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ADULT, CONTINUING AND NON-FORMAL EDUCATION

[1] Sharma, A. (2005). **Continuing Education Programme in UT Chandigarh: Management Implementation Impact Challenges**. Ph.D. Edu., *Panjab University*. Guide: Prof. I.P. Sharma.

Objectives: (i) To study continuing education project of Union Territory of Chandigarh, its management, implementation and monitoring strategies; (ii) to study the management, implementation and impact of Continuing Education Programme (CEP) in UT Chandigarh as perceived by the beneficiaries, preraks, nodal preraks, administrative personnel of the programme; and (iii) to find out the strengths, weaknesses and challenges in management and implementation of continuing education programme in UT Chandigarh. **Methodology:** The sample consisted of 300 beneficiaries, and 100 preraks selected randomly from different strata. In case of nodal preraks, whole sample was taken i.e., 30 nodal preraks and 2 administrative personnel. Tools used included a questionnaire prepared by the researcher. Statistical techniques like percentage and frequency distribution were used to analyse the data. **Findings:** (1) Despite the higher literacy percentage of UT Chandigarh than the national average and despite the launch of TLC and PLC, the total number of illiterate/unskilled population continued to increase which was 1.45 lakhs in 2001 census. (2) The CE project was launched in November 1999 and prepared according to the guidelines given by the NLM. (3) The total number of beneficiaries enrolled in the programme was 48,764 males and 41,427 females. There were 10,457 SC learners, out of whom 2,607 were males and 7,850 were females. (4) The requisite number of CECs was 360 and NCECs was 40 against which 326 CECs and 36 NCECs were in operation. They function for 2 hours per day. Maximum attendance was between 10 AM to 12 Noon and 2 to 5 PM. (5) More than half of the beneficiaries were neo-literates, remaining 44 percent were others, meaning thereby that the services of CECs were open to all. Majority of the neo-literates attending CECs were females (92.33%). They were the housewives (72.33%) in the age group of 15-35 years. The preraks, too, in an overwhelming majority were females (96%) between 15-45 years of age, matriculates (82%) and belonged to the same area. Three-fourth of them had experience in TLC/PLC. (6) The local community and some local agencies did provide help to the CEP in different ways but the support was not enough. (7) Almost half of the preraks, nodal preraks and beneficiaries reported that lectures and activities relating to target specific programmes like IGPs, QLIPs; IIPPs were organised in the

CECs. (8) Information about date and time of the programmes was intimated in advance. (9) For the purpose of monitorings, the nodal preraks visited 8-10 centers under their jurisdiction at least 2-3 times in a week and held meetings 1-2 times in a month with their preraks. (10) According to the administrative officers, 40 village education committees (VECs) were established, out of which 38 were operational. The study cites one hundred thirty-one references.

[2] Sampooranand, R., Reddeppa, M.C. (2005). **Evaluation of Non-formal Education Programme in Chittoor District of Andhra Pradesh.** *Journal of Adult Education and Extension*, Vol.1(2), 46-55.

Objectives: (i) To evaluate the programme aspects such as motivation, teaching methods, teaching learning materials, administration, curriculum and physical facilities in the NFE centers; (ii) to study the difference between socio-economic and demography variables of learners and the programme aspects. **Methodology:** 250 NFE learners were selected randomly from Tirupati, Srikalahasti and Pulichesle implemented by Rastriya Seva Sevhati (RASS). The rating scale was used for collection of data from NFE learners. The researcher had administered the rating scales for the selected sample population of 250 NFE learners while the classes are in progress in the centers. The tabulated data were suitably inferred by using the statistical measures such as Percentages, Means and S.D., t-test and anova tables. **Findings:** (1) The mean evaluation scores of males for all the programme aspects except curriculum are lower than the female learners. (2) The mean scores of senior learners for all the programme aspects except curriculum are higher than the junior learners (3) The mean evaluation scores of low income group are higher than their counter parts for all the programmes aspects except physical facilities and curriculum. (4) The mean evaluation scores of learners from nuclear family for all the programme aspects except teaching/learning materials and curriculum are lower than the learners of joint family. (5) The mean performance scores of BC learners are higher than the OC, SC/ST learners for motivation, physical facilities and curriculum. (6) The mean evaluation scores of the learners whose parents are illiterate are higher in motivation, teaching/learning materials than the learners of literate and primary level of parents. The mean evaluation scores of learner whose parents are daily labourers were higher than the learners of cultivators, and petty business holders for the aspects such as teaching methods, teaching-learning materials and administraton.

[3] Obulesu, M.C. (2005). **A Study of the Problems of the Adult Dropouts.** *Journal of Adult Education and Extension*, Vol. 1(2), 11-16.

Objectives: (i) To identify the problems of dropouts as perceived by the dropout learners; and (ii) to study the problems of dropout due to sex, age, marital status and caste. **Methodology:** A sample of 400 dropout learners was selected randomly from the Kurnool district where the total literacy campaign was organised. Data was collected by personally meeting the selected dropouts. A numerical scale consisting of two parts, Part 1 designed for the collection of personal information and the Part 2 for the identification of the problems was developed for the study. **Findings:** (1) Majority of the dropouts belonged to men, married, middle aged and SC/ST groups. (2) Out of 80 problems, 21 problems were found to be very prominent problems, 54 problems as prominent problems and rest 5 as less prominent problems on the basis of criterion. (3) Nearly half of identified items were found to be prominent problems such as easily getting tired, the center is at a distance, there is none else at home, unwilling to get educated, non-availability of teaching aids at the right time, etc. (4) The association between 20 years and below age group and 36 years and above age group, 21-35 and 36 years and above age group and married learners were found to be significant different from each other. (5) There was no significant difference between groups of dropout learners in Total Literacy Campaign Center due to variations in their sex, caste, less than 20 years and 21-35 years age group. The study cites eight references.

[4] Rao, G.S.; Gupta, P.V. and Rao, V.B.S. (2005). **Akshara Bharathi Programme: Volunteers' Perceptions.** *Journal of Adult Education and Extension*, Vol. 1(2), 1-10.

Objectives: (i) To analyse the personal background of Volunteers associating with the programme; (ii) to elicitate the opinions of the Volunteers towards functions of the programme; (iii) to entist the problems faced by the Volunteers in field level functioning; (iv) to suggest the remedial measures for the improvement of the programme. **Methodology:** The study was conducted in two mandals (Pendurthi and Anandapuram) of Visakhapatnam district. A total number of 241(93 centres in Pendurthi and 148 at Anandapuram) Akshara Bharathi centers were started by the Zilla Saksharatha Samithi, Visakhapatnam. Out of 241 Volunteers, 96 Volunteers and 96 centres were selected on simple random bases for the study in the two mandals on equal ratio. An interview schedule was designed

for collecting data on various aspects of Akshara Bharathi Programme. Besides, the primary data and secondary information was collected from the records of ZSS. The participatory appraisal method was also observed. **Findings:** (1) Women Volunteers managed 62.50% of the Akshara Bharathi Centres whereas male Volunteers constituted only 37.50%. (2) Majority 46% of them was below 20 years and 40% volunteers between 21-25 years. (3) 84% of Volunteers belonged to Hindu religion, only 12 % respondents belonged to Christian and Muslim religion, 64% of volunteers coming from backward caste and 14% from schedule caste.

[5] Lhungdim, T. (2005). **Effectiveness of some Training Modalities for the Preparation of Adult Educators in Arunachal Pradesh.** Ph.D. Edu., *Arunachal University*. Guide: Prof. K.C. Kapoor.

Objectives: (i) To compare the effectiveness of three training modalities on improving the adult education teacher's knowledge on adult education related issues; and (ii) to find out the effectiveness of three training modalities in bringing out attitudinal change among the trainees. **Methodology:** The sample consisted of 200 secondary school teachers selected randomly from different secondary and senior secondary schools of Arunachal Pradesh. Of them, thirty teachers were included in each of the three groups. A pre-test and post-test technique was followed and the data were collected with the help of an attitude scale and criterion test. The data were treated with statistical techniques like ANCOVA for analysis. **Findings:** (1) The study revealed that the two training modalities modular and peer training modalities were effective in imparting knowledge and training pertaining to adult education problems and beliefs as compared to conventional way. (2) Modular and peer group training modalities were found better and effective in generating favorable attitude among trainees towards adult education. The study cites seventy-nine references.

[6] Rajan, R. (2005). **A Study on the Books Supplied to Continuing Education Centers.** *Journal of Adult Education and Extension*, Vol. 1 (2), 33-38.

Objectives: (i) To study the areas and concepts on which the CE materials are developed by the publishers at present and the form of presentation being followed by them; (ii) to find out how far the CE materials published by various publishers adhered to the prescribed quality/norms at different grades in terms of text length, point size,

words sentences and paragraph size; and (iii) to identify the needs and requirements of the beneficiaries with regard to CE materials in future. **Methodology:** Two CE centers each from Madhurai and Pudukkottai districts were randomly selected, namely Goripalayam and Harvipatty. CE centers in Madhurai district and Thathani and the Zhuvangadu CE books were selected to study the future needs and requirements of the beneficiaries. Focus group discussions were organised among the beneficiaries in all the four sample CE centers. A research tool was prepared for the purpose of analysing the quality of each CE material considered. Descriptive analytical and empirical method was followed to elucidate the needs and requirements of the beneficiaries. The collected data were analysed using simple frequency analysis and averages in the form of two-way and three-way cross tables. **Findings:** (1) About 83.5 percent of the CE books were supplied by the private publishers and the remaining by the state resource center. 36 percent of CE books were found to belong to grade vii, 27 percent of CE books were found to belong to grades I, II and III. While 40 percent of the CE books were found to be in the area of culture and recreation, 21 percent in employment and vocational development and 19 percent of the books were found both in health and hygiene. 27 percent of the CE books deal with the concept of general knowledge, 21 percent on income generation activities. The state resource center was found to give equal importance to all the areas and concepts. Private publishers were found to concentrate more on income generation, general knowledge and Indian system of medicines. (2) About 45 percent of the CE books have followed essay form of presentation and 17 percent followed story form of presentation. About 98 percent of the CE books have used only black and white colours and the results did not show any significant variation based on the publishers. All the books published by the state resource center have used appropriate text length, point size, words, sentences and paragraphs. All the materials what have used somewhat appropriate and inappropriate text length, point size, words, sentences and paragraphs were found to have been published by private publishers. (3) Most of the beneficiaries in Madurai and Pudukkottai districts wanted awareness related books, business and income generating activities. Women beneficiaries wanted women development related books and on women issues. School drop-outs, mainly women, wanted books on general knowledge and on child care. Most of the neo-literates were interested in big books with big point size and with lot of message. The beneficiaries were not concerned about the size of the books but about the ideas and

message conveyed by the materials. Most of the beneficiaries felt that the CE books were not up to their needs because their needs were not assessed and were not taken into consideration by the authorities before purchasing books for them. The youths were found to be interested in business related books, self-interest and life improvement related books

[7] Padmanabhaih, S.; Kumaraswamy, T. and Masthan, V. (2005). **Preraks Qualities and Performances Study**. *Journal of Adult Education and Extension*, Vol.1(2), 17-26.

Objective: To know the influence of perceptions about the qualities of preraks on their performance and to suggest remedial measures. **Methodology:** A performance scale consisting of the roles of preraks and a perception scale on qualities of preraks were developed by the investigators. A two stage random sampling method was followed. Chittoor district, the locale of the study, consists 3 revenue divisions and 66 mandals. The sample of the study constituted 450 preraks selected randomly. Data was collected from preraks by administering the tools at training programmes/orientation classes/individually. **Findings:** (1) Preraks having high knowledge have obtained a higher mean performance in relation to medium and low groups. Those having better clarity in expression have achieved better performance scores. Interest in adult education has significantly influenced the performance of preraks. Co-operative nature has significantly influenced the performance of preraks. Higher the level of intelligence better will be the performance of preraks. High scoring group on general knowledge and common sense have secured a high mean performance score than medium and low scoring groups. Moral values have significantly influenced the performance of preraks. Creativity has significantly influenced the performance of preraks. (2) Creativity, honesty and sincerity have positively influenced the performance of preraks. (3) Higher the level of emotional stability better is the performance of preraks. (4) Cheerfulness, sense of humour, impartial nature and Leadership has a greater role to play in the implementation of continuing education programme by the preraks. Six references have been cited.

COGNITIVE PROCESSES

[8] Saha, K. (2005). **The Influence of School Environment on Cognitive Development of Children: A Study**. *Journal of All India Association for Educational Research*, 17(1-2), 58-59.

Objective: To study the influence of school environment on cognitive development of students. **Methodology:** The sample comprised of 160 children (Boys 80 and Girls 80) of classes I to IV– 20 boys and 20 girls from each class. The sample was selected from 7 different schools on the basis of the availability of children of both sexes in the same school. Two Piagetian tasks were used for measuring the conservation of weight, which is an aspect of cognitive development. One-way analysis of variances (ANOVA) was used to find out the significance of the difference of score on cognitive development having different school environment. Mean and Standard Deviation of the cognitive score of the students in different school environment were used. **Findings:** The school environment exerted positive influence on cognitive development of children.

CORRELATES OF ACHIEVEMENT

[9] Sahu, L.P. and Sood, R. (2005). **Impact of Students' Perception of their Teachers' Attitude towards them and its Relationship with their Self-perception and Academic Achievement.** *Ram-Eesh Journal of Education*, Vol. 2(2), 53-57.

Objectives: (i) To find out the relationship between students' perception of their teachers' attitude towards them and their academic achievement; (ii) to find out the relationship between students' perception of their teachers' attitude towards them and their self-perception; and (iii) to find out the relationship between academic achievement and self-perception of students. **Methodology:** a sample of 160 students of class VII was selected from three government schools of Kurukshetra district in Haryana through simple random sampling. The data was statistically analysed using correlation coefficient. **Findings:** (1) A significant relationship was found between students' perception of teachers' attitude towards them and their academic achievement. (2) A relationship was found between students' perception of teachers' attitude towards them and their self-perceptions. (iii) A significant relationship was found between the academic achievement of students and their self-perception. The study cites seven references.

[10] Sindhu, I.S. (2005). **A Study of Teachers' Motivaton, Student Adjustment and their Academic Achievement.** *Ram-Eesh Journal of Education*, Vol. 2(2), 19-23.

Objectives: (i) To study male and female teachers' motivation to work; (ii) to study and compare school adjustment of boys and girls; (iii) to study and compare male and female students' liking towards their teachers; (iv) to compare the achievement of boys and girls; and (v) to examine the extent of interrelationship between the above mentioned variables. **Methodology:** A normative testing survey method and cross-sectional approach was used for collection of the data. 32 teachers and 680 Standard X students were selected from the Kendriya Vidyalayas of five zones of district Saharanpur through stratified random sampling technique. The tools used were: Teachers' Motivation to Work- the Test and Scale by B. Singh; Students' Liking Scale by S.P. Malhotra and B.K. Passi and School Adjustment Inventory by N.M. Bhagia. **Findings:** (1) Both, male and female teachers were found to possess average or above average level of motivation to work. (2) Most students displayed average and above average adjustment with school environment. The girls displayed superior adjustment as compared to the boys. (3) The girls were found to have more liking for their teachers than the boys. (4) No significant difference was found in the achievement of boys and girls. (5) Low positive correlations were found between students' liking for their teachers and school adjustment. (6) Better liking of teachers contributed to better achievement of boys. The study cites nine references.

[11] Vamadevappa, H.V. (2005). **Study of the Effectiveness of Parental Involvement on Academic Achievement among Higher Primary Students.** *Journal of Educational Research and Extension*, Vol. 42(2), 23-32.

Objectives: (i) To find out the extent of relationship between parental involvement and academic achievement among higher primary students; (ii) to find out the difference between high achievers and low achievers with respect to parental involvement; (iii) to find out the difference between boys and girls on academic achievement; (iv) to find out the difference between boys and girls on high and low parental involvement. **Methodology:** The sample of 200 students studying in 6th standard consisting of 100 boys and 100 girls were selected from four higher primary schools of Davangere in Karnataka through sampling technique. The sample was drawn from four English medium schools selected on a random basis. Tools used for the collection of relevant data included parental involvement rating scale (PIRS) by Abdul Gafoor (2001) and Achievement test constructed

by the researchers (2002). Pearson's product moment correlation technique was used to find out the relationship between parental involvement and academic achievement. 't' test was also used to find out the significant difference between the means of two groups.

Findings: (1) There was positive and significant relationship between parental involvement and academic achievement. (2) There was a significant difference in the achievement scores of boys and girls of high parental involvement group. (3) There was no significant difference in the achievement scores of boys and girls of low parental involvement group. (4) There was significant difference between high achievers and low achievers with respect to parental involvement. (5) There was significant difference between boys and girls in their academic achievement.

[12] Satya Prakash, C.V. and Patnaik, S.P. (2005). **Effect of Co-operative Learning on Achievement Motivation and Achievement in Biology.** *Journal of All India Association for Educational Research*, Vol. 17(1-2), 82-83.

Objective: To find out the effect of co-operative learning on achievement motivation and achievement in biology. **Methodology:** The sample of 200 students from 3 schools of Tumkur town of Karnataka was selected for the study. Out of them 100 students were treated as experimental and 100 students as control group. The students of both the groups were matched by pairing their intelligence and achievement scores in Biology. Achievement values and anxiety inventory (AVAI) by Prayag Mehta and Achievement Test in Biology developed by one of the investigator were used in the study.

Findings: (1) There was positive effect of co-operative learning on achievement motivation. (2) Co-operative learning has a positive effect on achievement in Biology in terms of knowledge, understanding and application objectives as well as total achievement. The study cites six references.

[13] Dwivedi, R.D. (2005). **Influence of School Environment and Approval Motive on Academic Achievement of Students.** *Ram-Eesh Journal of Education*, Vol. 2(2), 101-107.

Objectives: (i) To compare educational attainments of students belonging to different categories of schools according to their environment; and (ii) to observe variability of achievement of high approval seekers and low approval seekers, coming from different

institutions. **Methodology:** The sample consisted of 400 class X students drawn randomly from sixteen different institutions situated in Gorakhpur and Varanasi regions of Uttar Pradesh. The tools used for collection of the data were: School Environment Scale developed by the researcher; Approval Motive Scale by Tripathi and Tripathi; Group Test of Mental Ability by Jalota and Socio-Economic Status Scale by Kulshreshtha. The data was analysed using F-ratios. **Findings:** (1) The students from schools with enriched environment had significantly better academic achievement than the students from poor school environments. (2) The students who were high approval seekers had significantly greater achievement than the students who were low approval seekers. (3) Academic achievement of students of the urban schools was significantly higher than that of students of the rural schools. The study cites seven references.

[14] Mohanty, A.K. (2002). **Gifted Underachievers' Perception of Family Environment.** *Journal of All India Association for Educational Research*, Vol. 14(3 & 4).

Objectives: (i) To see whether components of family environment bear any relationship with academic achievement of gifted underachievers; (ii) to find out how does the family environment mould the gifted underachievers' achievement pattern; (iii) to find out if a gender difference exists in gifted underachievers' perception of the family and (iv) to find out, to what extent do the components of family environment variable help in the prediction of academic achievement in case of gifted underachievers, singly or jointly. **Methodology:** Initially a sample of 840 female and male students studying in tenth standard and in the age group of 15 and above was taken from government schools of Orissa. Out of these students the intellectually gifted students were identified using intelligence test scores, academic achievement scores and teachers' ratings. In the next step, underachievers were identified from amongst the 101 gifted students using the selection method 3 (Annesley et al 1970). Thereafter, the Family Environment Scale (FES) was administered to them to assess their perceptions about their family environment. The results were analysed using t-test and regression analysis. **Findings:** (1) The mean score of boys was higher than that of girls. (2) The boys scored higher on Cohesion, Intellectual Cultural Organization, Active Recreational Orientation, Moral and Religious Emphasis and control components of FES, while the girls scored higher on conflict, achievement orientation and organisation components of FES. (3) In totality, the

underachievers' academic achievement was significantly related with all components of FES except Active Recreational Organisation. (4) For underachieving boys, no correlation between a component of FES and academic achievement was found to be significant. However, in the case of underachieving girls, Cohesion, Independence and Control components of FES were found to be correlated significantly with academic achievement. Cohesion was related positively while Independence and Control were related negatively. (5) Out of all the sub-scales only Independence was found to be a powerful predictor of academic achievement. The study cites nine references.

[15] Avinashilingam, N.A.V. and Sharma, G. (2005). **Identification of Factors Influencing the Students' Academic Performance.** *Journal of Educational Research and Extension*, Vol. 42(1), 25-32.

Objective: To find out the factors influencing the students' academic performances. **Methodology:** The sample consisted 91 final year undergraduate agricultural students of 2001 batch of G.B. Pant University of Agriculture and Technology, Pantnagar in Udham Singh Nagar district of Uttaranchal. Data was collected through a questionnaire. The data was analysed with the help of simple statistical techniques like frequency and percentage. **Findings:** (1) It was found that classroom factors play a major role in affecting the students' academic performance. This is followed by environmental factors and developmental factors. (2) The students inner urge, the competency of teachers, no physical distraction and contacts with like-minded colleagues make a student more competent to succeed in life. The study cites five references.

CREATIVITY

[16] Panda, M. and Yadava, R. (2005). **Implicit Creativity theories in India: An Exploration.** *Psychological Studies*, Vol. 50(1), 32-39.

Objective: To understand the nature of creativity in Indian Context. **Methodology:** The study was conducted in two phases. In the first phase 290 postgraduate students randomly drawn from Allahabad University, were asked to list behaviours that describe an ideal creative person. On the basis of these descriptions, a checklist of creative behaviors was prepared and the same was rated by a sample of 250 students. **Findings:** The study showed emphasis on relational, social and interpersonal aspects rather than cognitive, analytical

and utilitarian aspects of creativity. The result also indicated gender differences. The findings suggest certain degree of cultural continuity in implicit creativity theories in the Indian Context. The study cites forty-seven references.

[17] Roy, M. (2005). **To Study the Effect of “Creativity Appreciation Training Programme (CATP)” on the Teachers’ Attitudes Towards Creative Teaching and Learning.** Ph. D. Edu., Nagaland University, Kohima. Guide: Prof. S.K. Gupta.

Objectives: (i) To study the attitudes of High and Higher Secondary school teachers and compare the attitudes of male and female teachers towards creative teaching and learning; (ii) to develop a ‘Creativity Appreciation Training Programme (CATP)’ for High and Higher Secondary school teachers; (iii) to study the effect of CATP on the attitudes of High and Higher Secondary school teachers both male and female and from Government and Private schools towards creative teaching and learning; (iv) to find out the opinion of High and Higher Secondary school teachers on CATP. **Methodology:** A representative sample of 400 teachers was drawn by stratified random sampling from the High and Higher Secondary School teachers including males and females, teaching in Government and Private schools in Kohima and Dimapur districts of Nagaland. Torrance’s Opinionnaire on Creative Teaching and Learning and an informative booklet on Creative Appreciation Training Programme (CATP), developed by the investigator, were used for data collection. Mean scores, standard deviations and co-efficient of correlation, determined from pre-test, post-test and ‘t’-test were used for analysis. **Findings:** (1) Teachers of High and Higher Secondary schools had poor perception about creativity and hence an unfavourable attitude towards creative teaching and learning. (2) In CATP, the High and Higher Secondary School teachers demonstrated a remarkable positive shift in their attitudes towards creative teaching and learning. (3) The teachers participating in the study received the Creativity Appreciation Training Programme (CATP) well and appreciated the programme. The study cites one hundred forty-two references.

DEMOGRAPHIC STUDIES IN EDUCATION AND POPULATION EDUCATION

[18] Mishra, U. (2004). **Impact of Education on Attitude towards Family Planning.** *Journal of Population Education*, December.

Objectives: To find out the impact of education on attitude towards family planning with respect to three levels of educational groups viz. less educated, moderately educated and highly educated. **Methodology:** The sample consisted of 300 females aged between 18-25 years and three levels of education (less educated, moderately educated and highly educated). The data was collected using the attitude scale towards family planning developed by Hakim and Singh (1997). The data was treated with statistical techniques like Mean, S.D. and C.R. **Findings:** (1) Education has a positive impact on the attitude towards family planning the highly educated female group have more favourable attitude towards family planning in comparison to moderately educated and less educated female groups. The study cites three references.

[19] Rani, K.S. and Kishori, K. S. (2004). **Knowledge, Attitude and Practice of Reproductive Health among Neo-literate Women.** *Indian Journal of Population Education*, December.

Objectives: (i) To identify the knowledge, attitude and practice of reproductive health among Neo-literate women in continuing education centers; (ii) to know the influence of socio-economic variables on the knowledge, attitude and practice of the people of the reproductive health among neo-literates; and (iii) to suggest the measures to develop knowledge and favorable attitude and practice of reproductive health among neo-literate women. **Methodology:** The study was conducted in Chittoor district of Andhra Pradesh. Out of 3 divisions in the district of 6 mandals were randomly selected and 4 villages from each of these 6 mandals were selected using simple random sampling technique. From each of these villages 20 women were selected. Thus, total 480 women formed the sample of which 475 responded. **Findings:** (1) Age at marriage influences the knowledge, attitude and practice of reproductive health among neo-literate women. (2) There is no significant influence of religion and caste on the knowledge attitude and practice or reproductive health among neo-literate women.

ECOLOGICAL AND ENVIRONMENTAL STUDIES IN EDUCATION

[20] Abraham, M. and Arjunan, N.K. (2005). **Environmental Interest of Secondary School Students in Relation to their Environmental Attitude.** *Perspectives in Education*, Vol. 21(2), 100-105.

Objective: To study the environmental interest of secondary school students in relation to their environmental attitude. **Methodology:** The study was based on the response of 624 secondary students of Kerala, selected on the basis of stratified random sampling technique, with 306 boys and 318 girls, overlapping 339 rural and 285 urban students among them. Tools used included Environmental Attitude Scale (EAS), and Environmental Interest Inventory (EII) developed by the authors. The statistical techniques like Mean, S.D., t-test and Pearson's Product Moment Correlation were used to analyse the data. **Findings:** (1) The secondary students did not have a high level of environmental interest. (2) A differential effect of gender and locale was observed in their environmental interest with the boys and urban subjects having more interest in environment as compared to their rural counterparts. (3) A high positive and significant correlation was found to exist between environmental interest and environmental attitude in all the sample groups studied. The study cites nine references.

[21] Sahaya Mary, R. and Paul Raj, I. (2005). **Environmental Awareness Among High School Students**. *Edutracks*, Vol. 5(4), December 33-35.

Objectives: (i) To study the environmental awareness among the high school students in Pondicherry region; (ii) to study the relationship between the environmental awareness of the students in terms of a) gender b) locality of the school c) medium of instruction d) type of the family e) size of the family; and (iii) to study the differences in the environmental awareness of the students in terms of a) caste b) type of the school c) religion. **Methodology:** The sample for the study consists of 198 students of standard IX from 10 schools in Pondicherry region. The tools used for the study were Environment Awareness Opinionnaire and Proforma Sheet. Statistical techniques like t-test, and ANOVA were used for this study. **Findings:** The findings of the study reveal that the environmental awareness among the high school students is above average. The medium of instruction in the school and locality of the school influence the Environmental Awareness among the students. The gender, type of the family and size of the family do not affect the environmental awareness among the students. The different type of schools and different type of religions do not affect the awareness among the students. The caste of the students within the group affects the environmental awareness among the students. The study cites thirteen references.

[22] Dhillon, J.S. and Sandhu, V. (2005). **Environmental Education Awareness Among Elementary School Teachers.** *Perspectives in Education*, Vol.21(2), 117-122.

Objective: To study the environmental education awareness of the elementary school teachers with respect to their residential background (urban/rural), gender and subject specialisation.

Methodology: A sample of 1800 elementary school teachers was selected using the technique of stratified random sampling from five districts in Punjab. There was equal representation of teachers in the sample (i.e., 150) with respect to the background (urban and rural), sex (male and female) and subject specialisation (science, social science and language). The analysis was done using t-test.

Findings: (1) Significant difference was found in the environmental education awareness between urban and rural school teachers, with the former having greater awareness than the later. (2) No significant difference was observed in the environmental education awareness between male and female teachers. (3) Significant differences were found between teachers with respect to their subject specialisation. (4) Science teachers had greater educational awareness than both social science and language teachers. Social science teachers had greater awareness than language teachers. The study cites nine references.

SOCIAL SCIENCE EDUCATION

[23] Bairagya, S.S., Ghosh, S.K and Mete, J. (2005). **A Study on Relative Effectiveness between Concept Attainment Model and Traditional Method of Teaching in Economics.** *Journal of Educational Research and Extension*, Vol. 42(1), 9-15.

Objectives: (i) To teach a unit on prices in economics through CAM and TMT to two groups respectively; (ii) to compare the achievement levels of the learning groups, CAM and TMT; and (iii) to compare the outcomes of CAM and TMT with respect to attainment of Knowledge, understanding, application levels of learning. **Methodology:** A sample of 60 class-XII pupils (both boys and girls) under the West Bengal Council of Higher Secondary Examination from the Birbhum district was purposively selected as the sample of the study. Students were divided into two homogeneous groups on the basis of intelligence. The experimental group was taught by CAM and the control group was taught by TMT. The unit on price was selected for the treatment. The whole process of the academic treatment took almost two months

to complete. Tools used included Ravens Advance Progressive Matrices Test (RAMPT) of Intelligence; a criterion referenced test developed by the investigator and two sets of lesson plans were constructed according the two types of teaching treatments, viz., CAM and TMT respectively. The data was treated with the Mean, S.D. and t-test to be analyzed. **Findings:** (1) The experimental group (CAM) achieved a significantly higher mean score compared to the mean test score of control group (TMT). This reveals that the CAM was comparatively effective teaching treatment than the TMT in teaching Economics at the HS level. (2) The two learning groups did not differ with respect to the Knowledge level learning objective. But the CAM was found to be more effective than TMT in respect to the 'Understanding' and 'Application' levels of learning objectives. The study indicates that the CAM is found to be more effective than the TMT in Economics particularly in respect to the higher order learning of the cognitive domain of the students. The study cites seven references.

EDUCATIONAL TECHNOLOGY

[24] Sarupria, S. (2005). **Status, Issues and Future Perspectives of Computer Education in Senior Secondary Schools.** Ph.D. Edu., *Vidya Bhawan G.S. Teachers College, Rajasthan.* Guide: Prof. D.N. Dani.

Objectives: (i) To study the status of Computer Education Programme (CEP) in schools in terms of physical facilities, financial provisions, human resources, curriculum and its execution; (ii) to compare the status of CEP on the basis of demographic variables like situation of school (rural and urban) and the type of school management (government and private); (iii) to identify issues related to CEP in schools; (iv) to perceive the future of CEP in schools (2012 AD); and (v) to suggest a model for making CEP in schools effective and futuristic. **Methodology:** Descriptive field survey was used to study the status and issues whereas the Delphi Technique was used to perceive the future of CEP. The sample comprised 600 computer students through systematic random sampling technique, 40 heads of school and 40 computer teachers drawn from 40 senior secondary schools through stratified random sampling technique from five districts of southern Rajasthan as well as 60 Delphi experts. **Findings:** (i) CEP started in a majority of schools in Rajasthan after the class project in 1986 and was being run on the contract basis in two-third of the schools. (2) Most of the schools had computer

laboratories with basic computer facilities, but there were certain issues that need immediate attention like; status of contract computer teachers in terms of salaries, teaching experience, permanent appointment of staff and in-service training; budget for CEP; dissatisfaction of students towards the quality of study materials; lack of correlation between theory and practice; guidance given by teachers during practical classes; and the ICT policy of the state of Rajasthan for implementing CEP in schools. (3) The status of CEP was particularly poor in government and rural schools when compared with private schools and urban schools respectively. (4) Students possessed high level of interest in CEP and an average awareness towards Internet. (5) Most of the experts predicted a promising future of CEP in schools by 2012 AD in all respects except hardware maintenance and availability of computers for all students. (6) Experts did not foresee any substantial improvement in the status of CEP in rural government schools. The study cites one hundred forty-six references.

[25] Rajasekar, S. and Sini, S.S. (2005). **Internet Knowledge of Research Scholars**. *Journal of All India Association for Educational Research*, Vol.17(1-2), 93-95.

Objective: To find out the internet knowledge of research scholars of various subjects in Kerela University and to assess the differences across different categories of scholars based on their residence, gender and the faculty. **Methodology:** As many as 200 Research scholars belonging to various subjects in Kerela University were chosen by using cluster sampling technique. The normative survey method was used in the study. The investigator constructed and validated an Internet knowledge test. It consisted of 30 multiple choice questions for marks and needed 30 minutes for answering. Mean and Standard Deviation of the Internet Knowledge scores of the entire sample and sub-samples were computed. **Findings:** (1) The Internet knowledge of entire sample was relatively high (Mean=16.25). (2) The male Research Scholars had relatively high Internet Knowledge than the female Research scholars.(4) The Internet Knowledge of Research Scholars belonging to the Arts Subjects was (Mean=13.75) relatively low. (5) The Internet Knowledge of Research Scholars belonging to the Science Subjects was relatively high (Mean=18.74). (6) Out of the Research scholars belonging to the science subject, Male Research scholars (Mean = 19.38) had relatively high Internet knowledge than the female Research scholars (Mean=18.33). (7) 77%

of Male Research scholars and 67% of female Research scholars belonging to Science subject had relatively high internet knowledge. (8) There was no significance difference between (a) urban and rural Research Scholars of various subjects, (b) the male and female Research Scholars in science subjects, (c) urban and rural Research Scholars in science and arts subjects and (d) male and female Research Scholars in urban and rural areas, in respect of their Internet knowledge.

[26] Dey, B.; Saxena, K.M. and Gihar, S. (2005). **Information Communication Technology and Teacher Educators: An Empirical Study**. *Gyan: The Journal of Education*, Vol. 1(2), 60-63.

Objectives: (i) To study the use of ICT in teacher training institutions by the teacher educators during their teaching; and (ii) to give suggestions for the better use of ICT in teacher training Institutions.

Methodology: The study was based on the sample of 200 teacher educators working in the different teacher training institutions of U.P. Self-developed tool called 'Use of ICT in Teaching Inquiry Questionnaire' was used for data collection. The data were analysed using percentage. **Findings:** (1) More than 80% teacher educators were found not using educational technologies like magic lantern, epidiascope, video camera, film projector, LCD projector, radio and DVD in their teaching. (2) 70% to 90% teacher educators did not use internet, tape recorder, T.V., overhead projector, computer and slide projector during teaching their classes (3) 68% teacher educators did not use working models during their teaching whereas only 07% teacher educators did not use calculators. The study cites sixteen references.

EDUCATION OF SC/ST AND MINORITIES

[27] Jayaswal, M., Sinha, S.K., Kumari, K. and Arora, A. (2003). **Parental Support and Academic Achievement in Tribal School Students of Jharkhand**. *Journal of All India Association for Educational Reseach*, Vol. 15(3 and 4), Sep. and Dec., 9-16.

Objectives: (i) To examine the role of parental support on academic achievement of tribal school student; (ii) to explore the impact of parental need for achievement on academic achievement of tribal school students; and (iii) to explore the impact of parental aspiration interest and behaviour on academic achievement of tribal school

students. **Methodology:** using a multi-stage sampling procedure the sample of the study was selected 10 schools having classes I, VI and XI randomly from the schools of Ranchi town. Each of the three class 100 tribal students were selected randomly, making a total of 300 children (270 tribal Christian and 30 tribal Sarnas). The parents both father and mothers of 30 high achievers and 30 low achievers were selected as the parental sample. The tools used in the study were personal data questionnaire, academic achievement test, and parental support scale. t-test, mean, standard deviations were used to analyse the data. **Findings:** (1) the parents of high achievers tribal saran as well as tribal Christian exerted significantly more support in their children's studies than the parents of low achievers students. (2) The parents of high achievers have greater work commitment concern with the quality of performance and inclination to learn lessons from others. On the other hand the parents of low achievers are more fatalistic, lacking a role model and having low self-confidence and initiative. (3) The parents of high achievers have higher aspiration for their children's educational success and high prestigious occupation with attractive financial return. But the parents of low achievers were not strongly ambitious of children's upward mobility. (4) The parents of high achievers have more interest in children's educational success. On the other hand, the illiterate parents are unable to guide in homework hence they manage to get some educated persons and relatives to help the child as revealed during the course of data collection. (5) The high achievers parents believed in counseling for correct behaviour whereas the parents of low achievers believe in physical punishment, like frequent beating. High achievers parents were liberal and allowed their children to mix with their peers whereas the parents of low achievers were authoritarian and did not allow peer mixing.

[28] Vijayalakshmi, G. (2003) **Problems Of Secondary School Tribal Children**, *Edutracks*, May, 32-35.

Objectives: (i) To identify the problem areas of tribal students in secondary schools; (ii) to identify most and least affecting problems of high school tribal children; (iii) to identify the problems in relation to the sex of the students and management of the school; and (iv) to suggest remedial measures to overcome the problems identified. **Method:** The sample consisted of 240 students from VIII, IX and X classes who were selected from 4 AP Tribal Welfare Residential Schools, 4 Ashram Schools and 4 Zilla Parishad High Schools selected

at random. A Checklist was developed in Telegu, which consisted of 100 items. **Findings:** The findings of the study reveal that the tribal students had more problems with regard to their parents and family followed by personal, infrastructural and facilities, academic and teachers related. The individual problems students faced were low social status of the parent lack of education of parents, cultural backwardness of the family, low educational levels of the siblings and nomadic life of parents. The least 5 affecting problems in order, which the students faced, were lack of academic help from the teachers, non-availability of teachers, insect bites in the school premises, inconvenient school timings and absence of teachers in the school. The study also revealed that the boys had more problems as compared to girls. The sex of the student and management of the school had significant influence on the problems of the high school students.

[29] Rao, D.P. (2005). **Status of Primary Education Among Scheduled Tribes in Andhra Pradesh.** *Gyan: The Journal of Education*, Vol 1(2), 12-20.

Objectives: (i) To compare ST literacy rate with the overall literacy rate; (ii) to estimate and compare the rate of growth of enrollment of STs and all children; (iii) to examine the district-wise enrollment ratios of ST children and all children; (iv) to analyse the proportion of ST teachers to all teachers, district wise; (v) to estimate the student-teacher ratio at the district level in the state. **Methodology:** The secondary data relating to the number of children enrolled and number of teachers working in primary schools by caste group was obtained from the offices of the Bureau of Economics and Statistics, Hyderabad and the Commissioner and Director of School Education, Hyderabad, Andhra Pradesh. In order to analyse district wise enrollment ratios, the three distinct regions of the state, viz., Coastal Andhra, Rayalaseema and Telangana had been taken up. **Findings:** (1) While females generally lag behind males in literacy rate, the disparity in the rate between all persons and STs was higher among females than among males. (2) Government initiatives aimed at motivating the tribals to enroll their children in increasing numbers were bearing fruit especially in respect of enrollment of boys. (3) Enrollment ratio did not seem to be related to the development of a region. In fact the backward Telangana region was found to have recorded high enrollment in respect of boys. (4) Cultural taboos seemed to constrain tribals from enrolling their girls in schools.

(5) The drop-out rate among ST girls was much higher than ST boys and, between all children and ST children, it was much higher for the latter. (6) Student-teacher ratio, as seen from the district-level averages, seems promising. (7) Females were yet to gain considerable foothold as teachers in schools and this was much more so in respect of tribal females. The study cites eleven references.

[30] Kumar, P. (2005). **Factors Facilitating Retention of Tribal Children of Ashram and other Schools.** *Researches and Studies*, Vol. 56, 54.

Objectives: (i) To identify and compare factors facilitating retention of tribal children of Ashram Tribal School (ATS) and non-residential schools (NRS); (ii) to identify and compare competencies of teachers of ATS and NRS. **Methodology:** Teachers, school children and parents of students of ATS and NRS of Sonebhadra were covered in the study. A school information schedule, open-ended interview schedule and an observation schedule of teacher's competencies were used for data collection. The data were analysed in qualitative and descriptive manner with the help of graphical representation. Chi square test was also used in analysis of data. **Findings:** (1) The government provided miscellaneous facilities for increasing retention of tribal children in ATS and NRS. (2) ATS had better retention rate due to hostel and mess facilities as compared to that of NRS. (3) Free textbook supply and scholarship distribution emerged as prominent factor for retention in NRS. (4) Teachers employed in NRS and ATS were found homogeneous with regard to Teacher's competencies. (5) School facilities contributed towards retention of children whereas it remained indifferent about teacher effectiveness.

LANGUAGE EDUCATION

[31] Thangaswamy, S. and Mary, T. Aiyaroo. (2005) **Teaching English Through Actions and Oral Practice in Primary Schools.** *Edutracks*, December, 25-26.

Objectives: (i) To find out whether students in primary schools can be taught to acquire speaking skills in English through 'oral practice associated with actions using the body language'; (ii) to find out whether some important grammatical features in English can be taught through 'actions and oral practice'; and (iii) to study the effectiveness of teaching English through 'action and oral practice'

in different types of primary schools. **Method:** The sample of the study consisted of 80 students studying in Standard V in two primary schools in Dindigul district, Tamil Nadu. A set of five model sentences for each of the eight grammatical features was prepared for the study. The utterance scores obtained by the student after the experiment were analysed statistically with 't-test'. **Findings:** (1) The group of students taught through 'actions and oral practice' was better in its oral comprehension of the conditionals. The Modal Verbs, the Passives, the Reported Speech, the Wh-questions, the Relative clause, the simple past tense and the present perfect tense. (2) The students taught through 'action and oral practice' were better in their oral comprehension of the eight grammatical features of English than the students taught by the conventional method-writing, reading and translating. (3) The performance of all the students in the two types of primary schools taught through 'actions and oral practice' was better in their instant comprehension and expression of the selected grammatical features in English than the students taught by the conventional method-writing, reading and translating. The study cites eight references.

[32] Dwivedi, Neeta. and Gunthey, Ravi. (2005) **Influence of Medium of Instruction on Level of Academic Anxiety Among School Students**, *Edutracks*, December 31-32.

Objective: The objective of the study was to find the effect of medium of instruction on academic anxiety of school students. **Methods:** The sample for the study consisted of the students of different schools from Jodhpur city. It was divided into 2 categories. In the first category there were 150 boys and 150 girls from Hindi medium schools. Another category consisted 150 boys and 150 girls from English medium schools as subjects. All the subjects were in the age range of 12-14 years. The tool used for the study was Academic Anxiety Scale for Children (AASC). In the selection of sample incidental purposive sampling technique was used. **Findings:** The findings of the study reveal that academic anxiety level of English medium students was significantly greater ($M= 10.97$, $SD=3.09$) than that of the students of Hindi medium ($M= 9.42$, $SD= 2.45$), $t' = 6.88$ ($P<0.1$). The study cites eleven references.

[33] Vazalwar, C. and Yadav, R. (2005). **Tracing out the Relationship of Reading Comprehension in English with Respect to Anxiety, Socio-Economic Status and School Environment**. *Ram-Eesh Journal of Education*, Vol. 2(1), 27-31.

Objectives: (i) To find out the combined effect of anxiety and socio-economic status on reading comprehension in English; (ii) to find out the combined effect of socio-economic status and school environment on reading comprehension in English; (iii) to find out the combined effect of environment and anxiety on reading comprehension in English; and (iv) to find out the joint effect of anxiety, socio-economic status and school environment on reading comprehension in English. **Methodology:** The study was conducted on a sample of 547 boys and 413 girls drawn from higher secondary schools of Bilaspur and Janjgir-Champa district of Chattisgarh state through random sampling technique. The Intelligence factor of the students was controlled using their High School Certificate Examination results. The tools used were: Sinha's Comprehensive Anxiety Test (SCAT) by A.K.P. Sinha and L.N.K. Sinha; Socio Economic Status Scale (SESS) by Beena Shah; School Environment Inventory (SEI) by Karuna Shankar Mishra and Silent Reading Comprehension Test by B.V. Patel. The data was analysed using Partial correlation, r coefficient, coefficient of multiple correlation and significance of R. **Findings:** (1) There was a significant joint effect of anxiety and SES on reading comprehension in English. (2) There was significant joint effect of SES and School environment on reading comprehension in English. (3) There was significant joint effect of school environment and anxiety on reading comprehension in English. (4) There was significant joint effect of anxiety, SES and school environment on reading comprehension in English. The study cites three references.

MEASUREMENT AND EVALUATION

[34] Baskaran, S.H.; Sadatcharavel, N. and Baskaran, D. (2005). **Effect of Committed Evaluation Techniques upon Academic Performance.** *Edutracks*, Vol. 5(4), December, 36-38.

Objectives: (i) To conduct an awareness program for the teachers at primary level, for being conversant with effective evaluation techniques and to know the level of evaluation concept attained by the teachers at the primary level; and (ii) to find out learners gains in academic performance after promoting the awareness of teachers towards evaluation techniques. **Methodology:** The sample for the study consisted 60 teachers serving in 15 middle schools in aruppukottai educational district. Various types of institutions represented the sample. The tools used for the study were

(1) evaluation concept attainment scale and (2) achievement tests in respective subject. The teachers were instructed to administer a pretest on subjects for students of standard VI. To find out the effectiveness of the concept attainment, a post-test was administered on the students after an awareness program was conducted for the teachers. **Findings:** The results of the study reveal that there is significant difference between the mean scores of academic performance in pre-test and post-test. There is a significant difference between the mean scores of performances of the students belonging to private schools and public school.

OPEN AND DISTANCE EDUCATION

[35] Verma, B.P. and Sood, K. (2005). **Study Approaches of Distance Learners: Impact of Achievement, Locus of Control and Self-Esteem.** *Indian Educational Review*, Vol. 40(1), 102-114.

Objective: To study the relationship between academic achievement, locus of control, self-esteem and study approaches, both deep and surface of distance learners. **Methodology:** The sample consisted of 424 students (279 males and 145 females) of M.Ed. second semester selected by random cluster method of sampling technique. Tools used included a) The Approaches of Studying Questionnaire (ASQ) by Richardson, b) Self-esteem (SES) by Rosenberg, and c) Rotter's Internal-External Locus of Control Scale. Statistical techniques like ANOVA and t-test were computed to analyse the data. **Findings:** (1) Level of academic achievement does not appear as a significant factor in deep approach of distant learners. High and averaged achievers tend to adopt surface approach more than low achievers. (2) Level of locus of control does not seem to matter in deep approach to study but students with internal locus of control were significantly more inclined towards the use of surface approach to studying as compared to students with external locus of control. (3) Self-esteem has emerged as determining factor for adoption of both approaches to studying. The study cites thirty-six references.

[36] Reddy, S.V.S. (2005). **Students Problems in Distance Education.** *Journal of Adult Education and Extension*, Vol. 1(2), 61-67

Objectives: (i) To examine and analyse grievances of distance learners in the directorate of distance education of Sri Venkateswara university; and (ii) to suggest ways and means for ventilating and

minimising grievances of distance learners. **Methodology:** An interview schedule for students of the distance education was used at the time of personal contact programme classes from January to April, 2004. The secondary data have been collected from the records and attendance sheets available at the directorate of distance education, Sri Venkateswara University. The sample covered M.B.A., M.Com., B.Com., B.Li., B.Sc, and PG Diploma in IRPM courses of the distance education. To analyse the students grievance in the distance education, 101 students in the distance education of S.V. University were taken as sample, which formed 10% of the total strength of the students attended to the classes (1010) on a random basis. **Findings:** (1) There exists a delay in sending the admission form to the students who submit their admission applications through post. (2) Many students (30%) problem in getting the study materials intime. (3) 29% students are of the opinion that the recent current changes and recent university question papers have not been incorporated in most of the study materials at UG and PG degree level. (4) 5% of students are of the view that the contact programme classes are not upto their expectations. (5) One student received the form after expiry of the last date of submission without penalty. (6) 48% students have told that they are yet to receive reply even after 30 days from the date of lodging the complaint letter with the DDE. (7) The course in charge of the various courses should be involved in the spot admission for the students. (8) Necessary and timely steps must be taken to distribute study material to the students on the submission of fee receipt by the concerned in charge. (9) Steps should be taken by the authorities of the DDE to distribute examination application form and also course completion certificates at the venue of the contact programme classes. (10) To enhance the quality and efficiency of contact programme classes, a separate booklet consisting of university model questions in each subject be prepared for each degree course. (11) The existing student grievance should be strengthened.

[37] Srivastava, R.K. and Jagrati A. (2005). **Problems Faced by Private Students: Some Remedial Measures.** *Gyan: The Journal of Education*, Vol. 1(2), 36-41.

Objectives: (i) To analyse the various perceived problems of the private students appearing in the university examination; (ii) to analyse the opinion of the teachers regarding the problems of private students; and (iii) to suggest the appropriate solutions to these problems in

the light of findings of the study. **Methodology:** Normative-Survey research method was adopted for the study. The sample of 105 private students and 8 teachers was selected by random technique on the basis of their availability in the university campus, at Badshahithaul (Tehri Garhwal). The sample comprised of BA Part-III students purposely on the basis of their past experiences of BA Part-II and Part-I private examination. A questionnaire was developed for collecting the information from the private students and an interview schedule was prepared for seeking opinion of the teachers on related problems of private students as realised by them. **Findings:** (1) The private students faced many problems starting from obtaining the examination form, in filling up of the form, in preparing for their studies, appearing in the examination, and till obtaining their mark-sheet/result card. (2) The teachers realised that private students have to face many types of problems in the existing examination system. (3) The teachers suggested for setting-up of a cell/counter in the examination center institution to provide necessary and relevant guidance to the private students particularly at the time of filling up of private examination forms and regarding information on pattern of question paper. (4) The university authority should take initiative in this respect as the private students examination fee is deposited in a sizeable amount in the university account. (5) In order to overcome various problems of the private students it would be desirable to convert the private system into correspondence form of education. The study cites six references.

ORGANISATION, ADMINISTRATION AND MANAGEMENT OF EDUCATION

[38] Sharma, R. (2005). **Identifying a Framework for Initiating, Sustaining and Managing Innovations in Schools.** *Psychology and Developing Societies*, Vol. 17(1), 51-80.

Objective: To study the factors, structures and processes involved in facilitating and sustaining innovations in schools in the areas of teaching methodology, curriculum design, evaluation, resource mobilisation or administration. **Methodology:** A qualitative research design was used with a focus on processes associated with innovation generation and sustenance in schools. Each innovative school was studied with respect to its historical background, the nature of innovation being practiced and arrangements made both within the school system and outside of it to effectively carry out the innovation.

Initially 50 schools were contacted considering the nature of innovative practices, the time period of their existence and the extent to which they are practiced in the schools. Then on the basis of information supplied to them 6 were short-listed and after preliminary visits two schools were dropped and four were included in the final study. Based on preliminary information about the pedagogy, structure and various aspects of functioning a semi-structured questionnaire was developed for interviewing principals and teachers. **Findings:** (1) Leadership was found to be a crucial factor. There were distinct similarities in the behavioral characteristics of the principals/heads of the schools. (2) The leadership was able to provide the different kinds of support and encouragement as required in the different phases of innovation. (3) The schools had extensive networking with the community (including parents) and corporate leaders. (4) Openness in communication and team effort was another common feature of all the four schools. (5) The schools have created elaborate systems of review and monitoring of various functions and procedures which facilitate the management of the innovations made by them. (6) All four schools have been able to mobilise community support in varying degrees. (7) Apart from support of parents the schools have sought support from institutions both within and outside the country. (8) The teachers are selected not just on the basis of merit but also on the basis of their love for children, curiosity to learn, greater need for job-satisfaction than for monetary benefits etc. Teachers are also deputed periodically for training and attending workshops to enhance their skills. (9) All the four schools are characterised by decentralised and participative management though the degree of these two processes varies in each school. (10) There is ease of vertical and horizontal communication in all the four schools. (11) Each school is involved in unique activities through the means suitable to it. (12) All the committees, procedures and processes are so organised that they function regardless of the individual who is managing them. The study has sixty-seven references.

[39] Sharma, S.P. (2005). **Leadership Behaviour Perception of Principals, Teachers and Guardians.** *Journal of All India Association for Educational Research*, Vol. 17(3-4), Sep.-Dec., 5-8.

Objectives: (i) To measure the self-perception of principals of secondary schools of Mehsana; (ii) to measure the teachers' perception of their principals' leadership behaviour; (iii) to measure the guardians perception of principals' leadership behaviour; (iv) to

compare the self-perception of the principals with the teachers' perception of the principals leadership behaviour; and (v) to compare the perception of teachers with the perception of guardians of the principals leadership behaviour. **Methodology:** The present study is a survey in which sample was selected using random sampling technique. The principals of the schools were selected randomly. The teachers and guardians of those schools were selected as per their availability after school hours. The data were collected using the adapted Gujarati version of the Standardised Leadership Behaviour Perception Scale by M.R. Lokhande and T.K. Moulik (1972). The Mean, S.D and t-values were calculated for the analysis and interpretation of the data. **Findings:** (1) There is a significant difference between the principals and teachers about their perception of leadership behaviour. (2) The teachers' perception is higher about their principals than that of the self-perception of those principals. (3) The difference between principals and guardians about the perception of leadership behaviour is not significant. (4) There is no significant difference between the teachers and guardians about their perception of the leadership behaviour of the principals. Teachers and guardians perception are quite similar.

[40] Agarwal, R. and Goswami, M. (2005). **A Study of Institutional Academic Performance of Principals.** *Journal of All India Association for Educational Research*, Vol. 17(3-4), Sep.-Dec., 23-25.

Objective: To study institutional academic performance of principals in relation to their administrative effectiveness. **Methodology:** Ex-post facto method was used to study the effectiveness on dependent variable Institutional Academic Performance. The population for this study consisted of all Senior Secondary Schools of Ghaziabad district. Out of 156 schools as population, 104 schools belonged to U.P. Board and 52 to CBSE. 69 senior secondary schools were selected randomly as sample of the study. The sample comprised of 680 teachers (10 from each selected school) and all the students of X and XII classes. The tools used for the study of principals' administrative effectiveness was Administrative Effectiveness Scale developed by Amita Bhatnagar. Board Examination Results of X and XII classes were taken for collecting data on Institutional Academic Performance. **Findings:** There was significant relationship between the institutional academic performance and principals' administrative effectiveness.

PHYSICAL AND HEALTH EDUCATION

[41] Bawankar, S.H. (2004). **A Psycho-Social Study of Women Players and Non-players of Nagpur University with Relation to their Somatotyping**. Ph. D.Edu., Nagpur University. Guide: Ramesh Chand Kanwar.

Objectives: (i) To find out helpfulness of knowledge of somatotype and personality of women players as for the coaches, physical education teachers and trainer for running coaching scheme and training camps; (ii) to find out whether counselling can be done on the basis of morphological structure for selection of sports event; (iii) to find if the Universities can utilise research in talent search among women in the sport arena; (iv) to find if the scientific or empirical study be used for making schemes and planning for promoting sport for women in the University. **Methodology:** Random sample of 200 women players who represented Nagpur University in different sports/ games was selected for the study. The average age of these players was 20.06 years. 200 non-playing women from various colleges of Nagpur University were also selected randomly. The average age of non-playing women was 20.01 years. Eysenck Pen Inventory (psychoticism, extraversion and neuroticism) was administered through a questionnaire method. Socio-economic status scale prepared by Agashe and Helode (1988) in Hindi was also used as a tool. The 10 measurements were recorded for somatotyping calculation in order to determine endomorph, mesomorph and ectomorphs. Analysis and interpretation of the data was done with the help of skewness and kurtosis of the distribution. **Findings:** (1) Personality difference in women players and non-players were significant. Women players were more extroverts than the non-players, but non-player were significantly more psychotic and neurotic. No significant difference had been found on social desirability. (2) Socio-economic status showed its significant effect on personality of all subjects. High socio-economic group showed more extraversion than the lower socio-economic strata. (3) No difference had been found on psychoticism, extraversion and neuroticism dimensions. (4) No difference has been found in women players belonging to high and low socio-economic groups. (5) In general, somatotype and personality dimensions do not show any relationship, but in women player group endomorph and mesomorph show significant positive relationship with L-dimension of personality. (6) Psychoticism shows its negative relationship with extraversion

dimension and positive relationship with neuroticism dimensions of personality, and extraversion dimension shows negative relationship with neuroticism dimension significantly. (7) Women non-players exhibit psychoticism and neuroticism. The study cites one hundred and twenty-three references.

[42] Venkatachala, V. (2000). **Effect Of Direct And Indirect Methods of Teaching Physical Education Activities to High School Boys on Their Development of Cognitive, Psycho-motor and Affective Domains**. Ph. D. Physical Education, *Algappa University*, Tamil Nadu, Guide: Dr. A. M. Moorthy.

Objective: To find out the effect of the teaching method selected, namely, Command Method (under direct method), Guided Discovery and Problem-solving methods (under indirect method) of teaching physical education on the development of cognitive, psychomotor and affective skills of high school students. **Methodology:** Initially 600 boys from Classes VIII and IX from three schools in Mysore were invited to participate in the AAPHER fitness test. Finally, 315 students (105 from each school) were selected and ranked on the basis of performance. In each school three groups (each consisting of 35 boys) were formed and the groups were equated using mean T-scores in each school the three groups were exposed to the three different methods of teaching. Physical education classes were conducted for one hour twice a week for 24 weeks. Periodical tests were conducted to test their improvement in learning cognitive, psychomotor and affective skills. The following tools were used for assessing their cognitive, psychomotor and affective skills respectively: (a) Knowledge tests in 100 mtrs, shot put, etc; (b) Motor skills tests in 100 mtrs, shot put, Johnson Basketball Skills test, Warner test of Soccer Skills; (c) Doudlah Body-image Statement Test, Doudlah Movement Concept Statement Test and Nelson Self-concept Statement Tests. Mean standard deviation and t-ratio were used to statistically analyse the data. **Findings:** (1) All the boys showed improvement in the cognitive, psychomotor and affective domains of learning. (2) Improvement was greater for the group exposed to problem-solving method of teaching. (3) Guided Discovery method led to greater improvement than the command method. (4) Problem-solving method of teaching was found to be superior to both the other methods particularly with regard to the affective domain attributes factors namely, body image, movement image and self-concept. The study has one hundred two references.

[43] Sharma, N. (2004). **AIDS Awareness through Media and Education.** *Indian Journal of Population Education*, December.

Objectives: (i) To know role of media to bring about awareness about the AIDS; (ii) to motivate students to talk and participate freely in discussion about the HIV/AIDS; (iii) to provide more information about the prevention of AIDS; (iv) to provide an effective feedback of HIV through training, debates, exchange of ideas and group discussions; and (v) to develop understanding among peer-group and train each other through audio-visual AIDS. **Methodology:** The present study was conducted on 300 students and workers of Barkatullah University, Bhopal and different colleges affiliated to the university. These students were from different disciplines and fall under the age group of 15-25 years. The data was collected by questionnaire and it was analysed using percentage. **Findings:** (1) Out of 300 students, 94 per cent students had information regarding AIDS and only 6% students didn't know about that 72 per cent students had knowledge about the cause of disease and 11.6 per cent students also had got them checked for HIV. (2) Most of the students heard about HIV/AIDS about 5 years back. 31.66 per cent students heard it through television, 2.6 per cent through radio, 18.66 per cent through newspapers and magazines, 33.33 per cent friends and 5.66 per cent through doctors. (3) The main cause of becoming HIV positive is unsafe sexual relation according to 45.66 per cent students, prostitution according to 16 per cent, transmission through injection according to 21.67 per cent, shaking hands according to 1.6 per cent and donating blood according to 3.3 per cent students. 6.6 per cent students did not know the causes of the disease. (4) When they were asked the most emotional question that how one should behave towards HIV positive persons, 65 per cent answered they would behave with them like normal persons. The study cites eight references.

[44] Umachitra, J. and Pitchai, J.M.A. (2005). **An Experimental Study of Teaching the Concept of Equilibrium through Physical Activity and Games.** *Journal of Educational Research and Extension*, Vol.42 (1), 16-24.

Objective: The objective of the study was to assess the effectiveness of teaching the concept of stability equilibrium through physical activities and games. **Methodology:** The sample consisted of 40 students selected randomly from Class VIII standard of St. Mary's

Boy's Higher Secondary School, Toothukudi in Tamil Nadu. They were parted into 2 equated groups with 20 students each group. One group, the control group was taught the concept of equilibrium through conventional practices of a classroom and the other group, the experimental group, through physical activity and Chitra and Pitchai's Equilibrium Game. Post-test of achievement test was conducted for both the groups. The result was analysed using the test of significance of difference between means (i.e) the critical ratio. **Findings:** Physical activity and games was more effective in teaching the concept of satiability and equilibrium.

PRIMARY EDUCATION

[45] Misra, K. S. (2002). **Impact of Classroom Interactions, Learning Stress and School Facilities on Intellectual Process of Grade V Students Exposed to Basic Education.** *Researches and Studies*, Vol. 46-53, 33-39.

Objectives: (i) To compare the intellectual processes of children studying in advantaged and disadvantaged schools; (ii) to find out whether children differing in their level of cognitive interactions differ in their intellectual processes; (iii) to find out whether learning stress is related to intellectual processes; (iv) to find out relationship between various dimensions of classroom climate and students' intellectual processes; (v) to predict intellectual processes on the basis of learning stress and classroom climate; (vi) to find out the nature of cognitive interactions in urban and rural schools imparting basic education; (vii) to compare cognitive interactions that takes place in the classroom of schools differing with respect to available facilities; and (viii) to study the facilities available in rural and urban school. **Methodology:** The sample consisted of 622 students studying in Grade V in 36 schools run by basic shiksha parishad in Allahabad. It included 156 boys and 125 girls from urban area and 202 boys and 139 girls from rural area. Cluster sampling was used. The tools used were Test of Conservation Ability (II), Concept formation test Battery, self-made classroom climate inventory, learning stress inventory, cognitive interaction observation instrument and school facility observation schedule. The data was analysed using percentage, one-way ANOVA, correlation and step-wise multiple regression. **Findings: (I)** More than 75 per cent urban schools have facilities like books, blackboard, chair-tables etc. less than 25 per cent schools had teacher guides, maps, puzzles, mathematics kit, dictionary, journals, musical instruments etc., these facilities

were available in more than 75 per cent rural schools. **(II)** (1) 77.8 per cent of rural schools teachers exhibit behaviour-oriented towards retrieval of information. 16.7 per cent exhibit interactions based on understanding of information. In 33 per cent of the rural classed the teachers never used interactions oriented towards application, 11.1 per cent used it but infrequently and 27.8 per cent least used it. (2) 66.6 per cent of urban school teachers and 77.8 per cent students used activities oriented towards retrieval of information, 38.9 per cent teachers used understanding and application oriented activities. 22.2 per cent students exhibited understanding oriented activities and 38.3 per cent exhibited application oriented activities. **(III)** (1) Conservation and concept formation are influenced by school facilities but perceptual discrimination is not affected. (2) Students from more disadvantaged schools excel more than those from advantaged schools in conservation but are far behind on overall concept formation and hierarchical classification. (3) Students from advantaged schools exhibit low class inclusion, grouping and conservation abilities than those from less disadvantaged schools. **(IV)** (1) Mean scores of students from classes showing various levels of cognitive activity (less, more, normal) point towards their inability to demonstrate conservation of various concepts. (2) As compared to students from cognitively more active classes, students from normally active classes exhibit superior conservation, concept formation and perceptual discrimination. (3) Students from cognitively more active classes exhibit low conservation but greater concept formation, grouping, hierarchical classification and perceptual discrimination than their counterparts from least cognitively active classes. **(V)** (1) For rural students conservation of quantity and weight is negatively related to learning stress but conservation of volume and number is not related to the learning stress. For urban students learning stress is not related to their conservation ability. (2) For rural students learning stress is negatively related to concept formation, class inclusion and hierarchical classification. For urban students concept formation is not related to learning stress. (3) Perceptual discrimination is not related to learning stress for both urban and rural students. **(VI)** (1) Conservation ability is not related to classroom climate as perceived by urban students. (2) For rural students overall conservation ability is positively related to five dimensions of classroom climate namely, facilitation, involvement, friction, encouragement and democratic climate. (3) Overall concept formation as well as class inclusion, grouping and hierarchical classification dimensions of it are positively related to reward,

facilitation, involvement, encouragement, democratic climate, satisfaction, competition, freedom, favouritism, relaxed climate, formality and cognitive thrust. (4) Perceptual discrimination is positively related to facilitation, involvement, encouragement, satisfaction, freedom, relaxed climate and cognitive thrust for both urban and rural students. Further, for rural students positive relationship was found between perceptual discrimination and reward, friction, democratic climate, competition, favouritism and formality. **(VII)** (1) the variance produced by involvement, learning stress, rejection and friction in conservation is 8.06 per cent. (2) Learning stress, involvement and favoritism contributed 11.5 per cent variance in prediction of concept formation. (3) 13.99 per cent variance in perceptual discrimination is contributed by involvement, learning stress, favouritism, reward and satisfaction together.

PSYCHOLOGY OF EDUCATION

[46] Rani, S. and Kaushik, N. (2005). **A Comparative Study of Achievement Motivation, Home Environment and Parent-child Relationship of Adolescents.** *Journal of Psychological Researches*, Vol. 49(2), 89-94.

Objectives: (i) To find out the level of achievement motivation of the adolescents; (ii) to find out the difference in achievement motivation among boys and girls; (iii) to find out the effect of home environment on the achievement motivation of the adolescent,; (iv) to find out effect of parent-child relationship on achievement motivation of the adolescent,; (v) to compare boys and girls on perception of parent-child relations for mother and father; and (vi) to study the interactive effect of home environment and parent-child relationship on achievement motivation of the adolescents. **Methodology:** The sample of 200 students (100 boys and 100 girls) in the age range of 14-16 years studying in Classes IX and X of senior secondary schools of Hissar (Harayana) was selected for the study. Stratified random sampling was used in the selection of subjects. Home Environment Inventory (HEI) by Karuna Shankar Mishra (1989), Parent-child Relationship Scale (PCRS) by Nalini Rao (1989) and DEO-Mohan Achievement Motivation (n-Ach) Scale by Pratibha Rao and Asha Mohan (1985) were applied on the sample for the collection of data. The data obtained were analysed using Mean, SD, t-values and correlation analysis to discover the relationship between Home Environment and Parent-child Relationship variables with

Achievement Motivation. **Findings:** (1) There was no significant difference between girls and boys in achievement motivation. (2) There was no significant difference in perception of the mother and the father by both girls and boys. (3) Achievement motivation was positively correlated with child's perception of parent as demanding, loving, protecting and rewarding and negatively correlated with indifferent, neglecting, rejecting and punishing parent-child relationship.

SCIENCE EDUCATION

[47] Karthikeyan, M. and Mohideen, S.R. (2005). **A Study of Correlation between the Availability and Utilisation of Physics Laboratory Facilities in Higher Secondary Schools and Attitude of Higher Secondary Students towards Physics Practical.** *Journal of Educational Research and Extension*, Vol.42(2), 35-47.

Objectives: (i) To find out the correlation between the availability and utilisation of physics laboratory facilities in higher secondary schools and attitude of higher secondary students towards physics practical; (ii) to find out whether there is any significant difference in the attitude of higher secondary students towards physics practical with respect to different variables such as sex, locality, language of instruction and Groups; (iii) to find out whether there is any significant difference in the attitude of higher secondary students towards physics practical with respect to the school variables such as types of management and nature of schools (Boys, girls and co-educational); (iv) to find out whether there is any significant difference in the attitude of higher secondary students towards physics practical with respect to the family variables; and (v) to find out whether there is any significant difference in the availability and utilisation of physics laboratory facilities among the higher secondary schools in Thoothukudi Educational District with respect to the variables: types of management and nature of schools. **Methodology:** The sample consisted of 420 student selected randomly from 9 higher secondary schools in Thoothukudi Educational District. Tools used included Attitude scale and a questionnaire. The statistical techniques like Rank Difference Correlation Coefficient, Chi-Square test, and ANOVA were used to analyse the data. **Findings:** (1) It is found that there is a positive correlation between the availability and utilisation of physics laboratory facilities and students attitude towards physics practical. (2) The attitude of girls, MPCB group students and rural

students at higher secondary levels was found to be more positive than boys, PCBZ group students and urban students respectively. (3) The attitude of the higher secondary students in girls schools and the government schools are more positive than boys and co-education schools and aided and self-finance schools respectively. (4) Mother plays a vital role in developing students' attitude towards practical. (5) It is mainly found that the availability and utilisation of physics laboratory facilities are more in girls' schools. The study cites nine references.

[48] Sidhu, R.K. and Singh, P. (2005). **Comparative Study of Concept Attainment Model, Advance Organiser Model and Conventional Method in Teaching of Physics in Relation to Intelligence and Achievement Motivation of Class IX Students.** *Journal of All India Association for Educational Research*, Vol. 17, (1-2), 89-92.

Objectives: (i) To study the effect of Bruner's concept Attainment Model on scholastic achievement as compared to conventional method of teaching in Physics in relation to intelligence and achievement motivation; (ii) to study the effect of Ausubel's Advance Organiser Model on scholastic achievement as compared to conventional method of teaching in physics in relation to intelligence and achievement motivation; and (iii) to study the relative effectiveness of Bruner's Concept Attainment Model and Ausubel's Advance Organiser Model on scholastic achievement in Physics in relation to intelligence and achievement motivation. **Methodology:** The sample consisted of 240 students of Class IX, enrolled in Government Senior Secondary School, Kanganwal; Government High School, Jhuner, and Government Senior Secondary School, Sandaur (Distt. Sangrur, Punjab) divided into three groups (n=80 each), two experimental groups and one control group. Pre-test, Post-test control group quasi-experimental design was employed. The statistical technique of three way analysis of variance (3 2 2) was used on gain scores for finding out the main effect and interaction effect of teaching techniques, intelligence and achievement motivation on scholastic achievement in physics of Class IX students. The experiment was conducted in three stages—pre-test treatment and post-test in all the three groups. Meenakshi's Socio-economic Status Scale, Jalota's Verbal Group test of General Mental Ability, Achievement Motivation test of Pratibha Deo and Asha Mohan, Lesson plans and a criterion test in physics were used for the study. **Findings:** (1) There was no significant effect

between various teaching techniques, intelligence and achievement motivation on scholastic achievement of students for learning of concepts in physics. The study cites two references.

[49] Suresh, T. and Rajarajeswari, N. (2005). **Influence of Simulated Experiments on the Knowledge and Attitudes of Higher Secondary Students towards Bio-technology and Genetic Engineering**. *Journal of All India Association for Educational Research*, Vol.17 (3-4), Sep.-Dec., 26-29.

Objectives: (i) To find out the significant difference of knowledge in bio-technology and genetic engineering between the students in the experimental group and the students in the control group; (ii) to find out the significant difference of knowledge and attitude towards the said subject among sex and different types of schools; and (iii) to investigate the relative retention of learning and change in their attitude towards bio-technology and genetic engineering after the experiment. **Methodology:** The study consisted of a pre-test and post-test design to investigate the influence of simulated experiments of bio-technology and genetic engineering. The sample for the study was selected from higher secondary biology group students belonging to State Board Schools in Chennai. The total number of subjects selected for the study was 270. Tools for the study were Knowledge test to Measure Knowledge in Bio-technology and Genetic Engineering constructed by the investigator and Attitude Scale towards Bio-technology and Genetic Engineering was adopted from Roger Lock and Colin Miles's Scale (1993). **Findings:** (1) The higher secondary school students have a poor knowledge and attitude towards bio-technology and genetic engineering. (2) Boys, girls and mixed students differ significantly in their knowledge and attitude. (3) There is a significant difference in knowledge and attitude towards bio-technology and genetic engineering between the experimental group and control group and there is a significant difference in students' relative retention of learning in bio-technology and genetic engineering between experimental and control group. (4) There is a significant change in their attitude towards bio-technology and genetic engineering after learning bio-technology and genetic engineering through both simulated experiments and traditional method of teaching. The study cites one reference.

[50] Bhuyan, S. (2005). **General Science Curriculum and it's Teaching in the Secondary Schools of Assam: An Appraisal**. Ph.D. in Edu., *Dibrugarh University, Assam*. Guide: Prof. K. K. Deka.

Objectives: (i) Appraisal of the General Science Curriculum of SEBA in terms of objectives and content; (ii) to make an analysis of the General Science textbooks for Classes IX and X prescribed by SEBA; (iii) to appraise the instructional strategies adopted by the teachers in teaching General Science; (iv) to appraise students' achievement in General Science in terms of knowledge, understanding and application; and (v) to provide ways and means for improvement of teaching General Science on the basis of the study. **Methodology:** All students of Classes IX and X and science teachers of the secondary schools of Dibrugarh district of Assam following the curriculum of the SEBA constituted the population of the study. From the total number of 222 secondary schools of Dibrugarh district 40 schools were selected through simple random technique. A total number of 224 students of Class IX, 215 students of Class X and 300 science teachers formed the sample of the study. A self-prepared three point rating scale and a questionnaire to appraise the General Science Curriculum of SEBA and an observation schedule was used. Vogel's spot check evaluation scale was used to appraise the general Science textbooks of Classes IX and X. The K.K. Deka's standardised academic achievement test in General Science for the students of Class IX was used. The data were analysed by using the properties of normal probability curve, chi-square test, product-moment co-efficient of correlation, significance of difference in percentage, significance of difference of means and efforts were made for qualitative analysis. **Findings:** (1) It was found that in stating objectives of General Science Curriculum less stress is given on development of experimental skills, affective dimension and development of social, moral and aesthetic values. (2) It was stated by 40–50 per cent teachers that there are a number of topics, which have no utility to the daily life of the students and to fulfill the needs of the community. (3) 40 per cent of the teachers felt that there are some anomalies in organisation of the curriculum. (4) 53.33 per cent of the teachers pointed out mistakes in major and minor concepts present in the existing secondary school science curriculum, which need correction. (5) For overall improvement of the curriculum suggestions of the teachers were: inclusion of compulsory project and fieldwork, topics related to removal of superstitions, special activities for slow learners, etc. (6) 56.67 per cent of the teachers felt that although the textbook of Class IX helps to fulfill some of the objectives of teaching of science, it fails to meet some other objectives like development of scientific attitude and inculcation of qualities like curiosity, open mindedness, etc. (7) 50 per cent of the teachers of Class IX and 60 per cent teachers of Class

X felt that there are some topics in the textbooks in which questions of testing of knowledge, understanding, application and skill had not been included properly. (8) 42 per cent of teacher found that in the textbook of Class IX, some concepts have been presented without using inductive approach, e.g. plant tissue and animal tissue, chemical bonding, Boyle's law, homogeneous mixture, etc. (9) 80 per cent of teachers of Class IX and 60 per cent teachers of Class X pointed out that there were some diagrams in the textbooks which were not clear and their enlargement was needed. (10) 67 per cent of the teachers of both Classes IX and X suggested to include some new topics and to improve some of the existing topics in the textbooks to make them more up-to-date. (11) 58.33 per cent of the teachers felt that the suggestion given to them in the textbook of Class X was insufficient. (12) (i) There was a significant difference between achievement in knowledge and understanding aspects on the achievement test of Class IX ($t=4.26$). (ii) There was no significant difference between achievement in knowledge and application aspects on achievement test of Class IX ($t=0.57$). (iii) There existed a significant difference between achievement in understanding and application aspects in the achievement test of Class X ($t=4.13$). (iv) There was a significant difference between achievement in knowledge and understanding aspects in the achievement test of Class X ($t=2.77$). (v) There was a significant difference between the achievement in knowledge and application aspects in the achievement test of Class X ($t=5.07$). The study cites eighty-nine references.

[51] Vaish, Renu. (2004). **Self-study Skills in Learning Science at the Middle School Level.** *Primary Teacher*, Vol. 29(1), 18-27.

Objectives: (i) To expose children to select information processing skill and give them some practice for it; (ii) to provide opportunities for children to transfer information processing skills for independent learning; (iii) to find out the reaction of students to the new strategy; (iv) To institutionalise the new learning strategy through home work assignments; (v) to make the students feel that whatever they study or learn can easily be done by themselves; (vi) to stimulate their anxiety of "how to do" and "how to learn" for self-study; (vii) to shift from conventional method of learning to "innovative method".
Methodology: The study was planned for a period of 2 weeks with Class VIII students of a Kendriya Vidyalaya in Jaipur. The sample consisted of 40 students (both boys and girls). Eight experimental groups were formed of five students each. First, the students were

introduced to information-processing skills using web charts, table charts, flow charts and crossword Puzzles and they were then supplied with samples of the innovative practice work. Sample demonstrations were also made with a detailed introductory know-how. Brainstorming sessions were also done which included mental preparation of the students, motivating them and arousing their interest. The innovative practice was done with the help of four self-study materials i.e., web chart, table chart, flow-chart and crossword puzzles and all the 8 experimental groups prepared four self-study materials based on the above. An experimental analysis was compared on a ten-point scale for all the experimental groups on the basis of liking of teaching method, adaptation of method, creativity, understanding and concept clarity, involvement in studies, innovation, learner-material interaction, memory for the topic, interest in learning the topic and involvement of the student in doing. The post-experimental analysis included a short and general analysis made with the test and ideology of "From Laboratory to Land". The idea behind the post-experimental analysis was to find out whether there is any acceptance and adaptation of the experimental/innovative practice and whether the interaction of the pre-active phase showed positive response. The eight groups were supplied with questions relating to evaluation, likings, acceptance, methodology, understanding, easy to learn topics etc., which were to be answered on a 3-point scale (favourable, favourable to some extent and unfavourable). Pre-and post-experimental analysis was done on the ten-point scale mentioned before. **Findings:** (1) All the students reported that they liked the method and were of unanimous opinion that the method, technique, process of the innovative project enable to increase their concept clarity, knowledge, confidence and text retention. (2) Pre-experimental analysis revealed that 85 per cent of the students perceived the various aspects (the ten points mentioned before) of the conventional teaching as unfavourable and 15 per cent perceived them to be favourable to some extent. The post-experimental analysis revealed that 83.75 per cent of the students favoured the innovative method.

SECONDARY EDUCATION

[52] Ganihar, N.N. (2005). **A Study of Correlates of Effectiveness of Secondary Schools**. *Indian Educational Review*, Vol. 41(1), 29-40.

Objective: To investigate the relationship between school effectiveness and some selected person and organisation related

correlates. **Methodology:** The data was collected from all the schools present in Dharwad city i.e., 16. The data was collected giving due representation to the type of management and type of schools. From each school 6-7 teachers and 10-15 students were selected. In totality, data was collected from 110 teachers and 229 students. 16 schools were divided into high, average and low effective schools on the basis of the public examination results at Class X for a period of five years. The following tools were administered to the sample to collect the data: (a) Behaviour in School Inventory, (b) Students' Involvement Questionnaire, (c) Teachers' Involvement Questionnaire, (d) Quality of Work Life Scale, (e) Leadership Quality Questionnaire, (f) Organisational Health Inventory, and (g) Parental Involvement Questionnaire. The results were analyzed using t-tests, ANOVA and correlation. **Findings:** (1) The students of highly effective schools were more adjusted to schools than the students of average and low effective schools. (2) The students of highly effective schools were more involved in school activities than students of average and low effective school. (3) The three groups of schools did not vary with regard to teachers' involvement in school activities. (4) The teachers' quality of work life did not vary across three groups of schools significantly. (5) The three groups of schools did not vary significantly with regard to the leadership qualities of heads of schools. (6) The three groups of schools did not vary significantly with regard to the Organisational Health. (7) The variable Students' Involvement had a significant correlation with teachers' involvement, organisational health and parents' involvement. (8) The variable teachers' involvement had a significant correlation with teachers' quality work life, organisational health and parents' involvement. (9) Organisational Health had a significant correlation with leadership qualities of heads of schools. (10) Organisational health had a significant correlation with parents' involvement. (11) Students' behaviour adjustment in school had a significant correlation with parents' involvement. (12) Students' involvement in school activities had a significant correlation with teachers' involvement, leadership qualities of heads of schools and parents' involvement. (13) Teachers' involvement had a significant correlation with organisational health and parents' involvement. (14) Teachers' quality of work life had a significant correlation with organisational health. (15) Leadership qualities of heads of schools had a significant correlation with Parents' involvement. (16) Teachers' Involvement had a significant correlation with Leadership qualities of heads of schools, organisational health and parents' involvement. (17) Leadership qualities of heads of

schools had a significant correlation with organisational health and parents' involvement. The study cites fourteen references.

[53] Agrawal, Mamta, Jain, V.K. and Chandrasekhar, K. (2004). **Factors Influencing Effectiveness of Secondary Schools of Delhi.** Independent Study (DEME) NCERT.

Objectives: (i) To study the factors influencing effectiveness of secondary schools of Delhi; and (ii) to suggest ways and means to bring in qualitative improvement in these schools. **Methodology:** The target population was 1521 secondary schools of Delhi, out of which 100 schools were sampled on the basis of random sampling. However, the data could be collected only from 83 schools comprising 66 government schools (including Kendriya Vidyalayas), 5 private aided and 12 private unaided schools. The data for the study was collected with the help of four questionnaires – student questionnaire, parent questionnaire, teacher questionnaire and school questionnaires. In order to find out the significant factors, which influence the learning outcomes statistical technique “multiple regression analysis” was used. **Findings:** (1) Proper Physical facilities, regular evaluation practices, teachers' positive attitude and high expectations from students, congenial school climate and good leadership had positive effect on student learning. (2) Socio-economic status of students, their reading habits and hours spent in studies turned out to be important variables which affected learning. (3) Involvement of students in co-curricular activities, and participation in sports and games also helped in enhancing learning as these activities provided relaxation during school hours. (4) Duties performed by teachers other than teaching hampered learning of students. (5) Parents' occupation and their involvement in the schooling of their wards also influenced learning achievement.

[54] Chirayath, S. and Khalique, A. (2005). **A Study of the Relationship between Leadership Style of the Headmasters and Organisational Climate of Secondary Schools of Kerala.** *Ram-Eesh Journal of Education*, Vol. 2(1), 32-46.

Objective: To study the relationship between leadership style of the headmasters and organisational climate of secondary schools of Kerala. **Methodology:** 105 secondary schools were selected out of the 2236 secondary schools located in the various districts of Kerala using stratified random sampling technique. Thereafter, selection of

the teachers was done using cluster sampling. The tools used were: Leader Effectiveness and Adaptability Questionnaire (LEAD-Self) by Heresy and Blanchard and Organisational Climate Description Questionnaire (OCDQ) by Halpin and Croft. **Findings:** The schools with open and autonomous organisational climate have headmasters with Style II leadership, i.e., high task and high relationship. The schools with controlled and paternal climate have headmasters with Style I leadership i.e., high task and low relationship. The schools with familiar organisational climate have headmasters with Style III leadership i.e., low task orientation with high relationship. The schools with closed climate have headmasters with Style IV leadership i.e.; low task and low relationship. The study cites eleven references.

SOCIOLOGY OF EDUCATION

[55] Mishra, U. (2005). **Attitude towards Modernisation in relation to Sex and Socio-economic Status.** *Researches and Studies*, Vol. 56, 34-37.

Objectives: (i) To find out the difference in attitudes of male and female under-graduate students towards modernisation; (ii) to find out the difference in attitudes of male under-graduate students belonging to different levels of Socio-economic Status; (iii) to find out the difference in attitudes of female undergraduate students belonging to different levels of SES. **Methodology:** Survey method was used for the study. The sample comprised of 400 under-graduate students (200 male and 200 female) in the age group of 18-20 years from the degree colleges affiliated to Allahabad University. Attitude Scale towards Modernisation developed by R.Singh, A.N. Tripathi, Ramji Lal and Socio-economic Status Index by R.P. Verma and P.C. Saxena were used to collect the data. The data were statistically analysed by using Mean, S.D. and t-ratio. **Findings:** (1) There was no significant difference between the male and female under-graduate students' attitude towards modernisation. (2) There was a significant difference in the high and low SES students' attitude towards modernisation. (3) The low SES group in both the male and female sample found to have less favourable attitude towards modernisation in comparison to high SES group. The study cites eight references.

[56] Dhull, I.G.M. and Mahashewta. (2005). **Value Patterns of B. Ed. Pupil Teachers in relation to their Sex, Intelligence and Socio-economic Status.** *Ram-Eesh Journal of Education*, Vol. 2(2), 84-90.

Objectives: (i) To compare the value patterns of male and female B. Ed. students; (ii) to compare the value patterns of B. Ed. Students belonging to high and low intelligence groups; and (iii) to compare the value patterns of B. Ed. Students belonging to high and low socio-economic status. **Methodology:** A sample of 200 students was selected from Colleges of Education of Rohtak city through random sampling technique. The tools used were: *Samoochik Mansik Yogyata Pariksha* by R. K. Tandon, Socio-economic Status Scale by Bhardwaj, Gupta and Chauhan and PVQ by R.K. Ojha. The obtained data was analysed using t-test. **Findings:** (1) The males scored significantly higher than the females on theoretical and political values. (2) The females scored significantly higher than the males on aesthetic and religious values. (3) No significant difference was found between high and low intelligence groups with respect to value patterns. (4) The students belonging to High socio-economic status were found to be significantly higher on theoretical values when compared to those belonging to low socio-economic status. The Study cites twelve references.

[57] Sidhu, R.K. and Kaur, K.(2005). **Television Viewing Behaviour of College Students in relation to their Socio-economic Status and Home Environment.** *Journal of All India Association for Educational Research*, Vol.17 (3-4), Sep.-Dec., 40-44.

Objectives: (i) To study the television viewing behaviour of male and female college students; and (ii) to study the effects of socio-economic status and home environment on the television viewing behaviour. **Methodology:** The sample of the study consisted of 600 college students. Three tests were administered to the sample. Tools used were: A modified form of Socio-economic Scale by S.P.Kulshrestha; Family Environment Scale developed by H.Bhatia and N.K Chadha and Television Viewing Behaviour developed by the investigators. Both descriptive and inferential statistical techniques, that is frequencies, percentage and chi-squares were used to describe and analyse the data. **Findings:** (1) Male and female college students do differ significantly from each other in their television viewing behaviour, socio-economic status and home environment. (2) Television viewing behaviour is significantly related to socio-economic status of male college students and not related to their

home environment. But it is significantly related to socio-economic status of the female college students and their home environment. (3) Socio-economic status and home environment are significantly jointly related to television viewing behaviour of male and female college students. The study cites eight references.

[58] Srivastava, S. (1999). **An Empirical Study of Environmental Needs, Family Atmosphere and Competence among Children.** Ph.D. *Deendayal Upadhyay Gorakhpur University*. Guide: Dr.P.S.N.Tiwari.

Objectives: To investigate (i) The pattern of family atmosphere as a function of medium of instruction, grade and sex; (ii) privacy as a function of medium of instruction, grade and sex; (iii) personal space as a function of medium of instruction, grade and sex; (iv) intelligence among children of English and Hindi medium belonging to various grades and gender; (v) academic record among children of English and Hindi medium belonging to different grades and sex; (vi) social competence among children belonging to various groups; and (vii) contribution of family atmosphere and various environmental needs on the development of intelligence, achievement and social competence. **Methodology:** The sample consisted 240 subjects from randomly selected eight representative schools of Hindi medium located in Gorakhpur. Simulation technique was used to measure their personal space. Five-point teacher's rating scale of 12 items was used for measuring social competence. For measuring intelligence, Hindi Edition of Culture Fair Scale, originally prepared by R.B.Cattell and A.K.S.Cattell were used. **Findings:** (1) English medium subjects were more superior to the subjects of Hindi medium. (2) Family atmosphere also played a vital role in development of Intelligence, Academic Achievement as well as social competence. (3) It was found that female subjects need more privacy than the males. (4) It was also found that the social competence was the most suitable strategy to assess the competence of children as compared to Intelligence and Academic Achievement. (5) The interaction effect of grade and sex was also significant for personal space and in social competence.

SPECIAL EDUCATION

[59] Neelam (2005). **A Study of Family Environment and Personality of Juvenile Delinquents.** *Researches Studies*, Vol-56, 63-64.

Objectives: (i) To study the family environment of juvenile delinquents; (ii) to study the personality of juvenile delinquents. **Methodology:** The survey method of descriptive research was employed in the study. The sampled consisted of 36 Juvenile delinquents of a remand home of Khuldabad in Allahabad city. Cluster sampling technique was used in the study. Out of 36 Juvenile delinquents 20 delinquents were grouped as more-delinquents on the basis of crime which they have committed e.g., murder, theft, rape, smuggling, black marketing etc., and 16 delinquents who committed low frequency of anti-social acts like wandering, neglected, away from home, gambling etc. were considered as less-delinquents. Family Environment Scale (FES) developed by K.S. Misra, High School Personality Questionnaire (HSPQ) developed by Raymond Cattell (1965), and adopted by S.D. Kapoor, S.S. Srivastava and G.N.P. Srivastava (1968) were used for data collection. t-ratios were calculated to find out the significance of difference between the mean score of more and less-delinquents. **Findings:** (1) As compared to less-delinquents, more-delinquents perceived more warmth, empathy, democratic orientation, spirit and rewards in their family environment. (2) As compared to more-delinquents, less-delinquents perceived more control, friction, compulsion, apathy, conformity and hostility in their family environment. (3) More and less-delinquents perceived equal amount of humanistic trust, hindrance, cohesiveness, insecurity, formality, tension, acculturation, competition, and neglect in their family environment. (4) As compared to less-delinquents, more-delinquents tend to be more conscientious and adventurous. (5) As compared to less-delinquents, more-delinquents tend to be less apprehensive, insecure, worrying, and guilt prone. (6) More and less-delinquents did not differ on 8 personality factors.

[60] Panda, K. C. and Rao, L.G. (2005). **Practices in Special Education for Children with Intellectual Disabilities.** *Asia Pacific Disability Rehabilitation Journal*, Vol. 16 (2),

Objectives: (i) To develop a questionnaire to assess the special education practices in institutions providing interventions for children with intellectual disability; (ii) to examine the practices relating to: (a) academic activity undertaken by the special educators, (b) management of behaviour problems in intellectually disabled children, (c) therapeutic practices and responsibilities undertaken by the special educators, (d) co-curricular activities, (e) students' performance and (f) other organizational factors; (iii) to make a

comparative analysis of each of the practices in relation to : (a) rural-urban location in which the special educators work, (b) number of services provided by the centre where special educators work and (c) human resource development activities undertaken by the centre.

Methodology: A questionnaire was developed which covered the following domains – academic activities, management of behavioural problems, therapeutic activities, co-curricular activities, students' performance and organisational activities. The questionnaire used a five-point rating scale to elicit responses from special educators. The developed questionnaire was mailed to the organisations to be filled up by the special educators and principals of the schools. Completed questionnaires were received from 284 individuals consisting special teachers working in schools i.e., 78.2 per cent, principals of special schools (12.3 per cent) and other staff dealing with intellectual disability (9.5 per cent). 72.5 per cent of the teachers were females. 73.9 per cent of the schools were located in the urban areas. The results were analysed using F-ratios. **Findings:** (1) It was found that special educational practices in rural and urban areas are virtually the same. (2) The number of services offered (whether less than 3 or more than 6) did not lead to any difference with regard to academic activities, management of behavioural problems, student performance and total scores. However, therapeutics were emphasised more by organisations providing more than six services; while co-curricular activities are emphasised more by middle level organisations and organisational activities were undertaken by smaller organisations. (3) Organisations without HRD activities laid greater emphasis on the role of special educators in co-curricular activities, organisational activities and in overall practices, compared to those with HRD programmes. (4) Female special teachers were found to be more practice-oriented in terms of academic activities such as annual planning, lesson planning, monitoring, evaluation, use of aids, feedback, parent counselling, compared to their male counterparts. Female teachers also scored higher in practices relating to students' performance. (5) In terms of general education no differences were found between intermediates, graduates and post-graduates on the various domains except on students' performance. It was found that higher the general education of the educator, the greater emphasis on activities that improve educational outcomes and achievements of intellectually disabled children. (6) No significant difference was observed between less qualified and qualified professionals on any of the domains. (7) Those educators who had experience of 5 years or more scored significantly higher in all domains

except therapeutics, which is not a primary responsibility of educators. (8) Income differences did not significantly influence practices in special education in all domains except management of behavioral problems where higher salaried special educators (More than Rs. 3000) demonstrated significantly greater use of interventions in this activity. (9) Older age and experience of the educators significantly influenced practice under academic activity, management of behavioural problems, organisational activities and the overall practice activities. In the remaining domains no significant age-related differences were observed.

[61] Sharma, H.L. (2005). **Study of Adjustment among Institutionalised Delinquents in relation to their Types.** *Disabilities and Impairments*, Vol-19 (1), 23-29.

Objectives: (i) To categorise delinquents according to the nature of the offence; (ii) to know the age range of the delinquents; and (iii) to find out the level of adjustment among the delinquents. **Methodology:** The sample consisted of 71 delinquents (out of which three were girls) selected from Borstal Institution and Juvenile Jail, Hisar. Different techniques such as; Survey of documents, Interview schedule, *Vyaktitva-Parakh-Prashnavali* developed by Dr. M.S.L. Saxena were used to collect the relevant data. In order to ascertain the level of adjustment of each inmate, Adjustment Inventory by Dr.M.S.L. Saxena indicated aggregate adjustment in five areas: Home, Health, Social, Emotional and School (College). **Findings:** (1) Among the various categories of delinquents, murder cases were highest in number. (2) The large percentage of the offenders falls in the age range of 18-20 years.(3) 16.90 per cent of the delinquents had excellent adjustment, 15.50 per cent had good adjustment, 49.30 per cent had satisfactory adjustment and 18.30 per cent had unsatisfactory adjustment. The delinquency was not only related to poor adjustment level but was also related to satisfactory adjustment level as large percentage of delinquents had satisfactory (marginal) adjustment. Delinquents having good and excellent adjustment were not real delinquents. The study cites fifteen references.

TEACHER EDUCATION

[62] Biswal, A. and Das, J. (2004). **Study of Dropouts in Bachelor of Education (B.Ed) Programmes and Variables related to it.** *Journal of Educational Research and Extension*, Vol. 41 (1), 41-60.

Objectives: (i) To study the rate and trend of dropout among B.Ed students of the Universities of Gujarat; and (ii) to study the variables related with the B.Ed dropout in the universities of Gujarat.

Methodology: Data were collected with the help of a mailed questionnaire. All the B.Ed training institutes in the university teaching departments of Gujarat State constituted as the population of the present study. Dropouts during the last thirteen academic years i.e., during 1987-88 to 1999-2000 and 65 dropouts out of 183 from the said institution dropped out during last six academic years and responded to the mailed questionnaires, which constitute the sample. A total of 65 dropouts responded with completely filled-up questionnaires, which constitutes the sample of the present study.

A questionnaire of both English and Gujarati language was prepared, which had both open ended and close-ended questions. **Findings:** Female dropouts were found to be more in comparison to male dropouts. A large number of dropouts were found in the age group of 26 to 30 years a very large number of dropouts were observed from general category. Dropouts belong to very less on scheduled castes category in comparison to other reserved categories. A large number of dropouts were found from urban area. Most of the dropouts were with master degree as their qualification. Nearly equal number of dropouts was found from arts and science streams and less number of dropouts was from commerce stream. A large majority of dropouts were found with Gujarati as their mother tongue and medium of instruction at school level. A large number of dropouts were found unmarried. Among, the married dropouts, a large number was with no child and rest was found with single child. A very large majority of dropouts were found with average and rich economic status and very few dropouts were found to be poor. A large majority of dropouts were observed with their parents in non-teaching professions. One or both the parents of a few dropouts were found with teaching profession. Father or husband of a large majority of dropouts was found to be either graduate or matriculate. Mother of a large majority of dropouts was found with matric or below matric as their qualification. Nearly half of the dropouts were found to be either only child in the family or the eldest of the children in the family. Dropout in a professional programme like B.Ed was found to be quite more in the universities of Gujarat during last few years. The average percentage of dropouts in the B.Ed programmes of the universities of Gujarat was found to be 16 per cent during 13 academic years. The study cites eight references.

[63] Thiagarajan, P.A. and Ramesh, R. (2005). **Self-concept of B Ed. Trainees.** *Edutracks*, Vol.4, (10), June 33-34.

Objectives: (i) To find out the level of self-concept of B Ed. trainees; (ii) to find out, if any, the significant difference in the self-concept of the B Ed. trainees in terms of their sex, community, locality and optional subject they studied viz., Bio-science (BS), physical Science (PS), Mathematics (Maths), Economics (Eco.) and English (Eng.). **Methodology:** The sample consisted 96 student-teachers of Dr. Sivanthi Aditanar College of Education, Tiruchendur. The Multi-dimensional Personality Inventory designed by Manju Rani Agarwal was used to collect data. From the six personality dimensions, the dimension of Self-concept was selected for the study. The data collected from the B Ed. trainees were analysed using 't-test'. **Finding:** The Self-concept of B Ed. Trainees was above the average i.e., high self-concept. There was no significant difference in self-concept of the respondents in terms of their sex, community, locality and optional studies.

[64] Bagga, R. (2005). **Professional Equipment of Social Studies Teachers for Teaching English in Secondary Schools of Punjab.** *Ram-Eesh Journal of Education*, Vol.2 (2), December, 5-13.

Objectives: (i) The study aimed at investigating into the nature and quantum of professional training given to social studies masters and mistresses during the B.Ed course; (ii) to draw inferences whether or not the present system of entrusting the task of teaching English to social studies masters and mistresses was satisfactory or needed modification. **Methodology:** 400 social studies masters and mistresses, male and female in even ratio who had been basically recruited as social studies teachers but had also been entrusted the task of teaching English in secondary schools belonging to urban and rural areas in the ratio of 30 and 70 were randomly selected to constitute the sample of the study. A questionnaire was administered to social studies teachers individually or in groups of 3-4 to collect data for the study. Nearly 100 teachers including heads of schools were also personally contacted to authenticate and supplement the information gathered from questionnaires duly filled from the subjects. **Findings:** (1) Only 42 per cent of the 400 social studies master/mistresses have offered a paper on teaching of English at the B.Ed level. In other words 58 per cent of them are untrained so far a teaching of English is concerned. Urban teachers (47%) and

rural teachers (40%) had offered teaching of English and among male and female teachers percentage varied from 39 per cent to 44 per cent. Only 50 per cent teachers are holders of first class or second-class B.Ed degree and 43 per cent teachers are in possession of M.Ed degrees rural-urban and male-female differences are not much pronounced. 16 per cent teachers are award/medal winners. Prima facie it is not a bad percentage. Urban-rural and male-female percentages are 12 per cent, 18 per cent and 14 per cent, 18 per cent respectively. It was found that only 14 per cent teachers had employed English as medium of instruction and examination against 86 per cent having used Punjabi/Hindi. (2) By and large social studies masters do not fit well as English master. During interviews they confessed frankly that they did not relish teaching English because they were rather inadequately equipped, academically and professionally for teaching English. They rather complained that they were teaching English under stress and it affected not only the subject of English adversely but also the social studies which were their first love and for which they were adequately prepared academically and professionally and also emotionally.

[65] Kharlukhi, B. (2005). **A Study of Self-concept in relation to some Selected Personality Variables among Teacher Trainees in Meghalaya**. Ph. D., in Edu. *North Eastern Hill University, Shilong*. Guide: Dr. S.M.Sungoh.

Objectives: (i) To find out the self-concept and personality of teacher trainees in relation to sex, community and locale; and (ii) to study the relationship of self-concept with personality. **Methodology:** For the study all the elementary and secondary level TT admitted in the different training institutions in Meghalaya were taken into account. A representative sample of the population is drawn by adopting stratified random sampling technique, the strata being the different level of TT. For the analysis of the data Mean, Standard Deviation and t-values were used. **Findings:** (1) The level of self-concept of teacher trainees for each dimension was noted: the highest percentage (77.50%) of the high level category is found to be in SCD-E (moral), the highest percentage (89.69%) of the average level category is found in SCD-F (intellectual). There was a significant difference between the means of male and female teacher trainees in SCD of physical, social and moral. (2) Level of the scores in each primary personality factors (PPF) was found : the highest percentage (49.53%) of the teacher trainees were assertive, aggressive, stubborn,

competitive and bossy. Most of the teachers in the average level category show that they are not so much affected by feelings nor are they emotionally stable, mature and calm. The highest percentage (26.72%) of the low level category is found to be in the PPF-B (less intelligent-more intelligent). This indicates that they require direction and supervision constantly. (3) With regards to the SOPFs, the tribal and non-tribal teacher trainees were significantly different in QI (introversion-extroversion) and QIV (subduedness-independence).

[66] Gupta, M. and Jain, R. (2005). **Self-appraisal of their Skills by the Teachers Trained through Formal and Distance Mode: A Comparative Study.** *Ram-Eesh Journal of Education*, Vol. 2(1), 47-55.

Objective: To compare the self-appraisal of their teaching skills i.e., instructional strategies, communication skills, motivation and class management by government and private school teachers trained through formal and distance mode. **Methodology:** First 42 schools (25 government and 17 private) were selected through stratified random sampling technique out of all the schools present in the National Capital Territory of Delhi. Thereafter, a Personal Data Schedule developed by the investigators was given to every teacher teaching Class X or XII in the 42 schools. Finally, 188 teachers were selected out of which half had done their B.Ed. training through the formal mode and the remaining half had done it through the distance mode. The tool used was a Self-appraisal Rating scale developed by the investigators. The results were analysed using the t-test. **Findings:** (1) The formal school teachers scored significantly higher on the self-appraisal of their teaching skills viz., instructional strategies, communication skills, motivation and class management than the distance mode teachers. (2) The private school teachers trained through formal mode scored significantly higher than their government teachers. The study cites sixteen references.

[67] Arokiadoss, S.A. (2005). **Teacher Effectiveness of College Teachers.** *Perspectives in Education*, Vol. 21(2), 106-116.

Objectives: (i) To investigate the extent of teacher effectiveness found among college teachers; (ii) to study the influence of personal factors such as age, sex, subject of teaching, designation and academic qualifications on teacher effectiveness; (iii) to study the influence of

institutional background such as the type (private or government), nature (unisex or co-ed), status (autonomous or non-autonomous), location (rural or urban) and courses offered (up to PG or above PG) on various dimensions of teacher effectiveness. **Methodology:** A stratified sample of 275 college teachers was selected from 25 arts and science colleges affiliated to Madurai Kamaraj University in Tamil Nadu. Teacher effectiveness scale and Personal Information Schedule were used for the study. The statistical techniques employed for the analysis were ANOVA and t-test. **Findings:** (1) Teachers with high level of teacher effectiveness were found to be 18 per cent and those with low level were 15 per cent and the rest 67 per cent were at the average or moderate level of teacher effectiveness. (2) College teachers in the age group of 30-45 were effective in their subjects (3) Women teachers were effective in advising and guiding and possessed better skills of teaching and evaluation. (4) Men teachers were effective motivators. (5) Arts teachers had higher mastery in their subjects and involvement in college activities. (6) Private college teachers showed more involvement in college activities. (7) Autonomous college teachers were equipped with higher teaching skills and were more involved in college activities. (8) Teachers with research degrees had mastery over their subjects, motivating skill and developed rapport with the students effectively. The study cites ten references.

[68] Chaurasia, S. (2005). **Analysis of Classroom Teaching Behaviour of Shikshamitras**. *Researches and Studies*, Vol.56, 51-53.

Objective: To compare the classroom teaching behaviour of *Shikshamitras*, BTC trained teachers and BTC condense trained teachers. **Methodology:** Survey method was used for the study. The population contained all full time trained teachers (BTC trained and BTC condense trained) and *Shikshamitras* working in the government primary schools of Allahabad rural areas. A sample of 25 BTC teachers, 25 BTC condense teachers and *Shikshamitra* in classroom situation was taken. An modified observation schedule of prepared by P.K. Sahoo was used for data collection. The schedule of classroom teaching behaviour included teacher student interaction, teacher's involvement in classroom instruction, and method of giving introduction, teaching activity and overall effect of teaching. One-way ANOVA and chi-square test for independent hypothesis were used to analyse the data. **Findings: (1)** The *Shikshamitras*, BTC condense trained teachers and BTC trained teachers were found to be homogenous with regard to teacher-student interaction and

teaching activities. (2) The *Shikshamitras*, BTC condense trained teachers and BTC trained teachers differed significantly in teacher involvement in instruction, methods of giving introduction, use of textbook and overall effect of teaching. (3) The classroom behaviour pattern in regard to interaction was found homogenous in the three groups, i.e., *Shikshamitras*, BTC trained teachers, and BTC condense trained teachers. (4) The classroom behaviour pattern with regard to method of giving introduction and use of textbook differed in *Shikshamitras*, BTC condense teachers and BTC teachers. (5) The classroom behaviour pattern regarding teaching activity was found homogenous in all the three groups. (8) The classroom behaviour pattern regarding overall effect of teaching of the three groups indicated the following order: BTC condense (81.6%) *Shikshamitras* (68.06) and BTC trained (66.93%).

[69] Mary, R.S. and Paul, J. (2005). **Self-concept of Integrated Course Students in Pondicherry – A Study**. *Journal of Educational Research and Extension*, Vol.42 (1), 1-8.

Objectives: (i) To find out the self-concept of the students studying in integrated course; and (ii) to find out the difference between the self-concept of boys and girls, type of family and size of the family, hostellers and day-scholars, arts and science students and on the basis of parental income. **Methodology:** The sample consisted of 170 students of which 50 were boys and 120 were girls selected randomly from the four year integrated B.Ed course of a training college located at Pondicherry. Tools used to collect the data included a personal data sheet constructed by the investigator and self-concept inventory by Saraswat (1984). The data was analysed using mean and S.D. **Findings:** (1) The student self-concept is above average. (2) Boys and girls differ significantly in their self-concept. (3) Day-scholars and resident scholars differ significantly in their self-concept. (4) Students from joint and nuclear families, and large and small families don't differ with each other. The same result was also found in the case of the comparison between the science and arts students. (5) There is a significant difference among income groups in their self-concepts. The study cites ten references.

TEACHING-LEARNING PROCESS

[70] Mehra, V. and Mondal, H.R. (2005). **Effects of Peer Tutoring on Learning Outcomes of High School Science Students**. *Indian Educational Review*, Vol. 41(1), 41-58.

Objectives: (i) To determine the effect of peer tutoring and traditional instruction on learning outcomes, viz., achievement in science of students with high and low intelligence; (ii) to compare the learning outcomes in science of high and low intelligence groups of students; (iii) to study the learning outcomes of students in science at knowledge and comprehension category of objectives; and (iv) to study the interaction effects of the instructional treatments, intelligence and categories of objectives for two types of learning outcomes as mentioned above. **Methodology:** Raven's Advanced Progressive Matrices was administered to 200 students of Class IX from the Kalapani Higher Secondary school of Dhubri district in Assam. Majority of the students were from middle and low socio-economic status Muslim families and their average age was 13 years. On the basis of the intelligence scores, high intelligence and low intelligence groups with 54 students each were formed. They were then randomly allotted to either experimental or control group. Achievement test was developed on 6 units from the science syllabus of Class IX of SEBA, Guwahati. The test was used as pre-test and post-test. Lesson plans were developed on the six units of the science syllabus for teacher directed instruction. Six unit tests were developed on the units mentioned above for formative evaluation and formed the basis for peer tutoring. For the experimental group each unit was taught in the following steps – (a) teacher directed instruction followed by administration of unit test, (b) feedback to all students, (c) formation of peer groups followed by peer tutoring, (d) administration of unit test-I again to determine the level of mastery of the tutors and the tutees, and (e) feedback and re-tutoring by peers if essential. The teachers in the peer tutoring sessions performed the role of facilitator as they formed groups, assigned roles, monitored and evaluated and intervened when necessary. The students were selected as peer tutors on the basis of their mastery in the unit test and were given instructions regarding how to go about the task. The control group was taught the same content for the same period (50 days) by traditional instruction. Post-treatment tests were conducted on both the groups. The data was analysed using F-ratios. **Findings:** (1) The students exposed to peer tutoring exhibited better gain in achievement as compared to those taught by traditional instruction. (2) The high intelligence group exhibited better achievement in science than their low intelligence counterparts. (3) Students performed better at the knowledge category of objectives than at the comprehension category of objectives. (4) At the knowledge category of objectives, the students taught using the experimental method performed better than their

counterparts taught by traditional instruction. (5) Students taught by the experimental method yielded more mean gain scores at knowledge than at comprehension category of objectives. The treatment, intelligence and categories of objectives do not interact with each other for achievement scores. The study cites thirty-one references.

[71] Satya Prakash, C.V. and Patnaik, S.P. (2005). **Effect of Co-operative Learning on Development of Process Skills in Biology.** *Ram-Eesh Journal of Education*, Vol.2 (1), July, 22-26.

Objective: The present study is to implement co-operative learning during the teaching of biology portion of science and find out its effect on development of some of the process skills. **Methodology:** Experimental method of research was used for this study. Design of the study was pre-test, post-test equivalent group. The sample of the study was 200 students, of which 100 were treated as experimental and remaining 100 were considered as control group. Both the groups were matched on the basis of intelligence as well as achievement in biology. Tools: the main tools were process skills and achievement test in biology-constructed and standardised by the researcher, Raven's Progressive Matrices test- J.C.Raven. in order to find out the effect of co-operative learning on acquisition of process skills in biology, mean, standard deviation and t-ratio were calculated for the pre-test, post-test gain scores in case of total as well as for its different in process skills. **Findings:** (1) Co-operative learning has significantly helped in improvement of different components of process skills in biology such as observation, generalisation, interpretation, inference and prediction. (2) The flexible environment of the co-operative learning helped the students to observe, explore, think divergently and share ideas with their friends. The present finding goes in line with Berge (1990), which had shown the positive effect of co-operative learning on development of science process skills.

TEACHING PROFESSION

[72] Singh, I.L. (2005). **Perceptions of High School Science Teachers About Bioethics Issues.** Research Paper. Edu., Manipur University.

Objectives: (i) To look at how teacher think about life and some selected issues of science and technology; (ii) to examine the extent

of perceptions of Imphal teachers on scientific issues as compared to that of teachers in other countries. **Methodology:** The survey method was used for the study. The data was collected from 82 teachers teaching science, i.e., physics, chemistry and biology, in the high schools in Imphal, was selected as respondents. Some questions included in the International Bioethics Education Survey Questionnaire, 1993, (Macer, 1994) were used in the study. **Findings:** (1) A higher percentage of Imphal teachers were having a little knowledge of various technologies, although Agricultural Pesticides, Computers, Nuclear power, and AIDS were briefly discussed in the class, the discussion of other technologies was almost nil. (2) Teachers of all the countries including the Imphal teachers were having a positive attitude towards scientific discoveries and developments but the Imphal teachers mainly considered the beneficial side of scientific developments rather than the risky factors involved. (3) A higher percentage of teachers in New Zealand, Australia and Japan were having concerns about using animals for experiments, but the Imphal teachers were very little concerned about it. The study cites three references.

[73] Singh, P. (2005). **Relationship between Stress and Work Values among Secondary Level Female Teachers.** *Ram-Eesh Journal of Education*, Vol. 2(2), 58- 60.

Objective: To study the relationship between stress and work values among secondary level female teachers. **Methodology:** The study was designed to be a causal comparative and co-relational type of descriptive research. 150 secondary level female teachers from five schools of Allahabad constituted the sample for the study. The tools used were Teacher Stress Scale by K.S. Misra and Poonam Singh and Work-Value Differential by D. Chandra. The data was statistically analysed using Product Moment correlation. **Findings:** (1) Work Values such as economic return, social service, power, independence and adventure were found to be negatively and significantly correlated with stress. (2) No significant relationship was found between stress and the work values such as intellectual change, chances of progress, material handled, association, surrounding and variety. The study cites five references.

[74] Panday, S. and Deb, R. (2003). **How Different are the Problems of Married and Unmarried Women Teachers.** *Edutracks*, Vol.2 (5), January 34-39.

Objectives: (i) To compare the problems of married and unmarried women teachers in the context of different areas of teaching problems; and (ii) to compare the teaching problems of married and unmarried women teachers with reference to age, teaching experience and educational qualification. **Methodology:** The sample comprised of 307 women teachers teaching in Varanasi who were selected through incidental and purposive sampling technique. This study was a survey type research employing an ex-post facto research design. The tool developed and used in the study was *Sikshika Samasya Anusuchi* (SSA). **Findings:** (1) There was no significant difference found between married and unmarried women teachers in the context of different areas of teaching problems. (2) There was no significant difference found with reference to age, teaching experience and education qualification.

[75] Raj, P. and Mary, R. S. (2005). **Job Satisfaction of Government School Teachers in Pondicherry Region.** *Journal of All India Association for Educational Research*, Vol. 17, (1-2), 80-81.

Objectives: (i) to find out the job-satisfaction of the school teachers; (ii) to find out the difference in job-satisfaction between teachers with respect to: (a) gender, (b) medium of instruction, (c) residence location, (d) educational qualifications, (e) salary range, and (f) religion; and (iii) To find out the difference in job-satisfaction among teacher categories based on age, experience, educational qualifications and the stage of school education. **Methodology:** The sample consisted of 82 teachers of Pondicherry-34 males and 48 females selected by random sampling technique. Personal data sheet constructed for the study and job-satisfaction scale by Dr. Meera Dixit were used as tools. **Findings:** (1) Job-satisfaction of Government school teachers (overall and at all level) in Pondicherry region was not high. Overall job satisfaction level showed that 39 per cent of the Government schoolteachers had low, (40% had average and 21% high) level of job-satisfaction. (2) No significant difference was found in job-satisfaction between gender, medium of instruction, locale, educational qualification, salary and religion. (3) There was no significant difference among teachers irrespective of experience, age, subjects and type of school.

[76] Devi, N.S. (2005). **Assessment of Attitude towards Teaching.** *Edutracks*, Vol.4, (12), August 29-30.

Objectives: (i) To assess the attitude of the B Ed trainees towards teaching profession; and (ii) to find out the relationship between the attitude towards teaching and performance in the entrance examination of the B Ed. trainees. **Methodology:** The sample of the study constituted of 76 student teachers undergoing the B Ed. course (during the academic year 2003-04) in the Institute of Advance Studies in Education, Chennai. Attitude towards teaching of the student teachers was measured using the attitude scale developed by Ahluwalia, S.P. **Findings:** (1) There was a positive and significant relationship between the attitude towards teaching and performance in the B Ed. entrance examination. (2) There was no significant difference in the attitude of the student-teachers with under-graduate and post-graduate qualifications towards teaching.

VOCATIONAL EDUCATION

[77] Yadav, R. K. (2005). **A Study of Relationship between Needs and Vocational Preferences of Adolescents.** *Journal of Educational Research and Extension*, Vol.42 (3), 12-22.

Objectives: (i) To find out the relationship between needs and vocational preferences of students of XI Class; (ii) to measure the needs of Class XI students; and (iii) to find out the vocational preferences of Class XI students. **Methodology:** The sample consisted of 200 students of Class XI belonging to the faculties of Arts, Science and Commerce. Tools used were Tripathi's Personal Preference Schedule (TTPS) and Thurston's Vocational Interest Schedule for measuring the vocational preferences of students. Statistical techniques like Mean, S.D. and Co-efficient of correlation were used to analyse the data. **Findings:** (1) The students have high need achievement. The need exhibition is the lowest of all. The students have given highest preference to executive work and least preference to the jobs related to music. The administrative work has been preferred most. (2) Need achievement has got negative correlation with biological sciences. Need deference has no significant correlation with any of the vocational areas. Need order has significant relationship with five fields of vocational preferences. These areas are biological sciences, computation, persuasive, linguistic and humanitarian. The study cites thirty-one references.

[78] Veena, E.; Sumathi, D. and Rekha, B. (2005). **Career Decision-Making Self-efficacy among High School Adolescents.** *Journal of Psychological Researches*, Vol.49 (1), 52-56.

Objectives: (i) To assess the career decision-making self-efficacy of school children and the influences of grade and gender on it.

Methodology: The sample consisted of 73 boys and 79 girls studying in IX and XI grades selected purposively. The career decision-making self-efficacy scale by Arulmani and Nag (2000) was used to collect the data. The scale has validity of .83 and reliability of .81. The data was analysed with the help of Mean, and S.D. **Findings:** (1) There was no significant difference between the CDMSE of the total sample of boys and girls taken as a whole and between the IX grade students and XI grade students. (2) No gender difference was seen in the IX grade. However, in the XI grade, girls obtained significantly higher scores indicating greater career maturity. The study cites eighteen references.

WOMEN EDUCATION

[79] Reddy, P. A. and Devi D.U. (2005). **Vocational Needs of the Women.** *Journal of Adult Education and Extension*, Vol.1(2), 76-83.

Objectives: (i) To identify the vocational needs of the women; (ii) to classify the vocational needs of the women as more prominent, prominent and less prominent; and (iii) to suggest suitable vocational training programmes for the women. **Methodology:** The study was conducted in Chittoor district of Andhra Pradesh. Tirupati Revenue Division was chosen as locale of the study. One urban (Tirupati urban) and one rural (Pakala) mandal was chosen randomly for selecting the sample. From each mandal 125 women were selected randomly. The investigators designed a tool to identify the needs of the women. The investigators administered the tool to the selected samples individually and noted down the responses. The collected data was pooled and analysed. **Findings:** (1) From family occupation point of view 29 per cent of the sample women belongs to agricultural occupation followed by self-employment business and 18 per cent of them are in employment (2) 31 per cent are involved in domestic work and 30 per cent are involved in family profession. (3) The more prominent vocational needs of the women are dairy farm management, DTP operating, mushroom cultivation, cloth business, bangle business, religious threads, sheep rearing, poultry, shoe making and dairy. (4) Prominent vocational needs of the women are nursery, coir thread making, sericulture, handlooms, fancy stores and book stall maintenance, bamboo basket making, leaf plate making, computer, toy making and beautician. (5) The less prominent vocational needs

of the women are embroidery, screen printing, dress designing, candle making, basket making, agarbathi making shop maintenance, and tailoring. (6) It is advised to organise vocational training in the trades that are relevant to the needs of the women and suitable to the area. The study cites fourteen references.

[80] Amirthagowri, Rajakumari A .J. A. and Thiagarajan, A.P. (2005). **Occupational Dilemmas of Educated Women– An Analysis.** *Perspectives in Education*, Vol. 21 (3), 175-183.

Objective: (i) To analyse the occupational problems of working women in Thoothukudi Municipal Area, Tamil Nadu. **Methodology:** The sample of the study was selected randomly from the organised sector functioning within the Thoothukudi Municipal area. They were 388 women in teaching service from one-fourth of the educational institutions, 325 women in clerical services from one-fourth of the medical service centres, 50 women in non-meal and Anganwadi services from one-fourth of the centres and 20 women police from the only one police station. Totally 858 working women were selected but only 665 respondents cooperated in the investigation. Analysis of variance, Scheffe's Post hoc Test and Critical Ratios (CR) were used to analyse the data. **Findings:** (1) Working women in the age group of 41-50 had significant problems. (2) Married working women had more problems than their counterparts. (3) Women workers with school education were in the lower occupational and income strata and therefore, they encountered more problems than their counterparts. (4) Women police and non-meal and Anganwadi workers had significant problems. (5) Women working under the male boss had more problems than their counterparts. (6) Working women who had 16-25 years of services had more problems than others. The study cites seven references.