban slums and rural areas.

7. Education of tribal children, including girl child is not encouraged or supported by their parents despite interest of the children to pursue. Unemployment de-motivates the parents in tribal areas to send their children to school. Tribal parents have been reported to favour education of boys more as compared to girls. There is however no gender discrimination in other aspects of life. Poverty is the main factor which deprives the tribal children of most of their basic human rights.

8. Education of girl child is not encouraged in rural areas even in upper caste Brahmin families.

9. A curriculum framework has been well designed on human rights education for the children below the age of 14 years.

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An Investigation of Effectiveness of Curricular Creativity Inputs in Physics at the Secondary School Level (L. Hanumanthaiah, 2000, Bangalore University, Bangalore)

Objectives

1. To prepare lesson plan in Physics of X Std. With curricular creative inputs.
2. To teach Physics for X Std. Over a period of time on the lines of these lesson plans.
3. To study the effectiveness of such lessons on students of X Std. On subject terms of mental abilities, sex, socio-economic studies.
4. To study the effectiveness of such lessons in regular classrooms with objectivity in terms of flexibility of time.
5. To study the reactions of students for such lessons in everyday classrooms.
6. To study the impact of such lessons on general performance of the class.
7. To study the possibility of extending such lessons in other subjects and other areas.
8. To study the change in attitude of students towards studies in general and science in particular.
9. To study the possibility of suggesting the curriculum framers and examination boards to change their pattern of thinking.
10. To inculcate the creative attitude towards life.

Sample

A purposive sample was chosen for the investigation. A X Std. Class of Vijaya High School, Jayanagar, Bangalore was selected. Out of a total of 89 students, 71 remained in the investigation. Of these 45 are boys and 26 are girls. Their age group was almost same as they belonged to the same class. They varied in their mental abilities and socio economic background.

Tools and Techniques

Creativity Test by Baqer Mehdi (1975), RSSB Test of Mental Ability by Sathya Murthy (1964), SES Scale by Kuppaswamy, Reaction Questionnaires of lesson plan for experts and Reaction Questionnaire to students constructed by the investigator were used for the study.
Data Analysis

The data were analysed through t-test.

Findings

1. All the boys and girls taken together have responded positively to the Curriculum Creative Inputs. Their creative ability has increased considerably.

2. The CCI has no significant effect on low mental ability on figural creativity of boys and has been found to have effect on the verbal and figural creativity of high mental ability. The girls of high mental ability have fared badly on both the verbal and figural creativity. But, girls of low mental ability have done well both on verbal and figural creativity.

3. Boys high on SES, though moderate improvement is found in verbal, in figural they have not shown significant improvement. Boys of low SES have shown significant improvement and CCI has been found to have significant improvement in verbal and figural creativity. Girls of high SES have not shown much improvement. In verbal no improvement has been found whereas in figural and total there is moderate improvement in creative ability of these girls. Girls of low SES have shown good improvement in verbal creativity but no significant improvement is found on figurative creativity.

4. Boys of high and low mental abilities in prior high creative level and low creative level have not shown any significant improvement. Boys of prior average creative ability of both high and low mental ability have shown considerable improvement. Girls with high mental abilities of both prior high and average creative abilities have shown no significant improvement, whereas, girls of low mental abilities with prior average and low creative abilities have shown significant improvement.
## SECTION 11 Language Education

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<td>Atul Prakash Kulkarni, 2009, Pune University, Pune</td>
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<td>2.</td>
<td>Preparation and Try-Out of a Remedial Course in English for Graduate Learners Who Make Glaring Errors in Writing</td>
<td>Govind Vyavahare, 2007, S.P. University, Vallabh Vidyanagar</td>
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<td>4.</td>
<td>Study of the Impact of Teaching Strategies in English in Developing Creativity among IX Standard Students of Bangalore City with special reference to Sex, Intelligence and Socio-Economic Status</td>
<td>Shamayel Rezwana, 2007, Bangalore University, Bangalore</td>
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<td>5.</td>
<td>A Psycho-Social Study of Learning Difficulties in English of High School Students</td>
<td>Shikha Tiwari, 2009, Banasthali University, Banasthali, Rajasthan</td>
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<td>6.</td>
<td>Effect of Learning Environment upon English Language Learning and Students’ Reactions towards Learning Environment</td>
<td>Sonali Geed, 2001, DAVV, Indore</td>
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<td>7.</td>
<td>Effect of Inductive Thinking Strategy on English Language Development and Concept Formation</td>
<td>Suman Dalal, 2002, Kurukshetra University, Kurukshetra</td>
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<td>8.</td>
<td>English Language Competence of Teachers and Students’ Achievement in English Medium Primary Schools of Kannur District</td>
<td>Umer Farooque, 2006, University of Mysore, Mysore</td>
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A Comparative Study and Analysis of Marathi Vocabulary Developed Among Fifth Standard Students in Marathi Medium Schools (Atul Prakash Kulkarni, 2010, Pune University, Pune)

Objectives

1. To study the vocabulary in the text books of Marathi Language for the Standards First to Fifth.
2. To check the achievement of vocabulary of the students in Standard Five
3. To analyze the vocabulary of the students in Standard V on the levels of knowledge, comprehension and application with respect to rural, urban and tribal areas.
4. To compare the vocabulary of the students from rural, urban and tribal areas.
5. To identify the causes affecting the achievement of the vocabulary of the students in Std.

Hypotheses

1. There is no significant difference in the mean of developed vocabulary tested by the achievement test on the basis of knowledge, comprehension and application of the urban and rural students.
2. There is no significant difference in the mean of developed vocabulary tested by the achievement test on the basis of knowledge, comprehension and application of the urban and tribal students.
3. There is no significant difference in the mean of developed vocabulary tested by the achievement test on the basis of knowledge, comprehension and application of the rural and tribal students.

Research Method

Descriptive Survey Research Method has been well employed for the study. Sample schools have been reported to be selected randomly from 742 Marathi Medium Schools in the fourteen Blocks in Ahmednagar district. Further, one class of Std. V from sample schools was randomly selected. Sample students were suitably drawn through cluster sampling, whereas, all the teachers teaching Marathi to the Std. V in all the sampled schools were selected. Achievement Test and the Questionnaire were the tools employed for the study. The characteristics of both the tools were well established. Frequency, Mean, SD, and t-value
were computed for data analysis. Also, Ogive was plotted to find out the Achievement Level %.

Findings
1. The vocabulary of 5301 words is expected to be developed among the students in Std. V.
2. The students are expected to retain the words in memory, tell their meanings, and attach the suffixes and prefixes and write the forms of the words and apply the words and their formats.
3. The developed vocabulary at knowledge, comprehension and application levels in all the three area students, that is, urban rural and tribal have been found to be less.
4. No significant difference has been found in the developed vocabulary of urban and rural students at the knowledge level, whereas, the developed vocabulary of the rural students has been found to be significantly greater than that of the urban students at comprehension and application levels.
5. The developed vocabulary of the urban students has been found to be significantly greater than that of the tribal students at all the three levels, that is, knowledge, comprehension and application.
6. The developed vocabulary of the rural students has been found to be significantly greater than that of the tribal students at all the three levels, that is, knowledge, comprehension and application.
7. The vocabulary of the urban boys has been found less than that of the rural boys, whereas, the vocabulary of the urban girls has been found greater than that of the rural girls.
8. The vocabulary at comprehension level of rural boys has been found greater than that of urban and tribal boys, while, the vocabulary at comprehension level of the urban boys has been found greater than that of tribal boys. The achievement level of the rural and urban girls is the same, while it is greater than that of the tribal girls.
9. The developed vocabulary of the rural boys at application level has been found to be greater than that of urban and tribal boys, while that of the urban and tribal boys is the same level. The developed vocabulary of the urban and rural girls is the same level, whereas, that of urban and rural girls is greater than that of tribal girls.
Preparation and Try-Out of a Remedial Course in English for Graduate Learners Who Make Glaring Errors in Writing (Govind Vyavahare, 2007, S.P. University)

Objectives

1. To design a pre-test to determine and select students who had low proficiency in English.
2. To introduce teaching of formal grammar to promote conceptual clarity among the learners.
3. To use the mother tongue of learners to establish rapport and to facilitate learning of L2.
4. To use reading materials and activities that were intellectually appealing and catching the fancy of adult learners.
5. To evolve techniques that would promote learner autonomy and thereby enhance learner confidence.
6. To design research tools to get feedback from experts and learners.
7. To construct a post-test to find out the learning outcome.

Research Methodology Employed & Findings

The pre-test was well designed on grammar, vocabulary, reading comprehension and writing. The characteristics of all the tools used for the Study were well established.

The Pilot Project was very well conducted on 21 selected students of the H.M. Patel Institute of English Training and Research, whereas, the Final Experiment was conducted on 27 Students. The data were suitably analyzed through ‘t’-test. The training was not found to improve the necessary skills of the Students in the Pilot Project, whereas, the training was found significantly effective in the Final Experiment. There was found a highly significant improvement in Grammar and Writing Skills but there was no significant improvement in Vocabulary and Reading Skills.

The Questionnaire for the ELT Experts included items on Size & Composition of the Class, Concept of Remedial Teaching, Prioritizing Skills, Teaching Formal Grammar, Use of First Language, Use of Translation, Language Practice, Communicative Tasks, Teacher’s Role and Treatment of Errors. A total of 18 Experts were suitably selected for the purpose. Majority of
the Experts in India have favoured communicative language teaching approach. Most of them preferred small classes and flexible seating arrangement. They were for students of both sexes with different background and caliber. They understood that remedial teaching is giving more language exposure and teaching the whole language in a new way. They believed that language practice was given best through communicative tasks. However, there were certain departures from the CLT approach. Many of them were for teaching of formal grammar, use of mother tongue, and translation. The researcher has attributed these departures from CLT approach to multilingual contexts and lack of L2 exposure in India.

Analysis of the Personal Interviews of the subjects, observation comments of the experts and feedback given by the students is quite revealing:

1. The group was homogeneous culturally- one State, one language, one culture. Socially however, it was heterogeneous- different regions, different castes, different economic conditions. Most of the Students had completed their undergraduate studies from colleges in semi-urban areas. The use of English was rather less in those areas. The students were weak in all the areas- speech, grammar, writing, spelling and even in reading. They were acutely aware of their inability to speak fluently and accurately in English. There were found gaps in the teaching styles and learning styles. Most of the students wanted student-student and student-teacher interaction instead of the conventional teacher-student interaction.

2. The motivation of the students for attending the remedial course was fairly high.

3. Teacher’s attitude and involvement in teaching was up to the mark.

4. The reading materials were adequate and meaningful for the students. However, the use of teaching aids was minimal. Teacher could have used some aids to enhance student motivation.

5. The speech and writing tasks were found quite appreciable.

6. The learners were excited about the use of communicative tasks. Except, initial inhibitions, the students increasingly participated enthusiastically and talked on the spot. The researcher motivated the learners using L1 and interesting materials.

7. The error correction technique was found to have a positive impact on the learners. Peer prompting also helped error reduction.

8. Students were found to react positively towards the Remedial Program. Their feedback is quite satisfying.
With all the Main and Nurturant Effects the Remedial Course in English for Graduate Learners who make Glaring Errors in Writing has been found reasonably appealing. The patience and perseverance of the Investigator in dealing with such a complex problem needs to be placed on record. The Glaring Errors in English is a function of innumerous factors, such as, origin, culture, and conditions. Every non-native language has these difficulties. What to talk of non-natives even the natives commit glaring errors, those who do not have language related acculturation. Trans-creation rather than translation is required. Drill and Practice become more meaningful with due background of epistemology.
A Study of the effectiveness of Vocabulary Teaching Strategies on retention and use in relation to certain variables (Mohini S. Sharma, 2002, S.P. University, Vallabh Vidyanagar)

Objectives

1. To define some methods of vocabulary teaching in the subject of English at lower level.

2. To prepare vocabulary explanations, exercises, vocabulary games and communicative task to teach vocabulary from five units from class IX text book of English (Lower level)

3. To tryout the selected techniques with the students of class IX.

4. To measure the effect of strategies on the retention and use of vocabulary.

5. To find out the effect of the treatment in relation to sex, IQ and Achievement in the previous exam.

6. To compare the degree of retention and use of vocabulary among boys and girls; high IQ and low IQ students, and among high achievers and low achievers.

7. To study the feedback of the teachers who observed the experimental group undergoing the treatment.

8. To arrive at some recommendations for the teachers of English for vocabulary teaching.

Sample

A sample of 200 students was drawn through purposive sampling. Out of that 100 were boys and 100 were girls. Out of 100 boys 50 were in the experimental group and 50 were in the control group. These boys were from the same school. The sample of girls was drawn in the similar way, but the two groups of girls were from different schools.

Tools and Techniques

IQ test, Achievement scores in the subject of English at the last year annual examination, test of retention and test of use were used for the study.
**Data Analysis**

After scoring all the test items in all the tests, that is, test of the words known, test of the words used, the scores were classified and tabulated according to the variables of the study. Pre-test and post-test scores were compared on the basis of IQ, achievement in the previous examination and gender. The scores were analysed in terms of the four strategies devised for teaching vocabulary. These were (i) translation- explanation, (ii) vocabulary exercise, (iii) vocabulary games (iv) communicative tasks. Thereafter using the t-test alpha P values were obtained to test the hypotheses. The feedback from students and teachers were analysed on frequency counts.

**Findings**

1. The performance of the experimental group was found better on all the tests.

2. The new strategies of teaching of vocabulary had affected boys and girls similarly in case of retention; whereas, boys performed better in using vocabulary.

3. The experimental group showed better retention as compared to the controlled one, but the subjects in the experimental group were found to have a significant loss of the known words and easy words.

4. The strategy of communicative task proved to be the most effective for retention of vocabulary.

5. IQ level interacts with retention and use of vocabulary. But the loss of vocabulary in higher IQ group was found more than that of the lower IQ group.

6. Students’ achievement in the previous examination did not affect their retention or use of vocabulary.

7. In the absence of treatment the high achievers in the controlled group lost significantly more words than their counterparts in the experimental group.

8. The interest and motivation level of the students in the experimental group were observes to be high by the investigator and other teacher observers.
Study of the Impact of Teaching Strategies in English in Developing Creativity among IX Standard Students of Bangalore City with special reference to Sex, Intelligence and Socio-Economic Status (Shamayel Rezwana, 2007, Bangalore University, Bangalore)

Objectives

1. To identify the creativity of IX standard students who have English as second language.
2. To develop teaching strategies in English for fostering creativity.
3. To study the impact of teaching strategies on creativity of the students with special reference to their intelligence, sex and socio-economic status.

Variables Considered

The present study has considered Teaching Strategies as independent variable, Sex, Intelligence and SES as moderator variables, whereas, creativity has been considered as dependent variable. All the variables have been well operationally defined.

Sample

The Study has suitably employed purposive sampling technique.

Experimental Design Employed

The study has employed pre-test, post-test parallel group design. 78 Standard IX students located in Bangalore City who had taken English as second language constituted Experimental Group, whereas, another 78 constituted the Control group.

Tools used

The characteristics of all the tools used for the study, namely, Jalota’s Group Test of Mental Ability (Verbal Test of Intelligence), Baqer Mehdi’s Creativity Test, SES Scale modified by Lakshminarayan (2000) have been well established.

Treatment

All the 15 lesson plans have been well designed and validated by the investigator. The 16 hours treatment given to the experimental group seems to be adequate for the purpose.
Data Analysis

The statistical techniques, namely, Two Way ANOVA, and t-test have been compatibly used to find the difference in creativity scores. Also, qualitative analysis has been done wherever required.

Findings

1. There is significant difference in the effect of creativity teaching strategies on the students of controlled and experimental group.

2. There is significant difference in the effect of creativity scores on the students of different creative potential levels.
   a) There is significant difference in the effect of creativity scores on the students of low and high creative potentials.
   b) There is significant difference in the effect of creativity scores on the students of low and middle creative potentials.
   c) There is significant difference in the effect of creativity scores on the students of middle and high creative potentials.

   There is no significant difference in the effect of creativity scores on the students of different socio-economic status.
   a) There is no significant difference in the effect of creativity scores on the students of low and high socio-economic status.
   b) There is no significant difference in the effect of creativity scores on the students of low and middle socio-economic status.
   c) There is no significant difference in the effect of creativity scores on the students of middle and high socio-economic status.

3. There is no significant difference in the effect of creativity scores on the students of different intelligence levels.
   a) There is no significant difference in the effect of creativity scores on the students of low and middle intelligence.
   b) There is no significant difference in the effect of creativity scores on the students of middle and high intelligence.
   c) There is no significant difference in the effect of creativity scores on the students of low and high intelligence.
4. There is no significant difference in the creativity scores of boys and girls.
   
a) There is significant difference in the creativity scores of girls before and after
   the intervention programmes.

   b) There is significant difference in the creativity scores of boys before and after
   the intervention programmes.

The study reveals that the teaching strategies developed have helped the students to improve
their creativity. However, the variables considered as moderator variables, namely,
intelligence, SES, and sex have not been found to moderate the relationship between teaching
strategies and creativity.

Back
A Psycho-Social Study of Learning Difficulties in English of High School Students (Shikha Tiwari, 2009, Banasthali University, Banasthali, Rajasthan)

Objectives

1. To study the learning difficulties in English in terms of errors which are committed most frequently by the boys and girls students in reading English.

2. To study the learning difficulties in English in terms of errors which are committed most frequently by the boys and girls students in writing English.

3. To study the learning difficulties of students in reading English in the context of school types, that is, Government and Private Managed schools.

4. To study the learning difficulties of students in writing English in the context of school types, that is, Government and Private Managed schools.

5. To study the learning difficulties of students in reading English in the context of Parental Education.

6. To study the learning difficulties of students in writing English in the context of Parental Education.

7. To study the relationship between learning difficulties in English and Achievement of boys and girls students.

8. To study the relationship between learning difficulties in English and Logical Thinking of boys and girls students.

9. To study the relationship between learning difficulties in English and Personalities of boys and girls students.

Research Method

Survey method has been suitably employed for the study.

Population

All the students of Class X studying in Schools affiliated to the CBSE Board during the academic session 2008-09 in Ballia, Azamgarh and Mau cities constituted the population for the study.
Sample
A sample of 530 Class 10 students (184 Girls and 346 Boys) was selected randomly from six purposively selected Schools.

Tools
The characteristics of the tools used for the study were, namely, English Language Achievement Test, Logical Thinking Test, Reading Test and HSPQ.

Findings
1. Maximum errors committed in partial mispronunciation are consonant-vowel error and the minimum is silence ‘e’ error. In case of gross mispronunciation, the maximum error is committed for substitution and minimum for repetition.
2. In dictation maximum errors are committed in misspelled category, then substitution and least is the percentage of the omitted words.
3. In the context of partial mispronunciation in reading English and school type, the difference between the two school groups is found to be significant for vowel-vowel and segmentation error and also for the total error of partial mispronunciation. In case of gross mispronunciation the difference between the two school groups is not found to be significant. Also the difference between comprehension and reading rate is found to be not significant.
4. In the context of composition and school type, the difference between the two school groups is found to be significant for qualitative vocabulary, quantitative vocabulary, spelling correctness and grammatical correctness. The private school seems to be better in all components of composition than the government school. But in the case of dictation and school type the difference between the two groups is not found to be significant.
5. The errors committed by the children of less educated parents are less, whereas, errors committed by the children of highly qualified parents are more.
6. There is no significant correlation found between partial mispronunciation and achievement. Also the correlation between gross mispronunciation and achievement is found to be not significant. Comprehension has positive and significant correlation with achievement but reading rate has insignificant correlation with reading rate. The correlation between various components of composition which are considered in the present study are found to be not significant except for grammatical correctness which...
shows positive and significant correlation with prose, poetry, grammar, and total score of achievement, respectively. But in the case of dictation and achievement, there is no significant correlation found.

7. Logical thinking does not show any significant correlation with partial mispronunciation in reading English. In case of gross mispronunciation, only substitution shows significant negative correlation with logical thinking. Comprehension has positive significant correlation with logical thinking, whereas, reading rate does not show any significant correlation with logical thinking. There is no significant correlation found between the various components of composition except for grammar which shows positive correlation with Logical Thinking.

8. There are only four personality factors E, F, G and Q4 which are obedient vs assertive, sober vs enthusiastic, disregards rules vs conscientious and relaxed vs tense have significant correlations with the total errors of partial mispronunciation in reading English. Of this only factor E has positive significant correlation and the rest of the three factors have negative significant correlation. In case of gross mispronunciation of reading English, personality factor C and Q4 which are- affected by feeling vs emotionally stable and relaxed vs tense showed significant negative correlation with the total errors of gross mispronunciation in reading English. Personality factors J, Q3 and Q4 which are zestful vs circumspect individualism, uncontrolled vs controlled and relaxed vs tense, respectively show positive significant correlation with comprehension. There is no significant correlation found between personality and reading rate. The data regarding personality and writing revealed that fluency has significant and positive correlation with those who have personality traits-sober vs enthusiastic, sociably group dependent vs self sufficient and negative significant correlation with personality factors G and Q4. Qualitative vocabulary shows positive significant correlation with those having sober vs enthusiastic personality traits. Spelling correctness is positively correlated which is significant for personality factor G, that is, disregards rules vs conscientious. Grammar shows significant positive correlation with personality factors F and Q4 and negative significant correlation with personality factors J and O, respectively.

**Emerging Thesis**

The study concludes that gross mispronunciation could be maximum due to substitution of sound error. Private schools have been found to be better off in English than the Government
schools. The linguistically deprived environment and lack of proper role model have been found to have a detrimental effect on proficiency level in English. The errors committed by the children of less educated parents are less, whereas, errors committed by the children of highly qualified parents are more. No significant correlation has been found between partial and gross mispronunciation and reading rate in reading English and achievement, whereas, comprehension showed positive significant correlation with achievement. In case of writing English, only grammar showed positive significant correlation with achievement in prose. Omitted words have been found to have negative correlation with achievement in prose. This means that more the number of omitted words less is the achievement in prose and vice-versa. Logical thinking has been found to be positively correlated with comprehension and grammar. Reading rate did not show any significant correlation with logical thinking. Learning difficulties in English have been found to be related with the Personality factors.
Effect of Learning Environment upon English Language Learning and Students’ Reactions towards Learning Environment (Sonali Geed, 2001, DAVV, Indore)

Objectives

1) To develop treatment material in the form of step-wise lesson plans for implementing in different learning environment groups

2) To develop new tools for measuring dependent variables and assessing processes of learning in the individualistic, competitive and co-operative environment aspects of the study.

3) To study the acceptance of experimental learning environment.

Research Method

Pretest-post test design was used.

Tools

Standardised tests used were PTC & MPI. Self developed tools were used for measuring Students’ reactions towards learning Environment and English language and co-operative learning environment feasibility.

Findings

There was no significant change in the reactions of the students of individualistic learning environment and towards their learning environment at the pretest and posttest stages. Competitive learning environment produced significantly negative change in the reactions of the students towards their learning environment at the pre-test and posttest stages. Co-operative learning environment produced significantly positive change in the reactions of the students towards their learning environment at the pre-test and posttest stages.
Effect of Inductive Thinking Strategy on English Language Development and Concept Formation (Suman Dalal, 2002, Kurukshetra University, Kurukshetra)

Objectives

1. To study the effect of Inductive Thinking on concept formation with respect to three teaching strategies:
   a) Concept Formation
   b) Interpretation of data
   c) Application of principles

2. To study the effect of Inductive Thinking on Language development with respect to three teaching strategies:
   a) Concept Formation
   b) Interpretation of data
   c) Application of principles

3. To analyse the thinking strategies used by the learners with respect to three teaching strategies:
   a) Concept Formation
   b) Interpretation of data
   c) Application of principles

4. To evaluate the thinking strategies used in terms of achievement of achievement Of language development and language concept with respect to three teaching strategies:
   a) Concept Formation
   b) Interpretation of data
   c) Application of principles

5. To study the effect of ITM on retention with respect to three teaching strategies:
   a) Concept Formation
   b) Interpretation of data
c) Application of principles

Sample

In the pilot study 50 students from class IV to VIII constituted the sample for the experimental group and another 50 students from class IV to VIII constituted the sample for the control group. In the main and retention studies there were 293 students in the experimental group and 294 in the control group.

Tools and Techniques

Eight tools were used in the study- for treatment according to ITM to experimental group, previous achievement, achievement after treatment, Retention of the achievement, Achievement after CFS treatment, Achievement after IDS treatment, Achievement after APS treatment, and Questions for discussion.

Data Analysis

The data were analysed using quantitative and qualitative analysis techniques.

Findings

1. The experimental group was found superior to control group in terms of concept formation, language development and language concept, thinking strategies and retention on all the three teaching strategies.
English Language Competence of Teachers and Students’ Achievement in English Medium Primary Schools of Kannur District (Umer Farooque, 2006, University of Mysore, Mysore)

Objectives

1. To measure the English Language Competence of Teachers in different School Subjects.

2. To measure the achievement levels of students of Standard IV in English, Mathematics and EVS.

3. To find out the relationship exists between English Language Competence of Teachers and Achievement of Students.

4. To find the difference based on the following background variables in terms of the English Language Competence of Teachers.
   a. Sex
   b. Type of School (Government and CBSE affiliated School)
   c. Experience
   d. Qualification and
   e. Medium of Study

5. To find the difference in achievement levels of students in different subjects with respect to the following variables.
   a. Sex
   b. Mother’s Occupation
   c. Father’s Occupation

6. To identify the difficulties of Teachers while transacting different School Subjects through English as the medium of instruction.

7. To find the relationship between transaction difficulties and Language Competence of Teachers.

Tools

All the three tools used for the study, namely, Achievement Tests for Std. IV Students in EVS, English and Mathematics constructed by the investigator, Language Proficiency
Test developed by the CIEFL, Hyderabad to measure English Language Competence of Teachers, and Interview Schedule developed by the investigator for identifying Transactional difficulties of the Teachers were employed.

**Sample**

The samples of 833 students from 13 schools in Kannur district of Kerala and 108 teachers from the same schools were drawn.

**Data Analysis**

Data have been analyzed using statistical techniques, namely, central tendencies, skewness and kurtosis to describe the nature of distribution. T-Test, ANOVA, and Karl Pearson Product Moment Correlation were also used to analyze the data.

**Findings**

1. Sex wise comparison indicates that female students were found to have better learning ability than those of male students. This was found true in case of EVS, English and Mathematics.

2. It has been found that children whose Mother’s occupation is in administration/management sector were found to have higher achievement in EVS and Mathematics, whereas, children whose Mothers’ Occupation is business/agriculture were found to have higher achievement in English Language. The overall achievement of children whose Mothers’ Occupation is business/agriculture was found better than that of others.

3. Children belonging to Group IV employees were found to have higher achievement in EVS and Mathematics and children whose Father’s Occupation is administration/management were found to have higher achievement in English, as well as, overall achievement than the other groups.

4. Every English Medium School in Kannur district was found to function with a good number of teachers who were not found to have adequate proficiency in English Language.

5. A majority of the available teachers in these English Medium Primary Schools were found to have no level specific specialized teacher education.

6. The existing qualification of the Teachers was not found to help the Teachers in acquiring good English Language Proficiency.
7. Teachers with English Language background performed higher than the teachers who completed their Education in Malayalam Medium Schools.

8. There was felt a need of in-service programs to overcome the transactional deficiencies.

9. There was found a significant positive correlation between Teachers’ English Language Proficiency and Learners’ Achievement.

**Emerging Questions**

1. How to bridge the gaps in the achievement of Primary School Students in various subjects, such as, Mathematics, EVS, English and their overall achievement due to Parent’s Occupation? What could be the support system(s)?

2. If there are gaps due to gender, could Education intervene?

3. Who should be the Teachers in English Medium Primary Schools? What should be their Profiles?

4. How to make the Primary Teacher Education compatible?

5. A large number of English Medium Primary Schools are wanting Relevance and Quality, both? What are the solutions?
### SECTION_12 Life skills and Value Education

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A Study of Some Determiners of Democratic Values among Higher Secondary Students (Alok Gardia, 2007, Banaras Hindu University)

Objectives

1. To explore the status of Democratic Values among Higher Secondary Students.
2. To find out the relationship of Democratic Values with following personal and environmental variables:
   a) Family Environment, that is,
      i. Cohesive Family Environment
      ii. Independent Family Environment
   b) School Environment, that is,
      i. Creative Stimulation in School Environment
      ii. Permissive School Environment
   c) Occupational Aspiration
   d) Emotional Adjustment
   e) Socio-Economic-Status
3. To study if the above mentioned variables are determiners of the democratic values.

Study Type

Field Survey Method has been suitably employed for the Study.

Sample for the Study

A sample of 620 Higher Secondary Students has been well drawn through random cluster sampling technique. The sample is well distributed across Standards XI & XII, boys and girls of UP Board schools and CBSE schools.

Tools Used for the Study

The characteristics of the test constructed by the investigator for measuring Democratic Values have been well established. All the 120 items are equally distributed against the six selected democratic values. The discrimination index of the items has been well observed. The test has been found reasonably reliable as evident through the test-retest and Split-half reliability. Also, the investigator has tried to establish the validity of the Test of Democratic
Values by comparing the mean achievement of Students stream-wise and Standard-wise. The investigator has suitably used the other tools, namely, Family Environment Scale (Joshi & Vyas, 1997), School Environment Inventory (Mishra, 1984), Emotional Adjustment Inventory (Patil, 1995), Occupational Aspiration Scale (Srivastava, 1995), and SES Inventory (Kaliath, 1999). The characteristics of all these tools have already been established. To find out the relationship of democratic values with selected independent variables multiple correlation was used, whereas, to find out whether the independent variables determine democratic values multiple regression was used.

Findings of the Study

- Higher Secondary Students are good in the value of Co-operation, whereas, they are poor in the value of liberty. They are in moderate status with respect to the value of Equality, Dignity of Individual, Justice and Tolerance.

- Cohesive Family Environment has been found to have Positive and significant correlation with the values of Liberty, Cooperation and Tolerance.

- Creative Stimulation in School Environment has been found significantly effective for the development of democratic values.

- Students belonging to higher SES have been found low in the value of Dignity of Individual.

- Students with good Emotional Adjustment have been found good in the democratic value of Equality and Cooperation.

- Students with high Occupational Aspiration Have been found high in the value of Liberty.

- Cohesive Family Environment is the determiner of the Democratic Values- Liberty, Cooperation and Tolerance.

- Creative Stimulation in the School Environment is the determiner of the Democratic values- Dignity of Individual, Equality and Justice.

- SES has been found to be a negative determiner for the Democratic Value- Dignity of Individual.

- Emotional Adjustment has been found a determiner of the Democratic Values- Equality and Cooperation.
A Study of Personal Values of Senior Secondary School Students in Relation to School Environment and Home Environment (Anshu Narad, 2007, Punjab University, Punjab)

Objectives

1. To compare the personal values of senior secondary school students of the three cultural regions of Punjab, namely, Doaba, Majha, Malwa.
2. (a) To compare the personal values of senior secondary school students studying in Government and Private schools of Doaba region.
   (b) To compare the personal values of senior secondary school students studying in Government and Private schools of Majha region.
   (c) To compare the personal values of senior secondary school students studying in Government and Private schools of Malwa region.
   (d) To compare the personal values of senior secondary school students studying in Government and Private schools.
3. (a) To compare the personal values of male and female senior secondary school students of Doaba region.
   (b) To compare the personal values of male and female senior secondary school students of Majha region.
   (c) To compare the personal values of male and female senior secondary school students of Malwa region.
   (d) To compare the personal values of male and female senior secondary school students.
4. To compare the school environment of senior secondary schools of the three cultural regions of Punjab.
5. (a) To compare the school environment of Government and Private senior secondary schools of Doaba region.
   (b) To compare the school environment of Government and Private senior secondary schools of Majha region.
   (c) To compare the school environment of Government and Private senior secondary schools of Malwa region.
   (d) To compare the school environment of Government and Private senior secondary schools.
6. To study the effect of school environment on the personal values of senior secondary school students.
7. To compare the home environment of senior secondary school, students of the three cultural regions of Punjab.

8. (a) To compare the home environment of senior secondary school students studying in Government and Private Schools of Doaba region.
(b) To compare the home environment of senior secondary school students studying in Government and Private schools of Majha region.
(c) To compare the home environment of senior secondary school students studying in Government and Private schools of Malwa region.
(d) To compare the home environment of senior secondary school students studying in Government and Private schools.

9. To study the effect of home environment on the personal values of senior secondary school students.

**Research Method**

Descriptive Survey method has been suitably employed for the study.

**Sample**

The sample of 900 senior secondary school students (300 from each cultural region of Punjab, namely, Doaba, Majha and Malwa) was drawn employing multi-stage random sampling technique (district, school and students in the present study). Finally the districts selected for data collection were Hoshiarpur, Amritsar and Ferozepur. Ten schools, five governments and five private were selected randomly from each district. Thirty students (15 males and 15 females) from each school were again selected.

**Tools**

Personal Value Questionnaire (Sherry & Verma, 1971), School Environment Inventory (Misra, K.S., 1984), and Home Environment Inventory (Misra, K.S., 1989) were employed for the Study.

**Data Analysis**

The data were analyzed employing Mean, Median, Standard Deviation, Skewness, Kurtosis, Analysis of Variance and t-test.

**Findings**

1. The senior secondary school students of the three cultural regions of Punjab, that is, Doaba, Majha and Malwa did not differ significantly with respect to Religious, Social, Hedonistic and Power values, but they differed significantly with respect to Democratic, Aesthetic, Economic, Family Prestige and Health values.
2. The students belonging to Doaba region were found to have higher knowledge of Health values as compared to the students of Majha and Malwa regions. Also, the students belonging to Doaba region had higher aesthetic and Economic Values as compared to the students of Majha region. Further, the students belonging to Majha region were found to have higher family prestige value as compared to the students of Doaba and Malwa regions. Also, the students of Majha region were found to have higher Health value as compared to the students of Malwa region. The students of Malwa region had higher democratic value than the students of Doaba region. Also, the students of Malwa region had higher Aesthetic and Economic values as compared to the students of Majha region.

3. The senior secondary school students studying in Government and Private schools of Doaba region did not differ significantly with respect to Religious, Social, Democratic, Aesthetic, Knowledge, Power and Family Prestige values but they differed significantly with respect to Economic, Hedonistic and Health values.

4. The students studying in Government schools of Doaba region had higher Hedonistic and Health values than those studying in Private schools, while the students studying in Private schools had higher economic value as compared to those studying in Government schools.

5. The senior secondary school students studying in Government and Private schools of Majha region did not differ significantly with respect to Social, Democratic, Aesthetic, Knowledge, Hedonistic, Power, Family Prestige and Health values but they differed significantly with respect to Religious and Economic values.

6. The students studying in Private schools of Majha region had higher religious and Economic values as compared to those studying in Government schools.

7. The senior secondary school students studying in Government and Private schools of Malwa region did not differ significantly with respect to Religious, Social, Democratic, Economic, Knowledge, Hedonistic, Power Family Prestige and Health values but they differed significantly with respect to Aesthetic value.

8. The students studying in Government schools of Malwa region had higher aesthetic value as compared to the students studying in Private schools.

9. The senior secondary school students studying in Government and Private schools did not differ significantly with respect to Religious, Social, Democratic, Aesthetic, Knowledge, Power, Family Prestige and Health values but they differed significantly with respect to Economic and Hedonistic values.
10. The students studying in Government schools had higher hedonistic values as compared to those studying in Private schools, while the students studying in Private schools had higher Economic value as compared to those studying in Government Schools.

11. The male and female senior secondary school students of Doaba region did not differ significantly with respect to Religious, Aesthetic, Economic and Family Prestige values but they differed significantly with respect to Social, Democratic, Knowledge, Hedonistic, Power and Health values.

12. The male students of Doaba region possess higher Hedonistic, Power and Health values as compared to their female counterparts, while the female students possess higher Social, Democratic and Knowledge values as compared to their male counterparts.

13. The male and female senior secondary school students of Majha region did not differ significantly with respect to Social, Democratic, Aesthetic, Economic, Hedonistic, Power and Family Prestige values but they differed significantly with respect to Religious, Knowledge, and Health values.

14. The male students of Majha region possess higher Knowledge and Health values as compared to their female counterparts, while the female students possess higher Religious value as compared to their male counterparts.

15. The male and female senior secondary school students of Malwa region did not differ significantly with respect to Religious, Social, Democratic, Aesthetic, Knowledge, Hedonistic, Family Prestige and Health values but they differed significantly with respect to Economic and Power values.

16. The male students of Malwa region possess higher Power value as compared to their female counterparts, while the female students possess higher Economic value as compared to their male counterparts.

17. The male and female senior secondary school students did not differ significantly with respect to Aesthetic, Knowledge and Family Prestige values but they differed significantly with respect to Religious, Social, Democratic, Economic, Hedonistic, Power and Health values.

18. The male students possess higher Hedonistic, Power and Health values as compared to their female counterparts, while the female students possess higher Religious, Social, Democratic and Economic values as compared to their male counterparts.
19. The School Environment of senior secondary schools as perceived by the students of three cultural regions of Punjab, that is, Doaba, Majha and Malwa did not differ significantly with respect to Permissiveness dimension of school environment, but, it differed significantly with respect to creative stimulation, cognitive encouragement, acceptance, rejection and control dimensions.

20. The schools belonging to Doaba region provide higher cognitive encouragement and impose greater control on the students as compared to those of Malwa region. Also, the students studying in schools of Doaba region receive more rejection in their schools as compared to those of Majha region. The schools belonging to Majha region provide higher Creative Stimulation to the students as compared to the schools of Doaba and Malwa regions. In addition, the schools belonging to Majha region provide higher Cognitive encouragement and impose greater control on the students as compared to those of Malwa region. Further, the schools of Majha region provide higher acceptance to their students as compared to the students of Doaba region. On the other hand, the students studying in schools belonging to Malwa region receive more Rejection in their schools as compared to the other two regions, that is, Doaba and Majha.

21. The school environment of Government and Private senior secondary schools of Doaba region did not differ with respect to Acceptance and Control dimensions of School Environment, but, it differed significantly with respect to Creative Stimulation, Cognitive encouragement, Permissiveness and Rejection Dimensions.

22. The Government schools of Doaba region provide greater Creative Stimulation, Cognitive Encouragement and Permissiveness to their students as compared to those of Private Schools, whereas, the students of Private schools feel more rejection in their schools as compared to those of Government schools.

23. The school environment of Government and Private senior secondary schools of Majha region did not differ with respect to Cognitive Encouragement, Permissiveness, Acceptance and Control dimensions of School Environment, but, it differed significantly with respect to Creative Stimulation, and Rejection Dimensions.

24. The Government schools of Majha region provide greater Creative Stimulation to their students as compared to those of Private Schools, whereas, the students of
Private schools feel more rejection in their schools as compared to those of Government schools.

25. The school environment of Government and Private senior secondary schools of Malwa region did not differ with respect to Permissiveness, Acceptance and Control dimensions of School Environment, but, it differed significantly with respect to Creative Stimulation, Cognitive encouragement and Rejection Dimensions.

26. The Private schools of Malwa region provide greater Creative Stimulation, Cognitive Encouragement and Rejection as compared to the students studying in Government schools.

27. The school environment of Government and Private senior secondary schools did not differ with respect to Creative Stimulation, Cognitive Encouragement, Permissiveness, Acceptance and Control dimensions of School Environment, but, it differed significantly with respect to Rejection Dimension.

28. The students of Private schools feel greater Rejection in their schools as compared to the students studying in Government schools.

29. The Religious, Aesthetic, Economic, Knowledge, Family Prestige and Health values of students with low scores in creative stimulation did not differ significantly from those with high scores in creative stimulation but these students differed significantly with respect to Social, Democratic and Hedonistic values.

30. The students with low scores in Creative Stimulation possess higher Hedonistic value than those with high scores in creative stimulation, while the students with high scores in creative stimulation possess higher Social and Democratic values than those with low scores in creative stimulation.

31. The Religious, Democratic, Aesthetic, Knowledge, Hedonistic, Power, Family Prestige and Health values of students with low scores in Creative Encouragement did not differ significantly from those with high scores in Cognitive Encouragement but these students differed significantly with respect to Social and Economic values.

32. The students with low scores in Cognitive Encouragement possess higher Economic value than those with high scores in Cognitive Encouragement, while the students with high scores in Cognitive Encouragement possess higher Social value than those with low scores in Cognitive Encouragement.
33. The Religious, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health values of students with low scores in Permissiveness did not differ significantly from those with high scores in Permissiveness but these students differed significantly with respect to Social value.

34. The students with high scores in Permissiveness possess higher Social value than those with low scores in Permissiveness.

35. The Religious, Social, Democratic Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health values of students with low scores in Acceptance did not differ significantly from those with high scores in Acceptance. This suggests that these values were equally possessed by the students with low and High scores in Acceptance.

36. The Social, Democratic Aesthetic, Economic, Knowledge, Power, Family Prestige and Health values of students with low scores in Rejection did not differ significantly from those with high scores in Rejection, but these students differed significantly with respect to Religious and Hedonistic values.

37. The students with low scores in Rejection possess higher Religious value than those with high scores in Rejection, while the students with high scores in rejection possess higher Hedonistic value as compared to those students with low scores in Rejection.

38. The Religious, Social, Democratic, Aesthetic, Knowledge, Hedonistic, Power, Family Prestige and Health values of the students with low scores in Control did not differ significantly from those with high scores in control, but these students differed significantly with respect to Economic value.

39. The students studying in schools with low scores in Control have Higher Economic value as compared to those with high scores in control.

40. The Home Environment of students of three cultural regions of Punjab, that is, Doaba, Majha and Malwa did not differ with respect to Permissiveness dimension, but it differed significantly with respect to Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, Nurturance and Rejection dimensions.

41. The home environment of senior secondary students studying in Government and Private schools of Doaba region did not differ significantly with regard to Control, Protectiveness, Punishment, Deprivation of Privileges, Nurturance and
Permissiveness dimensions, but it differed significantly with respect to Conformity, Social Isolation, Reward and Rejection Dimensions.

42. The home environment of senior secondary students studying in Government and Private schools of Majha region did not differ significantly with regard to Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges. Nurturance and Rejection dimensions, but it differed significantly with respect to Permissiveness Dimension.

43. The students studying in Government schools of Majha region perceive greater permissiveness in their homes as compared to the students studying in Private schools.

44. The home environment of senior secondary students studying in Government and Private schools of Malwa region did not differ significantly with regard to Control, Punishment, Social Isolation, Deprivation of Privileges, Nurturance and Permissiveness dimensions, but it differed significantly with respect to Protectiveness, Conformity, Reward and Rejection Dimensions.

45. The students studying in Private schools of Malwa region perceive greater Protectiveness, Conformity, Reward and Rejection in their homes as compared to those studying in Government schools.

46. The home environment of senior secondary students studying in Government and Private schools did not differ significantly with regard to Control, Punishment, Social Isolation, Reward, Deprivation of Privileges, and Nurturance dimensions, but it differed significantly with respect to Protectiveness, Conformity, Rejection and Permissiveness Dimensions.

47. The students studying in Government Schools perceive greater Permissiveness in their homes than those studying in Private schools, while the students studying in Private schools perceive greater Protectiveness, Conformity, and Rejection in their homes as compared to those studying in Government schools.

**Emerging Questions**

1) How are the Personal Values of Senior Secondary School Students related to Their School Environment and Home Environment?

2) How is it that the students with high scores in permissiveness possess higher social value as compared to those with low scores in permissiveness?
3) What are the commonalities and differences in the HEI and SEI by Dr. Karuna Shankar Misra?

4) “The male students of Malwa region possess higher power value than the female students, while the female students possess higher economic value as compared to their male counterparts”. How do we account for the finding?

5) “The students with low scores in punishment have higher democratic and economic values as compared to those with high score in punishment, while the students with high scores in punishment have higher knowledge and health values than those with low scores in punishment”. How do we build a theory of properties?

6) How to develop a congenial and stimulating school environment for inculcation of desirable personal values in the students?

7) How the parents can provide a balanced home environment to the children? Illustrate.
A Study of the Degeneration of Moral Values in Higher Education, its Consequences and Remedial Measures (Ashok Kumar Dvivedi, 2010 Dr. Ram Manohar Lohiya Avadh University, Faizabad, UP)

Objectives
1. To publish Indian Higher Education.
2. To present the idealistic form of Morality.
3. To produce a narrative of degenerating moral values in Indian Higher Education.
4. To present the causes of degeneration of moral values in Indian Higher Education.
5. To present the consequences of degeneration of moral values in Indian Higher Education.
6. To study the probable contradictions related to the degeneration of moral values in Indian Higher Education.
7. To suggest measures for controlling the degeneration of moral values in Indian Higher Education.
8. To enlighten the human mind for constructive thinking for idealistic morality.

Procedure
The analytical view of Moral Values was identified. It searches the origin of moral values in childhood and explores the possible role of teachers in inculcating moral values. Values are internalized through thinking, reflection, and analysis. This chapter attempts to identify and present various values.

Remedy
Analytically presents how to remedy the present sick state of Higher Education with respect to moral values, suggesting educational, social, political, economic, familial and other measures.

Findings
The conflict amongst the moral values and modern values is evident through the study. Modernization may not be civilization. The research rigor has been observed throughout the study.

Emerging Questions
1. How neo-liberalism, neo-capitalism and neo-colonialism are affecting the Higher Education in India?
2. What is the scenario of emerging values with progressive globalization?
3. How could the amalgamation of eastern and western values be realized for better existence?

4. How can the social, spiritual and moral values be educational values?

5. How morality is the core element resident in any religion?

6. How value education can be integrated with higher education?

7. How to develop the power of analysis of our Higher Education Students in terms of good and bad, fact and opinion, authentic and non-authentic, relevant and irrelevant, moral and amoral?

8. How Higher Education can be liberal to value the diverse-values?
A Comparative Study of Values and Attitudes of School and College Teachers towards Teaching Profession (Kanwar Jasminder, 2004, Punjab University, Chandigarh)

Objectives
1. To know whether the values and attitudes towards teaching profession of teachers are correlated with each other.
2. To compare the values of college teachers with the values of school teachers.
3. To find out whether values of male and female teachers differ.
4. To determine whether the locality (urban/rural) of the teachers affects their values.
5. To compare the attitude of college teachers towards teaching profession with that of school teachers.
6. To find out whether the attitude towards teaching profession is gender biased.
7. To explore whether the attitude towards teaching profession is determined by the locality of the teachers.

Research Method
Descriptive method of research has been employed for the study.

Variables
The institute, gender and locality have been considered as independent variables, whereas, values and attitude towards teaching profession as dependent variables in the study.

Sample
The sample of 480 teachers has been drawn using multistage randomization technique.

Tools
Study of Values (1992) by Dr. R.K. Ojha and Teacher Attitude Inventory (1978) by Dr. S.P. Ahluwalia were the tools used for the study.

Data Analysis
The data were analyzed by employing various statistical techniques, namely, mean, median, mode, standard deviation, skewness and kurtosis were applied to examine the nature of distribution of scores of the sample. Cochran test was employed to test the homogeneity of variance in the groups. Analysis of Variance (ANOVA), 2x2x2 factorial design was employed to study the main effects and interactional effects of these variables. To further explore the interactional effects of variables, t-test was employed wherever F-ratio was found significant. Pearson’s coefficient of correlation was used to study the relationship between attitude towards teaching profession and different types of values.
Findings

1. There is a negative and significant correlation between theoretical value and attitude towards teaching profession.
2. There is a positive and significant correlation between economic value and attitude towards teaching profession.
3. There is a positive and significant correlation between aesthetic value and attitude towards teaching profession.
4. There is a negative and significant correlation between social value and attitude towards teaching profession.
5. There is a positive and significant correlation between political value and attitude towards teaching profession.
6. There is a positive and significant correlation between religious value and attitude towards teaching profession.
7. The school teachers have been found higher in the theoretical value than the college teachers.
8. There has been found no significant difference in the theoretical value of male teachers and female teachers.
9. The rural teachers have been found higher in the theoretical value than the urban teachers.
10. There has been found no significant interaction between institute and gender of the teachers with respect to their theoretical value.
11. There has been found no significant interaction between institute and locality of the teachers with respect to their theoretical value.
12. Gender and locality of the teachers have not been found to interact significantly in determining theoretical value of the teachers.
13. Institute, gender and locality do not interact significantly in determining theoretical value of teachers.
14. The mean score of economic value of college teachers has been found higher than that of school teachers.
15. The mean score of economic value of female teachers has been found higher than that of male teachers.
16. The mean score of economic value of urban teachers has been found higher than that of rural teachers.
17. There has been found no significant interaction between institute and gender of teachers with respect to their economic value.
18. There has been found no significant interaction between institute and locality of teachers with respect to their economic value.
19. Gender and locality of the teachers have been found to interact significantly in determining their economic value.
20. Institute, gender and locality of the teachers have not been found to interact significantly in determining economic value of teachers.
21. Similarly, the analysis and interpretation of data collected has been properly done with respect to aesthetic, social, political and religious values.
22. There has been found no significant difference in the attitude of school and college teachers towards teaching profession.
23. Male teachers have been found to have higher favourable attitude towards teaching profession as compared to their counterparts.
24. There has been found no significant difference in the attitude of urban and rural teachers towards teaching profession.
25. There has been found significant interaction between Institute and Gender in determining the attitude of teachers towards teaching profession.
26. There has been found no significant interaction between Institute and Locality in determining the attitude of teachers towards teaching profession.
27. There has been found no significant interaction between Gender and Locality in determining the attitude of teachers towards teaching profession.
28. There has been found no significant interaction between Institute, Gender and Locality in determining the attitude of teachers towards teaching profession.
A Study of Aesthetic Values of School Students (Manju Sinh, 1998, S.P. University, Vallabh Vidyanagar)

Objectives

1. To study the relationship between aesthetic sensitivity and aesthetic reasoning of the school children.

2. To construct and validate a scale to measure the aesthetic reasoning of the students for various stimuli.

3. To study the interrelation between aesthetic sensitivity and reasoning in relation to the students’ personality, gender and areas to which they belong.

Sample

The investigator used stratified sampling to select a sample of 539 students of class IX. There were 120 boys and 150 girls from urban schools and 120 boys and 149 girls from rural schools.

Tools and Techniques

i. The Aesthetic Sensitivity Scale is based on Mc Phail’s moral taxonomy. It has 24 items, each depicting a life situation. The scale measures sensitivity in five levels: passive, dependent, aggressive, experimental and mature. The items measure responses for seven stimuli: trees, birds and animals, children, nature, women, men and things.

ii. The Aesthetic Reasoning Scale is based on Kohlberg’s theory. It has 28 situational items to measure aesthetic reasoning for the same above mentioned stimuli.

iii. Passi’s Test of creativity is adopted and (iv) Modsley’s Personality Inventory is also used.

Data Analysis

The data were analysed through correlation, 2*2 factorial design, ANOVA and t-test. The item analysis was done to find out the discrimination values.

Findings

1. There has been found a significant positive correlation between aesthetic sensitivity and aesthetic reasoning of the urban boys for the stimuli birds, animals, children, nature, thing and men. Such a relation existed in rural girls but only for children,
things and men. Whereas, the whole showed significant positive correlation between aesthetic sensitivity and aesthetic reasoning for stimuli: trees, birds and animals, children and men.

2. The rural boys showed significant positive relationship between aesthetic sensitivity and creativity (fluency) for only one stimulus: Nature. The whole sample showed the same relationship only for birds and animals.

3. There was found no significant relationship between aesthetic reasoning and creativity (flexibility) for any of the seven stimuli in the groups of urban and rural boys and urban girls. All the girls showed positive correlations between these two for all the stimuli except birds and animals.

4. Positive significant correlations were found between aesthetic sensitivity and personality of urban boys only for children; and among urban girls only for things. No such relation existed between these two (sensitivity and personality) in the groups of rural boys and girls for any of the stimuli.

5. The urban groups showed a higher sensitivity for trees as compared to rural groups.

6. The girls showed a higher sensitivity for the stimulus: men, as compared to boys.
Assertion of Traditional Yoga in Human Health and Value Education
(Mansi Bera, 2007, Pune University, Pune)

Objectives

1. To identify the major dimensions of human health and values;
2. To critically study the traditional Yogic texts and to identify various means and/or techniques of Yoga, which claim to achieve human health and values;
3. To examine, based on systematic review of research literature as well as logical interpretations, the real implications of the identified yoga practices in each dimension of health and values;
4. To evaluate Traditional Yoga as a system of Health and as a process of Value Education;
5. To develop separate “Schedules of Yoga” and “Chart of Yogic Diet” for human individuals (age-wise) for achieving “Health and Fitness” and “Syllabi of Yoga” for implementing Value Education in School Education.

Hypotheses

1. Patanjali Yoga would be more useful than Hathayoga to promote health in tackling psychosomatic ailments and in establishing humane values;
2. Hathayoga would be more significant than Patanjali Yoga to improve fitness and health in tackling homeostasis in body constituents;
3. Schedules of Yoga, developed on the basis of traditional scriptures, would be appropriate for maintaining health and fitness;
4. Syllabi of Yoga developed in this Study would be appropriately useful as, Guidelines for Value Education in our modern system of Formal Education for improving human health and values.

Research Type

This is a literary research, where the Indian Traditional Scriptures and Standard Yoga Texts have been critically analyzed and evaluated in the context of the Health and Value Education.

Tools Employed

The characteristics of the check list having 25 items have been well established.
Variables Considered
Hathayoga and Patanjali Yoga were considered Independent variables, whereas, Health, Fitness, and Value Education were considered as dependent variables.

Tools Employed
The selected Yogic Texts, Upanishads and Modern Research Reports, available in the Kaivalyadhama Library (Lonavala, India) were properly verified by using the Checklist and data related to the contribution of each of the literature towards health, health related fitness and values were systematically collected, and properly analyzed.

Findings
- The major dimensions of human health and values have been identified. The findings indicate that the dimensions of human health are physical, mental, social and spiritual, whereas theoretical, economical, aesthetics, social, political and religious attributes are representing the values. Similarly, the dimensions, namely, cardiovascular efficiency, strength and endurance of abdominal muscles, flexibility, and fat percentage represent one’s level of health related fitness.
- Some Yoga practices to attain health are 11 Asanas, 3 Pranayamas, 1 Bandha, 1 Mudra, 3 Kriyas and 6 other practices. Similarly the literature suggests 11 Asanas, 2 Pranayamas, 1 Bandha, 1 Mudra and 2 Kriyas to attain health related fitness.
- Literature suggests some yoga practices to enrich the values are:
  - Reading holy books, for example, Puranas, Vedas, Bhagwatgita, Koranas, Bible etc. and implementing the principles in day to day life.
  - Observing Yamas and Niyamas in Social Life.
  - Listening religious songs, music, prayers etc.
  - Attending religious lectures, spiritual activities, collective prayers etc.
  - Practicing Onkar recitation, Dhyana etc.
- The schedules of Yoga including diet, do’s and don’ts as suggested by the Traditional Texts for treatment of various major psychosomatic disorders, namely, Diabetes, Hypertension, and Asthma have been explicitly presented and found authentic.
- Age-wise modules of Yoga (based on traditional literature) suitable to enrich and maintain health and fitness have been suggested.
• Yoga syllabi that contribute Value Education suitable for the students of Primary and Secondary Education have been framed.
Objectives

1. To study the value patterns of school teachers.
2. To know the life satisfaction of school teachers.
3. To study the personality dimensions of school teachers.
4. To study the correlation among values, life satisfaction and personality dimensions of school teachers.
5. To find out the differences between male and female teachers in relation to value patterns, life satisfaction and personality dimensions.
6. To find out the differences between elementary and secondary level school teachers on the variables of value patterns, life satisfaction and personality dimensions.
7. To find out the differences between teachers teaching science and humanity subjects on the variables of value patterns, life satisfaction and personality dimensions.
8. To find out the differences between teachers on the basis of teaching experience with respect to value patterns, life satisfaction and personality dimensions.
9. To find out the differences between teachers teaching in government and private schools on the variables of value patterns, life satisfaction and personality dimensions.
10. To find out the differences between teachers studied in rural and urban areas on the variables of value patterns, life satisfaction and personality dimensions.
11. To find out the differences between unmarried and married school teachers on the variables of value patterns, life satisfaction and personality dimensions.

Research Method Employed

Exploratory Survey method has been suitably employed.

Sample

A sample of 600 school teachers (300 elementary & 300 secondary) was appropriately drawn from 46 selected schools from the 8 blocks of Ferozepur District, namely, Makhu, Zira, Talwandi Bhai, Ferozepur, Guru Har Sahai, Jalalabad, Fazilka and Abohar employing multi-stage, stratified random sampling techniques.
Tools Employed

The characteristics of all the tools used for the study, namely, Personal Data Sheet constructed by the investigator, Teacher Value Inventory by H.L. Singh & S.P. Ahluwalia, 1994, Life Satisfaction Scale by Promila Singh & George Joseph, 1996, and MPI, Eysenck, 1965; Punjabi and Hindi translated by S.S. Jalota & S.D. Kapoor, 1975 have been well established.

Data Analysis

Various statistical techniques have been suitably employed for data analysis.

- With a view to ascertain the nature of data, the descriptive statistics, namely, mean, median, mode, SD, skewness, kurtosis, minimum score, maximum score and range of scores were computed.
- Ranks were assigned to values on the basis of mean scores to find out the value hierarchy for different groups of teachers.
- Teachers were classified into low and high groups of life satisfaction, extraversion and neuroticism dimensions of personality on the basis of ‘Kelleys’ (1939) criteria.
- Pearson-Product Moment Coefficient of correlation were calculated to indicate the intra and inter-correlation between the various variables. That is, values, life satisfaction and personality dimensions.
- T-test was employed to find significant mean differences between different groups of teachers- based on sex, levels of teaching, teaching subjects, teaching experience, type of school management, school areas where teachers studied and marital status.
- The t-ratios were also calculated on the basis of low and high groups of life satisfaction and personality dimensions for all the seven groups of teachers in respect of values.

Findings

1. The score distributions for all the selected variables, namely, measures of values, life satisfaction, and extraversion and neuroticism dimensions of personality tended to be normal or near normal in most of the cases.
2. The hypothesis that there exists significantly negative relationship between different measures of values of school teachers is not fully accepted.

3. The hypothesis that there exists significantly negative relationship between values and life satisfaction of school teachers stands rejected.

4. The hypothesis that significantly negative relationship exists between values and personality dimensions of school teachers is not fully accepted.

5. The hypothesis that there exists significantly negative relationship between life satisfaction and personality dimensions of school teachers is not rejected for extraversion dimension, but, rejected for neuroticism dimension of personality.

6. The hypothesis that significantly negative relationship exists between personality dimensions of school teachers is not rejected.

7. Value ranking for all the 600 selected teachers based on mean score in order of preference is social, religious, theoretical, aesthetic, economic and political.

8. Value hierarchy for male school teachers is as social, theoretical, aesthetic, economic, religious and political, whereas, value hierarchy for female school teachers is social, religious, aesthetic, theoretical, economic and political. It is identical in respect of social, aesthetic, and political values, but not identical in respect of theoretical, economic and religious values.

9. The hypothesis that there is no significant difference in value patterns of male and female school teachers is partially accepted.

10. The hypothesis that there is no significant difference in value patterns between low and high groups of life satisfaction of male and female school teachers is partially rejected.

11. The hypothesis that no significant difference exists in value patterns between elementary and secondary level school teachers is not fully accepted.

12. The hypothesis that no significant exists between elementary and secondary level school teachers in respect of life satisfaction is held tenable.

13. The hypothesis that no significant difference exists in value patterns between elementary and secondary level school teachers of low and high groups of life satisfaction stands partially rejected.
14. The hypothesis that teachers teaching science and humanities subjects do not significantly differ in relation to value patterns is not fully accepted.

15. The hypothesis that Teachers teaching science and humanities subjects do not differ significantly in relation to life satisfaction is fully accepted.

16. The hypothesis that teachers of low and high groups of life satisfaction teaching science and humanities subjects do not significantly differ in relation to value patterns is not fully accepted.

17. The hypothesis that there is no significant difference in value patterns of less and more experienced school teachers is not fully accepted.

18. The hypothesis that there is no significant difference in value patterns of less and more experienced school teachers is not fully accepted.

19. The hypothesis that there is no significant difference between less and more experienced school teachers in respect of life satisfaction is not rejected.

20. The hypothesis that there is no significant difference in value patterns between less and more experienced school teachers in respect of low and high groups of life satisfaction is not fully accepted.

21. The hypothesis that government and private school teachers do not significantly differ in relation to value patterns is not fully accepted.

22. The hypothesis that government and private school teachers do not significantly differ in relation to life satisfaction is not rejected.

23. The hypothesis that government and private school teachers of low and high groups of life satisfaction do not significantly differ in relation to value patterns is partially accepted.

24. The hypothesis that value patterns do not account for significant difference between teachers studied in rural and urban areas stands not fully accepted.

25. The hypothesis that no significant mean difference exists between teachers studied in rural and urban areas in respect of life satisfaction stands rejected.

26. The hypothesis that low and high groups of life satisfaction do not account for significant difference in value patterns of teachers studied in rural and urban areas stands not fully accepted.
27. The hypothesis that no significant variations exist in value patterns of unmarried and married school teachers is not rejected.

28. The hypothesis that no significant variations exist between unmarried and married school teachers in relation to life satisfaction is not rejected.

29. The hypothesis that no significant variations exist in value patterns between unmarried and married school teachers of low and high groups of life satisfaction is partially retained.

30. Value ranking for all the 162 teachers belonging to low group of extraversion dimension of personality in order of preference is social, aesthetic, theoretical, economic, religious and political; and for 162 teachers belonging to high group of extraversion dimension of personality in order of preference is social, theoretical, religious, economic, aesthetic and political. Ranking is similar in respect of social, economic and political values.

31. Value ranking of all the 162 teachers belonging to low group of neuroticism dimension of personality in order of preference is social, theoretical, economic, aesthetic, religious and political, whereas, for all the 162 teachers belonging to high group of neuroticism dimension in order of preference is social, religious, aesthetic, theoretical, economic and political. Ranking is similar in respect of social and political values only.

32. The hypothesis that there is no significant difference between male and female school teachers in relation to personality dimensions is rejected for extraversion dimension and accepted for neuroticism dimension of personality.

33. The hypothesis that there is no significant difference in value patterns between low and high groups of personality dimension of male and female school teachers is fully accepted in relation to extraversion dimension but partially accepted in relation to neuroticism dimension of personality.

34. The hypothesis that no significant difference exists between elementary and secondary level school teachers in relation to personality dimensions is accepted for extraversion dimension and rejected for neuroticism dimension of personality.

35. The hypothesis that no significant difference exists in value patterns between low and high groups of personality dimensions of elementary and secondary level school
teachers is fully accepted for extraversion dimension but partially rejected for neuroticism dimension of personality.

36. The hypothesis that teachers teaching science and humanities subjects do not differ significantly in relation to personality dimensions is not rejected.

37. The hypothesis that teachers of high and low groups of personality dimensions teaching humanities and science subjects do not significantly differ in relation to value patterns stands fully accepted in case of extraversion dimension and partially rejected in case of neuroticism dimension of personality.

38. The hypothesis that there is no significant difference between less and more experienced school teachers in respect of dimensions of personality stands fully accepted.

39. The hypothesis that there is no significant difference in value patterns of less and more experienced teachers in respect of low and high groups of personality dimensions is fully retained for extraversion dimension and partially rejected for neuroticism dimension of personality.

40. The hypothesis that government and private school teachers do not differ significantly in relation to personality dimensions is not rejected.

41. The hypothesis that government and private school teachers of low and high groups of personality dimensions do not significantly differ in relation to value patterns stands fully retained for extraversion dimension but partially rejected for neuroticism dimension of personality.

42. The hypothesis that personality dimensions do not account for significant difference between teachers studied in rural and urban areas is partially accepted.

43. The hypothesis that low and high groups of personality dimensions do not account for significant difference in value patterns of teachers studied in rural and urban areas stands partially rejected.

44. The hypothesis that non significant variations exist between unmarried and married school teachers in relation to personality dimensions is fully rejected.

45. The hypothesis that no significant variations exist in value patterns of low and high groups of personality dimensions of unmarried and married school teachers is partially confirmed in respect of extraversion dimension but is fully confirmed for neuroticism dimension of personality.
Emerging Thesis

The emerging thesis of the study is that all the seven groups based on gender, level of school teaching, teaching subjects, teaching experience, type of school management, school area where teachers studied and marital status in relation to values, life satisfaction (low and high groups), personality dimensions (low and high groups of extraversion & neuroticism) of school teachers ranked values in order of preference as social, theoretical, aesthetic, religious, economic and the least preferred value as political. Overall the trend in value pattern shows social value as the most preferred and political value as the least preferred.

The study reflects that values and life satisfaction are inseparable ingredients of personality. Optimum efforts should be put to inculcate high values to high satisfaction in life, so that teacher can teach with dedication, zeal and enthusiasm for the substantial improvement of the system of education.

Emerging Questions

1. How did the investigator arrive at this Study?

2. How much is the congruence amongst the three factors, namely, Value Patterns, Life Satisfaction and Personality Dimensions?

3. Which are the bases for stating the various hypotheses in the forms of negative relationship between considered variables?

4. Social & theoretical values have been found to be most preferred, whereas, political and economic as least preferred among school teachers. What could it be attributed to?

5. In the state of degeneration of values, low life satisfaction and deforming personalities what is the message of the Study for the Society?

6. What are the implications of the Study for Teacher Education?

7. How to inculcate desirable values, enhance life satisfaction and develop healthy personalities of teachers?
Perception of Values by Effective and Ineffective Teachers in Relation to Sex, Age and Place of Habitation (Sabita Mishra, 2009, Utkal University, Bhubaneswar)

Objectives

1. To develop an instrument for discriminating effective teachers from all others.
2. To categorize the teachers into effective and ineffective based on the performance on the scale developed for the same.
3. To study the values of teachers as per Sprangers’ categorization of six important values, like, theoretical, economic, aesthetic, social, political and religious.
4. To find out the differences in the value patterns of both effective and ineffective teachers in relation to the sex, age and place of habitation variation.

Hypotheses

1. There do not exist significant differences in different kinds of values due to sex variation of teachers.
2. There do not exist significant differences in different kinds of values due to age variation of teachers.
3. There do not exist significant differences in different kinds of values due to place of habitation variation of teachers.
4. There do not exist significant differences in different categories of values of effective and ineffective teachers.
5. There do not exist significant differences between the means of different kinds of values of effective and ineffective teachers in relation to sex variation.
6. There do not exist significant differences between the means of different kinds of values of effective and ineffective teachers in relation to age variation.
7. There do not exist significant differences between the means of different kinds of values of effective and ineffective teachers in relation to place of habitation variation.

Research Method

Descriptive survey method has been employed for the study.
Sample

510 teachers, male and female of rural and urban areas constituted the sample for the study. The sample was drawn employing random sampling technique.

Tools

Both the tools used for the study were, namely, Teacher Value Inventory by Singh & Ahluwalia (1994), and Scale for Judging Effective and Ineffective Teachers by Mishra (2007).

Findings

1. The male teachers have been found to have high mean score in theoretical, economic and political values, whereas, the female teachers have been found high in aesthetic, social and religious values. Male and female teachers differ significantly in economic, aesthetic, social and political values.

2. The young teachers were found to have high mean score in theoretical, aesthetic, and social values, but the old teachers were found to have high mean score in economic, political and religious values. Significant difference was observed in the two groups in aesthetic value.

3. Rural and Urban Teachers were found to have significant difference in theoretical value.

4. The effective teachers showed high mean score in theoretical and social values, whereas, ineffective teachers showed high mean score in all other values. Except theoretical, economic, social and political values, effectiveness-wise variation was not found significant in aesthetic and religious values.

5. Significant differences were found in effective male and female teachers in aesthetic and political values, but, ineffective male and female teachers were found significantly different in economic, social, political and religious values. Effective and ineffective male teachers were found different in theoretical, economic, aesthetic, social and political values, whereas, effective and ineffective female teachers showed significant difference in social and religious values.

6. Effective young and old teachers did not differ in any kind of value, but, ineffective young and old teachers differed in aesthetic value. Effective and ineffective young teachers significantly differed in social and political values, whereas, effective and
ineffective old teachers showed their difference in theoretical, social and political values.

7. Effective rural and urban teachers differed in aesthetic value, whereas, ineffective rural and urban teachers differed in theoretical, social and political values. There was found significant difference between effective and ineffective rural teachers in theoretical, economic, social and political values, but, effective and ineffective urban teachers were found different in theoretical and aesthetic values.
Analytical Study of Value Education in ‘GramGeeta’ of Respected National Saint Tukdoji Maharaj (Shobhna Purushottam, 2006, Sant Gadge Baba Amravati Vidyapeeth)

Objectives

1. To review the values reflected in the lessons of the Gramgeeta of National Saint Tukdoji Maharaj.
2. To study the values depicted of the Gramgeeta.
3. To study the educational values of the Gramgeeta.
4. To study the social values of the Gramgeeta.
5. To study the values reflected by the Gramgeeta with respect to value education.
6. To study the usefulness of values reflected in the Gramgeeta.

Research Method

The Historical Research and Survey Methods have been employed for conducting the Study.

Sample

The sample of 500 Preachers of Gramgeeta has been suitably drawn from five of the districts of Maharashtra. Also, the sample of 50 Experts has been drawn, 10 from each selected district for the present Study.

Tools

A Questionnaire on the various values depicted by Gramgeeta has been constructed by the investigator. It contains 150 items, 10 on each one of the values, namely, Patriotism, Dignity of Labour, Punctuality, Sensitivity, Humbleness, Cleanliness, and Respect for all religions, National Integrity, Gender Equity and Scientific Attitude. The content validity and other characteristics of the Questionnaire have been established.

Data Collection

The data have been systematically collected from the 500 Preachers through the questionnaire and from the 50 experts through Interviews. Each item on the questionnaire is on a five point rating scale, namely, Fully Agreed, Agreed, Un-decided, Disagreed, Fully Disagreed.

Data Analysis

The data have been properly analysed in terms of frequencies and Percentage responses. Also, wherever required content analysis has been done.
Findings

1. **Patriotism:** Indian Education System and Society feel proud of the Indian History as depicted in the Gramgeeta. It inculcates love for the rural and humanity, conservation of national property, respect for great leaders, sensitivity towards our culture, identification with the Nation, Sacrifice, desire for freedom, identification with the public places, respect for the national symbols, and spontaneous salute to the National Flag.

2. **Dignity of Labour:** The Gramgeeta inculcates the values of Service Camps, Respect for the Domestic Servants, Valuing each and every work however, big or small & its kind, visiting the places of the servants, love, sympathy, co-operation, empathy with the aged, disable and needy, tree plantation, concern for the child labourers, voluntary service to public places. The message is that Humanity lies in Labour Greatly.

3. **Punctuality:** We should observe our routine timing, such as, exercise, food, and other work. We should have proper time management. Each one of us needs to have time table. We should actually feel sorry for our late doing. The work, whether it is personal or public ought to be done in time. We should observe punctuality in Public Prayer Time. Wasting Time is loosing opportunity. The Gramgeeta provides innumerable messages on the value of punctuality.

4. **Sensitivity:** The Gramgeeta inculcates the values of helping during natural calamities, plantation of trees, kindness towards animals, helping the organisms in problem, helping the disable and disadvantaged, identification with others in all states, happy or sad, facilitating the honoured, Organizing Literacy camps in the village, drives against blind faith, and surveys of the slums.

5. **Humbleness:** Gramgeeta inculcates the value of respecting others. It preaches the values of good conduct, desirable behaviour and communication.

6. **Cleanliness:** Gramgeeta inculcates the value of cleanliness of the self and community. It develops aesthetic sense.

7. **Respect for all Religions:** Gramgeeta preaches the value of Secularism.

8. **National Integrity:** Gramgeeta inculcates the value of feeling proud of a born and being of the Nation. It inculcates the value of National Anthem, knowledge of the various States, respect for the national constitution, no discrimination on the
bases of caste, creed, religion, language and province, and education as a means of national integrity.

9. **GENDER EQUITY:** Gramgeeta inculcates the value of gender equity, by focusing on equity of male and female, proper place for woman, girl education, drives against child marriage, organization of Programs on the bases of equity of gender, helping the women in domestic work, drives for the uplift of women, and changing the attitude of society towards women.

10. **SCIENTIFIC ATTITUDE:** Gramgeeta inculcates the value of establishing cause and effect relationship. It inculcates the value of Scientific Attitude.

The above findings have been further established through the interviews with the experts. In fact the text of the National Saint Tukdoji Maharaj in the form of Gramgeeta is its own testimony, for example, “Aggyananech Duravtey Pragati”, “Dhan He Gribanche Rakt”, “Shram Hi Gavachi Daulat”, “Desh Dukhi Jnu Mazhechi Shareer”. The Study has made quite meaningful suggestions for Administration, Universities, Text Book Board and Educational Institutions.
A Study of Value Pattern of College Students in Relation to some Select Socio-Educational Variables (Sirazul Islam, 2002, Gauhati University, Gauhati)

Objectives

1. To examine the influence of sex, religion, language and local differences on the values of college students.

2. To compare the values of college students having varying courses of studies, that is, Art, Science and Commerce.

3. To find out the effect of college education to develop modern values among the students by computing the fresher and outgoing college students.

4. To examine the influence of some select socio-educational variables on the values of college students.

5. To examine the opinion of college students on some important social issues, namely, coeducation, status of women, family planning, choice of mate and religious belief etc.

6. To analyse the values of college students.

Sample

Eight deficit colleges and 610 students from these colleges were selected for the study.

Tools and Techniques

Value Orientation Scale, Questionnaire, SES Index, Index for Media Exposure and Index for Library Use were the tools used for the study.

Data Analysis

Descriptive statistics such as mean, SD, and percentage were used. The comparison of the sub-groups was done by applying t-test and chi-square.

Findings

1. The college students have been found to bear modern outlook in their values.

2. Difference in the value patterns of the college students in terms of gender, religion, mother tongue, locale, stream, SES, period of stay in the college, media exposure and library use have been found.
3. College students have been found different in their attitudes towards social issues of co-education, status of women, family planning, choice of mate and religious beliefs.

Back
Effect of Yoga Training Programme on the Physical and Mental Health of School Students (Yoginder, 2007, Kurukshetra University, Kurukshetra)

Objectives

1. To study physical and mental health of school students.
2. To develop Yoga Training Programme for school students.
3. To study the effect of Yoga Training Programme on the Physical Health of Students.
4. To study the effect of Yoga Training Programme on the Mental Health of Students.

Hypotheses

1. The physical health of experimental group after its exposure to yoga training programme is likely to be better than that of control group.
2. The mental health of experimental group after its exposure to yoga training programme is likely to be better than that of control group.
3. There is no significant difference between physical health of the experimental group after its exposure to yoga training programme and that of control group.
4. There is no significant difference between mental health of the experimental group after its exposure to yoga training programme and that of control group.

Experimental Design Employed

The study has suitably employed pretest-posttest control group design. Yoga Training Programme was considered as Independent Variable, whereas, Physical Health differentiated into-Eyes, Respiratory System, Cardiovascular system, Digestive Tract, Musculoskeletal System, Skin, Nervous System, Fatigability, Frequency of Illness, Miscellaneous Diseases, Power, Agility, Arms Strength, Speed, Flexibility and Endurance and Mental Health differentiated into Positive Self Evaluation, Perception of Reality, Integration of Personality, Autonomy, Group Oriented Attitude, Environmental Mastery, Inadequacy, Depression, Anxiety, Sensitivity, Anger and Tension were considered as Dependent Variables. Reasonable measures were taken by employing experimental controls in terms of Grade, Gender, SES, Level of Physical and Mental Health, and reliable and valid instruments to observe the validity of the experiment.
Sample
Initially a purposive sample of 80 students of 9th Standard was selected from one school of Kurukshetra and then it was randomly distributed to constitute Experimental and Control Groups, each constituted of 40 students.

Yoga Training Program
The Yoga Training Programme including 5 Lessons on meaning and importance of Yoga, 20 Asanas and Six Pranayamas has been very well developed. The duration of the Yoga Training Programme spread over 3 months @ 90 minutes everyday seems to be quite reasonable.

Tools used
The characteristics of all the three tools used for the study, namely, AAHPERD Youth Fitness Test, CMI Health Questionnaire adapted by Verma, and Mental Health Inventory developed by Srivastava have been well established.

Data Analysis
The data have been analyzed employing suitable statistical techniques, namely, Mean, SD, and t-test.

Findings
1. Difference between mean physical distress (all the dimensions) gain scores of experimental and control groups were significant. The mean physical distress (all the dimensions) gain scores of experimental group were less than those of control group. Therefore, Yoga Training Programme was effective in reducing Physical Distress in terms of its dimensions Eyes and Years, Respiratory System, Cardiovascular System, Digestive Tract, Musculoskeletal System, Skin, Nervous System, Fatigability and Frequency of illness among School Students.

2. Significant differences were found between mean gain scores of all the dimensions of Physical Fitness (accept arm strength) of experimental and control groups. Mean gain scores of different dimensions of physical fitness of experimental group were higher than that of control group. Therefore, the Yoga Training Programme improved Lung Power, Trunk Flexibility, Abdominal Strength, Leg Power, Agility, Speed and Endurance in several dimensions of Physical Fitness.
3. Differences between mean mental distress (all the dimensions) gain scores of experimental and control groups were significant. The mean mental distress (all the dimensions) gain scores of experimental group were less than those of control group. Therefore, Yoga Training Programme reduced mental distress in terms of its dimensions, namely, Inadequacy, Depression, Sensitivity, Anger and Tension among School Students.

4. Significant differences were found between mean mental health (all the dimensions) gain scores of experimental and control groups. Mean mental health (all the dimensions) of experimental group were higher than those of control group. Therefore, Yoga Training Programme improved mental health in terms of its dimensions Positive Self Evaluation, Perception of Reality, Integration of Personality, Autonomy, Group Oriented Attitudes and Environmental Mastery of School Students.

**Emerging Questions**

1. Which are the salient features of Patanjali Yoga?

2. How Yoga, Asanas and Pranayamas are interrelated?

3. How Physical Health and Mental Health are related?

4. What do we mean by Intervening Variables? How do we differentiate Intervening and Moderator Variables? Which problems were faced by the investigator while conducting the Yoga Training Programme?

5. How is it that the Yoga Training Program could not enhance the Arm Strength significantly? What could it be attributed to?

6. To what extent the tools employed by the investigator have the power to scale Physical & Mental Health?

7. How it that the Physical and Mental distress of high academic achievers is is usually high?

8. How does Yoga Facilitate Achievement in all Fields of Life?

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Chanakya Ke Granthon Mein Nihit Shiksha Darshan Ka Samalochnatamak Adhyyan Va Vartman Mein Prasangikta (Akhlesh Kumar, 2011, Dr. B.R. Ambedkar University, Agra, Uttar Pradesh)

Objectives

1. To study the Educational Philosophy of Acharya Chanakya.
2. To study the “Anvikshki Vidya” of Acharya Chanakya.
3. To study the “Trayi Vidya” of Acharya Chanakaya.
4. To study the “Dandneeti Vidya” of Acharya Chanakya.
5. To study the Educational Efforts made by Acharya Chanakya for National Integration.
6. To study the efforts to do away with communalism, regionalism, and Language conflicts to realize National Integration.
7. To study the “Varta Vidya” of Acharya Chanakya.

Research Method

Philosophical Research Methodology has been systematically employed by the investigator.

Emerging Thesis

The study has very well taken off with the genesis of the various names of the Philosopher as Vishnugupt, Kautilya and Chanakya. The study has attempted to explore his birth place, whether Takshila or Magadh, about 2300 years ago. The study presents how father of Chanakya, namely, Chanak was killed by Nand Vansh, the pain and revolt against which turned Chakaya into a Practical Diplomat Politician, How the day was differentiated into 16 Ghadis (8+8) of one and a half hours each by Chanakya is remarkable. After destroying Nand Vansh, Chanakya put his philosophy into practice through Chandragupt Maurya, who ruled for about 24 years and then through Bindusar and Ashoka. The Social Philosophy of Chanakya has been found to flow well through the Social Contract Theory and Social Welfare Theory. The Political Philosophy of Chanakya finds expression at the field level through Mandal Theory, Shargunya (Sandhi, Vigrhe, Aasan, Yan, Shanshray and Daivdhibhav) and Saptang (Seven Organs of the State Policy).

The main book attributed to Chanakya is Arthashashtra. The Arthashashtra discusses monetary and fiscal policies, welfare, international relations, and war strategies in details. Chanakya has also dwelt on the ideal way of life, the Indian way of life. Chanakya also
developed Neeti-Sutras that tell people how to behave. The Arthshashtra rather than a volume on Economics presents more of the Political Philosophy of Chankaya. India as a nation irrespective of Cultural Pluralism and diversity has mostly been culturally united, but, it has always been politically fragmented. Chankaya through Mauryas demonstrated successfully how India could be politically united and more so, against both, the forces external as well as internal.

The Educational Philosophy of Acharya Chanakya is based on Realism. The Educational Philosophy of Chanakya has been well brought out under Anvikshiki (Philosophy), Trayi (Cannon), Varta (Economics) and Dandneeti (Polity). Anvikshiki in the forms of Sankhya Shashtra, Lokayat, and Yoga Shashtra has been credibly presented and analyzed. Educational implications of Trayi which includes three Vedas, namely, Rugved, Samved, and Yajurved have been very well worked out. How Varta (Economics) is essential for the development of State & Society has been well presented. The form and role of Dandneeti (Polity) have been thoroughly reflected upon.

The syntax of the Educational Approach of Acharya Chanakya in the eight steps, namely, Wish & Will for Vidya from Guru, Listening, Assimilation, Reflection, Dialogue, Scientific Study, and Application at the field level have been found to be quite effective. These have been very well described as Shusarsha, Sharvanam, Grahanam, Dharnam, Upoh, Scientific Understanding, and Tatvaminivesha.

Back
Charting Human Development and Educational Dimensions Revealed Through Situations and Actors in Hesse’s Novels (Alka Mecwan, 2008, S.P. University, Vallabh Vidyanagar)

Objectives

1. To study the life patterns of actors in Hesse’s novels to conceptualize a plan of human development.
2. To workout the significance of important events in Hesse’s novels to find out their value in the perspective of educational philosophy.
3. To study metaphysical, axiologocal and epistemological ideas as reflected in his selected literary works.
4. To derive following dimensions of education from the analytical study:
   ➢ Concept and nature of education
   ➢ Principles of education
   ➢ Aims of education
   ➢ Teaching – learning processes
   ➢ Conditions conducive to learning
   ➢ Teacher
   ➢ Learner
5. To infer philosophical, sociological and psychological basis of Hesse’s educology from the analysis of events and development of actors.
6. To chart human development and a design of an academic institution based on Hesse’s educational thinking.
7. To derive motifs and Hesse’s philosophy of life from the selected novels.
8. To examine the importance of awakening in development of a person.
9. To evaluate Hesse’s thinking in the context of eastern and western school of thinking.

Research Type
Philosophy of Education

Data Collection
The investigator has suitably selected five novels enunciating the characters’ journey towards individuation and/or novels depicting educational environment Idea Units and representative events have been collected for the purpose of analysis and interpretation.
Data Analysis
The collected data were appropriately analyses employing content analysis method. The threefold analysis, namely, character analysis, event analysis and idea analysis have been done very systematically.

Findings of the Study

- Education proceeds through unlearning.
- De-becoming is the terminus of education.
- Renouncing each state of the self is necessary until total unlearning happens.
- Imposition of ideals obstructs real education.
- Any system built on particular ideology and norms obstructs autonomous development of a person.
- Education of a person starts when he feels inner discontent leading to rejection of set norms.
- Genuine education generates ac capacity of creating a personal value scale.
- Education creates space for the learner to exercise his freedom of choice.
- Evil is the inevitable part of reality, therefore, in all learning encounters evil is present.
- Genuine education provides experiences of both: good and bad. It leaves to the learner to decide what is good and what is bad.
- Education prepares a person to live in the present.
- Genuine education exerts pushes to the learner to create his own wisdom.
- One can teach only one’s own self. Therefore, education means self education.
- Education necessitates an attitude of searching a guide within oneself.
- Individuation is tantamount to self education.
- Reflection over feelings refines one’s sense experience. It helps one become de-passioned.
- Genuine education brings balance between cognitive and affective aspects in a person.
- Irrational involvement in a situation brings about something unprecedented in a person that is genuine education.
- Intimate relationship with men/women of substance triggers experiential learning. It wipes out the psychological imbalances and allows a person to relate with people.
- Education happens to a man of learning, not to a man of knowledge.
- Static mind resists learning.
• Each man is perfect. Perfection is within him. One has to just find out the source from within.

• Man is perfect when he lives in a moment. But when he starts demanding, expecting, reflecting about that moment, a sense of imperfection takes over, which subsequently induces learning and unlearning.

• An authentic life demands one to choose, decide and create values through encounters with real experiences.

**Building a Theory**

The investigator has tried to formulate a theory of properties to account for the findings. On behalf of Hermann Hesse she pleads that

1. “The ultimate aim of most of the philosophical systems, as revealed through researches carried out in the past, is self realization. Whereas, Hesse’s philosophy goes beyond realizing the self and aims at de-becoming of the self. This is also close to the Indian concept of neti neti.” The question is the brain has one billion nerve cells which are capable of forming $10^{800}$ interconnections, tremendous memory & interconnections. I think there is more of the need to reorganize than to de-learn. Our storage capacity is tremendous. Why to de-learn and de-become, Why to tend to nothingness? Is life merely the cycle of be, being, becoming and then de-becoming? Where from the novel characters of Hermann emerge & where are they leading us to? What is the essence?

2. “Ideals, norms and imposed values come in the way to a person’s development. Hesse professes the existential view of a person’s freedom and choice which goes against the aim of education as value inculcation .…” Now the question is which philosophy dictates the fundamentalism of ideals, norms and values. Philosophies against fundamentalism, if substantive are highly respected. Every school of thought is for post-conventional, autonomous, creative, indigenous, harmonious living styles. Original production through all degrees of freedom is the character of education. Personalized Education, Child centered education are in tune with the Existentialism of Hesse.

3. “The learner alone is the source and force for creating his own wisdom. Hesse thus proposes education from the self, by the self and for the self.” What is self? How to realize the self awareness in the context of whole self awareness?
4. “Purgation of emotion becomes possible in experiences which ultimately lead one to free himself from any emotional bondage. Education as professed by Hesse should free the learner from past memories and future expectations.” Such an expectation of Hesse is highly respectable. But how to liberate the consciousness from the turbidity of memories & springs of expectations?

5. “Hesse’s opinion that when one chooses and decides for himself, his authentic life starts. It becomes his responsibility to bear the consequences of his actions.” The emerging question is how authentic is the life of a man? Is the person only accountable for what his life has in store for him? How do we test the validity of the proposition that “Man is what he chooses.”

6. “One of the emerging theses of the study gives a notion that Relations flush out the psychological imbalances. Emotional upheavals get purgated through experiential encounters with characters of substance.” The emerging question is how a social being can be over and above the society, while not being against the society?

7. How according to Hesse education is a series of projects undertaken by a person for learning Life? Which are the characteristics of the ladder of self-education? Putting “de” in preposition of systemizing, passioning, & becoming is a very challenging task. Equally challenging are awakening and individuation. How to be over and above the systems even while constituting systems? How to do away with passions, possessions and obsessions? How to integratively reconcile to realize debecoming- a state of nothingness? How the distorted, fragmented self can recreate and awaken itself? Hesse seems to be traveling through fantasy and fiction. Realities are perceptually different. However realizing individuation and harmony with the self, people and nature are fully desirable.

The human development has been analytically and comprehensively charted by the investigator through the various characters, in the projected novels, their relationships and organizational principles. The pathways of different characters through various constellations and where they arrive at has been well depicted. Various educational dimensions have also been derived analytically by the investigator, emerging from Hesse’s Philosophy.

It is one of the rare philosophical studies which refreshes our sensitivities to the realities of life traveling with the characters of the novels created by Hermann Hesse, and educational implications of his philosophy flowing all through. His beliefs about
metaphysics, ontology, epistemology and axiology have been very well presented by the investigator through thorough analysis of his selected novels.

Back
A Study of the Undercurrents of Neo-Realistic Thought in the Post Independence Educational Policies and Programmes in India (Asheesh Srivastava, 2008, University of Lucknow, Lucknow)

Objectives

1. Tracing a historical perspective in the development of Neo-Realistic thought.
2. Conceptual analysis of Neo-Realistic thought.
3. Examination of Indian Education System after independence.
5. Analysis of Educational Policies and Programmes after independence from Neo-Realistic point of view.

Research Method

This study falls in the field of Philosophy in Education. The syntax of the study is problem compatible and logical as follows:

a. Collection of resource material;
b. Intensive reading of the material;
c. Conceptual, verbal, definitional, reflective, directional, and SWOT analysis;
d. Thinking, reasoning, discussion, dialectics and argumentation;
e. Internal criticism; and
f. External criticism.

The investigator has identified the following as the basic tenets of Neo-Realism:

I. Acceptance of material world independent of human consciousness.
II. Faith in human capacity to know this reality well borne out of common sense.
III. Acceptance of the power of language to express large parts of knowledge.
IV. Belief in human capacity to transform reality according to the normative goals set by individuals.
V. Belief in the objectivity of knowledge.
VI. Belief that knowledge when defined as certain does not always mean mathematical certainty but requires absence of reasonable doubt.
VII. A belief that language is reflective of reality and knowledge of logical structure of language will give us structure of reality.

VIII. A belief that all propositions gain meaningfulness through a direct or an indirect relation to experience if they claim to be factually meaningful.

Considering emphasis on sensory experience, direct reality, objectivity, science & technology, observation, specificity, analysis, replicability, verifiability, research, language and rejection of mystical and transcendental entities as the characteristics of neo-realism the investigator finds that the neo-realistic under-currents flow through all the following:

1. University Education Commission (1948-49)
3. Indian Education Commission (1964-66)

Findings

This study definitely finds the undercurrents of neo-realistic thought in the post independence Educational Policies and Programmes in India. It seems that the neo-realistic thought is essentially based on scientific realism, that is, logical empiricism. Scientific realism has its own value for meeting the developmental challenges through its expression in the forms of experimentation & inventions, developing the minds scientifically and facilitating life and living.

Emerging Questions

1. “Reality is out there and it is independent of the investigator who tries to investigate it.” Is it true?
2. “Any entity has its own identity, unchangeable, un-transformable, howsoever, singular or plural.” Is it true?
3. What is an object?
4. Who is objective realist?
5. Is the neo-realistic thought really contrary to that of the thoughts of idealists and pragmatists? If yes, how?
6. Any proposition is a belief, when we believe, the trueness or falsehood of which depends upon the fact it relates to. How do the neo-realists establish the facts?

7. Is even the most perfect language able to express the reality, comprehensively?

8. How do we differentiate object, image, language and reality?

9. How much proximity is there between the repertoire of ideas, logical structure of language, and structure of reality?

10. How do we differentiate consciousness and logical empiricism?

11. What is German transcendentalism and absolutism? Is reality really beyond the grasp of human experience?

12. Is neo-realism, that is, scientific realism, logical empiricism and logical realism adequate to understand the reality comprehensively?

13. Are science and technology the solutions to all the problems?

14. The thoughts of which school(s) flow and ought to flow through our education?
Educational Philosophy of Guru Arjun Dev Ji and Its Contribution to Modern Indian Education (Gurpal Singh, 1999, Punjabi University, Patiala)

Objectives

1. To study the Educational Philosophy of Guru Arjun Dev Ji.
2. To study the contribution of the Educational Philosophy of Guru Arjun Dev Ji to modern Indian Education.

Research Type

The study is Philosophical and Historical in nature.

Methodology

In the present investigation the Gurbani authenticated by Guru Arjun Dev and compiled in The Guru Granth Sahib was considered to be the primary source. The reports of the Commissions and Committees published by the Government of India from time to time for the educational purposes also found the primary sources. Most of the Encyclopedias and History textbooks were the secondary sources for the study.

Findings

1. Guru Arjun Dev gave more importance to the development of spirit than intellect. He emphasized vocational efficiency, economic development social development, intellectual development, and character building along with the other aims of education to promote value system.

2. Guru Arjun Dev has given primary place to subjects like philosophy, history, ethics, moral and language. But Science comes next to the subjects of humanities.

3. The pedagogy used by Guru Arjun Dev was suitable to the situation and persons whom he conveyed his messages. He used a variety of methods, media, techniques, devices and approaches to communicate the messages. His Katha and Kirtan were very Educative.

4. The teacher of Guru’s conception was a perfect personality. He advocated Guru as the pivot who can lead his disciples on the path of reality. His praise and respect for teacher found expression in the form of Guru, Satguru and Wahiguru. Rather than mere professionals the Gurus should be missionaries.
5. The discipline of Guru Ji’s conception has physical, mental, moral, and spiritual aspects which can be attained through values like Kirat Karna, Nam Japna and Vand Chhakna.

6. His educational thoughts are deeply rooted in Indian Tradition to acquire self realization and self manifestation. Truth, love, beauty and bliss are the four doors of the building of spiritual education.

7. Guru Arjun Dev conferred dignity of women and raised their status in the society to uproot the traditional narrow concepts of sex discrimination and to build up a strong social set up through suitable change in value system. He protested against the injustice of Vedas and Upanishads to fair sex because they considered women as Shudra.

8. He was in favour of emotional integration amongst Hindus and Muslims. He opened the worship for all through four doors of the Golden Temple. He compiled Guru Granth Sahib which contains the spiritual experiences of Sufis, Bhagats, Bhatts, and Saints who have faith in different religions, belong to the different parts of the country and belong to various castes and creeds.

9. He advocated absolute purity, absolute love, absolute honesty, and absolute unselfishness as the four pillars for the building of international understanding.

10. Guru Ji organized a very strong non-formal education programme for adults through Keertan, Katha, festivals, Gurmatta, discussions, travels, Sadh-Sangat.

11. Guru Ji advocated that evaluation is not the monopoly of the teacher alone. The children evaluate their work themselves.
Theory and Practice of Education as Depicted in Sikh Gurus Bani (Jasbir Kaur, 1998, Guru Nanak Dev University, Amritsar)

Objectives

1. To study
   a. Metaphysical aspect of Guru Bani
   b. Epistemology
   c. Axiology: i Ethics, ii Aesthetics

2. On the basis of the metaphysical, epistemological and ethical and aesthetical Formulations to derive:
   1. The concept or nature or meaning of education.
   2. The goals of life and aims of education.
   3. Formulate the curriculum/content of education.
   4. Work out the instructional paradigms or spell out the methods of instruction.
   5. Describe the essential qualities of a teacher- the concept of Guru /Teacher.
   6. To workout pupil teacher relationship.
   7. To evolve a theory of discipline
      a. Discipline
      b. Workout a set of values to be followed by pupils
      c. Attributes of a Guru
      d. Values to be displayed by a Guru
   8. Sikh Guru’s Philosophy and its impact on the personality pattern of the Pupils.

Research Type

It is philosophical- cum- historical Research. The present study aims at abstracting the concept of theory and practice of education as depicted in the Bani of Sikh Gurus. It includes library study and the study of the related scattered information. All the related historical facts/ data were collected, selected, verified, analysed, generalized and evaluated. Thus the investigation involved metaphysical, epistemological and axiological processes.
Sample

The historical information about the life and Bani of Sikh Gurus whose Bani has been included in the Adi Granth, All the hymns relating Guru Nanak, Guru Angad, Guru Amar Das, Guru Arjun Dev, Guru Teg Bahadur were collected in their chronological order and analysed in the context of the problem.

Findings

1. Inhumane tendencies have rounded the modern man which has lead him to a number of social, economic, moral and psychological troubles. Man has to go down to his past with its interpretation in the context of modern era. There is a need to seek advice from the sacred books with the intention of finding solutions of the complex problems of the modern era.

2. Keeping in view the falling graph of man’s character, his distorted image, materially dominated character of the society and negation oriented philosophy of education, the Banis of Sikh Gurus be analysed, interpreted and understood to rejuvinate our educational system in the context of our rich cultural heritage and social, economic, historical and spiritual mileu.

3. Universality, trinity, and perenniality of the Philosophy of Sikh Gurus lie in its Saintly Realism.

4. The prolific theme of their teachings proceeds with the living faith that the real education of life lies in the realm of self discipline which is the sublimated level of thoughtful behaviour and conduct of man.

5. Basically the Sikh Gurus were idealists and their philosophy comes under the terminology of Idealism. But their understanding about the problems and their solutions were realistic and practical. They always worked out solutions in the context of their social, cultural, ethical, moral, political and economic nature.

6. Sikhism is basically a relationship of Guru (Teacher) and Sikh (Shish). Thus their philosophy of life has great relevance with respect to philosophy of education. The concepts put forth by Sikh Gurus with special reference to aims of education, curriculum, pedagogy, teacher, pupil, discipline, and teacher-pupil relationship are not merely theories but involve practical wisdom.

7. One of the greatest flaws observed by the modern thinkers of education lies in its disvalue system dominating the society. The axiology of Sikh Gurus emphasizes
on value oriented education, which is the main construct of individual’s character. The trio of their value system is ‘Nam Japna’, ‘Vand Chakna’, and ‘Kirt Karni’.

8. The metaphysics of Sikh Gurus involves the root of reality. What is true is real and what is real is true. They suggest a honest life with complete faith in Him. Sikh Gurus being great moral and spiritual teachers emphasized the cultivation of intellectual, aesthetic, moral and spiritual values in life.

9. In the views of Sikh Gurus, it is essential that there should be overall development of man from mental, intellectual, moral and spiritual horizon.
Objectives

1. To study the Social, Economic and Political conditions inherent in the Shrimadbhagvat.
2. To select, classify and interpret the Philosophical and Educational ideas of the Shrimadbhagvat.
3. To review the Educational ideas of Shrimadbhagvat.
4. To propose suggestions for the Reconstruction of National Education Policy.

Research Method

The study has been conducted very systematically. Through intensive study of the Shrimadbhagvat Mhapuran, first of all the Philosophical and Educational ideas contained therein were underlined by the investigator. Then the Philosophical and Educational ideas were classified. The Philosophical ideas were then categorized into Tatvamimansatamak, Gnanmimnasatamak and Mulyamimansatamak, whereas, the Educational ideas into various Educational categories. Then these were reviewed in the context of Education Policy of India on the bases of recommendations of National Education Commissions.

Findings

1. The subject matter of Shrimadbhagwat has been differentiated into five domains, namely, Serg, Partiserg, Vansh, Manvantar and Vanshnucharit.
2. All the Purans including Shrimadbhagvat consider Vedic Darshan as their philosophical basis.
5. The ultimate power has been presented in two forms- Laukik and Alaukik. The Laukik Roop of Lord Krishna has been presented in Mahabharat, whereas, Alaukik in Shrimadbhagwat & Harivanshpuran.
6. Diversity and Heterogeneity are the main features of the Jagat. Jagat has been perceived as Mithya- a consequence of Kerma.

7. Eish is eternal one, whereas, Jeev are many, innumerable and temporary.

8. The ultimate aim of education is to liberate Jeev and make it one with the ultimate.

9. According to Shrimadbhagvat the ultimate aim of Education is Man Making and Education is a means for it.

10. Shrimadbhagvat considers Guru, Shishya, Curriculum and Teaching Method as the four integral components of Education. Then there is focus on the Education of Ved, Vedang and mode of transaction was lecture. There were very healthy relations amongst Guru and Shishya.

11. Human beings have been considered as the super most basis of Education. Ideal people build ideal nation.

12. Worship, religiosity, character building, personality development, welfare of living beings, observing the social duties, development of social welfare, conservation and dissemination of national culture have been delineated as the aims of education in Shrimadbhagvat. Deh-Vairagya and Soul-Anurag have been emphasized. The ultimate aim of human being is liberation.
Uchcha Shiksha Kee Labharthi Ke Roop Mey Bhartiya Mahila (Indian Woman as a Beneficiary of Higher Education) (Krishna Gupta, 2007, Banasthali Vidyapeeth, Banasthali, Rajasthan)

Objectives

1. To study the trend of women enrolment in General Higher Education State-wise in terms of
   i. Faculty (Art, Science, Commerce)
   ii. Level (Graduate, Post-Graduate)
   iii. Caste Category (SC, ST, General Caste)

2. To present a scenario of Indian Woman as a beneficiary of Higher Education.

Sample

All the women students (SC, ST, & General Category) enrolled in General Higher Education (Art, Science and Commerce) from 1990-91 to 2003-04 offered by all the Deemed, State and Central Universities in India constituted the sample for the Study. Evidently the sample is contextual.

Data Collection

The data have been accessed from the valid sources, namely, Annual Reports of the UGC and Various Records during 1990-91 to 2003-2004, Census Reports of 1991 and 2001, and Published Selected Educational Data by the MHRD and various Records from 1990-91 to 2003-04. The Study is based on descriptive and nominal data. The characteristics of all the tools constructed for data collection have been well established by the investigator.

The plight of the Investigator from Pillar to Post in searching data and cooperation of the Field ought to be placed on record. All the agencies, particularly, the apex agencies need to have reliable, valid and complete data. The efforts of the Investigator and cooperation of the Field in cross validation of data are remarkable.

Data Analysis

The data have been analyzed descriptively and in terms of related quotient percentages. The graphical presentation showing the number of women per hundred men enrolled in General Higher Education during 1990-91 and 2003-04 presents a comprehensive scenario State-wise.
Findings

1. The % enrollment of Women in the NE States of India (Arunanchal Pradesh, Assam, Manipur, Meghalya, Mizoram, Nagaland, Sikkim and Tripura) was highest in Arts Faculty and lowest in Commerce Faculty. The % enrollment of Women in the Commerce Faculty was found to be lowest in Tripura.

2. % enrollment of women in Arts Faculty has been found highest in Bihar, Orissa and West-Bengal, whereas, lowest in Commerce out of all the Eastern States in India (Andaman & Nicobar Ice Lands, Bihar, Zarkhand, Orissa and West Bengal). The % enrolment of women in Science has been found highest in A & N, whereas, lowest in Commerce.

3. Of the Northern States of India, namely, Chandigarh, Delhi, J&K, Haryana, HP, Punjab, Rajasthan UP and Uttrakhand, the % enrolment of Women in Science Faculty has been found to be highest, whereas, in the remaining States it has found highest in Art and Commerce. Women have been found to be least interested in Commerce in these States.

4. In Western States (Chhatisgarh, Daman & Deev, Dadra & Nagar Haveli, Goa, Gujarat, MP & Maharashtra) % enrolment of Women has been found to be highest in Art Faculty, whereas, almost equal in Science and Commerce.

5. Of the Southern States (AP, Karnataka, Kerala, Lakshadvip, Pondicherry, & Tamil Nadu) the % enrolment of Women in Art Faculty has been found to be highest in Tamil Nadu and Pondicherry, highest in Science Faculty in Karnataka and Kerala, whereas, highest in Commerce in AP. The status in Lakshdvip is similar to that of Kerala, the data being merged.

6. The highest % enrolment of Women has been found in Art Faculty and lowest in Science. But progressively increased % enrolment is observed in Science & Commerce.

7. Generally the % enrolment of Women is higher at Graduation level than at PG level, but in some of the States it is reverse.

8. PG Education was not found in the States of Mizoram, Sikkim, Daman & Deev. There is a need of establishing Colleges and Universities in these States and Lakshadvip & Dadra & Nagar Haveli for Higher Education of Women.
9. The % enrolment of women of ST category has been found to be highest in all the States of NE except Manipur, Assam and Tripura. The population of SC Women being very low in Mizoram and Nagaland there is rare enrolment of SC category women in General Higher Education. Also, the enrolment of General category women is too low. The % enrolment of General category women is highest in Manipur, whereas, Assam and Tripura have observed almost equal enrolment of women of all the three categories in General higher Education.

10. The % enrolment of SC category Women have been found to be lowest in all the Eastern States, except Andeman & Nicobar Dvip Samooh. The % enrolment of General Category women is highest in the Eastern States, irrespective of the higher population of the SC in some States.

11. The % enrolment of General category women was found highest in Northern States. Irrespective of the very low population of ST women in Chandigarh and Delhi some of these women have enrolled in General Higher Education. Not even a single candidate has enrolled of ST category in J&K, Haryana & Punjab. There is rare enrolment of ST women in General Higher Education in HP, Rajasthan, UP and Uttarakhand. It is a matter of further research to find that with Zero population of ST women in Delhi State as per 1991 and 2001 census, how some enrolments appeared in Higher Education, whereas, irrespective of 10.9% ST population in J &K as per 2001 census, how is it that no one enrolled for General Higher Education.

12. Of the Western States no enrolment of Women has been found in General Higher Education in Dadra & Nagar Haveli. The enrolment of General Category women has been found to be highest in General Higher Education in rest of the Western States except Daman & Deev. The % enrolment of SC women has been found to be highest in General Higher Education in Daman & Deev. The ST women have been found to be the least beneficiary of General Higher Education in these States.

13. The % enrolment of the General category women has been found to be highest in General Higher Education, irrespective of the higher population of SC women in some of these States.

14. The rate of increase of % enrolment of women in higher Education has been found to be highest in Arunanchal Pradesh, whereas, negative in West Bengal.
15. The variation in growth rate of women enrollment in higher education in different States may be attributed to the rate of establishment of Higher Education Institutions and Social Status of Women. In addition to Educational, Social and Economic factors it may also be attributed to the internal policy of the States.
Educational Inputs for an Awakened and Humane Society: A Study in Swami Vivekananda’s Perspective (Nidhi Gulati, 2011 University of Lucknow, Lucknow, UP)

Objectives

1. To study the life of Swami Vivekananda from a humane perspective.
2. To analyze the humanistic philosophy of Swami Vivekananda.
3. To explore the features of Awakened and Humane Society in the light of Swami Vivekananda’s ideology.
4. To find out educational for an Awakened and Humane Society based on Swami Vivekananda’s perspective.
5. To study the contribution of Ramakrishna Math and Ramakrishna Mission in the field of Education and to conduct a case study on one educational institution run by Ramakrishna Math and Mission.

Research Method

The study has employed Historical-cum-Philosophical and Case Study Methods. To meet the first four objectives, both, the sources of data, primary and secondary were exhaustively accessed by the investigator. These data were thoroughly put to internal criticism. Analysis & Synthesis of these was done through logical thinking. For conducting the case study of Ramakrishna Mission Sikshanmandira, Belur Math, Howrah.

Tools

The tools and techniques used for collection of data were observation, questionnaire, interview and documentary evidences.

Sample

Incidental and purposive sampling were employed for gathering data. The sample drawn for administering the questionnaire comprised of 34 Student-Teachers drawn from a total of 150 B.Ed. students of Ramakrishna Mission Sikshanmandira.

Data Analysis

The data gathered through the questionnaire were analyzed statistically, whereas, the data gathered through direct observation, documents, and interviews were analyzed qualitatively.

Findings

1. The struggle of Swami Vivekananda was to manifest divinity within himself and mankind around. Having realized God within Man he worked throughout his life to
infuse into the hearts of the youth some of his burning enthusiasm and sympathy for the poor.

2. The realization of the innate divinity of man affected all the dimensions of Vivekananda’s Philosophy – his emphasis on universal religion, his concern to resolve conflict between science and religion, formulation of the principles of unity, laying the foundation of universal system of ethics etc. He has given birth to a new philosophy in which India’s ancient spiritual perspective is widened to include modern sciences. In his philosophical insight the deep meditation of the East is combined with the intense activity of the West.

3. The society of Vivekananda intends to manifest the latent divinity in every movement of life and lead each and every individual of the society to the highest goal- the realization of innate perfection- along his own life of development. In his society, religion would have a social engagement; privileges would be eliminated; liberty of thought and action would be guaranteed, profit motive would be substituted with a service motive ; toiling masses would rise with their spiritual heritage intact; women would emerge as embodiment of sweetness and strength and their would be a happy blend of individualism and socialism. His thought of reconstructing a society in which ‘Serving Man is God’ would serve as an alternative model for a new social order.

4. Education can be a potent tool for restructuring an awakened and humane society. The favourable ambience created by the personal life of the teacher can intensively enlighten the learners.

5. The educational efforts of Ramakrishna Math and Ramakrishna Mission are in accordance with Swami Vivekananda’s concept of education. Through education, he wanted to create such men and women who followed spiritual idealism of the East and Material Practicality of the West in their Lives.

6. The Ramakrishna Mission Shikshanmandira, Belur, Howrah was found to have satisfactory work culture. Their mission is to evolve a complete human being. The Teacher-Taught Relationship and the Spiritual Ambience of this Residential Institution was found to be Life Transforming for the Learners.

Back
Patanjali Kee Yog Shiksha Ka Vivekanand Ke RajYog Per Prabhav Aur Unke Shaikshik Vicharon Ke Nihitarth (Rakesh Gautam, 2010, Dr. Bhimrao Ambedkar University, Agra)

Objectives
1. To explore, classify and interpret the philosophical and educational ideas of Patanjali and Vivekananda.
2. To study the effect of Yoga Education of Patanjali on the Philosophical and Educational ideas of Vivekananda.
3. To reflect on the implications of the educational ideas of Patanjali and Vivekananda.
4. To make study based recommendations in the context of Indian Culture.

Research Method
Philosophical Research Methodology has been employed for the study.

Procedure
The study hypothesizes the utility of the effects of the Yoga Education of Patanjali and the emerging philosophical and educational ideas of Vivekananda and Raj Yog in the present day Society. The study has presumed Philosophy as the base of Education. The philosophical and educational ideas were categorized on the basis of study of Yoga-drshan and Rajyoga-darshan. Category-1, namely, Philosophy of Life includes Yog & Rajyog ideas, “Tatvamimansa”, “Gnanmimansa”, and “Acharmimansa”, whereas, Category-2, namely, Educational Philosophy includes meaning of education, forms of education, significance of education, objectives, curriculum, teaching methods, concept of teaching, concept of student, school, and discipline. Then the philosophical and educational ideas were interpreted. It was followed by a study of the effects on the philosophical and educational ideas of Swami Vivekananda. Then the Educational implications of the Philosophy of Patanjali and Vivekananda were drawn.

Sample
The present study is based on Yogdarshan of Patanjali and 12 Volumes of Rajyoga of Swami Vivekananda. Many related volumes have also been referred for the present study.

Findings
1. According to Patanjali & Vivaknenda Patanjali Yoga Darshan is Vedic Darshan. One can concentrate on one’s aims through Yam, Niyam, Asan, Pranayam, Pratyahar, Dhma, Dhyan and Smadhi.
2. Perceiving unity in diversity is the identity of a liberated person. Patanjali Yoga focuses more on Hath Yoga, whereas, Vivekananda Rajyoga focuses on simple and easy exercises.

3. Patanjali Yogdarshan emphasizes more on spiritual development, whereas, Swami Vivekananda’s Rajyog emphasizes on spiritualism along with socialism and humanism.

4. Swami Vivekanada in addition to the subjects specified by Patanjali, also focused on History, Science & Technology and Regional Languages.

5. Swami Vivekanada included the values and education inherent in Patanjali Yoga in the Philosophy of his life.

6. The soul is the extension of the pramatman. “Tatvaimansa” has its significant implications for education.

7. Yoga is a means for recreating and regulating the wandering mind, whereas, education is the process to know them.

8. “Gnanmimansa” – philosophical and educational ideas have their own implications.


10. The values enshrined in “Smadhipad”, “Sadhanpad”, “Vibhutipad”, and “Kaivalyapad”, namely, religiosity, Character, Communication Control, True Text, Non-violence, Brahamcharya, are the integral constituents of Rajyoga. It is expected of the teachers to inculcate these values.

11. According to Patanjali and Vivekananda, both, education is the expression of inherent completeness and the process of arriving at the ultimate truth, a link between the Self and Universal Soul.

12. Education ought to be humanistic, idealistic and spiritualistic.

13. According to Patanjali-Yoga that involves exercise focuses the mind on the body. The body relaxes, but, a mental exercise is required to make the mind strong.

14. According to Vivekananda-Raja Yoga education connects the mind directly to the source of spiritual power. This creates a peaceful personality, a strong mind and a healthy body.

15. Curricula should focus on purification of mind, words and body.
16. According to Vivekananda Western Sciences should be related with Vedanta. He has been of the view that the Asians’ soul resides in Arts. Curricula should focus on both “Laokik & Alaokik” domains.

17. Both, Patanjali and Vivekananda have laid emphasis on dialogue approach and activity approach, in addition to other approaches.

18. Both the Philosophers are of the view that character, patience, curiosity, purity of thought, words and action are the essential attributes of any teacher.

19. Swami Vivekananda laid due focus on the child and child centered education. Appreciating Ashram Schools, he was for teaching Western Civilization through Vedant Philosophy curricula.

20. According to Patanjali – “Yogas Chitta –Vritti- Nirodha”, whereas, according to Vivekananda- “Raja yoga is communication between the Self and Higher Being (God) and Raja Yoga transcends the mind, the body and creates lasting peaceful experiences”.

Back
Dr. Sampurnanand avam Pandit Madan Mohan Malaviya ke Shaikshik Vicharon ka Tulnatmak Adhyyan avam Vratman Bhartiya Shiksha ke liye unki Mhatta (Rucha Gupta, 2011, Dr. Ram Manohar Lohiya Avadh University, Faizabad, Uttar Pradesh)

Objectives

1. To study the Educational Philosophies of Dr. Sampurnanand and Pt. Madan Mohan Malaviya as manifested through their lives.
2. To study the contribution of ideas of Dr. Sampurnanand and Pt. Madan Mohan Malaviya to the present Indian Education.
3. To pave the path for formative development of the present Indian Education on the bases of the Educational Philosophies of Dr. Sampurnanand and Pt. Malaviya.
4. To produce a comparative scenario of the philosophies of Dr. Sampurnanand and Pt. Malaviya.
5. To study the relevance of the ideologies and works of these two Educational Philosophers in the present Indian context.

Research Method

Philosophical Research method has been employed for the study to arrive at and synthesize the facts related to the Educational importance of the ideas of these two Philosophers.

Findings

The investigator has systematically attempted to produce the comprehensive profiles of Dr. Sampurnanand and Dr. Madan Mohan Malaviya. Dr. Sampurnanand (January 1, 1891 to March 7, 1969) was a Teacher and Politician. He served as Chief Minister of UP from 1954 to 1960 and Governor of Rajasthan from April 1962 to May 1967. He belonged to Benaras (Varanasi) and started life as a Teacher. He was deeply interested in Sanskrit and Astrology. He was an ardent freedom fighter. He used to entertain the Jail mates on astronomy and acquainted them with the night sky. After independence, Babu Sampurnanand became Education Minister in the first popular government of Uttar Pradesh. This instrumented in fulfilling his cherished astronomical dreams and drew up plans for establishing an astronomical observatory with a Time unit at the Government Sanskrit College, Benaras (GSC) (Now Sampurnanad Sanskrit University). He was the first Chairman of the State Lalit Kala Akademy, UP which was established on 8 Feb. 1962 under the Department of Culture, Govt. of Uttarpradesh. Samurnanad as CM pushed Hindi and a ban on Cow slaughter. As a reformist governor of Rajasthan he promoted the idea of Sanganer’s no bars prison. He
believed that crime should not be looked as an act of revenge but as an act of reformation. The Government of Rajasthan started the Sri Sampurnanand Khula Bandi Shivir (Open Jail), named after the Governor, on an experimental basis in 1963.

He has been very well depicted as not only a Politician, but also a Mathematician and Philosopher. One of his publications on “Samajwad” in 1936 A.D. was awrded “Shri Mangla Prasad” and “Murarka” by Hindi-Sahitya Sammelan, Prayag. In 1913-14 he published “Dhramveer Gandhi”. He was conferred D.Lit. in 1948 by the Lucknow University, Lucknow. Conferring the D.Lit. Smt. Sarojini Naidu called him “Vidvano Mey Vidvan”. He has been Editor of “Maryada”, “Aaaj”, “Today”, “Hindi Sahitya Ka Verhat Etihas”, “Hindi Vishavkosh”, and “Hindi Shabd Sagar”. “Chidvilas” and “Yogdarshan” have been his famous Philosophical Creations. He was also author of “Darshan avam Jeevan”. His books “Ganesh”, “Samajwad”, “Chidvilas” and “Prathavi Se Sapatrishi Mandal” have been translated.

Pt. Madan Mohan Malaviya (1861-1946) was an Indian Politician, Educationist, and Freedom Fighter notable for his role in the Indian Independence Movement and his espousal for Hindu Nationalism. Later in his life he was also addressed as “Mahamana”.

He was the President of the Indian National Congress on four occasions and today is most remembered as the founder of the largest residential university in Asia and one of the largest in the world, namely, Banaras Hindu University at Varanasi in 1916 of which he remained the Vice-Chancellor from 1919-1938. He was one of the Founders of Scouting in India. He also founded a highly influential, English News Paper, The Leader published from Allahabad in 1909. He was also the Chairman of Hindustan Times from 1924 to 1946. His efforts resulted in the launch of its Hindi Edition in 1936.

Pandit Malaviya was born in Allahabad, UP, India on 25th Dec. 1861. His ancestors, known for their Sanskrit scholarship originally hailed from Malwa. Pt. Malviya’s Education began at age five in Sanskrit. Progressively he started writing poems under the pen name Makarand. He completed his Matriculation in 1879 from the Muir Central College, now known as Allahabad University. Harrison College Principal provided a monthly scholarship to Pt. Malviya, whose family had been facing financial hardship, and he was able to complete his B.A. at the University of Calcutta. In July 1884 Pt. Malviya started his career as teacher in Allahabad District School. In July 1887, he left his school job and joined as the Editor of Hindi Weekly Hindustan. After serving two and a half years as the Editor he joined LLB at Allahabad. After completing his Law degree, he started practicing law at Allahabad District Court in 1891, and moved to Allahabad High Court by December 1893. It was a unique and
rare combination in him that he was a political leader of mass acceptance, together with being a widely respected educational luminary. To redeem his resolve to serve the cause of Education and Social Service he renounced his well established practice of law in 1911. But, when 177 Freedom Fighters were convicted to be hanged in the Chouri-Choura case he appeared before the court, despite his vow and got acquitted 156 freedom fighters. In 1920s he became one of the important figures in the Non-cooperation Movement of Mahatma Gandhi. Totally opposed to the politics of appeasement, Malviya had opposed the separate electorate for Muslims under the Lucknow Pact of 1916 and also opposed the participation of Congress in the Khilafat movement in early 20s. Giving his clear verdict against the division of the country, he cautioned Gandhiji against bargaining for freedom at the cost of division of the country. Pandit malviya was a staunch believer of Snatan Dharm. He worked for the eradication of barriers in temples and other social barriers.

The four characteristics of Malviya’s Life Philosophy as “Astivya, Atamvishvas, Utsah, Kartavyanistha” have been well dwelt on by the investigator. He believed in “Sa Vidya Ya Vimuktey”. He emphasized on Education for all round development. He focused on both, Vidya and Avidya, one focusing on spiritual development and the other one on materialistic development. He considered Vedas, Puranas, Upnishad, and Geeta as the sources of knowledge. He emphasized on Self Study, Dialogue Approach, Reflective Approach, Lecture Method and Experimentation. He was always for “Hindi, Hindu and Hindustan”. Pandit Malviya found Mother the Greatest Teacher. He believed that a Teacher should observe simple living and high thinking. He was always looking for ideal students. He promoted Higher Education and Women Education.
A Study of Jurisprudential Inquiry Model and Value Clarification Strategy in the Development of Moral Judgment, Values and Adjustment of Upper Primary School Students (Santosh Kumar Panda, 2010, Fakir Mohan University, Balasore, Orissa)

Objectives

1. To study the effectiveness of Jurisprudential Inquiry Model (JIM) in the development of moral judgment of the Upper Primary Students.
2. To study the effectiveness of Jurisprudential Inquiry Model (JIM) in the development of values of the Upper Primary Students.
3. To study the effectiveness of Jurisprudential Inquiry Model (JIM) in the development of adjustment capacities of the Upper Primary Students.
4. To study the effectiveness of Value Clarification Strategy in the development of moral judgment of the Upper Primary Students.
5. To study the effectiveness of Value Clarification Strategy in the development of values of the Upper Primary Students.
6. To study the effectiveness of Value Clarification Strategy in the development of adjustment capacities of the Upper Primary Students.
7. To know the comparative effectiveness of Jurisprudential Inquiry Model and Value Clarification Strategy in the development of moral judgment of the Upper Primary Students.
8. To know the comparative effectiveness of Jurisprudential Inquiry Model and Value Clarification Strategy in the development of values of the Upper Primary Students.
9. To know the comparative effectiveness of Jurisprudential Inquiry Model and Value Clarification Strategy in the development of adjustment capacities of the Upper Primary Students.
10. To find out the difference in the moral judgment of boys and girls, taught through JIM.
11. To find out the difference in the values of boys and girls, taught through JIM.
12. To find out the difference in the adjustment capacities of boys and girls, taught through JIM.
13. To find out the difference in the moral judgment of boys and girls, taught through Value Clarification Strategy.

14. To find out the difference in the values of boys and girls, taught through Value Clarification Strategy.

15. To find out the difference in the adjustment capacities of boys and girls, taught through Value Clarification Strategy.

16. To find out the correlation between moral judgment and value development.

17. To find out the correlation between moral judgment and adjustment capacities.

18. To find out the correlation between value development and adjustment capacity scores.

**Sample**

The Upper Primary Schools of Udala Sub-Division in Mayurbhanj District of Orissa were purposively selected. All the 143 students belonging to the class VI formed the sample. From the three schools, two schools were randomly selected for the experimental groups and the third school was selected as the control group.

**Research Method**

Pre-Test, Post-Test Parallel Group Design was used in this study. One of the experimental groups was treated through JIM, whereas, the other one through the VCS. The quasi experimental design employed was found to be appropriate and the treatment quite exhaustive.

**Tools**

The tools used for the study were, namely, Group Test of Mental Ability (S.S. Jellota), Moral Judgment Test (R.C. Das), Personal Value Questionnaire (G.P. Sherry & R.P. Verma, and Adjustment Inventory (A.K.P. Sinha & R.P. Singh).

**Data Analysis**

Collected data were analysed by employing statistical techniques, namely, t-test, Correlation and Partial Correlation.

**Findings**

1. The JIM was found to be effective for the development of moral judgment of the Upper Primary School Students.
2. The JIM was found to develop the Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Health, Power, Family Prestige, and Hedonistic values of the Upper Primary School Students.

3. The JIM was found to be effective for the development of Adjustment Capacities of the Students.

4. The VCS was found to be effective for the development of moral judgment of the Upper Primary School Students.

5. The VCS was found to develop the Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Health, Power, Family Prestige, and Hedonistic values of the Upper Primary School Students.

6. The VCS was found to be effective for the development of Adjustment Capacities of the Students.

7. There has been found no significant differential effect of JIM and VCS on the development of moral judgment of the students.

8. JIM has been found to be more effective than VCS on the development of Religious, Social, Democratic, Aesthetic and Economic Values, but, no significant difference has been found on the development of Knowledge, Hedonistic, Power and Family Prestige Values.

9. The JIM has been found to be more effective than VCS on the development of Adjustment Capacities of the Upper Primary Students.

10. There is no significant difference in the moral judgment of boys and girls taught through the JIM.

11. There is no significant difference in the mean gain PVQ test scores of boys and girls in the values, namely, Religious, Social, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health taught through JIM, but, there is significant difference in the mean gain scores of boys and girls in the values, namely, democratic and aesthetic.

12. JIM was found to have significant effect on the development of Adjustment Capacities of the students.

13. VCS was not found to be effective in the development of moral judgment of the boys and girls.
14. There is no significant difference in the mean gain PVQ test scores of boys and girls in the values, namely, Religious, Democratic, Economic, Knowledge and Family Prestige taught through VCS, but, there is a significant difference in the values Social, Aesthetic, Hedonistic Power and Health.

15. VCS was not found to be effective for the development of Adjustment Capacities of boys and girls.

16. There is no significant correlation between the moral judgment test scores and PVQ test scores in the values, namely, Economic, Power and Family Prestige. The correlation between moral judgment and values, namely, Religious, Social, Democratic, Aesthetic, Knowledge, Hedonistic and Health values is significant and Positive.

17. There is significant relationship between moral judgment and adjustment capacities of the students.

18. There exists significant relationship between values, namely, Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Health, Family Prestige, Hedonistic of the Students and Adjustment, but, there exists no significant relationship between Power and Adjustment.
Objectives

1. To study the development and form of Educational Philosophy of Upanishad Period.

2. To clarify the forms and levels of Educational Organization in practice and enlighten on various elements of educational process, such as, objectives and priorities, students, organization, curriculum, constitution and Time-Table, Education, Examination, Teaching Methods and Learning Material, Physical Facilities (Forms of Schools and Available Facilities), Level of Research and Discipline, Quality Control and Investment.

3. To search the Educational Values inherent in Educational Philosophy during Upanishad Period in the context of above mentioned elements.

4. To design a blueprint for the re-establishment of the Educational Values of the Upanishad period in the present educational environment.

5. To devise directions for future research.

Research Method

Historical and Descriptive Research Methodology has been employed for the study.

Data Analysis

The Philosophy of Upanishad Period has been presented. The etymological meaning of Upanishad has been drawn as Up+Ni+Shad. The significance of the Upanishad Period Philosophy has been presented. Upanishatkal has been debated. The climax of Upanishadic Literature has been depicted through the following Shlokas:

“Esha Vtheashyamidam Serva Yatkinchyam Jagatyam Jagat.
Ten Tayakten Bhunjetha Ma Gridhya Kasya Swid Dhanam”

Meaning thereby that the entire Brahmans in the forms of “Zad-Chetan – Swaroop” world is the manifestation of God. Realizing the presence of God in all the entities of the world, live it with renunciation. Do not have the sense of possession of the worldly wealth because it is not yours.

What could be the better uniting power than what is presented through the Shloka
“Yasmin Sarvani Bhutanyaatmaivabhood Vijantah.

Tatra Ko Moh Kah Shok Ekatavmanupashyatah”

Various Upanishadic Philosophical ideas, namely, “Braham- Manomaya, Akashatma, Sravkarma, Sravakam, Sravagandh, Sravras, Vakrahit, and Agrahrahit have been explained. An analogy has been produced through the composition by Goswami Tulsidas as follows:

Binu Pad Chalai Sunai Binu Kana, Kar binu Karam Karai bidhi nana.

Anan Rahit Sakal Ras Bhogi, Binu Bani Bakte Bad Jogi.

Tan binu Paras Nayan binu Dekha, Grahi Ghran binu Bas Ashesha.

Asi Sab Bhanti Aloukik Karni, Mahima Jasu Jai Nahin Varni.

Various terms, namely, Brahman and Eshwar, Zeev, Atma, Maya, Vidya-Avidya, Bandhan-Moksha and Pram Tatva have been dwelt upon.

Meanings of Shiksha, Darshan and Shiksha-Darshan have been brought out.

The various constituents of Upanishadkalin Shiksha, namely, Objectives, Curricula, Teachers, Students, Teacher-Student Relation, Teaching Methods, Examination and Evaluation have been presented and reflected.

Various instruments of Upanishadkalin Shiksha, namely, Vidyalaya, Society, Dhrama, Culture, Daily Life and Economic- System, Polity, Art, Literature and Science have been analyzed and interpreted.

**Conclusion**

The Study concludes that Upanishadkalin Educational Philosophy is fully relevant in bringing out qualitative improvement in Indian Education.
A Study of the Educational Philosophy of an Epic Poem, The Mahabharata (Subash Chandra Panda, 2004, Berhampur University, Berhampur)

The context of the study has been well introduced through an emerging need of revival of “Gurukula” system of education, need of implicating the ideas of Mahabharata in our education system, realizing meaning of education, meaning of philosophy and educational philosophy, Mahabharata as a social and political philosophy dealing with Dharma, Artha, Kama, and Moksha, transcendental knowledge of wisdom, need to know Sri Krishna: the creator of all creations, rising to the reality, victory of good over evil, humanism, illusive material existence, uniqueness of knowledge on the earth, self realization, quest of salvation or redemption, relevance of Dharma, and god gift professions. The related literature has been reviewed comprehensively.

Research Method

The investigator has adopted philosophical-cum-historical method for the study. The various learning resources utilized for the study. The investigator has studied Maharishi Vyasa, meaning and importance of Mahabharata, comprehensive scenario of Mahabharata, aims of education in the context of Mahabharata, real reality of the Cosmos, the curriculum, pedagogy, education as knowledge, self realization by meditation and Teacher: The Saviour.

Findings

1. For a self realized soul, the entire cosmos is a manifestation of God.
2. There is nothing more purifying on this earth than knowledge.
3. The mundane man should go through Bhagavata Gita to liberate the self from Maya.
4. Agriculture (Plantation) is helpful for food and great deal good for the environment building.
5. The cow protection and cattle grazing is a noble profession.
6. Humanism is one of the important virtues of divine life.
7. The platonic love is real love between souls to soul.
8. Every one should perform devotional service.
9. Cultivation of human spirit helps the self realization and god realization.
10. One should always adopt the path of Dharma.
11. One should always practice virtues but not vices.
12. Every one should know that the good always wins over evil.
13. All round development of body, mind and spirit should be emphasized.
14. Religion, Veda, Upanishad, epic poem including the Mahabharata, Jyotish, Vyakarna, Logic should be there in our present curriculum.
15. Games and sports should be there in the curriculum.
16. A formal ceremony should be performed preceding the study of Veda.
17. Recitation of texts should be practiced.
18. The reading of elucidatory books should be done.
19. Teaching should help for the ready grasp of meaning.
20. Knowledge should lead to self realization.
21. Teaching should be done by discussion.
22. The topics may be taught by story telling, question answer methods.
23. Memorization may be encouraged.
24. The teacher is the friend, philosopher and guide of the students.
25. The teacher should be like the ancient sages, saints and seers, namely, Vyasa, Parasara, Bhisma, Drona, Parsuram and Lord Krishna.
26. “Chhatranam Adhyayaanah Tapah” the students should not forget the aforesaid line in his student life.
27. Appreciation of truth, beauty and goodness.
Educational and Psychological Implications of Shrimadbhagvatgita (Sunita Singh, 2009, Dr. Rammanohar Lohiya Avadh Vishwavidyalaya, Faizabad)

Objectives

1. To do easy interpretation of the intent of some of the core “shalokas” of Shrimadbhagvatgita through their Religious-Spiritual themes in various present contexts.

2. To clearly derive the educational implications in the perspective of the Philosophy of Shrimadbhagvatgita.

3. To derive the Psychological elements inherent in the “Shalokas” of Shrimadbhagvatgita.

4. To derive the effects of Shrimadbhagvatgita on the spiritual and social thinking of Rajarammohan Roy, Maharishi Aurobindo, Vivekananda, Gandhi and Deendayal Upadhayaya.

5. To discuss the major elements of Education and mention the related “shalokas” of Gita and explain those.

6. To study the relevance of Knowledge and Kram_Yoga Darshan of Gita in the context of Present Indian Education.

Research Method

It is a Philosophical Study which is problem compatible. The study has made thorough and valid observations on Upnishdhhas, Puranas and Comments on Them. A meaningful attempt has been made to study various letters and Magazines related to Bhagvatpuran and Shrimadbhagvatgita, reviews and ideas, indoctrinations and cassettes of Vidvans. Also an attempt was made to review the related TV Serials and Voices of the Saints. On the basis of integrative conciliation of their related themes an attempt has been made for omni-derivations.

Educational Implications

1. The status of Guru is more than that of God. A teacher with sound personality and super character is the only ideal. The teacher is a Jyot and Jyotsana which enlightens the little ones.
2. Guru Vedvyas provided Divine Power of Sight to Sanjay. It flags a message that a teacher should provide insight to his pupils to awaken their conscience, so that, they are in a position to discriminate between Sin and Punya, Good and Evil.

3. Lord Krishna said to Arjuna –“Rise, conquer your enemies, and make them realize their Guruta and Responsibilities.” It has educational implication that understanding their Guruta, power, delimitations and responsibilities both the Guru and Pupils should liberate themselves from illusion, disease, sufferings, ignorance and defunctness etc.

4. “Kramnavadhikaraste Ma Flashu Kedachan”, meaning thereby that Duty is God. We should abide by our duties and should not worry about the returns.

5. Lord Krishna told Arjuna to be the savior of Justice and Dharma. Violence is justified if it is protecting Dharma. There is a need for the children to be peace loving, courageous, jurisprudent and genius.

6. Secularity is a unique contribution of Gita. Education of Gita is completely Caste and community secular. Anyone can own Gita irrespective of caste, class, gender, culture, community, Dharma. As a result Indian Education is fully democratic and secular. It promotes national integration and international understanding.

7. The objective of Gita and Education, both, is to develop dedication in duty.

8. Gita establishes social values. Self sacrifice for the welfare of the society is highly desirable. There is a need to revolt against social evils. The social values should be inculcated in children.

9. The children should be given education of moral, spiritual and social values. They should be determined for Shubh-the Satva rather than flowing with the currents of Raj and Tma that is spiritually controlling passions, possessions, and negative thoughts and actions.

10. Every teacher should be a Friend, Philosopher and Guide for his learners as Gita depicts through the association of Lord Krishna and Arjuna.

11. “Sharirmadhyam Khalu Dhrama Sadhnam” – it means that this body is the temple of Dev. It needs to be protected for protection of Dharma and Karma. There should be provision for physical education.
12. Gita enchants that a Researcher for Brahma is an Intelligent Scholar free from ego. Our children should be humble, genius, self-disciplined, brave, easy living and spiritual.

13. Atamvat serva Bhutashu and vise versa is a highly touching Shiksha of Gita which needs to flow at all levels.

14. Lord Krishna focuses on building of character and purification of self through culture and cultural values. Teachers as the live examples of moral characters develop character students.


16. Gnan-Yoga is the highest educational implication of Gita. boaden your knowledge base and use it for illuminating others.

**Psychological Implications**

1. The child should listen to her self and accordingly guided to save from sufferings.

2. “Divya Drashti” is the power to fore-see. The child can prepare the self accordingly to face the problems and challenges.

3. The child has the capability to know the “sav”, its power, limitations, strengths and weaknesses.

4. The child should be conscious of his duties, translating which the living can be organized and peaceful.

5. Through self discipline the child can realize self strength to be healthy emotionally.

6. Through the effect of high moral character the child can inspire others, guide them, and can lead a healthy moral and happy life.

7. Psychologically the child can converge all his work and efforts for the realization of his objectives and sustaining mental balance save him from stress and repression. It multiplies his capacity of adjustment.

8. He can achieve mastery in various subjects by becoming humble and intellectual and can be popular.

9. Sustaining his sensitivities to social values and self- rigid principles by becoming intellectually stronger the child can earn a high social status.
10. The child can guard his Sato-gunas and develop desirable character by abstaining from unsocial acts Tamo-gunas.

11. The child can realize the state of Dedication (Satih-Pragya) by overpowering greed, anger, fear, stress and anxiety.

12. The child can become independent, self-confident, dedicated and unselfish.

13. Bhim is Gadadhari and Arjun is Dhanurdhar. The curricula should be corresponding to the profiles of the learners.

14. The objectives of Education and learning environment need to be designed in the light of Prigrah and Nigrah.

15. Lord Krishna lead the war not for the realization of his selfish objectives but for Public welfare. So, education should be for public welfare.

16. The Shiksha of Gita is not for Arjuna only but for all times and all generations.

17. Gita gives us a shiksha of control of senses also. One cal liberates oneself of Maya or illusion.

18. Strong determination and faith are the keys to success. Karma with Bhagti has wonderful returns.

Objectives

1. To do a comparative study of available physical resources in the Council and self-managed schools.
2. To do a comparative study of available physical resources in the sample schools.
3. To do a comparative study of educational process of selected schools.
4. To study the characteristics of teachers in the selected schools.
5. To do a comparative study of the expectations of students from the schools in the selected schools.
6. To do a comparative study of the expectations of teachers and Principals from the schools in the selected schools.
7. To do a comparative study of the expectations of parents of students from the schools in the selected schools.
8. To do a comparative study of the SES of students in the selected schools.
9. To find out the social acceptability of the schools selected on the basis of the above mentioned criteria.
10. To make suggestions on the basis of comparative study of the schools for their qualitative improvement and enhancing social acceptability.

Research Method

Survey method has been employed for the present study.

Population and Sample

The target population of the present study constituted of various types of Primary Schools in Faizabad district, Teachers and Principals serving their, and students and parents. The sample for the study is constituted of two Development Blocks, namely, City Area and Poora-Bazar. 20 Basic Education Council managed Primary School from each Block, and 8 self-managed schools from City Area, and 7 self managed schools from Poora-Bazar, within 1 KM parameter of the geographical proximity of each constituted the sample for the study. 25 teachers were selected from each of the Council and self managed schools. 5 parents of
students were selected from each of the council and self managed schools. 5 students from each of the selected Basic Education Parishad and Self managed schools were included in the sample.

**Tools and Techniques**

Questionnaires on school general information, observation schedule, attitude scale, performance tests, questionnaire on value development, questionnaire on SES, and interview schedule were the tools employed for the study.

**Data Analysis**

The data were analyzed employing statistical techniques, namely, Percentage score, Mean, SD, t-value.

**Findings**

1. The infra-structural facility in the Private Schools, both rural and urban, was found to be excellent, whereas, it was, very poor in the Parishad Schools. No significant difference was found in the infra-structural facility in the rural and urban Private Schools. The infrastructural facility in the rural Parishad Schools was found better than that of the urban Parishad Schools.

2. The enrollment of students in the schools as a whole was found to be significantly greater than the previous years. The rate of increase in Enrollment in the Private Schools was found greater, but that of Parishad Schools in the decreasing order. As a whole the rate of enrollment of boys was found greater than that of the girls, whereas, it was found to be in the reverse order in the Parishad Schools. Two-thirds of the students were found attending the Private Schools, greater than half of the students were found attending the rural Parishad Schools, whereas, lesser than half of the students were found attending the urban Parishad Schools.

3. Two-thirds of the teachers in the Private Schools were found to be Graduates or Post-Graduates, whereas, greater than one-half of the teachers in the Parishad Schools were found to be Intermediates or Matriculates.

4. Most of the teachers in Parishad Schools were found to be trained, permanent, drawing higher salaries and mostly of greater than 40 year age, whereas, most of the teachers in Private Schools were found to be un-trained, temporary, drawing lesser salaries and mostly of lesser than 40 year age.
5. Significant difference has been found in the Organization of Education in the Parishad Schools and Private Schools, such as, seating arrangement, teacher-pupil relationship, and teaching-learning activities.

6. Teaching attitude of Private School Teachers has been found significantly higher than that of Parishad Schools.

7. Language achievement of students of Parishad Schools was found to be significantly lesser than that of the Private Schools.

8. Educational achievement of students of Parishad Schools was found to be significantly lesser than that of the Private Schools. Mathematics achievement of the students of Parishad Schools was found to be low.

9. Significant difference was found in the values of the students of Parishad Schools and Private Schools.

10. The SES of Parents of Private Schools was found significantly lower than that of the Parishad Schools.

11. Significant differences were found in the level of satisfaction of the Parents of Parishad and Private Schools with respect to the available facilities.

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### SECTION_14 Population Education

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<td>1.</td>
<td>A Study of the Knowledge and Attitude of Students and Teachers and the Awareness of Parents towards Population Education in Higher Secondary School Curriculum with respect to the ongoing Efforts being made by various Organisations</td>
<td>Pradeep Kumar Agrawal, 2002, Rani Durgavati University, Jabalpur</td>
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A Study of the Knowledge and Attitude of Students and Teachers and the Awareness of Parents towards Population Education in Higher Secondary School Curriculum with respect to the ongoing Efforts being made by various Organisations (Pradeep Kumar Agrawal, 2002, Rani Durgavati University, Jabalpur)

Objectives

1. To study the knowledge and attitude of students of the population education in the curriculum of higher secondary schools in the context of efforts made by various institutions.

2. To study the knowledge and attitude of teachers of the population education in the curriculum of higher secondary schools in the context of efforts made by various institutions.

3. To study the awareness of parents of the population education in the curriculum of higher secondary schools in the context of efforts made by various institutions.

Sample

A sample of 200 students and 100 teachers, and 100 parents was selected from Jabalpur district for the present study.

Tools and Techniques

The Attitude Scale (R. Subbarao, 1987), Awareness Test (B. Manjulavali, 1991), and knowledge test constructed by the Investigator were used for the present study.

Data Analysis

The Data were analysed through frequencies and percentage responses.

Findings

1. There has been found no significant difference in the knowledge of urban boys and urban girls regarding population education, whereas, the knowledge of rural boys has been found significantly higher than that of the rural girls. The urban students have been found to have significantly higher knowledge of population education than rural students.
2. The urban male and female teachers have not been found to differ significantly on their knowledge of population education. Similar has been found the status of rural male and female teachers. The urban teachers have been found to have significantly higher knowledge of population education than rural teachers.

3. The urban boys have been found to have significantly higher positive attitude towards population education than urban girls. No significant difference has been found in the attitude of rural boys and rural girls towards population education. The urban students have been found to have higher positive attitude towards population education than the rural students.

4. The urban male teachers and urban female teachers have not been found differing significantly on their attitudes towards population education. Similar has been the status of rural male and rural female teachers. The urban teachers have been found to have higher positive attitude towards population education than the rural teachers.

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## SECTION_15 Teacher Education

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<td><strong>Effect of Training in Questioning for Teacher-Trainees on Their Interactive Decision Making-A Study</strong></td>
<td>Ghugre Suhasinee Vishwasrao, 2012, Shivaji University, Kolhapur, Maharashtra</td>
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<td>2.</td>
<td><strong>Evolving Competency Based Curriculum in Science Education for In-Service Primary School Teachers</strong></td>
<td>Gyanendra Nath Tiwari, 2009, University of Allahabad, Allahabad</td>
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<td>5.</td>
<td><strong>Evolving Strategies for Enhancing Cooperative Learning in Teacher Education</strong></td>
<td>Nandita Nagar, 2010, University of Lucknow, Lucknow</td>
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Effect of Training in Questioning for Teacher-Trainees on Their Interactive Decision Making-A Study (Ghugre Suhasinee Vishwasrao, 2012, Shivaji University, Kolhapur, Maharashtra)

Objectives
1. To develop an instructional package for training in questioning for teacher-trainees.
2. To find out the development of thinking for interactive decision making behaviour of teacher-trainees.
3. To find out the decision making behaviour of teacher-trainees.
4. To study the effect of training in questioning on thinking process and interactive decision making of teacher-trainees in the classroom instruction.
5. To study the effect of training in Questioning upon General Teaching Competency and related component of Teaching Techniques.

Hypothesis
1. There will be no change in thinking process of teacher-trainees before and after receiving the training in Questioning for Feedback.
2. There will be no change in interactive decision making of teacher-trainees before and after receiving the training in Questioning for Feedback.
3. There will be no change in General Teaching Competency of teacher-trainees before and after receiving the training in Questioning for Feedback.
4. There will be no change in the performance related to Questioning for Feedback before and after receiving the training in the technique.

Research Method
Pre-Test Post-Test Equivalent Group Design was suitably employed for the Study.

Variables
Instructional Training Package was selected as Independent Variable, whereas, Interactive Decision Making as dependent variable.

Sample
30 Student Teachers constituted the Experimental Group, whereas, another 30, the control group. The Experimental and Control Groups were drawn randomly.
Tools

The tools employed for the study were, namely, Instructional Training Package (ITP), designed & developed by the investigator, Process-Process Appraising Scale of Teacher Effectiveness (PASTE, Bhalwankar & Joshi, 1981), Lesson Immediate Decision Observation Matrix (LIDOM, Sutcliffe & Whitefield, 1979), Stimulus Recall System (SRS, Bloom, 1954), The Category System, designed & developed by the investigator.

Findings

1. Teacher –Trainees of Experimental Group & Control Group were thinking equally and gave equal weightage to all the four major categories.
2. Teacher –Trainees of Experimental Group & Control Group thought more of Thinking Process and Content than of Antecedent and lastly Instructional Moves.
3. Teacher –Trainees of Experimental Group & Control Group gave equal weightage to pre-active, internal factor, and learner sub-categories of antecedent except material.
4. Interpretation was found to be the main thought process of teacher-trainees of Experimental Group and Control Group on Pre-Test.
5. Thought Processes and Decision Making Behaviour of Teacher-Trainees of Experimental Group and Control Group related to Content and Instructional Moves were similar to each other on the Pre-Test.
6. Teacher-Trainees of experimental Group and Control Group have not made significant changes in their single, double, triple and all four categories statements of thought processes and interactive decision making with respect to Pre-Test.
7. QFB has been found to be effective in bringing about significant changes in interactive decision making behaviour of Teacher-Trainees of Experimental Group with respect to the 4 categories.
8. The training in QFB was found to bring significant changes in thinking process and decision making behaviour of Teacher-Trainees of the Experimental Group on Post-Test related to Thinking process category.
9. The training in QFB has been found to be effective in taking the interactive decision by Teacher-Trainees of the Experimental Group for changing the course of instruction, that is, Instructional Moves.
10. The training in QFB was found to be more effective in reducing the thought processes related to internal factor among the teacher-trainees of the Experimental Group on Post-Test.
11. The training in QFB was found to bring the effective changes in developing the thought processes and interactive decision making behaviour of teacher-trainees of the Experimental Group related to Material.

12. The training in QFB could not bring effective changes in developing thought processes and interactive decision making among the teacher-trainees of the Experimental Group related to Retrieval thinking and reflective thinking behaviour.

13. The training in QFB was found to bring significant changes in thought processes and interactive decision making behaviour of teacher-trainees of Experimental Group related to perception thinking and interpretation thinking on Post-Test.

14. The training in QFB was found to be more effective in thought processes and interactive decision making related to single, double, triple and all the four categories of Teacher-Trainees of the Experimental Group on Post-Test.

15. The training in QFB was found to be effective in reducing the complexity level of thought processes of the Teacher–Trainees of Experimental Group on Post-Test.

16. The training in QFB was found to bring effective changes in General Teaching Competency among the Teacher–Trainees of Experimental Group.

17. The training in QFB was found to be effective in developing the thought processes and interactive decisions of Teacher-Trainees of the Experimental Group related to antecedent category of thinking process and instructional moves.

18. All the teacher-trainees of Control Group and Experimental Group were found to think equally related to the number of questions and comprehension type questions on their Pre-test Lesson Plans.

19. Most of the teacher-trainees, of both, the Experimental and Control Groups did not think of Application, Analysis, and Synthesis and Evaluation types of Questions in their Pre-Test Lesson Plans.

20. The training in QFB was found to be effective in bringing significant changes in the thought processes of teacher-trainees of the Experimental Group related to the number of Questions and Types of Questions in their Lesson Plans of Post-Test.
Evolving Competency Based Curriculum in Science Education for In-Service Primary School Teachers (Gyanendra Nath Tiwari, 2009, University of Allahabad, Allahabad)

Objectives

1. To study the existing in-service education program for primary teachers in the context of quality improvement of Science Teaching in terms of
   - Curriculum
   - Organization of the Training Program
   - Training Process
   - Outcome
2. (a) To identify competencies of Science Teaching and study the alternative practices of Science Teaching at Primary level as perceived by Primary School Teachers.
   (b) To explore the training needs of Primary Teachers in the context of existing and expected competency in Science Teaching as perceived by the Primary Teachers.
3. To develop and study effectiveness of an activity based strategy of competency based in-service training package for Science Teaching in terms of
   - Achievement
   - Reaction of Trainers

Research Method
Survey Method was employed for the study.

Population and Sample
The population for the present study included in-service primary teachers of UP One moderately developed district Deoria and one backward district Chitrakootdham Karwi were selected purposively out of the 70 districts of UP. Samples for the present study have been well drawn objective-wise. Sample for objective 1 included 8 in-service training programs carried out by two DIETS and 50 Primary Teachers from Deoria and 50 Primary Teachers from Chitrakoot Dham Karwi. Sample for the Objective-2 included Science Text Books at Primary level. Sample for the Objective-3 included 100 Primary Teachers from Deoria and 100 Primary from Chitrakootdham Karwi and 60 Classrooms.

Tools and Technique
Interview Guide, Observation Schedule, Training Needs Assessment Questionnaire, and Classroom Observation Schedule were the tools employed for the study.

Findings
1. Most of the in-service teacher trainees (54%) perceived that the content of the program is appropriate, while 41% perceived that that the content of the program is
not appropriate. Most of the teachers (66%) perceived that there is a lack of newness in the content.

2. Most of the teachers (53%) perceived that there was a good integration of pedagogy and technology in the training program. Most of the teachers responded that technological support service is used in accordance with pedagogical principles.

3. 33% of teachers perceived that there is a lack of coordination in organizing the training program. 22% of teachers responded that the planning of organization should be improved because this kind of organization does not encourage involvement of trainees.

4. 60% of teachers perceived that the infrastructural facilities were good. The building was in good condition. Near about 15% of teachers indicated that these facilities were inadequate. Essential resources are available but not sufficient according to 45% of the teachers.

5. 73% of the teacher trainees perceived that that the program does not have adequate involvement of teachers.

6. Most of the trainees (54%) perceived that the teaching strategies adopted were appropriate but need to be improved. 40% of the teachers perceived that the adopted teaching strategies are relevant and effective.

7. 61% of the teacher trainees felt that there is need of improvement in the evaluation procedure.

8. 71% of teachers indicated that the program is helpful in improving the self-knowledge of teachers. 27% of teachers perceived that the program is not helpful in improving their knowledge of methodology. Most of the teachers perceived that the program is not beneficial for improving subject specific content knowledge.

9. A sizable number of respondents perceived that the curriculum of the training program is not in accordance with the need of training of teachers. The methodologies adopted by the trainers were not innovative.

10. In all 136 content related and 152 transactions related context specific competencies were identified for teaching Science at Primary level.

11. There are following 8 content related competencies in which the teachers were found least competent:

    - Knowledge and understanding of functioning of parts of plants.
    - Knowledge of different adaptation processes among plants and animals.
• Concept of adaptation among animals.
• Knowledge of different sensory organs and their importance.
• Knowledge of different internal organs of human body.
• Knowledge and understanding of basic reason of transmittable diseases.
• Knowledge and understanding of states of matter.
• Knowledge of properties of different gases of air.

12. There are following 8 transaction related competencies in which the teachers were found least competent:
   • Ability to help learners to identify different parts of plants.
   • Ability to establish relation between the human life and plant animal interdependence.
   • Ability to explain different adaptation processes among plants.
   • Ability to provide basic knowledge of different types of seeds through demonstration.
   • Ability to explain the functioning of different internal organs of human body.
   • Ability to establish relation between the good health and balanced diet.
   • Ability to develop skills to explain different methods of separating insoluble matter from water.
   • Ability to explain the concept of condensation and evaporation through demonstration.
   • Ability to establish inter-season relationship of change in weather.

13. The competency based curriculum in Science Education for in-service primary teachers has been well designed by the investigator.
Effect of Advance Organizer Model on Student – Teachers’ Teaching and its Influence on the School Pupil’s Performance in Science- A Study
(Jadhav Vandana Vishnu, 2008, Shivaji University, Kolhapur)

Objectives

1. To develop self- instructional material on theory, planning and evaluation of AOM suitable for Indian conditions.
2. To analyze the Science Syllabus of Std. IX to identify the units which can be taught using AOM.
3. To determine the Student Teachers’ teaching performance using AOM.
4. To determine the student teachers’ performance in terms of achievement of pupils in paper-pencil tests based on different sub units in Science.

Research Method Employed

The study has appropriately employed Experimental Research Method. The post-test only control group design has been employed for the study. The independent variables used in the present study were

1. Self Learning Material of Science Structure (S.A. Group)
2. Self Learning Material of Inquiry Method (Inquiry Group)
3. Self Learning Material of Inquiry Method and Science Structure (Inquiry + S.A. Group)
4. Self Learning Material of Conventional Method (C Group)

The dependent variables were Student- Teachers teaching performance in simulated conditions and Student-Teachers Teaching Performance in terms of Pupils’ achievement. Adequate measures, namely, significance of the difference amongst the four Means, and SD on achievement and IQ scores to establish the parallel amongst the four groups were taken.

Internal & External Validity of the Experiment

Adequate measures have been taken to observe the internal validity and external validity of the experiment. The content validity of the treatment material has been well established. The characteristics of all the tools used for the study, namely, Theory Check –up Tests (TCT), Teaching Analysis Guide (TAG), Plan Evaluation Guide (PEG), and Pupils’ Achievement Test have been well established.
Sample

24 Science Group students were well selected out of 100 students of Shikshan Shashtra Mahavidyalaya, Vita. These 24 students were well assigned to four groups as per the experimental design.

Treatment

The treatment time spread over 20 days seems to be adequate for the purpose. The day wise schedule was well designed and implemented.

Data Analysis Techniques Employed

Mean, SD and t values have been suitably computed for data analysis.

Findings

1. The final draft of the self-instructional material was found comprehensive, self explanatory and instructive for planning and practice teaching.

2. Out of the syllabus prescribed for Std. IX, 75 sub-units were found suitable to the Advance Organizer Model (AOM).

3. In the first two lessons the teaching performance of the conventional group was found comparatively effective in simulated situation, whereas, in the last three lessons the teaching performance of AOM and conventional groups was found equally effective in simulated conditions.

4. The AOM group of student teachers was found more effective than conventional method group in real classroom situations.

5. The performance of AOM group of student teachers was found superior in terms of pupils’ achievement than that of the conventional group.

Emerging Questions

1. Which criteria were exercised to identify the 75 sub-units from Std. IX syllabus amenable to the Advance Organizer Model?

2. What is the relative utility of Advance Organizer Model and Inquiry Training Model for teaching Science?

3. What is the relative utility of progressive differentiation and integrative reconciliation?
4. What should be the purpose of Science Teaching; Reception Learning or Problem Solving or both?

5. Which of the 75 sub-units of Science did you find most suitable while teaching through the AOM?

6. Which difficulties did the investigator face with respect to the Social System & Support System of the AOM?

7. How did the AOM contribute to the concept attainment/formation of the Science Students?

8. How was the meaningful verbal & conceptual learning tested?

Back
A Comparative Study of Formal and Non-Formal Methods of Teacher Education for Teaching English (Kshamata Chaudhary, 2002, VMOU, Kota)

Objectives

1. To identify reasons behind poor performance of students in English.
2. To find whether training of teachers in teaching of English affects and develops competence of students in English.
3. To identify merits and demerits of formal and non-formal system of teacher training agencies.
4. To suggest key areas and methods of training teachers for better teaching of English Language.

Sample

12 under training English teachers of senior secondary schools, 12 trained English teachers of senior secondary schools, and 180 students were randomly selected as sample.

Tools and Techniques

1. Questionnaire for teachers to analyse the teacher’s classroom teaching and teaching methods of teachers.
2. Questionnaire to evaluate the performance analysis of students in English Language.
3. Observation schedule to analyse the Personnel, Pedagogical and Social aspects of teachers and students.

Data Analysis

The data were analysed through frequencies and percentage responses.

Findings

1. The students are learning English language not because of their love for this language but due to the personal and professional importance. They were not found to have favourable attitude towards English language.
2. English is taught as a second language in schools. So, the duration of exposure is hardly adequate. The students usually are hesitant to speak English and switch over to their own mother tongue.
3. The students pedagogically were not competent to use all the English language skills. Some could fluently write but were hesitant to speak, whereas, others could fluently speak but could not properly write.

4. The under training teachers were more interested in using innovative methods, whereas, the trained teachers were not motivated to use innovative methods.
Evolving Strategies for Enhancing Cooperative Learning in Teacher Education (Nandita Nagar, 2010, University of Lucknow, Lucknow)

Objectives

1. To prepare and implement Cooperative Learning Lessons based on different Cooperative Learning Strategies.
2. To find out the effectiveness of Cooperative Learning Strategies in reference to academic achievement, self esteem, interpersonal relations, individual and group cooperative work, trust behaviour, collaborative skills and classroom environment.
3. To enhance cooperative learning in teacher trainees.

Sample

The sample of 48 teacher trainees was drawn.

Tools

The tools used for the study were, namely, Student Profile Form, Classroom Environment Checklist, Rosenberg’s Self Esteem Scale, Interpersonal Relations Assessment Technique, Examination of Trust Behaviour, Individual and Group Cooperative Learning Worksheet, Social Skill Observation Form, Group Processing Form, Achievement Test for Strategy-1 (Ironing Out a Problem), Achievement Test for Strategy-2 (Picture Perfect), Achievement Test for Strategy-3 (Cooperative Microteaching) and Feedback Form.

Data Analysis

Data were analyzed through compatible statistical techniques, namely, ANOVA, ANCOVA and Percentage.

Findings

1. The achievement level of the teacher trainees was found to be remarkably high when they were tested after Strategy-1, Strategy-2 and Strategy-3.
2. The retention rate of teacher trainees was found to be improved when they were re-tested for their performance.
3. The individual and group cooperative work of the teacher trainees showed remarkable improvement.
4. It was observed that oral communication skill of the teacher trainees showed impressive improvement.
5. Teacher trainees exhibited more responsibility for learning.
6. The teacher trainees improved gradually on the usage of collaborative skills.
7. No difference was found in the opinion of teacher trainees regarding the choice of sitting adjacent to classmates.
8. No difference was found in the intention of the teacher trainees for lending stationary to their classmates.
9. Remarkable improvement was found in the interpersonal relationship between teacher trainees as the number of classmates in the friends list increased rapidly, they including more and more number of classmates on their invitation list and expressed desire to tell and share their secrets with more number of classmates.
10. The student teacher interaction and familiarity increased.
11. The involvement in class of the teacher trainees showed much improvement.
12. The cohesiveness between the teacher trainees increased after the implementation of the intervention programme.
13. The feeling of cooperation and equality amongst teacher trainees was enhanced to a great strength.
14. The competition between the teacher trainees decreased rapidly when cooperative learning strategies were implemented.
15. A positive inclination of teacher trainees towards the subject matter was experienced. In other words, teacher trainees showed positive attitude towards the subject matter.
16. Overall an atmosphere of cooperation and helping was established.
17. The teacher trainees exhibited more trusting and trustworthy behaviour. In other words, openness and sharing of teacher trainees along with their acceptance and support improved drastically.
18. The self esteem of the teacher trainees was enhanced after the implementation of the intervention programme.
19. The cooperative learning strategy-2 showed remarkable positive effect on the self esteem of teacher trainees, whereas, the cooperative learning strategy-1 and cooperative learning strategy-3 did not have any effect on the self esteem of the teacher trainees.
20. The self esteem of the teacher trainees was remarkably increased after the implementation of the cooperative learning strategy-2 and 3 combined, whereas, the cooperative learning strategy-1 and 2 combined did not have any effect on self esteem of teacher trainees.
21. It was observed that anxiety of students in class and towards test got significantly reduced.
22. A recognizable improvement in the self confidence of teacher trainees was observed.
Relationship of Social and Emotional Quotient and Selected Cognitive 
Transforming Strategies in Student Teachers (Poonam Banshiwa, 2012, 
Mohanlal Sukhadia University, Udaipur, Rajasthan)

Objectives

1. To study the level of Social Quotient in Student Teachers.
2. To study the level of Emotional Quotient in Student Teachers.
3. To find out the difference in the Social Quotient of Student Teachers on the basis of 
the difference between the Pre-Test and Post-Test Performance.
4. To find out the difference in the Social Quotient of Female Student Teachers on the 
basis of the difference between the Pre-Test and Post-Test Performance.
5. To find out the difference in the Emotional Quotient of Student Teachers on the basis 
of the difference between the Pre-Test and Post-Test Performance.
6. To find out the difference in the Emotional Quotient of Female Student Teachers on 
the basis of the difference between the Pre-Test and Post-Test Performance.
7. To find out the correlation between Cognitive Elaboration & Transformation Strategy 
and Social Quotient of Student Teachers.
8. To find out the correlation between Cognitive Elaboration & Transformation Strategy 
and Social Quotient of Female Student Teachers.
9. To find out the correlation between Cognitive Elaboration & Transformation Strategy 
and Emotional Quotient of Student Teachers.
10. To find out the correlation between Cognitive Elaboration & Transformation Strategy 
and Emotional Quotient of Female Student Teachers.
11. To find out the differences in the Male Student Teachers and Female Student 
Teachers on the Cognitive Elaboration and Transformation Strategy.
12. To study the differences in the Social Quotient of Male Student Teachers and Female 
Student Teachers on Cognitive Elaboration and Transformation Strategy.
13. To study the differences in the Emotional Quotient of Male Student Teachers and 
Female Student Teachers on Cognitive Elaboration and Transformation Strategy.
14. To workout the implications due to the emerging theses.

Research Method

Pre-Test Post Test Rotational design has been employed for the study.
Sample
Eighty Student Teachers drawn randomly from two of the Colleges of Education in Udaipur, 20 Male Student Teachers and 20 Female Student Teachers from each constituted the sample for the study.

Tools
The tools employed for the study were, namely, Social Quotient Test by Dr. V.P. Sharma, Dr. Prabha Shukla and Dr. Kiran Shukla, Emotional quotient Test by Shri Murli Mohan Sharma, and the Programs based on Cognitive Transformation Strategy developed by the investigator.

Data Analysis
The data were analyzed through statistical techniques, namely, t-test and correlation.

Findings
1. The cognitive transformation strategy has been found successful in raising the Social Quotient and Emotional Quotient of the Student Teachers, both, Males and Females.
2. The cognitive transformation strategy has been found successful in raising the Social Quotient and Emotional Quotient of all the Student Teachers.
3. The student teachers of both the groups were not found to differ significantly on pre-test on Social Quotient, whereas, significant difference was found on Post-test.
4. The student teachers of both the groups were not found to differ significantly on pre-test on Emotional Quotient, whereas, significant difference was found on Post-test.
5. Significant difference was found in the mean scores on Social Quotient of all the Student Teachers from Pre-Test to Post-Test.
6. Significant difference was found in the mean scores on Emotional Quotient of all the Student Teachers from Pre-Test to Post-Test.
7. Significant positive correlation was found between Cognitive Transformation Strategy and Social Quotient of Male Student Teachers, Female Student Teachers, and as a whole.
8. Significant positive correlation was found between Cognitive Transformation Strategy and Emotional Quotient of Male Student Teachers, Female Student Teachers, and as a whole.

Back
Objectives

1. To study the profiles of the product of the Participatory Teacher-Education Program in performing the Educational Roles in terms of their
   - Teaching level
   - Nature of the School Area
   - Type of the Educational Institution
   - Teaching Subject, and
   - Teaching Experience.

2. To study the contribution of the Learning Experiences experienced by the Product of Participatory Teacher-Education Program in their self-development.

Research Method

Sample

All the 240 Pass outs of the B.Ed. Enriched Program (1997-98 to 2006-07) constituted the sample for the study. Finally, the data were collected from the 177 accessible Pass-outs of the B.Ed. Enriched Program out of 240. The efforts made by the investigator in locating the Pass-outs of the B.Ed. Enriched Program of the 10 sessions need to be put on record.

Tools

The tools constructed by the investigator were, namely, Information Sheet, and Perception Scales on Area and Self-Development. Also attempts were made to gather Self-Narratives of the B.Ed. Enriched Pass-outs in the context of their Experiences during Student-Teacher Period. The 82 items in the Area Perception Scale were distributed against Educational Instruction Role (33), School Role (19), Social Role (9) and Professional Role (21). All the 37 items in the Self-Development Perception Scale have been well distributed, Self-Related Attributes (23) and Others Related Attributes (14).

Data Analysis

The data have been analyzed, tool wise. Perception wise distribution as low, average and high is a measure.
Findings

1. The perceptions of the B.Ed. Enriched Program Pass-outs have been found higher on Instructional Roles and Professional Roles as compared to School Roles and Social Roles, Teaching Level wise, Teaching Experience wise, Teaching Subject wise and School Type wise.

2. The perceptions of the B.Ed. Enriched Program Pass-outs have been found to be high on the development of all the self related attributes, such as, logical decision making capability, reflections on the various dimensions of a problem, enhanced understanding through experience, exhilaration, working with various alternatives, understanding critical evaluation of the work, self confidence, attention, readiness for work, accepting challenges, developing patience, working independently, regularity of work, capability of planned working, time targeting, timeliness, logical thinking, modification, creativity, qualitative use of Library, self study habit, enthusiastically taking up new tasks.

3. All the self narratives regarding their learning experiences have been found to be quite encouraging. Spontaneous expressions have been reported on self-confidence, self-dependence, self-study, creativity, independent thinking, learning by understanding, reflecting on criticisms, development of sensitivity and observation, presenting my own thinking and opinion, searching & researching, time management, reduction of anxiety, evaluation of the self, independent learning, Regularity & Discipline, realization of the self-strength and limitations, learning through discussions, realization of the power of creativity, Learning to Speak, curiosity to know thyself, Critical Thinking, Concentration Power, Motivation, Confidence, Creative contribution, independent thinking, Self Study, Maximum utilization of Library, and Creative production.

4. The perceptions of the Bed. Enriched Program Pass-outs towards the development of attributes related to others have been found high., such as, initiation in group work, Expression of ideas to a group, accepting ideas of others, feeling at ease in a new culture, development of cooperation, overpowering the fear and hesitation in facing a group, participation in reflective dialogues, learning through each and every experience, sharing the responsibility, working in group, reflection on the unhealthy experiences, Patient Listening, sustaining group feeling, awakening to the current happenings.
Teacher Education in Portuguese Goa (1841-1961): An Historical Perspective (Richard Cabral, 2007, University of Pune, Pune)

Objective

To bring to light the various facts and events connected with the growth and development of Teacher Education in Goa.

Research Questions

- When did teacher education start in Goa?
- What type of institution was set up to impart this education?
- What were the main features initially of the programme in this normal school?
- Who were the architects of this institution?
- How did the programme evolve into an excellent programme?
- Which were the salient features of the later course?
- Under which reforms were these features introduced?
- Which were the qualitative aspects of “Escola Normal”?
- Which were its drawbacks/shortcomings if any?
- How did the whole programme in the “Escola Normal” affect the quality of teacher education and Primary School Education?
- What was the impact of the Teacher Education and the Primary Education System then on Goan Society?

Hypothesis

Some excellent features were present in the Teacher Education System that was prevalent in Portuguese Goa.

Data Collection

The study of documentary evidence and relics has been carried out very well. It has been thoroughly subjected to internal and external criticism. Oral testimonies as well have been collected from some of those who are still living. The investigator has exhaustively attempted to cross validate the data.
Findings

1. The Portuguese government tried various experiments and tried to transplant European ideas and ideals, techniques and practices with the result that a hybrid culture gradually evolved evident today in the art, architecture, dress, the food, language, celebrations, attitudes, and other cultural and social signposts.

2. In the mid-17th century providentially Portugal had a great man, namely, Marquis de Pombal, a farsighted administrator and an avant-grade reformer. His major Educational Reforms, which were faithfully and quickly implemented in Goa are as follows:

   ➢ He changed the nature of Education from religious to secular.
   ➢ He introduced the competitive method of selection of teachers through “concursos” (contests/tests).
   ➢ Officially text books were prescribed.
   ➢ He set up the ‘Real Mesa Censoria’ (Royal Censor Board) to oversee education.
   ➢ Schools had to be granted official recognition, thus bringing all schools under Government control.
   ➢ He introduced the “subsidiario litterario” or the educational cess on wine and meat,
   ➢ Established a hierarchy in the administration of education by appointing a Commissioner of Studies at the head.
   ➢ Replaced the earlier method of “Ratio Studiorum” with the “The Correct Method”.

3. It is interesting to note here that initially in Goa there were teachers- those who had studied in the ‘colegios’ and the ‘seminarios’ of the Missionaries – but there were no schools, hence they were called ‘teachers without schools’. These teachers however can be called the pioneers of education in Goa. Then came the Royal teachers appointed by the Government to teach Latin and Reading, Writing and Counting. They were paid from the ‘subsidiario litterario’ a tax imposed on meat and wine products in order to finance education.

4. During this period it was a Latin based education that was imparted in Goa. It was predominantly in the hands of the clergy. Punishment was an integral part of the “Ratio Studiorum” pedagogy of the Jesuits, which was also adopted by the other
Religious Orders. When the rest of India was still groping in darkness, education in Goa had taken firm roots.

5. From the beginning of the 19th century Goa was fortunate to have a clutch of enlightened Governors one after another, like, Joaquim Jose Lopes de Lima—perhaps he can be called the Apostle of Education in Goa—who promulgated various educational measures, like, establishing schools, appointing teachers, and starting the “Escola Normal” (Teacher Training Institute) and setting up the Lyceum. Due to their efforts secular and official education not only made its appearance but started spreading all over Goa. Due to the vision of Lopes de Lima Secondary Education started taking shape in the form of a Lyceum and the “Escola Normal” though the Military and Mathematics School had already been established a few years before that. Governor J.J. Lopes de Lima started the “Escola Normal” in 1841 and after it had undergone a sort of after birth crisis it was restarted by Governor J.J. Lapa in 1854. That makes it the oldest Western Style Teacher Training Institution not only in India, but, also perhaps in the whole of Asia.

6. Escola Normal was originally housed along with the Lyceum in the Administrative Building where today the Police Headquarters are located. Subsequently, these were shifted to “oiteiro”, a small hillock on the way to Altinho about half a kilometer away. Escola Normal was shifted in 1938 to another quadrangular building in the city called Massano de Amorim. In 1959 the Primary School, which was functioning in the premises of the quadrangular building for the sake of convenience, was declared as the school of application as the Escola Normal. Later on in 1960 the Escola Normal was shifted to more spacious premises in Porvorim on the outskirts of the city from where it is still functioning. After the Portuguese were forced to leave Goa in 1961 it was called Teachers’ Training College or simple Training College. Now it is known as District Institute of Education and Training (DIET) though.

7. Being a military State there were absolutely no problems of discipline as the rules and regulations were strictly observed. Because Escola Normal, along with Lyceum and the Medical College were always projected as the showpieces of progress under the Portuguese they were always maintained in a spic and span condition.

8. Teacher Education in Goa was keeping pace with the evolution of similar developments in Europe. From 1842 to 1935, it is noticeable that the curriculum kept on evolving from time to time. The syllabus of 1856—continued under the reforms of
1882 also had Calligraphy, Portuguese Grammar, Arithmetic, Morals, Catechism, Civility, General Geography, Chorography and History both of Portugal and India for the students reading in the first year making the syllabus basically content based. However, in the second year there was Portuguese Grammar, Geography and Chronology, General and Sacred History, Theology and Philosophy, Arithmetic, Geometry, Drawing, Bookkeeping, and two subjects related to Pedagogy, that is, Teaching Methods and Legislation pertaining to Primary instruction. It was initially a Latin based syllabus and comprised more of moral education having not only sacred history but also Theology. Teacher was more than a priest taking care of not only man’s spiritual needs but also physical and intellectual. In 1894 this syllabus underwent many changes. Besides the subjects mentioned above there were Prose Reading, Poetry Recitation, Elements of Agriculture and Notions of Hygiene. Added to this was the subject dealing with the Rights and Duties of Citizens. But the significant change under these reforms was the introduction of the subject of pedagogy and Methodology which meant that Teaching had come by now to be considered as a Science. By 1907 the syllabus was oriented more towards cultivation of skills and development of all the faculties, the cognitive, affective and psychomotor. The subjects in this syllabus of 1907 were Portuguese Language and literature, French Language, Practical Arithmetic and Elementary Geometry, Physics, Chemistry and Natural History, Bookkeeping, Cosmography, Calligraphy, Map drawing, First Aid, Pedagogy and Special Methodology, Music and Singing, Embroidery and Needle work and the main subjects from the previous syllabus. It can be seen that lot of stress was being given now to practical under this syllabus. The last two subjects were introduced because of the girl students but it did not preclude boys from taking up the same. From the historical point of view the introduction of the French Language assumes importance. The syllabus under the reforms of 1935 included besides those found in the previous syllabus such subjects as Psychology, Didactics and Special Didactics, School Hygiene, Model Making, Craft, Pedology, Home Economy and Cookery. These subjects were basically skill oriented which meant that now the emphasis in syllabus had shifted from content based to skill based. A detailed programme for the conduct of Practice Lessons with provision for recording the observations on a duly approved format was also chalked out.
9. The significant changes in the curriculum included the introduction of the “trabalhos manuais educativos” (educative manual work), an altogether new concept from the Swedish Educational Method of Sloyd introduced from 1921 with each teacher being allotted 3 hours per week. The admittance of women as regular candidates from 1894 for the course and the conversion of the course first into a three year one in 1907 and back into a two-year course in 1935 were major steps taken in the evolution of the programme in “Escola Normal”.

10. Pedagogy was introduced as a subject from 1894 and also textbooks came to be prescribed for the students. Initially rote method was stressed upon but later on more emphasis was laid on exposition and practice. Lot of importance was given to practical subjects like Calligraphy, Drawing, Gymnastics, Surveying, Agronomy and Practice Teaching.

11. The all round nature of the syllabus is to be appreciated. It had general subjects like History, Language, Geography. It had special subjects like Pedology, Pedagogy, Psychology and Didactics. It gave equal importance to content and to the development of skills. Besides the main subjects the syllabus also included such practical subjects as Calligraphy, Craft, Music, Bookkeeping and Personal and School Hygiene. The Practicum was given due importance.

12. A good look at the vast array of subjects convinces a person that the Portuguese Teacher Education System aimed at preparing a complete person. The programmes in Escola Normal not only took care of the aspects but also the moral (Morals), the physical (Gymnastics), the Social (Rights and Duties of the Citizens), aesthetic (Singing and Music) and the spiritual (Philosophy).

13. Initially there was only personalized or individualized instruction. The Professor would call up the students one by one and teach them himself. In the ‘Ensino Simultaneo’ method the Professor would call up students one by one and make them teach the others. The third method then appeared was “Ensino Mutuo” in which the students were divided into groups and put under the charge of a brighter student who was called a monitor. All the above methods were single-teacher based. This was the method that was adopted in the Normal School when it was founded in 1841. The introduction of the system of Chairs came next. A Chair was made up of a group of subjects. However, one subject at a time would be taught. Only after completion of one Chair the other Chair would be dealt with. Such a pattern would be followed
because there was only one Professor managing the whole school. This was later replaced by the cycles. Now instead of one Professor there would be two. Thereafter under the reforms of 1907, the class system as we understand it today was introduced. Consequently the strength of the teaching staff rose to four Professors.

14. In language learning the syllabic method was followed. The language learning skills were taught in their proper order. Discussion and debates were very much encouraged. Initially memorization and rote methods were followed, especially, when the Lencastrian method was used. Later on discussion, argumentation and even project methods were used.

15. Various changes took place in the field of testing and evaluation. Initially reporting was done by awarding any of the two remarks, “Pass” or “Fail”, but, then the grading/classification was introduced both by marks and remarks with more categories introduced.

16. The evaluation system of the “Escola Normal” was both comprehensive and well arranged. It tested both theory and practice and even the pedagogical skills. Besides the class performance throughout the year of the student was taken into account while drawing up the final report. This included not only the scholastic achievement but also the regularity of attendance and the behaviour of the student in the class during the whole academic year. A jury of three evaluated the complete performance or more members called “vogais” appointed officially by the Governor. The evaluation was continuous, formative and comprehensive. Though the evaluation process was tough, it was thorough and demanding and gave a chance to the student to prove himself. The tests were known as “provas”, which literally means proofs. The oral system of testing had more merits than demerits vouched for by those who underwent that system of education. The orals were public examination in all senses of the word. People would attend the sessions to watch the Jury members who were supposed to be from the intelligentsia pit their wits against the upcoming masters. It was quite a spectacle and the tussles or mental jousts were much talked about for days together in the educated society circles. Two aspects of these examinations have to be noted besides the composition of the jury: the way the students were awarded grades and the confidentiality and sanctity of the whole process. The Portuguese followed the system of “concurso” right from the admission stage to the passing stage in the school.
17. School Administration was two types-internal and external. There was a School Council or Committee with a secretary and Treasurer headed by the Director, which managed efficiently the day to day functioning of the institution. The Portuguese were clear about most things and had a well laid out code of rules and regulations. According to the Plan of studies the educational head in every State had to be the Commissioner of Studies, who in the case of Goa was normally the Secretary of the State. The Heads of various secondary level institutions were called Rectors, and later on the class teachers, a concept introduced in 1907 were called class directors.

18. Though the political dispensation was autocratic and authoritarian, the administration in Escola Normal was run on democratic principles. Besides the Director there was a school committee presided over by him, which would take all the required decisions for the smooth functioning of the institution. The non-academic duties in the school were also distributed among the teaching staff members. Of course, this was possible, because, the number of students was small. Even in later years after the reforms of 1935, the intake capacity was not more than thirty. The Pupil Teacher Ratio was ideal.

19. The appointment of substitute teachers was another noteworthy feature of the Portuguese system of Teacher Education.

20. They really excelled in codifying rules and regulations or laws or in maintenance of records. In Escola Normal all the duties assigned to the staff members were clearly spelt out and written down. The various procedures from admission to the conduct of examination were to be found in the book. So thorough were the Portuguese in their approach to administration. Supervision and monitoring emerged as a part of the same administrative regime. Inspectors were both regular and strict. Reporting would be done not only to the next higher authority but also to the Governor. There was a keen sense of discipline among both the students and the teachers born out of the system.

21. The benefits of decentralization and autonomy were clearly demonstrated by Escola Normal.
Sevapoorva Avam Sevarat Adhyapakon Ke Daitavbodh Avam Samajik Moolyon Ka Ek Samikshatmak Adhyyan (Santosh Kumar Singh, 2009, Dr. R.M.L. Avadh University, Faizabad)

Objectives

1. To critically study the Sense of Responsibility of Pre-Service and In-Service Teachers.
2. To study whether the Sense of Responsibility of Pre-Service and In-Service Teachers differs Gender-wise.
3. To critically study the Social Values of Pre-Service and In-Service Teachers.
4. To study whether the Social Values of Pre-Service and In-Service Teachers differs Gender-wise.
5. To critically study the Sense of Responsibility of Rural and Urban Pre-Service and In-Service Teachers.
6. To study whether the Sense of Responsibility of Rural and Urban Pre-Service and In-Service Teachers differs Gender-wise.
7. To critically study the Social Values of Rural and Urban Pre-Service and In-Service Teachers.
8. To study whether the Social Values of Rural and Urban Pre-Service and In-Service Teachers differs Gender-wise.
9. To study the interactive effect of Sense of Responsibility and Social Values of Pre-Service and In-Service Teachers.

Research Method

Survey Method has been employed for the Study.

Sample

The sample of 480 Teachers has been drawn through randomization out of the population of all the recognized B.Ed. Colleges and Secondary Schools of Ambedkar Nagar District of Faizabad Division.
Tools
The tools used for the study were, namely, Sense of Responsibility Measurement Scale by Shashikant Tripathi & Kalplata Pandey, and Personal Values Questionnaire by J.P. Sherry and R.P. Verma.

Data Analysis
The data have been analyzed by employing Mean, SD, Standard Error of the Mean, Critical Ratio and 2x2x2 Factor Analysis.

Findings
1. Significant difference has been found in the Mean Scores on Sense of Responsibility of the Pre-Service Teachers & In-Service Teachers.
2. No significant difference has been found in the Mean Scores on Sense of Responsibility of the Pre-Service Teachers & In-Service Teachers Gender-wise.
3. No significant difference has been found in the Mean Scores on Sense of Responsibility of the Pre-Service Teachers & In-Service Teachers Habitat-wise.
4. Sense of Responsibility of the Teachers has not been found significantly affected by Gender.
5. Sense of Responsibility of the Pre-Service & In-Service Teachers has not been found affected by Gender significantly.
6. Significant difference has been found in the Mean Scores on Social Values of the Pre-Service Teachers & In-Service Teachers.
7. No significant difference has been found in the Mean Scores on Social Values of the Rural & Urban Pre-Service Teachers & In-Service Teachers.
8. Significant difference has been found in the Mean Scores on Social Values of the Male and Female Pre-Service Teachers & In-Service Teachers.
9. Main Effect of Factor Analysis reveals that Social Values of Male and Female Teachers are significantly affected by Gender.
10. The social values of Pre-Service Teacher and In-Service Teachers are not affected by their habitat irrespective of whether they are Rural or Urban.
11. The social values of Pre-Service and In-Service Teachers are significantly affected through Interactive Effect of their Gender and Habitat.
12. No significant Interactive Effect of Gender and Type of Service has been found on the Social Values of Pre-Service and In-Service Teachers.

13. No significant Interactive Effect of Habitat and Type of Service has been found on the Social Values of Pre-Service and In-Service Teachers.

14. No significant Interactive Effect of Gender, Habitat & type of Service has been found on the Social Values of the Teachers.
Effect of Awareness of Science Structure and its Method of Inquiry upon the Student-Teachers Teaching Performance (Seema Babasaheb Chaudhari, 2008, Shivaji University, Kolhapur)

Objectives

1. To analyze the text-book of 8th standard to identify the units suitable for inquiry method.

2. To measure the effect of awareness of Science structure on student teacher’s teaching performance in peer teaching.

3. To measure the effect of awareness of Science structure on student teacher’s teaching performance in real classroom situation.

4. To measure the effect of awareness of Science structure on student teacher’s teaching performance in terms of pupils’ achievement.

5. To measure the effect of awareness of method of inquiry on student teacher’s teaching performance in peer teaching.

6. To measure the effect of awareness of method of inquiry on student teacher’s teaching performance in real classroom situation.

7. To measure the effect of awareness of method of inquiry on student teacher’s teaching performance in terms of pupils’ achievement.

All the sub-objectives of the study have been well enunciated as follows:

1. To measure the effect of conventional methods and awareness of science structure on student teacher’s teaching performance.

2. To measure the effect of conventional methods and inquiry method on student teacher’s teaching performance.

3. To measure the effect of conventional methods and inquiry method + awareness of science structure on student teacher’s teaching performance.

4. To measure the effect of awareness of science structure and inquiry method on student teacher’s teaching performance.

5. To measure the effectiveness of awareness of science structure and inquiry method + awareness of science structure on student teacher’s teaching performance.
6. To measure the effectiveness of inquiry method and inquiry method + awareness of science structure on student teacher’s teaching performance.

Sample
A purposive sample of all the 24 Science Method Student Teachers of the Shikshan Shashtra Mahavidyalaya (B.Ed.), Vita, Khanpur, Sangli out of a total of 100 Student Teachers was selected for the study. 160 Std. VIII Pupils were selected on the basis of their willingness from Mahatama Gandhi Vidyamandir, Vita, in order to know the student teachers teaching performance in terms of pupils’ achievement. Four parallel groups of Student teachers, as well as, pupils were constituted employing mean, SD, and ANOVA.

Research Method Employed
Experimental Groups Control Group only post-test design has been employed for the present study. Independent variables used in the present study were:

1. Self learning material of science structure (SA Group)
2. Self learning material of Inquiry Method (Inquiry Group)
3. Self learning material of Inquiry method and Science Structure (Inquiry + SA Group)
4. Self learning material of conventional methods (Lecture, Demonstration, Inductive-Deductive methods) (C Group)

The dependent variables were as follows:

1. Student teacher’s teaching performance in simulated condition (Score the Student Teachers achieved on TAG in simulated condition).
2. Student teacher’s performance in terms of pupil’s achievement (Score the secondary school pupils achieved on the test).

Adequate measures were taken to observe the internal validity and external validity of the experiment.

Development of Self-Learning Material
Nine units, namely, Acid, Bases and Salts; Man-made Material; Force and Pressure; Light; Spherical Mirrors; Magnetism; Electric Current; Micro-organisms; Man and other Living Things were systematically selected for the study. These were further differentiated into sub-units. Self learning material was suitably developed for all the groups. The content validity of the Self Learning Material was well established.
Tools used for the Study

The characteristics of all the tools, namely, Theory Check-up Tests (TCT), Teaching Analysis Guide (TAG), Plan Evaluation Guide (PEG), Pupils’ Achievement Test (PAT) constructed by the investigator for the study were well established.

Duration of the Treatment

The experiment lasted for 20 days. The duration seems to be adequate.

Data Analysis Techniques Employed

Mean, SD, and t-value were computed for data analysis.

Findings

1. In the 8th Standard text-book, nine main units were found suitable for teaching Science using Inquiry method.

2. Integrated effect of conventional method + awareness of Science structure helped the student teachers in selecting the proper learning experiences.

3. Structure Awareness helped the Student-Teachers know the relationship between the syllabi of Science for different Standards.

4. Due to structure awareness student-teachers could correlate his topic with other topics in science subject.

5. Various types of structures of Science affected on the performance of student-teachers of SA group in developing the ability to know the exact place of particular unit in the structure. It helped them to determine the scope of teaching points.

6. Techniques acquired by student teachers in inquiry method encouraged pupils to initiate enquiry as much as possible.

7. Awareness of inquiry technique made the student teachers to think carefully about all points related to content.

8. Awareness of inquiry techniques helped the student teachers to create curiosity and to draw pupils attention. Student teachers could introduce the topic relevant to the teaching content.

9. Awareness of inquiry procedure developed the ability of the student teachers to facilitate discussion of the problem situation.
10. The awareness of inquiry techniques increased student teachers’ thinking ability and presented the problem situation effectively.

11. The selection and presentation of problem situation led the student teachers to generate inquiry procedure.

12. Combined effect of inquiry method and knowledge of structure of Science led the student teachers towards clarity of thought and brevity of expression.

13. The student teachers skills in presenting problematic situation usually set for pupils’ inquires.

14. Task based activities on inquiry method helped the student teachers in presenting the problem situation systematically.

15. The integrated effect of inquiry method and structure awareness broadened student teachers view in respect of teaching concepts. It also helped them to select and provide appropriate learning experiences.

16. Acquisition of inquiry procedure helped the student teachers to judge whether the inquiries made by the pupils are accurate or they need to have certain corrections. Student teachers could guide the pupils accordingly.

17. Principles and procedure of inquiry method made the student teachers’ ideas more clear that could help them to give sufficient information about the nature of problem situation.

18. Student teachers competence in creating puzzling situation favorably affected pupils’ interest for inquiry.

19. Student teachers motivated pupils for inquiry according to situation that helped the pupils to get more information about the facts, which they experienced.

20. Awareness of inquiry procedure helped the student teachers for illustrating appropriate questions relevantly. It led the pupils to ask various questions about the problem.

21. Integrated effect of inquiry method and awareness of structure of science helped the student teachers to know the depth of the content, to locate the place of the unit in the structure which led them to present the problem situation and explain the inquiry procedure.
22. Integrated effect of inquiry method and structure awareness helped student teachers to determine about what inquiries are to be made.

23. Integrated effect of inquiry method and science structure developed the wholistic approach of the student teachers.

24. Exercises based on the lesson planning enabled the student teachers to understand the techniques in inquiry method and helped to locate the topic in place of structure.

25. Systematic arrangement of hierarchy of the concepts helped student teachers to think concrete to abstract.

26. Student teachers could proceed from known concepts to unknown concepts.

27. Integrated effect of awareness of science structure and inquiry method were quite useful to develop ability of decision making, providing learning experiences and thinking.

28. Additional effect of awareness of structure of science led the student teachers to learn to what extent he has to lead the pupils.

29. Student teachers ideas, concepts and actions were made clear by studying the combined print material. It also affected the student teachers ability to develop insight and understanding.

30. The student teacher could present concrete examples to draw inference.

31. The inquiry method developed pupils’ capacity and strengthened their mental ability.

32. Integrated method of inquiry method and awareness of science structure helped student teachers to select the proper learning experiences and their systematic arrangement.

33. Inquiry method prompted pupils to ask more and more questions to gather sufficient information and draw appropriate conclusions.

34. Integrated effect of inquiry technique and structure awareness proved more effective than that of only awareness of structure of science.

35. Student teachers implemented inquiry technique using systematic arrangement of hierarchy of concepts.

36. Comparatively the performance of student teachers having knowledge of structure of science and inquiry method is better than that of student teachers having knowledge of inquiry method.
37. Encouragement by the student teachers helped the pupils to initiate inquiry as much as possible.

38. Inquiry procedure helped to develop pupils’ heuristic attitude, competence in formulating laws and draw inferences.

39. Teaching only by the inquiry method was found less effective than teaching with inquiry method supported by the knowledge of structure of Science.

**Emerging Questions**

1. What is the structure of Science?
2. What is the syntax of Scientific Inquiry?
3. Which criteria should be borne in mind while developing Self-Instructional Material?
4. Were the internal validity and external validity of the Experimental Groups Control Group Post-Test only design employed by the investigator for the Study fully observed? If no, where were these found wanting?
5. Which difficulties were encountered while constructing the various tests, namely, TCT, PEG, TAG, and PAT?
6. The emerging thesis of the study is Awareness of the Structure of Science is a must for employing any method of Teaching Science. Is not it?
7. Even the Inquiry Method of Teaching Science has its limitations. Which are those?
8. Does the Science instruction at School level really develop Heuristic Attitude? If no, then where have we failed?
9. What does the hierarchical concept mapping in Science demands?
10. Is the rate of formulating Scientific Laws and building Scientific Theories slow? If yes, then why?

[Back]
Objectives

1. To study the teaching capacity of the teachers of the Colleges of Education.
2. To study the commitment of the teachers of the Colleges of Education.
3. To study the functioning of the teachers of the Colleges of Education.
4. To research the commitment and working capacity of the teachers of Colleges of Education as perceived by the teacher trainees.

Research Method

Descriptive Survey has been employed for the study.

Tools

The Questionnaires constructed by the Investigator for the study.

Sample

The samples of 20 Un-aided Private Colleges of Education affiliated with the Swami Ramanand Teerth Marathwada University have been drawn. Further 20 Principals, 100 Teachers, and 200 Teacher Trainees have been drawn for the study from the 20 selected Colleges of Education.

Data Analysis

The data have been analyzed through frequencies and % responses.

Findings

1. The Teachers of Colleges of Education were found putting in efforts developing quality teachers.
2. The Teachers of Colleges of Education were found putting in efforts for overpowering the factors impeding teacher training.
3. The Teachers of the Colleges of Education were found putting in efforts for enhancing their capacity and professionalism.
4. The Teachers of the Colleges of Education were found conducting various social and cultural activities for realizing their professional commitment.

5. The Teachers were found making use of Technological Means for making their teaching effective and fruitful.
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Synthesizing the Research Findings Related to Creativity and Developing their Curricular Implications for Social Studies (Gayatri Mohanty, 2005, Utkal University, Bhubaneswar, Orissa)

Research Questions

1. Are there enough studies to workout implications of the Creative?
2. What roles do the teachers play in nourishing talented students?
3. How do implications help in framing a curriculum pattern for the Creative?
4. How to develop a curriculum framework for the Creative?
5. How to formulate Social Study Curriculum for the Creative/Gifted Students?

Objectives

1. To scan, classify and synthesize the research findings in the area of creativity.
2. To draw out broad conclusions from the research findings.
3. To deduce educational implications from the conclusions derived.
4. To develop actual plan in the curricular area of Social Studies.

Research Method

The present research has employed library study, and empirical approach. It is a qualitative work at the educational implication stage, wherein the focus is synthesizing the Research Findings on Creativity and developing their curricular implications for Social Studies.

All the 294 doctoral studies completed in the area of creativity in India taken directly from the five Surveys of Educational Research, edited by Prof. Buch (1966-71, 1972-77, 1978-83, 1984-89 and 1989-94) constituted the sample for the study. The Research Design employed by the study cutting across five stages, namely, Describing Theoretical Consideration for Synthesizing Research, Preparing Database/Collection of Studies, Synthesizing and Analyzing the Findings, Action Plan Preparation, and Developing Curricular Task in Social Studies is quite suitable and appealing. Stage relevant methods, tools and samples have been used.

Findings

The findings relating to creativity were scanned properly by the investigator. The results were drawn out by voting method and at times narrative method. The above findings revealed that

- Creativity is a multi-construct which includes four main factors like fluency, flexibility, originality and elaboration.
Creativity can be developed if adequate training strategies are provided.

Personality factors like risk-taking, adventure, and understanding are related to creativity.

Males were found to be high in verbal creativity and females were found high in non-verbal creativity.

It was found that Science students and the first born children were more creative.

Though sibling was found to have no relation with creativity, still age was found one of the main denominators of creativity.

Privileged castes were found to have creative thinking.

Persons knowing more than two languages were found more creative.

Need fulfilling organizational climate showed higher order creativity.

Better equipped schools were found the main enhancers of creativity.

The Social Studies Curriculum is the major work of the researcher. It very well explains that

An integrated/synthetic approach to Social Studies creates better perspective than the singular approach to teaching like History, Geography, and Civics.

Creative thinking/divergent thinking can be developed through the integrated curriculum.

To make the teacher aware that the curriculum can be reframed taking the local diversities into consideration in an integrated approach and can be worked out in various settings through different creative techniques.

A brochure has been developed which mainly deals with various aspects of creativity and the role of a teacher to identify creative talents early and nourish them. The brochure has very well spelt out the following:

Teachers should understand creativity and should not be harassed by the disturbing activities of the creative students.

Teachers should identify creative talents early and nourish them.

The difference between creativity and intelligence and impact on achievement should be well known by the teacher.

The brochure also tells the reasons for identifying the creative talents and how they can be identified.

It presents in details the characteristics of creative students like:

They have better reading habits.

They have unusual hobbies.
- They are constantly probing type and exhibit greater autonomy.
- The brochure tells about the threats to creative behaviour.
- The methods/techniques of teaching that enhance the creative behaviour are also dealt like Brain Storming, Synectics, Problem Solving, Role Playing.
- The most important part of the brochure is giving the handy work to develop creativity and talks what the teacher can do to develop creativity.
- The brochure also tells the Social Study teacher about the mastery in the subject.
- It also tells the teacher how creativity/divergent thinking can be developed through Social Studies Curriculum.

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A Comparative Study of Teaching Science at Std. VIII in the Government Schools of M.P. through Improvised Demonstration and Traditional Demonstration in the context of Scientific Attitude and Attitude towards Science of the Students (Jogendra Kumar Bathari, 2012, Devi Ahilya Vishwavidyalaya, Indore, Madhya Pradesh)

Objectives

1. To compare the mean achievement scores of Improvised Demonstration Group and Traditional Demonstration Group of Students in Science considering Intelligence as covariate.
2. To compare the mean achievement scores of Improvised Demonstration Group and Traditional Demonstration Group of Students in Science considering Scientific Attitude as covariate.
3. To compare the mean Scientific Attitude scores of Improvised Demonstration Group and Traditional Demonstration Group of Students considering Scientific Tendency as covariate.
4. To compare the mean Attitude towards Science scores of Improvised Demonstration Group and Traditional Demonstration Group of Students considering Scientific Tendency as covariate.
5. To study the effect of treatment, intelligence and their interaction on the achievement of students in Science.
6. To study the effect of treatment, Self Concept and their interaction on the achievement of students in Science.
7. To study the effect of treatment, Self Confidence and their interaction on the achievement of students in Science.
8. To study the effect of remediation, gender and their interaction on the achievement of students in Science.
9. To study the reactions of students towards treatment.

Research Method
Post-test Control Group design was employed for the study.

Sample
186 Std. VIII students (2009-2010) drawn from randomly selected 4 schools of Khandwa city constituted the sample for the study.

Variables
Achievement, Scientific Attitude, Attitude towards Science, and Reactions were considered as dependent variables, Improvised demonstration and Traditional demonstration as independent variables, Self Concept, Intelligence, Self Confidence, and Gender moderator variables, whereas, intelligence, Scientific Tendency and Scientific Attitude were considered as covariates.

Tools
Improvised material was well developed on 25 topics of Physics for Class VIII. The tools employed for the study were, namely, Verbal Intelligence Test by Dr. P. Srinivasan (2002), Scientific Tendency Test by Dr. (Smt.) K.K. Dube (2000), Scientific Attitude Scale by Dr. N.N. Srivastava, Self Concept Scale by Dr. Mukta Rastogi (1997), Self Confidence Scale by Dr. Rashmi Jain (2008), Attitude towards Science Scale by the investigator, Achievement Test in Science constructed by the investigator, and the Reaction Scale by the investigator.

Data Analysis
The data have been analyzed by employing ANCOVA, ANOVA, and % responses.

Findings:
1. The mean achievement in Science through improvised demonstration was found significantly greater than that through traditional demonstration when intelligence was considered as covariate.
2. The mean achievement in Science through improvised demonstration was found significantly greater than that through traditional demonstration when scientific attitude was considered as covariate.
3. Improvised demonstration and Traditional demonstration were found to be equally effective in developing Scientific Attitude when Scientific Tendency was considered as covariate.
4. Improvised demonstration and Traditional demonstration were found to be equally effective in developing Attitude towards Science when Scientific Tendency was considered as covariate.
5. The mean achievement in Science through improvised demonstration was found to be significantly greater than that through Traditional demonstration.
6. The mean achievement in Science of the higher intelligence students was found to be significantly greater than that of lower intelligence students.
7. In the context of achievement in Science the treatment, intelligence and their interaction were found to be significantly effective. The improvised demonstration was found to affect higher intelligence and lower intelligence students equally.
8. No significant difference was found in the achievement in Science of the students having high self concept and low self concept.

9. In the context of achievement of students in Science the treatment, self concept and their interaction were found to be significantly effective. Both, the students of high, as well as low self concept were benefited through improvised demonstration.

10. Self Confidence was found to affect the achievement in Science significantly. The achievement of high self confidence students was found to be significantly greater than that of low self confidence students.

11. The treatment, self confidence and their interaction were not found to affect the achievement of students in Science significantly.

12. Gender was found to affect the achievement significantly. The achievement of girls was found to be significantly greater than that of boys.

13. The treatment, gender and their interaction were found to affect the achievement of students in Science significantly. The improvised demonstration was found to be greater effective than Traditional demonstration on both the boys group and girls group.

14. A majority (85%) of the students were found to have favorable reactions towards improvised demonstration.
Acquisition of Process Skills by IV Standard Pupils through an Instructional Programme in Environmental Studies (N. Ramkumar, 2004, CASE, MSU, Baroda)

Objectives

1. To prepare an Instructional Programme in Environmental Studies for IV Standard Pupils.
2. To implement the prepared instructional programme in environmental studies for IV Standard pupils.
3. To identify the process skills employed by pupils during the instructional programme.
4. To study the acquisition of process skills employed by the pupils during the instructional programme.

Instructional Programme

This instructional Programme was prepared with respect to three topics (Soil, Sound and water evaporation from 4th Standard, Environmental Studies Text Book of Karnataka State Government). The instructional programme consists of the following components: Instructional material for teachers, Lesson Plans, Instructional Sheets for pupils, Teaching Strategies and assessment procedure.

Research Design

The data collection approaches were qualitative and were governed by ‘Case Study’ Methodology. A rural primary school in Karnataka was purposively chosen as a case study school. The researcher took the role of a teacher to collect data from IV Standard pupils. The data were collected through participant observation, in-depth interviews and documentary analysis for a period of six months. These were used to prepare field notes. The data analysis consists of reading and rereading the field notes. The emergent patterns were listed in terms of interactions with pupils, teachers, and parents. The patterns were triangulated to construct the meaning on the preparation of instructional programme.

In order to identify the process skills employed by pupils during the instructional programme, pupils’ ideas were grouped according to pupils’ activities across the three topics. The recurring patterns in pupils’ ideas were coded and categorized to construct meaning on a particular activity. The meaning that evolved for a particular activity was constructed. The meaning was compared with the process skill indicators (Harlen, 1993) to identify process
skills employed by pupils for each activity. The process skills employed by the pupils indicated ideas related to process skills. Pupil’s ideas were further categorized for each activity to identify the change in pupils’ ideas. The change in pupils’ ideas obtained for each activity was triangulated to construct meaning on the acquisition of process skills through instructional programme.

Findings

1. Instructional programme in environmental studies facilitated the teacher in evolving teaching strategies for enhancing teacher-pupils interactions during the acquisition of process skills.

2. During the context of scientific investigation pupils expressed autonomy in learning through interactions with teachers and with fellow peers.

3. Pupils proposed hypothesis based on certain concepts to explain the occurrence of events during the context of scientific investigation.

4. Pupils showed willingness to change ideas in the light of evidence.
Developing Teacher Effectiveness through Preparation and Tryout of Multiple Lesson Plans for ELT at the Pre-Service Level (Nusrat Kadri, 2006, Sardar Patel University, Vallabh Vidyanagar)

Objectives
1. To determine and define the components of teacher effectiveness.
2. To develop lesson plans to teach selected topics/items.
3. To prepare new materials/tasks and use them.
4. To orient and guide the teacher trainees for eclectic teaching practice.
5. To tryout the lesson plans.
6. To find out the effect of the practice on the teacher trainees competence.
7. To find out the effect of practice on each component of teacher effectiveness.
8. To study the effect in relation to gender, qualification and parental education.
9. To describe the qualitative dimensions of teacher effectiveness.
10. To tryout computer aided instruction in ELT.
11. To motivate the Teacher Trainees to learn English through different methods, techniques and tasks.
12. To make the Teacher Trainees use the English language meaningfully thus bridging the lacuna between the classroom language and the language in real life.

Research Method
The Study has employed Survey Research and Experimental Design.

Tools and Techniques
The tools and techniques used for the study were, namely, Survey- opinionnaire, Lesson observation evaluation sheets, Observations of the tryout of the lesson plans by the researcher, Teacher Journals/Diary and Peers’ and Experts’ Feedback have been constructed/selected.

Treatments
The various treatments given to the subjects, namely, Lesson Plans based on eclectic modality, orientation and guidance programmes, and programmes to develop language and communicative competence have been designed and validated.

Sample
The samples for the study, that is, pilot group consisted of 21 trainees and experimental group consisted of 25 teacher trainees have been drawn from Shri I.J. Patel B.Ed. College, Mogari Gujarat.
Data Analysis
The data have been analysed employing analysis techniques, such as, frequencies, % responses and t- test.

Findings
1. The components of Teacher Effectiveness arrived at are Instructional Strategies, Interpersonal Relations, Personality Characteristics (Initiative and Enthusiasm; Innovative Creative and Resourceful), Personality Characteristics (Personal Disposition, Temperament and Tendencies), Teacher as Motivator/Initiator (Reducer of anxiety, Parent Surrogate, Reformer), Job Involvement, Classroom Management/Democrat, Evaluation and feedback, Co-curricular activities and Futuristic Approach.
2. The B.Ed. Trainees who had undergone training proved significantly superior in terms of teacher effectiveness.
3. Significant improvement in attitude towards teaching.
4. The materials produced were helpful in improving LSRW of trainees and students. Use of authentic materials led to genuinely increased interaction between teachers and students.
5. Lessons were found superior as compared to conventional teacher training programme.
6. The new material task and activities boosted up their morale and confidence.
7. The new material generated new language functions. Self directed learners were found to be significantly more effective teachers. Learning through doing was found significantly more lasting than learning merely by listening.
8. Presentation of oral short stories developed fluency skills, while creative short story writing led to more cognitive and emotional involvement.
9. Presentation in seminars and debates led to improvement of interactive skills among teacher trainees.
10. The result of pretest and posttest showed significant improvement.
11. Developed personality and communicative skills.
12. The lessons made the students independent user of the language.
13. Teaching with toys brought miraculous change in the classroom and helped in creating life like situations in classroom context, conducive of language uptake.
14. A lot of variety in teaching styles was seen in the classroom and interactive styles developed an in-depth understanding of the content as well.
15. Communicative activities showed wonders in the class.
A Study of Effectiveness of Concept Attainment Model and Advance Organiser Model in the Development of Concept and Achievement in Science of Primary School Students (Sasmita Mohanty, 2011, Fakir Mohan University, Balasore, Orissa)

Objectives

1. To study the effectiveness of Concept Attainment Model in the concept development of Primary Students in Science.
2. To study the effectiveness of Concept Attainment Model in the Achievement of Primary Students in Science.
3. To study the effectiveness of Advance Organizer Model in the concept development of Primary Students in Science.
4. To study the effectiveness of Advance Organizer Mode in the Achievement of Primary Students in Science.
5. To study the comparative effectiveness of Concept Attainment Model and Advance Organizer Model in the concept development of Primary Students in Science.
6. To study the comparative effectiveness of Concept Attainment Model and Advance Organizer Model in the Achievement of Primary Students in Science.
7. To study the difference in the concept development between boys and girls taught through Concept Attainment Model in Science.
8. To study the difference in the Achievement between boys and girls taught through Concept Attainment Model in Science.
9. To study the difference in the concept development between boys and girls taught through Advance Organizer Model in Science.
10. To study the difference in the Achievement between boys and girls taught through Advance Organizer Model in Science.
11. To study the relationship between intelligence and concept development.
12. To study the relationship between intelligence and achievement.
13. To study the relationship between concept development and achievement.

Hypothesis

All the 13 hypotheses of the study have been well formulated in the null form.
Research Method

The study has employed Two Group Pre-Test and Post-Test Parallel Group Design.

Sample

The sample for the study comprised of 107 Std. IV students drawn from four Primary Schools in the Mayurbhanj District of Odisha. There were 35 Students (24 boys and 11 girls) in Experimental Group 1, whereas, the Control Group-1 comprised of 17 Students (7 Boys and 10 Girls). There were 34 Students (13 boys and 21 girls) in Experimental Group 2, whereas, the Control Group-2 comprised of 21 Students (11 Boys and 10 Girls).

Procedure

The treatment was given systematically, over 30 days. The Experimental groups were taught by the investigator employing CAM and AOM, whereas, the Control Groups were taught by the Class Teachers through Traditional Approaches.

Tools

All the tools employed for the study were, namely, Intelligence Test by Dr. Rama Tiwari, Concept Development Test in Science and Achievement Test in Science constructed by the investigator.

Data Analysis

The data were analyzed by employing Mean, SD, t-test and correlation.

Findings

1. The treatment CAM was found to be effective for the conceptual development of Primary Students in Science.
2. The treatment CAM was found to be effective for the achievement of Primary Students in Science.
3. The treatment AOM was found to be effective for the conceptual development of Primary Students in Science.
4. The treatment AOM was found to be effective for the achievement of Primary Students in Science.
5. The treatment CAM was found to be greater effective than the treatment AOM for the conceptual development of Primary Students in Science.
6. Both the treatments CAM and AOM were found to be equally effective for the Achievement of Primary Students in Science.

7. The treatment CAM was found to be equally effective for the Conceptual development of Boys and Girls in Science.

8. The treatment AOM was found to be equally effective for the Achievement of Boys and Girls in Science.

9. The treatment AOM was found to be equally effective for the Conceptual development of Boys and Girls in Science.

10. The treatment AOM was found to be equally effective for the Achievement of Boys and Girls in Science.

11. The relationship between intelligence and concept development has been found to be positive and significant.

12. The relationship between intelligence and achievement has been found to be positive and significant.

13. The relationship between concept development and achievement has been found to be positive and significant.
Effectiveness of Instructional Material on Thinking Skill of Classification in terms of Students’ Achievement and Reactions at Middle School Level (Shikha Asthana, 2007, DAVV, Indore)

Objectives

1. To develop the Instructional Material on Thinking Skill of Classification.
2. To study the effectiveness of Instructional Material in terms of achievement of students.
3. To study the effectiveness of Instructional Material in terms of development of Thinking Skill of Classification.
4. To study the effectiveness of Instructional Material in terms of Reactions of students towards the Instructional Material.
5. To compare the adjusted mean post achievement scores of the students of experimental and control groups by considering Intelligence and Pre-achievement as covariates.
6. To compare the adjusted mean post thinking skill of classification score of experimental and control groups by considering Intelligence and Pre-thinking skill of classification as covariates.
7. To compare the adjusted mean post achievement scores of the students of experimental and control groups by considering self-confidence as covariates.
8. To compare the adjusted mean post thinking skill of classification scores of the students of experimental and control groups by considering self-confidence as covariates.
9. To find the effect of treatment, intelligence and their interaction on the post-achievement of students by considering pre-achievement as covariate.
10. To find the effect of treatment, intelligence and their interaction on post thinking skill of classification of students by considering pre-thinking skill of classification as covariate.
11. To find the effect of treatment, self-confidence and their interaction on the post-achievement of students by considering intelligence and pre-achievement as covariates.
12. To find the effect of treatment, self-confidence and their interaction on the post thinking skill of classification of students by considering intelligence and pre thinking skill of classification as covariates.

**Tools used**

Achievement Test, Thinking Skill of Classification Test, Self-Confidence Inventory by Dr. Rekha Agnihotri, Intelligence Test by J.C. Ravens, and Reaction Scale on the Instructional Material were the tools used for the study. The characteristics of all the tools constructed/selected by the investigator have been well established.

**Sample**

The samples of 85 students and 90 students were drawn employing suitable sampling techniques for construction of the tools and experimentation, respectively, from Christian Eminent School, Indore during 2004-2005.

**Experimental Design Employed**

Non-equivalent Experimental & Control Groups design has been well employed for the study. The treatment given over a period of 3 months @45 minutes per day seems to be adequate. Intelligence and Self-confidence were considered as covariates, Instruction on Thinking Skills of Classification through the material developed by the Investigator was considered Independent variable, whereas, Achievement in English and development of Thinking Skill of Classification were considered as Dependent variables.

**Data Analysis**

Suitable statistical techniques have been employed for data analysis, namely, Correlated t-test, Mean, SD, Coefficient of Variance, %, ANCOVA and 2x2 Factorial Design ANCOVA with unequal cell size.

**Findings**

1. Instructional Material was found to be significantly effective in terms of achievement of the students.

2. Instructional Material was found to be significantly effective in terms of development of thinking skill of classification of the students.

3. Students expressed favourable reactions towards different aspects of Instructional Material.
4. The experimental group was found to be superior to control group in terms of achievement of the students when pre-achievement and intelligence were taken as covariates.

5. The experimental group was found to be superior to control group in terms of the development of thinking skill of classification when pre-thinking skill of classification and intelligence were taken as covariates.

6. The experimental group was found to be superior to control group in terms of the achievement of students when self-confidence was taken as covariate.

7. The experimental group was found to be superior to control group in terms of the development of thinking skill of classification of students when self-confidence was taken as covariate.

8. There was significant effect of treatment on post-achievement of the students when pre-achievement was taken as covariate.

9. Achievement was found to be independent of intelligence when pre-achievement was taken as covariate.

10. Achievement was found to be independent of results of interaction between treatment and intelligence when pre-achievement was taken as covariate.

11. There was significant effect of treatment on post-thinking skill of classification of students when pre-thinking skill of classification was considered as covariate.

12. Post-thinking skill of classification of students was found to be independent of intelligence when pre-thinking skill of classification was taken as covariate.

13. Thinking skill of classification was found to be independent of resultant of interaction between treatment and intelligence when pre-thinking skill of classification was taken as covariate.

14. Achievement was found to be independent of self-confidence when pre-achievement was taken as covariate.

15. The interaction between treatment and self-confidence produced significant effect on post-achievement of students when pre-achievement was taken as covariate.

16. Self-confidence produced significant effect on post-thinking skill of classification of students when pre-thinking skill of classification was taken as covariate.
17. The interaction between treatment and self-confidence produced significant effect on post-thinking skill of classification when pre-thinking skill of classification was taken as a covariate.

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<td>Hadibandhu Behera, 2011, Fakir Mohan University, Vyasa Vihar, Balasore, Odisha</td>
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<td>2.</td>
<td>An Evaluative Study of Vocationalization of Higher Secondary Education in Orissa</td>
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A Comparative Study of Vocational Preference, Level of Aspiration and Value Development between Tribal and non-Tribal College Students (Hadibandhu Behera, 2011, Fakir Mohan University, Vyasa Vihar, Balasore, Odisha)

Objectives

1. To study the Vocational Preference of Tribal and Non-Tribal College Students.
2. To study the Level of Aspiration of Tribal and Non-Tribal College Students.
3. To study the Development of Values of Tribal and Non-Tribal College Students.
4. To study the Vocational Preference of Rural and Urban College Students.
5. To study the Level of Aspiration of Rural and Urban College Students.
6. To study the Development of Values of Rural and Urban College Students.
7. To study the Vocational Preference of Boys and Girls College Students.
8. To study the Level of Aspiration of Boys and Girls College Students.
9. To study the Development of Values of Boys and Girls College Students.
10. To study the Vocational Preference of High and Low Achiever College Students.
11. To study the Level of Aspiration of High and Low Achiever College Students.
12. To study the Development of Values of High and Low Achiever College Students.

Sample

The sample of 830, +2 First Year Students was drawn from 8 Colleges of the Mayurbhanj district, Odisha, 4 Rural & 4 Urban. The sample was further differentiated as 400 Rural and 430 Urban, 291 Tribal and 539 Non-Tribal, 515 Boys and 315 Girls, 193 High Achievers and 637 Low Achievers.

Tools

The tools used for the study were, namely, Occupational Aspiration Scale by Dr. J.S. Grewal, Educational Aspiration Scale by Dr. S.K. Saxena, and Value Development Test by Dr. S.P. Kulshrestha.
Data Analysis

The data were analyzed by employing statistical techniques, namely, Mean, SD, t-value and Correlation.

Findings

1. The Non-Tribal students have higher Vocational Preference and Level of Educational Aspiration than the Tribal students.

2. The Non-Tribal students were found to develop more Economic, Aesthetic, Social and Political Values than the Tribal students.

3. Both, the Tribal and Non-Tribal students were found to develop similar Theoretical and Religious Values.

4. The Urban students were found to have higher Vocational Preference and Level of Educational Aspiration than the Rural students.

5. The Urban students were found to develop more Economic and Political Values than the Rural students.

6. Both, the Urban and Rural students were found to develop similar Theoretical, Aesthetic, Social and Religious Values.

7. The Boys were found to have higher Vocational Preference and level of Educational Aspiration than Girls.

8. The Boys were found to develop more Economic, Social and Political Values than the Girls, whereas, the Girls were found to develop more Religious Values than Boys.

9. Both, the Boys and Girls were found to develop similar Theoretical and Aesthetic Values.

10. The High Achiever students were found to have higher Vocational Preference and level of Educational Aspiration than the Low Achiever students.

11. The High Achiever students were found to develop more Theoretical, Economic and Social Values than the Low Achiever students.

12. Both, the high Achiever and Low Achiever students were found to develop similar Aesthetic, Political and Religious Values.
An Evaluative Study of Vocationalization of Higher Secondary Education in Orissa (Nibedita Mohanty, 2011, Fakir Mohan University, Balasore, Orissa)

Objectives
1. To trace the genesis of vocational education in India with special reference to Orissa
2. To study the vocational education institutions at the Higher Secondary level in terms of
   a. Physical facilities
   b. Staffing pattern
   c. Training of Teachers
   d. Curriculum
   e. Organizational structure
   f. Enrolment of students
   g. Examination of students
   h. Placement Prospects
3. To enquire into the competencies of teachers with respect to curricular transactions
4. To study the progress of Higher Secondary Vocational Education Programme in the State of Orissa in terms of achievements of objectives as stated by National Education Policy, 1986

Research Method
Survey method was suitably selected for the study.

Tools
Official records, documents, circulars, booklets, and brochures were utilized as appropriate resources of information for collecting data with respect to the historical development of Vocational Education in the State of Orissa. The four questionnaires constructed by the investigator for Principals, PG Teachers, Students and Experts were well established.

Sample
100 Principals, 400 Teachers, and 800 Students were drawn from 100 selected Vocational Institutions out of 231 in the State of Orissa. Random sampling was employed for drawing the sample. 25 Vocational Education Experts were also selected for gathering data. Also, on the spot personal observation were done selected Colleges and Offices.

Findings
1. The State Government has opened Vocational Institutions in all the 30 Districts of Orissa.
2. Implementation of the Vocational Education in the State is very poor.
3. Most of the Vocational Education Institutions are lacking the basic infrastructure.
4. Laboratory and Workshop facilities are inadequate.
5. Most of the Teachers are untrained and Part-Timers. They are poorly and irregularly paid.
6. The Trades introduced in the institutions are not based on local needs. The coverage of the trades is limited.
7. There is no modification in the State’s recruitment policy to include the pass outs of vocational education.
8. The enrolment in the +2 Vocational Education institutions is not up to the mark.
9. The Vocational Education Programme has failed to achieve its objectives.

Objectives

1. To study the influence of Values, Nature of School and their interaction on Vocational Guidance needs of the students.
2. To study the influence of Values, Discipline and their interaction on Vocational Guidance needs of the students.
3. To study the influence of Values, Sex and their interaction on Vocational Guidance needs of the students.
4. To study the influence of Values, Aptitude and their interaction on Vocational Guidance needs of the students.
5. To study the influence of Values, Creativity and their interaction on Vocational Guidance needs of the students.
6. To study the influence of Aptitude, Nature of School and their interaction on Vocational Guidance needs of the students.
7. To study the influence of Aptitude, Discipline and their interaction on Vocational Guidance needs of the students.
8. To study the influence of Aptitude, Sex and their interaction on Vocational Guidance needs of the students.
9. To study the influence of Aptitude, Creativity and their interaction on Vocational Guidance needs of the students.
10. To study the influence of Creativity, Nature of School and their interaction on Vocational Guidance needs of the students.
11. To study the influence of Creativity, Discipline and their interaction on Vocational Guidance needs of the students.
12. To study the influence of Creativity, Sex and their interaction on Vocational Guidance needs of the students.

Sample

Samples of 500 Students were drawn for Stage First and Second, each from 4 and 6 randomly selected Schools (2010-2011, Stds. XI & XII) from Indore City and Indore District, respectively. The 500 students selected for Stage Second were equally distributed against Male and Female, and then, Government and Private Schools.
Variables
The variables considered in the study were vocational guidance needs, values, aptitude and creativity. For assessing values, aptitude and creativity the standardized tests were used.

Tools
The tools used for the study were, namely Personal Value Questionnaire by Dr. (Mrs.) G.P. Sherry & Dr. R.P. Singh (1972), Differential Aptitude Test Battery, Baquer Mehdii’s Test of Creative Thinking, and Vocational Guidance Needs Scale.

Data Analysis
The data were analyzed with the help of 2*2 ANOVA followed by t test wherever required.

Findings
1. Government school students were found to have more Vocational Guidance Needs as compared to that of Private Schools.
2. Vocational Guidance Needs were found to be independent of interaction between nature of school and value.
3. Both high and low religious value, social value, democratic value, aesthetic value, knowledge value, power value, family prestige value and health value group students were found to have vocational guidance needs to the same extent. The high economic value and hedonistic value group students were found to have more vocational guidance needs as compared to low economic and hedonistic group students.
4. Both science and arts group students were found to have vocational guidance needs to the same extent.
5. Vocational Guidance Need was found to be independent of interaction between discipline and religious value, discipline and democratic value, discipline and aesthetic value, discipline and knowledge value, discipline and power value and discipline and health value.
6. The science group students having high social value were found to have more vocational guidance needs as compared to science students having low social value, but in arts group students having low social value were found to have more vocational guidance needs as compared to arts group students having high social value.
7. The science group students having high economic value were found to have more vocational guidance needs as compared to science students having low economic value and also in arts group students having high economic value were found to have more vocational guidance needs as compared to arts group students having low economic value.
8. The science group students having high family prestige value were found to have more vocational guidance needs as compared to science students having low family prestige value, but in arts group students having low family prestige value were found to have more vocational guidance needs as compared to arts group students having high family prestige value.

9. The science group students having high hedonistic value were found to have more vocational guidance needs as compared to science students having low hedonistic value, but in arts group students the Vocational Guidance Needs of the students were found to be independent of interaction between discipline and hedonistic value.

10. Both boys and girls were found to have Vocational Guidance Needs to the same extent.

11. The male students group having high family prestige value was found to have more Vocational Guidance Needs as compared to male students group having low prestige value, but in female students group having low family prestige value was found to have more Vocational Guidance Needs as compared to female students group having high family prestige value.

12. Vocational Guidance Need was found to be independent of interaction between sex and religious value, sex and social value, sex and democratic value, sex and aesthetic value, sex and economic value, sex and knowledge value, sex and hedonistic value, sex and power value and sex and health value.

13. There was found to be no significant influence of verbal reasoning on vocational guidance needs.

14. Vocational Guidance Need was found to be independent of interaction between verbal reasoning and religious value, verbal reasoning and social value, verbal reasoning and democratic value, verbal reasoning and aesthetic value, verbal reasoning and economic value, verbal reasoning and knowledge value, verbal reasoning and hedonistic value, verbal reasoning and power value, verbal reasoning and family prestige value and verbal reasoning and health value.

15. Students of group having high economic value were found to have more Vocational Guidance Needs as compared to low economic value group students.

16. There was found no significant influence of Abstract Reasoning on Vocational Guidance Needs.

17. Vocational Guidance Need was found to be independent of interaction between abstract reasoning and religious value, abstract reasoning and social value, abstract
reasoning and democratic value, abstract reasoning and aesthetic value, abstract reasoning and economic value, abstract reasoning and knowledge value, abstract reasoning and hedonistic value, abstract reasoning and power value, abstract reasoning and family prestige value and abstract reasoning and health value.

18. There was no significant influence of space relation on Vocational Guidance Needs.

19. Vocational Guidance Need was found to be independent of interaction between space relation and religious value, space relation and social value, space relation and democratic value, space relation and aesthetic value, space relation and economic value, space relation and knowledge value, space relation and hedonistic value, space relation and power value, space relation and family prestige value and space relation and health value.

20. There was no significant influence of numerical ability on Vocational Guidance Needs.

21. Vocational Guidance Need was found to be independent of interaction between numerical ability and religious value, numerical ability and social value, numerical ability and democratic value, numerical ability and aesthetic value, numerical ability and economic value, numerical ability and knowledge value, numerical ability and hedonistic value, numerical ability and power value, numerical ability and family prestige value and numerical ability and health value.

22. There was no significant influence of clerical speed and accuracy on Vocational Guidance Needs.

23. Vocational Guidance Need was found to be independent of interaction between clerical speed & accuracy and religious value, clerical speed & accuracy and social value, clerical speed & accuracy and democratic value, clerical speed & accuracy and aesthetic value, clerical speed & accuracy and economic value, clerical speed & accuracy and knowledge value, clerical speed & accuracy and hedonistic value, clerical speed & accuracy and power value, clerical speed & accuracy and family prestige value and clerical speed & accuracy and health value.

24. There was no significant influence of Mechanical Reasoning on Vocational Guidance Needs.

25. Vocational Guidance Need was found to be independent of interaction between mechanical reasoning and religious value, mechanical reasoning and social value, mechanical reasoning and democratic value, mechanical reasoning and aesthetic value, mechanical reasoning and economic value, mechanical reasoning and
knowledge value, mechanical reasoning and hedonistic value, mechanical reasoning and power value, mechanical reasoning and family prestige value and mechanical reasoning and health value.

26. There was no significant influence of Language Uses –I on Vocational Guidance Needs.


28. Students of group having high economic value, knowledge value, hedonistic value have more Vocational Guidance Needs as compared to students having low economic value, knowledge value, and hedonistic value.

29. There was no significant influence of Language Uses –II on Vocational Guidance Needs.

30. Vocational Guidance Need was found to be independent of interaction between Language Uses-II and religious value, Language Uses-II and social value, Language Uses-II and democratic value, Language Uses-II and aesthetic value, Language Uses-II and economic value, Language Uses-II and knowledge value, Language Uses-II and hedonistic value, Language Uses-II and power value, Language Uses-II and family prestige value and Language Uses-II and health value.

31. High and low creative groups of students were found to have Vocational Guidance Needs to the same extent.

32. Vocational Guidance Need was found to be independent of interaction between creativity and religious value, creativity and social value, creativity and democratic value, creativity and aesthetic value, creativity and economic value, creativity and knowledge value, creativity and hedonistic value, creativity and power value, creativity and family prestige value and creativity and health value.

33. Students of high economic value group have more vocational guidance needs as compared to students having low economic value.

34. Vocational Guidance Need was found to be independent of interaction between nature of school and verbal reasoning, nature of school and abstract reasoning, nature of school and space relationship, nature of school and numerical ability, nature of school
and clerical speed and accuracy, nature of school and mechanical reasoning, nature of school and language usage-I, and nature of school and language usage-II.

35. There was found no significant influence of any test of aptitude on Vocational Guidance Needs.

36. Vocational Guidance Need was found to be independent of interaction between discipline and verbal reasoning, discipline and abstract reasoning, discipline and space relationship, discipline and numerical ability, discipline and clerical speed and accuracy, discipline and mechanical reasoning, discipline and language usage-I, and discipline and language usage-II.

37. Both arts and science group students have vocational guidance needs to the same extent except mechanical reasoning. The science group students having low mechanical reasoning have more vocational guidance needs as compared to science group students having high mechanical reasoning.

38. Vocational Guidance Need was found to be independent of interaction between sex and verbal reasoning, sex and abstract reasoning, sex and space relationship, sex and numerical ability, sex and clerical speed and accuracy, sex and mechanical reasoning, sex and language usage-I, and sex and language usage-II.

39. The female students group having high mechanical reasoning have more Vocational Guidance Needs as compared to male students group of high mechanical reasoning, but in male students groups having low mechanical reasoning have more Vocational Guidance Needs as compared to female students groups of low mechanical reasoning.

40. The government schools high creative students have more Vocational Guidance Needs as compared to low creative students groups but in private schools low creative students have more Vocational Guidance Needs as compared to high creative students.

41. The Vocational Guidance Needs of the students was found to be independent of interaction between creativity and discipline.

42. The vocational guidance needs of the students were found to be independent of interaction between creativity and sex.
## SECTION_18 Women Education

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<td>2.</td>
<td>Evaluation of Self Help Group (SHG) Interventions on Women’s Education</td>
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Differential Impact of Education and Employment on Socio-Psychological
Life of Women in Dhubri District of Assam (Padma Guha Agarwala, 2007,
Gauhati University, Guwahati, Assam)

Objectives

1. To explore the historical development of women empowerment in India.
2. To study the impact of education on the socio-psychological life of women.
3. To study the impact of employment on the socio-psychological life of women.
4. To analyze the joint impact of education and employment on the socio-psychological
   living.
5. To analyze the perception of literate and illiterate working women of high and low
   SES groups about Education.
6. To analyze the perception of working and non-working women in nuclear and joint
   family systems about their preference of stay in family system.
7. To study job dissatisfaction of working women in the light of their socio-economic
   status.
8. To identify the causes of job stress and anxiety of working women.

Population & Sample

The population of the present Study was constituted of all women of Dhubri District of
Assam. Dhubri district was purposively selected due to its backwardness in education and
earning of women community. Working women were sorted out from five sectors, namely,
LIC, Banking, Industry, Education, and Hospital or Health Centers. The sample of 200
working and 200 non-working women drawn through stratified random sampling for the
Study seems to be adequate and representative.

Tools used

The characteristics of the tool Socio-Psychological Life Status Questionnaire (SPLSQ)
constituted of Education, Employment, Family System and Stress & Anxiety which was
constructed by the investigator have been well established. The split-half reliability was
found to be 0.79. The tool observes face validity and content validity. Semi Structured
Interview Schedule was designed parallel to the SPLSQ to collect data from the illiterate
women. Information bank was also used for collecting required data.
Experimental Design Employed

The 4x3 factorial design employed to study the impact of Education (Illiteracy, Primary, Secondary and Higher Education) and Employment (High, Middle and Low) on socio-psychological life status of women is quite suitable. Higher, Middle, and Lower ESE levels were determined on the bases of P33 and P67. Homogeneity of variance was ascertained by employing Hartlett test of Homogeneity.

Data Analysis

2-way ANOVA, t-test, Frequency and % were used for data analysis.

Findings

1. There was a downfall of women status and equality in education as compared to men from the Vedic period to subsequent periods later on, namely, Buddhist Era, Muslim Rule, and the British Rule till the Independence of the Country.

2. Post-Independence India witnessed the rapid growth of education to and for women due to attempts made in this context through manifold Committees, Commissions and National Policy on Education (1968 & 1986). The 5-year plan in this context is a phase to phase evolving strategy in the field of women’s empowerment.

3. Women empowerment is a necessity for socio-cultural, economic and political modernization of India.

4. Education has significant impact on the socio-psychological life status of working women. It reveals that
   a) Working women possessing education irrespective of any level (primary, secondary or higher) enjoy superior socio-psychological life status to their illiterate working counterparts.
   b) No significant difference in the socio-psychological life status is noticed between working women having primary and secondary educational qualifications. However, more differences are observed in socio-psychological life status of working women belonging to other educational groups.

5. Earning due to employment of working women in private or public sectors influences their socio-psychological living significantly.

6. Interaction result between education and earning on socio-psychological life status of working women is positive and significant.
7. Literate working women of different sorts (primary to higher learners) have strong desire for further education irrespective of their amounts of earnings (high or low).

8. Illiterate working women have reluctance for further education.

9. Majority of women from both the working and non-working (housewives) groups prefer to continue their stay in the same family system.

10. Job stress and anxiety are experienced by more than majority of working women of all types of income groups.
Evaluation of Self Help Group (SHG) Interventions on Women’s Education (Suryamani Mishra, 2007, University of Lucknow, Lucknow)

Objectives

1. To study the process of formation of SHGs for Women;
2. To assess the extent of democratic functioning of SHGs;
3. To assess the awareness of the SHG members on the problems of their community and means to address them;
4. To find out the efforts/achievements made by the SHGs in tackling issues affecting community;
5. To assess the activities of SHGs in promoting education of members and their children;
6. To assess activities of SHGs on women’s empowerment education; and
7. To study improvement in the life skill education of SHG members.

Study Type

It is a descriptive Study.

Sample

The samples of 125 SHG members and 125 non-SHG Women have been suitably drawn employing multi-stage random sampling. Descriptive analysis of the data has been done in most of the cases. % analysis and in some cases significance of difference between percentages has been done.

Findings

1. All the SHGs were formed with facilitation of an animator, all members of the SHGs joined the group on their own interest, and all SHGs do not function on democratic principles.
2. All the SHGs were found aware of the problems of their community and 20 % of them address community issues through their network.
3. Activities of the SHGs did not promote education of group members and their children.
4. Education level of SHG Women on 9 aspects out of the 14 aspects studied was found better than that of the non-SHG Women.
5. Education level of SHG Women on all aspects of Life Skill Education studied was found higher than that of non-SHG Women.

The emerging Thesis of the Study is “Self insurance, self assurance, self realization, self expression, self help, and self reliance promoted through SHG intervention made women set their attitude to acquire knowledge, develop interest, understanding and skills on a lot of aspects of Empowerment Education and Life Skills Education”. The Study has presented 17 action points for strengthening SHG interventions on Women’s Education.

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### Historical Foundations of Education

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Pracheen Bhartiya Vishwavidyalayon Ke Udabha Avem Vikas Ka Adhyayan, (Amar Singh, 2008, Dr. Ram Manohar Lohiya Avadh Vishwavidyalaya, Faizabad)

Objective

To explore the origin and development of the Ancient Indian Universities to address the problems of present Higher Education.

Research Method

The historical research methodology has been employed rigorously. Both, the verbal as well as material sources have been utilized for gathering information. Very exhaustive attempts have been made to cross validate the data.

Findings

1. The mention of Takshshila Nagri is there in Ramayana and Mahabharta. The Greek Travellers, namely, Arian and Stravo have narrated the prosperity of Takshshila. Havensang, a Chinese Traveller has described Takshshila as a Center of Higher Education. Marshal and Kanhingam through Archelogical Excavation of Takshshila found 55 Satoop, 28 Vihar and 9 temples. In 1924 A.D. a Mudra-kosh & Aabhooshan-kosh were found from Takshshila. These are some of the evidences of the historicity of Takshshila. Students from Varanasi, Patliputra, Rajgrah, Mithila and Ujjani came to study in Takshshila University. A famous student of Takshshila from Patliputra, who was contemporary of Buddha studied Medical Sciences here, and emerged as super most Medical Scientist then. Kaushal Raja Persenjit, Maurya King Chandra Gupta, Experts of Grammar Panini, great economist Kautilaya & Patanjali were the products of Takshshila University. Various Courses, namely, Vedtrai, Ashtadadh Shilp, Grammar and Philosophy were offered at Takshshila University. The higher education of Allopathic, Surgery, War Education, Astrology, Agriculture, Chriot Driving and Trade was offered here. Takshshila was well known for Art Education in Eighteen areas, such as, Art, Trade, Music, Dance, Chitrkala, Takshan Kala, Astadash Shilp, Indrajal, Nag Vashikaran, Guptnidhi Anveshan Vidya. Takshshila University was managed by Teachers and Students. There was an extremely large number of Naisthik Berhamcharis during the Jatak Yug here. Each Acharya was taking care of the Education of five Students. There was a sizeable number of Acharyas each one of whom was taking care of the education of more than
100 students. There was no discrimination among students on the basis of caste, creed. Brahmans, Kshatriya and Vaishyas all were treated at par. There was a tradition of Guru Dakshina. Gifted Students, but with economically poor background were taken care of by the State & Society.

2. Nalanda University was a center of learning for knowledge seekers. They not only studied here, but transcreated the knowledge. Situated at 55 miles south of Patna (Patliputra) and 7 miles north of Rajgrah, the ancient Nalanda has its remains (Khandhar). The foundation stone of the Nalanda University was laid by Gupt Samrat Kumar Gupt-I. Students from Middle Asia, China, Tibbat, Korea etc. used to come to seek admissions here. The Entrance Examination was very tough. The candidates had to dialogue with the Dwarpal (Dwarpanidit) first. On the basis of successful dialogue, this Gate Keeper would permit only 1 to 2 candidates out of 10 to enter. It was a honour to get admitted and being the Student of Nalanda. These students were respected throughout the country. Only gifted students could get admission in Nalanda University. Even then the strength of students in Nalanda was greater than that of any other university in the world. During the visit of Itsingh (675 A.D.) the student strength of Nalanda was 3000, whereas, during the visit of Shavan – Chang it went upto 10,000. There were students from Tibbat, Korea, Tushar and Central Asia also in this university. Yuvan-Chang, Itsingh, Thanmi, Havenchiu, Tau-Hi-Havi-Niah, Aryavaman have been some of the well known students of this university. Kulpati Sheelbhadra (635 A.D.) , during the visit of Yuvan-Chang was found to have assimilated the Sutras and Shastras available at that time. Yuvan-Chang has made a mention of the Intelligentsia of that time, Dhrampal earlier VC; expert on the Teachings of Buddha, Chandrapal; highly gifted and popular Gunmati & Sathirmati; Logician on his subject Prabhamitra; Communication expert Jinmitra and Ideal character Gyanchandra. The Teaching methods used were Oral, Explanation of books, Lecture, Shashtrarth and Dialogue. In addition to these many other approaches, namely, Bhikshatan, Shram, Parishad, Gosthi Charan and Agar-Shisha approaches were used. There was a grand library to take care of the studies of 1500 teachers and 10,000 students. The three buildings, namely, Ratansagar, Rastnodhi and Ratanranjak constituted the Library. Vidya Parishad was taking care of the academics of the university, whereas, finance and administration were taken care of by another
Committee. The university was mainly meant for Bhikshu students. There was no fees. Even the boarding and lodging were also borne by the University.

3. Vikramshila University was located in 10 miles south of the present Bihar Tehsil of Bihar State. Ancient Vikramshila was a Bodh Vihar located on the Southern banks of Ganga. Very learned people were appointed for examination on the main gates of the University. Vikramshila can be identified through the Khnandhars on the Southern banks of Ganga of the present Sultangunj, District Bhagalpur. The foundation stone of Vikramshila was laid by king Dhrampal of Pal Density. Big Halls were built for lectures. Upto 1300 A.D. the University was under the care of the successors of Dhrampal. A Guest House was built for Learned people from Tibbat. Upto 1200 A.D. the student strength was 3000. Upto 400 years students kept coming here for studies from Tibbat and other States. Specially there was provision for Physical Sciences in this university. There was teaching-learning of Kramkand, Grammar, Logic, Tatvagyan and Tantra here, specially. The certification was done and degrees conferred by the Kings of Bengal here. There were valuable books in the library. Different functions were distributed against different committees. The academic administration was done by a committee of six Dwar Padits, whereas, the general administration of the university was done by another Committee.

4. The worshiper of Sun Maitrya Kings established their capital in the eastern Gujarat of Bay of Cambay. These kings were believer of Brahaman-Shaiv dharma. The Vallabhi University developed during the period of Maitrya Kings (490 A.D. to 775 A.D.). It is learnt through the Chinese sources that during 640 A.D. there were Vihars here, where about 6000 students were staying. In addition to Bauddh Shiksha Kendra it was Brahmmin Shiksha Kendra also. Courses on Law, Economics, Political Science, Medicine, Accountancy and Literature were offered here. Experts of the international repute, namely, Sthirmati and Gunmati were here. During Ancient period Vallabhi was known for Medical Sciences. The expenditure of the Vallabhi was met by Matraik kings and hundreds of capitalists. Upto 1200 A.D. Vallabhi University was the Center of attraction for students continuously up to Bengal.

5. Gopal, a brave Nayak established a new kingdom in Eastern India by the name “Palvansh of Bengal. Odantpuri was made the capital by Gopal (750 A.D to 770 A.D.). Odantpuri Matth was established here, which was later known as Shikshapeeth. Palvanshi king Dhrampal established a library here having valuable books on Baudh
and Brahmin literature. 1000 Bhikshu used to study here. Odantpuri University was a Center of Tantrik Adhyyan and Research. In addition to these, subjects, namely, Mimansa, Philosophy, Logic were also offered. Odantpuri University is known for the Intellectuals Deepankar Sri Gyan and Prabhakar. The Indian culture was deployed through the Odantpuri University.

6. King Rampal established Ramavati Nagar as his capital. A grand Vihar was built here called Jagdal Vihar, which was a famous Center for Bengal then. The Jagdalpur University was a Center for Tantrik and Tarkik studies. Many students from India and Tibbat studied here. Jagdalpur University is known for the learned, namely, Vibhutichandra, Dansheel, Shubankar Gupta, Mokshkar Gupt and Dhramkar.

7. Kashi developed as a Center of Education during Upanishad period. The king of Kashi Ajatshatru was known for his wisdom. Varanasi was a Center of Education in Eastern India during Buddh period. Lord Buddha started his preaching from Sarnath of Varanasi. 1500 Baudh Bhikshu used to study at Sarnath. It is evident through medieval reports that studies of Vedas was done at Varanasi. Shankracharya laid the foundation stone of Advaitya-Vedant at Varanasi. Women used to study Sanskrit here.

8. Kashmir was a Center of Education during Pre-Mediveal period. Many volumes on Sanskrit and literature were published here. The author of Naishadecharit, namely, Shri Harsh was from Kashmir. A History book Rajatarangini is well known which is a rich learning resource on Indian History.

9. The Upanishdik name of Mithila was Videh. It was a center of learning for Brahmins. It was having importance during Baudhkal also. Vidyapati Maithil Kokil was born here. Jagdhar of Videh made critical comments on Meghdoott, Devi Mahatamya, Geet Govind and Malatimadhav. New Law has been the unique contribution of Mithila. Gangesh Upadhyaya gave a new direction to law. Verdhman Upadhyaya, the son of Gangesh Upadhyaya authored Tatva Chintamani Prakash, Nayayanibandh Prakash, Nayayaprishisht Prakash, Kirnvali Prakash, Nayayakusumanjali Prakash, Nayayaleelavati Prakash and Khandakhadya Prakash. Mithila was known for Shalaka-Pareeksha. Mithila was very popular for its wisdom for about 300 years.

10. Nadia or Navdaveep was created by Sen kings of Bengal on the Sangam of Ganga and Jalangi in 1100 A.D. It was the capital of Raja Laxman Sen. It was famous for Trade and Nayaya Shastra. There were many Achrayas in the Law Section, namely,
Gangadhar Bhattacharya, Rambhadra, Mathuranath. There was provision for Smriti Shiksha also. Jyotish Vibhag was created by Acharya Rambhadra. The appointment of Teaching staff was done on the bases of Knowledge base and expertise in dialogue.

11. Dhara was the capital of Permars in Malva. It was known for Vidya, Gyan, Shiksha and Kla. Dhara Naresh Munj was known for his wisdom. Raja Bhoj served for the cause of Education. He used to distribute lakhs of Mudras amongst the learned. Rameshwar Kavi was given one lakh mudras on each word of his Poem. Raja Bhoj was called “Kavirai” in Udaipur Prashashti. He was expert in Kavya, Dharma, Jyotish, Medical Sciences, Kla, Grammar and Polity.

12. Kanyakubj (Kannauj) was ruled by Harshverdhan during 700 A.D. Chinese Yavan Chvang visited during that period. It was not only the capital, but also a Center of Education. Kannauj people were very curious knowledge seekers. Hersh Verdhan was a Poet and Dramatist. King Hershvedhan used to encourage and exhilarate the meritorious. Brahmins used to learn all the four Vedas. Kannauj continued to be the Center of learning even during the periods of Pratihars. Rajshekhar one of the well known writers of that period authored Kavya Meemansa, and Karpoor Munjari.

The investigator has very systematically and analytically studied the origin and development of Ancient Indian Universities, particularly, management, finance, teaching-learning, and discipline. The Profiles and Contribution of Acharyas and Dwar-Pandits are very evident and educative. The Research Volume presents how History is a Santap of Ateet and vartman. It is an eye opener to find how the present higher education system has failed to sustain and integrate the values the Ancient Indian Universities lived by. The following suggestions made by the investigator have immediate implications for the present Higher Education Institutions.

- It is highly desirable to make provision for Humanistic Education and Value Education in the Curricula of Higher Education.
- The Universities and other Institutes of Higher Education should be free from the interference of the State and Polity.
- The modern higher education system should be Administered & Managed on the basis of the profiles of the Ancient Indian Universities.
Historical Development and Problems of Primary Education in Bodoland (Assam) (Gomesh Mosahary, 2011, Nagaland University, Kohima, Nagaland)

Objectives
1. To make an in depth study about the historical development of Primary Education in Bodoland.
2. To study the problems of Primary Education in Bodoland.
3. To study the role of administration and infrastructure facilities of the primary schools in Bodoland.
4. To study the academic activities and programmes of primary school education in Bodoland.
5. To find out the curricular and other activities that school offers to the children in Bodoland.
6. To study the role of education to safeguard the indigenous language and culture of Bodos.
7. To study the enrollment and detention of primary schools of Bodoland.
8. To suggest measures, policy and educational programmes for quality education of primary level in Bodoland.

Research Method
The study has employed survey research.

Sample
The sample of 150 schools was drawn from a total of 2930 in Bodoland through stratified random sampling from the four districts of Bodoland, namely, Kokrajhar, Chirang, Baksa, and Udalguri employing stratified random sampling technique. Also, purposive samples were drawn from the Block Elementary Education Office (BEEO), Inspector of School (IS), Deputy Inspector of School (DIS), Bodoland Territorial Administrative Development Education Office, Director of Sarva Siksha Abhiyan (SSA) and Director of School Education. 67% of the Primary Schools in the sample were from Rural areas, whereas, 33% from Urban areas. 20% of these were female institutions, whereas, 80% co-educational institutions.

Tools
Three questionnaires were constructed by the investigator, one for Parents and Guardians, one for Heads of the Institutions and Teachers, and one for the Officers of the Education Department.
Findings:

1. Bodoland area/Community was neglected even though they were the indigenous of Assam. The Community was at the point of losing its identity and was about to merge with the larger group called Assamese, but, All Bodo Student Union came at the nick of time to protect their unique language and culture. By the year 1922 Bodo Villages embraced Christianity and various groups of missionaries started to work for Bodo Community. The Bodo Movement of the late 20th Century even endeavored to bring back into the original fold many Bodos who had forgotten their language and culture. In 1952 Bodo Sahitya Sabha was founded to unite Bodos under one umbrella and various groups gave importance to education especially Primary Education. The Government of Assam introduced the Bodo language as a medium of instruction at the elementary stage in 1963, in secondary stage in 1968 and at college level in 1977.

2. The Primary Education in Bodoland was first initiated by the missionaries and their aim was to raise up this down trodden community with the help of education as well as to teach Christian religion. Later enlightened Bodo leaders took up the cause on their shoulders to unite the Bodos.

3. Though various agencies are trying different ways and means to increase the enrollment of vernacular primary schools, but parents are in favour of sending their children to private English medium schools.

4. All the tribal people of North – East are having Roman script, but, Bodos are having Devnagri script to express their written work. This also speaks of unique characteristics of Bodo Community. In 1950s Bodos were using Assamese script. The Bodo Sahitya Sabha launched a movement for introduction of Bodo as a medium of instruction in the schools of Bodo dominated areas. This demand was fulfilled in three phases when the Govt. of Assam introduced the Bodo language as a medium of instruction at the elementary stage in 1963, at the secondary stage in 1968 and at the college level in 1977. In 1985, the government of Assam also sanctioned the status of Associate Official Language to Bodo in the Administration of Bodo areas.

5. 70% of the Bodo Community dwelt in Gauhati were able to speak Assamese before 1980s, but forgotten to wear traditional dress “dokwana”. So, the ABSU movement and Bodo Sahitya Sabha helped Bodo Community to come together. They became more conscious about their cultural and educational rights.

6. The investigator observed that community became more conscious about their political rights as they progressed in the field of education. The fact is that before
1970s Bodos were not known, but, today they have a place in the world. This drastic change is due to education.

7. About 80% of the Primary School Children were enrolled in Assamese Medium before 1980s, but today 60% of the children are enrolled in English Medium Schools, 25% are enrolled in Bodo Medium, whereas, 15% are enrolled in Assamese Medium Primary Schools.

8. There was found a decrease in the performance of the students over the last five years (2002-2006) in the Bodo medium schools. There are 57 Bodo Medium High Schools and 127 Upper Primary Schools which do not have Science and Maths Teachers. There are also 681 Bodo Medium Primary Schools which have single teacher in the schools. 81 Bodo Medium Lower Primary Schools are functioning without teachers.

9. The enrollment of boys girls were not equal as per the data collected in 2006. In the year 2006 Boys’ enrollment was 62% while that of girls was 38%. But compared to 1980s the enrollment of girls was rising steadily.

10. With regard to infrastructure most of the schools were found to have play grounds, indoor games, well protected campus but did not have common and recreation rooms. About 10% of the schools had common room and 13% of the schools had recreation room. About 30% had only school building and only 13% of the schools had complete infrastructure. Most of the primary schools were with tin roof and only 30 % schools had RCC building.

11. Only 43% of the Primary School Teachers were trained. 33% of the schools organized cultural activities.

12. Most of the schools provided mid-day meal. About 13% of the schools were provided with free text books. But, most of the schools did not get the text books in time. There were problems in Single Teacher Schools. The teacher had to manage the class, as well as, the preparation of the mid-day meal.

13. While evaluating students by the teachers it was found that 60% of the schools had examination twice a year, 7% once a year, whereas, 33% of the schools conducted examination thrice a year.

14. The ratio between teacher and students was found to be 1:30 in 25 schools, 1:40 in 90 schools, whereas, it was 1:50 in 35 schools. Practically, the ratio showed that one teacher had to teach students ranging from 30-50. Most of the schools were having only one teacher. In some Primary Schools both Bodo, as well as, Assamese mediums were combined.
15. 74% of the teachers responded that the present syllabus is not suitable. The local history, stories, fables and folk songs were not included syllabus.

16. Most of the heads of the institutions stated that the IS, DEO, and BEOO hardly visit schools once a year or at times not even once. Even though at present all the agitations have stopped, the irregularity of the teachers in the schools, as well as, that of the concerned officers is continuing.

17. 67% of the schools provided in-service programmes to the teachers; SSA encouraged and provided the needed facilities for the programmes.

18. 67% of the Headmasters stated that present scenario of educational set up does not fulfill the needs of the society. They felt that the system needs to be changed drastically, otherwise, parents may stop sending their children to the government primary schools.

19. The last 5 years record showed that there was some improvement in Primary Education with the help of SSA. But, most of the Bodo schools were neglected. The salary of the teachers was very irregular.

20. At present all the vernacular medium schools are not functioning properly and most of the parents are sending their children to the private English Medium Schools.

21. The State Government of Assam announced on March 18th 2010 to set up a separate Educational Directorate for the Bodo and the other Tribal Groups.

22. Every year about 13000 to 15000 students appear in the HSLC examination from the Bodo medium schools and very few pass with first division.

23. The administrative and infrastructure facilities of the Primary Schools in Bodoland were not found up to the mark.

24. Most of the teachers used only black board as a teaching aid in the class. Teaching aids like map, globe, and chart were used in the class by 50% of the teachers.

25. Some of the teachers used discussion method, some question answer method, whereas some used story telling method during class teaching.

26. The academic activities and programmes of the Primary Schools were not executed properly.

27. The education played a vital role to safeguard the indigenous language and culture of the Bodos. Many schools have introduced Bodo Traditional Dress (Dokwna) as school uniform.

28. Girl’s enrollment in the Primary Schools has been found to increase progressively.
29. Many of the teachers did not have necessary and adequate qualification to teach in the schools. Also, the in-service programmes were very rare.
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Mook-Badhir Vidyarthion Ke Atampratyay Va Samajik Samayojan Mein Adhigam Niveshon Ka Yogdan” (Contribution of Learning Resources in the Self-Concept and Social Adjustment of the Deaf & Dumb Students) 
(Alka Tripathi, 2012, Banasthali University, Banasthali, Rajasthan)

Objectives

1. To study the self concept of the deaf & dumb students.
2. To study the social adjustment of deaf & dumb students.
3. To study the contribution of learning resources on the self concept and social adjustment of the deaf & dumb students.
4. To study the learning resources provided to the deaf & dumb students in the context of
   a. vocational training,
   b. characteristics of subject matter, and
   c. Learning strategies.

Sample

The samples of 56 students (Governemet-24, Government Aided –20 & Private-12), 40 Teachers (G-22, GA-10 7 P-8), and 3 principals, one each, Government, Government Aided and Private were drawn.

The tools used for the study were, namely, Self Concept by Dr. S.P. Ahluwalia, Social Adjustment by Dr. R.C. Deva, Learning Resources semi-structured interview schedule and Learning Resources Effectiveness Observation Schedule by the investigator.

Data Analysis

The collected data were descriptive and quantitave. Content Analysis and t-test were employed for data analysis.

Delimitation

The delimiters of the study have been as Jaipur District, Three Schools, and Higher Secondary level.

Findings

1. No difference was found in the self concept of all the deaf & dumb male and female students.
2. No difference was found in different areas of self concept of all the deaf & dumb male and female students.

3. Variations were found in the self concept of male and female students as per type of school. Male and female students of the Government School were found to differ in the Practical Area of Self Concept. Female students were found to be better on self concept in the areas of happiness & contentment. No significant difference was found in the other areas of self concept, namely, cognitive & school level, Physical make & characteristics, anxiety & popularity. No difference was found in the self concept of male students and female students of Government Aided and Private Schools.

4. No significant difference was found in the self concept of students of Government School and Private School.

5. No significant difference was found in the social adjustment of the deaf & dumb students of all the schools. The social adjustment of the students of Government and Government Aided Schools was found to be similar as compared to that of Private School.

6. The learning resources provided to the deaf & dumb students and the various suitable approaches designed and implemented for their cognitive, affective, psychomotor & vocational development play effective roles in making them integral members of the society.

7. There has been found a lack of special curricula, modes of transaction & adequate learning resources for the deaf & dumb students.
Impact of an intervention programme in the remediation of reading difficulties among children with learning disabilities (Anjana, 2006 Kurukshetra University, Kurukshetra)

Objectives
1. To identify children with learning disabilities.
2. To find the prevalence rate of reading/learning disabled children.
3. To design an intervention programme.
4. To study the impact of the intervention programme in remediating the reading difficulties among children with learning disabilities.
5. To find out the difference between Level-I and Level-II of DTRD.

Research Method
The study has employed a compatible pre-test post-test Experimental Research design involving three operational stages as identification, treatment and post-testing.

Sample
A sample of 40 subjects in the age group 8-10 years of grade IV was purposively selected from three English Medium schools of Panipat town in Haryana. The sample seems to be adequate and representative.

Tools
All the tools used for the study were, namely, the mean of the previous achievement scores of the last three terminals, Teacher’s Observation Checklist, Malin’s Intelligence Test for Indian Children (MISIC) and the Diagnostic Test for Reading Disorders (DTRD), and the Treatment tool based on the items listed in DTRD.

Data Analysis
Descriptive statistics- mean, SD and inferential statistics ‘t’-ratio were employed for data analysis.

Findings
1. The prevalence rate of learning disability in reading among grade IV students has been found to be 8.68%. This rate varies from 8.29% to 9.60%.
2. The intervening program in the remediation of reading difficulties among children with learning disabilities has been found to be effective in improving reading skills.
3. The intervention program was found effective with respect to Sound Symbol Association (S SA).
4. The intervention program did not have significant effect so far as Blending of Sound (BS) is concerned.
5. The intervention program was found effective with respect to Phonic Analysis (PA).
6. The intervention program was not found to be effective with respect to Visual Conditioning (VC).
7. The intervention program was found effective with respect to Semantic Closure (SC).
8. The intervention program was found effective with respect to Lexical Processing (LP).
9. The intervention program was found effective with respect to Language Internalization (LI).
10. The intervention program was not found to be effective with respect to Copy Writing (CW).
11. The intervention program was found to be effective with respect to Grapheme Phoneme Association (GPA).
12. The intervention program did not have any effect with respect to Verbal Phonetic Coding (VPC).
13. The intervention program was found to be effective with respect to Phonemic Synthesis (PS).
14. The intervention program was found to be effective with respect to Verbal Visual Correspondence (VVC).
15. The intervention program was not found to be effective with respect to Verbal Memory (VM).
16. The intervention program was found to be effective with respect to Listening Comprehension (LC).
17. The intervention program had made significant impact so far as Reading Comprehension- Aloud (RCA) is concerned.
18. The intervention program was found to be effective with respect to Reading Comprehension-Silent (RCS).
19. It has been found that the control group had better performance at Level-I than at Level-II on DTRD in pre-test.
20. The control group was found to have better ability at Level-I than at Level-II on DTRD in post-test.
21. It has been found that the experimental group had better performance at Level-I than at Level-II on DTRD in pre-test.
22. It has been found that the experimental group had better performance at Level-I than at Level-II on DTRD in post-test.

Back

Objectives

1. To do a comparative study of the Personalities of normal and physically handicapped students.
2. To do a comparative study of the Intelligence of normal and physically handicapped students.
3. To do a comparative study of the Anxiety of normal and physically handicapped students.

Sample

200 normal and 200 physically handicapped students of Standards 8,9, and 10, both, boys and girls were selected randomly from 10 normal school children and 8 schools for the physically handicapped.

Research Method

Ex-Post-Facto Research was conducted by the investigator.

Tools

High School Personality Questionnaire by Dr. D.S. Kapoor, General Mental Ability Test by Dr. S.S. Jalota, and Anxiety Test by Dr. A.K.P. Singh were the tools employed for the study.

Data Analysis

Mean, SD, and C.R. were computed for data analysis.

Findings

1. Significant differences were found in the personalities of normal and physically handicapped students on the personality factors A, B, C, D, E, F, I, Q1, Q3 and Q4.
2. The normal and physically handicapped students were found to differ significantly on Intelligence.
3. The normal and physically handicapped students were found to differ significantly on Anxiety.

Back
A Study of the Effect of Visual Efficiency Skills on the Achievement of Low Vision Children in Tamilnadu (Janakavalli, 1999, South Gujarat University, Surat)

Objectives

1. To study the types of visual efficiency tasks that can improve the visual efficiency skills of low vision children.

2. To study the effect of the visual efficiency training (full/part/no training), setting (special/integrated), and gender (boys/girls) on the development of visual efficiency skills of low vision children.

3. To study the effect of visual efficiency skills of low vision children on the basis of their visual acuity (lower/middle/higher), age (lower/higher), and the nature of setting (special/integrated).

4. To study the nature of interaction between the various independent variables used in the study.

5. To study the effect of the nature of training (special teachers/trained teachers/un-trained teachers) upon the visual efficiency skills of low vision children in terms of selected independent variables.

6. To study the relationship between the visual efficiency skills and the favourable learning behaviours of low vision children.

7. To find out whether there is any improvement in the relationship between the visual efficiency skills and favourable learning behaviours of low vision children due to visual efficiency training.

Sample

The investigator applied multistage sampling procedure to ensure adequacy of sample in each level of the independent variables so that the distribution of the sample satisfy the assumptions of parametric statistics used in the study. 300 low vision children from special schools and integrated programmes in Tamilnadu were randomly selected. Among 300 selected children, 100 students were given full training on visual efficiency, 100 students were given training partly, whereas, no training was given to remaining 100 students. In the sample there were 150 boys and 150 girls. 75 boys were drawn from special schools and the remaining 75 boys were drawn from integrated schools. Similar was the distribution of girls.
Tools and Techniques

The investigator used Low Cost Functional Assessment Kit (LOFAKT) developed by Sri Ramakrishna Mission Vidyalaya College of Education, as a major tool to study the visual efficiency skills of low vision children.

Design of the Study

The investigator used the causal- comparative design and correlation design in the present investigation.

Findings

1. The visual efficiency tasks that are found to be contributing to the visual efficiency of low vision children are developing interest in seeing, encouraging attention, tracking of objects, recognition of objects, visual memory tasks, visual integration tasks, visual closure activities, form constancy and figure ground discrimination (eye-hand and eye-foot).

2. The visual efficiency training given to the low vision children played a significant role in improving their visual efficiency skills.

3. There was found a significant difference between fully trained group, partly trained group and untrained group in terms of visual efficiency skills.

4. The results of the multiple comparison tests indicate that low vision children who received full visual efficiency training performed well in their visual efficiency scores than partly trained and untrained low vision children.

5. There was found a significant difference between the visual efficiency scores of low vision children studying in special schools and integrated schools in favour of integrated schools.

6. In analyzing the over all visual efficiency scores of low vision children in terms variables, such as, quantum of visual efficiency training, gender and setting through three way ANOVA, it was found that there is significant interaction between the variable gender and setting.

7. Though the visual acuity has not been found affecting influencing the visual efficiency, a significant difference could be noticed between the visual efficiency skills of children belonging to the lower age group and those who belong to the higher age group. The children of higher age group exhibited better visual efficiency skills.
8. No significant interaction was found between the variables, namely, visual acuity, age group, and setting as far as the visual efficiency skills are concerned.

9. The teacher made materials for improving the visual efficiency skills of low vision children could not be used for making accurate assessment of the visual efficiency skills of low vision children. A need was felt that of the optical aids for the purpose.

10. Boys showed better performance in visual efficiency skills than the low vision girls.

11. There was found a significant difference between the visual efficiency scores of low vision in terms of specially trained teachers training, trained teacher training, and untrained teachers training.

12. A high significant relationship has been found between the visual efficiency scores of low vision children and the frequency of favourable learning behaviours of low vision children in terms of gender.

13. A high significant relationship has been found between the visual efficiency scores of low vision children and the frequency of favourable learning behaviours of low vision children in terms of setting.

Back
Implementing Inclusive Education: Attitude of Stakeholders and Teacher Efficacy (Jitendra Kumar, 2011, Banaras Hindu University, Varanasi, UP)

Objectives

1. To study the attitude of following educational stakeholders towards inclusive education.
   i. Teachers
   ii. Principals
   iii. Parents
   iv. Students

2. To study teacher efficacy in context of inclusive education.

3. To study the effect of following personal and environmental variables on the attitude of teachers towards inclusive education:
   i. Gender
   ii. Type of Teacher
   iii. Habitat
   iv. Educational Qualification
   v. Teaching Experience

4. To study the effect of following personal and environmental variables on the attitude of Principals towards inclusive education:
   i. Gender
   ii. Habitat
   iii. Educational Qualification
   iv. Administrative Experience

5. To study the effect of following personal and environmental variables on the attitude of parents towards inclusive education:
   i. Gender
   ii. Type of Parent
   iii. Habitat

6. To study the effect of following personal and environmental variables on the attitude of parents towards inclusive education:
   iv. Gender
   v. Type of Parent
   vi. Habitat
7. To study the effect of following personal and environmental variables on the attitude of parents towards inclusive education:
   i. Gender
   ii. Type of Teacher
   iii. Habitat
   iv. Educational Qualification
   v. Teaching Experience

Research Method
Descriptive Survey Research Methodology has been employed for the study.

Sample
The sample for the study has been drawn through successive randomization following cluster sampling technique. The data were collected from 44 schools. The sample comprised of 200 Teachers, 300 Parents, 538 Students and 40 Principals.

Tools
The tools constructed by the investigator were, namely, Stakeholders’ Attitude towards Inclusive Education Scale, and Teacher Efficacy in context of Inclusive Education Scale.

Data Analysis
The data have been analyzed through compatible statistical techniques, namely, Mean, Median, Mode, SD, Skewness, Kurtosis, t-test, ANOVA, and Man-Whitney U test.

Findings
1. The teachers were found to have positive attitude towards inclusive education. The teachers felt that inclusive education would increase acceptance of special needs students in society. They were of the view that it really challenging to realize inclusive education. Special Education Teachers, Urban Teachers, and Post Graduate Teachers were found to have more +ve Attitude towards inclusive education, whereas, attitude towards inclusive education was found to be inversely proportionate to the years of teaching experience.

2. Principals were found to have positive attitude towards inclusive education. But, they were found to be cautious in changing infrastructure for special needs students and suspected that special needs students’ behaviour might have adverse effect on other general students. Gender, habitat, educational qualification and administrative experience of the Principals were not found to moderate their attitude towards inclusive education.
3. Parents too were found to have positive attitude towards inclusive education. At the same time, parents were found to be sensitive to the teachers’ competence in dealing with the inclusive classrooms. Male parents and parents of the special needs students were found to have more +ve attitude towards inclusive education.

4. Students were also found to be positive towards inclusive education. A readiness was observed among general students to explain lessons to special needs students. They were of the view that inclusive education would lead towards better adjustment of special needs students in the society. However, some of them were of the view that the inclusive education may create classroom management and discipline problems. Girl students, Special needs Students and Rural students were found to have more +ve attitude towards inclusive education.

5. The teachers were found to be marginally efficacious to deal with inclusive classrooms. Special teachers, PG teachers, Lesser Teaching Experience teachers were found to have higher sense of efficacy towards inclusive education.
A Study of Educational Aspirations of the Visually Challenged Children in Relation to Their Visual Status and Learning Environment in Odisha (Rashmiranjan Mishra, 2012, Fakir Mohan University, Balasore, Odisha)

Objectives
1. To examine the level of educational aspirations of visually challenged children.
2. To compare the level of educational aspirations of partially seeing and totally blind children.
3. To compare the level of educational aspirations of visually challenged children studying in regular and special schools.
4. To study the level of educational aspirations of the visually challenged children living in rural and urban areas.
5. To find out the level of educational aspirations between male and female visually challenged children.

Research Method
Survey method has been suitably employed for the study.

Sample
A sample consisting of 25 students of School for the Blind, Balasore, 25 students of Special School for the Blind & Deaf, Nayaknidhi, Bhadrak, 25 students of Special School for the Blind, Panikoili, Jajpur and 25 students of School for the Blind, Manoja Manjari Sisubhaban, Keonjhar, and 25 students each from four regular schools was selected for the study. The students were in the age range 12 years to 18 years. 100 totally blind and 100 partially sighted students comprised the sample for the study. The researcher has selected two special and two regular schools from four districts of Orissa State. 90 Rural and 110 Urban Students and 89 male and 111 female students of 8th to 10th classes comprised the sample for the study.

Tools
Educational Aspiration Scale standardized by Sharma & Gupta (1987) was the tool used for the study.

Data Analysis
The data were analysed by employing statistical techniques, namely, Mean, SD, and t-values.

Findings
1. The level of Educational Aspiration of the visually challenged children was found to be low.
2. The Educational Aspiration of the partially seeing children was found to be significantly greater than that of the totally blind children.

3. The Educational Aspiration of the Visually Challenged Children studying in Regular Schools was found to be significantly greater than that of Special Schools.

4. There has been found a significant difference in the Educational Aspirations of Visually Challenged Children staying in Urban and Rural Areas in favour of Urban.

5. There has been found a significant difference in the Educational Aspirations of Male and Female Visually Challenged Children in favour of Males.
Impact of an Intervention Programme on Awareness Levels and Attitudes of High School Students, Teachers and Administrators towards Pupils with Disabilities in Inclusive Settings (Sandeep Berwal, 2007, Kurukshetra University, Kurukshetra)

Objectives

1. To gain an understanding with respect to the level of awareness and attitudes of high school students, teachers and administrators towards pupils with disabilities in inclusive settings.

2. To design an intervention programme to enhance the level of awareness and make positive changes in the attitudes of students, teachers and administrators towards pupils with disabilities in inclusive settings.

3. To implement the intervention programme to provide awareness and information and change attitude of students, teachers and administrators about pupils with disabilities in inclusive settings.

4. To study the impact of intervention programme on the awareness and attitudes of high school students, teachers and administrators towards pupils with disabilities in inclusive settings.

Hypothesis

1. The students, teachers and administrators have significantly low level of awareness about persons with disabilities.

2. The students, teachers and administrators have significantly biased attitude towards persons with disabilities.

3. The intervention programme will have a significant positive impact on the awareness of students, teachers and administrators.

4. The intervention programme will have a significant positive impact on the attitude of students, teachers and administrators.

Experimental Design Employed

Pre-test/Post-test one group experimental design has been suitably employed for the Study. Four types of impairments - loco-motor, visual, hearing and speech have been considered for the study. A total sample of 250 Students, 25 Teachers and 10 Administrators was drawn.
from five High Schools, where inclusive programmes are in progress from Hamirpur district of Himachal Pradesh. The sample has been drawn employing suitable sampling techniques. The Students, Teachers and Administrators, each, are equally distributed against the five schools. Variables, namely, age, willingness to cooperate, place of residence and educational level were controlled to the extent possible. So, an attempt was made to observe the validity of the experiment. The experimental treatment was given for a period of 20 days @ one hour per day.

The intervention programme right from Day-1 to Day-20, the investigator taking off with a lecture on “People’s similarities and differences” supplemented with three dolls-Radha with cerebral Palsy, Shivani with Visual Difficulty, and Anu with Hearing impairment, followed with statistics on persons with disabilities in India followed by discussion on meaning, causes and prevention of disabilities, video presentation “Dishayen” developed by the NCERT & discussion, motivational talk on inclusion of students with disabilities in regular classroom by the researcher, video presentation “Inclusive Education: Making it Happen’ developed by the Ministry of Social Justice and Empowerment, GOI, Activity on Inclusion and discussion, lectures on concession and facilities provided by the Government to persons with disabilities and Constitutional and Legal Safeguards for them, success stories of persons with disabilities, activity and lecture on “Interacting with Persons with Disabilities”, Video presentations on “Behaviour Management” and “Inclusive Education: Best Practices”, both, for teachers developed by the Ministry of Social Justice and Empowerment, Government of India followed with discussion, lectures by the researcher on “Tips to Keep Eyes Healthy”, “Tips for Proper Speech Development” and “How to take Care of Ears”, Speech and Essay Writing competition for Students, Games/Sports competition for Students and discussion thereof, has been very well designed and systematically conducted.

Tools Employed

Self constructed “Awareness about Disability” questionnaire and “Attitude Scales” were used as Instruments to collect data. The characteristics of the tools have been well established.

Data Analysis

Suitable statistical techniques, namely, t-testy and Chi Square test were employed for data analysis.
Findings

1. The Students were found to have a low level of awareness about pupils with disabilities before the intervention programme.
2. The Teachers and Administrators were found to have a moderate level of awareness about pupils with disabilities before the intervention programme.
3. The intervention programme has had a significant positive impact on the awareness level of students.
4. The intervention programme has had a significant positive impact on the overall, as well as, dimension wise levels of awareness of students towards pupils with difficulties in inclusive settings.
5. The intervention programme has had a significant positive impact on the overall, as well as, dimension wise levels of awareness of Administrators and Teachers towards pupils with difficulties in inclusive settings.
6. The intervention programme was found to have a significant positive impact in changing the attitudes of students towards pupils with disabilities.
7. The intervention programme was found to have a significant positive impact in changing the attitudes of students towards pupils with disabilities in inclusive setting.
8. The impact of the intervention programme on the attitudes of students was seen when it was observed that students’ perception with regard to abilities/achievement of children with special needs changed significantly after the application of the intervention programme.
9. Students’ attitude towards facilities/services provided to students with disabilities before the intervention programme were somewhat negative. There was a positive significant change in their attitudes after exposure to the intervention programme.
10. With regard to students’ attitudes towards behavioural/disciplinary outcome, the impact of intervention was found to be healthy, though the margin of pre-test and post-test scores was not large.
11. The intervention programme has been found to have a significant positive impact in changing the teachers’ and administrators’ attitude towards inclusion.
12. The intervention programme has been found to have a significant positive impact in changing the teachers’ and administrators’ attitude towards curriculum and pedagogy for pupils with disabilities.

13. The overall impact of the intervention programme with regard to “Attitude Towards Services/Facilities for Students with disabilities” on teachers and administrators was found to be significant.

14. Both teachers and administrators have shown their reservations about the cognitive abilities of the students with disabilities. However, a majority of the teachers and administrators agreed that with respect to the level of intelligence, disabled and non-disabled are equal.

15. It is found that the intervention programme has played a critical role in changing the attitudes of teachers and administrators with regard to behavioural and disciplinary problems in a positive direction. However, majority of the teachers (68%) even after their exposure to the intervention programme opined that students with disabilities get easily upset in comparison to their able-bodied peers.

16. The intervention programme has been found to have a significant positive impact to change the attitudes of teachers and administrators with respect to pupils with disabilities.

**Emerging Questions**

1. To what extent the Inclusive Education Programmes for Pupils with Disabilities are successful in Himachal Pradesh?

2. Which attributed should be developed in Students, Teachers and Administrators to identify with the problems of Pupils due to Disabilities?

3. How do we differentiate Awareness, Interest, Values and Attitudes?

4. How did the investigator observe the internal validity of the experiment conducted by him?

5. How is it that inspite of the increasing sensitivity, we have not yet been successful in evolving suitable Curricula & Pedagogy for Pupils with Disabilities, more so for inclusive settings?

6. How to bridge the gaps between our awareness and attitudes towards Pupils with disabilities?
7. What should be our action plan for realizing the objectives of inclusive education?
## SECTION_21 School Education

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A Study of Academic Anxiety, Study Habit and Emotional Social Maturity of Secondary School Students (Anand Kishore, 2011, Fakir Mohan University, Balasore, Odisha)

Objectives

1. To study the levels of Academic Anxiety of Secondary School Students.
2. To study the Academic Anxiety of Private and Government Secondary School Students.
3. To study the Academic Anxiety of Rural and Urban Secondary School Students.
4. To study the Academic Anxiety of Boys and Girls of Secondary Schools.
5. To study the Study Habit of Secondary School Students.
6. To study the levels of Study Habit of Private and Government Secondary School Students.
7. To study the levels of Study Habit of Rural and Urban Secondary School Students.
8. To study the levels of Study Habit of Boys and Girls of Secondary School Students.
9. To study the levels of Emotional and Social Maturity of Secondary School Students.
11. To study the Emotional and Social Maturity of Rural and Urban Secondary School Students.
12. To study the Emotional and Social Maturity of Boys and Girls of Secondary School Students.
13. To find out the relationship between Academic Anxiety and Study Habit.
14. To find out the relationship between Study Habit and Emotional social Maturity.
15. To find out the relationship between Emotional social Maturity and Academic Anxiety.

Sample

The sample of 1310 Class IX Students was drawn from 20 High Schools.

Tools

The tools used for the study were, namely, Academic Anxiety Scale, Study Habit Inventory and Comprehensive Scale for Social Maturity.
Findings

1. The Academic Anxiety level of the Secondary School Students was found to be 16% Low, 60% Average, whereas, 24% High.

2. No significant difference was found in the Academic Anxiety Scores of Private and Govt. School Students.

3. The Academic Anxiety of Urban Students was found to be significantly lesser than that of Rural Students.

4. No significant difference was found in the Academic Anxiety Scores of the School Boys and Girls.

5. The Study Habit of Secondary School Students was found to be 10% Very Good, 14% Good, 46% Satisfactory, 20% Poor, whereas, 10% very poor.

6. The Study Habit of the Govt. School Students was found to be better than that of Private School Students.

7. The Study Habit of Urban Students was found to be better than that of Rural Students.

8. No significant difference was found in the Study Habit of the School Boys and Girls.

9. The Emotional and Social Maturity of the Secondary School Students was found to be High 12%, Normal 20%, Moderate 42%, Immature 18% and Highly Immature 18%.

10. No significant difference was found in the Emotional and Social Maturity of Private and Govt. School Students.

11. No significant difference was found in the Emotional and Social Maturity of Rural and Urban Students.

12. No significant difference was found in the Emotional and Social Maturity of the School Boys and Girls.

13. There was found to be a positive relationship between Academic Anxiety and Study Habit.

14. Study Habit and Emotional and Social Maturity are related.

15. Emotional and Social Maturity and Academic Anxiety of the Students are related.
A Study of the Relationship between Teacher Effectiveness and Job Satisfaction of Teachers Teaching in Higher Secondary School (Anita P. Khetal, 2011, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, Maharashtra)

Objectives

1. To study the relationship between teacher effectiveness and job satisfaction.
2. To study the effect of location (Urban/Rural) on teacher effectiveness and job satisfaction.
3. To study the effect of different faculties (Science/Arts/Commerce) on teacher effectiveness and job satisfaction.
4. To study the effect of type of school (Govt./Private) on teacher effectiveness and job satisfaction.
5. To study the effect of male and female teachers on teacher effectiveness and job satisfaction.
6. To study the effect of
   - Junior College attached to High School;
   - Junior College attached to Senior College; on teacher effectiveness and job satisfaction.

Research Method

The study has employed descriptive research methodology.

Sample

The sample of 250 Higher Secondary School Teachers (male 100 and female 150) from Nagpur was drawn through random sampling.

Tools

The tools used for the study were, namely, Teacher Effectiveness Scale (P.Kumar & D. Mutha), and Teacher Job Satisfaction Questionnaire (P. Kumar & D. Mutha).

Data Analysis

The data were analyzed computing Mean, SD, Standard Error of the Difference between Mean Scores and t-values.
Findings

1. There is low positive correlation between Teacher Effectiveness and Job Satisfaction of teachers teaching in Higher Secondary Schools.
2. There is no significant difference between Urban and Rural Higher Secondary Schools Teachers on Teacher Effectiveness.
3. The teachers of urban Higher Secondary Schools were found to be more job satisfied than that of the Rural Schools.
4. Teacher effectiveness of Higher Secondary School Teachers of different faculties, that is, Science, Arts and Commerce does not vary significantly.
5. There has been found no significant difference between Higher Secondary School Teachers of Govt. Aided Schools and Private Non Aided Schools on Teacher Effectiveness.
6. Statistically significant difference was found between teachers teaching in Govt. Aided Higher Secondary Schools and Private Non Aided Higher Secondary Schools regarding their Job Satisfaction.
7. There has been found no significant difference in teacher effectiveness of teachers teaching in the Higher Secondary Schools which are attached to High Schools and those which are attached to Senior College.
8. There has been found no significant difference in job satisfaction of teachers teaching in the Higher Secondary Schools which are attached to High Schools and those which are attached to Senior College.
9. The teacher effectiveness has not been found related to sex of the teachers of Higher Secondary Schools.
10. The job satisfaction has not been found related to sex of the teachers of Higher Secondary Schools.
11. There has been found no significant difference in job satisfaction of teachers teaching in Science and Arts faculty.
12. There has been found no significant difference in job satisfaction of teachers teaching in Science and Commerce faculty.
13. There has been found no significant difference in job satisfaction of teachers teaching in Arts and Commerce faculty.
Sarva Shikshan Mohime Antargat Rabvinyat Yenaraya Upkramancha Abhyas (Anjali Ramdas Suryavanshi, 2012, University of Pune, Maharashtra)

Objectives
1. To study the activities conducted under the Sarva Shikshan Abhiyan.
2. To study the status of activities conducted under the Sarva Shiksha Abhiyan.
3. To evaluate the various activities conducted under the Sarva Shiksha Abhiyan.

Research Method
Descriptive Survey and Program Evaluation methods have been employed for the study.

Sample
101 (64+37) Schools, 394 Teachers, 101 Headmasters, 40 Center Coordinators, 101 Mid Day Meal Teachers, 101 Mid Day Meal Students, M. Fule S. Hami Yojna (MFSHY) Swamsevak /Teachers 35, MFSHY Students 35, Subject Experts 5, Teaching Experts 10, Govt. Officers 10, Education Officer/Deputy Education Officer one/two, Director Education 1, Deputy Director Education 2, Supervisors 12, Paryayi Education Planning Officer 2 constituted the samples for the study.

Tools and Techniques
The tools and techniques used for the study were, namely, questionnaire and interview.

Data Analysis
The data were analyzed through frequencies and Percentage responses and graphs.

Findings
1. The pertinent issues of Sarva Shiksha Abhiyan have been studied in terms of form, meaning, aims, objectives, focus, and strategies. The SAS has been found to seek active involvement of the society, capacity building, quality teaching, time bound universalization, minimize discrimination on the bases of gender, provincialism, and social discrimination, education for all boys and girls in the schools by 2010 A.D., local base, capacity building by agencies, namely, NIEPA, NCERT, NCTE and SCERT. More emphasis on girl child education and backward classes.
2. Establishment of training Center at Taluka level for universalization of primary education.
3. Mainstreaming the out of school children.
4. Providing education specially for the girl children and to make the parents realize the importance of regular attendance.
5. Providing education for the SC children and handicapped children.
6. Additional provision for research, evaluation, supervision, control, and training.
7. To implement National Program for Education of the Girls at Elementary level.
8. To realize Teacher Pupil ratio of 1:40 at Primary and Higher Primary levels.
9. To provide school within 1 Km. of the community.
10. To make provision for Higher Primary Education.
11. To provide books free of cost to all the girls of primary and upper primary levels and boys of SC/ST up to Rs. 150.
12. To provide adequate infra-structural facilities.
13. To make provision for grants for schools and teachers.
14. To make provision for teacher training.
15. To provide training for local representatives.
16. To provide financial support to handicapped children.
17. To make provision for civil work and computer education.
18. To make provision for nutritive food physical facilities, and necessary literature for teachers.
19. Some of the objectives of SSA have been fully achieved, some partly, whereas, some have not been achieved at all.

20. It has been found that there is significant increase in the enrollment of children in the schools, alternate and innovative approaches of education have been found to be effective, infra-structural facilities, such as, new classrooms, ramps, toilet facilities have been provided. Attempts were made for research, evaluation and control, wherein, there was some success. Provision of teaching learning literature was successfully made. Provision for inclusive education for the physically handicapped was done. Communication media and participation by the public representative were successful to some extent. Teacher training, environmental education and value education were found to be reasonably effective. The distribution of free books and provision of meals were found to be effective.

21. There have been reported mixed views regarding SSA. With respect to the opinion of some respondents, SSA has been found to be successful 60 to 70%, whereas, others view the SSA as most corrupt scheme, books are there in the store houses, but not distributed to the children, teaching-learning literature rather than distributed to the schools is located else where, As a whole there is mismanagement and misuse of the resources provided.
Effectiveness of Inductive Thinking Model of Teaching on Learners’ Achievement in Social Studies (Annapurna Prusty, 2006, Utkal University, Bhubaneswar, Orissa)

Objectives

1. To assess the effectiveness of Inductive Thinking Model of Teaching (ITMT) on learners’ achievement in three subject areas of Social Studies. The sub-objectives under this major objective were;
   i. To assess the effectiveness of Inductive Thinking Model of Teaching (ITMT) on learners’ achievement in Geography.
   ii. To assess the effectiveness of Inductive Thinking Model of Teaching (ITMT) on learners’ achievement in History.
   iii. To assess the effectiveness of Inductive Thinking Model of Teaching (ITMT) on learners’ achievement in Civics.

2. To compare the impact of Inductive Thinking Model of Teaching (ITMT) and Traditional Method of Teaching on Learners’ achievement in Social Studies. This objective was constituted of the following three sub-objectives;
   i. To compare the impact of Inductive Thinking Model of Teaching (ITMT) and Traditional Method of Teaching on learners’ achievement in Geography.
   ii. To compare the impact of Inductive Thinking Model of Teaching (ITMT) and Traditional Method of Teaching on learners’ achievement in History.
   iii. To compare the impact of Inductive Thinking Model of Teaching (ITMT) and Traditional Method of Teaching on learners’ achievement in Civics.

3. To compare the impact of Inductive Thinking Model of Teaching (ITMT) and Traditional Method of Teaching on learners’ inductive reasoning ability.

4. To compare the impact of Inductive Thinking Model of Teaching (ITMT) and Traditional Method of Teaching on learners’ creative thinking ability.

5. To compare the impact of Inductive Thinking Model of Teaching (ITMT) and
Traditional Method of Teaching on learners’ concept attainment ability.

**Hypotheses**

1. The adjusted mean achievement score on Geography of the learners taught through Inductive Thinking Model of Teaching (ITMT) does not differ significantly from that of the learners taught through the traditional method of teaching.

2. The adjusted mean achievement score on History of the learners taught through Inductive Thinking Model of Teaching (ITMT) does not differ significantly from that of the learners taught through the traditional method of teaching.

3. The adjusted mean achievement score on Civics of the learners taught through Inductive Thinking Model of Teaching (ITMT) does not differ significantly from that of the learners taught through the traditional method of teaching.

4. The adjusted mean score on Inductive Reasoning of the learners taught through Inductive Thinking Model of Teaching (ITMT) does not differ significantly from that of the learners taught through the traditional method of teaching.

5. The adjusted mean score on creative thinking of the learners taught through Inductive Thinking Model of Teaching (ITMT) does not differ significantly from that of the learners taught through the traditional method of teaching.

6. The adjusted mean score on concept attainment ability of the learners taught through Inductive Thinking Model of Teaching (ITMT) does not differ significantly from that of the learners taught through the traditional method of teaching.

**Research Design Employed**

Quasi Experimental – pre-test post-test experimental control group design has been well employed for the study.

**Sample**

190 8th Std. students of the 4 selected schools out of 9 Oriya medium high schools of Sambalpur Municipal area, affiliated to BSE, Orissa constituted the sample for the pilot study. All the 35 students of Std. VIII of Budharaja High School constituted the Experimental Group for the final study, whereas, all the 34 students of Std. VIII of Zilla School constituted the control Group for the final study.
Tools used

The characteristics of all the tools constructed by the investigator, namely, 3 comprehensive tests, 18 learning assessment tests, on Geography, History and Civics, the Inductive Reasoning Test (IRT) and Concept Attainment Test (CAT) in parallel forms have been well established. The Verbal Test of Creative Thinking (Mehdi, 1985) has been well selected for measuring Creative Ability.

Data Analysis Techniques Employed

Compatible statistical techniques have been employed for data analysis, namely, Mean, SD, Skewness, Kurtosis, Percentiles and ANCOVA.

Findings

1. ITMT was found to be effective on learners’ achievement in three subject areas of Social Studies, namely, Geography, History and Civics.
2. Impact of ITMT was found to be better than that of traditional method of teaching on learners’ achievement in Geography.
3. Impact of ITMT was found to be better than that of traditional method of teaching on learners’ achievement in History.
4. Impact of ITMT was found to be better than that of traditional method of teaching on learners’ achievement in Civics.
5. Impact of ITMT was found to be better than that of traditional method of teaching on learners’ Inductive Reasoning Ability.
6. Impact of ITMT was found to be better than that of traditional method of teaching in enhancing learners’ Concept Attainment Ability.
7. No significant difference was found in the impact of ITMT and Traditional Method of Teaching in enhancing the Learners’ Creative Ability.
Abhibhavak, Shikshak Va Chhatar Kee Youn Shiksha Ke Prati Abhivarti Ka Anushilan-A Survey” (A critical study of the attitude of Parents, Teachers and Students towards Sex Education”) (Anshu R. Sahu, 2011, Sant Gadge Baba Amravati Vishwavidyalaya, Amravati, Maharashtra)

Objectives

1. To measure the attitude of the female parents of the rural areas of Amravati Division towards Sex Education.
2. To measure the attitude of the male parents of the rural areas of Amravati Division towards Sex Education.
3. To measure the attitude of the female parents of the urban areas of Amravati Division towards Sex Education.
4. To measure the attitude of the male parents of the urban areas of Amravati Division towards Sex Education.
5. To measure the attitude of the female teachers of the rural areas of Amravati Division towards Sex Education.
6. To measure the attitude of the male teachers of the rural areas of Amravati Division towards Sex Education.
7. To measure the attitude of the female teachers of the urban areas of Amravati Division towards Sex Education.
8. To measure the attitude of the male teachers of the urban areas of Amravati Division towards Sex Education.
9. To measure the attitude of the female students of the rural areas of Amravati Division towards Sex Education.
10. To measure the attitude of the male students of the rural areas of Amravati Division towards Sex Education.
11. To measure the attitude of the female students of the urban areas of Amravati Division towards Sex Education.
12. To measure the attitude of the male students of the urban areas of Amravati Division towards Sex Education.
13. To conduct a comparative study of the attitude of female parents of rural and urban areas of Amravati Division towards Sex Education.
14. To conduct a comparative study of the attitude of male parents of rural and urban areas of Amravati Division towards Sex Education.
15. To conduct a comparative study of the attitude of female teachers of rural and urban areas of Amravati Division towards Sex Education.

16. To conduct a comparative study of the attitude of male teachers of rural and urban areas of Amravati Division towards Sex Education.

17. To conduct a comparative study of the attitude of female parents and male parents of rural areas of Amravati Division towards Sex Education.

18. To conduct a comparative study of the attitude of female parents and male parents of urban areas of Amravati Division towards Sex Education.

19. To conduct a comparative study of the attitude of female teachers and male teachers of rural areas of Amravati Division towards Sex Education.

20. To conduct a comparative study of the attitude of female teachers and male teachers of urban areas of Amravati Division towards Sex Education.

21. To conduct a comparative study of the attitude of female students of rural areas and urban areas of Amravati Division towards Sex Education.

22. To conduct a comparative study of the attitude of male students of rural areas and urban areas of Amravati Division towards Sex Education.

23. To conduct a comparative study of attitude of female students and male students of rural areas of Amravati Division towards Sex Education.

24. To conduct a comparative study of attitude of female students and male students of urban areas of Amravati Division towards Sex Education.

25. To conduct a comparative study of attitude of male parents and female parents of Amravati Division towards Sex Education.

26. To conduct a comparative study of attitude of male teachers and female teachers of Amravati Division towards Sex Education.

27. To conduct a comparative study of attitude of male students and female students of Amravati Division towards Sex Education.

**Research Method**

Survey method has been employed for the study.

**Sample**

The sample for the study comprised of 600 parents, 600 teachers, and 1200 students has been drawn equally distributed in the districts Yavatmal, Amravati and Akola, habitat-wise and gender-wise.
Tools
The tools used for the study were, namely, Attitude Scale towards Sex Education for Teachers (Usha Mishra), Sex Education Attitude Scale for Parents (Ravinder V. Patil), and Attitude Scale for Students (Constructed by the Investigator).

Data Analysis
The data were analyzed appropriately employing suitable data analysis techniques, such as, Mean, SD, Combined Mean, Combined SD, Standard Error of the difference between the Means, and t-test.

Findings
1. A large majority of the Rural, as well as, Urban Female Parents have been found to have high attitude towards Sex Education.
2. A majority of the Rural Male Parents, as well as, Urban Male Parents have been found to have high attitude towards Sex Education.
3. No significant difference has been found between the urban female and urban male teachers in their attitude towards Sex Education.
4. The attitude of rural female students of Amravati Division towards Sex Education has been found to be significantly greater than that of the rural male students.
5. Rural Female Parents have been found to have significantly greater favourable attitude towards Sex Education than Urban Female Parents.
6. Urban Male Parents have been found to have significantly greater favourable attitude towards Sex Education than Rural Male Parents.
7. Rural Female Parents have been found to have significantly greater favourable attitude towards Sex Education than Rural Male Parents.
8. Urban Male Parents have been found to have significantly greater favourable attitude towards Sex Education than Urban Female Parents.
9. Female Parents were found to have significantly favourable attitude towards Sex Education than Male Parents.
10. Rural Female Parents were found to have significantly greater favourable attitude towards Sex Education than Urban Male Parents.
11. Urban female parents were found to have significantly greater favourable attitude towards Sex Education Rural Male Parents.
12. Rural Parents were found to have significantly greater favourable attitude towards sex education than Urban Parents.
13. A majority of the Rural Female Teachers, as well as, Rural Male Teachers were found to have high Attitude towards Sex Education.

14. A majority of the Urban Female Teachers, as well as, Urban Male Teachers were found to have high Attitude towards Sex Education.

15. Urban Female Teachers were found to have significantly greater favourable attitude towards Sex Education than Rural Female Teachers.

16. Rural Male Teachers were found to have significantly greater favourable attitude towards Sex Education than Urban Male Teachers.

17. Rural Male Teachers were found to have significantly greater favourable attitude towards Sex Education than Rural Female Teachers.

18. Urban Female Teachers were found to have significantly greater favourable attitude towards Sex Education than Urban Male Teachers.

19. Male Teachers were found to have significantly greater favourable attitude towards Sex Education than Female Teachers.

20. Urban Male Teachers were found to have significantly greater favourable attitude towards Sex Education than Rural Female Teachers.

21. Rural Male Teachers were found to have significantly greater favourable attitude towards Sex Education than Urban Female Teachers.

22. Rural Teachers were found to have significantly greater favourable attitude towards Sex Education than Urban Teachers.

23. A majority of the Rural Female Students, as well as, Rural Male Students were found to have high Attitude towards Sex Education.

24. A majority of the Urban Female Students, as well as, Urban Male Students were found to have high Attitude towards Sex Education.

25. Urban Female Students were found to have significantly greater favourable attitude towards Sex Education than Rural Female Students.

26. Rural Male Students were found to have significantly greater favourable attitude towards Sex Education than Urban Male Students.

27. Rural Female Students were found to have significantly greater favourable attitude towards Sex Education than Rural Male Students.

28. Urban Male Students were found to have significantly greater favourable attitude towards Sex Education than Urban Male Students.

29. Female Students were found to have significantly greater favourable attitude towards Sex Education than Male Students.
30. Rural Female Students were found to have significantly greater favourable attitude towards Sex Education than Urban Male Students.
31. Urban Female Students were found to have significantly greater favourable attitude towards Sex Education than Rural Male Students.
32. Rural Students were found to have significantly greater favourable attitude towards Sex Education than Urban Students.
Citizenship Education Climate of Higher Secondary Schools and its Relationship with Selected Student Outcomes (Anshuman Singh, 2012, Banaras Hindu University, Varanasi, UP)

Objectives

1. To study the status of citizenship education climate of higher secondary schools.

2. To study the effect of following school related variables on the citizenship education climate of higher secondary schools:
   a. Education Board, that is, UP Board and CBSE Board
   b. Type of School, Government & Private, Gender Segregated School & Co-education School

3. To study the different patterns of citizenship education climate of higher secondary schools according to following school attributes:
   a. Education Board, that is, UP Board and CBSE Board
   b. Type of School, Government & Private, Gender Segregated School & Co-education School

4. To study the relationship of citizenship education climate of higher secondary Schools with respect to the following student outcomes:
   a. Social Cohesion
   b. Sense of Responsibility
   c. Sense of Patriotism

5. To study the effect of following personal and demographic variables on the Relationship of citizenship education climate of higher secondary schools with social cohesion of higher secondary students:
   a. Gender
   b. Education Board, that is, UP Board and CBSE Board
   c. Type of School, Government & Private, Gender Segregated School & Co-education School

6. To study the effect of following personal and demographic variables on the
Relationship of citizenship education climate of higher secondary schools with sense of responsibility of higher secondary students:

a. Gender
b. Education Board, that is, UP Board and CBSE Board
c. Type of School, Government & Private, Gender Segregated School & Co-education School

7. To study the effect of following personal and demographic variables on the Relationship of citizenship education climate of higher secondary schools with sense of patriotism of higher secondary students:

a. Gender
b. Education Board, that is, UP Board and CBSE Board
c. Type of School, Government & Private, Gender Segregated School & Co-education School

Research Method

Descriptive survey methodology has been employed in the study.

Sample

Random cluster sampling technique was used to select 25 UP Board Schools and 25 CBSE Board Schools. 50% Higher Secondary Teachers teaching in classes of XI and XII and 20% students in classes of XI and XII in these schools were selected randomly. Finally 328 Teachers and 720 Students constituted the sample for the study.

Variable

School Citizenship Education Climate was considered as independent variable, whereas, Social Cohesion, Sense of Responsibility, and Sense of Patriotism were considered as dependent variables.

Tools

The tools were constructed by the investigator, namely, School Citizenship Education Climate Scale (SCECS), and Student Outcome Scale (SOS).

Data Analysis

The data have been analyzed employing appropriate statistical techniques, such as, Mean, Median, Mode, SD, Skewness, Kurtosis, t-test, Pearson’s r, and Fischer Z etc.
Findings

1. The higher secondary schools possess an average level of citizenship education climate and the schools are not maintaining healthy citizenship education climate as only 6% of the schools are in its advanced stage. Most of the schools are at rudimentary level of citizenship education climate as 50% of the schools fall in its developing stage.

2. Uttar Pradesh Board Schools are particularly lagging behind in maintaining Citizenship Education Climate as compared to CBSE Schools. No government school is maintaining an advanced level of citizenship education climate compared to a few selected private schools. It is also concluded that co-educational schools are better in citizenship education climate as compared to gender- segregated schools.

3. Private schools are maintaining better citizenship education climate as compared to government schools. CBSE schools are also better in citizenship education climate as compared to Uttar Pradesh Board Schools. Further, it is also concluded that Co-education Schools are maintaining better citizenship education climate as compared to gender-segregated schools.

4. All types of higher secondary schools are fairly well in dimension of ‘Thoughtful and Respectful Dialogue about Issues’, whereas, the dimension of ‘Meaningful Experience of Civic Related Knowledge’ was poorest in school citizenship education climate. The other dimensions of citizenship education climate are at moderate level.

5. CBSE Schools are better in status of all the dimensions of SCEC as compared to Uttar Pradesh Board Schools. Private Schools are in better status in all the dimensions of SCEC as compared to government schools. Further it is concluded that Co-education Schools are in better status in all the dimensions of SCEC as compared to gender segregated schools.

6. School Citizenship Education Climate is significantly associated with Students’ Social Cohesion.

7. School Citizenship Education Climate is significantly associated with the sense of Responsibility.

8. School Citizenship Education Climate is significantly associated with Students’ Sense of Patriotism.
9. Gender, Education Board (UP Board and CBSE) and type of school (Government, Private, Gender-Segregated and Co-educational) do not affect the relationship between School Citizenship Education Climate (SCEC) and Selected Students Outcomes (Social Cohesion, Sense of Responsibility and Sense of Patriotism).

Objectives

1. To study the effectiveness of Social Inquiry Model in the development of values of secondary school students.
2. To study the effectiveness of Social Inquiry Model in the development of problem solving ability of secondary school students.
3. To study the effectiveness of Social Inquiry Model in the development of moral judgment of secondary school students.
4. To study the effectiveness of Social Inquiry Model in the development of achievement of secondary school students.
5. To study the effectiveness of Programmed Instruction in the development of values of secondary school students.
6. To study the effectiveness of Programmed Instruction in the development of problem solving ability of secondary school students.
7. To study the effectiveness of Programmed Instruction in the development of moral judgment of secondary school students.
8. To study the effectiveness of Programmed Instruction in the development of achievement of secondary school students.
12. To study the comparative effectiveness of Social Inquiry Model and Programmed Instruction in the development of achievement of secondary school students.
13. To find out the differences among boys and girls in the development of values taught through Social Inquiry Model.
14. To find out the differences among boys and girls in the development of problem solving ability taught through Social Inquiry Model.
15. To find out the differences among boys and girls in the development of moral judgment taught through Social Inquiry Model.
16. To find out the differences among boys and girls in the development of achievement taught through Social Inquiry Model.
17. To find out the differences among boys and girls in the development of values taught through Programmed Instruction.
18. To find out the differences among boys and girls in the development of problem solving ability taught through Programmed Instruction.
19. To find out the differences among boys and girls in the development of moral judgment taught through Programmed Instruction.
20. To find out the differences among boys and girls in the development of achievement taught through Programmed Instruction.

Research Methods

The quasi experimental design was appropriately employed for the study.

Sample

The sample for the study was consisted of 164 eighth class students belonging to three high schools in the district of Mayurbhanj of Orissa State.

Tools

The tools used for the study were, namely, Group Test of Mental Ability, Youth Problem Inventory, Moral Judgment Test, Personal Value Questionnaire, and Achievement Test.

Data Analysis

The data were analyzed using statistical techniques, namely, mean, SD, and t-test.

Findings

1. SIM has been found to have a significant positive effect on the development of Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Family Prestige and Health Values of the students, but it did not have significant effect on the development of Power value of the students as compared to the students taught through traditional method.
2. SIM produced significant effect on the development of problem solving ability of the students.
3. SIM produced significant effect on the development of moral judgment of the students.
4. SIM produced significant effect on the achievement of the students.
5. PI has been found to have a significant positive effect on the development of Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Family Prestige and Power Values of the students, but it did not have significant effect on the development of Health value of the students as compared to the students taught through traditional method.
6. PI produced significant effect on the development of problem solving ability of the students.
7. PI produced significant effect on the development of moral judgment of the students.
8. PI produced significant effect on the achievement of the students.
9. There is no significant difference between SIM and PI in the development of Religious, Social, Democratic, Aesthetic, Economic, Hedonistic, Power and Family Prestige value of students. But, PI has been found to be more effective than SIM in the development of Knowledge value, whereas, SIM more effective than PI in the development of Health Value of students.
10. There exits no significant difference between SIM and PI in developing Moral Judgment power of the students.
11. There exits no significant difference between SIM and PI in developing Problem Solving Ability of the students.
12. There exits no significant difference between SIM and PI in facilitating achievement of the students.
13. There is no significant differential effect among boys and girls in the development of Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige values by teaching through SIM. But, it has had a significant effect on girls in comparison to boys in the development of Health value.
14. SIM produced no significant differential effect among boys and girls in the development of Moral Judgment Power.
15. SIM produced no significant differential effect among boys and girls in the development of Problem Solving Ability.
16. SIM produced no significant differential effect on achievement among boys and girls.
17. There is no significant differential effect among boys and girls in the development of Religious, Social, Democratic, Aesthetic, Economic, Hedonistic, Power, Family Prestige values by teaching through PI. But, it has had a significant effect on boys rather than girls in the development of Knowledge value and it had a significant effect on girls rather than boys in the development of health value.

18. PI produced no significant differential effect among boys and girls in the development of Moral Judgment Power.

19. PI produced no significant differential effect among boys and girls in the development of Problem Solving Ability.

20. PI produced no significant differential effect on achievement in History among boys and girls.
Opinion of Teachers for improving the Quality of Education at Secondary Level: A Qualitative Study (Falguni C. Patel, M. Phil, 2011, Veer Narmad South Gujarat University, Surat)

Objectives

1. To seek opinion of Teachers for improving the quality of Secondary Level Education in the context of curriculum.
2. To seek opinion of Teachers for improving the quality of Secondary Level Education in the context of text-books.
3. To seek opinion of Teachers for improving the quality of Secondary Level Education in the context of teaching-learning strategies.
4. To seek opinion of Teachers for improving the quality of Secondary Level Education in the context of physical facilities.
5. To seek opinion of Teachers for improving the quality of Secondary Level Education in the context of Educational facilities.
6. To seek opinion of Teachers for improving the quality of Secondary Level Education in the context of characteristics of the Principal.
7. To seek opinion of Teachers for improving the quality of Secondary Level Education in the context of characteristics of Teachers.
8. To seek opinion of Teachers for improving the quality of Secondary Level Education in the context of characteristics of Students.
9. To seek opinion of Teachers for improving the quality of Secondary Level Education in the context of co-curricular activities.
10. To seek opinion of Teachers for improving the quality of Secondary Level Education in the context of examination system.

Research Methods

Qualitative Research Methodology has been employed for the study.

Sample

The samples of 18 Teachers and 8 Principals have been drawn for the study.

Tools and Techniques

Essay Writing, and Interview Schedules, as well as, Meeting the Teachers and Principals have been used as tools and techniques for data collection.
Findings

Curricula should be for wholistic development and character building, text books should supply the needs at all levels, individual, social and national and these should be compatible to the mental levels and habitat conditions of the learners. Teaching- Learning approaches should be corresponding the individual differences and facilitate the creative faculties of the learners. These should awaken the curiosity of the learners and promote self study. There should be adequate physical facilities, such as, organization of conveyance facilities, air and light in classrooms, library, play grounds, drinking water, lavatories, First Aid Facilities, Conference Hall, Rest Room. There should be subject-wise teachers, text-books and Periodicals. There should be provision for Educational and Vocational Guidance, Educational Seminar, Educational Tours, Honours to the gifted and Guidance for the organically disable. The teachers were of the opinion that the Principal ought to be a very good academic administrator, coordinator, and promoter of innovative ideas and programs. The Principal should be in a position to meet the challenges. The Principal ought to be self confident, impartial, pure, developer of faculty feeling. The teachers have opined regarding the affect attributes and professional competencies expected of teachers. The teachers have also projected the expected attributes and personalities of learners. Further they have opined that the examination should be life related. They have suggested semester system and utilization of OMR in examination.

The Principals have expressed their views that the curricula should be such so as to develop a variety of skills amongst learners. These should be compatible to the mental level. Textbooks should be attractive, full of illustrations and activity based. The Principals have communicated their views with respect to the various dimensions of Secondary Level Education to enhance its quality.
An Inquiry into the School Teachers’ Perception of the Practice of Teaching and Learning (Geeta A. Mehta, 2002, Sardar Patel University, Vallabhbh Vidyanagar)

Objectives

1. To study the integration between the teachers’ perceptions regarding their act of teaching and the act of students’ learning.
2. To study the teachers’ overt and covert responses regarding the practice.
3. To study the classroom situations to understand the teachers’ perceptions.
4. To arrive at qualitative and quantitative conclusions about teachers’ perceptions in relation to variables like teachers’ sex, qualification, experience and discipline of study.

Sample

A three tier sample was drawn from the teachers of two districts in Gujarat. The stratified random sample of 250 teachers was initially selected. The 10% of the sample was selected for the second phase: classroom observation; and out of these 25, in the third stage, 20 teachers were selected for in-depth interviews.

Research Design

A planned triangulation was devised to attack the problem. A survey was taken up to rate the perceptions of the teachers using a close ended rating scale with open ended questions in it. Thereafter following the naturalistic inquiry participatory observation was done and in the third phase in-depth interviews were taken. The investigator also used the technique of recording over-head communications in the staff-room of 12 schools.

Tools and Techniques used

The Researcher devised three tools: (i) Teaching-Learning Perception Inventory, (ii) Classroom Observation Inventory, and (iii) Interview Schedule.

Data Analysis

The TLPI had 100 statements to be rated on a five point scale. The responses to this tool were converted into scores. Chi-square and t-test were used to determine the significance in relation to the dependent variables. The Classroom Observation Inventory had data in the form of frequencies and description. In-depth interview and over-head communication record
generated a lot of descriptive data. To analyse and interpret these data concept analysis matrix was developed, which gave a facility to create sub-concepts and attributes leading to a gestalt of the reality. Frequency counts were also used to find the intensity of these perceptions.

**Finding**

1. The quantitative analysis done using Chi-square test showed that all the teachers had quite positive perceptions about their practice and students’ learning.

2. The t-test showed that there was hardly any effect of gender, area, experience or discipline of graduation on their perceptions.

3. The qualitative analysis of descriptive responses, classroom observations, interviews and over-head communication gave a quite different picture of reality. The observations revealed that (i) almost all the classes began in a dull, routine manner with no stimulation for learning or zeal of teaching.

4. The focus of the teaching was examination oriented. It was interesting to note that most of the teachers responding on the inventory by putting tick-mark opined that they aimed at values, character building and preparing good citizens for India.

5. There are very few teachers who are affectionate, care for their students and maintain an informal climate.

6. Many teachers believed that home is more important than school for development of a child.

7. Academic topics are not the subject of discussion among the school teachers.

8. Teachers were found to have very few happy moments in the class.
A comparative study of the Intelligence, Interest, Attitude and Aspiration Level of the Std. IX Students of Rural and Urban Areas of Amravati Division” (“Amravati Vibhagateel Gramin Va Shari Bhagteel Eyata Navmi Madhye Adhyyan Karnara Vidyrthianchi Buddhimatta, Abhiruchi, Abhivarti, Akanksha Star Yancha tulnatmak Abhyyas”) (Gunvant D. Sonone, 2011, Sant Gadge Baba Amravati University, Amravati, Maharashtra)

Objectives

1. To measure the intelligence level of Std. IX students (Boys and Girls) of the Rural and Urban areas of Amravati Division.
2. To measure the interest level of Std. IX students (Boys and Girls) of the Rural and Urban areas of Amravati Division.
3. To measure the attitude level of Std. IX students (Boys and Girls) of the Rural and Urban areas of Amravati Division.
4. To measure aspiration level of Std. IX students (Boys and Girls) of the Rural and Urban areas of Amravati Division.
5. To compare the intelligence level of Std. IX rural students of the Amravati Division, gender-wise.
6. To compare the interest level of Std. IX rural students of the Amravati Division, gender-wise.
7. To compare the attitude level of Std. IX rural students of the Amravati Division, gender-wise.
8. To compare the level of aspiration of Std. IX rural students of the Amravati Division, gender-wise.
9. To compare the intelligence level of Std. IX urban students of the Amravati Division, gender-wise.
10. To compare the interest level of Std. IX urban students of the Amravati Division, gender-wise.
11. To compare the attitude level of Std. IX urban students of the Amravati Division, gender-wise.
12. To compare the level of aspiration of Std. IX urban students of the Amravati Division, gender-wise.
13. To compare the intelligence level of Std IX urban students and rural students of Amravati Division gender-wise.
14. To compare the interest level of Std IX urban students and rural students of Amravati Division gender-wise.
15. To compare the attitude level of Std IX urban students and rural students of Amravati Division gender-wise.
16. To compare the aspiration level of Std IX urban students and rural students of Amravati Division gender-wise.
17. To study the correlation between intelligence and interest of rural and urban students (male and female) of Std. IX of Amravati Division.
18. To study the correlation between intelligence and attitude of rural and urban students (male and female) of Std. IX of Amravati Division.
19. To study the correlation between intelligence and aspiration level of rural and urban students (male and female) of Std. IX of Amravati Division.
20. To study the correlation between interest and attitude of rural and urban students (male and female) of Std. IX of Amravati Division.
21. To study the correlation between interest and aspiration level of rural and urban students (male and female) of Std. IX of Amravati Division.
22. To study the correlation between attitude and aspiration level of rural and urban students (male and female) of Std. IX of Amravati Division.
23. To study the correlation between intelligence, interest, attitude and aspiration level of rural and urban students (male and female) of Std. IX of Amravati Division.

Research Method
Survey method has been employed for the study.

Sample
The sample of 1200 students was drawn equally distributed in Amravati and Yavatmal Districts, habitat-wise and gender-wise.

Tools
The tools employed for the study were, namely, I.Q. Test by G.C. Ahuja, Educational Interest by S.P. Kulshrestha, Educational Attitude Scale by S.L. Chopra and Educational Aspiration Tool (Form P) by V.P. Sharma & A. Gupta.

Data Analysis
The data were analyzed employing suitable statistical techniques, such as, Correlation, t-test.
Conclusion
The study has presented a comparative scenario of intelligence, interest, attitude and aspiration levels of Std. IX Students of Amravati Division habitat-wise and gender-wise. Also, attempt has been made for seeking correlation amongst the selected variables.
Examination Stress in Relation to Intelligence, Personality and Achievement Motivation among School Children (Hira Singh, 2012, Punjabi University, Patiala, Punjab)

Objectives

1. To study the examination stress among school children.
2. To study the examination stress among school children with respect to their gender.
3. To find out the influence of intelligence on the examination stress among school children.
4. To study the influence of personality on the examination stress among school children.
5. To explore the influence of achievement motivation on the examination stress among school children.
6. To know the interactive effect of intelligence and personality on the examination stress among school children.
7. To know the interactive effect of personality and achievement motivation on the examination stress among school children.
8. To know the interactive effect of intelligence and achievement motivation on the examination stress among school children.
9. To explore the interactive effect of intelligence, personality and achievement motivation on the examination stress among school children.

Research Method

Descriptive survey research method has been employed for the study.

Sample

The sample of 400 students has been drawn from two of the randomly selected districts, namely, Patiala and Faridkot out of the 22 districts of Punjab, 233 & 177 students, respectively. The characteristics of all the tools used for the study, namely, Cattell’s Culture Fair Intelligence Test Scale 2 (1973), Indian Adaptation of Personality Factor Test prepared by S.S. Srivastava (1972), Indian adaptation of TAT prepared by Uma Choudhary according to the procedure laid down by McClelland by using TAT cards of Murray (1974), and the Examination Stress Scale developed by the investigator. The selected sample was differentiated into three groups on the bases of their intelligence, personality, and achievement motivation as

a. Highly Intelligent, Average Intelligent and Low Intelligent,
b. Extroverts, Ambiverts and Introverts, and
c. High Achievement Motivation, Average Achievement Motivation and Low
   Achievement Motivation.

Data Analysis
The data were analyzed by employing appropriate statistical techniques, namely, Mean, SD, 
%, t-test and ANOVA.

Findings
1. A majority of the school children were found to feel stress of examination.
2. Male and female school children felt different levels of Examination Stress. Female
   students were found to be more under examination stress than male students.
3. The school students having high intelligence felt less stress than those with low
   intelligence.
4. Introverts suffered more examination stress than extroverts.
5. The school children having high achievement motivation felt less stress of
   examination than those having low level of achievement motivation.
6. Different levels of intelligence and personality were found to have significant
   interactive effect on the different levels of examination stress of school children.
7. There was found a significant interactive effect of different levels of personality and
   achievement motivation on the examination stress of school children.
8. Different levels of intelligence and achievement motivation were found to have no
   significant interactive effect on the examination stress of school children.
9. Different levels of Intelligence, personality and achievement motivation were found
   to have no significant interactive effect on the examination stress of school children.

Back
A Study of the Discrepancy between competencies expected and competencies in practice among the primary school teachers (Jyoti Bawane, 1999, University of Mysore, Mysore)

Objectives

1. To identify the competencies expected among the primary school teachers through literature and document analysis, curriculum analysis, and teacher educators’ perception.

2. To identify the competencies in practice among the primary school teachers through focus group interview, and teacher self report.

3. To study the discrepancy between the competencies expected and the competencies in practice in terms of frequency analysis, priority rating towards their extent of requirement, and priority rating towards their extent of importance.

Sample

The three sources selected to identify the expected competencies were literature and documents, teacher education curriculum and teacher educators. The DIETs of four districts of Karnataka, namely, Mandya, Mysore, Bangalore Urban And Bangalore were chosen purposively. The staff under each selected DIET form a cluster.

Tools and Techniques

The procedure of task analysis was adopted to list the competencies from the two national documents- NPE (1986) and POA (1992) and the two teacher education curricula. The required data from the teacher educators were collected through the technique of interview.

Data Analysis

The analysis of discrepancy was done in terms of frequency analysis and using percentages. Whereas, to analyse the discrepancy in terms of the priority rating chi-square was used.

Findings

1. There has been found a gap between the teaching competencies expected and practiced among the primary school teachers. Only 61% of the expected competencies are actually in practice.
2. The teacher education programmes have not been efficient in developing the expected competencies specially in the areas of teaching methods, guidance, remedial instruction and professional development.

3. The reason for not practicing the competencies by the teachers are mainly attributed to

   1) That the teachers are less involved with their role of teaching due to their involvement in non-academic activities.

   2) They do not possess the required theoretical and functional knowledge in order to practice them.

4. From the perspective of teacher education programme the absence of certain competencies amongst the teachers is due to a lack of emphasis or negligence of them during teacher training.
Influence of Motivation, Competence and Aptitude of the Teachers on their English Teaching Ability (Kambhampati Prasad, 2007, University of Mysore, Mysore)

Objectives

1. To find out the relationship between English language teaching ability, motivation, teaching aptitude and teaching competence of teachers.
2. To find out the influence of motivation of teachers on their English Language Teaching Ability.
3. To know the influence of components of motivation, namely, ‘Drives’ and ‘Sentiments’ on English language teaching ability of teachers.
4. To know the influence of various sub-components of Drives (Ergs), such as, Mating, Assertiveness, Narcism, Fear and Pugnacity on English Language Teaching Ability of Teachers.
5. To know the influence of various sub-components of sentiments, such as, Self-concept, Super-ego, Career, Sweet-heart spouse and Home-parent on English Language Teaching ability of Teachers.
6. To know the influence of teaching aptitude of teachers on their English Language Teaching Ability.
7. To assess the influence of Mental Ability, Attitude towards Children, Professional information, Adaptability and Interest in profession-Various components of Teaching Aptitude on their English Language Teaching Ability.
8. To find out influence of teaching competence of teachers on their English Language Teaching Ability.
9. To assess the influence of components of teaching competence, such as, Planning, Presentation, Closing, Evaluation and Managerial on English language teaching Ability of Teachers.
10. To find out the influence of various sub-components of Presentation of Teaching Competence, such as, Introduction, Questioning, Probing Questions, Explanation, Illustration, Attention, Student Participation, Speed of Presentation and Black Board Summary on English language Teaching Ability of Teachers.
11. To know the significance of difference between different categories of demographic variables in respect of motivation, teaching aptitude, teaching competence and English Language Teaching Ability of Teachers.

Variables Considered

Motivation, Teaching Competence and Teaching Aptitude have been treated as Independent variables, whereas, English Language Teaching Ability as Dependent variable. Sex, Special Training, Locale, Academic Qualifications, Type of School, and Teaching Experience, have been considered as moderator variables.

Sample

The sample of 425 teachers was drawn for the study employing stratified random sampling technique from 1500 teachers teaching English Language Classes In West Godavari, East Godavari and Krishna districts of Andhra Pradesh. The characteristics of all the tools employed for the study, namely, Motivation Analysis Test by Cattell et al, Teaching Aptitude Test Battery by Singh, Teaching Competency Scale by Raju and English Language Teaching Ability by the investigator have been well established.

Data Analysis

Various statistical techniques, namely, AM, SD, t-test, ANOVA, correlations and multiple regression were employed for data analysis.

Findings

1. There is a significant positive relationship between motivation and English Language Teaching Ability. There is a significant negative relationship between major components of motivation, namely, “Drives” and “Sentiments”. Higher the degree of sentiments, lesser would be the degree of drives (ergs).

2. There is a highly significant positive relationship between Teaching Aptitude of Teachers and their English Language Teaching Ability.

3. There is a highly significant positive relationship between teaching competence of teachers and their English Language Teaching Ability.

4. There is a highly significant positive relationship between motivation and teaching aptitude. There is a significant negative relationship between Drives (Ergs) a component of motivation and teaching aptitude. There is a highly significant positive relationship between “sentiments” (a component of motivation) and teaching aptitude.
5. There is no significant relationship between motivation of teachers and their teaching competence. There is a significant negative relationship between Ergs (Drives) component of motivation and teaching competence. There is a significant positive relationship between sentiments component of motivation and teaching competence. This explains that a competent teacher would have a high degree of sentiments.

6. There is a highly significant positive relationship between Teaching Aptitude of Teachers and Teaching Competence.

7. Motivation does not act as a predictor of English Language Teaching Ability. “Career” one of the sub-components of the sentiments-a component of motivation does predict the English Language Teaching Ability of the Teachers. As per the regression analysis, ‘Sentiment’ – a component of motivation does predict the Teacher’s English Language Teaching Ability. Regression analysis proves that “Pugnacity” a sub component of Ergs (Drives) does predict the English Language Teaching Ability. “Career sentiment”, “self-concept sentiment”, sub-components of sentiments of motivation do predict the teacher’s English Language Teaching Ability. “Sweet Heart Spouse” sentiment and “Home-Parental” sentiment do not predict English Language Teaching Ability.

8. Teaching Aptitude of the teachers do predict their English Language Teaching Ability. Various sub-components of teaching aptitude, namely, Professional information, interest in profession and attitude towards children do predict the English Language Ability of the teachers.

9. Teaching competence of teachers do predict their English Language Teaching Ability. As per the regression analysis, it may be inferred that Black Board summary, Explanation, Attention and Questioning, the various components of presentation of teaching competence do predict the English Language Teaching Ability of the Teachers. Introduction, probing questions, illustration, student participation, speed of presentation do not act as predictors of English Language Teaching Ability of Teachers.

10. There is a significant difference between male and female teachers in respect of their motivation, teaching competence and teaching aptitude. As regards English Language Teaching Ability, male teachers do not differ significantly from female teachers.
11. Special Training in English would not be a contributing factor for an improvement or for better stand of various components of motivation, competence, aptitude and English Language Teaching Ability.

12. There exists no significant difference between teachers with different academic qualifications in respect of their motivation, teaching aptitude, teaching competence and English Language Teaching Ability.

13. There exists a significant difference between teachers working in government and private schools in respect of their motivation, whereas, no significant differences have been found in their teaching aptitude, teaching competence and English Language Teaching Ability.

14. Teachers with more experience are holding a high degree of fear. Teachers with less than 10 years of experience are more conscientious and possess a high degree of super-ego and teachers with more than 21 years of teaching experience have been found to be less conscientious. Teachers with 11-20 years of experience showed more interest in “career” as compared to all other categories. There exists no significant difference between teachers belonging to different categories of experience in respect of their teaching aptitude, teaching competence and English Language Teaching Ability.

15. There exists a significant difference in the English Language Teaching Ability of Teachers with high, average, and low levels of motivation, teaching aptitude, and teaching competence.

**Emerging Questions**

1. How do we differentiate Teaching Competence and Teaching Ability?

2. How do we differentiate Teaching Aptitude and Teaching Ability?

3. Which could be the components in addition to Professional Information, Professional Interest and Attitude towards Children contributing to Teaching Aptitude?

4. Special Training on English Language Teaching has not been found contributing significantly to the English Language Teaching Ability of the Teachers. What are the implications of this finding?

5. “The Blackboard Summary, Explanation, Attention and Questioning, the various sub-components of presentation of teaching competence do predict the English Language
Teaching Ability of teachers, whereas, Introduction, Probing Questions, Illustration, Student Participation, Speed of Presentation do not act as predictors of English Language Teaching Ability of Teachers.” How do we account for such a finding?

6. What is the relative predictivity of the three Independent Variables, namely, Motivation, Teaching Aptitude and Teaching Competence with respect to English Language Teaching Ability?
A Study of the factors affecting the educational development of the girl children, and their teaching-learning conditions in the Hadoti Area (Kishi Lalwani, 2003, Kota Open University, Kota)

Objectives

1. To study the factors affecting the educational development of the girl children in the Hadoti Area.
2. To study the teaching-learning conditions of the girl children in the Hadoti Area.

Sample

The study cuts across all the four districts of Hadoti, namely, Kota, Bundi, Jhalawad and Baran. 16 government primary schools equally distributed on these four districts constitute the sample of the study. Further, a sample of 400 girl children has been selected comprising of 50 rural and 50 urban from each district. A sample of 16 teachers has been selected comprising of 2 rural and 2 urban from each district. 128 parents have been selected constituted of 16 rural and 16 urban from each district.

Tools and Techniques

Questionnaire and interview schedules were constructed for collecting data from parents and teachers. An observation schedule was designed to gather data on social conditions and teaching-learning conditions.

Research Method

Survey method was used to conduct the study.

Data Analysis

The data were analysed through percentages. Also, content analysis was used for data analysis.

Findings

- The percentage score of parents going out for job in the rural areas has been found sizable larger than that of urban parents in all the four districts of Hadoti. The rural area of Bara district has obtained highest percentage (84%) of the outgoing parents. Largely the girl child looks after the rest of the family in their absence.
• There is 100% response in favour of freeship with respect to text books and food from all
the sample children.

• The basic educational needs of a large majority of sample children are not satisfied by
their families. Similar status has been reported with respect to their brothers and sisters.

• A large majority of the children are largely deprived of the company of their parents.
Only 6% rural and 23.5% urban sample children are in a position to have the company of
their parents. The researcher has predicted its consequences. But to what such a state was
attributed? What are the ways out?

• A large majority of the children depend upon self study. Only a minority gets private
tuitions.

• A large majority of the girl children from all the four districts have responded that they
are discriminated infavourably against their brothers. Brothers are favoured more by the
parents. Brothers have been found to contribute only a little in the house hold work along
with their sisters.

• Veil tradition is still prevalent in most of the areas.

• Parents are more worried about the marriage of their girl children rather than concerned
about their education.

• Medical facilities are comparatively less available to the rural children than to the urban
children. As a whole the medical facilities are not satisfactory.

• The text material has been found not adequately available for all the children.

• Subject wise teachers are not adequately available. The number of male teachers has been
found generally greater than that of the female teachers.

• The teachers have been found to be given extra academic duties by the State Government,
which has been found affecting the education of the children adversely.

• Usually, the parents have not been found escorting their children to the schools. The
children go and come on their own on foot. Rarely there are transport facilities.

• In rural areas the schools have been found located at significantly larger distances.

• In rural areas the children have found facing problems on their way to school during
changing weathers. The school buildings are not secure during bad weathers.
• A large majority of children have reported that they do not learn much from the school instruction. There is a need to bring about change in curricula.

• Rarely there is provision for co-curricular activities and vocational education. There is no provision for moral education.

• Largely the children have found the oral examination merely a formality.

• No sincere efforts are made by the teachers to control copying in the examination.

• Support material in the form of Audio-Visual aids is rarely used by the teachers.

• Innovative techniques are rarely used by the teachers. It may be either due to indifference or lack of training.

• Space for accommodation for children is not adequate. Also, there is a lack of furniture.

• Teachers have been found facing difficulties due to large student strength and limited space for accommodation.

• Sometimes the children have to undergo physical punishment due to non-compliance.

• A large majority of children interact freely with their teachers. Rarely the children were found hesitant.

• A large majority of girl children like to be taught by the female teachers.

• The girl children in the rural areas are not in a position to get proper guidance from their teachers in problematic situations.

• No systematic efforts are being made for establishing relationship among parents and teachers. The responses of the children are divided regarding communication of their progress reports to their parents.

• All the children like to be instructed through the latest technologies.

• Most of the parents find their income inadequate to meet the expenditure incurred. They try to makeup for the deficiency through additional sources, debt, child labour and other means.

• There is a lot of expenditure on addiction, disease, and debt. There is some expenditure for the education of children.

• Most of the parents are not in a position to send all of their children for education. The causes as identified by the investigator are child marriage, business of the girl child with
the domestic work, boys working with parents, poor economic condition and negative attitude of the aged people and the caste people.

- There are some factors impeding the education of children, such as, distance of the school, lack of proper teaching organization, business of teachers, and school climate.
- More than the administrative factors, they find family, social and economic factors impeding the education of the children.
- There is gender discrimination in relation to education. Boys are given more importance than girls.
- Parents rarely get the educational progress of their children.
- Urban parents have been found more in favour of co-education than rural parents.
- Most of the parents have suggested that there should be a law for compulsory education. Education for the girl children should be free. There should be provision for special education for girl children. There should be provision for separate schools, scholarship, and transportation.
- There is co-education in all the schools of Hadoti. As against 100 boys the enrollment of girls varies from 60 to 80. The co-education and distance of school from home and inattention of the parents are the causes attributed to the relatively low enrollment of the girls.
- There is problem of low enrollment and wastage in most of the schools. The wastage is relatively more from standard I-III. It has been attributed to the state of parents.
- The teachers are of the view that they keep communicating the progress of the children to the parents. Cross validation of the data with that received from the parents suggests that the parents do not get the progress reports. The fact needs to be established.
- Many physical, economic and administrative factors have been found adversely affecting the education of the girl children, namely, lack of adequate appropriate space for studies, drinking water, toilet facilities, and play fields. Inadequate budget and staff and extra academic duties have been impeding the girl child education. The staff transfer policies have been reported baseless. The latest teaching material and media are not available.
- The teachers find the primary education curricula wanting. They have suggested that home science, moral education, environmental education and social sensitivity subjects
should be incorporated into the curricula. They find Board Examination at Standard V level and Mass Promotion irrelevant.

- The schools are understaffed. Clerical work is taking lot of time of the teachers.
- The teachers have been found dissatisfied with the present level of enrollment of the girl children.
- The socio-economic factors have been found affecting the teaching learning conditions of the girl children.

Back

Objectives

1. To develop a program for development of emotional intelligence of students of secondary schools.
2. To study the effect of the developed program on emotional intelligence of students of secondary schools.
3. To study the effect of the developed program on each of the four competencies of emotional intelligence of students of secondary schools.
4. To compare the effect of the developed program on emotional intelligence of the secondary school girls students with pre-test scores of emotional intelligence of the same students.
5. To compare the effect of the developed program on emotional intelligence of the secondary school boys students with pre-test scores of emotional intelligence of the same students.
6. To compare the effect of the developed program on emotional intelligence of the secondary school Marathi Medium students with pre-test scores of emotional intelligence of the same students.
7. To compare the effect of the developed program on emotional intelligence of the secondary school English Medium students with pre-test scores of emotional intelligence of the same students.
8. To compare the effect of the developed program on emotional intelligence of the secondary school students studying in different schools selected for the research.

Research Method
The Single Group Pre-Test, Treatment, Post-Test design was employed for the Study.

Variables
The program for development of Emotional Intelligence (EI) was considered as Independent Variable. This variable consists of activities pertaining to the development of four competencies of EI, namely, expression of emotions in the self and others, utilization of emotions, understanding and reasoning about emotions, and regulation of emotions in the self and others. EI was treated as Dependent Variable, whereas, Type of School, Age of Students,
Gender of Students, SES of Students and Size of Class were considered as Moderator Variables.

**Tools**
The Program for development of EI was well designed and developed by the investigator. It consisted of 41 activities, namely, Fundamental-5, Expression of Emotions in the Self and Others- 13, Utilization of Emotions-7, Understanding of Emotions-8, and Regulation of Emotions in the Self and Others-8. The EQ Test constructed by the investigator. The EQ Test consisted of 30 Situation Based Multiple Choice Items, and 20 Statements in the Rating Scale. Reasonable measures were taken to observe the internal validity of the experiment. The EQ Test was used as Pre-Test and Post-Test. The treatment was designed and distributed across 9 months by Investigator.

**Population**
Population for the study was specified as students of Class IX studying in Marathi and English Medium Schools in Vasai-Virar Region.

**Sample**
The sample comprised of 226 students (137 Girls and 89 Boys). The data were collected systematically.

**Data analysis**
The data were analyzed using suitable statistical techniques, namely, mean, median, SD, t-test and Chi-Square.

**Findings**
1. The Emotional Smart Program facilitated development of Emotional Intelligence in Secondary School Students in forms of Expression of Emotions of the Self and Others, Utilization of Emotions, Understanding and Reasoning about Emotions and Regulation of Emotions in the Self and Others.
2. In girls students ESP helped in development of all the four competencies of EI. Increase in the competency of “Utilization’ of Emotions” is to a great extent.
3. In boys students ESP helped in development of all the four competencies of EI. Increase in the competency of “Expression of Emotions in the Self and Others” is to a great extent.
4. ESP is beneficial to students of Marathi Medium secondary school students since it could develop all the four competencies of EI. Maximum development is found in the fundamental competency “Understanding and Reasoning about Emotion”.

5. ESP is beneficial to students of English Medium secondary school students since it could develop all the four competencies of EI. Maximum development is found in the fundamental competency “Expression of Emotions in the Self and Others”.

6. ESP facilitated the development of EI, as well as, the development of all the four competencies in School-1. The competency “Understanding and Reasoning about Emotion” developed maximum out of all the four competencies. But as compared to School-2 and School-3 development of EI was less in School-1.

7. ESP facilitated the development of EI, as well as, the development of all the four competencies in School-2. The competency “Expression of Emotion in the Self and Others” developed maximum out of all the four competencies.

8. ESP facilitated the development of EI, as well as, the development of all the four competencies in School-3. The competency “Expression of Emotion in the Self and Others” developed maximum out of all the four competencies.

9. ESP is beneficial to students of Class-1, since it could develop all the four competencies of EI. But as compared to other classes, benefit achieved by class-1 is minimum.

10. ESP is beneficial to students of Class-2, since it could develop all the four competencies of EI. But as compared to other classes, benefit achieved by class-1 is moderate.

11. ESP is beneficial to students of Class-3, since it could develop all the four competencies of EI. But as compared to other classes, benefit achieved by class-1 is minimum.

12. ESP is beneficial to students of Class-4, since it could develop all the four competencies of EI. But as compared to other classes, benefit achieved by class-4 is high.

13. ESP is beneficial to students of Class-5, since it could develop all the four competencies of EI. But as compared to other classes, benefit achieved by class-5 is high.

14. Students can be trained to use three word sentences beginning with “I feel”. Using I-statements can convey the truth without accusing.

15. Students can explore primary emotions associated with incidents in their lives.

16. Students can give positive strokes to each other. It can be practices getting a positive value from emotions.
17. The students who react to situations in furious manner are called as anger champions. To reduce this number students can be trained to feel energized, not angry.

18. Through dramatization students can learn to adapt themselves with positive and negative feelings. Identify your unmet emotional needs. Your negative feelings are expressions of your unmet emotional needs. Each negative feeling has a positive value.

19. Dramatization can also help to show respect for feelings of other students. Every student should learn to use his feelings to help others to make decisions.

20. Emotions put people in motion. One can always choose how to respond to an emotion. Feeling in control is empowering.

21. Self expression facilitates awareness of own feelings which is the key to self-knowledge. Self-knowledge is the key to Self-improvement.

22. Development of emotional intelligence helps to listen to the two sides of a conflict as a mediator or a counselor. Students can play role of a mediator to resolve conflicts.

23. Emotional competencies help to take a playful attitude towards developing the skill of emotional self-control in high conflict situations. One could view maintaining self-control in a tense and angry conversation.

24. Emotional competencies also include authenticity and intentionality.

25. Emotional intelligence helps to experience emotions in a more balanced way. People can recognize immediate results in their life, both at work and at home due to development of EI.

Back
To Study the Effect of Creativity Appreciation Training Programme (CATP) on the Teachers (Madhumita Roy, 2004, Nagaland University, Kohima)

Objectives

1. To study the attitudes of High and Higher Secondary school teachers towards creative teaching and learning.

2. To make a comparative study of the attitudes of male and female High and Higher Secondary school teachers from Government and Private Schools towards creative teaching and learning.

3. To construct a Creativity Appreciation Training Programme for High and Higher Secondary school teachers.

4. To study the effect of CATP on the attitudes of High and Higher Secondary school teachers with respect to sex, type of schools (Govt./Private), experience, setting (rural/urban), training and as a whole.

5. To find out the opinion of High and Higher Secondary school teachers on CATP.

Research Method

Single group pre-test – post-test experimental design has been employed to study the effectiveness of the treatment.

Sample

The sample of 400 High and Higher Secondary School Teachers has been drawn from Dimapur and Kohima districts employing suitable sampling techniques, namely, stratified random sampling and cluster sampling.

Tools

Torrance Opinionnaire on Creative Teaching and Learning to measure the attitude of teachers towards creative teaching and learning, and CATP constructed by the investigator, were the tools employed for the study. Torrance Opinionnaire was used as pre-test and post-test.

Procedure

Four hour training on CATP was conducted by distributing printed instructional material on CATP to each teacher under session.
Data Analysis

Percentage, mean, SD, Coefficient of correlation and t-test were the statistical techniques employed to analyze the data.

Findings

3. Female High and Higher Secondary School Teachers towards creative teaching and learning.
5. Private High and Higher Secondary School Teachers towards creative teaching and learning.
11. High and Higher Secondary School Teachers with experience < 10 years towards creative teaching and learning.
12. There has been a significantly positive impact of CATP on the change in attitude of High and Higher Secondary school teachers towards creative teaching and learning.
13. The male teachers were found to show greater improvement in their attitudes towards creative teaching and learning through CATP than the female teachers.
14. The Govt. School teachers were found to show greater improvement in their attitudes towards creative teaching and learning through CATP than the private school teachers.

15. The untrained teachers were found to gain more through CATP than the trained teachers.

16. Teachers teaching in urban schools demonstrated a more positive change in their attitude towards creative teaching and learning than the teachers teaching in semi-urban or rural areas.

17. The more experienced teachers were found to gain more through CATP than the less experienced teachers.

18. The teachers opined that creative teaching should be incorporated in all teacher training curricula and orientation programmes.
A Study of the relationship between socio-economic status and achievement of class IX students (Manoranjan Panda, 1998, Utkal University, Bhubaneshwar)

Objectives

1. To identify various factors determining the social and economic background of students.

2. To make a survey of the school interventions that has a bearing on the achievement of students.

3. To assess inter-relationship between SES, academic achievement, and school intervention in different categories of schools.

4. To find out the effect of SES, school intervention on academic achievement in different categories of schools.

5. To predict academic achievement with the help of socio-economic status and school intervention in different categories of schools.

Sample

Four Welfare schools, 14 Government schools and 37 Non-Government schools constituted the sample for the study.

Tools and Techniques

SES Scale and Interview Schedule for Studying the Intervention Relating to Achievement of the Students were the tools used for the study.

Data Analysis

Conversion of raw scores to standard scores, test of significance, Coefficient of correlation, regression technique, and partial and multiple correlation and Standard Error of Multiple ‘R’ were the techniques used for data analysis.

Findings

1. There is significant difference in SES of students studying in different types of schools.

2. There is significant difference in academic achievement of students studying in different types of schools.
3. There is no significant difference in school intervention score between government and non-government schools.

4. There is significant difference in school intervention score between government and Welfare schools.

5. There is no significant difference in school intervention score between welfare and non-government schools.

6. There is no significant relationship between SES and academic achievement of students studying in different categories of schools.

7. There is no significant relationship between academic achievement and school intervention in government and non-government schools.

8. There is significant relationship between academic achievement and school intervention in welfare schools.

9. There is no significant relationship between SES and school intervention in different categories of schools.

10. As regards the extent of influence of the SES and School Intervention on academic achievement of students, the multiple correlation co-efficient is found to be 0.077 which is not significant. This means the combined effect of SES and School Intervention on academic achievement of students is not perceptible.

Back
A Study on Detention and Dropout at Secondary Stage in Relation to Selected Pupils’ Background Variables (Manoranjan Pradha, 2010, Berhampur University, Berhampur, Orissa)

Objectives

1. To assess the magnitude of detention, dropout and survival in classes of VIII, IX X and overall secondary stage in the secondary schools of Jeypore Education Circle, Orissa.

2. To compare the rates of detention, dropout and survival among secondary schools students across the background variables- Area of Last Schooling (ALS), Foundation knowledge in Mathematics, Science and English at Class VIII entry point (FKM, FKS and FKE, respectively), Parental Education (PE), Parental Occupation (PO), Home Language (HL), Sex and Caste.

3. To examine the association of schooling status (detention, dropout & survival in classes of VIII, IX, X and overall secondary stage) with learner background variables, such as, Area of Last Schooling (ALS), Foundation knowledge of Mathematics, Science and English at Class VIII entry point, Parental Education (PE), Parental Occupation (PO), Home Language (HL), Sex and Caste.

Research Design

The study was completed in three phases as follows:

1. Identification of the areas of foundation knowledge for learning Mathematics, Science & English in Class VIII.


Methods

Procedure

The minimum foundation knowledge for learning Mathematics, Science and English in Class VIII was systematically explored in three workshops involving high school teachers who taught the subject in Class VIII and ratified by three experts. The characteristics of the Criterion Tests have been established.

Sample
The sample of 4481 students was well drawn from 74 schools selected systematically from the three districts of Jeypore Education Circle, namely, Koraput, Malkanagiri and Nabrangpur.

**Tools**
Three Foundation Knowledge Tests, Information Schedule on the Background variables, and School Records were used

**Data Analysis**
The data analysis was done employing suitable data analysis techniques, such as, Frequency, % Response, Chi-Square and Five Point Foundation Knowledge Scale.

**Findings**

1. Student dropout was highest (5.8%) in Class VIII and lowest (1.7%) in Class X. At Secondary Stage, that is, during 3 years of Secondary Schooling a total of 10.4% of the students left the school.

2. The rate of student survival, that is, promotion to next higher class, in Class VIII was 81.9%. It increased to 85.5 % in Class IX, but, decreased to 52.3% in Class X.

3. The students who had their upper primary education (last schooling) in urban areas dropped out in all the three classes – VIII, IX and X at lower rates than those who had their primary education in rural schools. The same trend was exhibited for the over all Secondary Stage.

4. The girls students showed lower dropout rates in the secondary classes as compared to the male students. At the overall secondary stage, the total dropout for girls was lower (7.9%) than that of boys (12.2%).

5. The ST pupils left the schools at higher rates in all secondary classes as compared to the SC pupils, who in turn, dropped out at higher rates than the general caste students. In all the three classes (VIII to X) the ST students exhibited the highest dropout rate (16.7%) as compared to the Sc students (13.7%) and general caste (6.6%).

6. The magnitude of dropout in all the Secondary Classes (VIII to X) increased with decrease in parental education.

7. The rates of dropout & detention in various classes of Secondary stage did not exhibit a systematic pattern across the levels of parental occupation. However, higher rates of dropout & detention observed for parental occupation of agriculture and labour followed by business and skilled labour, and service and professionals showed the lowest dropout and detention.

8. Dropout and detention rates in Secondary Classes were highest for Tribal and Bengali Children and lowest for Telugu and Oriya Children. The Children of other home language groups remained in between in terms of dropout and detention rates.

9. The dropout and detention rates in different classes of Secondary Stage increased with the fall in Mathematics Foundation Knowledge. Pupil having several deficits in FKM showed the highest rate of dropout & detention; and those possessed mastery in FKM showed no dropout and detention.
10. The dropout and detention rates in different classes of Secondary Stage increased with the fall in Science Foundation Knowledge. Pupil having several deficits in Science showed the highest rate of dropout & detention; and those possessed mastery in FKS showed no dropout and detention.

11. The dropout and detention rates in different classes of Secondary Stage increased with the fall in English Foundation Knowledge. Pupil having several deficits in FKE showed the highest rate of dropout & detention; and those possessed mastery in FKE showed no dropout and detention.

12. Area of last schooling exhibited low correlation with schooling status (Dropout, Detention and Survival).

13. Sex exhibited negligible correlation with schooling status.


15. Parental education exhibited low correlation with schooling status in classes VIII and IX, but showed moderate correlation in Class X and overall secondary stage.

16. Parental occupation exhibited low correlation with schooling status in classes VIII and IX, but showed moderate correlation in Class X and overall secondary stage.

17. Home language exhibited correlation with schooling status.

18. The Foundation Knowledge in Mathematics had low correlation with schooling status in classes VIII and IX, but had fair correlation with school status in Class X and overall secondary stage.

19. The FKS exhibited fair correlation with schooling status.

20. The Foundation Knowledge in English had moderate correlation with schooling status in classes VIII and IX, but had fair correlation with school status in Class X and overall secondary stage.

21. Overall Foundation Knowledge had fair correlation with schooling status.
Evaluation Study of Role and Functions of Haryana School Board of Education Towards Improving Secondary Education in the State (Mukesh, 2007, Kurukshetra University, Kurukshetra)

Objectives

1. To analyze the existing framework, system of administration and functions of Haryana School Board of Education in terms of:
   - Sensitization to access and equity issues in Secondary Education, especially from provision for regulation and recognition of schools.
   - Provisions and practices for ensuring quality of education across disparities, concerns and efforts for maintaining standards.
2. To study the Board results in terms of
   - Registration and Pass percentage.
   - Measures for improving the standards.
3. To study the functioning of Board in terms of
   - Curriculum.
   - Scheme of semesterisation.
4. To make suggestions and recommendations for future perspective and role of Haryana School Education Board as an academic changes agent to meet the institutional development needs of school education.

Research Method Employed

The Case Study method has been suitably employed for this Evaluative Study. The Evaluation Criteria have been well differentiated into four major aspects, namely, sensitization to access and equity issues in secondary education, ensuring quality education against disparities, measures for improving standards and quality functioning.

Sample

Purposive sampling technique has been employed for data collection. Interview schedule has been well designed and the following functionaries and beneficiaries were interviewed, namely, Chairman-1, Secretary-1, Directors-2, Deputy Directors-5, lower level functionaries-20, School heads-20, Teachers-100, Students-200 and Parents-100.
Data Collection

The data were collected systematically on the Act of Board of School Education, Haryana, in terms of Objectives of the Board, Powers and Duties of the Officers of the Board, Board Meetings, Constitution of Board Fund and Affiliation Regulations. Functions of various branches of the Board, namely, Academic wing, Enrollment, Examination, Computer, Accounts, Maintenance, and Administration Branches, Legal and P.W.O Cells and Publication and Printing Department were studied from the website of the Board. Information was gathered on the Organizational Structure of the Board, Open School System, Scheme of Studies for various classes, Scheme of Semesterisation, Overall as well as boys-girls, urban-rural, government-private school pass percentage and steps taken by the Board to reform the examination system from the Office of the Board of School Education, Haryana, Bhiwani. The information on Growth in number of schools, increase in number of students and teachers, Teacher-Pupil ratio in the schools, Literacy rate and ancillary facilities provided in the schools was gathered from the Directorate of School Education, Haryana, Chandigarh.

Data Analysis

The data were analyzed qualitatively.

Findings

- Haryana has free and compulsory Primary Education. Primary Schooling facilities are available to almost all school going children of the age group 6-11. There is a primary school almost within a kilometer of every child’s walking distance. There is a sharp increase in all levels of schools. There has been a phenomenal expansion in School Education in Haryana since 1966.

- The Haryana Open School established in 1994 offers Matric and Senior Secondary courses.

- Deaf and dumb, dyslexic and spastic candidates have been exempted from third language. Blind candidates are exempted from practical examination except in case of music. In the case of such exemption, the marks in theory papers are proportionately increased. Blind candidates are also exempted from Geometry part of mathematics and the marks in Algebra part are proportionately increased. Members of Military/Police Forces are permitted to opt for the subject of Military
Science as private candidates without attending the required number of periods in a recognized institution.

- The State has reasonable facilities with regard to drinking water, urinals, lavatories etc. in schools. The Board ensures that the Courses of Study are fully enriched and upgraded. Many workshops, subject-wise and class-wise are organized to develop the curriculum keeping in view the revised curriculum of NCERT and also the local needs.

- At middle, high and senior secondary level an inbuilt mechanism of testing is provided by way of objective type and short answer type questions with a view to de-emphasizing memorization. Some measures have been taken to solve the problem of copying. The Board has organized workshops and seminars for teachers to improve the quality in evaluation of the answer sheets.

- The Board of School Education Haryana is in the process of deciding to institutionalize the scheme of semestrization.

The investigator has made some meaningful recommendations on access and equity, school curriculum, scheme of vocationalization, introduction of applied subjects, system of evaluation, guidance and counseling facilities, feedback mechanism, research and school development programmes.

**Emerging Questions**

1) How did the investigator identify the problem for the Study?

2) What are the strengths and limitations of the School Board of Education, Haryana?

3) How the Haryana School Board of Education Observes the relevance and quality of School Curriculum?

4) If a sizeable number of candidates fail at School level then to whom should it be attributed to?
   a. Candidates
   b. Teachers
   c. Parents
   d. Community
   e. School
5) What have been the causes of copying menace in the School Board Examinations? Are increasing the number of pages in the answer scripts or Flying Squads the real solutions?

6) Has Haryana School Board of Education really solved the drinking water problem of the schools in the belts having excessive fluorides in water?

7) What is the Teacher Transfer policy of Haryana State? How does it affect School Education?

8) Which Innovations in Evaluation of Answer Scripts have been implemented by the Haryana School Board of Education?
A Study of Students’ Misconceptions in Biology at the Secondary School Level and Development of Research Based Remedial Material (Narendra Dadarao Deshmukh, 2012, University of Mumbai, Mumbai, Maharashtra)

Objectives
1. To identify the misconceptions in Biology among the students.
2. To identify the misconceptions in Biology among the teachers.
3. To identify the possible sources of misconceptions in Biology.
4. To develop remedial material based on the research findings.
5. To study the effect of the developed material in overcoming students’ misconceptions.
6. To compare the effect of the remedial material in overcoming misconceptions of boys and girls.

Research Method
Descriptive survey method for identification of misconceptions and ADDIE model of instructional design for designing and developing remedial modules.

Variables
The Remedial Material has been considered independent variable, whereas, Misconceptions as reflected in the performance on each of the Concept Based Objective Test (CBOT) related to each of the topics selected as dependent variable.

Phases of the study
This study was well conducted in three phases, namely, identification of misconceptions, design and development phase, and evaluation phase. The preparatory phase included investigation of Students’ knowledge and conceptions, analysis of Learning Materials and survey of teacher’s knowledge & conception. The design & development phase is devoted to design of remedial material and CBOT. The evaluation phase is devoted to evaluation of research based remedial material through experimental research. Identification of the misconceptions was done through the survey method.

Population
The population for the present study was the students of Class IX studying in Marathi and English medium schools of Maharashtra State.

Sample
The stratified random sampling procedure was used for the phase considering the students representation of all the four geographical locations of the school. The researcher selected 4 schools from urban, 7 schools from semi-urban, 3 schools from rural and 2 schools from
tribal area totaling to 16 schools to understand students’ conceptions about Biology. From each of the school one class of Std. IX was selected and all the students present in the class on the day of data collection comprised the sample. The final sample for this comprised of 969 students of class IX. The total sample of students included 323 urban school students, 444 semi-urban school students, 134 rural school students and 68 tribal school students. The researcher interviewed 23 students (14 boys and 9 girls) from two schools (One English Medium & the other Marathi Medium). The researcher also selected a sample of 110 Science Teachers from the four strata.

**Tools and Techniques**

The tools used for the survey were, namely, Open Ended Questionnaire, and Semi Structured Interview Schedule. The ADDIE Model, i.e., Analysis, Design, Development, Implementation and Evaluation was well employed for design and development of Remedial Material. The 12 hour Module for remediation was developed and validated. The piloting was done on 23 students of a rural school. The characteristics of all the CBOTs were well established. The misconceptions in Biology were identified through Open Ended Questionnaire, Semi Structured Interview Schedule and Analysis of Textbook

**Findings:**

1. The students were found having misconceptions related to various biological concepts.
2. Teachers do possess misconceptions related to various biological concepts.
3. The text, diagrams are ambiguous and found to be the source of misconceptions.
4. The post test mean scores were found to be significantly greater than the pre-test mean scores on the CBOTs on Respiration and Photosynthesis, Transport of Materials and Excretion, Nutrition & Growth and Classification of Organisms, respectively, at .01 level, and Reproduction at .05 level. So, the null hypotheses were rejected.
5. No significant differences were found in the pre-test mean scores of boys and girls on CBOTs on all the 5 topics.
6. No significant differences were found in the post-test mean scores of boys and girls on CBOTs on all the 5 topics.

Back
An investigation into the effect of food habits of secondary school students on their school performance abilities and study habits (Pushpa K. Pandey, 2008, University of Mumbai, Mumbai)

Objectives

1. To compare the School Performance (SP) of students who are vegetarian and non vegetarian
   a. To compare the Academic Achievement Scores (AA) of students who are veg and non veg.
   b. To compare the Para-Academic Performance Scores (PA) of students who are veg and non veg.
   c. To compare the Co-Curricular Performance Scores (CC) of students who are veg and non veg.
   d. To compare the Academic Achievement Scores (AA) of students who are veg and non veg.
   e. To compare the SP of students who are veg and non veg.

2. To compare the Mental Ability (MA) of students who are vegetarian and non vegetarian
   a. To compare the Reasoning Ability (RA) of students who are veg and non veg.
   b. To compare the Problem Solving Ability (PS) of students who are veg and non veg.
   c. To compare the Mental Ability (MA) of students who are veg and non veg.

3. To compare the Study Habits (SH) of students who are vegetarian and non vegetarian
   a. To compare the Concentration (CON) of the students who are veg and non veg.
   b. To compare the Comprehention (COM) of the students who are veg and non veg.
   c. To compare the Drilling (DRI) of the students who are veg and non veg.
   d. To compare the Time Management (TM) of the students who are veg and non veg.
e. To compare the Interaction (INT) of the students who are veg and non-veg.
f. To compare the Study Habits (SH) of the students who are veg and non-veg.

4. To compare the SP of the boys and girls who are veg.
a. AA  b. PA  c. CC  d. SP

5. To compare the MA of the boys and girls who are veg.
a. RA  b. PS  c. MA

6. To compare the SH of the boys and girls who are veg.
   a. CON  b. COM  c. DRI  d. TM  e. INT  f. SH

7. To compare the SP of the boys and girls who are non-veg.
a. AA  b. PA  c. CC  d. SP

8. To compare the MA of the boys and girls who are non-veg.
a. RA  b. PS  c. MA

9. To compare the SH of the boys and girls who are non-veg.
   a. CON  b. COM  c. DRI  d. TM  e. INT  f. SH

10. To compare the SP of the veg students who belong to various income groups.
a. AA  b. PA  c. CC  d. SP

11. To compare the MA of the veg students who belong to various income groups.
a. RA  b. PS  c. MA

12. To compare the SA of the veg students who belong to various income groups.
   a. CON  b. COM  c. DRI  d. TM  e. INT  f. SH

13. To compare the SP of the non-veg students who belong to various income groups.
a. AA  b. PA  c. CC  d. SP

14. To compare the MA of the non-veg students who belong to various income groups.
a. RA  b. PS  c. MA

15. To compare the SH of the non-veg students who belong to various income groups.
16. To compare the SP of veg and non-veg students who belong to various income groups.
   a. AA b. PA c. CC d. SP

17. To compare the MA of veg and non-veg students who belong to various income groups.
   a. RA b. PS c. MA

18. To compare the SH of veg and non-veg students who belong to various income groups.
   a. CON b. COM c. DRI d. TM e. INT f. SH

19. To compare the SP of veg students whose fathers are UG/G.
   a. AA b. PA c. CC d. SP

20. To compare the MA of veg students whose fathers are UG/G.
   a. RA b. PS c. MA

21. To compare the SH of veg students whose fathers are UG/G.
   a. CON b. COM c. DRI d. TM e. INT f. SH

22. To compare the SP of non-veg students whose fathers are UG/G.
   a. AA b. PA c. CC d. SP

23. To compare the MA of non-veg students whose fathers are UG/G.
   a. RA b. PS c. MA

24. To compare the SH of non-veg students whose fathers are UG/G.
   a. CON b. COM c. DRI d. TM e. INT f. SH

25. To compare the SP of veg and non-veg students whose fathers are UG/G.
   a. AA b. PA c. CC d. SP

26. To compare the MA of veg and non-veg students whose fathers are UG/G.
   a. RA b. PS c. MA

27. To compare the SH of veg and non-veg students whose fathers are UG/G.
   a. CON b. COM c. DRI d. TM e. INT f. SH

28. To compare the SP of veg students whose fathers are UG/G.
a. AA  b. PA  c. CC  d. SP  

29. To compare the MA of veg students whose Mothers are UG/G.
   a. RA  b. PS  c. MA  

30. To compare the SH of veg students whose Mothers are UG/G.
   a. CON  b. COM  c. DRI  d. TM  e. INT  f. SH  

31. To compare the SP of non-veg students whose Mothers are UG/G.
   a. AA  b. PA  c. CC  d. SP  

32. To compare the MA of non-veg students whose Mothers are UG/G.
   a. RA  b. PS  c. MA  

33. To compare the SH of non-veg students whose Mothers are UG/G.
   a. CON  b. COM  c. DRI  d. TM  e. INT  f. SH  

34. To compare the SP of veg and non-veg students whose Mothers are UG/G.
   a. AA  b. PA  c. CC  d. SP  

35. To compare the MA of veg and non-veg students whose Mothers are UG/G.
   a. RA  b. PS  c. MA  

36. To compare the SH of veg and non-veg students whose Mothers are UG/G.
   a. CON  b. COM  c. DRI  d. TM  e. INT  f. SH  

37. To compare the SP of the veg students who belong to various religious groups.
   a. AA  b. PA  c. CC  d. SP  

38. To compare the MA of the veg students who belong to various religious groups.
   a. RA  b. PS  c. MA  

39. To compare the SH of the veg students who belong to various religious groups.
   a. CON  b. COM  c. DRI  d. TM  e. INT  f. SH  

40. To compare the SP of the non-veg students who belong to various religious groups.
   a. AA  b. PA  c. CC  d. SP  

41. To compare the MA of the non-veg students who belong to various religious groups.
   a. RA  b. PS  c. MA  

42. To compare the SH of the non-veg students who belong to various religious groups.
43. To compare the SP of veg and non-veg students who belong to various religious groups.
   a. AA  b. PA  c. CC  d. SP
44. To compare the MA of veg and non-veg students who belong to various religious groups.
   a. RA  b. PS  c. MA
45. To compare the SH of veg and non-veg students who belong to various religious groups.
   a. CON  b. COM  c. DRI  d. TM  e. INT  f. SH
46. To compare the SP of veg students who take milk daily and those who do not take milk.
   a. AA  b. PA  c. CC  d. SP
47. To compare the MA of veg students who take milk daily and those who do not take milk.
   a. RA  b. PS  c. MA
48. To compare the SH of veg students take milk daily and those who do not take milk.
   a. CON  b. COM  c. DRI  d. TM  e. INT  f. SH
49. To compare the SP of non-veg students who take milk daily and those who do not take milk.
   a. AA  b. PA  c. CC  d. SP
50. To compare the MA of non-veg students who take milk daily and those who do not take milk.
   a. RA  b. PS  c. MA
51. To compare the SH of non-veg students take milk daily and those who do not take milk.
   a. CON  b. COM  c. DRI  d. TM  e. INT  f. SH
52. To compare the SP of veg and non-veg students who take milk daily and those who do not take milk.
   a. AA  b. PA  c. CC  d. SP
53. To compare the MA of veg and non-veg students who take milk daily and those who do not take milk.
   a. RA    b. PS    c. MA
54. To compare the SH of veg and non-veg students who take milk daily and those who do not take milk.
   a. CON   b. COM   c. DRI   d. TM   e. INT   f. SH
55. To compare the SP of boys and girls who are veg and non-veg.
   a. AA    b. PA    c. CC    d. SP
56. To compare the MA of boys and girls who are veg and non-veg.
   a. RA    b. PS    c. MA
57. To compare the SH of boys and girls who are veg and non-veg.
   a. CON   b. COM   c. DRI   d. TM   e. INT   f. SH

Research Method
The study has suitably employed survey method.

Tools
Personal Data Sheet, Food Habit Inventory, School Performance Inventory, Academic Achievement Examination Records, Para Academic Performance Inventory, Co-Curricular Performance Inventory, Mental Ability Tests- Reasoning Ability & Problem Solving Ability, and Rating Scale for Study Habits were the tools employed for the study.

Sample
The sample of 800 students was drawn from 11 schools through sampling techniques, namely, stratified random, purposive and incidental.

Data Analysis
The data were analyzed by computing Mean, Media, Mode, SD, Skewness, Kurtosis and ANOVA.

Findings
1. In the vegetarian and non-vegetarian group vegetarians are found to be higher in academic achievement, school performance, reasoning ability, time management and study habits. It is seen that vegetarian students are significantly better than the non-vegetarian students in these areas.
2. The vegetarian boys have been found higher than the vegetarian girls in concentration and drilling, where as the girls have been found higher in para-academic performance.

3. Non-vegetarian boys are better than the non-vegetarian girls in academic achievement, school performance, reasoning ability and drilling.

4. The vegetarian students who belong to higher income groups are better than the students of other two income groups in para-academic performance, co-curricular performance, school performance, reasoning ability, comprehension, drilling, time management and study habits.

5. The non-vegetarian students from the higher income group are better than the students of other two income groups in academic achievement, para-academic performance, school performance, reasoning ability, mental ability, concentration, comprehension, and study habits.

6. There has been found no interaction between the students of different income groups and the food habit groups in the variables of school performance, mental abilities and study habits.

7. In the vegetarian group the students whose fathers are graduates are better than the students whose fathers are under-graduates in most of the variables, namely, academic achievement, para-academic achievement, school performance, reasoning ability, problem solving ability, mental ability, comprehension, drilling, time management and study habits.

8. In the non-vegetarian group the students whose fathers are graduates are better than the students whose fathers are under-graduates in most of the variables, namely, academic achievement, para-academic achievement, school performance, reasoning ability, problem solving ability, mental ability, and comprehension.

9. The vegetarian students, within vegetarian and non-vegetarian groups, whose fathers are graduates are higher in time management than the other students who are either vegetarian with under-graduate fathers or non-vegetarian whose fathers are either graduates or under-graduates. There is an interaction in time management of students who are vegetarian and non-vegetarians and whose fathers are under-graduate/graduate. There is no interaction observed in the other variables.
10. In the vegetarian group the students whose mothers are graduates are better than the students whose mothers are under-graduates in most of the variables, namely, academic achievement, para-academic performance, school performance, reasoning ability, mental ability, comprehension, drilling, time management and study habits.

11. In the non-vegetarian group the students whose mothers are graduates are higher than the students whose mothers are under-graduates in most of the variables, namely, academic achievement, para-academic performance, school performance, reasoning ability, problem solving, mental ability, and comprehension. There is no interaction in all the variables except time management between the vegetarian and non-vegetarian groups and students whose mothers are undergraduate/graduate.

12. The vegetarian students, within vegetarian and non-vegetarian groups, whose mothers are graduates are higher in time management than the other students who are either vegetarian with under-graduate mothers or non-vegetarian whose mothers are either graduates or under-graduates. There is no interaction between food habits and other variables, except time management, for the above groups of students.

13. In the vegetarian group the students who belong to other religious groups are higher than the students who belong to remaining religious groups, namely, Hindu, Christians and Muslims in academic achievement, school performance and problem solving ability. It shows that the vegetarian students from other religious groups are higher than students from rest of the religious groups in the above variables.

14. In the non-vegetarian group the students who belong to other religious groups are higher than the students who belong to remaining religious groups, namely, Hindu, Christians and Muslims in academic achievement, para-academic performance and school performance.

15. Students from Hindu religion are higher for concentration, time management, interaction and study habits than non-vegetarian students from rest of the religious groups.

16. The vegetarian students, within vegetarian and non-vegetarian groups, who belong to other religious group, are higher in the academic achievement than those students from other three religious groups. There is an interaction in academic achievement of the vegetarian and non-vegetarian students who belong to different religious groups. In the other variables there is no interaction observed.
17. In vegetarian group the students who take milk daily are significantly better in reasoning ability, drilling, time management and study habits.

18. In non-vegetarian group the students who take milk daily are significantly better in academic achievement, school performance, comprehension and drilling.

19. The vegetarian students, within vegetarian and non-vegetarian groups, who take milk daily, are higher in the time management than those students who do not take milk daily.

20. There is an interaction in time management between the vegetarian and non-vegetarian students who drink milk daily and who do not drink milk daily. In the other variables there is no interaction observed.

21. The vegetarian boys, within vegetarian and non-vegetarian groups of boys and girls, are higher in the concentration than those of the boys from non-vegetarian group and girls from vegetarian and non-vegetarian groups. There is an interaction in concentration between the vegetarian and non-vegetarian group of boys and girls. In other variables there is no interaction observed.
Primary School Students’ Problems: A Status Survey of Gujarat (Reshma T. Ahluwalia, 2005, Veer Narmad South Gujarat University, Surat)

Objectives

1. To know the problems of the students studying in lower primary section of four major cities of Gujarat, namely, Ahmedabad, Rajkot, Surat and Vadodara as identified by their teachers.

2. To find out the common problems of the students of lower primary section of four major cities of Gujarat, as identified by the teachers.

3. To get information of their child and to know the problems of the students of lower primary section of four major cities of Gujarat, namely, Ahmedabad, Rajkot, Surat and Vadodara as identified by their parents.

4. To know the Academic, Physical, Social and Psychological problems of the students of the upper primary section of Ahmedabad city as perceived by them.

5. To know the Academic, Physical, Social and Psychological problems of the students of the upper primary section of Rajkot city as perceived by them.

6. To know the Academic, Physical, Social and Psychological problems of the students of the upper primary section of Surat city as perceived by them.

7. To know the Academic, Physical, Social and Psychological problems of the students of the upper primary section of Vadodara city as perceived by them.

8. To know the common Academic, Physical, Social and Psychological problems of the students of the upper primary section of four major cities of Gujarat.

9. To know the opinions of principals of different selected schools of four major cities of Gujarat, namely, Ahmedabad, Rajkot, Surat and Vadodara regarding the problems of the students.

10. To know the views of the doctors of the Surat city, regarding the health, physical and mental problems of the students of primary schools.

11. To get suggestions from the Principals to solve the problems of the Primary School students.

12. To get suggestions from the Doctors of Surat city to solve the problems of the Primary School students.

13. To provide suggestions to solve the Academic, Physical, Social and Psychological problems of the students of the primary schools of Gujarat State.
Research Method
The investigator has employed survey method for the study.

Sample
The samples of 2671 students, 242 parents, 192 teachers, 20 principals and 5 child specialist doctors have been drawn.

Tools
The tools constructed by the investigator for the study were, namely, questionnaire, opinionnaire, and checklist.

Data Analysis
The data have been analysed through frequencies, % responses and chi-square.

Findings
Common problems of the students of the lower primary section as identified by the teachers of four major cities of Gujarat:

1. The students have too much of workload of studies.
2. They take active interest in other activities except studies.
3. They are over expected by their parents.
4. They have difficulty in expression in English.
5. They do not get enough time to play.
6. They have to carry heavy bags.
7. Students are dependent on teachers.
8. They have weak base of studies.
9. They are weak in reading.

Common Problems of the Students of Upper Primary Section of four major cities of Gujarat
The students of the upper primary section of the four major cities of Gujarat, faced the following common problems.

1. Students are taught only by chalk and talk method.
2. They have fear of examination.
3. They are given too much of homework.
4. The homework given to them is not checked regularly.
5. They are suggested some extra books other than the government books.
6. There are more books for a single subject.
7. They have games period, but they are not taken out to play in games period.
8. They have to do too much of writing work in the school.
9. The present syllabus is a burden for them.
10. The school bags of the students are heavy.
11. Students have to carry water bags to school.
12. Students feel difficulty to carry their bags.
13. The classrooms are not big enough.
14. There is library in schools but students are not given books to read from the library.
15. The sports equipments in the schools are insufficient.
16. Students’ friends tease them.
17. Their monitor punishes them frequently.
18. Students have problems due to school timings.
19. Their teacher does not let them go to toilet whenever they require going.
20. They speak lie due to fear of punishment by teachers.
21. Teachers make monitors from clever students only.
22. Teachers come late in the class after the bell rings.
23. The expectations of parents are more, beyond the capacity of children.
24. Students are afraid of some of their teachers.
25. Students are given physical punishment by teachers.
26. Most of the teachers are partial in the class.
27. Parents compare their children with other students.
28. Students’ things are stolen from the class.
29. Students do not get enough time to play.

Opinions of the Principals of four major cities on the problems of Primary School Students

1. Students of primary school have to carry heavy bags to school.
2. Teachers do not understand child Psychology, and hence do not understand the child.
3. Students have to study more subjects, according to their age and hence they feel the burden of the syllabus.
4. Parents are careless, hence the child has to suffer ultimately.
5. Parents are irregular and are dependent on school teachers and tuition.
6. Due to frequent changes of the teachers in the school, the child has to suffer.
7. Most of the parents have no background of English.
8. Many students have weak financial background.
9. Students have weak base of studies.
10. Teachers are after completing the syllabus.
11. School timings are less.
12. Students are having expression problem in English Language.
13. Parents have an unnecessary craze of educating their child in English medium school.
14. Number of students is large in a class.
15. Mothers are found careless, they do not take the pain to see whether the child has
    brushed his teeth, taken bath or had breakfast before going to school.
16. Education is exam oriented.
17. Students have unnecessary pressure from home.
A Critical Study of Secondary School Curriculum with reference to Developing Skills for Crisis Management among Students of selected English Medium High Schools of Mumbai (Sainath Pandurang Shenoy, 2006, University of Mumbai, Mumbai)

Objectives

1. To identify objectives of high school curriculum.
2. To study the relation of objectives of the present high school curriculum and crisis management skills.
3. To find out various crises/problems which the student will face in life now and later on.
4. To develop a model curriculum which will be effective in training students to handle crisis in life as follows:
   a) Personal life
   b) Family life
   c) School life
   d) Community life
   e) National life

The assumptions of the Study in the forms of reflections of the investigator are that the present school curriculum is more informative than focusing on life skills education. It does not prepare the students in managing the problems in personal life, family life, school life, community life and national life.

Sample

The study has been conducted on the Std. VIII, IX and X SSC Board English medium secondary schools, 15 from Ghatkopar and Chembur, each, drawing 100 pupils from each school. The accessible samples of 2457 students, 152 teachers and 168 parents respondents to the questionnaire, 93 teachers and 81 parents were interviewed. The samples seem to be adequate and representative for the purpose.

Tools

Questionnaires, Interviews and Observations have been used for data collection.

Conclusion

The Study has produced a scenario of the status of curriculum in Ancient Period, Medieval Period, British Period, and Post-Independence Period with reference to Crisis Management Skills. Differentiating the life crisis in various related areas, namely, personal, family, school,
community and national the investigator has identified three basic skills that the secondary school curriculum should develop among the students, namely, skills to understand the problem, skills to apply knowledge in problematic situations, and skills to act and solve the problem situations.

Findings

1. The curriculum should develop knowledge and understanding of the problems faced by the students in their personal life, family life, school life, community life and national life.
2. The curriculum should enable the students to develop skills (practical abilities) to solve the crises in their personal life, family life, school life, community life and national life.
3. The curriculum should help in building good character.
4. The curriculum should be able to inculcate good values of life in the students.
5. The curriculum should be able to build the students’ courage to meet the challenging situations of life successfully.
6. It should develop student’s confidence in life.
7. Wide gaps were found by the investigator and 75% of the total sample between the objectives of the present secondary school curriculum and the crisis management skills.
8. The skills to be developed through the secondary school curriculum to solve crisis in different walks of life have been presented analytically comprehensively as follows:
   - **Personal Life Crisis**
     - Managing Time
     - Handling Stress
     - Managing Health
     - Self Defence
     - Career Planning
   - **Family Life Crisis**
     - Preserving Family Values
     - Handling simple household chores
     - Managing Home Efficiently in absence of Elders
     - Adjustment with other Members of the Family
     - Managing simple household technical work such as electrical, plumbing
- School Life Crisis
  - Adjustment with School Mates
  - Adjustment with the present Education Requirements
  - Understanding the classroom lessons/school subjects
  - Participating in Group Activities
  - Participating in Co-curricular activities

- Community Life Crisis
  - Participating in Community Functions
  - Expressing Ideas clearly in Community
  - Adjustment with traditions and customs
  - Handling Community Problems
  - Doing Community work/Social work

- National Life Crisis
  - Promoting National Integration
  - Preventing Anti-National Activities
  - Helping during natural calamities in the country
  - Respecting national heritage/Culture
  - Participating in National Developmental Activities

The Model Curriculum designed by the investigator cutting across Languages, History, Geography, Civics and Economics, Science, Mathematics and finally specially on Crisis Management is quite interesting, appealing, feasible, though challenging. The Study has made meaningful recommendations for framing the curriculum. The recommendations have been made for Teachers, NCERT, SCERT, CABE, Education Department, and Teacher Education at State and Central levels.
Psycho-social Factors contributing to the Adjustment of Teachers
(Shailendra Prasad, 2004, HNB Garhwal University, Srinagar, Garhwal, Uttarakhand)

Objective

To study the Psycho-Social factors contributing to the Adjustment of Teachers.

Research Method Employed

The study has suitably employed the cross-sectional normative survey.

Sample

The sample of 500 Primary School Teachers drawn through random sampling from the Government, Private, Rural and Urban Schools of Garhwal Mandal cutting across Chamoli, Uttar-Kashi, Rudra-Prayag, Paudi Garhwal, Tihari and Dehradun seems to be satisfying the purpose.

Tools used

All the tools used for the study, namely, Mangal Teacher Adjustment Inventory by Dr. S.K. Mangal, Teachers Value Inventory by Dr. S.P. Ahluwalia, Self Concept (Personality Word List) Rating Scale by Dr. (Mrs.) Pratibha Deo, Vocational Interest Record by Dr. S.P. Kulshreshth and A Questionnaire for studying the Geographic, Family and Personal Environment of the Teachers by the Investigator have been suitably selected/constructed and properly employed for the study.

Data Analysis

The data were analyzed through Mean, Standard Deviation and t-value.

Findings

- The well adjusted primary school teachers of Garhwal have been found better adjusted and contented than the maladjusted teachers.
- The rural and urban teachers have not been found differing significantly on their adjustment.
- The married and unmarried teachers have not been found differing significantly on their adjustment.
- The well adjusted and maladjusted teachers have not been found differing significantly on their professional interest.
• The rural and urban teachers have not been found differing significantly on their adjustment and professional interest.
• The SES of teachers have not been found affecting their adjustment significantly.
• The status of married and unmarried teachers have been found almost similar in their SES.
• The rural and urban environments have not been found affecting the adjustment and SES of teachers significantly.
• The well adjusted and maladjusted teachers have not been found differing significantly on their economic, aesthetic, principle, social, political and religious values.
• The married and unmarried teachers have not been found differing significantly on their economic, aesthetic, principle, social, political and religious values.
• The urban teachers have been found to give higher priority to religious values than the rural teachers.
• The maladjusted teachers have been found to be affected significantly by their age, income and experience.
• The well adjusted teachers have been found to have stronger self concept than maladjusted teachers.
• The number of married teachers in the study has been found significantly greater than that of unmarried teachers.
• The maladjustment of the teachers on the bases of the study of their geographic, family and personal environments could be attributed to
  ➢ Uncomfortable place of employment.
  ➢ Distance from the family due to employment.
  ➢ Adverse effect of the service conditions on the family relations.
  ➢ Mental tension and insecurity of the teachers due to Service Place, Conditions and distance.

The study is interesting and appealing. It is a happy and hopeful note that Teachers can live all sorts of conditions for their professional interest and adjustment. Whether teachers are well adjusted or maladjusted they have been found to value all sorts of values. There
is a definite message by the study to the policy makers and administrators that all attempts should be made for the compatible placement of teachers in the context of their service place and conditions. For example, why should the transfer of teachers in the public sector across the country should be a legalized violence to multiply their discomfort and mental tension. The Thesis of the study should be acceptable to any school of thought.
A Comparative Study of Differential Stimulation on the Mental, Moral and Social Development of Primary Grade Pupils (Shalaka R. Pednekar, 2008, University of Mumbai, Mumbai)

Objectives

1. To study the effect of differential stimulation on the mental development of primary grade pupils.
2. To study the effect of differential stimulation on the moral development of primary grade pupils.
3. To study the effect of differential stimulation on the social development of primary grade pupils.
4. To study the perception of teachers and faculties about the effect of differential stimulation on the mental, moral and social development of primary grade pupils.
5. To study the opinions of the centre heads and I.T. professionals about the effect of differential stimulation on the mental, moral and social development of primary grade pupils.

Research Method

Descriptive survey method was used for the study.

Variable

Traditional learning experiences in the Non I.T. schools, partly incorporated I.T. curriculum transaction in I.T. schools and curriculum transaction completely through I.T. in I.T. institutions were considered independent variables, whereas, Mental development, Moral development and Social development of primary grade pupils were considered as dependent variables.

Tools

Questionnaire, Rating Scale and Interview Schedules were the tools used for the study. The tools were prepared by the investigator.

Findings

1. The difference between the Primary Grade Pupils mental development in IT schools, ITI schools and NIT schools is significant at .01 level. The difference in the mental abilities in NIT schools and IT schools is not significant. The mental
development of the PGPs in ITI schools is significantly higher than that of IT schools and NIT schools in all the areas as follows:

- Ability to obtain knowledge
- Ability to compute
- Ability to serialize
- Ability to reason
- Development of analytical skills
- Ability to recognize similarities and dissimilarities
- Ability to draw inferences
- Development of intuitive thinking
- Development of multi-dimensional thinking
- Ability to perceive patterns
- Development of correct judgment
- Ability to make deductions
- Ability to associate
- Development of imaginative skills
- Ability to perceive interconnections
- Ability to retrieve knowledge
- Development of acquisition of skills
- Ability to remember
- Ability to recognize
- Development of accuracy of revival
- Development of visual perception
- Ability to frame sentences
- Development of Grammar skills
- Development of written vocabulary
- Development of voice modulation
- Ability to pronounce correctly
➢ Development of correct posture
➢ Development of spoken vocabulary
➢ Development of speech pattern
➢ Development of comprehension skills
➢ Academic performance.

2. The difference between the Primary Grade Pupils moral development in IT schools, ITI schools and NIT schools is significant at .01 level. The difference in the moral development in NIT schools and IT schools is not significant. The moral development of the PGP in ITI schools is significantly higher than that of IT schools and NIT schools in all the areas as follows:

➢ Time management
  • Ability to complete a task within allotted time
  • Ability to schedule time
  • Punctuality

➢ Moral Attitude
  • Ability to empathize
  • Development of compassion
  • Development of ethical values

➢ Religious Values
  • Development of habit of praying regularly
  • Development of religious faith
  • Development of religious conventions

➢ Task Perseverance
  • Ability to think independently
  • Development of determination
  • Ability to preserve a task

3. Social development

The difference between the Primary Grade Pupils social development in IT schools, ITI schools and NIT schools is significant at .01 level. The difference in the social
development in NIT schools and IT schools is not significant. The social development of the PGPs in ITI schools is significantly higher than that of IT schools and NIT schools in all the areas as follows:

- Development of leadership qualities
- Ability to participate socially
- Development of peer interaction
- Ability to guide others
- Development of cooperative learning
- Ability to confirm to the team
- Development of team spirit
- Ability to support the team
- Ability to take responsibility
- Ability to take initiative
- Development of self confidence
- Development of communication skills
- Development of aesthetic sense
- Development of civic sense
- Ability to keep the environment clean
- Ability to protect the environment.

4. Teachers findings about effects of differential stimulation on the mental, moral and social development on the Primary Grade Pupils

- The difference between the perception of teachers about being computer savvy in NIT schools, IT schools, as well as, ITI schools is significant at 0.01 level of significance. The perception of teachers in IT schools and ITI schools is not different. The perception of the teachers about computer savvy in ITI schools is significantly higher than that of IT schools and NIT schools.

- The difference between the perception of teachers about the importance of IT education in NIT schools, IT schools, as well as, ITI schools is significant at 0.01 level of significance. The perception of teachers in IT schools and ITI schools is not different. The perception of the teachers about the importance of
IT education in ITI schools is significantly higher than that of IT schools and NIT schools.

- The difference between the perception of teachers about upgradation of present IT curriculum in NIT schools, IT schools, as well as, ITI schools is significant at .01 level of significance. The perception of teachers in IT schools and ITI schools is not different. The perception of the teachers about upgradation of present IT curriculum in ITI schools is significantly higher than that of IT schools and NIT schools.

- The difference between the perception of teachers about the mental development in NIT schools, IT schools and ITI schools is significant at .01 level. The difference in the perceptions of teachers in IT schools and ITI schools is not significant. The perception of the teachers about mental development in ITI schools is significantly higher than that of IT schools and NIT schools. These findings hold true for all the selected differentiated areas of mental development.

- The difference between the perception of teachers about the moral development in NIT schools, IT schools and ITI schools is significant at .01 level. The difference in the perceptions of teachers in IT schools and ITI schools is not significant. The perception of the teachers about moral development in ITI schools is significantly higher than that of IT schools and NIT schools. These findings hold true for all the selected differentiated areas of moral development.

- The difference between the perception of teachers about the social development in NIT schools, IT schools and ITI schools is significant at 0.01 level. The difference in the perceptions of teachers in IT schools and ITI schools is not significant. The perception of the teachers about social development in ITI schools is significantly higher than that of IT schools and NIT schools. These findings hold true for all the selected differentiated areas of social development.

- A large majority of the Centre heads have opined positively on the effects of differential stimulation on the mental moral and social development of the Primary Grade Pupils.
A large majority of the IT professionals have opined positively on the effects of differential stimulation on the mental moral and social development of the Primary Grade Pupils.
Evaluation of Teacher by Students (Shrirang Baburao Kshirsagar, 2006, University of Pune, Pune)

Objectives

1. To study the opinion of the teachers about Students’ Evaluation of Teacher (SET).
2. To study the opinion of the students about SET.
3. To find out the percentage of the teachers willing to accept students’ evaluation of teacher.
4. To find the reasons behind teachers’ resistance towards SET.
5. To study merits and limitations of SET.
6. To develop a Scale for ‘Students’ Evaluation of The Teaching of a Teacher’.
7. To study validity and reliability of the scale developed for ‘Students’ Evaluation of the Teaching of a Teacher.

Hypotheses

1. Majority of the Teachers show their consent for SET.
2. Majority of the teachers are of the opinion that B.Ed. students are able to evaluate their teachers.
3. Majority of the teachers are of the opinion that they should be ranked on the basis of SET.
4. Majority of the teachers are of the opinion that introduction of SET would be vexatious.
5. Majority of the teachers are of the opinion that SET would be useful in getting feedback to the teachers themselves and the college administration.
6. Majority of the teachers are afraid of the SET.
7. Majority of the Students show their consent for SET.
8. Majority of the Students are of the opinion that B.Ed. students are able to evaluate their teachers.
9. Majority of the Students are of the opinion that teachers should be ranked on the basis of SET.
10. Majority of the Students are of the opinion that introduction of SET would be vexatious to Teachers.

11. Majority of the Students are of the opinion that SET would be useful in providing feedback to the teachers and the college administration.

12. There are no significant differences in the mean percent marks of teachers in three evaluations done by students.

13. The correlation coefficient between marks of teachers in the three evaluations is significant.

14. The Evaluation of the Teaching Scale developed by the Researcher is a valid tool for Students’ Evaluation of Teaching of a Teacher.

15. The Evaluation of the Teaching Scale is a reliable measure of Students’ Evaluation of Teaching Performance of a Teacher in terms of the selected dimensions of the Scale.

Sample

The samples of 94 teachers out of a total of 167 teachers teaching in the 14 affiliated Colleges of Education of Pune University during 2002-03 was drawn employing cluster sampling. Similarly, a sample of 756 students was drawn from the population of 1680 students. Apart from the above two samples four more samples were drawn as follows:

1. Sample of teachers and students for evaluation of teaching during 2002-03 in VPCOE by using initial format of the EVTG scale developed by the Researcher. For this purpose all the 16 teachers and 146 students of the VPCOE were chosen by incidental sampling method.

2. A purposive sample of 15 teachers and 20 students was selected for data collection through interviews.

3. A sample of 20 students was selected by incidental sampling from among the 300 students of VPCOE for brain storming program on evaluation of teacher by students.

4. For studying validity and reliability of the Evaluation of Teaching Scale, 37 students of the English medium division of the Tilak College of Education, Pune-30 were selected by purposive sampling.
Tools Employed
Questionnaires, interview schedules, Brainstorming Program, Evaluation of Teaching (EVTG) Scale have been employed by the investigator. R.C. Deva (RCD) Scale has been suitably selected for establishing validity and reliability of EVTG Scale.

Statistical Techniques Employed
The statistical techniques, namely, percentage, arithmetic mean, Karl Pearson’s Product Moment Correlation, t-test, Z-test and Normality test have been appropriately employed.

Procedure of the Study
The procedure of the study has been systematically divided into four steps, namely, the survey through questionnaire Q1 & Q2, Interviews, Brainstorming and Development and Administration of EVTG Scale.

Findings
1. Majority of the teachers have shown their consent and willingness for Students’ Evaluation of Teacher (SET).
2. Teachers and Students are of the opinion that B.Ed. Teachers must be evaluated by B.Ed. Students.
3. Teachers and Students are of the opinion that B.Ed. Students are able to evaluate their Teachers.
4. Teachers and Students are of the opinion that teachers should be rated and ranked through SET.
5. Students and Teachers expressed that SET would develop in Teachers an Attitude towards quality teaching.
6. Teachers have recommended SET only once, while, Students are of the view that SET should be two times in an academic year.
7. According to Students and Teachers SET would motivate the Teachers. It would also be useful to the Teachers and the College Administration to provide feedback for improvement in the system.
8. Teachers and Students both have the expression that the exercise of SET would be vexatious to the teachers.
9. Majority of the teachers are not afraid of being evaluated by students.
10. The greatest advantage of SET, according to 85.1% teachers and 90.1% students in survey, is that the teachers will get guidance for improving the quality of their teaching.

11. According to teachers and students teaching, particularly, ‘classroom teaching’ is the most important aspects of teacher function to be included in SET.

12. The brainstorming program has enabled to provide additional inputs and ideas about SET.

13. The unwillingness, if any, on the part of teachers to undergo through SET is mainly because of their three concerns:
   a) The students may not evaluate teachers properly.
   b) The college administration may not take students’ evaluation of teacher in a right spirit.
   c) SET may be misused against the Teachers.

14. The major advantage of SET according to students and teachers are:
   a) The teachers will get guidance in improving the quality of their teaching.
   b) SET will develop in teachers an attitude towards quality teaching.
   c) SET would enable to know the areas in which a teacher’s performance is low. This would further facilitate the teachers and administration to take appropriate steps for improving quality of teacher’s work.
   d) SET would inculcate a spirit of commitment and dedication among teachers.
   e) Because of SET College administration would be more vigilant about the professional development of the teachers.

15. From the point of view of teachers the prominent limitations of SET are:
   a) SET will develop a feeling of superiority complex in some of the teachers; while a feeling of inferiority complex in some others.
   b) The College administration may not take this evaluation in the right spirit.
   c) The teachers would be more indulgent about the students.
   d) Students will take undue advantage of SET.
16. EVTG Scale has been found a valid and reliable measure of students’ evaluation of teaching performance of teacher in terms of the selected dimensions of the scale. The Study concludes that, if taken positively and constructively, SET may work as an instrument of Total Quality transformation.
Objectives

1. To assess the socio-economic background of the school students and categorise them as per the intra-variables.
2. To assess the environmental conditions available in different institutions.
3. To measure objectively the mental abilities of the concerned students through appropriate intelligence tests in relation to different variations.
4. To compute the level of academic achievement of the students with regard to the intra-variables.
5. To examine the effect of the predicting variables of SES, School Environment and Medium of Instruction on the criterion measure of mental abilities and academic achievement.
6. To study the interaction effect of SES, School Environment and Medium of Instruction on mental abilities and academic achievement.
7. To determine the effect of mental abilities in kind and degree on academic achievement of school children.

Research Method

The study is ex-post-facto causal comparative.

Sample

The random sampling technique adopted by the investigator for drawing the sample of 325 boys and girls from two types of management in government schools and non-government schools of Oriya and English medium schools.

Tools

All the three tools used for the study Intelligence Test by Mishra (1984) and SES Scale and School Environment Scale by the Investigator.

Data Analysis

The data have been analyzed using statistical techniques, both descriptive and inferential. Mean, Median, Mode, SD, t-value and F-value, coefficient of correlation and coefficient of multiple determinations have been accurately computed and well interpreted.
Findings

1. The distribution of scores of the respondents on mental ability test reveals that there is negligible difference in the measures of central tendencies due to sex variation whereas wide disparity in mean and median is observed in case of management variation.

2. Wide disparities in the measures of central tendency on academic achievement were observed in case of high SES and low SES sub-samples, boys and girls and government and non-government schools.

3. The mental abilities of the respondents have been found homogeneous in case of sex and medium of instruction variation, but heterogeneous in case of schools under different management and different school environmental conditions.

4. There existed significant difference in academic achievement of the respondents, of the sub-samples due to management, medium of instruction and school environmental conditions. But there did not exist any difference in the academic achievement of boys and girls.

5. In differential analysis of the data on mental abilities and academic achievement with respect to SES, it was found that both mental abilities and academic achievement of the respondents differed significantly due to SES variation.

6. The schools having high level of teacher input, material input, and process input along with adequate schooling facilities were found to contribute significantly in the development of mental abilities and academic achievement.

7. There did not exist any difference in the mean mental ability scores of the respondents due to medium of instruction variation. But academic achievement of the respondents was influenced greatly due to medium of instruction.

8. The SES of the whole sample was found to have significant relationship with mental ability and academic achievement. The relationship between SES and academic achievement was found significant but the relationship between SES and mental ability was not found significant.

9. The SES was found to contribute 54% to mental abilities and 29% to academic achievement. Both SES and mental ability were found to contribute 51% to academic achievement.
An Analytical Study of the ESL Textbooks at the HSC Level with a view to arriving at a set of Guidelines for Teachers (Suresh J. Prajapati, 2011, Sardar Patel University, Vallabh Vidyanagar, Gujarat)

Objectives

1. To determine the relevance of the said syllabus with the current thinking of language teaching,

2. To analyze and describe the language aspect of the textbooks in terms of new grammatical structures, new words and construction,

3. To analyze the thematic component of the materials in terms of the variation and interest level of themes,

4. To define and categorize the values reflected in the lessons and poems,

5. To assess the types and purpose of the exercises and tasks,

6. To evaluate the materials for their potential in developing communicative competence,

7. To develop an understanding of difficulties faced by the teachers in dealing with the new textbooks, and

8. To suggest guidelines for teachers to deal with the current textbooks.

Research Method

Survey method has been suitably employed.

Tools and Techniques

The tools and techniques used for the study were, namely, Content Analysis Instrument, Opinionnaire, Questionnaire, Interview, and Observation.

Sample

The following samples were drawn for the study:


2. ESL Textbooks for Std. 11 and 12 by the Gujarat State School Textbook Board, Gandhinagar and introduced from 2004.
Findings

1. One major feature of the new syllabus for English (SL) at the Higher Secondary level and introduced in Gujarat from June 2004 has been found to be a shift from the structural to the functional/communicative approach. The ESL syllabus at the HSC level has been found to be related to the current thinking of language teaching.

2. The textbook of Std XI contains 15 new sentence patterns/grammar structures, while the 12th Std. Textbook includes 13 new grammar structures. The textbook contains a number of useful words, word groups and phrases that can be used while using language in different fields. The vocabulary is appropriate to and consisted with themes and sub-themes of the textbook lessons. In the textbook lessons there is a variety of expressions that can be used to perform different language functions. The language expressions for the message and context are used appropriately in a given situation in the textbook lessons. When the learners go through the text books they come across a variety of sentences, namely, simple, complex, compound and compound-complex.

3. The ESL textbook prescribed at the Higher Secondary level are divided into two main sections: Detailed study section and supplementary reading section. Each unit in both the textbooks is divided into three main sections: pre-task, reading passage and practice section. There are a variety of lessons, such as, short story, narration, play, conversation, speech, but the proportion of content type is not maintained. A variety of themes and sub-themes have been included in the textbook units. The themes conform to the learners’ immediate environment- physical, social and cultural. In 11th Std. Textbook 19 units and in 12th Std. Textbook 16 units are considered to be interesting. 1 lesson in Std. 11 and 2 units in Std. 12 are believed to be un-interesting by most of the students and teachers.

4. Different values, such as, social, personal, religious, national, psychological, moral, scientific and economic are reflected in the lessons and poems of the text books. Teachers can mention the importance of these values with the help of the value traits appearing in the lessons and poems. Even the learners themselves can understand at some places the values that are reflected in the textual material.

5. Both, in 11th and 12th Std a variety of exercises in reading, grammar, vocabulary and writing have been provided. These exercises are at knowledge, understanding and application levels. Both the textbooks contain a variety of form focused tasks and
activities that give sufficient practice in using forms for expressing appropriate meanings.

6. Both the textbooks have been found to have sufficient material in the form of pre-tasks, passages for reading, exercises and tasks which can be used by the teachers to make their learners competent in using English in everyday life. The sentences in the textbooks have been found to include a variety of clauses, namely, adjective, adverb and noun. The connectives and coordinators that are used to form these sentences can contribute to converse fluently.

7. The sessions allotted to English are not sufficient to justify the textbooks fully to realize functional English. Exclusion of pre-tasks and of various tasks and activities in the examination makes the learners ignore these aspects. Insufficient knowledge of grammar and vocabulary learnt earlier creates problems in making them perform different functions. A large number of students have been found to be lacking in the knowledge of structures useful in performing different functions. Sometimes the multiplicity of grammar structures has been found to confuse learners to perform functions. It has been found to be very difficult to handle communicative abilities in a large class having 60 to 70 learners.

8. The study has made meaningful suggestions for teachers to deal with the current textbooks.

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Creative Talents of Tribal Children in Relation to Their Academic Achievement (Vyasa Vihar, 2007, Purbasha Kar, Fakir Mohan University, Balasore, Orissa)

Objectives

1. To find whether r between academic achievement and creativity is significant.
2. To compare the relationship between creativity and academic achievement in boys with that of girls.
3. To find whether r between academic achievement and creativity in Santals is significant.
4. To find whether r between academic achievement and creativity in Kolhas is significant.
5. To find whether r between academic achievement and creativity in Bhumijjs is significant.
6. To find whether r between academic achievement and creativity in Bhuyans is significant.

The study has stated 150 objectives under comparative analysis.

Study Type

The correlational study design under descriptive method has been employed.

Sample for the Study

A sample of 480 Standard III Tribal Children has been drawn randomly for the study, 120 from each of the four tribes, namely, Santal, Kolha, Bhumij and Bhuyan. The sample is constituted of 240 male tribal children, 120 high achievers and 120 low achievers, 240 female tribal children, 120 high achievers and 120 low achievers.

Tools Used for the Study

Passi’s Test of Creativity has been compatibly employed for measuring creativity, whereas, for academic achievement, the school half-yearly examination marks of Std. III were used. Students securing more than 60% marks on aggregate were considered as high achievers, whereas, those securing less than 40% were labeled as low achievers.
Data Analysis Techniques Employed
Mean, SD, t-value, and Pearson’s Product Moment Correlation have been suitably computed to analyze data.

Findings

- The relationship between creativity and academic achievement is significant and positive.
- The relationship between creativity and academic achievement of males is significant and positive.
- The relationship between creativity and academic achievement of females is significant and positive.
- There is no significant difference in the relationship between the creativity and academic achievement of males and females.
- The relationship between the creativity and academic achievement of all the selected tribal, namely, Santals, Kolhas, Bhumij and Bhuyan is significant and positive.
- Academically high achievers and low achievers differ significantly on their creativity. Same holds true for all the selected tribal, separately.
- There is no significant difference between male students and female students in their creativity. Same holds true for all the selected tribal, separately.
- The male high achievers and low achievers significantly differ on their creativity. Same holds true for all the selected tribal, separately.
- The female high achievers and low achievers significantly differ on their creativity. Same holds true for all the selected tribal, separately.
- There is no significant difference between the male low achievers and female low achievers in their creativity. Same holds true for all the selected tribal, separately.
- There is no significant difference between the male high achievers and female high achievers in their creativity. Same holds true for all the selected tribal, separately.
- There is no significant difference on creativity between high achievers inter-tribe. Similarly there is no significant difference on creativity between low achievers inter-tribe.
A Study and Development of Educational and Life Skills Learning Strategy for the Children of Nomadic & De-notified Tribes in Maharashtra using Information Communication Technology (ICT) (Yogesh R. Kulkarni, 2009, Yashwantrao Chavan Maharashtra Open University, Nashik)

Objectives

1. To create an appropriate schooling system considering the wandering life styles, frequently changing environment and the livelihood of nomadic tribes.

2. To develop an effective and simple process in Basic Learning (Reading, Writing, Arithmetic), Value Education (Gender Equality, Parents’ Attitude towards Education, Punctuality) and Life Skills Training (Health, Cleanliness, Hygiene) for children.

3. To explore possibilities of using new technology, such as, ICT can give an answer to the challenging educational problems of the nomadic tribes.

Hypotheses

1. There is no significant difference between conventional and an ICT based Wandering School. The Syllabus and Educational Methods for conventional school can be directly applied to wandering school.

2. ICT based Educational and Life Skills Strategies are effective in educating the nomadic children.

Sample

122 Tribal Children (Boys 68 and Girls 54) at Amberath, Magarsangavi, Omerga, Ansarwada, Yamagarwadi Camps constituted the sample for the study. Traditional Face to

Tools and Techniques

Various tools and techniques were appropriately employed by the investigator, namely, Selected Materials, Work Centered Activities, Competency Based Curriculum developed by the Balbharati, Text Books developed by Bbalbharati and Digantar and Astitva Pratisthan, and ICT based material as follows:

1. Multimedia CD for Class I-IV developed by M/S Chaitanya Softwares Pvt. Ltd.,
2. Balwadi CD developed by Vigyan Ashram
3. Jingle Tune Cds on Nursery Rhymes
4. 22 CDs developed by Azim Premji Foundation
5. TCS Literacy CD
6. A computer lesson ‘MEEIT’ (Marshalling the Environment to Educate through Information Technology) developed with the help of Development Informatics Lab. at IIT Mumbai.

A Wandering School was started in February 2005. The Research Period of the Study was from February 2005 to March 2007. Developmental-cum-Experimental Methods were suitably employed for the study. Data were analyzed through t-test. Qualitative analysis was also done, wherever required.

Findings
1. The Researcher could reasonably create an appropriate schooling system considering the wandering life styles, frequently changing environment and the livelihood of nomadic tribes.
2. ICT based Methods were found to be effective in teaching basic reading, writing and Arithmetic Skills of Students in most of the cases.
3. The investigator reasonably attempted to inculcate the values.
4. The strategies were found to be effective in realizing Gender Equity, Dignity of Work, and Punctuality in Children. These were also found to be effective in life skills education, particularly, in the areas of health, cleanliness and hygiene of the children.
5. The strategies were also found to be effective in developing favourable attitude of community towards education.

Emerging Theses
It has been a highly need based study. The Concern for the Nomadic Tribe Children, Sustained Efforts for their Educational Development and Research Rigor have been observed throughout the Study. The ICT based Strategies were found effective in educating the Nomadic Children. At the same time the Study concludes that when there is a social problem, technology alone will not work; using ICT in educating Nomads is only one of the aspects of all the combined strategies. The study has definitely contributed to the knowledge base in the area of Tribal Education & Educational Technology.

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An Appraisal of Primary School Mathematics Curriculum of Orissa
(Abhamayee Mohapatra, 2011, Fakir Mohan University, Balasore, Orissa)

Objectives

1. To analyze the objectives of teaching Mathematics from the point of view of students, teachers and pedagogical literature.
2. To compare the Mathematics syllabi of CBSE, ICSE with that of Orissa for Classes I, II, and III.
3. To analyze the syllabi of Primary School Mathematics from the point of view of students and teachers.
4. To analyze the relative importance of topics included in the Mathematics syllabi for Classes I, II, and III.
5. To analyze the operational situations, such as,
   a. The text books prescribed and their adequacies.
   b. The methodological approaches adopted for teaching.
   c. Procedure of evaluation.
   d. Facilities available for teaching Mathematics and the attitude of students for learning.

Research Method

Normative survey method has been suitably employed for the study.

Sample

The sample of 100 Primary Schools with one Mathematics Teacher from each of the sampled schools, 5 students from each of the classes I, II, and III of the same Schools, all the Sub-Inspectors, and District Inspectors of the Schools of Bhadrak District were drawn through compatible sampling techniques.

Findings

1. Teachers emphasized “the use of Mathematics in Everyday Life”, “Skill in using the four fundamental rules”, and “Development of the habit of punctuality” as higher order of objectives, whereas, students ranked “The intelligent one is good in Mathematics”, “Job oriented Subject” as higher order.
2. Comparative analysis of the syllabi of ICSE, CBSE and the syllabus of the Government of Orissa revealed that the syllabi of ICSE and CBSE were ahead in introducing facts and concepts, practice and drill, examples and exercises and in concretizing facts, principles and rules.

3. Textbooks of Orissa for Classes I, II, and III did not contain objectives. According to teachers the getup of books, binding, cover pages, printing of cover, as well as, inner pages, sequence of topics, pictures, and clarification of concepts were satisfactory. But, a few experienced teachers opposed the above views.

4. Almost all the teachers attended enrichment programs, depended on textbooks, did not discuss concepts beyond textbooks, used blackboards, but a few teachers asked questions to students in the class.

5. Students, in general, were satisfied with the teaching of teachers, were liked by them, invited by the teachers to the blackboard to solve problems, whereas, some students viewed that the teachers were not sincere, sat idle, became angry if questions were asked by them.

6. The inspecting Officers were not satisfied with the teaching of the teachers. According to them teachers used minimum teaching aids. They did not find time to check homework of the students.

7. The students were placed in higher ranks in annual examination than in the other examinations. Examination Scripts were shown to the students. Importance was given to oral, as well as, objective-type test items. All the students of Classes I, II, and III were promoted to next higher classes whether pass or fail.
Study of Effectiveness of Remedial Programme for Improving Disability and Achievement in Mathematics of Class VII Students (Archana Srivastava, 2005, Vikram University, Ujjain)

Sample
The samples of 150 and 519 students for the study have been drawn.

Tools
Standard Progressive Matrices (J.C. Raven), SES Scale (S.P. Kulshreshta), and Diagnostic Test in Mathematical Disability (DTMD), and Achievement Test in Mathematics (ATM), both tools were developed by the investigator.

Research Method
Pre-test Post-test Control Group Design was suitably employed for the study. The time distribution for the pre-test was SPM-30 minutes, DTMD-60 minutes, ATM-45 minutes, and SESS-30 minutes. Treatment time for both the experimental and control group was 15 to 30 days. The post-test time distribution was DTMD-60 minutes and ATM-45 minutes.

Data Analysis
Percentage, t-test and ANCOVA were the statistical techniques used for the study.

Findings
- The Diagnostic Test in Mathematical Disability (DTMD) was found to be reliable and valid.
- The percentage of Standard VII students with General Mathematical Ability and Mathematical Disability varied from school to school.
- The mental ability of students having mathematical disability was found higher than that of general mathematical ability.
- The increase in achievement in mathematics of the students with mathematical disability was found to be significantly higher than the increase in achievement in mathematics of the students with general mathematical ability after remedial treatment.
- The remedial treatment reduced the mathematical disability of the students significantly.
- The remedial treatment increased the mathematical achievement of the experimental group significantly.
- The remedial treatment increased the mathematics learning abilities of the experimental group significantly.
- The remedial treatment was not found to have different effects on male and female students.
- The remedial treatment and gender were not found to have significant interactive effects on mathematical disability.
- As a result of the interaction effect of Mathematical Disability Remedial Treatment and Gender the girls of the experimental group were found to be significantly higher than the girls of control group on time orientation.
- As a result of the interaction effect of Mathematical Disability Remedial Treatment and Gender the boys of the experimental group were found to be significantly higher than the boys of control group on algebraic ability.
- No significant difference was found in the General and Reserved categories of students on remedial treatment on mathematical disability in the context of caste.
- No significant effect of Remedial programme on mathematical disability and caste was found on mathematical disability.
- The reserved category was found to observe higher level of visual discrimination than General category on treatment through Remedial programme on mathematical disability.
- There was significant interactive effect of the remedial programme and SES in lowering the mathematical disability of both the middle and lower SES groups. The gain of the experimental group was found significantly higher than that of control group with respect to middle SES.
- The rate of gain of the lower SES group on listening-speaking co-ordination was found significantly higher than that of middle SES group on treatment through the remedial programme.
- The rate of gain of the lower SES group on algebraic ability was found significantly higher than that of middle SES group on treatment through the remedial programme.
There was found to be a significant interactive effect of remedial programme and SES on the visual discrimination ability as well as number concept of both the middle SES and Lower SES groups, but the gain of the lower SES was comparatively more significant.

The education of mother and its interaction with the remedial programme were found to have no significant effect on the mathematical disability of children, but it was found to have significant effect on the time orientation of experimental group and its mathematical achievement than that of control group.

The education of father and its interaction with the remedial programme were found to have no significant effect on the mathematical disability of children.
Study of Learning Condition Obstacles and Success in Science of Primary Class Students in North-East of Thailand (Chanchira Choomponla, 2008, Banaras Hindu University, Varanasi)

Objectives

1. To identify learning condition obstacles in science of primary class students in North-East of Thailand.

2. To identify learning condition success in science of primary class students in North-East of Thailand.

Research Method

Sample

The sample for the study has been begin with, a total of 50 successful, and 50 unsuccessful primary schools in Science were selected from 5 provinces in the North-East of Thailand, namely, Kalasin, Mukdahan, NakhonPhanom, Sakhn Nakhon, and Udon Thani. Then 50 Science Teachers from successful schools and 50 Science Teachers from unsuccessful schools were drawn for the study, one from each selected school. Along with those 150 students from successful schools, and 150 students from unsuccessful schools, 3 from each selected school were drawn for the study.

Tools

The tools constructed by the investigator for the study were, namely, Teacher’s Questionnaire for Assessment of Learning Conditions in Science and Student’s Questionnaire for Perception of Learning Conditions in Science.

Data Analysis

The data were analyzed employing Mean, SD, t-test, Chi-square test, Frequency and % analysis.

Findings

1. Science Teachers of Successful Primary Schools differ in their personal factors, that is, gender, age, qualification, teaching experience in Science, and training in Science Teaching as compared to Science Teachers of Unsuccessful Primary Schools.

2. Students of Successful Primary Schools differ in their personal factors, like, Educational status of parents, Occupational status of parents, Income status of
parents, Parents’ promotion of students in science learning, liking towards Science subject, and opinion to pursue Science subject further study as compared to students of unsuccessful primary schools.

3. Science teachers of successful primary schools differ in their teaching-learning process, i.e., teaching plan, teaching method and evaluation process as compared to science teachers of unsuccessful primary schools.

4. Successful primary schools differ from unsuccessful primary schools in provision of budget for conducting of science activities, science equipment, chemical laboratory, and current science reference books. Further, adequacy of infrastructure facilities of successful primary schools is better in case of budget provisions for conduction of science activities, science equipment, chemical laboratory, and current science reference books as compared to that of unsuccessful primary schools.

5. Science Teachers from successful primary schools differ in their opinion towards students as compared to that of unsuccessful primary schools, in case of students’ reading and writing ability, and liking to study Science. Science Teachers’ perception towards the students of successful schools is better in case of students’ reading and writing abilities, and liking to study Science as compared to that of unsuccessful primary schools.

6. Students from successful primary schools differ in their opinion towards Science as compared to that of unsuccessful primary schools, in case of Science content, Science process skills, and Science method. Students’ perception towards Science of successful primary schools is better in case of Science content, Science process skills, and scientific method as compared to that of unsuccessful primary schools.
A Study of the Relationship amongst Scientific Creativity, Scientific Aptitude and Academic Achievement in Science Subject at +2 level
(Deenanath Yadav, 2012 V.B.S. Purvanchal University, Jaunpur, UP)

Objectives

1. To study the Scientific Creativity of Science Stream Students at +2 level.
2. To study the Scientific Attitude of Science Stream Students at +2 level.
3. To study the Academic Achievement of Science Stream Students at +2 level.
4. To study the relationship between Scientific Creativity & Scientific Attitude of Science Stream Students at +2 level.
5. To study the relationship between Scientific Creativity & Academic Achievement of Science Stream Students at +2 level.
6. To study the relationship between Scientific Attitude & Academic Achievement of Science Stream Students at +2 level.
7. To compare the Scientific Attitude of Science Stream Students having High and Low Scientific Creativity.
8. To compare the Academic Achievement of Science Stream Students having High and Low Scientific Creativity.
9. To compare the Academic Achievement of Science Stream Students having High and Low Scientific Attitude.

Research Method

Survey method has been employed for the study.

Sample

400 Science stream students were drawn from the Std. XI students of Jounpur district through systematic random sampling.

Tools

The tools used for the study were, namely, Scientific Creativity Test by V.P. Sharma & J.P. Shukla, and Scientific Attitude Scale by Avinash Grewal.

Findings:

1. The Mean score on Scientific Creativity of Girls was found to be significantly greater than that of the Boys.
2. The Mean score on Scientific Attitude of boys was found to be significantly greater than that of the girls.
3. The Mean achievement score in Science of boys was found to be significantly greater than that of the girls.

4. There was found to be a high +ve correlation between Scientific Creativity and Scientific Attitude.

5. There was found to be a high +ve correlation between Scientific Creativity and Achievement in Science.

6. There was found to be a high +ve correlation between Scientific Attitude and Achievement in Science.

7. The mean achievement scores on Scientific Attitude of High and Low Students on Scientific Creativity were found to differ significantly.

8. The mean achievement scores on Science of High and Low Students on Scientific Creativity were found to differ significantly.

9. The mean achievement scores on Science of High and Low Students on Scientific Attitude were found to differ significantly.
Gender and Occupational Stereotypes of Student’s Attitudes in Science and Their School Achievements in Biology and Physical Science (A Developmental Study) (H. S. Shishodia, 2004, Barakatullah Vishwavidyalaya, Bhopal)

Objectives

1. To develop a test of stereotyping well suited to Indian Conditions.
2. To develop a test of achievement in physical and biological sciences for class VII, VIII, IX and X.
3. To develop an attitude scale to measure attitude of students towards science.
4. How do gender stereotypes correlate with their career preferences?
5. How do gender stereotypes correlate with their attitudes towards Science?
6. How do gender stereotypes of students correlate with their cognitive measure in biological sciences?
7. How do gender stereotypes of students correlate with their achievement in physical sciences?
8. How do gender stereotypes of students correlate with their achievement in biology with the advancement in their each year age count from 12 to 15 years?
9. How do students’ gender stereotypes and their attitude in science influence their achievement in biology?

Research Method

It is a descriptive normative survey.

Sample

376 students, 178 boys and 198 girls drawn from three schools from Standards VII, VIII and X in the age range 12+ to 15+ constituted the sample for the study.

Tools

Occupation Stereotype Inventory by Allison and Kelley, and Sex Stereotype Test by Allison have been adapted for the Study. The Tests of Biology and Physical Sciences have been constructed by the investigator. The Attitude Scale developed by the investigator for studying attitude in Science.
Findings

- The gender image of science has been found masculine rather than feminine.
- Masculine-self and feminine-self have been found to go with similar sex_career preferences.
- Feminine Self and Masculine Self have been found to be bipolar psychological tendencies as evinced by significantly negative correlations obtained between Feminine Self and Masculine Self of boys and girls for 12 years of children to 15 years of children.
- The feeling of Masculine Self increases with the advancement of the age of the child.
- Appearance of achievement motivation for Science at 15+ is commendable.
- At 12+ the students are found to merge with a strong negative feeling between Masculine Self and Feminine Self which gradually dilutes with adolescence. This bipolar attitude is diluted a little by 15+.
- The career preferences of Feminine Self boys and girls consistently maintain a significantly negative correlation with Career Preference for Masculine courses from 12 to 15 years of children. The age or education does not counteract this relationship.
- The Masculine Self of boys which was found significantly cohesive for Career Preferences for Masculine and Career Preferences for Feminine at 12+ develops aversion for CPF by 14+ but gets it diluted by 15+.
- The Masculine Self attraction for Masculine Career Preferences, consistently strengthens with age. This persistence denotes the increase of masculine self both in boys and girls.
- The BST and PST relationship has been found highly significant at all age counts from 12+ to 15+.
- The significantly high positive correlation obtained between MS and ATS of boys defines science as of masculine nature. Such a picture has been found ill defined in case of girls.
- There has been found high positive correlation between boys MS and FS, but no such relationship has been found in case of girls.
- The significant correlations secured by girls between FS and CPF and MS and CPM relate to girls Psychological Self intermixed with their Biological Self. Only stronger
girls have been found to have affinity with masculine jobs, but their MS and FS are distinctly identified.

- The cultural context of boys and girls does construct their attitudes, gender and occupational stereotypes.
- Both boys and girls have been found to have a highly significant positive attitude towards science much above the average count.
- The mean score differences of MS of boys and MS of girls as also the FS of girls and FS of boys have been found significant at .01 level.
- The mean score differences of CPF of boys and CPF of girls as also the CPM of girls and CPM of boys have been found significant at .01 level.
- Girls have been found to have an edge over boys proclaiming feminine nature of biological subjects.

AT 12+ level

- Bi-modal functions of FS and MS, FS and CPM were identified. Another finding that FS goes with CPF was natural.
- MS goes with CPM was also found natural. But Masculine Self of boys with higher achievement in Biology inverts the feminine nature of biology.
- CPF goes with CPM. This denounces the masculine and feminine discrimination of the careers.
- The positive correlation found between BST and PST, explains cognitive functions of child behavior.

AT 13+ level

- The CPF have been found repulsive to boys with high positive attitude in Science.
- A strange change was observed at 13+ level that MS goes with FS. They are no more bi-polar.
- MS boys preference for masculine careers was natural.
- Boys CPF was found to go with the CPM as the continuity of 12+ age boys attitude.
- BST and PST were found similar cognitive functions that go together.
AT 14+ level

- Boys at 14+ seemed to endorse no positive correlation with any of the variables.
- For 14+ boys also FS and MS were not found bi-polar, but bi-modal.
- CPF and CPM, as also BST and PST were found indiscriminate functions.

AT 15+ level

- Boys attitude again seems functional that defines bi-polarity between ATS and FS.
- Discriminations begin only FS boys make preferences for CPF and MS for CPM. This is adolescents characteristic where sex (Biological) awareness is more acute.
- Boys at 15 find no difference between masculine and feminine career preferences. They are seen making preference for both.
- The male character of boys at 15+ is more distinct. The boys who make significant preferences for masculine career preferences score poorly in Biology.
- The Biology and Physical Sciences are not distinct is similarly looked as boys at 12, 13 and 14.

Similar findings were found for girls. Also the comparative study of boys and girls developmental trends on mean scores at 12+, 13+, 14+ and 15+ is quite revealing. The attributes gathered from matrix analysis for lively boys, masculine boys, feminine boys, sex-type boys and similarly girls have their significant implications for the field.

**Emerging Questions**

- Are the gender stereotypes still there in subject choice?
- Are the gender stereotypes still there in Career choice?
- What is the level of interaction between the biological self and psychological self?
- What all are the determinants of subject choice?
- What all are the determinants of occupation choice?
- The occupation choice is more of a function of progressively developmental phenomenon of gender differentiation as, lively, masculine, and feminine and sex-type or independent of these?
- Can a person be distinctively labeled as masculine, feminine, lively, sex-type or all these are role specific, all in one.
What is the relative status of feminine self and masculine self 15+ onwards?

Persons with which type of self out of lively, masculine, feminine and sex-type are relatively more successful as doctors, engineers, lawyers, teachers, businessmen, actors, and sales representatives?

Which all are the determinants of school achievement in Biology and Physical Sciences?

Which are the essential attributes of scientific attitude?

What is the concept of “Ardh-Nareshwar”?

What is the concept of “Human-Animal”?

How do we differentiate lively and ugly self?

What is sex-type and what is sex-independent?

What finally is the thesis of the present study?

What specifically are the implications of the present study?

Back
A Study of the Status and Development of Science Education at High and Higher Secondary School Level in Nagaland since its Statehood (Khriesamhalie Pienyu, 2005, University of Nagaland, Kohima)

Objectives

1. To trace the historical development of science education at school level in Nagaland.
2. To find the relevancy of curriculum in science education at school level.
3. To assess the schools’ infrastructure and science laboratory facilities.
4. To know the methodology of teaching and innovations in science education.
5. To study the examination system and evaluation system of science teaching.
6. To assess the development of science teachers in the State.
7. To study the contributions of various agencies for the development of science education in the State.
8. To study the problems related to the promotion of science education in the State.
9. To suggest a program of action for implementation of science education in the State.

Research Method

The present study is descriptive and survey type.

Sample

A sample of 23 Higher Secondary Schools out of 33 in total, and 94 High schools out of 331 in total were selected from the 8 districts in Nagaland keeping in view the different types of management. In addition to this 3 Central High Schools in Kohima district were studied for comparison. 120 schools out of 364 schools in Nagaland and 215 science teachers constituted the samples for the study.

Tools

The tools used for the study were, namely, questionnaire- cum- interview schedule and by referring office records from the governmental agencies.

Data Analysis

The collected data have been analyzed in tabular forms, interpreted and discussed.

Findings

1. Science Education as such was found of recent development in Nagaland with Late Mr. Lungalang L. the first Naga Science Graduate from Calcutta University in 1942 and Mr. Kiremwati, the first Naga Science Post-Graduate in 1957.
2. More than half the total number of the Science Teachers (57%) were of the opinion that objectives of Science Education were not clear to them and accordingly less achievement of objectives of science education.

3. 54.5% of the science teachers were found satisfied with the present science curriculum and reported that it was relevant to the present society. whereas the remaining 45.5% found it bookish, theoretical in nature, and therefore felt the need to update by framing a dynamic, practical based science curriculum at par with the national curriculum.

4. Duration and number of periods per day for science subject was found different in different schools varying from 1 to 6 periods in a day which gives rise to different output in science education.

5. There was no science laboratory and infrastructure facility for science practical available in 71% of the schools in the State.

6. The science text books used by the students were not appropriate and need to be reviewed, edited and modified according to the taste of learners and objectives of science.

7. Many of the Science Teachers were found ignorant about innovations in science and lack in professional training and orientation courses meant for them. 79% of the Science Teachers were of the opinion that they should adopt different methods of teaching for teaching different units of Science.

8. Majority of the science teachers (63%) felt the necessity of exposing themselves to various activities related to science like science exhibitions, science fairs, science clubs and that 70% had been encouraging students to participate in these activities. 40% of the students participated in such activities at the school level, 22% at the State level, whereas, 2% at the national level.

9. A large majority (97%) of the science teachers were in favour of organizing seminars for teachers as well as students.

10. 54% of the schools in the State were found to have no library. 46% of the schools did have a library but in a small room.

11. The present system for evaluating the students’ progress in science was not satisfactory for want of science practical examination at high school level with due weightage to it and further the necessity of continuous and comprehensive evaluation as supported by 80% of science teachers.
12. The pass percentage of HSSLC examination result of the last 5 years ranged from 56.17% to 82.80%.

13. The status of qualified science students who have been sent for degree courses to various technical institutions outside the State of the last 7 years as per the Directorate of Higher and Technical Education Nagaland ranged from 164 to 207.

14. There is a backlog of 71.13% untrained science teachers. On top of it, many science teachers were appointed on ad-hoc, temporary and contract basis for which they were not given opportunity to undergo professional training like B.Ed., M.Ed. etc.; further some of them were found under-qualified for science teaching.

15. 15% of the science teachers have been found with M.Sc. qualification, 85% with B.Sc. qualification, 25% local, 75% non-local, whereas total number of science teachers has been found 720.

16. The status and development of science education at high and higher secondary school level in Nagaland since its Statehood has not been up to the mark.

17. The study has suggested a meaningful action plan for improvement of the status.
A study on Foundation Knowledge of Pupils in Mathematics and Science at Class VIII Entry Point in Relation to Selected Presage Variables (Lakshmi Kanta Choudhary, 2010, Berhampur University, Berhampur, Orissa)

Objectives

1. To identify the areas of foundation knowledge (FK) in Mathematics and Science, which children are supposed to possess as the minimum requirement for class learning the subjects in Class VIII.

2. To assess the foundation knowledge in Mathematics and Science possessed by pupils at Class VIII entry point with appropriate standardized tools.

3. To study the foundation Knowledge of pupils in Mathematics and Science in relation to the said presage variables- last schooling area (LSA), Parental Education (PE), Parental Occupation (PO), Home Language (HL), Gender and Caste of Learners.

4. To explore the specific features/patterns if exist, in deficiency areas of foundation knowledge in the said two subjects.

5. To explore the relationship between the foundation knowledge in Mathematics and Science and the presage variables.

Research Method

The survey method was employed for the study. The foundation knowledge in Mathematics and Science was well identified through well organized workshops. The characteristics of the constructed Standardized tests for assessing pupils’ foundation knowledge in Mathematics and Science at Class VIII Entry Point were well established.

Sample

The survey of foundation knowledge of pupils in Mathematics and Science was conducted on 4911 students drawn from 81 selected schools of Koraput, Malkangiri, Nabrangpur and Rayagada through personal visits by the investigator.

Data analysis

The data in respect of foundation knowledge of pupils in mathematics and science were subjected to exploratory analysis. The descriptive statistical analysis was done through frequency distribution, mean, median, mode, SD, inter equitable range and box plots. The foundation knowledge scores were examined for statistical significance of the differences in the means of the categories under the presage variables under the study. For this t-test, ANOVA, and Post hoc multiple comparisons were conducted and the null hypotheses were test. In case of significant difference in the mean foundation knowledge scores of the
categories of a presage variable the strength of association between foundation knowledge and the variable was computed by co-relation.

Findings

1. A large majority of the pupils were found deficient in foundation knowledge for Class VIII Mathematics.
2. Foundation knowledge of pupils significantly varied with district location, area of primary schooling, caste, parental education, parental occupation and home language of pupils.
3. Of the 4 sample districts pupils of Nabrangpur district possessed the lowest foundation for Class VIII Mathematics.
4. Pupils with Primary Schooling in urban areas were superior to those in rural areas.
5. Pupils with general caste were found to be superior to the Sc pupils, whereas, the ST pupils remained at the bottom.
6. Pupils of illiterate parents exhibited the lowest foundation, above them remained the pupils whose parents were educated up to H.Sc., whereas, at the top remained the pupils whose parents had education beyond H.Sc. level. Further number of educated parents (One or both) influenced foundation knowledge of students at the lower two levels of education.
7. Foundation knowledge of pupils in mathematics differed with parental occupation. Children of parents with occupation of skilled labour, business, service and professionals were similar and remained at the top. Below them stood the children of parents with agriculture occupation. At the bottom remained children of parents living on labour.
8. Home language of pupils exhibited differential effects on mathematics foundation of children. Pupils belonging to Oriya, Telugu, and Bengali showed similar foundation knowledge and stood at the top. Pupils with tribal dialects as home language stood at the bottom. Pupils with other mother tongues, like, Hindi, Gujarati and Punjabi remained in the middle.
9. Thus the district location (Geographical area) exhibited low co-relation. The other presage variables, namely, area of last schooling, parental education, parental occupation, and home language showed moderate co-relation with pupils’ foundation knowledge in Mathematics.
10. A small percentage of pupils possessed mastery/near mastery in foundation knowledge for Class VIII Science. Large many were deficient in foundation for Class VIII Science.

11. Pupils’ foundation knowledge differed with district location. Pupils of Malkangiri district remained ahead followed by the pupils of Koraput district. Pupils of Rayagada and Nabrangpur remained at the bottom.

12. Area of primary schooling affected pupils’ Science foundation in favour of those who had primary schooling in urban areas.

13. Gender difference in Science foundation knowledge of pupils was not found.

14. Caste variation in Science foundation knowledge existed. Pupils of general caste were superior to SC pupils and STs remained at the bottom.

15. Foundation knowledge in Science differed with parental education. Children of illiterate parents suffered the most. Parents’ education above H.Sc. raised pupils’ Science foundation as compared to parent education up to H.Sc. Number of parents (One or both) seemed to influence children’s foundation knowledge in Science.

16. Children’s foundation knowledge in Science varied with Parents’ occupation. Children of parents with labour occupation exhibited the lowest Science foundation knowledge. Above them remained pupils of parents having agriculture occupation. Children of parents with occupation of skilled labour, service, business, and professionals were similar and superior to children of labour and agricultural parents.


18. The district the pupils belonged to showed a low correlation with pupils’ foundation knowledge in Science. The other presage variables, namely, area of last schooling, caste, parental education, parental occupation and home language were moderately correlated.
Efficacy of concept mapping as a learning device for developing understanding and critical thinking: An experimental study (Ruchi Rawat, 2009, Mohanlal Sukhadia University, Udaipur)

Objectives

1. To develop learning material on concept mapping on the selected topics of Science for the Secondary School Students.

2. To study the effectiveness and limitations of concept mapping as a learning device for the Secondary School Students in Science Subject.

3. To study the effectiveness of concept mapping as a learning device in the understanding and critical thinking of various groups constituted on the bases of IQ and gender.

4. To compare the effectiveness of concept mapping as a learning device in the understanding and critical thinking of various groups constituted on the bases of IQ and gender.

Research Method

The study has employed Experimental Group, Control Group Pre-test, Post-test design.

Sample

Each group was constituted of 33 Standard IX Students, drawn randomly from a group of 130 Students (Girls 60 and Boys 70), by employing a designed Paper Slip Pick up method.

Variable

Concept Map was treated as independent variable, Understanding and Critical Thinking as dependent variables, whereas, IQ and Gender were treated as moderator variables.

Tools

The tools used for the study were Standardized IQ Test by Catell & Catell and Self constructed Tests for Achievement and Critical Thinking were used for the study. Also the subject matter for concept mapping and traditional teaching developed. Comprehension Test, Critical Thinking Skills test, and Critical Thinking Tendency Test were administered as pre-test. The treatment to the Experimental Group was distributed across 17 days @ one period/day. Similarly the traditional group was taught through traditional approach 17 days @ one period/day. Then the same tests were administered as post- tests. The experimental group
was observed by the investigator throughout the experiment and a questionnaire was administered on them at the end of the experiment.

**Data Analysis**

The data were analyzed through t-test and Mann Whitney Test. Wheresoever required the data were analyzed qualitatively.

**Findings**

1. The understanding of experimental group through concept mapping has been found to be significantly greater than that of the control group.
2. Significant differences have been found in the understanding of experimental group through concept mapping and that of the control group, gender-wise, respectively.
3. The understanding of the male and female students of the experimental group has been equally significantly affected through concept mapping.
4. There has been found significant enhancement in the understanding of High IQ and Low IQ students of Experimental Group through Concept Mapping and that of the High IQ and Low IQ students of the Control Group, respectively.
5. The understanding of the High IQ students of the Experimental Group through concept mapping has been significantly greater than that of the Low IQ students.
6. There has been found significantly greater enhancement in the understanding of High IQ and Low IQ male and female students of Experimental Group through Concept Mapping than that of the High IQ and Low IQ male and female students of the Control Group, respectively.
7. The understanding of the High IQ male and female students of the Experimental Group through concept mapping has been significantly greater than that of the Low IQ male and female students, respectively.
8. The understanding of the High IQ male students and High IQ female students has been significantly equally affected through concept mapping.
9. The understanding of the Low IQ male students and Low IQ female students has been significantly equally affected through concept mapping.
10. The critical thinking skills of experimental group through concept mapping have been found to be significantly greater than that of the control group.
11. Significant differences have been found in the critical thinking skills of experimental group through concept mapping and that of the control group, gender-wise, respectively.

12. The critical thinking skills of the male and female students of the experimental group have been equally significantly affected through concept mapping.

13. There has been found significant enhancement in the critical thinking skills of High IQ and Low IQ students of Experimental Group through Concept Mapping and that of the High IQ and Low IQ students of the Control Group, respectively.

14. The critical thinking skills of the High IQ students of the Experimental Group through concept mapping have been significantly greater than that of the Low IQ students.

15. There has been found significantly greater enhancement in the critical thinking skills of High IQ and Low IQ male and female students of Experimental Group through Concept Mapping than that of the High IQ male and female students of control group and Low IQ female students of the Control Group, respectively, whereas, no significant difference has been found in the critical thinking skills of the Low IQ female students of the Experimental Group and Low IQ female students of the control group.

16. The critical thinking skills of the High IQ male and female students of the Experimental Group through concept mapping has been significantly greater than that of the Low IQ male and female students, respectively.

17. The critical thinking skills of the High IQ male students and High IQ female students have been significantly equally affected through concept mapping.

18. The critical thinking skills of the Low IQ male students and Low IQ female students have been significantly equally affected through concept mapping.

19. The Critical Thinking Tendency of experimental group through concept mapping has been found to be significantly greater than that of the control group.

20. Significant differences have been found in the Critical Thinking Tendency of experimental group through concept mapping and that of the control group, gender-wise, respectively.

21. The Critical Thinking Tendency of the male students of the experimental group has been found significantly greater than that of the female students of the Experimental Group through concept mapping.
22. There has been found significant enhancement in the critical thinking tendency of High IQ and Low IQ students of Experimental Group through Concept Mapping and that of the High IQ and Low IQ students of the Control Group, respectively.

23. The critical thinking tendency of the High IQ students of the Experimental Group through concept mapping has been significantly greater than that of the Low IQ students.

24. There has been found significantly greater enhancement in the critical thinking tendency of High IQ and Low IQ male and female students of Experimental Group through Concept Mapping than that of the High IQ and Low IQ male and female students of the Control Group, respectively.

25. The critical thinking tendency of the High IQ male and female students of the Experimental Group through concept mapping has been significantly greater than that of the Low IQ male and female students, respectively.

26. The critical thinking tendency of the High IQ male students and High IQ female students has been significantly equally affected through concept mapping.

27. The critical thinking tendency of the Low IQ male students and Low IQ female students has been significantly equally affected through concept mapping.
Effect of Cognitive and Meta-cognitive Strategy Instruction on the Mathematical Problem Solving of Elementary School Students with Learning Disabilities (Susanta Mohanty, 2009, Kurukshetra University, Kurukshetra, Haryana)

Objectives

1. To identify students with learning disabilities in Mathematics.
2. To develop an achievement test in mathematical problem solving for students with learning disabilities.
3. To develop instructional formats focusing on cognitive and metacognitive strategies in context of mathematical problem solving of students with learning disabilities.
4. To see the effectiveness of cognitive and metacognitive strategy instruction for improving mathematical problem solving of students with learning disabilities.
5. To determine if engagement in cognitive and metacognitive strategy instruction results in qualitative changes in learning disabled students knowledge, use, and control of mathematical problem solving strategies.

Research Method

The pre-test and post-test Experimental and Control Group Parallel Design has been employed for the study.

Variables

Cognitive and metacognitive strategy instruction was considered as independent variable, whereas, mathematical problem solving was considered as dependent variable.

Sample

40 Std. VI students having learning disabilities were drawn purposively from six elementary schools in Kurukshetra District of Haryana. 20 students constituted the Experimental Group, whereas, 20 the Control Group for the study.

Tools

Previous Academic Recors, Subject Teachers’ Opinion and Ravens Progressive Matrices were used for identification of the students with learning disabilities in mathematics. The characteristics of the tools - Mathematical Word Problem Solving Achievement Test developed by the investigator, and Mathematical Problem Solving Assessment- Short Form
(MPSA-SF, Montague, 1996), used for the study. The effectiveness of the strategy was studied in seven areas, namely, Addition, Subtraction, Multiplication, Division, Percentage, Profit and Loss and Simple Interest.

**Data Analysis**

The data were analyzed through Mean, SD and t-test.

**Findings**

1. The prevalence rate of Learning Disability in Mathematical problem solving among Grade 6\(^{th}\) students has come out to be 11.17 percent.

2. No significant difference was found in the pre-test mean scores of Experimental Group and Control Group on Mathematical Word Problem Solving Achievement Test establishing their parallel to begin with.

3. The intervention Program has been found to have a significant positive effect on the mathematical problem solving of students with learning disabilities.

4. Significant differences were seen between the Experimental and Control Groups on the measures of Mathematics perception, attitude towards Mathematics in general and attitude towards Mathematical Word Problem Solving in particular, in favour of Experimental Group.

5. The Experimental Group Students demonstrated deeper knowledge of Mathematical Problem Solving (KMPS1 and KMPS2) after the treatment than the Control Group.

6. The Experimental Group Students evidenced significantly greater knowledge of Word Problem Solving Strategies than their Control Group counterparts. Also, they differed significantly in all the three domains-knowledge, use and control of Word Problem Solving Strategies.
The Baseline Study of Science and Mathematics Skills in Primary Schools of Tribal Belt in Gujarat (Swati Survey, 2007)

Objective

1. The main objective of the Study was to study the academic level of students of Ashram schools across educationally backward tribal zones of Gujarat.

2. The main objective was further differentiated into level wise objectives from Std. III to VII.

Research Method

Survey Method has been employed for the Study.

Sample

For the baseline study 10% sample, 45 schools out of 454 Ashram Schools were selected by IETS. Out of these 5 schools are Girls’ Schools.

Tools and Techniques

Objective type Achievement Test and observations were employed for the study.

Data Analysis

The data have been analyzed through frequencies, % responses and graphical representations.

Findings

1. The average performance of the schools in written test at Minimum Level are less than 40%, that is, the learning level of students stands at average 4% of the standard level.

2. Schools which are nearer to a town or have an industrial zone nearby or are run by trust who have network of schools have shown better student performance.

3. Schools which are interior region, have no regular mode of transport, children are very shy and have low performance level.

4. There is no remarkable difference in the performance of Girls’ Schools and Co-Ed Schools, although Co-Ed Schools show slightly better performance.

5. Students need lot of Practical and Experimental methods of Teaching for better understanding of Science and Maths concepts.
An exploration in the teaching of science for standard VIII on the unit of agriculture through a video instruction programmes (Vallabh J. Vekaria, 2002)

The researcher developed video instructional programme and constructed a test, and an opinionnaire for the students and an opinionnaire for the teachers. The video instructional programme developed by the researcher was found to be effective in the urban as well as rural areas of Saurashtra, Central Gujarat and South Gujarat.

The video constructional programme was found equally effective on rural and urban areas of entire Gujarat. The effectiveness of the programme was found directly proportional to the level of achievement in all the three areas. The students and teachers were found to have positive reactions towards the video instruction programme.
### SECTION_23 Sociological Foundation in Education

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Objectives

1. To study the backward castes of Vidarbha.
2. To study the girls of backward castes of Vidarbha in pursuing higher education.
3. To study the Social Status of girls of backward castes of Vidarbha in pursuing higher education.
4. To study the Economic Status of girls of backward castes of Vidarbha in pursuing higher education.
5. To study the facilities provided by the government to the girls of backward castes of Vidarbha in pursuing higher education.
6. To study the effect of family size and standard of life on the educational progress of the girls of backward castes of Vidarbha.
7. To study the problems faced by the girls of backward castes of Vidarbha in pursuing their Higher Education and suggest remedial measures.

Sample

A total of 1100 girls of backward casts and Pursuing higher education @ 100 girls per district were selected for the study randomly from the 100 districts of Vadarbh region of Maharashtra.

Data Collection

The data were collected from the girls, Teachers, Principal, Chairperson of Higher Education Institution, experts and Parents etc.

Tools

The tools used for data collection were, namely, questionnaire, opinionnaire and interviews.

Data Analysis

The data were analyzed through frequencies and percentage responses.
Findings

1. 80% of the higher education girls from backward castes faced economic problems, 10% family problems, 5% social problems, whereas, 5% administrative problems.
2. 80% of the students received scholarship, whereas, 20% received no scholarship.
3. 80% of the students could not avail of scholarship due to income, whereas, 20% due to administrative impeding factors.
4. 95% of the students made use of the scholarship for higher education, whereas, 5% could not.

It is evident through the study that poor economic background of the girls of the backward castes pursuing higher education was found to be the most prominent factor impeding their higher education studies. Family background also affected their higher education adversely. The study has suggested to take measures for strengthening the economic background of these students and to provide them suitable hostel facilities in the urban areas.
Effectiveness of Education Guarantee Scheme Schools in Terms of Awareness of Community Participation, Teaching Attitude of “Guruji” and Achievement of Students: A Comparative Study (Ishwar Prasad Yadav, 2011, Guru Ghasidas Vishwavidyalaya, Bilaspur, Chhatis Garh)

Objectives

1. To have knowledge of community participation in running and managing EGS Schools.
2. To study the attitude of Gurujis towards teaching and to compare the same with the teachers of the Govt. Primary Schools.
3. To measure achievement of students of EGS and that of Govt. Primary Schools.
4. To study the over all impact of the EGS Schools on the following points:
   1) An assessment of difficulties faced by community, VEC, Gurujis, Students and Parents of EGS Schools.
   2) Identification of the practical problems faced in the field and to suggest ways of tackling these.
   3) Obtaining information about worthwhile experiences, innovations to seek suggestions from the respondents for the solution of the problems.

Research Methods

Survey Method has been employed for the study.

Sample

20 EGS schools from all the 10 Blocks of Bilaspur district have been selected on the rando sampling method, but Government Primary Schools from nearby locality were selected by purposive selection procedure. All the 24 Gurujis working in selected EGS schools with same number of Teachers of nearest Govt. Primary Schools have been chosen for the study. All the 295 students of class IV have been selected from the above EGS schools and same number of students of Govt. Primary Schools has been selected as sample by random sampling method. Parents of students and Post holders and members of School Management Committee of selected EGS schools have been considered to obtain people participation. In order to find matching counter parts of students and teachers of Govt. Primary Schools from the nearest locality, similar number of teachers and students from same class were selected purposely.

Tools

The tools used for the study were, namely, interview schedules, Teacher Attitude Inventory (TAI by Dr. S.P. Ahluwalia) and Achievement Test.
Data Analysis

The data were analyzed through t-test. Histograms, Pie graphs and Bar graphs have been used for comparative study between students and Gurujis of Egs Schools and Teachers of Govt. Primary Schools. Ogives have been used to compare all the 6 aspects of TAI scores and achievement scores of the students. Questionnaires of the interview schedules for local community and Guruji’s have been analyzed and interpreted by descriptive statistics.

Findings

1. The teaching attitude scores of Gurujis of EGS Schools and Teachers of Govt. Primary Schools have not been found to differ significantly.
2. Attendance of students in EGS schools has been found to be increased.
3. Cooperation of community members with Gurujis has been found better.
4. Community members’ support for resource development and working of EGS Schools has been found to be very inspiring.
5. Enrolment and retention of the children have been found to be increased.
6. The achievement level of students of EGS Schools has been found to be significantly higher in comparison with that of students of Govt. Primary Schools.
7. 75% Gurujis of EGS schools have been found to be residents of habitation.
8. 29.16% of the Guruji’s of EGS schools have been found to be trained, while, 79.16% teachers of GP schools have been found to be trained.
9. 45.8% Gurujis have been found to have Teaching Experience of less than 3 years, while, 45.8% teachers of GP schools have been found to have Teaching Experience of 10 to 16 years.
10. 30% of EGS have been found to have no space for schooling.
11. 80% of EGS schools single Guruji as Teacher.
12. 55% EGS schools have been found to have lack of toilet, 25% lack of classroom, and 25% lack of urinal.
A Study of Roles and Functions of Monks in Educational Development of THAI Society (Kasem Suteerachaiwattana, 2002, S.P. University, Vallabh Vidyanagar)

Objectives

1. To study the roles and functions of monks in the development of the THAI society.
2. To compare the roles and functions of monks in relation to their age, term of monk-hood, area of temples, level of general education and religious education of monks.
3. To study the problems and obstacles of roles and functions of monks regarding the educational development of the Thai society.

Sample

A random sampling technique was used to select a sample of 2800 monks from 40 temples in eight provinces of Thailand. This sample was drawn from a population of about 2500 temples and 36000 monks dwelling in those temples.

Research Design

This is a survey study.

Tools and Techniques

The investigator prepared a 5 point scale using Likert Method, comprising of 57 statements on the roles and functions of monks. A personal data sheet was also developed to collect personal information of the monks.

Data Analysis

The data were analysed through ANOVA, t-test and Studentized Range Statistics Test.

Findings

1. The monks were found to play a moderate role in the educational development of the THAI society.
2. The status of monks, their age, area of temple, term of monk-hood, level of education did affect the degree of roles and functions of the monks.
3. The monks of abbot level; the monks between 31-40 years of monk-hood, the monks having a graduate degree, the monks having Pali and Dhamma Education, the monks
belonging to temples in the rural area were found to have a stronger and higher effect on the educational development of the Thai society.

4. Many of the monks said that they lack funds, opportunities, support, leadership training, facilities and time to perform their roles and functions.

5. It was seen that some of the monks were interested in earning money from people, but did not want to take part in the educational development of people.

6. Some graduates or more qualified monks wanted to seek opportunities for their personal progress.

7. Lack of support from the government and community also created impediments in their service to people.
Role of Education in Changing the Concept of Marriage (Preetu Srivastava, 2012, University of Lucknow, Lucknow, UP)

A Reflection, Line of Attack, A Rendezvous with the Participants, Precis and Emergence of Dormant Details, A Treatise and Finale, though highly condensed, innovative and economic, yet could be more comprehensive. Nuptial: Genesis, Marriage and Social Order, Marriage & Procreation, Marriage for Sex & Companionship, Marriage from Sociological Perspective, The Fairer Sex, Winds of Change and Fuss about Women Education find proper expression. Under broad interest areas first interest area could be deleted, because there is no difference between the statement of the problem and the first interest area.

Research Method

The Study is qualitative in nature. Naturalistic Inquiry Approach has been employed. Case Study Approach has been adopted.

Sample

The sample has been drawn, but, restricted to five women. All the 5 cases have been found to have unique identity.

Data Collection and Data Analysis

The data have been gathered by the investigator in-depth. The credibility, transferability, dependability and conformability have been well observed.

Findings

Educated Women

1. For educated women freedom of women is very important.
2. Self respect and identity need to be maintained after marriage.
3. Division of labour is very important for a congenial home environment.
4. All decisions in the family should be taken joint deliberations of husband and wife.
5. Adjustment is necessary.
6. For a conjugal relationship marriage is not mandatory.
7. Education not hindrance in adjustment but gives strength for adjustment.
9. Education is like oxygen.
10. Live-in-relationship is not a sin.

11. Education gives independence to mind, body and soul.

12. Single-hood is not a curse.

13. Procreation is not the aim of a Woman’s life.

14. Marriage does not make a woman secure, Education does.

Uneducated Women

1. Marriage is the aim of a woman’s life.

2. Marriage gives security to woman.

3. Decision making is the arena of men life.

4. It is the duty of woman to work at home whether she does job or not.

5. Women are for giving birth to babies.

6. Hitting and abuse is a man’s right.

7. Live-in-relationship is a sin.

8. Education is not for girls.

9. Education makes a woman arrogant.

10. Education makes a woman financially sound.

11. Single-hood is a curse for a woman.

Back
Development of Moral Judgement in Elementary School Children in Relation to their Home Environment, Socio-Economic Status and Intelligence (Ramesh Kumar Mohanty, 2008, Utkal University, Bhubaneswar, Orissa)

Objectives
1. To assess the level of moral judgement in elementary school children reading in religious based institutions, like, Shishumandirs, Bidyamandirs and compare the same with the students of other schools.
2. To prepare a profile of elementary school children in percentage on different categories of moral judgement, like, very poor, poor, average, above average and extra ordinary.
3. To study the home environment, socio-economic status and intelligence of those elementary school children included as the sample for present investigation.
4. To compare the difference in moral judgement, home environment, socio-economic status and intelligence due to sex variation.
5. To find out the relationship if any in between in the variables through a correlation matrix.
6. To employ a differential analysis on moral judgement of elementary school children due to high and low home environment, socio-economic status and intelligence.

Research Method
The ex-post-facto type of design of co-relational study method has been employed in the present study.

Sample
The sample of five hundred religious based elementary school children and three hundred other government elementary school children has been drawn for the study from undivided Cuttack district of Orissa region employing simple random sampling.

Tools
Test of Moral Judgement (Das R.C., 1981), Mohite Home Environment Inventory (Mohite, 1983), Mishra’s Verbal Test of Intelligence (Mishra, 1984), and the SES constructed by the investigator were used for the study.

Data Analysis
The data were analyzed employing statistical techniques, namely, Central Tendency, Variability, Percentiles, t-values.
Findings

1. There exists a significant difference in moral judgement of children of religious schools as compared to that of the children of the other schools.
2. There exists a significant difference in the moral judgement of boys and girls of the sample schools.
3. There exists a significant difference in home environment of boys and girls.
4. There exists significance difference in socio-economic status of boys and girls at the elementary school level.
5. There exists significant difference in intelligence of the boys and girls at the elementary school level.
6. Highly sophisticated home environment influences better in the development of the moral judgement of the children at the elementary school level, as compared to low level of the home environment.
7. No significant difference was found in the moral judgement of the boys and girls due to high or low level of SES.
8. High and low level of Intelligence Groups of students differed significantly in their scores on moral judgement.
9. There exists a positive relationship between moral judgement and home environment.
10. There exists a positive relationship between SES and development of moral judgement of elementary children, but not significant.
11. There exists a positive relationship between the intelligence and development of moral judgement of elementary school children.

Back
Impact of Modalities of School Community Symbiosis on Quality Education of ST and SC Children at Primary Level in the State of Orissa (Ranjan Kumar Dash, 2010, Utkal University, Bhubaneswar, Orissa)

Objectives

1. To study the independent effects of VEC, PTA, and MTA on enrolment, retention, achievement of ST and SC Children, management of school and development of basic infrastructure at the primary stage.

2. To study the joint effects of VEC, PTA, and MTA on enrolment, retention, achievement of ST and SC Children, management of school and development of basic infrastructure at the primary level.

3. To compare the enrolment, retention and achievement level of ST and SC children studying at primary stage in relation to their sex.

4. To assess the students’ perception regarding participation of community functionaries on quality education at primary level.

Research Method

The study has very well employed descriptive, causal comparative and correlation research methodology.

Sample

The sample for the study is constituted of 44 schools drawn randomly from nine blocks of the three selected districts, namely, Koraput, Nabrangpur and Nuapada of Orissa. From each school three VEC members, 3 PTA members, 3 MTA members, 1 Headmaster/Teacher, and 3 students constituted the sample for the study.

Tools

The tools used for the study were, namely, Interview Schedule for VEC Members, Interview Schedule for PTA Members, Interview Schedule for MTA Members, Students’ Perception Scale, School Management Observation-Cum-Interview Schedule and School Infrastructure Information Check List were well established. Also, School Enrolment Record, Students’ Retention Record, and Students’ Academic Achievement Marks Record. were used for the study.

Data Analysis

The statistical techniques, namely, Mean, SD, Correlation, ANOVA and t-test were appropriately employed for data analysis.
Findings

1. When the effect of VEC on enrolment, retention, achievement, management and infrastructure aspects of the school was studied (on the basis of the data/score taken from, both, community members and teachers), it was found that the VEC has no significant effect on any aspect of the school, that is, enrolment, retention, achievement, management and infrastructure, though the mean level scores of retention, achievement, and management of high VEC score schools are more than the respective mean scores of retention, achievement, and management of low VEC score schools. Under high VEC score schools, more number of school related variables, like, enrolment, retention, achievement, etc.) are correlated with each other than the low VEC score schools.

2. When the effect of VEC on enrolment, retention, achievement, management and infrastructure aspects of the school was studied (on the basis of the data/score taken from teachers), it was found that the VEC has significant positive impact on management of the school, whereas, VEC has no significant impact on development of enrolment, retention, achievement, and infrastructure aspects of the school. In all the 4 aspects of the school, namely, management, enrolment, and infrastructure, the mean score of low VEC score schools are more than the mean score of high VEC score schools. In teacher score based high VEC score schools there is positive dependency/correlation among more group of school related variables, like, enrolment, retention and achievement, whereas, in teacher score based low VEC score schools there is positive dependency/correlation among less groups of school related variables, like, enrolment, retention and achievement.

3. When the effect of VEC on enrolment, retention, achievement, management and infrastructure aspects of the school was studied (on the basis of the data/score taken from community members), it was found that the VEC has significant positive impact on management of the school, whereas, VEC has significantly negative impact on enrolment aspect of the school and no significant impact on retention, achievement and infrastructure aspects of the school. In two aspects of the school (in addition to
management), that is, retention and achievement, the mean score of community member score based high VEC score schools are more than the mean score of community score based low VEC score schools. In community member score based high VEC score schools, there is positive dependency/correlation among more groups of school related variables (variables like enrolment, retention, achievement, etc.), whereas, in community member score based low VEC score schools, there is positive dependency/correlation among less group of school related variables (variables like enrolment, retention and achievement, etc.).

4. When the effect of PTA on enrolment, retention, achievement, management and infrastructure aspects of the school was studied (on the basis of the data/scores taken from both parents and teachers), it was found that that PTA has no significant effect on any aspect of the school, that is, enrolment, retention, achievement, management and infrastructure, though the mean level scores of management and infrastructure of high PTA score schools are more than the respective mean scores of management and infrastructure of low PTA score schools. Less number of school related variables (like enrolment, retention, achievement) under high PTA score schools are positively correlated with each other than the school related variables (like, enrolment, retention, achievement) under low PTA score schools.

5. When the effect of PTA on enrolment, retention, achievement, management and infrastructure aspects of the school was studied (on the basis of the data/scores taken from teachers), it was found that that PTA has no significant impact on enrolment, achievement, management and infrastructure, whereas, PTA has significantly negative impact on retention of the school. In two aspects of the school (in addition to retention), that is, enrolment and achievement, the mean score of teacher score based low PTA score schools are more than the mean scores of teacher score based on high PTA score schools. In teacher score based low PTA score schools more groups of school related variables (like, enrolment, retention, achievement) are positively correlated with each other than the variables under teacher score based high PTA score schools.

6. When the effect of PTA on enrolment, retention, achievement, management and infrastructure aspects of the school was studied (on the basis of the data/scores taken from parents), it was found that that PTA has no significant impact on any of the school relating to enrolment, retention, achievement, management and infrastructure aspects of the school, though the mean level scores of retention, management and
infrastructure of parent score based high PTA score schools are more than the respective mean level scores of retention, management and infrastructure of parent score based low PTA score schools. In parent score based high PTA score schools more group of school related variables (like, enrolment, retention, achievement) are positively correlated with each other than the variables under parent score based low PTA score schools.

7. When the effect of MTA on enrolment, retention, achievement, management and infrastructure aspects of the school was studied (on the basis of the data/scores taken from both mothers and teachers), it was found that that MTA has no significant impact on any of the school relating to enrolment, retention, achievement, management and infrastructure, though the mean level score of all the related variables, like, enrolment, retention, achievement, management and infrastructure score of high MTA score schools are more than the respective mean score of all the school related variables, like, enrolment, retention, achievement, management and infrastructure scores of low MTA schools. In high MTA score schools more groups of school related variables (like, enrolment, retention, achievement, management) are positively correlated with each other than the respected variables under low MTA score variables.

8. When the effect of MTA on enrolment, retention, achievement, management and infrastructure aspects of the school was studied (on the basis of the data/scores taken from teachers), it was found that MTA has significantly positive effect on management aspect of the school, whereas, MTA has no significant impact on four aspects, that is, enrolment, retention, achievement, and infrastructure. In three aspects of the school (in addition to management), that is, retention, achievement and infrastructure, the mean scores of teacher score based high MTA score schools are more than the mean scores of teacher score based low MTA score schools. Under teacher score based low MTA score schools more number of school related variables (like, enrolment, retention, achievement) are positively correlated with each other than the variables under teacher score based high MTA score schools.

9. When the effect of MTA on enrolment, retention, achievement, management and infrastructure aspects of the school was studied (on the basis of the data/scores taken from mothers), it was found that MTA has significantly positive effect on management and infrastructure aspects of the school, whereas, MTA has no significant impact on three aspects, that is, enrolment, retention, and achievement.
Under mother score based high MTA score schools positive dependency / correlation is found among more groups of variables relating to school (variables like enrolment, retention) than under mother score based low MTA score schools.

10. When the joint effect of VEC, PTA and MTA on enrolment, retention, achievement, management and infrastructure aspects of the school was studied, it was found that jointly VEC, PTA, MTA have no significant effect on any aspect of the school, that is, enrolment, retention, achievement, management and infrastructure, though in four aspects of the school, namely, retention, achievement, management and infrastructure, the mean scores of high VEC, PTA and MTA score schools are more than mean scores of low VEC, PTA and MTA score schools. In low VEC, PTA and MTA score schools, more number of variables (like enrolment, retention) are positively correlated with each other than the respective variables under high VEC, PTA and MTA score schools.

11. When the joint effect of VEC and PTA on enrolment, retention, achievement, management and infrastructure aspects of the school was studied, it was found that jointly VEC and PTA have no significant impact on any aspect of school, that is, enrolment, retention, achievement, management and infrastructure. In three aspects of the school, that is, enrolment, achievement and infrastructure the mean score of the low VEC and PTA score schools are more than mean scores of high VEC and PTA score schools. Under high VEC and PTA score schools more groups of school based variables (like enrolment, retention) are positively correlated among themselves, whereas, under low VEC and PTA score schools less groups of school based variables are correlated among themselves.

12. When the joint effect of VEC and MTA on enrolment, retention, achievement, management and infrastructure aspects of the school was studied, it was found that jointly VEC and MTA have no significant impact on any aspect of school, that is, enrolment, retention, achievement, management and infrastructure, though in three aspects of the school, namely, retention, achievement and management, the mean score of high VEC and MTA score schools are more than mean scores of low VEC and MTA score schools. Under high VEC and MTA score schools more groups of school based variables (like enrolment, retention) are positively correlated among themselves, whereas, under low VEC and MTA score schools less groups of school based variables are correlated among themselves.
13. When the joint effect of PTA and MTA on enrolment, retention, achievement, management and infrastructure aspects of the school was studied, it was found that jointly PTA and MTA have no significant impact on any aspect of school, that is, enrolment, retention, achievement, management and infrastructure, though in four aspects of the school, namely, retention, achievement management and infrastructure, the mean score of high PTA and MTA score schools are more than mean scores of low PTA and MTA score schools. Under high PTA and MTA score schools more groups of school based variables (like enrolment, retention) are positively correlated among themselves, whereas, under low PTA and MTA score schools less groups of school based variables are correlated among themselves.

14. The enrolment of ST and SC children at primary stage differs among themselves in relation to their sex.

15. The retention of ST and SC children at primary stage does not differ among themselves in relation to their sex.

16. The achievement of ST and SC children at primary stage differs among themselves in relation to their sex.

17. 80% of the students perceived that village members/people take care of school properties and come sometimes to school to observe whether the children are taught properly in the school.

18. 60 to 70% of students perceived that teachers and headmasters conduct meetings in school with village functionaries for the improvement of the school. The village functionaries collaborate in different social functions conducted in school and maintain good relationship.

19. Around 55 to 60% of students perceived that local area person is the member of school education committee/managing committee and persons from village area come to the school to participate in school activities.

20. More than 80% of students perceived that that teachers and headmasters conduct meeting with their parents and students’ problems are discussed with their parents.

21. Less than 55% of students perceived that parents come to school to discuss many academic and other problems with the teachers. Parents try to take necessary support in terms of labour or other activities for the improvement of school.

22. 45% of students perceived that mothers of the school children participate in different school activities, like, cultural programs, functions, festivals in the school.
23. Around 20-30% of students perceived that mothers come to school sometimes to discuss about their study matter, learning difficulties and other personal problems with the teachers.

24. 11% of the students perceived that mothers come to school regularly to attend the school meetings and teachers discuss with the mothers about doubts, difficulties and problems of children. 6% students perceived that mothers spend some of their valuable time for the development of school.

Back
Shiksha Se Virat Grameen Mahilayon Ki Samshayon Ka Ek Adhyyan
(Pratap Janpad Ke Patti Tehseel Kee Mahilaon Ka Ek Adhyyan) (Ranjana Mishra, Dr.Ram Manohar, 2007 Lohiya Avadh Vishwavidyalaya, Faizabad)

Objectives

1. To find out the causes of deprivation of education of rural women.
2. To find out the level of family adjustment of uneducated rural women.
3. To study the social and emotional adjustment of educationally deprived rural women.
4. To find out the attitude of illiterate women towards the education of their children.
5. To study the attitude of illiterate women towards literate women.
6. To study the views of illiterate rural women towards national welfare policies.
7. To study the attitude of educationally deprived women towards aims of life.
8. To find out the capacity of educationally deprived women to take social decisions.
9. To study the adjustment problems of illiterate women in nuclear educated and socially joint families.
10. To study the problems of elected illiterate women on the reserved seats in the present “Panchayatiraj Organization

Nature of Study

It is an exploratory Study.

Sample

A purposive sample of 300 illiterate women, including General, Backward, and Reserved categories was drawn for the study from all the three developmental blocks, namely, Devsara, Patti, and Magrora of Pratapgadh district.

Tools used

The data were collected by the investigator through interview schedules and Public Records.

Data Analysis

The data have been suitably analyzed through frequencies and % responses.
Findings

- 65% of the illiterate women feel ashamed, 30% feel disrespected, whereas, 5% feel at a loss in the presence of literate women.
- 84% of the illiterate women are of the view that the literate women do not value their work, whereas, 16% feel that they value their work.
- 84% of the illiterate women have responded that the literate women do not seek their opinion.
- 68% of the illiterate women have responded that they feel jealous of the literate women.
- 91% of the illiterate women have responded that they are facing economic problems.
- 84% of the illiterate women face difficulties in keeping accounts of the domestic expenditure.
- 81% of the illiterate women have accepted that they do not know the ways of domestic savings.
- 48% of the illiterate women have responded that they do not keep their accounts in banks, whereas, 44% have responded that they have to seek the help of others for keeping their accounts in banks.
- 56% of the illiterate women have responded that they are not in a position to observe accounts of the money given by them on loan.
- 92% of the illiterate women have responded that they face difficulties in translating their family responsibilities.
- 75% of the illiterate women have responded that they are not given importance in their families.
- 64% of the illiterate women have responded that they are occupied with their domestic work, due to which they have to face problems.
- 76% of the illiterate women have responded that the behaviour of their husband is not good.
- 58% of the illiterate women have responded that they have to go by the opinions of their husband. Their opinions are not given importance.
- 80% of the illiterate women have responded that their husband indulge in “Mar-Peet”.
64% of the illiterate women have responded that they share their health status with women community only.

55% of the illiterate women have to depend on others for the injections of their children, whereas, 25% are negligent towards the injections.

65% of the illiterate women have responded that they are not aware of the ways of family planning.

67% of the illiterate women have responded that they are not aware of the modern ways of “Bandhyakaran”. 40% of the illiterate women take “Bandhyakaran” for economic profit.

84% of the illiterate women have responded that they observe blind faith.

80% of the illiterate women have responded that they do not utter the name of their husband.

76% of the illiterate women have responded that they abstain from social functions.

83% of the illiterate women have accepted that education is the only mean for building better future of the children.

57% of the illiterate women have responded that if their daughter is educated then there will not be any problem for her marriage.

62% of the illiterate women have responded, that had they been literate, they would have served.

98% of the illiterate women have responded that education is a must for self support.

58% of the illiterate women are even now interested in Education and they want to Study.

76% of the illiterate women have responded that though they want to study, but they are not sharing their desire with their husband.

55% of the illiterate women have responded that they could not be literate because of “Ladki Hai, Padhkar Kya Karegi” thinking of parents.

55% of the illiterate women have responded that their early marriage can be attributed for their illiteracy.

97% of the illiterate women do not give importance to early marriage.
80% of the illiterate women have realized that “Perda” impedes integration into the community life.

55% of the illiterate women have responded that they could not be educated because of the indifference of their parents towards education.
Aggression and Adjustment among Adolescents belonging to One Child and Many Children Families in relation to Socio-Economic Status and Home Environment (Ravneet, 2005, Kurukshetra University, Kurukshetra)

Objectives
1. To find out differences in aggressive behaviour of male and female children belonging to one child and many children families.
2. To find out differences in adjustment (personal, social and home) of male and female children belonging to one child and many children families.
3. To investigate the relationship among aggression, adjustment, socio-economic status and home environment of male and female children belonging to one child and many children families.
4. To find out the main and interaction effects of socio-economic status, home environment and family type on aggression of children.
5. To find out the main and interaction effects of socio-economic status, home environment and family type on adjustment of children.

Sample
400 IX Standard students were drawn randomly for the study, 100 boys and 100 girls from one child family and 100 boys and one 100 girls from many children families.

Tools
All the four tools employed for the study were, namely, Aggression Questionnaire by Dr. G.C. Pati, Adjustment Inventory by Dr. A.K.P. Singh, SES Inventory by Dr. S.N. Rao and Home Environment Scale by Dr. Sanjay Vohra.

Data Analysis
Correlation, ANOVA and ‘t’ test have been used for data analysis.

Findings
1. The male children were found more aggressive than the female children.
2. There was found no family difference in aggression due to difference in type of family.
3. There was no interaction effect of sex and family type on aggression.
4. The boys and girls did not differ in their social adjustment.
5. The children belonging to single child family were found to have more social adjustment than children belonging to multi children family.
6. The interaction effect of sex and type of family on social adjustment was found insignificant at .05 level.
7. The family type and SES were found to have no independent effect on social adjustment of children.
8. Children belonging to poor home environment were found to have better social adjustment than those belonging to good home environment.
9. The F-ratio for two factor interaction of family type and SES, family type and home environment as well as for three factor interaction of family type, SES, and home environment were not significant.
10. The males were found to have better educational adjustment than the females.
11. The single family children were found to have higher educational adjustment than those belonging to multi children family.
12. Children from single child family were found to have higher educational adjustment than those belonging to multi children family.
13. Those children belonging to low home environment were found to have better educational adjustment than those from better home environment.
14. SES was found to have no significant effect on educational adjustment.
15. Two factor interaction of family types and SES as well as three factor interaction of family types, SES and home environment were found to have significant on educational adjustment of children; the other two interaction factors were found statistically insignificant.
16. Children belonging to low home environment were found to have higher emotional adjustment than those from high home environment families.
17. Two factor interaction effect of type of families and SES, type of families and home environment as well as the three factor interaction effect were found insignificant. However, the interaction effects, SES and Home Environment was found significant. Those belonging to low SES but high home environment were found to have better emotional adjustment than those belonging to high SES and high home environment.
18. SES was found to have high significant correlation with adjustment, aggression and home environment.
19. Adjustment as a whole was found to have positive and significant correlation with aggression and home environment.
20. Aggression was found to have positive and significant correlation with home environment.
Teacher Burn-out in relation to occupational stress, mental health problems and socio-economic status- a factor analytical study (Renu Choudhary, 2001, Kurukshetra University, Kurukshetra)

Objectives

1) To study the differences separately in burnout and its dimensions- depersonalization, personal accomplishment and emotional exhaustion among primary school teachers of Haryana in relation to their occupational stress, mental health, problems and SES.

2) To study the differences separately in burnout and its dimensions among school teachers in relation to their occupational stress, marital status and age group.

3) To study the differences separately in burnout and its dimensions among school teachers in relation to their mental health, marital status and age group.

4) To study the differences separately in burnout and its dimensions among school teachers in relation to their occupational status, teaching experience and academic qualifications.

5) To study the differences separately in burnout and its dimensions among school teachers in relation to their mental health, teaching experience and academic qualifications.

6) To study the differences separately in burnout and its dimensions among school teachers in relation to their occupational stress, type of school and location of school.

7) To study the differences separately in burnout and its dimensions among school teachers in relation to their occupational stress, type of school and location of school.

8) To study the differences separately in burnout and its dimensions among school teachers in relation to their occupational stress, sex and residence.

9) To study the differences separately in burnout and its dimensions among school teachers in relation to their mental health, sex and residence.

10) To find out the factors implicit in the variables of mental health, occupational stress and SES as related to burn out.

Sample

Multi stage stratified random sampling technique has been used to select the sample. In the first stage 4 districts were selected randomly out of 20 districts in Haryana. In the second stage a total of 47 primary schools were selected. In the third stage a total of 400 teachers were selected randomly.
**Tools and Techniques**

Self prepared personal data sheet, Maslach Burnout inventory, Magotra Teachers’ Mental Health Scale, Self prepared occupational stress scale, Padhi SES scale were used for the study.

**Data analysis**

The data were analysed through ANOVA and Factor Analysis.

**Findings**

The occupational stress, mental health problems, SES, marital status, educational qualifications, teaching experience and residence of the primary school teachers have been found to have independent or interactive effect on burnout and its various dimensions to varying degrees
Study of Political Socialization of the University Students in Haryana (Sukhvinder Singh, 2005, Kurukshetra University, Kurukshetra)

The study has attempted to find out the differences between the students of KUK and MDU on various dimensions of political socialization, viz., political knowledge, political interest, political participation, political values, political efficacy/cynicism and political attitude as a whole and gender-wise, habitat-wise, gender & habitat-wise, caste category-wise, stream-wise, income group-wise, parents education level-wise, parents occupation-wise, family size-wise, mass media exposure-wise, political awareness-wise, affiliation to politically oriented student organization-wise, participation in political parties and student union-wise and politically affiliated family-wise.

Research Method

Descriptive survey method has been employed for the study.

Tools

The Questionnaire constructed by the Investigator for the study. The Questionnaire is constituted of Personal data sheet, Political Socialization Scale and Political Attitude Scale.

Sample

The sample of 1040 students has been drawn from the KUK and MDU cutting across three major subject groups, namely, Political Science, Non –Political Science and Science, further stratified into different categories on the basis of social, educational and family background of the students.

Data Analysis

T-test has been used for analyzing the data collected by questionnaire.

Findings

- Sex factor reveals differences on political socialization and its all dimensions except political knowledge. While female students of KUK have higher mean scores on political interest, male students of MDU have higher mean scores on political participation, male students of KUK have higher respect for political values, male and female students of MDU have higher respect for political efficacy and female students of KUK have more favourable attitude towards political socialization.

- Residence factor shows differences on total political socialization as well as on four of its dimensions, namely, political interest, political participation, political values and
political efficacy. Rural students of KUK have higher mean scores on political interest and political efficacy/cynicism. However, urban and rural students of the MDU have higher mean scores on political participation, and political values.

- Sex factor when examined with respect to residence of university students shows significant differences on political socialization and its all five dimensions. Rural female students of MDU have higher scores on political knowledge as compared to rural male and female students of KUK. Further male urban students of MDU have higher score on political interest as compared to female urban students of KUK. Female and male urban students of MDU have higher scores on political participation as compared to female urban students of KUK. Further male and female rural students of MDU have higher scores on political efficacy/cynicism as compared to male and female rural students of KUK. The male and female urban students of KUK have higher score on political socialization as compared to male urban students of MDU. Further the male and female rural students of KUK have higher score on political socialization as compared to male and female rural students of MDU.

- Caste factor of university students shows differences on political socialization as well as on its three dimensions, namely, political knowledge, political participation and political efficacy/cynicism. General caste students of KUK have higher mean score on political knowledge and political socialization. General caste and SC/BC students of MDU have higher mean score on political participation and political efficacy/cynicism.

- Subject group factor adheres to the differences on political socialization and its all dimensions. Political Science students of KUK have greater political knowledge and have higher respect for political values and they also have more favourable attitudes towards political socialization. Further non- Political Science students of KUK have higher mean scores on political interest and political efficacy. However, Political Science and Science students of the MDU have higher mean scores on Political interest, Political participation and political efficacy/cynicism.

- Parents income factor shows significant difference on Political Socialization and its all dimensions. The students of KUK belonging to high income group and low income group show higher mean scores on political knowledge as compared to students of MDU belonging to high, middle and low income groups. However, the students of KUK belonging to high income group have higher respect for political values and the
students of KUK belonging to low income group have higher mean score on political socialization. The students of MDU belonging to low, middle and high income groups have higher mean scores on political interest, political participation, and political efficacy/cynicism as compared to the students of KUK belonging to low income, middle income and high income groups.

- Parents education factor presents differences on political socialization and its all dimensions.
- Parents occupation factor presents differences on political socialization and its all dimensions.
- Type of family factor shows differences on political socialization and four of its dimensions. Joint family students of KUK are possessing higher political knowledge as compared to nucleus families students of MDU. Nucleus family students of KUK have higher scores on political interest as compared to the students of MDU belonging to joint families. However the nucleus family students of MDU have higher score on political participation and political efficacy as compared to the students of MDU belonging to joint families.
- Exposure to mass media presents differences on political socialization and its all dimensions.
- Political awareness factor shows differences on political socialization and its all dimensions.
- Political affiliation factor shows differences on political socialization and its all dimensions except political knowledge.
- Political participation factor shows significant differences on political socialization and its all dimensions except political knowledge and political interest.
- Family political affiliation and participation factor shows differences on political socialization and its dimensions except political efficacy/cynicism.
Social Maturity of Adolescents in Relation to Cognitive and Non-Cognitive Variables (Vijay Laxmi Agarwal, 2008, Panjab University, Chandigarh)

Objectives

1. To find relationship between social maturity and intelligence of the adolescents.
2. To find relationship between social maturity and academic achievement of the adolescents.
3. To find relationship between social maturity and problem solving ability of the adolescents.
4. To find relationship between social maturity and adjustment of the adolescents.
5. To find relationship between social maturity and SES of the adolescents.
6. To find relationship between social maturity and mental health of the adolescents.
7. To see whether there is some significant difference in the social maturity of male and female adolescents and adolescents of government and private senior secondary schools.

Hypotheses

1. There will be no significant relationship between social maturity and intelligence of the adolescents.
2. There will be no significant relationship between social maturity and academic achievement of the adolescents.
3. There will be no significant relationship between social maturity and problem solving ability of the adolescents.
4. There will be no significant relationship between social maturity and adjustment (home, social, health & emotional, school) of the adolescents.
5. There will be no significant relationship between social maturity and SES of the adolescents.
6. There will be no significant relationship between social maturity and mental health (emotional stability, adjustment, autonomy, security-insecurity, self concept, General Mental Ability) of the adolescents.
7. Conjoint effect of the independent variables in predicting the dependent variable of social maturity will be greater as compared to their independent predictors.
8. There will be no significant difference in the social maturity of the male and female adolescents.

9. There will be no significant difference in the social maturity of the government and private senior secondary school students.

**Research Method**

The survey method has been employed for the Study.

**Sample**

The sample of 691 adolescents (276 male & 415 female) was drawn from 12 of the schools located across all the 7 districts of Punjab. Random sampling technique has been employed.

**Tools**

Tools employed for data collection were, namely, Social Maturity Scale (Srivastava, 2000), Group Test of GMA (Tandon, 1971), Academic Achievement (10th Class records), Problem Solving Ability Test (Rajnish, 1998), Adjustment Inventory (Mattal, 1976), SES Scale (Kohli, 1988) and Mental Health Battery (Singh & Gupta, 1999)

**Data Analysis**

The data have been analyzed employing statistical techniques, namely, Pearson’s Product Moment Coefficient of Correlation, Step up regression, and t-ratio.

**Findings**

1. Intelligence has been found positively significantly related with social maturity.

2. The correlation between academic achievement and social maturity has been found to be insignificant.

3. The correlation between problem solving ability and social maturity has been found to be insignificant.

4. Home adjustment has not been found correlated with social maturity.

5. Significant correlation has been found between social adjustment and social maturity.

6. Significant correlation has been found between health and emotional adjustment and social maturity.

7. No significant correlation has been found between school adjustment and social maturity.
8. Adjustment as a whole has been found to be positively significantly correlated with social maturity.

9. Social maturity has not been found to be correlated with the SES.

10. Emotional stability has been found to be significantly positively related with social maturity.

11. Over all adjustment has been found to be significantly positively related with social maturity.

12. Autonomy has not been found associated with social maturity.

13. Security-Insecurity has not been found associated with social maturity.

14. Self-concept has not been found associated with social maturity.

15. Intelligence has been found positively significantly related with social maturity.

16. Over all Mental Health has been found to be significantly positively related with social maturity.

17. Intelligence, adjustment and mental health have been found to be good predictors of social maturity of the adolescents, whereas, problem solving ability, academic achievement and SES have been found to be poor predictors.

18. No significant difference has been found in the social maturity of male and female adolescents.

19. No significant difference has been found in the social maturity of adolescent students of government and private/aided schools.

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