Abstracts of Research Studies Conducted

by Teacher Education Institutions in India

Volume IV

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CASE, The M.S. University of Baroda, Vadodara - 390 002

SECTION 1

SECTION 2

SECTION 3

SECTION 4

SECTION 5

SECTION 6

SECTION 7

SECTION 8

SECTION 9

SECTION 10

SECTION 11

SECTION 12

SECTION 13

SECTION 14

SECTION 15

SECTION 16

SECTION 17

SECTION 18

Educational research abstraction has its own value. The surveys on educational research by teacher education institutions in India, initiated by Prof. M. B. Buch are highly useful. The present volume attempts to abstract and classify educational research conducted in teacher education institutions in India 2005 onwards. It presents abstracts of studies differentiated into 18 areas. The previous volume consisted of 146 studies differentiated into 18 areas.

SECTION 1 - Attitudinal studies

SECTION 2 - Developmental concerns in Education

SECTION 3 - Distance Education

SECTION 4 - Educational Psychology

SECTION 5 - Educational Administration

SECTION 6 - Educational Evaluation

SECTION 7- Environmental Education

SECTION 8- ET and ICT in Education

SECTION 9- Human Rights Education

SECTION 10 - Innovative Teaching Practices

SECTION 11 - Language Education

SECTION 12 - Life skills and Value Education

SECTION 13 - Philosophical Foundations of Education

SECTION 14 - Population Education

SECTION 15 - Teacher Education

SECTION 16 - Teaching Methods

SECTION 17 - Technical and Vocational Education

SECTION 18 -   Art Education

Section 1

Attitudes of Students and Teachers

Studies on various factors influencing the attitudes of teachers and students towards various educational aspects are presented here.
Various researches done so far are given in the tabular form.

Sr. No.	Study Title	Investigator ID
1.	A study of impact of Computer Education on the Scientific Attitude of Students	Archana Kumari, 2000, Lucknow University, Lucknow
2.	Gender and Occupational Stereotypes of Student's Attitudes in Science and Their School Achievements in Biology and Physical Science (A Developmental Study)	Mr. H.S. Shishodia 2003, Barakatullah Vishwavidyalaya, Bhopal (M.P.)
3.	A Study of Some Factors Influencing Attitude Towards Energy Education and its Relationship with Academic Qualifications and Personality Characteristics of Secondary School Teachers in Devi Patan Region (Uttar Pradesh)	Mrs. Bhavna, 2005, Dr. Ram Manohar Lohia Avadh University, Faizabad, Uttar Pradesh, India.
4.	TEACHERS' AND ADOLESCENT STUDENTS' ATTITUDE TOWARDS CO-EDUCATION (Teachers' and Adolescent Students' Attitude Towards Self, Same-Sex, Opposite-Sex, Teachers, Parents and Colleges in a few Single-Sex and Co-Educational Junior Colleges in Pune City)	Mrs. Swalehakhatoon Sagir, 2005, Pathan,University of Pune, Pune
5.	A Study of the Attitude towards School, Aspirations and Educational Problems of Truant and Non-Truant Students of the Government High Schools of Haryana in the context of their Academic Achievement	Satish Kumar, Kurukshetra University, Kurukshetra, 2007
6.	A Comparative Study of Primary Teachers Competencies, Attitude and Their Performance Belonging to DPEP and Non-DPEP Districts of Karnataka	Syeeda Shanavaz, University of Mysore , Mysore , 2007
7.	A Study of Alienation, Academic Performance and Attitudes towards Energy Education of General, OBC and SC/ST Secondary Students of Bahraich-District	Alok Sharma, 2008, Dr. R.M.L. Avadh University, Faizabad, UP, India

8.	A Study of the Attitude of the Teachers towards Activity Based Evaluation, its Current Position and Problems in its Execution	Mr. Banshkar Chouhan, 2010, Janardan Rai Nagar Rajasthan Vidyapeeth Vishwavidyalaya, Udaipur, Rajasthan, India.
9.	A Study of Adjustment and Academic Achievement of College Students at Different Levels of Creativity of Urban and Rural Students	Mrs. Poonam Singh, 2010, Dr. B.R. Ambedkar University, Agra, UP, India

<Previous>   <Next>

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Section 2

Developmental Concerns in Education

Studies related to various aspects of developmental concerns of education like status of education of tribals, survey of educational status of different localities etc. are included in this section. various titles in this section are as follows.

Sr. No.	Study Title	Investigator ID
1.	A Study of Quality of Life of the Tribals of Keonjhar District in Orissa in Relation to Educational Development Programme	Kartikeswar Roul, 2006, Utkal University, Bhubaneswar
2.	A Study of the Effects of different educational Programs on the development of Personality of Primary Students	Mr. Gajanan Sahebrao Nare, 2006, Sant Gadge Baba Amaravati Vidyapeeth, Amravati
3.	A Study of DPEP Intervention in Tribal Education at Primary Stage and Its Effectiveness in Orissa,	Das, B.C. University of Allahabad, Allahabad, 2006
4.	Evaluation of Self Help Group (SHG) Interventions on Women's Education	Suryamani Mishra, University of Lucknow, Lucknow, 2007
5.	A Follow-up Study of Alumni of Vivekanand College of Education Lakhanpur	Anju Sharma, KUK, 2007
6.	Pracheen Bhartiya Vishwavidyalayon Ke Udabha Avem Vikas Ka Adhyayan	Amar Singh, 2008, Dr. Ram Manohar Lohiya Avadh Vishwavidyalaya, Faizabad
7.	A Study of the Undercurrents of Neo-Realistic Thought in the Post Independence Educational Policies and Programmes in India	Asheesh Srivastava, 2008, University of Lucknow, Lucknow
8.	Study of Personality Traits and Academic Achievement in Relation to Socio-Metric Status of Tribal Students in Varying School Settings	Ashok Kumar Parida, 2007, Kurukshetra University, Kurukshetra
9.	Educational Innovations in the Primary Schools of Gujarat State: A Status Survey	Ashwin Kumar D. Trivedi, 2003, South Gujarat University, Surat
10.	Uchchtarmadhyamik Star Per Adhyyanrat Adivasi Balkon Ttha Samanya Jati Ke Balkon Kee Shaikshik Uplabdhi Avam Samajik Abhivarti Ka Tulnatmak Adhyyan"	Monika Jain, 2010, RML Avadh University Faizabad

11.	"Evolving Competency Based Curriculum in Science Education for In-Service Primary School Teachers"	Mr. Gyanendra Nath Tiwari, 2009, University of Allahabad, Allahabad.
12.	"Uchcha Madhyamik Satravareel Vidyarthiansathi Kramanavit Adhyyan Tantranusar Arthshastra Vishyacha Adhyyan Sanchache Viksan"	Shri Patil Annasaheb Ramgonda, 2009, Shivaji University, Kolhapur.
13.	"Creative Talents of Tribal Children in Relation to Their Academic Achievement"	Ms. Purbasha Kar, 2007, Mohan University, Vyasa Vihar, Balasore, Orissa.
14.	Impact of Modalities of School Community Symbiosis on Quality Education of ST and SC Children at Primary Level in the State of Orissa"	Mr. Ranjan Kumar Dash, 2010, Utkal University, Bhubaneswar, Orissa.
15.	"Shiksha Se Virat Grameen Mahilaon Ki Samshayen"	(Ranjana Mishra, 2008, Dr. Ram Manohar Lohiya Avadh Vishwavidyalaya, Faizabad)
16.	Rajasthan Vidhansabha Mein Shiksha Vishyak Vidhaee Prakirya: Ek Vishleshanatamak Adhyyan (1993-2003)"	Smt. Renu Yadav, 2008, Banasthali University, Banasthali, Rajasthan.
17.	"A Comparative Study of Differential Stimulation on the Mental, Moral and Social Development of Primary Grade Pupils"	Mrs. Shalaka R. Pednekar, 2008, University of Mumbai, Mumbai.
18.	"Basic Shiksha Parishad Aur Niji Prabndhan Dwara Sanchalit Prathmik Vidyalon Kee Samajik Swekarita Ka Tulnatmak Adhyyan"	Mrs. Sunita Singh. 2009. Dr. Ram Manohar Lohiya Avadh University, Faizabad.

<Previous>   <Next>

Section 3

Distance Education

Researches related to problems, issues and status of non-formal education at different places related to different disciplines are presented here. Various studies under this heading are as follows.

Sr. No.	Study Title	Investigator ID
1.	Status of non-formal education in the district of Jalna- A Critical Study	Sudhakar Bhimrao Gaikwad, 2002, Dr. BAMU University, Aurangabad
2.	Development of an Evaluation Model for Nursing Programme through Distance Mode	Mrs. Bimla Kapoor, 2004, Indira Gandhi National Open University, New Delhi)
3.	"Evolving Distance Education Strategies for Jharkhand"	Mr. Ved Prakash Rupam, 2009, University of Lucknow, Lucknow.

<Previous>   <Next>

Section 4

Education Psychology

Researches conducted in psychology field has brought tremendous changes in to the education discipline. All the processes of class room interaction, teacher-student interaction have undergone drastic changes due to this. Many new trends in the methods and approaches like student centered approach, cooperative learning, active learning etc. are brought into the learning environments all over the world. Different researches related to adjustment, mental health, attitude formation due to environmental effect etc. are presented here.

Sr.No.	Study Title	Investigator ID
1.	Impact of an intervention programme in the remediation of reading difficulties among children with learning disabilities	Anjana, 2006, Kurukshetra University, Kurukshetra
2.	Development of An Enneagram Educational Programme for Enhancing Emotional Intelligence of Student Teachers	Eve Justina Romould, 2006CASE, MSU, Baroda
3.	Effectiveness of Inductive Thinking Model of Teaching on Learners' Achievement in Social Studies	Annapurna Prusty, Utkal University, Bhubaneswar, Orissa, 2006
4.	Samanya Avam Viklang Vidharthion Ke Vyaktitava, Buddhi Avam Chinta Ka Tulnatmak Adhyyan	Ms. Arti Nigam, 2010, Chhatrapati Shahu Ji Maharaj University, Kanpur, UP, India.
5.	A Study of Personality Factors of Responsible High School Teachers	Arun Kumar Gautam, 2008, Dr. B.R. A. University, Agra
6.	Study of Learning Condition Obstacles and Success in Science of Primary Class Students in North-East of Thailand	Chanchira Choomponla, 2008, Banaras Hindu University, Varanasi

7.	The Study of Relationship between Depression and Academic Achievement in Graduate and Post-Graduate Students	Fereshteh Sabbaghi, University of Pune, 2008
8.	Effect of Advance Organizer Model on Student – Teachers' Teaching and its Influence on the School Pupil's Performance in Science- A Study	Jadhav Vandana Vishnu, 2008, Shivaji University, Kolhapur
9.	"Study of the Effect of Education for Emotional Development on Emotional Intelligence of Secondary School Students"	Ms. Mabel Basil Pimenta, 2009, University of Mumbai, Mumbai, India.
10.	"Role of Emotional Intelligence in Academic Success and Adjustment of Higher Secondary Level Students"	Mrs. Reeta Suri, 2009, Pt. Ravishankar Shukla University, Raipur, Chattigarh.
11.	A Psycho-Social Study of Learning Difficulties in English of High School Students"	Mrs. Shikha Tiwari. 2009, Banasthali University, Banasthali, Rajasthan, India.
12.	"Social Maturity of Adolescents in Relation to Cognitive and Non-Cognitive Variables"	Mrs. Vijay Laxmi Agarwal. 2008, Punjab University, Chandigarh.

<Previous>   <Next>

Section 5

Educational Administration

Educational Administration is the backbone for the process of teaching learning. All through administration has to keep on changing with the needs and aspirations of the society to bring in the reforms into the system and to manage it properly.   Related to this aspect several researches regarding leadership qualities, problems and issues related to management of education are presented here in the tabular form.

Sr.No.	Study Title	Investigator ID
1.	A Study of Educational Management Practices in Secondary Schools and their Implications for In-Service Training of Head Teachers: A Survey of Kitui and Machakos Districts, Kenya	Jeremiah Mutuku Kalai, 2006, University of Pune
2.	A Study of the Administrative Organizations of Primary Education System in Orissa	Uddhab Charan Barik, Utkal University, Bhubaneswar, Orissa, 2007
3.	A Critical Study of Educational Administrative & Financial Problems of Urdu High Schools of Vidharbha Region	Mohammad Imran Ahmad, 2009, Sant Gadge Baba Amravati University, Amravati
4.	A Study of Parents' Participation in the High Schools Administration and its Effect on School Activities	Mr. Majid Vahedi, 2009, University of Pune, Pune, Maharashtra, India.
5.	"A Study of the Academic Accountability of Teacher Educators as indicated by the Performance Appraisal System Prevailing in Teacher Education Institutions in Mumbai"	Mrs. Raju Talreja, 2008, University of Mumbai, Mumbai.

Section 6

Educational Evaluation

New ideas are being thought of evaluating the outcomes of educational process. Particularly when process aspect is being given much importance now a days several radical thoughts of evaluation are being put into research for bringing in expected results. Appraisal of teachers, remedial programmes are occupying much importance in the process of educational evaluation. Different studies related to these aspects are presented here.

Sr. No.	Study Title	Investigator ID
1.	Evaluation of Teacher by Students	Shrirang Baburao Kshirsagar, University of Pune, Pune, 2006
2.	Preparation and Try-Out of a Remedial Course in English for Graduate Learners Who Make Glaring Errors in Writing	Govind Vyavahare, S.P. University, 2007
3,	Study of Effectiveness of Remedial Programme for Improving Disability and Achievement in Mathematics of Class VII Students	Ms. Archana Srivastava, 2004, Vikram University, Ujjain

<Previous>   <Next>

Section 7

Environmental Education

With industrialization one problem that cropped up is pollution of environment worldwide causing concerns among people to protect planet earth for survival of all species living on it. Discussions on several forums came to a conclusion to introduce this issue in form of curriculum in formal system, so that an awareness is generated from earlier days so that people develop a proper, healthy, and useful living style that helps in reducing the pollution. With this intention now a days 'Environmental Education' is introduced in formal educational system from primary level itself. Various aspects of research done so far related to this education are presented here.

Sr. No.	Study Title	Investigator ID
1.	Attitude Towards Environment and Perception of Environmental Education Among Student- Teachers and Teacher- Educators	Mrs. Anu Radha, 2005, Punjab University, Chandigarh
2.	Effectiveness of an Instructional package in Environmental studies among students of standard VII	Sharma Sumita, 2005, CASE, MSU, Baroda7
3.	A Study of Emotional Proficiency of Adolescent Students	Gunjan, Banasthali Vidyapith, Rajasthan, 2006
4.	An Assessment of Environmental Education in Primary Schools of North-East Chhattisgarh Region with reference to Environmental Awareness and Attitude of Teachers and Students' Achievement in Environmental Education	Arun Kumar Poddar, 2009, Guru Ghasidas University, Bilaspur
5.	Environmental Education in Secondary Schools of Orissa: Status, Issues and Prospects"	Mr. Sanjay Kumar Dey, 2008, Berhampur University, Berhampur, Orissa.
6.	"Pariyavaran Ke Prati Jagrukta Avam Pariyavaran Shiksha Ke Vikas Mein Jansanchar Sadhnon Kee Bhoomika Ka Adhyyan"	Subhankari Mishra, 2010, Dr. Ram Manohar Lohiya Avadh University, Faizabad, UP, India.

<Previous>   <Next>

Section 8

ET and ICT in Education

Evolution in the field of Communication Technology has brought in tremendous changes for using Educational Technology in teaching learning. Particularly Computer has occupied a prominent place in the technological aspect of teaching learning process with its potential design, aiding in carrying on the process efficiently with more visual effects and also sophistication in software and hardware with time and evolution of internet and world wide web. Researches on use of ICT in education has occupied an important place in Educational research in recent times and is a flourishing field with more and more applications are being added with improvements in technology with changing times. Different researches undertaken about use of ICT for efficient teaching learning are presented here.

Sr.No.	Study Title	Investigator ID
1.	Development of Multimedia Instructional System on Computer Education for B.Ed. Pupil Teachers	Mr. Anil Tanaji Patil, 2006, Shivaji University, Kolhapur
2.	Development and Tryout of Self-Learning Materials in English subject on the unit of 'Active and Passive Voice' for the Students of Standard-XII	Mr. Gautam A. Panchal, 2006, V.N. South Gujarat University, Surat.
3.	A Study of the Relative Effectiveness of Computer Based Multimedia Learning Packages on Performance and Behavioural Outcomes of Students of Different Age Groups	S. Jayaraman, 2006, University of Madras, Engineering Education
4.	A Study of the Effectiveness of Computer Based Learning Material on the Selected Chapters of Std. X Science	Sunil Kumar Agarwal, DAVV, Indore , 2007

5.	A Comparative Study of the Efficacy of Teaching Through the Traditional Method and the Multimedia Approach in the Subject of Home Science	Beena Y. Desai, 2004 South Gujarat University, Surat, India
6.	A comparative Study of Effectiveness of Social Inquiry Model and Programmed Instruction in Teaching History for the development of Values, Problem Solving Ability, Moral Judgement and Achievement of Secondary School Students"	Braja Kishore Jena, 2010, Fakir Mohan University, Balasore, Orissa.
7.	Awareness of Educational Technology in Secondary School Teachers of South Gujarat Region	Ms. Patel Darshna D., 2010, Veer Narmad South Gujarat University, Surat, Gujarat, India.
8.	Use of Internet among the Students of Colleges Affiliated to Veer Narmad South Gujarat University	MS. Desai Shivani K., 2010, Veer Narmad South Gujarat University, Surat, Gujarat, India.

<Previous>   <Next>

Section 9

Human Rights Education

Spread of democratic attitudes and establishment of democratic governments all over the world resulted in more concentrated thinking over protecting human dignity and preventing human abuse basing on race, caste, region and many other things. In the present world of conflicts and severe competition concepts of human rights have gained importance again. The present section presents researches related to the curriculum regarding human rights education.

Sr.No.	Study Title	Investigator ID
1.	Development of a Curriculum Framework on Human Rights Education for the children below fourteen years of age	Swarnaprava Sahoo, 2002, Utkal University, Bhubaneshwar

<Previous>   <Next>

Section 10

Innovative Teaching Methods

Improvements in technology, changing thinking patterns about students' learning, active learning and constructivist approaches domination in the teaching learning process are bringing in radical changes in the role of teacher in classrooms. Teacher has to be a facilitator of knowledge in present days, as students have many other channels of getting information, knowledge about content. This made teacher to employ innovative ways of teaching than using traditional lecture methods. Teacher has to use different approaches where student will come to know about different channels of getting information related to content. This also caters to the needs of individual differences existing in the classroom. Various approaches adopted by researchers regarding this aspect are presented here.

Sr. No.	Study Title	Investigator ID
1.	Educational Innovations in the Primary Schools of Gujarat State : A Status Survey	Ashwin Kumar D. Trivedi, 2003, South Gujarat University, Surat
2.	Development of Self-Learning Material and its Effectiveness for Teaching General Science to Class IX Students of Assam State	Basanta Gogoi, 2008, Dibrugarh University, Dibrugarh, Assam
3.	Development, Empirical Validation and Effectiveness of Modules on Genetics for 11th Grade Students	Durga Sharma, 2008,Kurukshetra University, Kurukshetra
4.	Evolving Strategies for Enhancing Cooperative Learning in Teacher Education	Ms. Nandita Nagar, 2010, University of Lucknow, Lucknow, India.
5.	Shbhagitapooran Adhyapak-Shiksha Karyakram Kee Kshetra Tatha Savvikas Mein Prasangikta" *("Relevance of the Participatory Teacher-Education Program in the context of Area and Self Development")*	Ms. Priya Gupta, 2009, Banasthali Vidyapith, Rajasthan.
6.	"An investigation into the effect of food habits of secondary school students on their school performance abilities and study habits"	Mrs. Pushpa K. Pandey, 2008, University of Mumbai, Mumbai.
7.	"Efficacy of concept mapping as a learning device for developing understanding and critical thinking: An experimental study"	Mrs. Ruchi Rawat, 2009, Mohanlal Sukhadia University, Udaipur.
8.	"Effect of Awareness of Science Structure and its Method of Inquiry upon the Student-Teachers Teaching Performance"	Mrs. Seema Babasaheb Chaudhari, 2008, Shivaji University, Kolhapur.
9.	Effect of Cognitive and Meta-cognitive Strategy Instruction on the Mathematical Problem Solving of Elementary School Students with Learning Disabilities"	Mr. Susanta Mohanty, 2009, Kurukshetra University, Kurukshetra, Haryana, India.

<Previous>   <Next>

Section 11

Language Education

In a multi lingual country like India, language education has tremendous importance. Many committees and commissions have commented on these points and stressed on a need to evolve a proper framework for language education in the country. Various formulas have been thought of with partial success in implementation. The present section presents the views of different researchers related to language education matters in education.

Sr. No.	Study Title	Investigator ID
1.	A Comparative Study of Difficulties in English Learning faced by different categories of school students in Bhopal	Fr. P.P. Joseph, 2005, Barkatullah University, Bhopal
2.	English Language Competence of Teachers and Students' Achievement in English Medium Primary Schools of Kannur District	Mr. Umer Farooque, 2005, S.L.P., University of Mysore, Mysore
3.	A Comparative Study and Analysis of Marathi Vocabulary Developed among Fifth Standard Students in Marathi Medium Schools	Shri Atul Prakash Kulkarni, 2010, Pune University, Pune.
4.	Study of the Impact of Teaching Strategies in English in Developing Creativity among IX Standard Students of Bangalore City with special reference to Sex, Intelligence and Socio-Economic Status	Mrs. Shamayel Rezwana, 2007, Bangalore University, Bangalore.

<Previous>   <Next>

Section 12

Life Skills and Value Education

Never returning process of globalization, emphasis on human rights, democratization of working environments have influenced educational systems to think about providing training in life skills and values for students in formal educational setting. To cope with the fast changing world order, to accustom with the changing working atmosphere, to cope with the pressures of daily life - certain life skills and values are very important. Training about these if gets started early in life, it is likely to lead towards a better future life style. The present section presents researches related to such aspects.

Sr. No.	Study Title	Investigator ID
1.	A Critical Study of Secondary School Curriculum with reference to Developing Skills for Crisis Management among Students of selected English Medium High Schools of Mumbai	Mr. Sainath Pandurang Shenoy, 2005, University of Mumbai, Mumbai
2.	Effect of Inductive Thinking Strategy on English Language Development and Concept Formation	Suman Dalal, 2005, KUK, Kurukshetra
3.	A Study of Some Determiners of Democratic Values Among Higher Secondary Students	Alok Gardia, BHU, 2007
4.	A Study of the Degeneration of Moral Values in Higher Education, its Consequences and Remedial Measures" – D. Litt. in Education	Dr. Ashok Kumar Dvivedi, 2010, Dr. Ram Manohar Lohiya Avadh University, Faizabad, UP, India.
5.	A Comparative Study of Values and Attitudes of School and College Teachers towards Teaching Profession	Kanwar Jasminder Pal Singh, 2004, Punjab University, Chandigarh
6.	"Perception of Values by Effective and Ineffective Teachers in Relation to Sex, Age and Place of Habitation"	Ms. Sabita Mishra, 2009, Utkal University, Bhubaneswar.
7.	"A Study of Jurisprudential Inquiry Model and Value Clarification Strategy in the Development of Moral Judgement, Values and Adjustment of Upper Primary School Students"	Mr. Santosh Kumar Panda, 2010, Fakir Mohan University, Balasore, Orissa.
8.	"Sevapoorva Avam Sevarat Adhyapakon Ke Daitavbodh Avam Samajik Moolyon Ka Ek Samikshatmak Adhyyan"	Mr. Santosh Kumar Singh, 2009, Dr. R.M.L. Avadh University, Faizabad.
9.	Effectiveness of Instructional Material on Thinking Skill of Classification in terms of Students' Achievement and Reactions at Middle School Level"	Ms. Shikha Asthana, 2008, Devi Ahilya Vishwavidyalaya, Indore.
10.	A Study and Development of Educational and Life Skills Learning Strategy for the Children of Nomadic & De-notified Tribes in Maharashtra using Information Communication Technology (ICT)"	Yogesh R. Kulkarni. 1998, Yashwantrao Chavan Maharashtra Open University, Nashik, India.

<Previous>   <Next>

Section 13

Philosophical Foundations of Education

When we say that philosophy is a way of life, a mental disposition, an opinion we possess about a thing, education also needs to have a proper philosophical foundation to shape it according to the needs of society. Because education is nothing but proper socialization of child according to the requirements of society. From ancient days several views are expressed about the educational process that have undergone changes and adopted with certain modifications till today. The present section deals with some of these aspects.

Sr. No.	Study Title	Investigator ID
1.	Educational and Psychological Implications of Shrimadbhagvatgita	Ms. Sunita Singh, 2006, Dr. Rammanohar Lohiya Avadh Vishwavidyalaya, Faizabad
2.	Analytical Study of Value Education in 'GramGeeta' of Respected National Saint Tukdoji Maharaj	Kumari Shobhna Purushottam Saoji, 2006, Sant Gadge Baba Amravati Vidyapeeth
3.	Assertion of Traditional Yoga in Human Health and Value Education	Mansi Bera, Pune University, 2007
4.	"Shrimadbhagwat Mein Nihit Shaikshik Vicharon Kee Sameeksha avam Uske Nihitarth"	Khajan Singh, 2011, Dr. Bhimrao Ambedkar University, Agra, UP, India.
5.	"Educational Inputs for an Awakened and Humane Society: A Study in Swami Vivekananda's Perspective"	Ms. Nidhi Gulati, 2011, University of Lucknow, Lucknow, UP, India.
6.	"Paternal Kee Yog Shiksha Ka Vivekanand Ke RajYog Per Prabhav Aur Unke Shaikshik Vicharon Ke Nihitarth"	Shri Rakesh Gautam, 2010, Dr. Bhimrao Ambedkar University, Agra.
7.	"Vertman Shaikshik Parivesh Mein Upanishadkaleen Shiksha Darshan Ka Aalochnatamak Adhyyan"	Shiv Pratap Singh, 2009, Dr. Rammanohar Lohiya Avadh University, Faizabad, UP, India.

( )

<Previous>   <Next>

Section 14

Population Education

Improvements in Science and Technology and medicinal fields has increased the life expectancy rate of human beings. This has resulted in environmental pollution as a result of population explosion. Many attempts are being made by formal and non-formal education systems to make people aware of this important aspect for peaceful survival of species on earth. In the present section studies related to researches conducted on this aspect are presented.

Sr. No.	Study Title	Investigator ID
1.	A Study of the Knowledge and Attitude of Students and Teachers and the Awareness of Parents towards Population Education in Higher Secondary School Curriculum with respect to the ongoing Efforts being made by various Organizations	Pradeep Kumar Agrawal , 2002, Rani Durgavati University, Jabalpur

<Previous>   <Next>

Section 15

Teacher Education

To keep the process of teaching learning at a proper pace in school system there is a need to design proper teaching preparation programme. The present section deals with different issues related to this aspect.

Sr. No.	Study Title	Investigator ID
1.	A Study of the Functional Education Component of Rural Development Project-9 (RDP-9) in four districts of Bangladesh	Ameena Ahmed, 1999, MSU, Baroda
2.	Development of teacher Education in Rajasthan Post-Independence, its present status and problems	Kamlesh Banu, 2002, Dr. B.R. Ambedkar University, Agra
3.	Preparation of A Creativity Program for Pre-Service Teacher Trainees at Primary Level and A Study of Its Effectiveness	Satish P. Pathak, CASE, MSU, 2002
4.	Designing, Developing and Implementing an Educational Program for Enhancing Emotional Maturity of Student-Teachers	Archana Dutta, 2009, The M.S. University of Baroda, Vadodara
5.	A Study of Human Resource Development Climate in the DIETs of Rajasthan	G. Kamesh Rao, 2009, The M.S. University of Baroda, Vadodara
6.	Synthesizing the Research Findings Related to Creativity and Developing their Curricular Implications for Social Studies	Gayatri Mohanty, 2005, Utkal University, Bhubaneswar, Orissa

<Previous>   <Next>

Section 16

Teaching Methods

For ease of transaction, curriculum is divided into different subjects, regarding teaching of which different teaching methods are devised like Science method, Mathematics Method, English method etc. The present section presents some studies conducted related to this matter.

Sr. No.	Study Title	Investigator ID
1.	A Study of the Status and Development of Science Education at High and Higher Secondary School Level in Nagaland since its Statehood	Mr. Khriesamhalie Pienyu, 2004, University of Nagaland, Kohima
2.	Study of Learning Condition Obstacles and Success in Science of Primary Class Students in North-East of Thailand"	Ms. Chanchira Choomponla, 2008, Banaras Hindu University, Varanasi.
3.	Evolving Competency Based Curriculum in Science Education for In-Service Primary School Teachers	Gyanendra Nath Tiwari, 2009,University of Allahabad, Allahabad
4.	An Investigation of Effectiveness of Curricular Creativity Inputs in Physics at the Secondary School Level	L. Hanumanthaiah, 2000, Bangalore University, Bangalore

<Previous>   <Next>

Section 17

Technical and Vocational Education

Many commissions and committees on education have talked about designing a proper technical and vocational education systems to improve the employment opportunities for the people and to cater to the middle level employment needs of the society. But the attempts regarding this matter still are not successful to full extent. Some researches related to technical and vocational education are presented here.

Sr. No.	Study Title	Investigator ID
1.	A Comparative Study of the System of Technical Education in Germany and India with special reference to Maharashtra State	Ajit Ram Rao Thete, 1999, Dr. BAMU, Aurangabad
2.	A Comparative Study of the Vocational Interest of the Students of IX Standard of Urdu and Marathi Medium Schools of Aurangabad City	Rahat Sultana, 2001, Dr. BAMU, Aurangabad

Section 18

Art Education

Studies related to art education area are presented here. Researches done on curriculum development are given in the tabular form.

Sr. No.	Study Title	Investigator ID
1.	Development of Art Education Curriculum at the Secondary School Level	O.P. Parameswaran, CASE, MSU, 2001

<Previous>   <Next>

A study of impact of Computer Education on the Scientific Attitude of Students

(Archana Kumari, 2000, Lucknow University, Lucknow)

Objectives

1. To compare the scientific attitude of students studying computer education with that of those students not studying computer education.
2. To study the role of gender in the development of scientific attitude of students.
3. To study the role of SES in the development of scientific attitude of students.
4. To study the role of Education of Mother in the development of scientific attitude of students.
5. To study the role of IQ in the development of scientific attitude of students.
6. To study the role of family structure in the development of scientific attitude of students.
7. To study the role of medium of instruction in the development of scientific attitude of students.
8. To study the role of anxiety level in the development of scientific attitude of students.
9. To study the role of adjustment in the development of scientific attitude of students.
10. To study the role of computer facilities in the development of scientific attitude of students.

Sample

A sample of 572 students of class VIII was selected through random sampling (Computer Education: 308, Non-Computer Education: 264)

Tools and Techniques

 SES Scale by Kuppuswamy, Raven's Progressive Matrices, IPAT by Cattel, and Adjustment Inventory by Mittal were used for the study.

Data Analysis

t-test was used for data analysis.

Findings

1. Computer Education has been found non-effective in the development of scientific attitude of the students.
2. Sex has not been found affecting the development of scientific attitude significantly.

3. SES has been found affecting the development of scientific attitude significantly. The average SES students have been found to develop scientific attitude at a significantly higher level.
4. The Education of mothers has been found to affect the development of scientific attitude among children significantly.
5. Positive correlation has been found between IQ and Scientific attitude.
6. The structure of family (Joint and Nuclear) and anxiety level have not been found affecting the development of scientific attitude.
7. The students of Hindi medium have been found to have higher scientific attitude than the English medium students.
8. The students of higher adjustment have been found to have higher scientific attitude.
9. The students with higher computer education facilities have been found with higher scientific attitude.

Gender and Occupational Stereotypes of Student's Attitudes in Science and Their School Achievements in Biology and Physical Science (A Developmental Study)

Mr. H.S. Shishodia, 2003, Barakatullah Vishwavidyalaya, Bhopal (M.P.)

Objectives:

1. To develop a test of stereotyping well suited to Indian Conditions.
2. To develop a test of achievement in physical and biological sciences for class VII, VIII, IX and X.
3. To develop an attitude scale to measure attitude of students towards science.
4. How do gender stereotypes correlate with their career preferences?
5. How do gender stereotypes correlate with their attitudes towards Science?
6. How do gender stereotypes of students correlate with their cognitive measure in biological sciences?
7. How do gender stereotypes of students correlate with their achievement in physical sciences?
8. How do gender stereotypes of students correlate with their achievement in biology with the advancement in their each year age count from 12 to 15 years?
9. How do students' gender stereotypes and their attitude in science influence their achievement in biology?

Research Design: It is a descriptive normative survey.

Sample of the Study: 376 students, 178 boys and 198 girls drawn from three schools from Standards VII, VIII and X in the age range 12+ to 15+ constituted the sample for the study.

Tools and Techniques: Occupation Stereotype Inventory by Allison and Kelley, and Sex Stereotype Test by Allison have been well adapted for the Study. The investigator has constructed the Tests of Biology and Physical Sciences. The investigator developed attitude Scale for studying attitude in Science.

Findings of the Study: The investigator has arrived at the following findings:

- The gender image of science has been found masculine rather than feminine.
- Masculine-self and feminine-self have been found to go with similar sex_career preferences.
- Feminine Self and Masculine Self have been found to be bipolar psychological tendencies as evinced by significantly negative correlations obtained between Feminine Self and Masculine Self of boys and girls for 12 years of children to 15 years of children.
- The feeling of Masculine Self increases with the advancement of the age of the child.
- Appearance of achievement motivation for Science at 15+ is commendable.

- At 12+ the students are found to merge with a strong negative feeling between Masculine Self and Feminine Self which gradually dilutes with adolescence. This bipolar attitude is diluted a little by 15+.
- The career preferences of Feminine Self boys and girls consistently maintain a significantly negative correlation with Career Preference for Masculine courses from 12 to 15 years of children. The age or education does not counteract this relationship.
- The Masculine Self of boys which was found significantly cohesive for Career Preferences for Masculine and Career Preferences for Feminine at 12+ develops aversion for CPF by 14+ but gets it diluted by 15+.
- The Masculine Self attraction for Masculine Career Preferences, consistently strengthens with age. This persistence denotes the increase of masculine self both in boys and girls.
- The BST and PST relationship has been found highly significant at all age counts from 12+ to 15+.
- The significantly high positive correlation obtained between MS and ATS of boys defines science as of masculine nature. Such a picture has been found ill defined in case of girls.
- There has been found high positive correlation between boys MS and FS, but no such relationship has been found in case of girls.
- The significant correlations secured by girls between FS and CPF and MS and CPM relate to girls Psychological Self intermixed with their Biological Self. Only stronger girls have been found to have affinity with masculine jobs, but their MS and FS are distinctly identified.
- The cultural context of boys and girls does construct their attitudes, gender and occupational stereotypes.
- Both boys and girls have been found to have a highly significant positive attitude towards science much above the average count.
- The mean score differences of MS of boys and MS of girls as also the FS of girls and FS of boys have been found significant at .01 level.
- The mean score differences of CPF of boys and CPF of girls as also the CPM of girls and CPM of boys have been found significant at .01 level.
- Girls have been found to have an edge over boys proclaiming feminine nature of biological subjects.

AT 12+ level

- Bi-modal functions of FS and MS, FS and CPM were identified. Another finding that FS goes with CPF was natural.
- MS goes with CPM was also found natural. But Masculine Self of boys with higher achievement in Biology inverts the feminine nature of biology.
- CPF goes with CPM. This denounces the masculine and feminine discrimination of the careers.
- The positive correlation found between BST and PST, explains cognitive functions of child behaviour.

AT 13+ level

- The CPF have been found repulsive to boys with high positive attitude in Science.
- A strange change was observed at 13+ level that MS goes with FS. They are no more bi-polar.
- MS boys preference for masculine careers was natural.
- Boys CPF was found to go with the CPM as the continuity of 12+ age boys attitude.
- BST and PST were found similar cognitive functions that go together.

AT 14+ level

- Boys at 14+ seemed to endorse no positive correlation with any of the variables.
- For 14+ boys also FS and MS were not found bi-polar, but bi-modal.
- CPF and CPM, as also BST and PST were found indiscriminate functions.

AT 15+ level

- Boys attitude again seems functional that defines bi-polarity between ATS and FS.
- Discriminations begin only FS boys make preferences for CPF and MS for CPM. This is adolescents characteristic where sex (Biological) awareness is more acute.
- Boys at 15 find no difference between masculine and feminine career preferences .They are seen making preference for both.
- The male character of boys at 15+ is more distinct. The boys who make significant preferences for masculine career preferences score poorly in Biology.
- The Biology and Physical Sciences are not distinct is similarly looked as boys at 12,13 and 14.

Similar findings were found for girls. The comparative study of boys and girls developmental trends stands on mean scores at 12+, 13+, 14+ and 15+. The attributes gathered from matrix analysis for lively boys, masculine boys, feminine boys, sex-type boys and similarly girls have their significant implications for the field.

The study has answered many questions, and raised many more questions such as follows:
- ➢ **Are the gender stereotypes still there in subject choice?**
- ➢ **Are the gender stereotypes still there in Career choice?**
- ➢ **What is the level of interaction between the biological self and psychological self?**
- ➢ **What all are the determinants of subject choice?**
- ➢ **What all are the determinants of occupation choice?**

- The occupation choice is more of a function of progressively developmental phenomenon of gender differentiation as, lively, masculine, and feminine and sex-type or independent of these?
- Can a person be distinctively labeled as masculine, feminine, lively, sex-type or all these are role specific, all in one.
- What is the relative status of feminine self and masculine self 15+ onwards?
- Persons with which type of self out of lively, masculine, feminine and sex-type are relatively more successful as doctors, engineers, lawyers, teachers, businessmen, actors, and sales representatives?
- Which all are the determinants of school achievement in Biology and Physical Sciences?
- Which are the essential attributes of scientific attitude?
- What is the concept of "Ardh-Nareshwar"?
- What is the concept of "Human-Animal"?
- How do we differentiate lively and ugly self?
- What is sex-type and what is sex-independent?
- What finally is the thesis of the present study?
- What specifically are the implications of the present study?

A Study of Some Factors Influencing Attitude Towards Energy Education and its Relationship with Academic Qualifications and Personality Characteristics of Secondary School Teachers in Devi Patan Region (Uttar Pradesh)

Mrs. Bhavna, 2005, Dr. Ram Manohar Lohia Avadh University, Faizabad, Uttar Pradesh, India

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

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

Tools:
The Attitude Scale constructed through Likert's Method by the Investigator and the Meenakshi Personality Inventory form the tools.

Data Analysis:
The data have been suitably analyzed through Mean Scores, SDs and Critical Ratio.

Findings of the Study:
The study has come out with meaningful findings as follows:

1. There was no significant difference between attitudes of rural and urban teachers towards energy education.

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

The study raises many questions, such as, follows:
- Do all the Secondary School Teachers have same Attitude towards Energy Education?
- None of the null hypotheses has been rejected. What does it mean?
- What could be the variables other than those considered by the investigator which might be influencing attitude of the teachers towards Energy Education?
- How to incorporate energy education concepts in the curricula at various levels? Suggest a Strategic Action Plan.
- How to realize Energy Education at the Field level through Educational Institutions?
- Having conducted this Study how the Problem Solving capabilities of the Scholar have increased?
- How do we differentiate delimitations and limitations of a study?

TEACHERS' AND ADOLESCENT STUDENTS' ATTITUDE TOWARDS CO-EDUCATION (Teachers' and Adolescent Students' Attitude Towards Self, Same-Sex, Opposite-Sex, Teachers, Parents and Colleges in a few Single-Sex and Co-Educational Junior Colleges in Pune City)

Mrs. Swalehakhatoon Sagir Pathan, 2005, University of Pune, Pune

Objectives:
1. To study the relationship between the type of college (Single-sex/Co-educational) and students' attitude towards self, opposite-sex, teachers, parents and colleges to ascertain students' attitude towards co-education.
2. To study the relationship between the sex (Boys/Girls) of the student and his/her attitude towards self, opposite-sex, teachers, parents and colleges to ascertain students' attitude towards co-education.
3. To study the relationship between the religion of the student (Hindu/Muslim/ Christian) and his/her attitude towards self, opposite-sex, teachers, parents and colleges to ascertain students' attitude towards co-education.

Research Design: It is a survey type study.

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

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

Tools and techniques: questionnaire-cum-attitude scale, and questionnaires The data have been suitably analyzed employing Critical Ratio and content analysis.

Findings of the study:

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

23. Christian pupils from Single-sex institutions had a negative attitude towards the opposite-sex as compared to Christian pupils from Co-education institutions.
24. Christian pupils from Single-sex institutions had an unfavorable attitude towards teachers as compared to Christian pupils from Co-education institutions.
25. Christian pupils from Co-education institutions and Single-sex institutions had a negative attitude towards parents.
26. Christian pupils from Single-sex institutions had an unfavorable attitude towards Co-education as compared to Christian pupils from Co-education institutions.
27. Non-Indian Muslim pupils had a positive attitude towards themselves as compared to Indian Muslim pupils.
28. Non-Indian Muslim pupils and Indian Muslim pupils had a positive attitude towards the opposite-sex.
29. Non-Indian Muslim pupils and Indian Muslim pupils had a positive attitude towards teachers.
30. Non-Indian Muslim pupils and Indian Muslim pupils had a positive attitude towards parents.
31. Non-Indian Muslim pupils had a positive attitude towards the system of Co-education as compared to Indian Muslim pupils.
32. Teachers from o-education institutions had a negative attitude towards themselves as compared teachers from Single-sex institutions.
33. Teachers from Co-education institutions had a negative attitude towards pupils as compared to teachers from Single-sex institutions.
34. Teachers from Co-education institutions had a positive attitude towards male teachers as compared teachers from Single-sex institutions.
35. While seeking permission to open a college, the management applies for a Co-education college.
36. 72% teachers were in favour of Co-education whereas 27.9% teachers were not in favour of Co-education.
37. 79.6% students were in favour of Co-education whereas 20% of the students were not in favour of Co-education.
38. Both boys and girls from Co-education Junior Colleges had significantly higher and better attitude towards self, opposite sex, teachers, parents and college as compared to Boys and girls from Single-sex Junior Colleges.
39. Boys had a significantly favourable attitude towards self, opposite-sex, teachers, parents and college as compared to females.
40. Hindu pupils from Co-education institutions had a significantly better attitude towards self, opposite-sex and college as compared to Hindu Pupils from single-sex Institutions.
41. Hindu Pupils from Co-education institutions had a significantly unfavorable Attitude towards male teaches as compared to Hindu students from Single-sex Institutions.
42. Hindu boys and girls from Co-education institutions had significantly unfavourable attitude towards parents as compared Hindu boys and girls from

single-sex institutions.

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

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

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

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

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

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

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

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

A large majority of the teachers and students from co-education institutions, as well as, single sex institutions have been found in favour of co-education. Most non-Indians were found in favour of co-education. Hindu and Muslim students from co-education institutions were found to have un-favourable attitudes towards their parents. Boys and girls from co-education institutions differed in their attitude towards self, opposite sex, teachers, parents and the college as compared to boys and girls from single-sex institutions. Male pupils were found to have more conflicts with their father as compared to girls, whereas, girls were reported to have more conflicts with their mothers tan their fathers. Hindu and Muslim pupils were fund to have unfavorable attitude towards male teachers. Muslim pupils were found to have negative attitude towards co-education. The atmosphere of co-educational colleges was found better than single-sex colleges. The findings have been interpreted by the investigator meaningfully. The Researcher's impressions and recommendations are valuable.

A Study of the Attitude towards School, Aspirations and Educational Problems of Truant and Non-Truant Students of the Government High Schools of Haryana in the context of their Academic Achievement (Satish Kumar, Kurukshetra University, Kurukshetra, 2007)

Objectives of the Study

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

Research Method Used

Survey method has been used for the Study.

Sample for the Study

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

Tools Used for the Study

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

Data Analysis Techniques Used

't'-test was employed for data analysis.

Findings of the Study

1. The truant students were found to have negative attitude towards the School, whereas, the non-truants were found to have positive attitude towards the School.
2. The truant students were found to have low aspiration towards the School, whereas, the non-truants were found to have high aspiration towards the School.
3. The aspiration level of above average achiever non-truant students of Ambala Division was found higher than that of above average achiever truants, whereas, the aspiration level of below average achiever truant students was found higher than that of below average achiever non-truants.
4. The physical development of truant students of Ambala Division was found higher than that of non-truant students.
5. The truant students were largely found from poor economic background families, though, there were some truants having rich family background, also. The non-truant students were largely found from moderate economic family background.
6. The truant students were found to have relatively low Psycho- Social background than non-truant students.
7. The truants were relatively found facing more of educational problems.
8. The economic, residential and employment problems of truant students of Ambala Division were found greater than that of the non-truants.
9. The truant students were found taking more of interest in social and recreational activities than non-truant students.
10. The truant students were found to be facing more of vocational and educational problems than non-truants.
11. The truant students were found to be facing more of severe problems and a variety of those, than the non-truant students.

The investigator has tried to build a theory of properties in the context of students, both, truants and non-truants in terms of many factors, such as, health and physical development problems, economic and employment problems, social and recreational activities, sex, marriage and romanticism, decency & discipline, heath status of the family, privacy of parents, desire of self support, vocation and education problems, difficulties related to school subjects, intelligibility of the textbooks, problems of overwork and capacity, unhealthy home classroom and school climates, and child labour.

The Study refocuses us on the states of secondary school students, both, truants and non-truants. There are unhealthy homes, lifeless schools and sick societies. What, if a child deviates as a result of wonderful interaction of self, home, school, society and environment? The Study has very well described the reality through organized search and research. The basic question is what if a child deviates from the educational social norms in search of a meaningful peaceful abode?

Emerging Questions

1. Are attitudes, aspirations and achievement inter-related?
2. What is the relationship amongst Education and Attitudes, Aspirations and Achievement?
3. If a child has unhealthy home & lifeless school where will the child go?
4. Which of the two causes truancy more, economically rich or economically poor home?
5. Students with extremely low scholastic achievement, as well as, those with extremely high achievement are likely to play truant? Why?
6. Was not it a difficult task to identify the truants for the sample?
7. Progressively, the number of truants is likely to increase significantly. Reflect
8. What is the emerging Thesis of the Study?

A Comparative Study of Primary Teachers Competencies, Attitude and Their Performance Belonging to DPEP and Non-DPEP Districts of Karnataka (Syeeda Shanavaz, University of Mysore, Mysore, 2007)

Objectives of the Study

1. To compare the primary school teachers competencies in DPEP and non-DPEP districts of Karnataka.
2. To compare the primary school teachers competencies in DPEP and non-DPEP districts of Karnataka in relation to their teaching experience, gender, area, type of school and type of training.
3. To compare the attitudes of primary school teachers in DPEP and non-DPEP districts of Karnataka.
4. To find out the differences if any in the attitudes of primary school teachers in DPEP and non-DPEP districts of Karnataka in relation to their teaching experience, gender, area, type of school and type of training.
5. To compare the performance of primary school teachers in DPEP and non-DPEP districts of Karnataka.
6. To find out the differences if any in the performance of primary school teachers in DPEP and non-DPEP districts of Karnataka in relation to their teaching experience, gender, area, type of school and type of training.
7. To find out the differences if any in the performance of fifth standard students in English Language of DPEP and non-DPEP districts of Karnataka.
8. To find out the differences if any in the performance of third standard students in Mathematics subject of DPEP and non-DPEP districts of Karnataka.
9. To find out the impact of training for primary school teachers in DPEP districts in relation to their gender, area and type of school.
10. To compare the overall performance of primary school teachers of both DPEP and non-DPEP districts in relation to their attitudes and teachers competencies.
11. To find out the performance of non-DPEP teachers in relation to their attitudes and teachers competencies.
12. To find out the performance of DPEP teachers in relation to their attitudes and teachers competencies.

Sample for the Study
The samples of 250 teachers and 250 students from each one of the two locales, namely, Mysore and Coorg have been drawn employing suitable sampling techniques.

Tools Used for the Study
Teacher Competency Scale, Program Evaluation Scale and Performance Schedule, Teacher Attitude Scale, Achievement Tests have been used.

Data Analysis Techniques Employed

Two way ANOVA, t-test, Stepwise Regression have been employed for data analysis in addition to the measures of central tendency and variability.

Findings of the Study

1. Non-DPEP teachers were found better in teaching competencies than the teachers of DPEP districts.
2. Teachers having different length of experience do not differ in their teaching competencies.
3. Male teachers were found to have better teaching competencies than female teachers.
4. Teachers from urban & rural areas have not shown any significant difference in their total competency scores.
5. There is no significant difference in the teaching competencies of teachers working in government and non-government schools.
6. Teachers from different types of training from DPEP and non-DPEP districts have not shown any significant difference in their total competency.
7. Teachers working in DPEP and non-DPEP districts do not differ significantly in their teaching attitude.
8. There has been found no significant differences in the Teaching Attitude of Teachers having different length of teaching experience.
9. Both male and female teachers exhibit same kind of attitudes towards teaching.
10. No significant difference was observed in the teaching attitude of teachers hailing from different localities.
11. Irrespective of the status of teachers working in government and non-government schools either in DPEP or non-DPEP districts, no significant difference was found in their Teaching Attitudes.
12. Whatever may be the type of training received the teaching attitude was found same.
13. Non-DPEP teachers obtained significantly high score as compared to DPEP teachers in different types of performance.
14. Teaching performance was found independent of the length of service.
15. Male and Female Teachers did not differ in their total Performance.
16. There is no significant difference in the total teaching performance of teachers from urban and rural areas.
17. There is no significant difference in the performance of government and non-government school teachers of DPEP and non-DPEP districts of Karnataka.
18. Chaitnya Program has been found to be greater effective than any other training programs.
19. Students show difference in their performance in both grammar and comprehension in DPEP and non-DPEP districts of Karnataka State. Better performance in the comprehension test is observed as compared to grammar test both in the DPEP and non-DPEP districts.
20. Performance of boys and girls in both grammar and comprehension is good.

21. Students belonging to rural and urban areas do not differ in their language performance.
22. Non-government school students have shown better language performance than students of government schools both in DPEP and non-DPEP districts.
23. Students in non-DPEP district have performed well , both in basic concepts and basic operations in mathematics as compared to the DPEP district.
24. In non-DPEP districts , both boys and girls have shown better performance as compared to DPEP district.
25. Rural children have shown better performance than the urban children especially in Coorg (non-DPEP) district.
26. Performance of non-government school students is better in Mysore (DPEP) district, whereas, performance of government school students is better in Coorg (non-DPEP) district.
27. DPEP training was found affecting the performance of teachers independent of the length of their service.
28. Both male and female teachers have given equal performance as impact of DPEP training.
29. Performance of teachers in both rural and urban areas was found equally good as a result of DPEP training.
30. No significant difference was found in the performance of teachers in government and non-government schools as a result of DPEP training.
31. Teaching & Teacher Relation with Fellow Teachers out of eight selected factors were found to be the better predictors of their performance in both DPEP and non-DPEP districts.

Emerging Questions

1. How is it that as a whole the status of Non-DPEP Primary Teachers has been found largely better than that of the DPEP Primary Teachers?
2. Which are the Correlates of Teaching Attitude?
3. The performance in grammar has not been found so appealing. Why so?
4. On which factors the performance in mathematics depends?
5. Rural children have shown better performance than the urban children especially in Coorg (non-DPEP) district. How so?
6. Performance of non-government school students is better in Mysore (DPEP) district, whereas, performance of government school students is better in Coorg (non-DPEP) district. Can we account for it?
7. How to determine the relative predictivity of various factors for Teaching Performance?
8. How are the Teaching Competencies, Attitude towards Teaching and Teaching Performance related?

A Study of Alienation, Academic Performance and Attitudes towards Energy Education of General, OBC and SC/ST Secondary Students of Bahraich-District
(Alok Sharma, 2008, Dr. R.M.L. Avadh University, Faizabad, UP, India)

Objectives of the Study:

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

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

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

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

Data Analysis Techniques Employed
The data were analyzed employing Chi-Square, Mean and SD.

Findings

1. Level of Alienation in female students was found significantly higher than that of male students.
2. Level of Alienation in General and SC/ST categories students was found significantly higher than that of OBC students.
3. Academic performance of male students was found to be significantly higher than that of female students.
4. Academic performance of General category students was found significantly higher than that of OBC and SC/ST categories students.
5. There was found to be a positive correlation between Alienation and Academic Performance.
6. OBC students were found to have significantly higher attitude towards Energy Education as compared to General and SC/ST students.
7. Male students were found to have significantly higher attitude towards Energy Education as compared to female students.
8. Alienation of students was not found related with attitude towards energy education.

"**A Study of the Attitude of the Teachers towards Activity Based Evaluation, its Current Position and Problems in its Execution**"

Mr. Bansilal Chouhan, 2010, Janardan Rai Nagar Rajasthan Vidyapeeth Vishwavidyalaya, Udaipur, Rajasthan, India.

Objectives of the study

1. To study the attitude of the Government School Teachers towards Activity Based Evaluation.
2. To study the attitude of the Private School Teachers towards Activity Based Evaluation.
3. To compare the attitudes of the Government and Private School Teachers towards Activity Based Evaluation.
4. To find out the current status of execution of Activity Based Evaluation in the Government Schools.
5. To find out the current status of execution of Activity Based Evaluation in the Private Schools.
6. To compare the current status of execution of Activity Based Evaluation in the Government and Private Schools.
7. To study the problems in the execution of Activity Based Evaluation.
8. To present suggestions for the successful execution of the Activity Based Evaluation.

Methodology Employed

Survey method has been suitably employed for the study.

Sample

The sample of 200 teachers, and 500 students of Standards VI to VIII was drawn employing suitable sampling techniques, @ 2 teachers and 10 students from 50 selected schools, almost evenly distributed against Udaipur City and Panchayat Samitis of Badgaon, Girva, Gogunda, Zhadol, Kotda, Mavli, Bhindar, Dhriavad, Khervad, Sarada and Salumber.

Tools

The tools constructed for the study were, Attitude Scale for the Teachers, Questionnaire for the Teachers, Questionnaire for the Students, Interview Schedule for the Principals.

Data Analysis

The data were analyzed employing suitable statistical techniques, namely, Mean, SD, and t-test.

Findings of the Study

1. Both, the Government and Private Schools Teachers have been found to have favourable attitude towards the Objectives and Process of the Activity Based Evaluation.
2. A majority of , both, the Government and Private School Teachers have responded that neither the teachers, nor the Principals are provided training prior to the Activity Based Evaluation. So, the activity based evaluation is not being done properly.
3. Inadequate number of teachers in the schools has been found to be another factor impeding the Activity Based Evaluation.
4. Peer Students' Groups are not in a position to do Activity Based Evaluation correctly.
5. Supervisors want to learn more about the Activity Based Evaluation during their visits to the Schools.
6. No significant difference has been found in the Attitudes of Government and Private School Teachers towards Activity Based Evaluation.
7. A majority of both the Government and Private School Teachers have been found to be of the view that Activity Based Evaluation enhances the understanding, and Self-Evaluation Skill of the learners. The participatory approach enhances the power of expression, observation and comprehension, and healthy competition of the students.
8. A majority of the Government and Private School Teachers have been found to be of the view that Activity Based Evaluation envisages attributes, such as, self confidence, patience, concentration, interest, comprehensiveness, neatness, clarity and validity of expression.
9. A majority of both the Government and Private School Teachers have been found to have favourable views regarding Self Evaluation and Peer Group Evaluation.
10. A majority of both the Government and Private School Teachers have been found to have favourable views regarding Execution and Effectiveness of Activity Based Evaluation.
11. No significant difference has been reported in the execution of Activity Based Evaluation in the Government and Private Schools.

A **Study of Adjustment and Academic Achievement of College Students at Different Levels of Creativity of Urban and Rural Students**"

Mrs. Poonam Singh, 2010, Dr. B.R. Ambedkar University, Agra, UP, India.

Objectives of the study:

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

Methodology Employed

Normative Survey has been suitably employed for conducting the study.

Sample

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

Tools

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

Data Analysis

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

Findings of the Study

1. The home adjustment of high creative rural college students was found to be appreciably better than that of low creative rural college students.
2. The health adjustment of high creative rural college students was found to be appreciably better than that of low creative rural college students.
3. The emotional adjustment of high creative rural college students was found to be appreciably better than that of low creative rural college students.
4. The rural low creative and the rural high creative college students were found to differ significantly on their social adjustment in favour of high creative.
5. The rural low creative and the rural high creative college students were found to differ significantly on their educational adjustment in favour of high creative.
6. The rural low creative and the rural high creative college students were found to differ significantly on their total adjustment in favour of high creative.
7. The home adjustment of low creative urban college students was found to be appreciably better than that of high creative urban college students.
8. The health adjustment of high creative urban college students was found to be appreciably better than that of low creative urban college students.
9. The emotional adjustment of high creative urbancollege students was found to be appreciably better than that of low creative urban college students.
10. The urban low creative and the urban high creative college students were found to differ significantly on their social adjustment in favour of high creative.
11. The urban low creative and the urban high creative college students were found to differ significantly on their educational adjustment in favour of high creative.
12. The urban low creative and the urban high creative college students were found to differ significantly on their total adjustment in favour of high creative.
13. The home adjustment of the low creative urban college students was found to outweigh that of the low creative rural college students.
14. The health adjustment of the low creative rural college students was found to outweigh that of the low creative urban college students.
15. The emotional adjustment of the low creative rural college students was found to outweigh that of the low creative urban college students.
16. The social adjustment of the low creative urban college students was found to outweigh that of the low creative rural college students.
17. The educational adjustment of the low creative urban college students was found to outweigh that of the low creative rural college students.
18. The total adjustment of the low creative urban college students was found to outweigh that of the low creative rural college students.
19. The home adjustment of the high creative urban college students was found to outweigh that of the high creative rural college students.
20. The health adjustment of the high creative rural college students was found to outweigh that of the high creative urban college students.
21. The rural high creative and urban high creative college students were not found to differ significantly in their emotional adjustment in life.
22. The rural high creative and urban high creative college students were not found to differ significantly in their social adjustment in life.

23. High creative college students of urban areas were found to be appreciably better in educational adjustment than their rural counterparts.
24. High creative college students of urban areas were found to be appreciably better than their rural counterparts in total adjustment.
25. Academic achievement of the rural high creative college students was found to be greater than that of rural low creative college students.
26. Academic achievement of the high creative college students of the urban area was found to be significantly better than that of urban low creative college students.
27. Academic achievement of the low creative urban college students has been found to be higher than that of the low creative rural college students.
28. Academic achievement of the urban high creative college students has been found to outscore that of their rural counterparts.

The study has demonstrated a due concern for cultivating creative and constructive faculties of the young ones, realizing their home adjustment, health adjustment, social adjustment, emotional adjustment and educational adjustment in the context of academic achievement under rural and urban conditions.

A Study of Quality of Life of the Tribals of Keonjhar District in Orissa in Relation to Educational Development Programme

(Kartikeswar Roul, 2006, Utkal University, Bhubaneswar)

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

Hypotheses of the study

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

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

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

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

Data Analysis Techniques used

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

Findings of the Study

- Large sections of the families (54.38%) of Kolha, Santal, Juanga and Bhuyan tribes were the medium size family having 4 to 6 members. However, Kolha and Santal were having more small size family (1 to 3 members) than Juanga and Bhuyan households.
- Majority of tribal people (66.51%) were found illiterate. In four tribes it was greater. Females were more illiterate (72.73%) than male population of the tribals. Juang and Bhuyan tribes were found educationally backward as compared to Kolha and Santal tribes.
- Wage earning, cultivation, forest product collection, hunting and fishing were the major occupation of the 85.42% of tribal households. Occupational status of Kolha and Santal Tribes were found better than that of Juanga and Bhuyan Tribes.
- Food habits of about 50% of tribal households were not satisfactory. But food habits of Kolha and Santal Tribes were found better than that of Juanga and Bhuyan Tribes.
- The majority of tribal households were using traditional source of energy, such as, firewood, cow dung cakes, and kerosene because of lack of purchasing power, lack of supply of other sources, less awareness about sources of energy.
- The social system of tribal households was based on the beliefs of magic and rituals , compulsory marriage, patriarchal family, child marriage, community living, organization of youth dormitory, more importance to priests in their society, role of astrologer-cum-sorcery in society life, prohibition of marriage in same clan. Kolha and Santal communities were found comparatively civilized to some extent and free from blind belief than Juang and Bhuyan communities.
- More than 50% of Kolha and Santal households were applying new technologies in cutivation, fishing, food gathering, food processing, hunting and preparation of houses, whereas, approximately 25% of Juanga and 30% of Bhuyan households were found using new technologies in different productions, processing and preparation activities.
- Necessary amenities and services, such as, road, schooling facility, drinking water, housing, supply of electricity, plantation, health services and drainage system etc. had been provided to sample tribal areas of Keonjhar district through socio-economic development programmes,
- All tribal communities had received benefits from educational programmes, income generating activities, non-formal training, awareness programme, social forestry, housing scheme, health programme of NGOs of sample areas of Keonjhar district.

- More number of Educational Development Programs were implemented in different villages of Ghatgaon and Harichandanpur blocks in comparison to Bansapal and Telkoi blocks.
- The level of living, population dynamics, and socio-political system, process of development and availability of resources are the major indicators of quality of life. All these indicators are invariably affecting the quality of life of the tribals of Keonjhar district.
- Kolha and Santal were found having higher status of quality of life in comarison to Juanga and Bhuyan. There is significant difference in the quality of life of the different tribes of Keonjhar district.
- Educational status scores of Kolha and Santal were higher than Juanga and Bhuyan tribes. Also, the status of quality of life of Kolha and Santal Tribes was found higher than that of Juanga and Bhuyan Tribes. So there has been found a positive significant effect of educational development on the quality of life of various tribes of Keonjhar district.
- Kolha and Santal communities availed of more educational facilities from different Educational Development Programmes in comparison to Juanga and Bhuyan Communities. There has bben found a positive effect of Educational Development Programmes on quality of life. So, there is a significant role of educational measures on improvement of quality of life of the tribals of Keonjhar district.

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

A Study of the Effects of different educational Programs on the development of Personality of Primary Students

(Mr. Gajanan Sahebrao Nare, 2006, Sant Gadge Baba Amaravati Vidyapeeth, Amravati)

Objectives of the Study:

1. To appraise the Educational Programs conducted in the Primary Schools.
2. To study the effects of various Educational Programs on the personality of students of Primary Schools.
3. To study the factors impeding the various Educational Programs in the Primary Schools.
4. To suggest the remedial measures for implementing the various Educational Programs in the Primary Schools.
5. To study the causes of the drawbacks in conducting the educational programs in the Primary Schools.

Methodology Employed:

The Survey method has been suitably employed for the study.

Sample for the Study:

The study has been conducted on 500 selected schools of Akola District. The sample is constituted of 500 Principals, 500 Teachers, and 50 Experts.

Tools Used:

The characteristics of the tools constructed by the investigator, namely, Questionnaires and Interview Schedule have been well established.

Data Collection

The data from the Principals and Teachers were gathered systematically through the respective questionnaires, whereas, the data from the Experts were collected through the Interview Schedule.

Data Analysis

The data have been analyzed through frequencies and % responses.

Findings of the Study:

The Study has arrived at quite meaningful findings as follows:

Responses of Teachers:

1. In most of the Primary Schools the components of the achievement of objectives are included in the Primary School.
2. It is observed that to achieve the various objectives various educational programs are essential.
3. Educational programs are essential for developing human values, like, culture, patriotism, scientific attitude, moral and ethical values and respect for labour.
4. It is understood from the teachers that the educational programs are conducted on large scale in most of the schools. In a large majority of the schools a variety of programs are conducted, namely, teaching & practical work of language, history & Geography, and Mathematics & Science.
5. Various educational programs are conducted effectively. Educational tour is a supplementary to education program in a large majority (93.8%) of primary schools.
6. Film-shows are organized by 44.3% schools, Group discussions in 54.8% schools, competitions in 80.4% schools, visit to mega projects in 83.4% schools, whereas, cleanliness drives of environment are organized in 89% schools.
7. Book-Banks are organized in 98% schools, welfare schemes in 90% schools, co-operative stores in 85%, whereas, Student Organizations are organized in 75% schools.
8. Implementation of co-curricular activities was found to be contributing to the values related to human life, namely, character building, national values, values of democracy, ethical value, self discipline and Scientific Attitude.
9. A large majority (96.78%) of teachers have responded that development in the Personality of the students is observed due to the effective implementation of these Educational Programs.
10. Co-curricular programs have also been found contributing to the development of the Personality of the students.
11. To study the effect of curriculum 100% schools use conduction theory and practical exams, 82% oral exams, 44.5% questionnaire, 38% occasional or phenomenal notes, whereas, 78.42% use checklist.
12. Educational Programs have been found developing many qualities in students, namely, Emotional development(73.4%), Leadership quality(89.5%), self confidence(91.3%0, physical ability(78.5%), development of different Art forms (95%), communication skills (85%), feeling of team work (98%), and participation in curricular activities (87%).
13. Most significant problems in the organization of the Educational Programs have been identified as financial (98%), excessive class strength (87.45%), lack of participation of students (93%).
14. 8% of the parents have been found identifying greatly with the educational development programme, 46% moderately whereas 12% have been found having negative attitude towards the educational development programmes. It seems that the parents were not so motivated towards the Educational Development Programme.

15. 24.5% of the teachers have been found very co-operative with respect to educational development programmes, 36% co-operative, whereas, 22.6% to some extent. It seems the teachers were not found so motivated towards the educational development programmes.
16. A large majority of the teachers (71.43%) have responded that there is a lack of infrastructural facilities which impedes the functioning of the Educational Development Programmes. (EDP)
17. Due to large strength of students they are not in a position to take full benefit of the EDPs. 37% of the teachers have fully agreed to this statement, whereas 48% to some extent.
18. 34.66% of the students have been found to be associating with the EDPs willingly, whereas, 62.34% unwillingly.
19. The major causes of the unwillingness of students as identified by the teachers are – excessive study load (93%), lack of teaching aids (87%), economic constraints (86%), time constraints (83%), and TV attraction (64%)
20. The teachers have suggested that to improve upon the functioning of EDPs teacher should be given additional time, money, and study credits to the students and added weightage to the teachers.

Responses of Principals:

1. 84% of the principals think that there is a direct relationship between EDPs and the personality development of the students.
2. As per the responses of 87.14% of principals the EDPs are subject related, 93.38% subject supplementary, and 79.45% general.
3. The headmasters think that only 18% of the teachers are genuinely interested in EDPs.
4. A large majority of the principals (62.8%) are fully interested in the EDPs, whereas, the remaining 23.82% not so interested.
5. The principals think that 44.14% of the students participate fully in the EDPs, whereas, 43.60% to some extent.
6. As per the responses of the principals 33.39% of the teachers are de-motivated towards the EDPs, 44.31% associate with the EDPs due to the fear of punishment, whereas, 4.15% are really interested in EDPs.
7. 97% of the principals think that there is no wastage of time due to EDPs
8. The principals think that it seems that the benefits of the various policies of the government are more or less sort
9. The information regarding the EDPs is gathered from the Education Department as responded by 64% of the Principals, whereas, 33% of the Principals have been found to receive it from other educational institutions.
10. As per the responses of the principals the necessary material for organizing the EDPs is not available in 88% of the schools
11. To meet the necessary material requirement for organizing EDPs 37% of the principals request the parents, 43% request to the rural donors, 12% to the teachers, whereas 8% depends upon the administration.

12. 58.12% of the institutions co-operate more or less, 29.15% not at all, whereas, only 1.32% co-operate fully.
13. A large majority of the principals think that economic factor is the most impeding factor in the organization of EDPs.

Findings on the basis of Interviews:

1. There is a need of changing the mentality of students, parents and teachers with respect to EDPs.
2. The EDP should be integrated with the school time table.
3. The EDP should be corresponding to the different standard of the students.
4. While employing the teachers it should be ensured that they have necessary attributes for organizing the EDPs.
5. The training of teachers of various subjects should be made compulsory with respect to use of EDPs.
6. Language club, Science club, debating club, playing club etc. should be established to enhance the participation of students.
7. There should be some programmes for the parents also.
8. Creativity is a must for enhancement of personality. So, the focus the some of the programmes should be on creativity.
9. The participation of students, teachers, and parents can be enhanced by organizing the educational development programme of their interest.

Findings based on Activities of the Schools:

1. There should be training on skating and other games, because it enhances self-confidence and develops the personality of the students
2. The skill of communication should be developed by organizing educational development programmes
3. There should be programmes on performing arts and expression to develop body language
4. There should be added focus on yoga and breathing exercise

A Study of DPEP Intervention in Tribal Education at Primary Stage and Its Effectiveness in Orissa, D.Phil, Education, University of Allahabad, Allahabad, 2006

Das, B.C.

The major objectives of the study were:

1. To study the meaningful experiences and perceptions of education functionaries, teachers, community leaders and tribal parents about DPEP intervention and school functioning.

2. To ascertain the availability and utilization of infrastructure facilities in DPEP schools working for tribal population.

3. To study the effectiveness of DPEP intervention in terns of universal enrolment, attendance, achievement and retention of tribal children.

4. To study the motivation of tribal children in schooling process under DPEP intervention.

5. To study the effect of DPEP intervention on teachers' competencies in relation to quality improvement in teaching-learning activities and school management.

6. To study the nature of community participation in school management under DPEP intervention.

7. To develop futures scenario of educational expansion among tribal children.

The study has been conducted applying three approaches viz., case study, cross sectional survey and longitudinal trend and cohort studies in integrated form. The DPEP programme was evaluated through a model frame work of wholistic evalution for primary education system. The population of the study covered three tribal districts of Orissa viz., Rayagada, Gajapati and Kalahandi. Purposive sampling procedures have been adopted in selecting the sample. The sample for the study comprised of 18 tribal concentrated villages from three tribal districts of Orissa, 18 primary schools operating therein, 57 education functionaries, 34 teachers, 180 parents, 36 community leaders and 100 children. About 25 experts and education functionaries were involved in development of futures scenario of educational expansion among tribal children. The study was conducted in three phases. Phase I involved exploring DPEP interventions from the field. Phase II involved indepth case studies and cross case analysis. Phase III involved the development of futures scenario of educational expansion among tribal children. Interview Guides, Participant observation and record surveys were employed for data collection. Data were analyzed qualitatively using content analysis, growth rate and trend and cohort analysis techniques.

Major findings of the study reads as :

1. The DPEP has been successfully providing new primary schools as well as infrastructure developments of existing school along with provision of free text books, appointment of teachers and hostel facility for girls.

2. The community participation has been found to be encouraging through organization of enrolment campaigns, participation of village education committee members in school management.

3. In-service teacher training programme has been a key feature for the empowerment of teachers. However teacher absentism and their lack of acquaintance with tribal culture and language were found as major barriers of schooling.

4. The status of enrolment of tribal children has been found as high as 75 to 82 per cent with marginal (23.28 per cent) retention in residential sevashram primary school. There has been improvement in children's achievement at class III and V stages during DPEP operation than prior DPEP operation. The sevashram school was found better than the achievement, attendance and retention of children of other types of schools.

5. DPEP has brought significant impact on motivation of children in majority of cases (59 per cent). This has also been reflected in terms of parents' interest in their children's education, children's self-study cleanliness, discipline and work oriented experiences of children.

6. Village development, residential facility and easy accessibility are positively associated with school participation of tribal children as well as participation of teachers and the community in school management.

7. In spite of teachers' significant efforts in making classroom activities continuous and active, there remains predominance of textbook method and rote memory oriented learning practices. In rare cases the activity based classroom transaction has been practiced.

8. The futures scenario of education of tribal children is associated with sincere interventions in educational programmes at local level, provision of infrastructural and educational technology support with proper networking facilities and encouraging participation of tribal community members in school management..

9. As a whole DPEP intervention in tribal villages has brought positive effect in terms of criteria of enhancement of enrolment of target group learners (girls' enrolment growth rate having higher than that of boys); better retention of boys and girls in residential *sevashram* schools in comparison to other schools; increasing rate of achievement in comparison to that of pre DPEP operation; higher rate of involvement of community in school management and appointment of teachers in the schools. However, major constraints remain with regard to irrelevant school curriculum, teacher absenteeism, monotonous teaching learning processes and negligible monitoring and supervision of school practices by appropriate authorities of tribal districts.

Evaluation of Self Help Group (SHG) Interventions on Women's Education (Suryamani Mishra, University of Lucknow, Lucknow, 2007)

Objectives of the Study

1. To study the process of formation of SHGs for Women;
2. To assess the extent of democratic functioning of SHGs;
3. To assess the awareness of the SHG members on the problems of their community and means to address them;
4. To find out the efforts/achievements made by the SHGs in tackling issues affecting community;
5. To assess the activities of SHGs in promoting education of members and their children;
6. To assess activities of SHGs on women's empowerment education; and
7. To study improvement in the life skill education of SHG members.

Study Type
It is a descriptive Study.

Sample for the Study
The samples of 125 SHG members and 125 non-SHG Women have been suitably drawn employing multi-stage random sampling. Descriptive analysis of the data has been done in most of the cases. % analysis and in some cases significance of difference between percentages has been done.

Findings of the Study
1. All the SHGs were formed with facilitation of an animator, all members of the SHGs joined the group on their own interest, and all SHGs do not function on democratic principles.
2. All the SHGs were found aware of the problems of their community and 20 % of them address community issues through their network.
3. Activities of the SHGs did not promote education of group members and their children.
4. Education level of SHG Women on 9 aspects out of the 14 aspects studied was found better than that of the non-SHG Women.
5. Education level of SHG Women on all aspects of Life Skill Education studied was found higher than that of non-SHG Women.

The emerging Thesis of the Study is " Self insurance, self assurance, self realization, self expression, self help, and self reliance promoted through SHG intervention made women set their attitude to acquire knowledge, develop interest, understanding and skills on a lot of aspects of Empowerment Education and Life Skills Education". The Study has presented 17 action points for strengthening SHG interventions on Women's Education.

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

Objectives of the Study

1. To study the background and present status of alumni regarding

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

2. To find out the perceptions of alumni of Vivekanand College of Education, Lakhanpur, regarding

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

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

Nature of the Study

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

Sample for the Study

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

Tool Used for the Study

Questionnaire was used for the study.

Data Analysis

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

Findings of the Study

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

- Most of the alumni used very much to moderately the strategies/methods learnt during B.Ed. in their day to day teaching.
- A vast majority of the alumni found Educational Psychology Paper most beneficial in their profession, whereas, Educational Philosophy the least beneficial. They found their knowledge of Learner Psychology acquired during B.Ed. quite useful.
- Lecture method was found to be most used by a large number of Alumni for educational instructions.
- While a majority of the alumni did not organize any co-curricular activity during the B.Ed. course, yet their participation in organizing such activities in their teaching profession showed a more favourable response.
- Maximum alumni were only moderately satisfied with the academic environment, infrastructure facilities, salary and working hours in their present profession. A large number of alumni were found to have limited satisfaction with the salary drawn by them.
- A majority of alumni were of the opinion that B.Ed. course had only moderately helped them in living a better life.
- A large majority of the B.Ed. graduates of the college opined that B.Ed. course of the University of Jammu should include more of practical work. A lesser % of alumni suggested for having more days of teaching practice and project work in B.Ed.

Emerging Questions

1) What could be the various ways of establishing continuous communication with the alumni?
2) How to find out the status of all the alumni of the College?
3) The alumni have been found to value Educational Philosophy lesser than Educational Psychology. What should it be attributed to?
4) How to enhance the quality of instruction at B.Ed. level?
5) How to enhance the level of satisfaction of the alumni with respect to academic environment and working conditions at their work place?
6) How to control the economic exploitation of the alumni?
7) How to make the communication between the Parent Institution and Alumni greater functional?
8) How to strengthen the Alumni Associations in the Teacher Education Institutions?

"Pracheen Bhartiya Vishwavidyalayon Ke Udabha Avem Vikas Ka Adhyayan"

(Amar Singh, 2008, Dr. Ram Manohar Lohiya Avadh Vishwavidyalaya, Faizabad)

Objective of the Study

To explore the origin and development of the Ancient Indian Universities to address the problems of present Higher Education.

Research Method Employed

The historical research methodology has been employed rigorously. Both, the verbal as well as material sources have been utilized for gathering information. Very exhaustive attempts have been made to cross validate the data. The methodology employed for fact finding is marvelous.

Findings

1. The mention of Takshshila Nagri is there in Ramayana and Mahabharta. The Greek Travellers, namely, Arian and Stravo have narrated the prosperity of Takshshila. Havensang, a Chinese Traveller has described Takshshila as a Center of Higher Education. Marshal and Kanhingam through Archelogical Excavation of Takshshila found 55 Satoop, 28 Vihar and 9 temples. In 1924 A.D. a Mudra-kosh & Aabhooshan-kosh were found from Takshshila . These are some of the evidences of the historicity of Takshshila. Students from Varanasi, Patliputra, Rajgrah, Mithila and Ujjani came to study in Takshshila University. A famous student of Takshshila from Patliputra, who was contemporary of Buddha studied Medical Sciences here, and emerged as super most Medical Scientist then. Kaushal Raja Persenjit, Maurya King Chandra Gupta, Experts of Grammar Panini, great economist Kautilaya & Patanjali were the products of Takshshila University. Various Courses, namely, Vedtrai, Ashtadadh Shilp, Grammar and Philosophy were offered at Takshshila University. The higher education of Allopathic, Surgery, War Education, Astrology, Agriculture, Chriot Driving and Trade was offered here. Takshshila was well known for Art Education in Eighteen areas, such as, Art, Trade, Music, Dance, Chitrkala, Takshan Kala, Astadash Shilp, Indrajal, Nag Vashikaran, Guptnidhi Anveshan Vidya. Takshshila University was managed by Teachers and Students. There was an extremely large number of Naisthik Berhamcharis during the Jatak Yug here. Each Acharya was taking care of the Education of five Students. There was a sizeable number of Acharyas each one of whom was taking care of the education of more than 100 students. There was no discrimination among students on the basis of caste, creed. Brahaman, Kshtriya and Vaishya all were treated at par. There was a tradition of Guru Dakshina. Gifted Students, but with economically poor background were taken care of by the State & Society.

2. Nalanda University was a center of learning for knowledge seekers. They not only studied here, but transcreated the knowledge. Situate at 55 miles south of Patna (Patliputra) and 7 miles north of Rajgrah, the ancient Nalanda has its remains (Khandhar). The foundation stone of the Nalanda University was laid by Gupt Samrat Kumar Gupt-I. Students from Middle Asia, China, Tibbat, Korea etc. used to come to seek admissions here. The Entrance Examination was very tough. The candidated had to dialogue with the Dwarpal (Dwarpandit) first. On the basis of successful dialogue, this Gate Keeper would permit only 1 to 2 candidates out of 10 to enter. It was a honour to get admitted and being the Student of Nalanda. These students were respected throughout the country. Only gifted students could get admission in Nalanda University. Even then the strength of students in Nalanda was greater than that of any other university in the world. During the visit of Itsingh (675 A.D.) the student strength of Nalanda was 3000, whereas, during the visit of Shavan – Chang it went upto 10,000. There were students from Tibbat, Korea, Tushar and Central Asia also in this university. Yuvan-Chang, Itsingh, Thanmi, Havenchiu, Tau-Hi-Havi-Niah, Aryavaman have been some of the well known students of this university. Kulpati Sheelbhadra (635 A.D.) , during the visit of Yuvan-Chang was found to have assimilated the Sutras and Shastras available at that time. Yuvan-Chang has made a mention of the Intelligentsia of that time, Dhrampal earlier VC; expert on the Teachings of Buddha, Chandrapal; highly gifted and popular Gunmati & Sathirmati; Logician on his subject Prabhamitra; Communication expert Jinmitra and Ideal character Gyanchandra. The Teaching methods used were Oral, Explanation of books, Lecture, Shashtrarth and Dialogue. In addition to these many other approaches, namely, Bhikshatan, Shram, Parishad, Gosthi Charan and Agar-Shisha approaches were used. There was a grand library to take care of the studies of 1500 teachers and 10,000 students. The three buildings, namely, Ratansagar, Rastnodhi and Ratanranjak constituted the Library. Vidya Parishad was taking care of the academics of the university, whereas, finance and administration were taken care of by another Committee. The university was mainly meant for Bhikshu students. There was no fees. Even the boarding and lodging were also borne by the University.

3. Vikramshila University was located in 10 miles south of the present Bihar Tehsil of Bihar State. Ancient Vikramshila was a Bodh Vihar located on the Southern banks of Ganga . Very learned people were appointed for examination on the main gates of the University. Vikramshila can be identified through the Khnandhars on the Southern banks of Ganga of the present Sultangunj, District Bhagalpur.The foundation stone of Vikramshila was laid by king Dhrampal of Pal Density. Big Halls were built for lectures. Upto 1300 A.D. the University was under the care of the successors of Dhrampal. A Guest House was built for Learned people from Tibbat. Upto 1200 A,.D. the student strength was 3000. Upto 400 years students kept coming here for studies from Tibbat and other States. Specially there was provision for Physical Sciences in this university. There was teaching-learning of Kramkand, Grammar, Logic, Tatvagyan and Tantra here, specially.The

certification was done and degrees conferred by the Kings of Bengal here. There were valuable books in the library. Different functions were distributed against different committees. The academic administration was done by a committee of six Dwar Padits, whereas, the general administration of the university was done by another Committee.

4. The worshiper of Sun Maitrya Kings established their capital in the eastern Gujarat of Bay of Cambay. These kings were believer of Brahaman-Shaiv dharma. The Vallabhi University developed during the period of Maitrya Kings (490 A.D. to 775 A.D.). It is learnt through the Chinese sources that during 640 A.D. there were Vihars here , where about 6000 students were staying. In addition to Bauddh Shiksha Kendra it was Brahmin Shiksha Kendra also. Courses on Law, Economics, Political Science, Medicine, Accountancy and Literature were offered here. Experts of the international repute, namely, Sthirmati and Gunmati were here.. During Ancient period Vallabhi was known for Medical Sciences. The expenditure of the Vallabhi was met by Matraik kings and hundreds of capitalists. Upto 1200 A.D. Vallabhi University was the Center of attraction for students continuously up to Bengal.

5. Gopal, a brave Nayak established a new kingdom in Eastern India by the name " Palvansh of Bengal. Odantpuri was made the capital by Gopal (750 A.D to 770 A.D.).Odantpuri Matth was established here, which was later known as Shikshapeeth. Palvanshi king Dhrampal established a library here having valuable books on Baudh and Brahmin literature.1000 Bhikshu used to study here. Odantpuri University was a Center of Tantrik Adhyyan and Research. In addition to these, subjects, namely, Mimansa, Philosophy, Logic were also offered. Odantpuri University is known for the Intellectuals Deepankar Sri Gyan and Prabhakar. The Indian culture was deployed through the Odantpuri University.

6. King Rampal established Ramavati Nagar as his capital. A grand Vihar was built here called Jagdal Vihar, which was a famous Center for Bengal then. The Jagdalpur University was a Center for Tantrik and Tarkik studies. Many students from India and Tibbat studied here. Jagdalpur University is known for the learned, namely, Vibhutichandra, Dansheel, Shubankar Gupta, Mokshkar Gupt and Dhramkar.

7. Kashi developed as a Center of Education during Upanishad period. The king of Kashi Ajatshatru was known for his wisdom. Varanasi was a Center of Education in Eastern India during Buddh period. Lord Buddha started his preaching from Sarnath of Varanasi. 1500 Baudh Bhikshu used to study at Sarnath. It is evident through medieval reports that studies of Vedas was done at Varanasi. Shankracharya laid the foundation stone of Advaitya-Vedant at Varanasi. Women used to study Sanskrit here.

8. Kashmir was a Center of Education during Pre-Mediveal period. Many volumes on Sanskrit and literature were published here. The author of Naishadcharit, namely, Shri Harsh was from Kashmir. A History book Rajatarangini is well known which is a rich learning resource on Indian History.

9. The Upanishdik name of Mithila was Videh.It was a center of learning for Brahmins. It was having importance during Baudhkal also.Vidyapati Maithil Kokil was born here. Jagdhar of Videh made critical comments on Meghdoot, Devi Mahatamya, Geet Govind and Malatimadhav. New Law has been the unique contribution of Mithila. Gangesh Upadhyaya gave a new direction to law. Verdhman Upadhyaya, the son of Gangesh Upadhyaya authored Tatva Chintamani Prakash, Nayayanibandh Prakash, Nayayaprishisht Prakash, Kirnavali Prakash, Nayayakusumanjali Prakash, Nayayaleelavati Prakash and Khandakhadya Prakash. Mithila was known for Shalaka-Pareeksha. Mithila was very popular for its wisdom for about 300 years.

10. Nadia or Navdaveep was created by Sen kings of Bengal on the Sangam of Ganga and Jalangi in 1100 A.D. It was the capital of Raja Laxman Sen. It was famous for Trade and Nayaya Shastra. There were many Achrayas in the Law Section, namely, Gangadhar Bhattacharya, Rambhadra, Mathuranath. There was provision for Smriti Shiksha also.Jyotish Vibhag was created by Acharya Rambhadra. The appointment of Teaching staff was done on the bases of Knowledge base and expertise in dialogue.

11. Dhara was the capital of Permars in Malva.It was known for Vidya, Gyan, Shiksha and Kla.Dhara Naresh Munj was known for his wisdom. Raja Bhoj served for the cause of Education.He used to distribute lakhs of Mudras amongst the learned. Rameshwar Kavi was given one lakh mudras on each word of his Poem. Raja Bhoj was called "Kavirai" in Udaipur Prashashti. He was expert in Kavya, Dharma, Jyotish, Medical Sciences, Kla, Grammar and Polity.

12. Kanyakubj (Kannauj) was ruled by Harshverdhan during 700 A.D. Chinese Yavan Chvang visited during that period.It was not only the capital, but also a Center of Education. Kannauj people were very curious knowledge seekers. Hersh Verdhan was a Poet and Dramatist. King Hershvedhan used to encourage and exhilarate the meritorious. Brahmins used to learn all the four Vedas. Kannauj continued to be the Center of learning even during the periods of Pratihars. Rajshekhar one of the well known writers of that period authored Kavya Meemansa, and Karpoor Munjari.

The investigator has very systematically and analytically studied the origin and development of Ancient Indian Universities, particularly, management, finance, teaching-learning, and discipline. The Profiles and Contribution of Acharyas and Dwar-Pandits are very evident and educative. The Research Volume presents how History is a Santap of Ateet and vartman. It is an eye opener to find how the present higher education system has failed to sustain and integrate the values the Ancient Indian Universities lived by. The following suggestions made by the investigator have immediate implications for the present Higher Education Institutions.

> ➢ It is highly desirable to make provision for Humanistic Education and Value Education in the Curricula of Higher Education.
> ➢ The Universities and other Institutes of Higher Education should be free from the interference of the State and Polity.

- The modern higher education system should be Administered & Managed on the basis of the profiles of the Ancient Indian Universities.

It is a unique study on the origin and development of Ancient Indian Universities, namely, Takshshila, Nalanda, Vikramshila, Vallabhi, Odantpuri, Jagdalpur, Kashi, Kashmir, Mithila, Nadia, Dhara, and Kannauj. The investigation helps us re-create the structural organ-gram and functioning of each one of these universities through the learning resources produced by the Acharyas, Reports, Remains and Narrations, both, through the Verbal Tradition and Material Tradition. This Historical Research has been conducted by the investigator very rigorously and systematically.

A Study of the Undercurrents of Neo-Realistic Thought in the Post Independence Educational Policies and Programmes in India
(Asheesh Srivastava, 2008, University of Lucknow, Lucknow)

The study has been conducted with the following objectives:

1. Tracing a historical perspective in the development of Neo-Realistic thought.
2. Conceptual analysis of Neo-Realistic thought.
3. Examination of Indian Education System after independence.
4. Historical and Conceptual framework of Indian Education Policies and Programmes after independence.
5. Analysis of Educational Policies and Programmes after independence from Neo-Realistic point of view.

This study falls in the field of Philosophy in Education. The syntax of the study is problem compatible and logical as follows:

a. Collection of resource material;
b. Intensive reading of the material;
c. Conceptual, verbal, definitional, reflective, directional, and SWOT analysis;
d. Thinking, reasoning, discussion, dialectics and argumentation;
e. Internal criticism; and
f. External criticism.

The investigator has identified the following as the basic tenets of Neo-Realism:

I. Acceptance of material world independent of human consciousness.
II. Faith in human capacity to know this reality well borne out of common sense.
III. Acceptance of the power of language to express large parts of knowledge.
IV. Belief in human capacity to transform reality according to the normative goals set by individuals.
V. Belief in the objectivity of knowledge.
VI. Belief that knowledge when defined as certain does not always mean mathematical certainty but requires absence of reasonable doubt.
VII. A belief that language is reflective of reality and knowledge of logical structure of language will give us structure of reality.
VIII. A belief that all propositions gain meaningfulness through a direct or an indirect relation to experience if they claim to be factually meaningful.

Considering emphasis on sensory experience, direct reality, objectivity, science & technology, observation, specificness, analysis, replicability, verifiability, research, language and rejection of mystical and transcendental entities as the characteristics of neo-realism the investigator finds that the neo-realistic under-currents flow through all the following:

1. University Education Commission (1948-49)
2. Secondary Education Commission (1952-53)
3. Indian Education Commission (1964-66)
4. National Policy on Education (1986)
5. Programme of Action (1986)

This study definitely finds the undercurrents of neo-realistic thought in the post independence Educational Policies and Programmes in India. It seems that the neo-realistic thought is essentially based on scientific realism, that is, logical empiricism. Scientific realism has its own value for meeting the developmental challenges through its expression in the forms of experimentation & inventions, developing the minds scientifically and facilitating life and living. However, innumerous questions emerge through the study, such as, follows:

1. "Reality is out there and it is independent of the investigator who tries to investigate it." Is it true?
2. "Any entity has its own identity, unchangeable, un-transformable, howsoever, singular or plural." Is it true?
3. What is an object?
4. Who is objective realist?
5. Is the neo-realistic thought really contrary to that of the thoughts of idealists and pragmatists? If yes, how?
6. Any proposition is a belief, when we believe, the trueness or falsehood of which depends upon the fact it relates to. How do the neo-realists establish the facts?
7. Is even the most perfect language able to express the reality, comprehensively?
8. How do we differentiate object, image, language and reality?
9. How much proximity is there between the repertoire of ideas, logical structure of language, and structure of reality?
10. How do we differentiate consciousness and logical empiricism?
11. What is German transcendentalism and absolutism? Is reality really beyond the grasp of human experience?
12. Is neo-realism, that is, scientific realism, logical empiricism and logical realism adequate to understand the reality comprehensively?
13. Are science and technology the solutions to all the problems?
14. The thoughts of which school(s) flow and ought to flow through our education?

Each school of thought has its own truth, goodness and beauty. Currents and undercurrents, all together, tend to the reachable reality. Undercurrents, perceptually contrary to the currents, strengthen each other reach the destination. This is the unique emerging feature of this rare thesis.

Study of Personality Traits and Academic Achievement in Relation to Socio-Metric Status of Tribal Students in Varying School Settings

(Ashok Kumar Parida, 2007, Kurukshetra University, Kurukshetra)

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

Research Method Employed
Descriptive Survey method has been employed for the Study.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

15. Outgoing, more intelligent, assertive, happy-go-lucky, conscientious, venturesome, group dependent and relaxed persons of the Ashram Schools

scored high on the measures of socio-metric status, on the third socio-metric criterion, that is, to play with.

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

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

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

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

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

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

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

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

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

Emerging Questions

1. Which social attributes are required amongst classmates, playmates and work mates?
2. How the terms Populars and Rejectees were operationalised in the context of the present Study?
3. How to identify the social attributes? Who should administer a socio-meter?
4. Which of the three types of schools, namely, Ashram Schools, Government High Schools, and Aided High Schools are better for Tribal Education?
5. Which are the emerging Theses in the context of Personality Traits of Tribal Students, Academic Achievement, Socio-Metric Status and Schooling?
6. Which are the Policy Implications of the Study?

Educational Innovations in the Primary Schools of Gujarat State: A Status Survey

(Ashwin Kumar D. Trivedi, 2003, South Gujarat University, Surat)

Objectives

1. To study the educational innovations in the primary schools of Gujarat State.

Sample

All the primary schools of Gujarat State constitute the population for the study. Twenty-eight Primary Education Officers, 600 teachers drawn 300 from each of Municipal Corporation and District Panchayat organized schools and 62 BRC Co-ordinators constituted the samples for the study. The Investigator has used purposive sampling and cluster sampling for selecting the samples.

Tools and Techniques

Information Schedule, Interview Schedule and Questionnaire constructed by the investigator were used for the study.

Data Analysis

The data collected with respect to the different Innovative Programmes in Gujarat State, namely, Mid Day Meals, Education for the Handicapped, IPTT-ITV, 'Tarang Ullas', ' Shala Praveshotsav', Alternate Schooling, Mobile Schooling, Computer Aided Teaching, and 'Serva Shiksha Abhiyan' have been analysed through statistical techniques, namely, Standard Error of Percentage, Critical Ratio. Average weightage has also been employed wherever required.

Findings

The Study has revealed the status of Educational Innovations in the Primary Schools of Gujarat State. Also, suggestions have been made for the improvement of the innovations.

Uchchtarmadhyamik Star Per Adhyyanrat Adivasi Balkon Ttha Samanya Jati Ke Balkon Kee Shaikshik Uplabdhi Avam Samajik Abhivarti Ka Tulnatmak Adhyyan"

Monika Jain, 2010, RML Avadh University Faizabad

Objectives of the study:

1. To compare the mental ability of Tribal Children with the mental ability of the children of the General Caste.
2. To compare the SES of Tribal Children with the SES of the children of the General Caste.
3. To compare the academic achievement of Tribal Children with the academic achievement of the children of the General Caste.
4. To compare the Social Attitude of Tribal Children with the Social Attitude of the children of the General Caste.
5. To compare the academic interest of Tribal Children with the academic interest of the children of the General Caste.

Sample

A total of 400 Std. XI students (Tribal 200 & General 200) selected randomly from the Higher Secondary Schools in the region of Bhopal District constituted the sample for the study.

Tools and Techniques

Four standardized tests were used for the study, namely, Academic Interest Questionnaire constructed by Dr. S.P. Kulshrestha, SES tool by Dr. Kuppuswami, Social Attitude Inventory by Drs. N.S. Chauhan, L. Singh, S. Arora, R. Bhardwaj, M. Mathur & Y. Chauhan, and Raven's Progressive Matrices.

Data Analysis

Chi Square, Mean, SD, and Z ratio have been suitably used for data analysis.

Findings of the Study

1. The number of above average mental ability children and average mental ability children of General Caste Students was found to be significantly greater than that of Tribal Students. No significant difference was found in the number of below average mental

ability students of General Caste and Tribal children. The number of low mental ability Tribal Students was found to be significantly greater than that of General Caste Students.

2. As a whole the Mental Ability of the Tribal Students was found to be significantly lesser than that of the General Caste Students.

3. The number of General Caste Students having High SES and Above Average SES was found to be significantly greater than that of Tribal Students, whereas, the number of Tribal Students having Average and Below Average SES was found to be significantly greater than that of General Caste Students.

4. As a whole the SES of Tribal Students was found to be lower than that of General Caste Students.

5. The number of General Caste Students having 1st Class was found to be significantly greater than that of Tribal Students, whereas, the number of Tribal Students having 3rd Class was found to be significantly greater than that of General Caste Students. No significant difference was found in the number of General Caste Students and Tribal Students having 2nd Class.

6. As a whole the academic achievement of the Tribal Students was found to be significantly lesser than that of General Caste Students.

7. No significant difference was found in the academic achievement of General Caste Students and Tribal Students having above average mental ability, whereas, the academic achievement of the Tribal Students having average, below average or low mental ability was found to be significantly lesser than that of General Caste Students.

8. No significant difference was found in the academic achievement of General Caste Students and Tribal Students having high SES, Average SES and below Average SES, whereas, the academic achievement of the General Caste Students having above average SES was found to be significantly greater than that of Tribal Students.

9. No significant difference has been found in the Social Attitude of the General Caste Students and Tribal Students in relation to social change, social distance, udarwad, nationalism, krantiwad and untouchability.

10. No significant difference was found in the agricultural interest of General Caste Students and Tribal Students, whereas, significant differences were found in the areas of commerce, art, home science, humanities, science, and technology in favour of the General Caste Students.

Evolving Competency Based Curriculum in Science Education for In-Service Primary School Teachers

(Gyanendra Nath Tiwari, 2009,University of Allahabad, Allahabad)

Objectives
1. To study the existing in-service education program for primary teachers in the context of quality improvement of Science Teaching in terms of
- Curriculum
- Organization of the Training Program
- Training Process
- Outcome

2. (a) To identify competencies of Science Teaching and study the alternative practices of Science Teaching at Primary level as perceived by Primary School Teachers.

   (b) To explore the training needs of Primary Teachers in the context of existing and expected competency in Science Teaching as perceived by the Primary Teachers.

3. To develop and study effectiveness of an activity based strategy of competency based in-service training package for Science Teaching in terms of

- Achievement
- Reaction of Trainers

Population & Sample

The population for the present study included in-service primary teachers of UPOne moderately developed district Deoria and one backward district Chitrakootdham Karwi were selected purposively out of the 70 districts of UP. Samples for the present study have been well drawn objective-wise. Sample for objective 1 included 8 in-service training programs carried out by two DIETS and 50 Primary Teachers from Deoria and 50 Primary Teachers from Chitrakoot Dham Karwi. Sample for the Objective-2 included Science Text Books at Primary level. Sample for the Objective-3 included 100 Primary Teachers from Deoria and 100 Primary from Chitrakootdham Karwi and 60 Classrooms.

Research Method Employed
Survey Method was suitably employed for the study.

Tools used
Interview Guide, Observation Schedule, Training Needs Assessment Questionnaire, and Classroom Observation Schedule were the tools employed for the study.

Data Analysis
The data were analyzed employing suitable analysis techniques.

Findings

1. Most of the in-service teacher trainees (54%) perceived that the content of the program is appropriate, while 41% perceived that that the content of the program is not appropriate. Most of the teachers (66%) perceived that there is a lack of newness in the content.
2. Most of the teachers (53%) perceived that there was a good integration of pedagogy and technology in the training program. Most of the teachers responded that technological support service is used in accordance with pedagogical principles.
3. 33% of teachers perceived that there is a lack of coordination in organizing the training program. 22% of teachers responded that the planning of organization should be improved because this kind of organization does not encourage involvement of trainees.
4. 60% of teachers perceived that the infrastructural facilities were good. The building was in good condition. Near about 15% of teachers indicated that these facilities were inadequate. Essential resources are available but not sufficient according to 45% of the teachers.
5. 73% of the teacher trainees perceived that that the program does not have adequate involvement of teachers.
6. Most of the trainees (54%) perceived that the teaching strategies adopted were appropriate but need to be improved. 40% of the teachers perceived that the adopted teaching strategies are relevant and effective.
7. 61% of the teacher trainees felt that there is need of improvement in the evaluation procedure.
8. 71% of teachers indicated that the program is helpful in improving the self-knowledge of teachers. 27% of teachers perceived that the program is not helpful in improving their knowledge of methodology. Most of the teachers perceived that the program is not beneficial for improving subject specific content knowledge.
9. A sizable number of respondents perceived that the curriculum of the training program is not in accordance with the need of training of teachers. The methodologies adopted by the trainers were not innovative.
10. In all 136 content related and 152 transaction related context specific competencies were identified for teaching Science at Primary level.
11. There are following 8 content related competencies in which the teachers were found least competent:

- Knowledge and understanding of functioning of parts of plants.
- Knowledge of different adaptation processes among plants and animals.

- Concept of adaptation among animals.
- Knowledge of different sensory organs and their importance.
- Knowledge of different internal organs of human body.
- Knowledge and understanding of basic reason of transmittable diseases.
- Knowledge and understanding of states of matter.
- Knowledge of properties of different gases of air.

12. There are following 8 transaction related competencies in which the teachers were found least competent:

- Ability to help learners to identify different parts of plants.
- Ability to establish relation between the human life and plant animal interdependence.
- Ability to explain different adaptation processes among plants.
- Ability to provide basic knowledge of different types of seeds through demonstration.
- Ability to explain the functioning of different internal organs of human body.
- Ability to establish relation between the good health and balanced diet.
- Ability to develop skills to explain different methods of separating insoluble matter from water.
- Ability to explain the concept of condensation and evaporation through demonstration.
- Ability to establish inter-season relationship of change in weather.

13. The competency based curriculum in Science Education for in-service primary teachers has been well designed by the investigator.

It is an interesting and appealing study on Evolving Competency Based Curriculum in Science Education for in-service Primary School Teachers.

"Uchcha Madhyamik Satravareel Vidyarthiansathi Kramanavit Adhyyan Tantranusar Arthshastra Vishyacha Adhyyan Sanchache Viksan"

Shri Patil Annasaheb Ramgonda, 2009, Shivaji University, Kolhapur.

Objectives of the study:

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

Methodology Employed

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

Sample

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

Tools

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

Data Analysis

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

Findings of the Study

1. The Programmed Learning Material has been found quite effective on the topics Population, and Demand & Supply in Std. XI and XII, respectively.
2. The achievement through PLM has been found greater than that through traditional approach.
3. PLM approach has been found more joyful than traditional approach.

4. There has been found significant progress in Economics Learning at both the levels, that is, Std. XI and Std. XII.
5. There has been found significant difference in the Post-test Mean Achievement Scores of the Experimental and Control Group in favour of Experimental Group, establishing the effectiveness of Programmed Learning, in both the standards.
6. The PLM on Economics has been found quite appealing in both the standards, due to its substance and format.

The study observes that PLM is cost –effective in India; a developing country. Economics being a relatively difficult subject for average students, such a material can be used by them as supplementary material. PLM, the self learning material, can save teaching time and address the problems arising due to absence of students.

"Creative Talents of Tribal Children in Relation to Their Academic Achievement"

Ms. Purbasha Kar, 2007, Mohan University, Vyasa Vihar, Balasore, Orissa.

Objectives of the Study:

1. To find whether r between academic achievement and creativity is significant.
2. To compare the relationship between creativity and academic achievement in boys with that of girls.
3. To find whether r between academic achievement and creativity in Santals is significant.
4. To find whether r between academic achievement and creativity in Kolhas is significant.
5. To find whether r between academic achievement and creativity in Bhumijs is significant.
6. To find whether r between academic achievement and creativity in Bhuyans is significant.

Methodology Employed

The correlation study design under descriptive method has been suitably employed for the Study.

Sample

A sample of 480 Standard III Tribal Children has been drawn randomly for the study, 120 from each of the four tribes, namely, Santal, Kolha, Bhumij and Bhuyan. The sample is constituted of 240 male tribal children, 120 high achievers and 120 low achievers, 240 female tribal children, 120 high achievers and 120 low achievers. The sample is reasonably adequate and representative.

Tools

Passi's Test of Creativity has been compatibly employed for measuring creativity, whereas, for academic achievement, the school half-yearly examination marks of Std. III were used. Students securing more than 60% marks on aggregate were considered as high achievers, whereas, those securing less than 40% were labeled as low achievers.

Data Analysis

Mean, SD, t-value, and Pearson's Product Moment Correlation have been suitably computed to analyze data.

Findings of the Study

- The relationship between creativity and academic achievement is significant and positive.
- The relationship between creativity and academic achievement of males is significant and positive.
- The relationship between creativity and academic achievement of females is significant and positive.
- There is no significant difference in the relationship between the creativity and academic achievement of males and females.
- The relationship between the creativity and academic achievement of all the selected tribal, namely, Santals, Kolhas, Bhumij and Bhuyan is significant and positive.
- Academically high achievers and low achievers differ significantly on their creativity. Same holds true for all the selected tribal, separately.
- There is no significant difference between male students and female students in their creativity. Same holds true for all the selected tribal, separately.
- The male high achievers and low achievers significantly differ on their creativity. Same holds true for all the selected tribal, separately.
- The female high achievers and low achievers significantly differ on their creativity. Same holds true for all the selected tribal, separately.
- There is no significant difference between the male low achievers and female low achievers in their creativity. Same holds true for all the selected tribal, separately.
- There is no significant difference between the male high achievers and female high achievers in their creativity. Same holds true for all the selected tribal, separately.
- There is no significant difference on creativity between high achievers inter-tribe. Similarly there is no significant difference on creativity between low achievers inter-tribe.

The emerging thesis of the study is that academic achievement has been seen to have positive relation with creativity of tribal children. Convergent thinking goes hand in hand with creativity.

Impact of Modalities of School Community Symbiosis on Quality Education of ST and SC Children at Primary Level in the State of Orissa"

Mr. Ranjan Kumar Dash, 2010, Utkal University, Bhubaneswar, Orissa.

Objectives of the study:

1. To study the independent effects of VEC, PTA, and MTA on enrolment, retention, achievement of ST and SC Children, management of school and development of basic infrastructure at the primary stage.
2. To study the joint effects of VEC, PTA, and MTA on enrolment, retention, achievement of ST and SC Children, management of school and development of basic infrastructure at the primary level.
3. To compare the enrolment, retention and achievement level of ST and SC children studying at primary stage in relation to their sex.
4. To assess the students' perception regarding participation of community functionaries on quality education at primary level.

Methodology Employed

The study has very well employed descriptive, causal comparative and correlation research methodology.

Sample

The sample for the study is constituted of 44 schools drawn randomly from nine blocks of the three selected districts, namely, Koraput, Nabrangpur and Nuapada of Orissa. From each school three VEC members, 3 PTA members, 3 MTA members, 1 Headmaster/Teacher, and 3 students constituted the sample for the study.

Tools Employed

The tools used for the study were, Interview Schedule for VEC Members, Interview Schedule for PTA Members, Interview Schedule for MTA Members, Students' Perception Scale, School Management Observation-Cum-Interview Schedule and School Infrastructure Information Check List. Also, School Enrolment Record, Students' Retention Record, and Students' Academic Achievement Marks Record were used for the study.

Data Analysis

The statistical techniques, namely, Mean, SD, Correlation, ANOVA and t-test were appropriately employed for data analysis.

Findings of the Study

1. When the effect of VEC on enrolment, retention, achievement, management and infrastructure aspects of the school was studied (on the basis of the data/score taken from, both, community members and teachers), it was found that the VEC has no significant effect on any aspect of the school, that is, enrolment, retention, achievement, management and infrastructure, though the mean level scores of retention, achievement and management of high VEC score schools are more than the respective mean scores of retention, achievement and management of low VEC score schools. Under high VEC score schools, more number of school related variables, like, enrolment, retention, achievement, etc.) are correlated with ea When the effect of VEC on enrolment, retention, achievement, management and infrastructure aspects of the school was studied (on the basis of the data/score taken from, both, community members and teachers), it was found that the VEC has no significant effect on any aspect of the school, that is, enrolment, retention, achievement, management and infrastructure, though the mean level scores of each other than the low VEC score schools.

2. When the effect of VEC on enrolment, retention, achievement, management and infrastructure aspects of the school was studied (on the basis of the data/score taken from teachers), it was found that the VEC has significant positive impact on management of the school, whereas, VEC has no significant impact on development of enrolment, retention, achievement, and infrastructure aspects of the school. In all the 4 aspects of the school, namely, management, enrolment, and infrastructure, the mean score of low VEC score schools are more than the mean score of high VEC score schools. In teacher score based high VEC score schools there is positive dependency/correlation among more group of school related variables, like, enrolment, retention and achievement, whereas, in teacher score based low VEC score schools there is positive dependency /correlation among less groups of school related variables, like, enrolment, retention and achievement.

3. When the effect of VEC on enrolment, retention, achievement, management and infrastructure aspects of the school was studied (on the basis of the data/score taken from community members), it was found that the VEC has significant positive impact on management of the school, whereas, VEC has significantly negative impact on enrolment aspect of the school and no significant impact on retention, achievement and infrastructure aspects of the school. In two aspects of the school (in addition to management) , that is, retention and achievement , the mean score of community member score based high VEC score schools are more than the mean score of community score based low VEC score schools. In community member score based high VEC score schools, there is positive dependency/ correlation among more groups of school related variables (variables like enrolment, retention, achievement, etc.), whereas, in community member score based low VEC score schools, there is positive dependency/ correlation among less group of school related variables (variables like enrolment, retention and achievement, etc.).

4. When the effect of PTA on enrolment, retention, achievement, management and infrastructure aspects of the school was studied (on the basis of the data/ scores taken from both parents and teachers), it was found that that PTA has no significant effect on any aspect of the school, that is, enrolment, retention, achievement, management and infrastructure, though the mean level scores of management and infrastructure of high PTA score schools are more than the respective mean scores of management and infrastructure of low PTA score schools. Less number of school related variables (like enrolment, retention, achievement) under high PTA score schools are positively correlated with each other than the school related variables (like, enrolment, retention, achievement) under low PTA score schools.

5. When the effect of PTA on enrolment, retention, achievement, management and infrastructure aspects of the school was studied (on the basis of the data/ scores taken from teachers), it was found that that PTA has no significant impact on enrolment, achievement, management and infrastructure, whereas, PTA has significantly negative impact on retention of the school. In two aspects of the school (in addition to retention), that is, enrolment and achievement, the mean score of teacher score based low PTA score schools are more than the mean scores of teacher score based on high PTA score schools. In teacher score based low PTA score schools more groups of school related variables (like, enrolment, retention, achievement) are positively correlated with each other than the variables under teacher score based high PTA score schools.

6. When the effect of PTA on enrolment, retention, achievement, management and infrastructure aspects of the school was studied (on the basis of the data/ scores taken from parents), it was found that that PTA has no significant impact on any of the school relating to enrolment, retention, achievement, management and infrastructure aspects of the school, though the mean level scores of retention, management and infrastructure of parent score based high PTA score schools are more than the respective mean level scores of retention, management and infrastructure of parent score based low PTA score schools. In parent score based high PTA score schools more group of school related variables (like, enrolment, retention, achievement) are positively correlated with each other than the variables under parent score based low PTA score schools.

7. When the effect of MTA on enrolment, retention, achievement, management and infrastructure aspects of the school was studied (on the basis of the data/ scores taken from both mothers and teachers), it was found that that MTA has no significant impact on any of the school relating to enrolment, retention, achievement, management and infrastructure, though the mean level score of all the related variables, like, enrolment, retention, achievement, management and infrastructure score of high MTA score schools are more than the respective mean score of all the school related variables, like, enrolment, retention, achievement, management and infrastructure scores of low MTA schools. In high MTA score schools more groups of school related variables (like, enrolment, retention, achievement, management) are positively correlated with each other than the respected variables under low MTA score variables.

8. When the effect of MTA on enrolment, retention, achievement, management and infrastructure aspects of the school was studied (on the basis of the data/ scores taken from teachers), it was found that MTA has significantly positive effect on management aspect of the school, whereas, MTA has no significant impact on four aspects , that is, enrolment, retention, achievement, and infrastructure. In three aspects of the school (in addition to management) , that is, retention, achievement and infrastructure, the mean scores of teacher score based high MTA score schools are more than the mean scores of teacher score based low MTA score schools. Under teacher score based low MTA score schools more number of school related variables (like, enrolment, retention, achievement) are positively correlated with each other than the variables under teacher score based high MTA score schools.

9. When the effect of MTA on enrolment, retention, achievement, management and infrastructure aspects of the school was studied (on the basis of the data/ scores taken from mothers), it was found that MTA has significantly positive effect on management and infrastructure aspects of the school, whereas, MTA has no significant impact on three aspects , that is, enrolment, retention, and achievement. Under mother score based high MTA score schools positive dependency / correlation is found among more groups of variables relating to school (variables like enrolment, retention) than under mother score based low MTA score schools.

10. When the joint effect of VEC, PTA and MTA on enrolment, retention, achievement, management and infrastructure aspects of the school was studied, it was found that jointly VEC, PTA, MTA have no significant effect on any aspect of the school, that is, enrolment, retention, achievement, management and infrastructure, though in four aspects of the school, namely, retention, achievement, management and infrastructure, the mean scores of high VEC, PTA and MTA score schools are more than mean scores of low VEC, PTA and MTA score schools. In low VEC, PTA and MTA score schools, more number of variables (like enrolment, retention) are positively correlated with each other than the respective variables under high VEC, PTA and MTA score schools.

11. When the joint effect of VEC and PTA on enrolment, retention, achievement, management and infrastructure aspects of the school was studied, it was found that jointly VEC and PTA have no significant impact on any aspect of school, that is, enrolment, retention, achievement, management and infrastructure. In three aspects of the school, that is, enrolment, achievement and infrastructure the mean score of the low VEC and PTA score schools are more than mean scores of high VEC and PTA score schools. Under high VEC and PTA score schools more groups of school based variables (like enrolment, retention) are positively correlated among themselves, whereas, under low VEC and PTA score schools less groups of school based variables are correlated among themselves.

12. When the joint effect of VEC and MTA on enrolment, retention, achievement, management and infrastructure aspects of the school was studied, it was found that jointly VEC and MTA have no significant impact on any aspect of school, that is, enrolment, retention, achievement, management and infrastructure, though in three aspects of the school, namely, retention, achievement and management,

the mean score of high VEC and MTA score schools are more than mean scores of low VEC and MTA score schools. Under high VEC and MTA score schools more groups of school based variables (like enrolment, retention) are positively correlated among themselves, whereas, under low VEC and MTA score schools less groups of school based variables are correlated among themselves.

13. When the joint effect of PTA and MTA on enrolment, retention, achievement, management and infrastructure aspects of the school was studied, it was found that jointly PTA and MTA have no significant impact on any aspect of school, that is, enrolment, retention, achievement, management and infrastructure, though in four aspects of the school, namely, retention, achievement management and infrastructure , the mean score of high PTA and MTA score schools are more than mean scores of low PTA and MTA score schools. Under high PTA and MTA score schools more groups of school based variables (like enrolment, retention) are positively correlated among themselves, whereas, under low PTA and MTA score schools less groups of school based variables are correlated among themselves.

14. The enrolment of ST and SC children at primary stage differs among themselves in relation to their sex.

15. The retention of ST and SC children at primary stage does not differ among themselves in relation to their sex.

16. The achievement of ST and SC children at primary stage differs among themselves in relation to their sex.

17. 80% of the students perceived that village members/people take care of school properties and come sometimes to school to observe whether the children are taught properly in the school.

18. 60 to 70 % of students perceived that teachers and headmasters conduct meetings in school with village functionaries for the improvement of the school. The village functionaries collaborate in different social functions conducted in school and maintain good relationship.

19. Around 55 to 60 % of students perceived that local area person is the member of school education committee/managing committee and persons from village area come to the school to participate in school activities.

20. More than 80 % of students perceived that that teachers and headmasters conduct meeting with their parents and students' problems are discussed with their parents.

21. Less than 55% of students perceived that parents come to school to discuss many academic and other problems with the teachers. Parents try to take necessary support in terms of labour or other activities for the improvement of school.

22. 45% of students perceived that mothers of the school children participate in different school activities, like, cultural programs, functions, festivals in the school.

23. Around 20-30% of students perceived that mothers come to school sometimes to discuss about their study matter, learning difficulties and other personal problems with the teachers.

24. 11% of the students perceived that mothers come to school regularly to attend the school meetings and teachers discuss with the mothers about doubts, difficulties

and problems of children. 6 % students perceived that mothers spend some of their valuable time for the development of school.

It is an interesting study on the Impact of Modalities of School Community Symbiosis on Education of the ST and SC Children at Primary School level. The study has definitely contributed to the knowledge base in the area of strengthening Education of the ST & SC at Primary Level through School Community Symbiosis.

"Shiksha Se Virat Grameen Mahilaon Ki Samshayen"

(Ranjana Mishra, 2008, Dr. Ram Manohar Lohiya Avadh Vishwavidyalaya, Faizabad)

Objectives

1. To find out the causes of deprivation of education of rural women .
2. To find out the level of family adjustment of uneducated rural women.
3. To study the social and emotional adjustment of educationally deprived rural women.
4. To find out the attitude of illiterate women towards the education of their children.
5. To study the attitude of illiterate women towards literate women.
6. To study the views of illiterate rural women towards national welfare policies.
7. To study the attitude of educationally deprived women towards aims of life.
8. To find out the capacity of educationally deprived women to take social decisions.
9. To study the adjustment problems of illiterate women in nuclear educated and socially joint families.
10. To study the problems of elected illiterate women on the reserved seats in the present "Panchayatiraj Organization

Sample

 A purposive sample of 300 illiterate women, including General, Backward, and Reserved categories was drawn for the study from all the three developmental blocks, namely, Devsara, Patti, and Magrora of Pratapgadh district. The data were collected by the investigator through interview schedules and Public Records.

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

Findings

➢ 65% of the illiterate women feel ashamed, 30 % feel disrespected, whereas, 5% feel at a loss in the presence of literate women.
➢ 84% of the illiterate women are of the view that the literate women do not value their work, whereas, 16% feel that they value their work.
➢ 84% of the illiterate women have responded that the literate women do not seek their opinion.
➢ 68% of the illiterate women have responded that they feel jealous of the literate women.
➢ 91% of the illiterate women have responded that they are facing economic problems.

- 84% of the illiterate women face difficulties in keeping accounts of the domestic expenditure.
- 81% of the illiterate women have accepted that they do not know the ways of domestic savings.
- 48% of the illiterate women have responded that they do not keep their accounts in banks, whereas, 44% have responded that they have to seek the help of others for keeping their accounts in banks.
- 56% of the illiterate women have responded that they are not in a position to observe accounts of the money given by them on loan.
- 92 % of the illiterate women have responded that they face difficulties in translating their family responsibilities.
- 75% of the illiterate women have responded that they are not given importance in their families.
- 64% of the illiterate women have responded that they are occupied with their domestic work, due to which they have to face problems.
- 76% of the illiterate women have responded that the behaviour of their husband is not good.
- 58% of the illiterate women have responded that they have to go by the opinions of their husband. Their opinions are not given importance.
- 80 % of the illiterate women have responded that their husband indulge in "Mar-Peet".
- 64% of the illiterate women have responded that they share their health status with women community only.
- 55% of the illiterate women have to depend on others for the injections of their children, whereas, 25% are negligent towards the injections.
- 65% of the illiterate women have responded that they are not aware of the ways of family planning.
- 67% of the illiterate women have responded that they are not aware of the modern ways of "Bandhyakaran". 40% of the illiterate women take "Bandhyakaran" for economic profit.
- 84% of the illiterate women have responded that they observe blind faith.
- 80% of the illiterate women have responded that they do not utter the name of their husband.
- 76% of the illiterate women have responded that they abstain from social functions.
- 83% of the illiterate women have accepted that education is the only mean for building better future of the children.
- 57% of the illiterate women have responded that if their daughter is educated then there will not be any problem for her marriage.
- 62% of the illiterate women have responded, that had they been literate, they would have served.
- 98% of the illiterate women have responded that education is a must for self support.
- 58% of the illiterate women are even now interested in Education and they want to Study.

- 76% of the illiterate women have responded that though they want to study, but they are not sharing their desire with their husband.
- 55% of the illiterate women have responded that they could not be literate because of " Ladki Hai, Padhkar Kya Karegi" thinking of parents.
- 55% of the illiterate women have responded that their early marriage can be attributed for their illiteracy.
- 97% of the illiterate women do not give importance to early marriage.
- 80% of the illiterate women have realized that "Perda" impedes integration into the community life.
- 55% of the illiterate women have responded that they could not be educated because of the indifference of their parents towards education.

The study has definitely contributed to the knowledge base in the area of the Education of the Disadvantaged Groups, particularly, illiterate Rural Women.

Rajasthan Vidhansabha Mein Shiksha Vishyak Vidhaee Prakirya: Ek Vishleshanatamak Adhyyan (1993-2003)"

Smt. Renu Yadav, 2008, Banasthali University, Banasthali, Rajasthan.

Objectives of the study:

1. To study the participation of MLAs in the legislative process of Education on the basis of Party and Constituency.
2. To study the participation of MLAs in the legislative process of Education on the basis of gender.
3. To study the yearly allocation of budget on education and its provision on the various aspects of education.
4. To conduct a comparative study of the budget allocation for education during the 10th and 11th Legislative Assembly.
5. To study the issues related to education raised in the Rajasthan Legislative Assembly and their nature.
6. To study the kinds of questions raised during the legislative process.
7. To study the content matter related to Primary, Secondary, Higher and Technical Education and various categories.
8. To compare the contribution of the State Government in Education during the 10th and 11th State Assembly.

Methodology Employed

Content analysis method has been suitably employed for the study.

Data Collection

The data and information have been gathered on the basis of content analysis of the Reports of 138 meetings held during the 10th term (1993 to 1998) and 142 meetings of Rajasthan Vidhansabha held during 11th term (1999to 2003).

The education related coverage was analyzed into three areas as follows:
1. Analysis of the participation of Vidhyaks in Education
2. Analysis of the Budgetary provision on Education
3. Analysis of the Educational contents and that of the work done by both the governments on Education

Findings of the Study

1. There has been significant participation of Vidhayaks in legislative process of education on the basis of Party and Constituency. The participation of the Vidhyaks from Rajasthan constituency has been highest.
2. There has been participation of the Women Vidyaks in the legislative process of education, but not so significant.

3. Adequate budget was allocated on various areas of education during the 10th and 11th Vidhansabha. During the period of both the governments the budget was allocated in the descending order on Primary Education, secondary education, higher education, technical education , language development, Training, Adult Education, Research, tribal education and other areas.

4. In the legislative process of Rajasthan Vidhansabha a variety of education related issues have been raised.

5. A variety of educational questions have been raised during the legislative process of Rajasthan Vidhansabha.

6. There has been a variety in the subject matter of Primary, Secondary, Higher and Technical Education related issues raised in the Rajasthan Vidhansabha.

7. During the 10th Legislature there was Government of BJP, whereas, during 11th Legislature that of Congress. In some of the areas of Education the 10th legislature has contributed significantly, whereas, in some the 11th.

8. The 11th legislature opened greater number of schools and colleges, distributed text-books free of cost and passed greater number of Bills than 11th legislature.

9. The 10th legislature uplifted large number of schools. Technical education was strengthened. It also laid emphasis on moral education, particularly, during School Morning Assembly. Non-formal education centers were opened, colleges were uplifted, new faculties were opened in the colleges, grants to the Girls Colleges was raised by 90%, and a Sanskrit University Bill was passed. Gifted girl students of SC/ST categories were encouraged by starting a Plan of giving Rs.500 support to them. Computer Education was started in Higher Secondary Schools. 1500 lecturers and 39,739 teachers were appointed. A provision was made to take action against the Heads of zero examination result schools.

10. The 11th Legislature appointed Teaching Assistants. Rajiv Gandhi Schools were opened. Provision was made for Urdu teachers. Five new universities were established. Lecturers were appointed. New Faculties were started in Colleges. Computer Education was started. Teachers were appointed for Sanskrit Education. English subject was started from Standard 3 to 5. Guest Faculty Plan was started. Qualitative improvements were made in Student Union elections. Education related significant Bills were passed.

11. The study concludes that both the governments contributed equally to education.

It is an analytical study on the legislative process of the Rajasthan legislature in the context of education. It is one of the rare studies on legislative process of education. The study has definitely contributed to the knowledge base in the area of Role of State Legislature in Education.

"A Comparative Study of Differential Stimulation on the Mental, Moral and Social Development of Primary Grade Pupils"

Mrs. Shalaka R. Pednekar, 2008, University of Mumbai, Mumbai.

Objectives of the study:

1. To study the effect of differential stimulation on the mental development of primary grade pupils.
2. To study the effect of differential stimulation on the moral development of primary grade pupils.
3. To study the effect of differential stimulation on the social development of primary grade pupils.
4. To study the perception of teachers and faculties about the effect of differential stimulation on the mental, moral and social development of primary grade pupils.
5. To study the opinions of the centre heads and I.T. professionals about the effect of differential stimulation on the mental, moral and social development of primary grade pupils.

Methodology Employed

Descriptive survey method was suitably used for the study.

Variables Considered

Traditional learning experiences in the Non I.T. schools, partly incorporated I.T. curriculum transaction in I.T. schools and curriculum transaction completely through I.T. in I.T. institutions were considered independent variables, whereas, Mental development, Moral development and Social development of primary grade pupils were considered as dependent variables.

Tools

Questionnaire, Rating Scale and Interview Schedules were the tools used for the study.

Findings of the Study:

1. The difference between the Primary Grade Pupils mental development in IT schools, ITI schools and NIT schools is significant at .01 level. The difference in the mental abilities in NIT schools and IT schools is not significant. The mental development of the PGPs in ITI schools is significantly higher than that of IT schools and NIT schools in all the areas as follows:
    - Ability to obtain knowledge

- ➢ Ability to compute
- ➢ Ability to serialize
- ➢ Ability to reason
- ➢ Development of analytical skills
- ➢ Ability to recognize similarities and dissimilarities
- ➢ Ability to draw inferences
- ➢ Development of intuitive thinking
- ➢ Development of multi-dimensional thinking
- ➢ Ability to perceive patterns
- ➢ Development of correct judgment
- ➢ Ability to make deductions
- ➢ Ability to associate
- ➢ Development of imaginative skills
- ➢ Ability to perceive interconnections
- ➢ Ability to retrieve knowledge
- ➢ Development of acquisition of skills
- ➢ Ability to remember
- ➢ Ability to recognize
- ➢ Development of accuracy of revival
- ➢ Development of visual perception
- ➢ Ability to frame sentences
- ➢ Development of Grammar skills
- ➢ Development of written vocabulary
- ➢ Development of voice modulation
- ➢ Ability to pronounce correctly
- ➢ Development of correct posture
- ➢ Development of spoken vocabulary
- ➢ Development of speech pattern
- ➢ Development of comprehension skills
- ➢ Academic performance.

2. The difference between the Primary Grade Pupils moral development in IT schools, ITI schools and NIT schools is significant at .01 level. The difference in the moral development in NIT schools and IT schools is not significant. The moral development of the PGPs in ITI schools is significantly higher than that of IT schools and NIT schools in all the areas as follows:

- ➢ Time management
  - • Ability to complete a task within allotted time
  - • Ability to schedule time
  - • Punctuality

- ➢ Moral Attitude
  - • Ability to empathize
  - • Development of compassion

- Development of ethical values

➢ Religious Values
  - Development of habit of praying regularly
  - Development of religious faith
  - Development of religious conventions

➢ Task Perseverance

  - Ability to think independently
  - Development of determination
  - Ability to preserve a task

3. Social development

The difference between the Primary Grade Pupils social development in IT schools, ITI schools and NIT schools is significant at .01 level. The difference in the social development in NIT schools and IT schools is not significant. The social development of the PGPs in ITI schools is significantly higher than that of IT schools and NIT schools in all the areas as follows:

➢ Development of leadership qualities
➢ Ability to participate socially
➢ Development of peer interaction
➢ Ability to guide others
➢ Development of cooperative learning
➢ Ability to confirm to the team
➢ Development of team spirit
➢ Ability to support the team
➢ Ability to take responsibility
➢ Ability to take initiative
➢ Development of self confidence
➢ Development of communication skills
➢ Development of aesthetic sense
➢ Development of civic sense
➢ Ability to keep the environment clean
➢ Ability to protect the environment.

4. Teachers findings about effects of differential stimulation on the mental, moral and social development on the Primary Grade Pupils

➢ The difference between the perception of teachers about being computer savvy in NIT schools, IT schools, as well as, ITI schools is significant at .01 level of significance. The perception of teachers in IT schools and ITI schools is not different. The

perception of the teachers about computer savvy in ITI schools is significantly higher than that of IT schools and NIT schools.

➢ The difference between the perception of teachers about the importance of IT education in NIT schools, IT schools, as well as, ITI schools is significant at .01 level of significance. The perception of teachers in IT schools and ITI schools is not different. The perception of the teachers about the importance of IT education in ITI schools is significantly higher than that of IT schools and NIT schools.

➢ The difference between the perception of teachers about upgradation of present IT curriculum in NIT schools, IT schools, as well as, ITI schools is significant at .01 level of significance. The perception of teachers in IT schools and ITI schools is not different. The perception of the teachers about upgradation of present IT curriculum in ITI schools is significantly higher than that of IT schools and NIT schools.

➢ The difference between the perception of teachers about the mental development in NIT schools, IT schools and ITI schools is significant at .01 level. The difference in the perceptions of teachers in IT schools and ITI schools is not significant. The perception of the teachers about mental development in ITI schools is significantly higher than that of IT schools and NIT schools. These findings hold true for all the selected differentiated areas of mental development.

➢ The difference between the perception of teachers about the moral development in NIT schools, IT schools and ITI schools is significant at .01 level. The difference in the perceptions of teachers in IT schools and ITI schools is not significant. The perception of the teachers about moral development in ITI schools is significantly higher than that of IT schools and NIT schools. These findings hold true for all the selected differentiated areas of moral development.

➢ The difference between the perception of teachers about the socialdevelopment in NIT schools, IT schools and ITI schools is significant at .01 level. The difference in the perceptions of teachers in IT schools and ITI schools is not significant. The perception of the teachers about social development in ITI schools is significantly higher than that of IT schools and NIT schools. These findings hold true for all the selected differentiated areas of social development.

➢ A large majority of the Centre heads have opined positively on the effects of differential stimulation on the mental moral and social development of the Primary Grade Pupils.

➢ A large majority of the IT professionals have opined positively on the effects of differential stimulation on the mental moral and social development of the Primary Grade Pupils.

The study has significantly contributed to the knowledge base in the area of effects of differential stimulation due to integration of technology in schools on mental, moral and social development of children.

"Basic Shiksha Parishad Aur Niji Prabndhan Dwara Sanchalit Prathmik Vidyalon Kee Samajik Swekarita Ka Tulnatmak Adhyyan"

Mrs. Sunita Singh. 2009. Dr. Ram Manohar Lohiya Avadh University, Faizabad.

Objectives of the study:

1. To do a comparative study of available physical resources in the Council and self managed schools.
2. To do a comparative study of available physical resources in the sample schools.
3. To do a comparative study of educational process of selected schools.
4. To study the characteristics of teachers in the selected schools.
5. To do a comparative study of the expectations of students from the schools in the selected schools.
6. To do a comparative study of the expectations of teachers and Principals from the schools in the selected schools.
7. To do a comparative study of the expectations of parents of students from the schools in the selected schools.
8. To do a comparative study of the SES of students in the selected schools.
9. To find out the social acceptability of the schools selected on the basis of the above mentioned criteria.
10. To make suggestions on the basis of comparative study of the schools for their qualitative improvement and enhancing social acceptability.

Methodology Employed

Survey method has been suitably employed for the present study.

Population

The target population of the present study constituted of various types of Primary Schools in Faizabad district, Teachers and Principals serving their, and students and parents.

Sample

The sample for the study is constituted of two Development Blocks, namely, City Area and Poora-Bazar. 20 Basic Education Council managed Primary School from each Block, and 8 self-managed schools from City Area, and 7 self managed schools from Poora-Bazar, within 1 KM parameter of the geographical proximity of each constituted the sample for the study. 25 teachers were selected from each of the Council and self managed schools. 5 parents of students were selected from each of the council and self managed schools. 5 students from each of the selected Basic Education Parishad and Self managed schools were included in the sample. All the samples were drawn employing suitable sampling techniques.

Tools

Questionnaires on school general information, observation schedule, attitude scale, performance tests, questionnaire on value development, questionnaire on SES, and interview schedule were the tools employed for the study.

Data Analysis

The data were analyzed employing suitable statistical techniques, namely, % score, Mean, SD, t-value. However, the typing error with respect to t-value on Page 133 be corrected. In numerator instead of addition of the two Means it should be the difference between the two means.

Findings of the Study:

1. The infra-structural facility in the Private Schools, both rural and urban, was found to be excellent, whereas, it was, very poor in the Parishad Schools. No significant difference was found in the infra-structural facility in the rural and urban Private Schools. The infrastructural facility in the rural Parishad Schools was found better than that of the urban Parishad Schools.
2. The enrollment of students in the schools as a whole was found to be significantly greater than the previous years. The rate of increase in Enrollment in the Private Schools was found greater, but that of Parishad Schools in the decreasing order. As a whole the rate of enrollment of boys was found greater than that of the girls, whereas, it was found to be in the reverse order in the Parishad Schools. Two - Third of the students were found attending the Private Schools, greater than half of the students were found attending the rural Parishad Schools, whereas, lesser than half of the students were found attending the urban Parishad Schools.
3. Two-Third of the teachers in the Private Schools were found to be Graduates or Post-Graduates, whereas, greater than one-half of the teachers in the Parishad Schools were found to be Intermediates or Matriculates.
4. Most of the teachers in Parishad Schools were found to be trained, permanent, drawing higher salaries and mostly of greater than 40 year age, whereas, most of the teachers in Private Schools were found to be un-trained, temporary, drawing lesser salaries and mostly of lesser than 40 year age.
5. Significant difference has been found in the Organization of Education in the Parishad Schools and Private Schools, such as, seating arrangement, teacher-pupil relationship, teaching-learning activities.
6. Teaching attitude of Private School Teachers has been found significantly higher than that of Parishad Schools.
7. Language achievement of students of Parishad Schools was found to be significantly lesser than that of the Private Schools.
8. Educational achievement of students of Parishad Schools was found to be significantly lesser than that of the Private Schools. Mathematics achievement of the students of Parishad Schools was found to be low.

9. Significant difference was found in the values of the students of Parishad Schools and Private Schools.
10. The SES of Parents of Private Schools was found significantly lower than that of the Parishad Schools.
11. Significant differences were found in the level of satisfaction of the Parents of Parishad and Private Schools with respect to the available facilities.

Status of non-formal education in the district of Jalna- A Critical Study

(Sudhakar Bhimrao Gaikwad, 2002, Dr. BAMU University, Aurangabad)

Objectives
1. To find out the educational achievement of dropouts and beginners.
2. To suggest remedies for the improvement of NFE Centres.

Hypotheses

1. The drop outs in NFE have better performance in examination and in transition of life in comparison to out of school children in NFE.
2. High achievers in the NFE have the same educational status as the formal school achievers.

Sample

All NFE Centres of Jalna district and Taluka place.

Tools
Achievement tests on language and arithmetic prepared by the investigator.

Data analysis

t-test was used for data analysis.

Findings

1. Status of students of NFE Centres has been found inferior to formal students on language and mathematics.
2. Status of drop out students has been found inferior to that of beginner students on language and mathematics.

"Development of an Evaluation Model for Nursing Programme through Distance Mode"

(Mrs. Bimla Kapoor, 2004, Indira Gandhi National Open University, New Delhi)

Objectives:

1. To construct a set of evaluation criteria for the development of a programme evaluation model.
2. To develop a programme evaluation model for the nursing programme through distance education.
3. To determine empirical validation of the programme evaluation model of the B.Sc. Nursing Programme at IGNOU.

Research Design:
The study is developmental- cum- survey in nature. It has been systematically conducted in three steps, namely, construction of a set of evaluation criteria for the development of PEM, development of PEM for the nursing programme through distance education, and empirical validation of PEM by testing on the B.Sc. Nursing Programme of the IGNOU.

Sample of the Study:
The sample of 30 experts from the field of general education and nursing education seems to be adequate and reasonably representative for the purpose.

Tools and Techniques:
Evaluation Criteria Checklist and PEM Checklist are used. Tools for the empirical validation of PEM, namely, Record Checklist, Opinionnaire for learners and Opinionnaire for Academic Counselors were constructed.

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

Findings of the Study:
The study has come out with quite meaningful findings as follows.

➢ All the 30 experts were found to have 87 to 100% agreement on most of the items on the evaluation criteria. Some of the statements were reorganized, particularly, on philosophy and objectives of the programme, where the agreement was 80-83%. Statement on the entrance test having agreement of

50% respondents was deleted. Suggestions on the reorganization of the items on the type of learning material and evaluation were incorporated. Guidelines were developed as suggested by experts.

➤ There was 100% agreement by experts on most of the items on the PEM.

➤ Data were available on the philosophy, purpose and objectives of the nursing programme. Provision of physical, clinical, laboratory, hostel, secretarial and budgetary facilities was made. Records were also available for various committees, faculty and their selection criteria. Information on the characteristics of learners, their admission and selection policies, and organization of curriculum, evaluation strategies, and outcome evaluation was also available in the records.

➤ 74% of the learners worked as staff nurses, 10% were nurse administrators, 8% nurse educators, and 7% ward sisters. An analysis of the data on the gap in continuing education was worked out. 32% of the learners had a gap of 2 to 9 years, 36% had a gap of 10 to 17 years, whereas, 10% had a gap of 26 to 33 years.

➤ A majority of the learners affirmed that the course, both, theory and practical helped realize the course objectives. They found the nursing course quite comprehensive. The practical manual was found to have all the important skills. The classroom and clinical facilities were found adequate. However, the contents in psychiatric nursing need to be increased. There is a need to improve upon the mechanisms of selection procedures in the course. There is a need of improving upon the adequacy and management of learning resources, namely, books and audio-video facilities. The SLM was readily available.

➤ Most of the learners agreed that the counseling sessions were useful in clarifying their doubts. 41% of the learners disagreed with the adequacy of counseling hours on mental health nursing. The disagreement was also expressed on information obtained on teleconference, national TV programme, and facilities at the Study Center for telephone and fax during teleconference sessions.

➤ Most of the learners agreed that the clinical facilities were adequate. The area of least agreement was the number of hours allocated for clinical experience during B.Sc. Nursing Programmes.

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

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

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

agreement was 77% which was least comparing to the other items in the areas.

- ➢ A large majority of the Academic Counselors were found to have healthy opinion towards the program with respect to nursing skills, programme guide/instructional manual, and facilities at PSCs. However, they indicated inadequacy of books in the libraries and use of AV Programmes of IGNOU learners.
- ➢ 57% of the Academic Counselors disagreed that the number of hours devoted to counseling in the course were adequate.
- ➢ Most of the Academic Counselors agreed that the feedback was provided on assignments, self activities and supervised activities.
- ➢ The nurses were found to have favourable opinion towards the Nursing Programme. However, they were of the view that the counseling hours need to be increased, because very little is learnt about mental health nursing during the GNM syllabus. Clinical contact lessons should be increased as many skills could not be learnt. These sessions should be in mental hospitals rather than a psychiatric unit of general hospitals.
- ➢ Assignment feedback should be timely and adequate. Assignments should be returned by the Academic Counselors before the TEE. Proper dispatch record of the assignments is required. Self and supervised activities must be checked on time. Marks of self and supervised activities should be sent by PSC to SR & E division on time. Learners also stressed the need to start M.Sc. Nursing through DE.
- ➢ The grade cards should be completed in time in terms of assignment, self and supervised activities.
- ➢ The results of TEE should be declared in time and the degrees should be provided in time, particularly, to facilitate admission to higher education.
- ➢ Management of student welfare needs to be improved. A control room should be set up for immediate handling of problems of students. Reply to telephone calls and letters should be prompt.

The study concludes that the evaluation criteria constructed for the development of PEM for nursing programme through DE could be formulated on the bases of criteria used in other studies. The components included in the PEM can be used for evaluating the nursing programme through distance education and by accreditation organizations. PEM can be used for evaluating the nursing programme with the help of record checklist. The findings from the opinion of Academic Counselors and Learners reveal that the responses could be elicited from both the groups. The PEM was found to be quite usable.

Emerging questions to be addressed

- ➢ How do we differentiate proposition and assumption? Assumptions are neither tested by the time those are made nor testable at that point of time. So, the statement "The structural programme evaluation model will provide guidelines for evaluating a nursing programme through distance mode" rather

than an assumption seems to be a proposition in the form of a belief which has been tested by the investigator. Is not it?

➢ What is the significance of computing central tendency in the context of the following statements?: Their mean age was 40.3 years : The mean gap in resuming education was 14.8 years.

➢ Which factors were considered by the investigator while revising the Programme Evaluation Checklist on the bases of the views of the experts?

➢ Which are the essential attributes of the Programme Evaluation Model which render it as a model?

➢ What do you mean by standardization of the PEM?

➢ Are you satisfied by the Methodology used for the study? Substantiate your stand.

➢ What are your suggestions for improving upon the Nursing Programme?

➢ What could be the various quality control mechanisms for Nursing Programme in addition to PEM?

"**Evolving Distance Education Strategies for Jharkhand**"

Mr. Ved Prakash Rupam, 2009, University of Lucknow, Lucknow.

Objectives of the Study:

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

Methodology Employed

The Descriptive Method was suitably employed for the Study.

Sample

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

Tools

Questionnaire and Interview Schedules were the tools used to gather data from the respondents. The secondary data were collected from various government departments, like, Human Resource Development, Science & Technology, Department of Labour, Department of Health, Medical Education and Family Welfare, Jharkhand Education Project Council, Universities and Colleges, AIR, and Doordarshan. The data were suitably analysed through various tables, charts and graphs, Excel, dbase, and SQL etc.

Findings of the Study:

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

found a crucial factor in determining the accessibility and acceptability of programs.

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

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

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

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

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

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

9. The Certificate in Guidance 6-month IGNOU Program for Teachers has been found largely useful and productive.

10. The Two-year Diploma in Primary Education Program has also been found effective. The Researcher has argued that if all this could be achieved by the presence of A National University, indigenous planned interventions should be able to achieve much more.

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

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

13. The analysis by the investigator reveals that a combination of Radio in both broadcast and interactive modes and EDUSAT network would be the most appropriate choice for the State, though, online programs can be considered for niche population and Programs. Print and Non-Print Supplementary Approach is likely to be more appropriate for the State. In view of the limited accessibility of

computers and Internet, these technologies could only be used for managing the ODL activities for efficient delivery of services.

14. The % of PG Students in Jharkhand is 4.73 while that of Under-Graduate Students is 83.8.
15. Participation of SC and ST students is 5.06 and 10.44 % which is markedly below their respective proportion (11.84% and 26.30%) in the State Population.
16. Within the tribal community the participation of girls is 39.30%, which is higher than the State average of 36%. SC girls lag behind with 30% participation.
17. Participation of ST students at PG level is reasonably good, particularly, in Science.
18. Participation of ST students in Teacher Education Programs is 28.6% which is more than their proportion in the overall population.
19. There were about 4200 seats for engineering Education in the State.
20. Distance Education has made a modest contribution of 6.42 % to the total enrolment
21. The enrolment pattern in higher education shows a distinct urban bias. This is result of colleges being mostly located in urban areas.
22. Participation of disadvantaged groups like SCs and STs is not in proportion to their population in the respective areas.
23. Participation of girls from disadvantaged groups is particularly low.
24. Shortage of Teachers is a problem common to all universities and affects the quality of instruction.
25. Financing of Colleges is done on different patterns, and this puts some colleges to serious disadvantage, thereby affecting the quality of teaching in such colleges.
26. Even constituent colleges suffer from acute shortage of funds, so much so that, they are not able to pay the salaries to teachers and non-teaching functionaries on a monthly basis.
27. A large number of seats in Agriculture University remained vacant. The researcher feels that diversifying agriculture education and making it available through distance mode is likely to have a wider appeal and clientele.
28. The intake capacity in Technical Education is grossly inadequate. The researcher has suggested offering engineering courses through distance mode, on the line of Jawaharlal Nehru Technical University, Hyderabad to increase the intake capacity.
29. ODL is expected to play a significant role in the area of Medical Education.
30. Teacher Education through ODL shall remain in demand irrespective of the number of Teacher Education Institutions established.
31. The private institutions have made their presence felt in Jharkhand. , but these have not made any significant impact on the educational scenario and have remained confined to urban areas, targeting students who can pay high fees.
32. Teachers of the Colleges in the Jharkhand State were found to have a positive attitude towards distance education.
33. A large number of the respondents felt that ODL system generally receives students who could not enter the conventional system due to poor performance in the qualifying examination. The Researcher found on the basis of an analysis of entry level scores of students enrolled in IGNOU in the State that this was to

some extent true, though an increasing number of students with high scores were opting for ODL.

34. Majority of them believed that quality of students passing of ODL system was good.
35. There was near unanimity among the respondents that ODL was the need of the day.
36. Almost all of them felt that ODL interventions in Jharkhand were desirable.
37. Majority of them agreed with the democratizing role of ODL and its social relevance.
38. Majority of the academic counselors said they enjoyed taking counseling sessions.
39. While a majority of them agreed with the desirability of using multi-media in education, very few of them actually used it.
40. There was no significant difference in the responses from tribal and non-tribal learners from urban areas.
41. Among rural respondents, tribal females showed more enthusiasm for education than non-tribal females.
42. Poverty restricts options, not aspirations. The differences across the income levels were essentially in educational preferences.
43. Majority of the respondents found the Radio Program 'Mukta Samvaad' very useful.

The Researcher has concluded that ODL interventions in Jharkhand are justified and need to be urgently made. Further, ODL interventions in the State shall be most effective and productive through an independent Open University. The Researcher has suggested a three-tier structure for the University and a framework for the same.

Impact of an intervention programme in the remediation of reading difficulties among children with learning disabilities

Mrs. Anjana, 2006, Kurukshetra University, Kurukshetra

The problem- "Impact of an intervention programme in the remediation of reading difficulties among children with learning disabilities" has been well identified by the investigator. The study is based on a sound conceptual framework. The related literature has been reviewed comprehensively. All the five objectives of the study have been well enunciated as follows:

1. To identify children with learning disabilities.
2. To find the prevalence rate of reading/learning disabled children.
3. To design an intervention programme.
4. To study the impact of the intervention programme in remediating the reading difficulties among children with learning disabilities.
5. To find out the difference between Level-I and Level-II of DTRD.

The hypothesis of the study has been well formulated in the directional form on the bases of the objectives of the study and the review of the related literature. The study has employed a compatible pre-test post-test Experimental Research design involving three operational stages as identification, treatment and post-testing. A sample of 40 subjects in the age group 8-10 years of grade IV was purposively selected from three English Medium schools of Panipat town in Haryana. The sample seems to be adequate and representative. All the tools used for the study, namely, the mean of the previous achievement scores of the last three terminals, Teacher's Observation Checklist, Malin's Intelligence Test for Indian Children (MISIC) and the Diagnostic Test for Reading Disorders (DTRD), and the Treatment tool based on the items listed in DTRD are quite suitable and appealing. Descriptive statistics- mean, SD, and inferential statistics 't'-ratio were employed for data analysis.

The study is quite revealing as follows:

1. The prevalence rate of learning disability in reading among grade IV students has been found to be 8.68%. This rate varies from 8.29% to 9.60%.
2. The intervening program in the remediation of reading difficulties among children with learning disabilities has been found to be effective in improving reading skills.
3. The intervention program was found effective with respect to Sound Symbol Association (S SA).
4. The intervention program did not have significant effect so far as Blending of Sound (BS) is concerned.
5. The intervention program was found effective with respect to Phonic Analysis (PA).
6. The intervention program was not found to be effective with respect to Visual Conditioning (VC).

7. The intervention program was found effective with respect to Semantic Closure (SC).
8. The intervention program was found effective with respect to Lexical Processing (LP).
9. The intervention program was found effective with respect to Language Internalization (LI).
10. The intervention program was not found to be effective with respect to Copy Writing (CW).
11. The intervention program was found to be effective with respect to Grapheme Phoneme Association (GPA).
12. The intervention program did not have any effect with respect to Verbal Phonetic Coding (VPC).
13. The intervention program was found to be effective with respect to Phonemic Synthesis (PS).
14. The intervention program was found to be effective with respect to Verbal Visual Correspondence (VVC).
15. The intervention program was not found to be effective with respect to Verbal Memory (VM).
16. The intervention program was found to be effective with respect to Listening Comprehension (LC).
17. The intervention program had made significant impact so far as Reading Comprehension- Aloud (RCA) is concerned.
18. The intervention program was found to be effective with respect to Reading Comprehension-Silent (RCS).
19. It has been found that the control group had better performance at Level-I than at Level-II on DTRD in pre-test.
20. The control group was found to have better ability at Level-I than at Level-II on DTRD in post-test.
21. It has been found that the experimental group had better performance at Level-I than at Level-II on DTRD in pre-test.
22. It has been found that the experimental group had better performance at Level-I than at Level-II on DTRD in post-test.

Development of an Enneagram Educational Programme for Enhancing Emotional Intelligence of Student Teachers

Eve Justina Romould, CASE, MSU, 2006

Objectives of the Study

1. To develop an Enneagram Educational Programme for Student –Teachers.
2. To implement the developed Educational Programme on the sample of Student-Teachers.
3. To assess the effectiveness of the above stated programme on the following competencies of emotional intelligence.
    i. Stress Level
    ii. Emotional Self-Awareness
    iii. Emotional Expression
    iv. Emotional Awareness of others
    v. Intentionality
    vi. Creativity
    vii. Resilience
    viii. Interpersonal Connections
    ix. Constructive Discontent
    x. Compassion
    xi. Outlook
    xii. Trust Radius
    xiii. Integrity
    xiv. General Health
    xv. Quality of Life
    xvi. Relationship Quotient
    xvii. Optimal Performance

4. To help the Student-Teachers to understand their own teaching style by making use of knowledge of Enneagram.

Hypotheses of the Study

1. There will not be a significant difference between the mean scores for emotional intelligence of experimental group and control group.
2. There will not be a significant difference between the mean scores for stress level, one of the components of EQ, of the Experimental Group and Control Group.
3. There will not be a significant difference between the mean scores for emotional self-awareness, one of the components of EQ, of the Experimental Group and Control Group.
4. There will not be a significant difference between the mean scores for emotional expression, one of the components of EQ, of the Experimental Group and Control Group.

5. There will not be a significant difference between the mean scores for emotional awareness of others, one of the components of EQ, of the Experimental Group and Control Group.
6. There will not be a significant difference between the mean scores for intentionality, one of the components of EQ, of the Experimental Group and Control Group.
7. There will not be a significant difference between the mean scores for creativity, one of the components of EQ, of the Experimental Group and Control Group.
8. There will not be a significant difference between the mean scores for resilience, one of the components of EQ, of the Experimental Group and Control Group.
9. There will not be a significant difference between the mean scores for interpersonal connections, one of the components of EQ, of the Experimental Group and Control Group.
10. There will not be a significant difference between the mean scores for constructive discontene, one of the components of EQ, of the Experimental Group and Control Group.
11. There will not be a significant difference between the mean scores for compassion, one of the components of EQ, of the Experimental Group and Control Group.
12. There will not be a significant difference between the mean scores for outlook, one of the components of EQ, of the Experimental Group and Control Group.
13. There will not be a significant difference between the mean scores for Trust Radius, one of the components of EQ, of the Experimental Group and Control Group.
14. There will not be a significant difference between the mean scores for Integrity, one of the components of EQ, of the Experimental Group and Control Group.
15. There will not be a significant difference between the mean scores for general health, one of the components of EQ, of the Experimental Group and Control Group.
16. There will not be a significant difference between the mean scores for quality of life, one of the components of EQ, of the Experimental Group and Control Group.
17. There will not be a significant difference between the mean scores for relationship quotient, one of the components of EQ, of the Experimental Group and Control Group.
18. There will not be a significant difference between the mean scores for optimal performance, one of the components of EQ, of the Experimental Group and Control Group.
19. Enneagram Educational Programme would have no impact on the Student-Teachers in the understanding of their own teaching style.

Nature of the Study

It is a developmental-cum- experimental Study.

Tools and Techniques employed for the study:

In the development phase the intervention program was developed. The tools which were used for the study were translated from English to Hindi, to facilitate the interaction of the participants with the intervention program. An interview guide and a reaction scale were constructed by the investigator. For pre-test and post-test emotional intelligence test (Schutte et al. 1998) and EQ Map were used to assess the levels of different components of EQ and EQ as a whole. The EQ Map, taken for this study consists of 17 scales measuring the various components of EQ. These are, Life Events, Emotional Self-awareness, Emotional Expression, Emotional Awareness of Others, Intentionality, Creativity, Resilience, Inter-personal Connections, Constructive Discontent, Compassion, Outlook, Trust Radius, Integrity, General Health, Quality of Life, Relationship Quotient, and Optimal Performance.

Sample:

The sample for the implementation phase consisted of forty student teachers. The investigator has employed the 2-stage random sampling technique. One group of twenty student teachers from one B.Ed. College formed experimental group. And the other group of twenty student teachers from another B.Ed. College formed control group.

Data Collection:

Both the groups were administered pre-test and post-test on emotional intelligence scale and EQ Map. The experimental group was given an Enneagram Educational Program consisting of 23 sessions, totaling to 34 hours, spread over a span of 3 months. The educational program consisted of input sessions on the theory of Enneagram, group activities, group sharing, attention practices, self-reflections, individual and group exercises and discussion and home assignments. The participants were trained to identify the Enneagram personality types of the people and bring transformation in their own personality, communication and teaching styles.

Data Analysis:

The data were analyzed through ANCOVA. Along with quantitative data, some qualitative data were also collected with the help of interview technique, observation, reaction scale and anecdotal records. These data were content analyzed to examine the effectiveness of the intervention program in terms of emotional intelligence components taken for the study. The data through reaction scale were subjected to percentage analysis, which indicated the usefulness and effectiveness of the Enneagram Educational Program in the enhancement of the emotional intelligence of the participants. Also the data were analyzed to get the perception of the student teachers on various teaching styles

related to personality types and to find out the common elements of their teachings and interactions in the classroom of a particular Enneagram personality type.

Findings of the Study:

i. The developed modules for the Enneagram Educational Program were found to be successful in terms of raising the EQ level of the student teachers.

ii. All the student teachers gave highly favorable opinion and reaction and showed a great interest towards the Enneagram Educational Program.

iii. A significant difference was found between the mean scores for stress level, one of the components of the EQ, of the experimental group and the control group in the pre and post – interventional administration of the scale.

iv. A significant difference was found between the mean scores for emotional self-awareness, one of the components of the EQ, of the experimental group and the control group in the pre and post – interventional administration of the scale.

v. A significant difference was found between the mean scores for emotional expression, one of the components of the EQ, of the experimental group and the control group in the pre and post – interventional administration of the scale.

vi. A significant difference was found between the mean scores for emotional awareness of others, one of the components of the EQ, of the experimental group and the control group in the pre and post – interventional administration of the scale.

vii. A significant difference was found between the mean scores for intentionality, one of the components of the EQ, of the experimental group and the control group in the pre and post – interventional administration of the scale.

viii. A significant difference was found between the mean scores for creativity, one of the components of the EQ, of the experimental group and the control group in the pre and post – interventional administration of the scale.

ix. A significant difference was found between the mean scores for resilience, one of the components of the EQ, of the experimental group and the control group in the pre and post – interventional administration of the scale.

x. A significant difference was found between the mean scores for interpersonal connection, one of the components of the EQ, of the experimental group and the control group in the pre and post – interventional administration of the scale.

xi. A significant difference was found between the mean scores for constructive discontent, one of the components of the EQ, of the experimental group and the control group in the pre and post – interventional administration of the scale.

xii. A significant difference was found between the mean scores for compassion, one of the components of the EQ, of the experimental group and the control group in the pre and post – interventional administration of the scale.

xiii. A significant difference was found between the mean scores for outlook, one of the components of the EQ, of the experimental group and the control group in the pre and post – interventional administration of the scale.

xiv. A significant difference was found between the mean scores for trust radius, one of the components of the EQ, of the experimental group and the control group in the pre and post – interventional administration of the scale.

xv. A significant difference was found between the mean scores for integrity, one of the components of the EQ, of the experimental group and the control group in the pre and post – interventional administration of the scale.

xvi. A significant difference was found between the mean scores for general health, one of the outcomes of the EQ, of the experimental group and the control group in the pre and post – interventional administration of the scale.

xvii. A significant difference was found between the mean scores for quality of life, one of the outcomes of the EQ, of the experimental group and the control group in the pre and post – interventional administration of the scale.

xviii. A significant difference was found between the mean scores for relationship quotient, one of the indicators of the EQ, of the experimental group and the control group in the pre and post – interventional administration of the scale.

xix. No significant difference was found between the mean scores for optimal performance, one of the outcomes of the EQ, of the experimental group and the control group in the pre and post – interventional administration of the scale.

xx. Observation and interview of the student teachers revealed that a transformational change has taken place in the participants of the intervention program. The changes included their attitudes towards their students and friends, increase in their positive outlook and resilience, improvements in their relationships and communication style. The participants reported that they were able to apply the Enneagram knowledge to understand their students and their learning patterns and also they were able to understand their teaching styles and integrate them in their teaching.

**Effectiveness of Inductive Thinking Model of Teaching on Learners'
Achievement in Social Studies**

Annapurna Prusty, Utkal University, Bhubaneswar, Orissa, 2006

Objectives of the Study

1. To assess the effectiveness of Inductive Thinking Model of Teaching (ITMT)
   on learners' achievement in three subject areas of Social Studies. The sub-
   objectives under this major objective were;

   i.   To assess the effectiveness of Inductive Thinking Model of
        Teaching (ITMT) on learners' achievement in Geography.
   ii. To assess the effectiveness of Inductive Thinking Model of
        Teaching (ITMT) on learners' achievement in History.
   iii. To assess the effectiveness of Inductive Thinking Model of
        Teaching (ITMT) on learners' achievement in Civics.

2. To compare the impact of Inductive Thinking Model of Teaching (ITMT) and
   Traditional Method of Teaching on Learners' achievement in Social Studies.
   This objective was constituted of the following three sub-objectives;

   i.   To compare the impact of Inductive Thinking Model of
        Teaching (ITMT) and Traditional Method of Teaching on
        learners' achievement in Geography.
   ii. To compare the impact of Inductive Thinking Model of
        Teaching (ITMT) and Traditional Method of Teaching on
        learners' achievement in History.
   iii. To compare the impact of Inductive Thinking Model of
        Teaching (ITMT) and Traditional Method of Teaching on
        learners' achievement in Civics.

3. To compare the impact of Inductive Thinking Model of Teaching (ITMT) and
   Traditional Method of Teaching on learners' inductive reasoning ability.

4. To compare the impact of Inductive Thinking Model of Teaching (ITMT) and
   Traditional Method of Teaching on learners' creative thinking ability.

5. To compare the impact of Inductive Thinking Model of Teaching (ITMT) and
   Traditional Method of Teaching on learners' concept attainment ability.

Hypotheses of the Study
1. The adjusted mean achievement score on Geography of the learners taught
   through Inductive Thinking Model of Teaching (ITMT) does not differ
   significantly from that of the learners taught through the traditional
   method of teaching.

2. The adjusted mean achievement score on History of the learners taught through Inductive Thinking Model of Teaching (ITMT) does not differ significantly from that of the learners taught through the traditional method of teaching.
3. The adjusted mean achievement score on Civics of the learners taught through Inductive Thinking Model of Teaching (ITMT) does not differ significantly from that of the learners taught through the traditional method of teaching.
4. The adjusted mean score on Inductive Reasoning of the learners taught through Inductive Thinking Model of Teaching (ITMT) does not differ significantly from that of the learners taught through the traditional method of teaching.
5. The adjusted mean score on creative thinking of the learners taught through Inductive Thinking Model of Teaching (ITMT) does not differ significantly from that of the learners taught through the traditional method of teaching.
6. The adjusted mean score on concept attainment ability of the learners taught through Inductive Thinking Model of Teaching (ITMT) does not differ significantly from that of the learners taught through the traditional method of teaching.

Research Design Employed
Quasi Experimental – pre-test post-test experimental control group design has been well employed for the study.

Sample for the Study
190 8th Std. students of the 4 selected schools out of 9 Oriya medium high schools of Sambalpur Municipal area, affiliated to BSE, Orissa constituted the sample for the pilot study. All the 35 students of Std. VIII of Budharaja High School constituted the Experimental Group for the final study, whereas, all the 34 students of Std. VIII of Zilla School constituted the control Group for the final study.

Tools used
The characteristics of all the tools constructed by the investigator, namely, 3 comprehensive tests, 18 learning assessment tests, on Geography, History and Civics, the Inductive Reasoning Test (IRT) and Concept Attainment Test (CAT) in parallel forms have been well established. The Verbal Test of Creative Thinking (Mehdi, 1985) has been well selected for measuring Creative Ability.

Data Analysis Techniques Employed
Compatible statistical techniques have been employed for data analysis, namely, Mean, SD, Skewness, Kurtosis, Percentiles and ANCOVA.

Findings of the Study

1. ITMT was found to be effective on learners' achievement in three subject areas of Social Studies, namely, Geography, History and Civics.
2. Impact of ITMT was found to be better than that of traditional method of teaching on learners' achievement in Geography.
3. Impact of ITMT was found to be better than that of traditional method of teaching on learners' achievement in History.
4. Impact of ITMT was found to be better than that of traditional method of teaching on learners' achievement in Civics.
5. Impact of ITMT was found to be better than that of traditional method of teaching on learners' Inductive Reasoning Ability.
6. Impact of ITMT was found to be better than that of traditional method of teaching in enhancing learners' Concept Attainment Ability.
7. No significant difference was found in the impact of ITMT and Traditional Method of Teaching in enhancing the Learners' Creative Ability.

"Samanya Avam Viklang Vidharthion Ke Vyaktitava, Buddhi Avam Chinta Ka Tulnatmak Adhyyan" Ms. Arti Nigam, 2010, Chhatrapati Shahu Ji Maharaj University, Kanpur, UP, India.

Objectives of the study:

1. To do a comparative study of the Personalities of normal and physically handicapped students.
2. To do a comparative study of the Intelligence of normal and physically handicapped students.
3. To do a comparative study of the Anxiety of normal and physically handicapped students.

Methodology Employed

Ex-Post-Facto Research was conducted by the investigator.

Sample

200 normal and 200 physically handicapped students of Standards 8,9, and 10, both, boys and girls were selected randomly from 10 normal school children and 8 schools for the physically handicapped.

Tools

High School Personality Questionnaire By Dr. D.S. Kapoor, General Mental Ability Test by Dr. S.S. Jalota, and Anxiety Test by Dr. A.K.P. Singh were the tools employed for the study.

Data Analysis

Mean, SD, and C.R. were computed for data analysis.

Findings of the Study

1. Significant differences were found in the personalities of normal and physically handicapped students on the personality factors A, B, C, D, E, F, I, Q1, Q3 and Q4.
2. The normal and physically handicapped students were found to differ significantly on Intelligence.
3. The normal and physically handicapped students were found to differ significantly on Anxiety.

A Study of Personality Factors of Responsible High School Teachers

(Arun Kumar Gautam, 2008, Dr. B.R. A. University, Agra)

Objectives

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

Sample for the Study

A total of 500 Teachers was selected from Agra City for the study employing suitable sampling techniques.

Tools used

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

Data Analysis Techniques used

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

Findings

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

4. The differences between the Responsible High School Teachers with High and Moderate Teacher Responsibility profiles were found on the five personality factors, namely, B, F, G, H and L. While the High Responsibility profile Teachers were found superior on Personality Factors F and L, the Moderate Responsibility profile Teachers were found superior on personality factors B,G, and H.
5. The differences between the Responsible High School Teachers with High and Low Teacher Responsibility profiles were found on the four personality factors, namely, E,H,I, and O. While the High Responsibility profile Teachers were found superior on Personality Factors E and H, the Low Responsibility profile Teachers were found superior on personality factors I and O..
6. The differences between the Responsible High School Teachers with Moderate and Low Teacher Responsibility profiles were found on the five personality factors, namely, E and M. The Low Responsibility Profile Teachers were found superior on both the personality factors E and M.
7. The differences between Male and Female Responsible High School Teachers with High Teacher Responsibility profiles were found on only three factors C, E, and F. On all these three Personality Factors Male Teachers with High Teacher Responsibility profile were found superior to their Female counterparts.
8. The differences between Male and Female Responsible High School Teachers with Moderate Teacher Responsibility profiles were found on only two factors H, and Q4. While the Male Teachers with Moderate Teacher Responsibility profile were found superior on the personality Factor Q4, the Female Teachers with Moderate Teacher Responsibility profile were found superior on the personality Factor H.
9. The differences between Male and Female Responsible High School Teachers with Low Teacher Responsibility profiles were found on six factors B,G, O, Q1, Q2 and Q4. While the Male Teachers with Low Teacher Responsibility profile were found superior on the personality Factors B, G and Q4, the Female Teachers with Low Teacher Responsibility profile were found superior on the personality Factors O, Q2, and Q4.
10. There have been found significant differences in the Personality Factors of Responsible Teachers.
11. Both the Main Effects of Teacher Responsibility and Sex and the Interaction Effect of Teacher Responsibility*Sex were found significant for one and the only one personality factor C. Here the hierarchy for the factors of Teacher Responsibility, in order of superiority was – Moderate > Low>High and for that of Sex the hierarchy in order of superiority was- Male>Female. The Interaction Effect indicated that valid differences between the means of different treatment groups exist (for some pairs). Here the hierarchy in order of superiority was Moderate-Female>Low-Male>Moderate-Male>High-Male>Low-Female>High-Female.
12. Both the Main Effects of the Teacher Responsibility and Sex were found significant for yet another personality factor E. Here the hierarchy for the factor of Teacher Responsibility, in order of superiority, was- Low>Moderate>High and for that of Sex the hierarchy in the order of superiority was- Male>Female.

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

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

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

> A- Moderate-Female> Low-Male>High-Male> Moderate-Male>Low-Female> High-Female,
> B- Low-Male>Moderate-Female> High-Female>moderate-Male> High-Male>Low-Female,
> F-High-Male>Low-Female>Moderate-Male> Low-Male> Moderate=-Female> High-Female,
> H-Low-Male> Moderate-Female> High-Female> Low-Female> Moderate-Male>High-Male,
> Q2-Moderate-Male. Low-Female>High-Male>Moderate-Female> High-Female> Low-Male, and
> Q4-High-Male>Low-Female> Moderate-Male> High-Female> Moderate-Female> Low-Male.

In addition to the above mentioned findings the study has come out with meaningful findings in the areas of Teacher Responsibility and Stream, Teacher Responsibility and School and Personality Profiles of Responsible High School Teachers, Personality Profiles of Male Responsible High School Teachers, Personality Profiles of Female Responsible High School Teachers, Personality Profiles of Male and Female Responsible High School Teachers with High, Moderate and Low Teacher Responsibility Profiles.

The study has produced a comprehensive and comparative scenario of the personality factors of High, Moderate and Low Responsible High School Teachers, Gender-wise , Stream-wise and School-wise.

Study of Learning Condition Obstacles and Success in Science of Primary Class Students in North-East of Thailand
(Chanchira Choomponla, 2008, Banaras Hindu University, Varanasi)

Objectives

1. To identify learning condition obstacles in science of primary class students in North-East of Thailand.
2. To identify learning condition success in science of primary class students in North-East of Thailand.

Sample

The sample for the study has been systematically drawn. To begin with, a total of 50 successful, and 50 unsuccessful primary schools in Science were selected from 5 provinces in the North-East of Thailand, namely, Kalasin, Mukdahan, NakhonPhanom, Sakhn Nakhon, and Udon Thani. Then 50 Science Teachers from successful schools, and 50 Science Teachers from unsuccessful schools were drawn for the study, one from each selected school. Along with that 150 students from successful schools, and 150 students from unsuccessful schools, 3 from each selected school were drawn for the study. The characteristics of the sample have been well presented.

Tools used
The characteristics of the tools constructed by the investigator for the study, namely, Teacher's Questionnaire for Assessment of Learning Conditions in Science and Student's Questionnaire for Perception of Learning Conditions in Science have been well established.

Data Analysis Techniques used
The data were suitably analyzed employing Mean, SD, t-test, Chi-square test, Frequency and % analysis.

Findings

1. Science Teachers of Successful Primary Schools differ in their personal factors, that is, gender, age, qualification, teaching experience in Science, and training in Science Teaching as compared to Science Teachers of Unsuccessful Primary Schools.

2. Students of Successful Primary Schools differ in their personal factors, like, Educational status of parents, Occupational status of parents, Income status of parents, Parents' promotion of students in science learning, liking towards Science subject, and opinion to pursue Science subject further study as compared to students of unsuccessful primary schools.

3. Science teachers of successful primary schools differ in their teaching-learning process, that is, teaching plan, teaching method and evaluation process as compared to science teachers of unsuccessful primary schools.
4. Successful primary schools differ from unsuccessful primary schools in provision of budget for conducting of science activities, science equipment, chemical laboratory, and current science reference books. Further, adequacy of infrastructure facilities of successful primary schools is better in case of budget provisions for conduction of science activities, science equipment, chemical laboratory, and current science reference books as compared to that of unsuccessful primary schools.
5. Science Teachers from successful primary schools differ in their opinion towards students as compared to that of unsuccessful primary schools, in case of students' reading and writing ability, and liking to study Science. Science Teachers' perception towards the students of successful schools is better in case of students' reading and writing abilities, and liking to study Science as compared to that of unsuccessful primary schools.
6. Students from successful primary schools differ in their opinion towards Science as compared to that of unsuccessful primary schools, in case of Science content, Science process skills, and Science method. Students' perception towards Science of successful primary schools is better in case of Science content, Science process skills, and scientific method as compared to that of unsuccessful primary schools.

The study has definitely contributed to the knowledge base in the area of determinants of Science Success.

The Study of Relationship between Depression and Academic Achievement in Graduate and Post-Graduate Students

(Fereshteh Sabbaghi, University of Pune, 2008)

Objectives of the Study
1. To find out the percentage of depressed graduate and post-graduate students taking into account the variables of average of marks in examination of first semester, sex, age, marital status, father's and mother's education.
2. To determine the levels of depression among graduate and post-graduate students taking into account the variables of average of marks in examination of first semester, sex, age, marital status, father's and mother's education.
3. To find out whether significant relationship exists between the different levels of depression and academic achievement taking into account the variable of sex.
4. To find out whether significant relationship exists between the different levels of depression and academic achievement taking into account the variable of age.
5. To find out whether significant relationship exists between the different levels of depression and academic achievement taking into account the variable of marital status.
6. To find out whether significant relationship exists between the different levels of depression and academic achievement of students in relation to their father's education.
7. To find out whether significant relationship exists between the different levels of depression and academic achievement of students in relation to their mother's education.

Hypotheses of the Study
1. Whenever depression increases in students academic achievement decreases.
2. There is a significant difference in depression between male and female students.
3. Students with age of 18-22 suffer more from depression than students with age of 23 and above.
4. Single students suffer more from depression than married students.
5. Whenever education of student's father increases depression decreases in students. Further, M.A. students , who have fathers with higher education, suffered less from depression and its three levels than M.A. students who have lower education fathers. Different levels of father's education were not found to be significant variable in depression among B.A. students.
6. Whenever education of student's mother increases depression decreases in students.

Type of Study
This is a co-relational study.

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

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

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

Data Analysis Techniques Employed

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

Findings of the Study

1. Depression and its three levels influenced B.A. and M.A. Students' Academic achievement negatively.
2. There was found a significant gender difference related to level of depression among B.A. students as well as M.A. students with domination of depression in males.
3. In B.A. female, M.A. female and male students academic achievement was affected by depression at three levels, in the same manner. The B.A. male students showed non-significant relationship between depression and academic achievement.
4. Depression in college students was not found related to age.
5. Even though the present study rejected the hypothesis that "Students with age group 18-22 suffer more from depression than students with age of 23 and above". It was found that there was a high percentage of depression in B.A. students who were 18-22 years old and in both the age groups of M.A. students.

6. In B.A. and M.A. age group of 18-22, and also in M.A. students in age group of 23 and above, academic achievement was affected negatively by students' level of depression. It was not possible to find out relationship between levels of depression and academic achievement in 23 and above age group of B.A. students as number of the depressed students was small.
7. Though the present study rejected the hypothesis that "Single students suffer more from depression than married students", but it was found that that there was a high percentage of depression in single B.A. and M.A. students.
8. In B.A. and M.A. single students lack of academic achievement was seen in students who were having higher percentage of depression in three levels.
9. The MA students , who had fathers with higher education, suffered less from depression and its three levels than MA students who had lower education fathers. Different levels of father's education were not found a significant variable in depression among BA students.
10. The level of education of fathers was not a significant variable in BA students while it was found to be a significant variable in MA students in the context of their academic achievement. Having higher job and being too much busy with high carrier responsibilities in fathers with post-graduate education creates some problem about treatment and support to their children.
11. Whenever education of students' mothers increases, depression decreases in students irrespective of their levels.
12. Depression was found to have a negative influence on academic achievement in students who were having mothers with higher education.

Effect of Advance Organizer Model on Student – Teachers' Teaching and its Influence on the School Pupil's Performance in Science- A Study

(Jadhav Vandana Vishnu, 2008, Shivaji University, Kolhapur)

Objectives

1. To develop self- instructional material on theory, planning and evaluation of AOM suitable for Indian conditions.
2. To analyze the Science Syllabus of Std. IX to identify the units which can be taught using AOM.
3. To determine the Student Teachers' teaching performance using AOM.
4. To determine the student teachers' performance in terms of achievement of pupils in paper-pencil tests based on different sub units in Science.

Experimental Design Employed
The study has appropriately employed Experimental Research Method. The post-test only control group design has been employed for the study. The independent variables used in the present study were

1. Self Learning Material of Science Structure (S.A. Group)
2. Self Learning Material of Inquiry Method (Inquiry Group)
3. Self Learning Material of Inquiry Method and Science Structure (Inquiry + S.A. Group)
4. Self Learning Material of Conventional Method (C Group)

The dependent variables were Student- Teachers teaching performance in simulated conditions and Student-Teachers Teaching Performance in terms of Pupils' achievement. The following design was appropriately used for the study:

$$X1 \qquad O1$$

$$X2 \qquad O2$$
R
$$X3 \qquad O3$$

$$C \qquad O4$$

Wherein, R stands for random assignments of subjects, X is treatment, C control condition, and O stands for Observation.

Adequate measures, namely, significance of the difference amongst the four Means, and SD on achievement and IQ scores to establish the parallel amongst the four groups were taken.

Adequate measures have been taken to observe the internal validity and external validity of the experiment. The content validity of the treatment material has been well established.

Tools used
The characteristics of all the tools used for the study, namely, Theory Check –up Tests (TCT), Teaching Analysis Guide (TAG), Plan Evaluation Guide (PEG), and Pupils' Achievement Test have been well established.

Sample & Treatment
24 Science Group students were well selected out of 100 students of Shikshan Shashtra Mahavidyalaya, Vita. These 24 students were well assigned to four groups as per the experimental design. The treatment time spread over 20 days seems to be adequate for the purpose. The day wise schedule was well designed and implemented.

Data Analysis Techniques Employed
Mean, SD and t values have been suitably computed for data analysis.

Findings

1. The final draft of the self-instructional material was found comprehensive, self explanatory and instructive for planning and practice teaching.
2. Out of the syllabus prescribed for Std. IX, 75 sub-units were found suitable to the Advance Organizer Model (AOM).
3. In the first two lessons the teaching performance of the conventional group was found comparatively effective in simulated situation, whereas, in the last three lessons the teaching performance of AOM and conventional groups was found equally effective in simulated conditions.
4. The AOM group of student teachers was found more effective than conventional method group in real classroom situations.
5. The performance of AOM group of student teachers was found superior in terms of pupils' achievement than that of the conventional group.

It is an interesting and appealing study. The research rigor has been observed through out the study. The Study has very well demonstrated the effectiveness of the Advance Organizer Model at Teacher Education and School Education, both, the levels. The study has contributed significantly to the knowledge base in the area of Educational Technology, particularly, Models of Teaching.

"Study of the Effect of Education for Emotional Development on Emotional Intelligence of Secondary School Students"

Ms. Mabel Basil Pimenta, 2009, University of Mumbai, Mumbai, India.

Objectives of the study

1. To develop a program for development of emotional intelligence of students of secondary schools.
2. To study the effect of the developed program on emotional intelligence of students of secondary schools.
3. To study the effect of the developed program on each of the four competencies of emotional intelligence of students of secondary schools.
4. To compare the effect of the developed program on emotional intelligence of the secondary school girls students with pre-test scores of emotional intelligence of the same students.
5. To compare the effect of the developed program on emotional intelligence of the secondary school boys students with pre-test scores of emotional intelligence of the same students.
6. To compare the effect of the developed program on emotional intelligence of the secondary school Marathi Medium students with pre-test scores of emotional intelligence of the same students.
7. To compare the effect of the developed program on emotional intelligence of the secondary school English Medium students with pre-test scores of emotional intelligence of the same students.
8. To compare the effect of the developed program on emotional intelligence of the secondary school students studying in different schools selected for the research.

Methodology Employed

The program for development of Emotional Intelligence (EI) was considered as Independent Variable. This variable consists of activities pertaining to the development of four competencies of EI, namely, expression of emotions in the self and others, utilization of emotions, understanding and reasoning about emotions, and regulation of emotions in the self and others.

Variables Employed

EI was treated as Dependent Variable, whereas, Type of School, Age of Students, Gender of Students, SES of Students and Size of Class were considered as Moderator Variables.

Tools

The Program for development of EI was developed by the investigator. It consisted of 41 activities, namely, Fundamental-5, Expression of Emotions in the Self and Others- 13,

Utilization of Emotions-7, Understanding of Emotions-8, and Regulation of Emotions in the Self and Others-8. Finally, the EQ Test consisted of 30 Situation Based Multiple Choice Items, and 20 Statements in the Rating Scale.

Design Employed

The Single Group Pre-Test, Treatment, Post-Test design was suitably employed for the Study. Reasonable measures were taken to observe the internal validity of the experiment.

Population

Population for the study was well specified as students of Class IX studying in Marathi and English Medium Schools in Vasai-Virar Region.

Sample

The sample for the study was drawn employing appropriate sampling techniques. Finally the sample comprised of 226 students (137 Girls and 89 Boys).

Tools

The EQ Test was used as Pre-Test and Post-Test. The treatment was distributed across 9 months.

Data Analysis

The data were analyzed using suitable statistical techniques, namely, mean, median, SD, t-test and Chi-Square.

Findings of the Study

1. The Emotional Smart Program facilitated development of Emotional Intelligence in Secondary School Students in forms of Expression of Emotions of the Self and Others, Utilization of Emotions, Understanding and Reasoning about Emotions and Regulation of Emotions in the Self and Others.
2. In girls students ESP helped in development of all the four competencies of EI. Increase in the competency of "Utilization' of Emotions" is to a great extent.
3. In boys students ESP helped in development of all the four competencies of EI. Increase in the competency of "Expression of Emotions in the Self and Others" is to a great extent.
4. ESP is beneficial to students of Marathi Medium secondary school students since it could develop all the four competencies of EI. Maximum development is found in the fundamental competency " Understanding and Reasoning about Emotion".

5. ESP is beneficial to students of English Medium secondary school students since it could develop all the four competencies of EI. Maximum development is found in the fundamental competency " Expression of Emotions in the Self and Others".

6. ESP facilitated the development of EI, as well as, the development of all the four competencies in School-1. The competency " Understanding and Reasoning about Emotion " developed maximum out of all the four competencies. But as compared to School-2 and School-3 development of EI was less in School-1.

7. ESP facilitated the development of EI, as well as, the development of all the four competencies in School-2. The competency " Expression of Emotion in the Self and Others " developed maximum out of all the four competencies.

8. ESP facilitated the development of EI, as well as, the development of all the four competencies in School-3. The competency " Expression of Emotion in the Self and Others " developed maximum out of all the four competencies.

9. ESP is beneficial to students of Class-1, since it could develop all the four competencies of EI. But as compared to other classes, benefit achieved by class-1 is minimum.

10. ESP is beneficial to students of Class-2, since it could develop all the four competencies of EI. But as compared to other classes, benefit achieved by class-1 is moderate.

11. ESP is beneficial to students of Class-3, since it could develop all the four competencies of EI. But as compared to other classes, benefit achieved by class-1 is minimum.

12. ESP is beneficial to students of Class-4, since it could develop all the four competencies of EI. But as compared to other classes, benefit achieved by class-4 is high.

13. ESP is beneficial to students of Class-5, since it could develop all the four competencies of EI. But as compared to other classes, benefit achieved by class-5 is high.

14. Students can be trained to use three word sentences beginning with " I feel". Using I-statements can convey the truth without accusing.

15. Students can explore primary emotions associated with incidents in their lives.

16. Students can give positive strokes to each other. It can be practices getting a positive value from emotions.

17. The students who react to situations in furious manner are called as anger champions. To reduce this number students can be trained to feel energized, not angry.

18. Through dramatization students can learn to adapt themselves with positive and negative feelings. Identify your unmet emotional needs. Your negative feelings are expressions of your unmet emotional needs. Each negative feeling has a positive value.

19. Dramatization can also help to show respect for feelings of other students. Every student should learn to use his feelings to help others to make decisions.

20. Emotions put people in motion. One cal always choose how to respond to an emotion. Feeling in control is empowering.

21. Self expression facilitates awareness of own feelings which is the key to self-knowledge. Self- knowledge is the key to Self- improvement.

22. Development of emotional intelligence helps to listen to the two sides of a conflict as a mediator or a counselor Students can play role of a mediator to resolve conflicts.
23. Emotional competencies help to take a playful attitude towards developing the skill of emotional self-control in high conflict situations. One could view maintaining self-control in a tense and angry conversation.
24. Emotional competencies also include authenticity and intentionality.
25. Emotional intelligence helps to experience emotions in a more balanced way. People can recognize immediate results in their life, both at work and at home due to development of EI.

"Role of Emotional Intelligence in Academic Success and Adjustment of Higher Secondary Level Students"

Mrs. Reeta Suri, 2009, Pt. Ravishankar Shukla University, Raipur, Chattigarh.

Objectives of the study:

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

Methodology

It is a co-relational study.

Sample

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

Tools employed

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

The percentage scores obtained by the students in XII Class CBSE examination were treated as their Achievement Scores.

Data Analysis

Pearson's Product Moment Correlation and 2*2*2 Factorial Design were the techniques suitably employed for data analysis.

Findings of the Study

1. A significant correlation was found between Emotional Intelligence and Adjustment of both, male as well as female XII Class Students.

2. No significant relation was found between EI and Achievement of both, the male as well as female XII Class Students.
3. Adjustment and Achievement were not found to be significantly correlated.
4. Overall EI was not found to have a significant impact on achievement of XII Class Students.
5. Sex, School Type and their interaction also did not have significant impact on achievement of XII Class Students.
6. Overall EI was found to produce differential effect on overall adjustment of the 12th Class Students.
7. Sex was found to produce differential effect on overall adjustment of the students, whereas, type of School was not found to produce differential effect on overall adjustment of the 12th Class Students.

A Psycho-Social Study of Learning Difficulties in English of High School Students"

Mrs. Shikha Tiwari. 2009, Banasthali University, Banasthali, Rajasthan, India.

Objectives of the study:

1. To study the learning difficulties in English in terms of errors which are committed most frequently by the boys and girls students in reading English.
2. To study the learning difficulties in English in terms of errors which are committed most frequently by the boys and girls students in writing English.
3. To study the learning difficulties of students in reading English in the context of school types, that is, Government and Private Managed schools.
4. To study the learning difficulties of students in writing English in the context of school types, that is, Government and Private Managed schools.
5. To study the learning difficulties of students in reading English in the context of Parental Education.
6. To study the learning difficulties of students in writing English in the context of Parental Education.
7. To study the relationship between learning difficulties in English and Achievement of boys and girls students.
8. To study the relationship between learning difficulties in English and Logical Thinking of boys and girls students.
9. To study the relationship between learning difficulties in English and Personalities of boys and girls students.

Methodology

Survey method has been suitably employed for the study.

Population

All the students of Class X studying in Schools affiliated to the CBSE Board during the academic session 2008-09 in Ballia, Azamgarh and Mau cities constituted the population for the study.

Sample

A sample of 530 Class 10 students (184 Girls and 346 Boys) was selected randomly from six purposively selected Schools.

Tools Employed

The tools used for the study were, English Language Achievement Test, Logical Thinking Test, Reading Test and HSPQ have been well established. Data.

Findings of the Study:

1. Maximum errors committed in partial mispronunciation are consonant-vowel error and the minimum is silence 'e' error. In case of gross mispronunciation, the maximum error is committed for substitution and minimum for repetition.
2. In dictation maximum errors are committed in misspelled category, then substitution and least is the percentage of the omitted words.
3. In the context of partial mispronunciation in reading English and school type, the difference between the two school groups is found to be significant for vowel-vowel and segmentation error and also for the total error of partial mispronunciation. In case of gross mispronunciation the difference between the two school groups is not found to be significant. Also the difference between comprehension and reading rate is found to be not significant.
4. In the context of composition and school type, the difference between the two school groups is found to be significant for qualitative vocabulary, quantitative vocabulary, spelling correctness and grammatical correctness. He private school seems to be better in all components of composition than the government school. But in the case of dictation and school type the difference between the two groups is not found to be significant.
5. The errors committed by the children of less educated parents are less, whereas, errors committed by the children of highly qualified parents are more
6. There is no significant correlation found between partial mispronunciation and achievement. Also the correlation between gross mispronunciation and achievement is found to be not significant. Comprehension has positive and significant correlation with achievement but reading rate has insignificant correlation with reading rate. The correlation between various components of composition which are considered in the present study are found to be not significant except for grammatical correctness which shows positive and significant correlation with prose, poetry, grammar, and total score of achievement, respectively. But in the case of dictation and achievement, there is no significant correlation found.
7. Logical thinking does not show any significant correlation with partial mispronunciation in reading English. In case of gross mispronunciation, only substitution shows significant negative correlation with logical thinking. Comprehension has positive significant correlation with logical thinking, whereas, reading rate does not show any significant correlation with logical thinking. There is no significant correlation found between the various components of composition except for grammar which shows positive correlation with Logical Thinking.
8. There are only four personality factors E, F, G and Q4 which are obedient vs assertive, sober vs enthusiastic, disregards rules vs conscientious and relaxed vs tense have significant correlations with the total errors of partial mispronunciation in reading English. Of this only factor E has positive significant correlation and the rest of the three factors have negative significant correlation. In case of gross mispronunciation of reading English, personality factor C and Q4 which are- affected by feeling vs emotionally stable and relaxed vs tense showed

significant negative correlation with the total errors of gross mispronunciation in reading English. Personality factors J, Q3 and Q4 which are zestful vs circumspect individualism, uncontrolled vs controlled and relaxed vs tense, respectively show positive significant correlation with comprehension. There is no significant correlation found between personality and reading rate. The data regarding personality and writing revealed that fluency has significant and positive correlation with those who have personality traits-sober vs enthusiastic, sociably group dependent vs self sufficient and negative significant correlation with personality factors G and Q4. Qualitative vocabulary shows positive significant correlation with those having sober vs enthusiastic personality traits. Spelling correctness is positively correlated which is significant for personality factor G, that is, disregards rules vs conscientious. Grammar shows significant positive correlation with personality factors F and Q4 and negative significant correlation with personality factors J and O, respectively.

The study concludes that gross mispronunciation could be maximum due to substitution of sound error. Private schools have been found to be better off in English than the Government schools. The linguistically deprived environment and lack of proper role model have been found to have a detrimental effect on proficiency level in English. The errors committed by the children of less educated parents are less, whereas, errors committed by the children of highly qualified parents are more. No significant correlation has been found between partial and gross mispronunciation and reading rate in reading English and achievement, whereas, comprehension showed positive significant correlation with achievement. In case of writing English, only grammar showed positive significant correlation with achievement in prose. Omitted words have been found to have negative correlation with achievement in prose. This means that more the number of omitted words less is the achievement in prose and vice-versa. Logical thinking has been found to be positively correlated with comprehension and grammar. Reading rate did not show any significant correlation with logical thinking. Learning difficulties in English have been found to be related with the Personality factors.

"Social Maturity of Adolescents in Relation to Cognitive and Non-Cognitive Variables"

Mrs. Vijay Laxmi Agarwal. 2008, Punjab University, Chandigarh.

Objectives of the Study:

1. To find relationship between social maturity and intelligence of the adolescents.
2. To find relationship between social maturity and academic achievement of the adolescents.
3. To find relationship between social maturity and problem solving ability of the adolescents.
4. To find relationship between social maturity and adjustment of the adolescents.
5. To find relationship between social maturity and SES of the adolescents.
6. To find relationship between social maturity and mental health of the adolescents.
7. To see whether there is some significant difference in the social maturity of male and female adolescents and adolescents of government and private senior secondary schools.

Hypotheses of the Study:

All the eight hypotheses of the study have been well formulated in the null form as follows:

1. There will be no significant relationship between social maturity and intelligence of the adolescents.
2. There will be no significant relationship between social maturity and academic achievement of the adolescents.
3. There will be no significant relationship between social maturity and problem solving ability of the adolescents.
4. There will be no significant relationship between social maturity and adjustment (home, social, health & emotional, school) of the adolescents.
5. There will be no significant relationship between social maturity and SES of the adolescents.
6. There will be no significant relationship between social maturity and mental health (emotional stability, adjustment, autonomy, security-insecurity, self concept, General Mental Ability) of the adolescents.
7. Conjoint effect of the independent variables in predicting the dependent variable of social maturity will be greater as compared to their independent predictors.
8. There will be no significant difference in the social maturity of the male and female adolescents.

9. There will be no significant difference in the social maturity of the government and private senior secondary school students.

Methodology Employed

The survey method has been suitably employed for the Study.

Sample

The sample of 691 adolescents (276 male & 415 female) was drawn from 12 of the schools located across all the 7 districts of Punjab. Random sampling technique has been well employed. 7 tools employed for data collection were, Social Maturity Scale (Srivastava, 2000), Group Test of GMA (Tandon, 1971), Academic Achievement (10th Class records), Problem Solving Ability Test (Rajnish, 1998), Adjustment Inventory (Mattal, 1976), SES Scale (Kohli, 1988) and Mental Health Battery (Singh & Gupta, 1999).

Data Analysis

The data have been analyzed employing suitable statistical techniques, namely, Pearson's Product Moment Coefficient of Correlation, Step up regression, and t-ratio.

1. Intelligence has been found positively significantly related with social maturity.
2. The correlation between academic achievement and social maturity has been found to be insignificant.
3. The correlation between problem solving ability and social maturity has been found to be insignificant.
4. Home adjustment has not been found correlated with social maturity.
5. Significant correlation has been found between social adjustment and social maturity.
6. Significant correlation has been found between health and emotional adjustment and social maturity.
7. No significant correlation has been found between school adjustment and social maturity.
8. Adjustment as a whole has been found to be positively significantly correlated with social maturity.
9. Social maturity has not been found to be correlated with the SES.
10. Emotional stability has been found to be significantly positively related with social maturity.
11. Over all adjustment has been found to be significantly positively related with social maturity.
12. Autonomy has not been found associated with social maturity.
13. Security-Insecurity has not been found associated with social maturity.
14. Self-concept has not been found associated with social maturity.

15. Intelligence has been found positively significantly related with social maturity.
16. Over all Mental Health has been found to be significantly positively related with social maturity.
17. Intelligence, adjustment and mental health have been found to be good predictors of social maturity of the adolescents, whereas, problem solving ability, academic achievement and SES have been found to be poor predictors.
18. No significant difference has been found in the social maturity of male and female adolescents.
19. No significant difference has been found in the social maturity of adolescent students of government and private/aided schools.

A Study of Educational Management Practices in Secondary Schools and their Implications for In-Service Training of Head Teachers: A Survey of Kitui and Machakos Districts, Kenya

Jeremiah Mutuku Kalai, 2006, University of Pune

Objectives of the Study
1. To find out whether significant differences existed in Secondary Schools' Educational Management Practices' Mean Scores in

    a) Curricular Design and Planning and School Categories;
    b) Curricular Transaction and Evaluation and School Categories;
    c) Research, Development and Extension and School Categories;
    d) Infrastructure and Learning Resources and School Categories;
    e) Students' Support and Progression and School Categories;
    f) School Management and Organization and School Categories.

2. To find out whether significant differences existed in Secondary Schools' Educational Management Practices' Mean Scores in schools under Head Teachers exposed to Management Training and those who lacked such exposure by Kenya Education Staff Institute (KESI) in

    a) Curricular Design and Planning
    b) Curricular Transaction and Evaluation
    c) Research, Development and Extension
    d) Infrastructure and Learning Resources
    e) Students' Support and Progression
    f) School Management and Organization

Nature of the Study

The Study has suitably employed the descriptive Survey method.

Sample

The Study has focused on 168 Secondary Schools in Machakos and Kitui districts that had candidate classes in twelfth grade (form four) for the previous three years before the research was conducted, that is, 2001 to 2003. A stratified random sample of 110 schools was drawn (Private Schools-20, District Schools-45 and Provincial Schools-45) for the Study. Eighty-eight schools under Head Teachers exposed to management training by Kenya Education Staff Institute (KESI) and 22 schools under Head Teachers not exposed to training by the KESI were contacted for the purpose of the Study.

Tools & Techniques

Self-Appraisal Report, validated through a pilot study, Teachers' Service Commission Form "A" used to authenticate information obtained through Self-Appraisal Questionnaire, Observation of School Plant and Interaction with the students in counseling sessions were the tools & techniques used for the study.

Data Analysis Techniques Employed

The Statistical Package for Social Sciences (SPSS version 11.5) has been suitably used to generate frequency tables, percentage scores, Mean Scores, Test Results and case summaries as per the rating norms of the National Assessment and Accreditation Council, with some modifications. One Way ANOVA and 't' test were respectively used to analyze the data with respect to Objectives 1 and 2. Schools with Institutional score of >=55 were rated as satisfactory in management practices.

Findings of the Study

1. There has been found a significant difference in Secondary Schools' Educational Management Practices on all the six criteria based on school categories. Such differences were evident in pair wise comparison of group means among school categories.
2. Significant differences existed between Curricular Design and Planning, Curricular Transaction and Evaluation, Research, Development and Extension, Infrastructure and Learning Resources, Students' Support and Progression, and School Management and Organization scores between schools under head teachers exposed to management training by the KESI and those who lacked such management training.
3. On the basis of ratings of the management practices on the six management tasks the order from highest to the lowest was found as

    1) Student Support and Progression
    2) Curriculum Transaction and Evaluation
    3) School Organization and Management
    4) Curriculum Design and Planning
    5) Research, Development and Extension
    6) Infrastructure and Learning Resources
4. None of the schools scored below 55% in overall rating. Two Schools (1.8%) scored 55-59, 15 schools (13.6%) scored 60-64 (C+), 34 schools scored (30.9%) scored 65-69 (C++), 21 schools (19.1%) scored from 70-74 (B), 26 schools (23.6%) scored 75-79 (B+), whereas, 12 schools (10.9%) scored 80-84 (B++).

Recommendations

➢ Only a few schools have been found offering special education for the gifted students and students with hearing and sight difficulties & physical challenges. The study recommends provision for special education in all the schools by having necessary infrastructure as well as adopting the right attitude towards the students.

➢ To nurture gifted students in areas of their giftedness, the Ministry of Education, Science and Technology (Kenya) needs to appoint trained officers in Guidance and Counseling to coordinate and streamline counseling services from the school level to the national level.

➢ Head Teachers should play roles of being professional mentors as well as giving Departmental Heads the mandate to induct and guide their professional Colleagues.

➢ There should be formulation of comprehensive Quality Education Service Guidelines (QESG) for assessing the quality of educational programs on a regular basis by Ministry of Education. The assessment can adopt a Self-Appraisal Report approach, validation by a team of external assessors, preferably, practicing head teachers who are in charge of schools that are highly reputed for their high quality educational programs. It can serve as a basis for arriving at School Excellence Index (SEI).

➢ In-service training for Head Teachers should incorporate among other aspects school-based planning, financial management, dealing with giftedness among students, management of human resources, school community relations and labour legislation in relation to educational institutions.

➢ The Kenya Education Staff Institute and Universities that have Departments of Educational Administration, Planning and Curriculum Development should consider offering advanced courses in financial management and organizational behaviour and dynamics. This among other things should focus resource mobilization, entrepreneurial approaches to management of finances, Educational management, policy and legal aspects of Education.

Emerging Questions

1. How is it, that, the infrastructure and learning resources; and Research Development and Extension are relatively less emphasized in the selected schools?
2. How the secondary schools differing significantly in Educational Management Practices learn through the experiences of each other?
3. On the bases of the prevailing Educational Management Practices in the Secondary Schools how to design a suitable program for the Principals?
4. What possibly could be the factors for School Excellence Index?
5. Are the six criteria considered for assessment comprehensive enough?
6. What should be the characteristics of autonomous, creative administrators?

A Study of the Administrative Organizations of Primary Education System in Orissa (Uddhab Charan Barik, Utkal University, Bhubaneswar, Orissa, 2007)

Objectives of the Study

1. To collect information regarding manpower, recruitment procedure of appointment of Headmasters, Assistant Teachers for Primary Schools.
2. To analyze the curriculum provided for the primary school children.
3. To collect information regarding the teaching-learning materials used by the teachers in classroom situation.
4. To study the methods of teaching followed by the teachers in primary schools to teach the pupils.
5. To study the mode of payment of salary of the teachers.
6. To study the administrative procedure by which the teachers are governed.
7. To study the examination system adopted in these institutions.
8. To suggest remedial measures to strengthen and systematize the Primary Education Programme in the State of Orissa.

Research Method Employed
Survey method has been suitably employed for the Study.

Sample for the Study

A sample of 4200 Primary Schools was drawn for the study on the basis of systematic random sampling out of a population of 42605 different categories of Primary Schools in Orissa.

Tools & Techniques Used
Observation Schedule, Questionnaire, Interview Schedule, and Proformas were used for the Study.

Data Analysis Techniques Employed
The data have been suitably analyzed through frequencies and % responses.

Findings of the Study
1. Majority of the Headmasters, Assistant Teachers, Members of VEC and Sub-Inspectors of Schools were in the age group of 49-53.
2. Most of the respondents were from general castes, whereas, the representation from the Scheduled Castes and Scheduled Tribes was very less. The number of female respondents was lesser than that of male respondents.
3. A majority of the Headmasters and Assistant Teachers were trained.
4. The Sub Inspectors of Schools were adequately qualified, whereas, the members of the VEC were less qualified.
5. Some of the Headmasters were selected on the basis of Seniority, whereas, the others on the basis of merit.
6. The prevalent curriculum needs modifications.

7. Most of the schools were found deficient in physical facilities.
8. The schools were not found to have adequate teaching-learning material.
9. Majority of the respondents were found in favour of implementation of dynamic methods of teaching.
10. The implementation of mid-day meal programme, as well as, coordination amongst Govt. agencies needed improvement.
11. Inadequate supervision and administrative control were considered major barriers.

A Critical Study of Educational Administrative & Financial Problems of Urdu High Schools of Vidharbha Region

(Mohammad Imran Ahmad, 2009, Sant Gadge Baba Amravati University, Amravati)

Objectives
1. The study the educational, administrative problems of Urdu High Schools of Vidharbha.
2. To study the financial problems of Urdu High Schools of Vidharbha.
3. To study the attitudes of students towards Urdu High Schools in Vidharbha.
4. To study the strength of Urdu High Schools of Vidharbha.
5. To study the stagnation problems of students in Urdu High Schools of Vidharbha.
6. To study the implementation of computer education in Urdu High Schools of Vidharbha..
7. To study the implementation of co-curricular activities in Urdu High Schools of Vidharbha.
8. To study the status of non-salary grants of Urdu High Schools of Vidharbha.
9. To study the physical education and sports activities of Urdu High Schools of Vidharbha.
10. To study the in-service Educational status of Staff members of Urdu High Schools of Vidharbha.
11. To suggest remedial measures.

Sample
200 Urdu Medium High Schools were selected through stratified random sampling. 100 Head Masters, 250 Teachers and 20 Members of the Management constituted the samples for the study.

Tools used
Questionnaire and Interview were the tools and techniques used for the study.

Data Analysis
The data were analyzed employing suitable data analysis techniques.

Findings

1. Buildings of only a few Urdu medium high schools in Vidharbha have been built in RCC. Most of the School Buildings are temporary.
2. Non-salary grants are not received timely.
3. Participation of girls in co-curricular activities is less than that of boys.
4. Library facilities are very poor in most of the Urdu Schools.
5. There are no play grounds in a large number of schools. Physical Education is poorly organized.
6. There are significant differences in the administration of the government and private managed Urdu High Schools.

The study concludes that the Urdu Medium Schools of Vidharbha are suffering from various administrative and financial problems.

A Study of Parents' Participation in the High Schools Administration and its Effect on School Activities

Mr. Majid Vahedi, 2009, University of Pune, Pune, Maharashtra, India.

Objectives of the study

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

Methodology Employed

Survey method has been suitably employed for the study.

Population

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

Sample

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

Tools

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

Data Analysis

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

Findings of the Study

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

It is an interesting Study. The emerging Thesis of the study is that Parents can actively participate in the High Schools Administration to Strengthen School Activities.

"A Study of the Academic Accountability of Teacher Educators as indicated by the Performance Appraisal System Prevailing in Teacher Education Institutions in Mumbai"

Mrs. Raju Talreja, 2008, University of Mumbai, Mumbai.

Objectives of the study:

1. To study the academic accountability of teacher educators as indicated by their self-appraisal in the form of their responses on a format of self appraisal prevailing in the institutions and if not, on the format prepared by the researcher.
2. To compare the academic accountability of teacher educators on the basis of their
   - Specialization at graduation/post graduation level,
   - Specialization in methods of teaching,
   - Years of teaching experience,
   - Age,
   - Recruitment status, and
   - Gender.

Methodology Employed

The study has suitably employed descriptive method.

Sample

A sample of 105 Teacher Educators was drawn employing stratified random sampling, purposive and incidental sampling techniques.

Data Analysis

The data were analyzed through compatible statistical techniques, namely, t-test, ANOVA and W Square Estimate.

Findings of the Study

- There is no significant difference in the academic accountability of Teacher Educators on the basis of their specialization, that is, humanities and science.
- There is no significant difference in the academic accountability of Teacher Educators on the basis of their Methods, that is, language, social science and science.
- There is no significant difference in the academic accountability of Teacher Educators on the basis of their recruitment status, that is, permanent, probation and ad-hoc.

- Age, teaching experience, and gender differences have been reported to contribute significantly to the differences in academic accountability. Greater the age or teaching experience greater has been found the academic accountability. Female Teacher Educators have been found to have greater academic accountability than the male teachers.
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It is an interesting study on the academic accountability of Teacher Educators.

Evaluation of Teacher by Students

Shrirang Baburao Kshirsagar, University of Pune, Pune, 2006

Objectives of the Study
1. To study the opinion of the teachers about Students' Evaluation of Teacher (SET).
2. To study the opinion of the students about SET.
3. To find out the percentage of the teachers willing to accept students' evaluation of teacher.
4. To find the reasons behind teachers' resistance towards SET.
5. To study merits and limitations of SET.
6. To develop a Scale for 'Students' Evaluation of The Teaching of a Teacher'.
7. To study validity and reliability of the scale developed for ' Students' Evaluation of the Teaching of a Teacher.

Hypotheses
1. Majority of the Teachers show their consent for SET.
2. Majority of the teachers are of the opinion that B.Ed. students are able to evaluate their teachers.
3. Majority of the teachers are of the opinion that they should be ranked on the basis of SET.
4. Majority of the teachers are of the opinion that introduction of SET would be vexatious.
5. Majority of the teachers are of the opinion that SET would be useful in getting feedback to the teachers themselves and the college administration.
6. Majority of the teachers are afraid of the SET.
7. Majority of the Students show their consent for SET.
8. Majority of the Students are of the opinion that B.Ed. students are able to evaluate their teachers.
9. Majority of the Students are of the opinion that teachers should be ranked on the basis of SET.
10. Majority of the Students are of the opinion that introduction of SET would be vexatious to Teachers.
11. Majority of the Students are of the opinion that SET would be useful in providing feedback to the teachers and the college administration.
12. There are no significant differences in the mean percent marks of teachers in three evaluations done by students.
13. The correlation coefficient between marks of teachers in the three evaluations are significant.
14. The Evaluation of the Teaching Scale developed by the Researcher is a valid tool for Students' Evaluation of Teaching of a Teacher.
15. The Evaluation of the Teaching Scale is a reliable measure of Students' Evaluation of Teaching Performance of a Teacher in terms of the selected dimensions of the Scale.

Sample for the Study

The samples of 94 teachers out of a total of 167 teachers teaching in the 14 affiliated Colleges of Education of Pune University during 2002-03 was drawn employing cluster sampling. Similarly, a sample of 756 students was drawn from the population of 1680 students. Apart from the above two samples four more samples were drawn as follows:

1. Sample of teachers and students for evaluation of teaching during 2002-03 in VPCOE by using initial format of the EVTG scale developed by the Researcher. For this purpose all the 16 teachers and 146 students of the VPCOE were chosen by incidental sampling method.
2. A purposive sample of 15 teachers and 20 students was selected for data collection through interviews.
3. A sample of 20 students was selected by incidental sampling from among the 300 students of VPCOE for brain storming program on evaluation of teacher by students.
4. For studying validity and reliability of the Evaluation of Teaching Scale, 37 students of the English medium division of the Tilak College of Education, Pune-30 were selected by purposive sampling.

Tools Employed

Questionnaires, interview schedules, Brainstorming Program, Evaluation of Teaching (EVTG) Scale have been employed by the investigator. R.C. Deva (RCD) Scale has been suitably selected for establishing validity and reliability of EVTG Scale.

Statistical Techniques Employed

The statistical techniques, namely, percentage, arithmetic mean, Karl Pearson's Product Moment Correlation, t-test, Z-test and Normality test have been appropriately employed.

Procedure of the Study

The procedure of the study has been systematically divided into four steps, namely, the survey through questionnaire Q1 & Q2, Interviews, Brainstorming and Development and Administration of EVTG Scale.

Findings of the Study

1. Majority of the teachers have shown their consent and willingness for Students' Evaluation of Teacher (SET).
2. Teachers and Students are of the opinion that B.Ed. Teachers must be evaluated by B.Ed. Students.
3. Teachers and Students are of the opinion that B.Ed. Students are able to evaluate their Teachers.
4. Teachers and Students are of the opinion that teachers should be rated and ranked through SET.
5. Students and Teachers expressed that SET would develop in Teachers an Attitude towards quality teaching.

6. Teachers have recommended SET only once, while, Students are of the view that SET should be two times in an academic year.
7. According to Students and Teachers SET would motivate the Teachers. It would also be useful to the Teachers and the College Administration to provide feedback for improvement in the system.
8. Teachers and Students both have the expression that the exercise of SET would be vexatious to the teachers.
9. Majority of the teachers are not afraid of being evaluated by students.
10. The greatest advantage of SET , according to 85.1% teachers and 90.1% students in survey, is that the teachers will get guidance for improving the quality of their teaching.
11. According to teachers and students teaching, particularly, 'classroom teaching' is the most important aspects of teacher function to be included in SET.
12. The brainstorming program has enabled to provide additional inputs and ideas about SET.
13. The unwillingness, if any, on the part of teachers to undergo through SET is mainly because of their three concerns:

    a) The students may not evaluate teachers properly.
    b) The college administration may not take students' evaluation of teacher in a right spirit.
    c) SET may be misused against the Teachers.

14. The major advantage of SET according to students and teachers are:

    a) The teachers will get guidance in improving the quality of their teaching.
    b) SET will develop in teachers an attitude towards quality teaching.
    c) SET would enable to know the areas in which a teacher's performance is low. This would further facilitate the teachers and administration to take appropriate steps for improving quality of teacher's work.
    d) SET would inculcate a spirit of commitment and dedication among teachers.
    e) Because of SET College administration would be more vigilant about the professional development of the teachers.

15. From the point of view of teachers the prominent limitations of SET are:

    a) SET will develop a feeling of superiority complex in some of the teachers; while a feeling of inferiority complex in some others.
    b) The College administration may not take this evaluation in the right spirit.
    c) The teachers would be more indulgent about the students.

d) Students will take undue advantage of SET.

16. EVTG Scale has been found a valid and reliable measure of students' evaluation of teaching performance of teacher in terms of the selected dimensions of the scale.

The Study concludes that, if taken positively and constructively, SET may work as an instrument of Total Quality transformation.

Preparation and Try-Out of a Remedial Course in English for Graduate Learners Who Make Glaring Errors in Writing (Govind Vyavahare, S.P. University, 2007)

Objectives of the Study

1. To design a pre-test to determine and select students who had low proficiency in English.
2. To introduce teaching of formal grammar to promote conceptual clarity among the learners.
3. To use the mother tongue of learners to establish rapport and to facilitate learning of L2.
4. To use reading materials and activities that were intellectually appealing and catching the fancy of adult learners.
5. To evolve techniques that would promote learner autonomy and thereby enhance learner confidence.
6. To design research tools to get feedback from experts and learners.
7. To construct a post-test to find out the learning outcome.

Research Methodology Employed & Findings

The pre-test was well designed on grammar, vocabulary, reading comprehension and writing. The characteristics of all the tools used for the Study were well established.

The Pilot Project was very well conducted on 21 selected students of the H.M. Patel Institute of English Training and Research, whereas, the Final Experiment was conducted on 27 Students. The data were suitably analyzed through 't'-test. The training was not found to improve the necessary skills of the Students in the Pilot Project, whereas, the training was found significantly effective in the Final Experiment. There was found a highly significant improvement in Grammar and Writing Skills but there was no significant improvement in Vocabulary and Reading Skills.

The Questionnaire for the ELT Experts included items on Size & Composition of the Class, Concept of Remedial Teaching, Prioritizing Skills, Teaching Formal Grammar, Use of First Language, Use of Translation, Language Practice, Communicative Tasks, Teacher's Role and Treatment of Errors. A total of 18 Experts were suitably selected for the purpose. Majority of the Experts in India have favoured communicative language teaching approach. Most of them preferred small classes and flexible seating arrangement. They were for students of both sexes with different background and caliber. They understood that remedial teaching is giving more language exposure and teaching the whole language in a new way. They believed that language practice was given best through communicative tasks. However, there were certain departures from the CLT approach. Many of them were for teaching of formal grammar, use of

mother tongue, and translation. The researcher has attributed these departures from CLT approach to multilingual contexts and lack of L2 exposure in India.

Analysis of the Personal Interviews of the subjects, observation comments of the experts and feedback given by the students is quite revealing:

1. The group was homogeneous culturally- one State, one language, one culture. Socially however, it was heterogeneous- different regions, different castes, different economic conditions. Most of the Students had completed their undergraduate studies from colleges in semi-urban areas. The use of English was rather less in those areas. The students were weak in all the areas- speech, grammar, writing, spelling and even in reading. They were acutely aware of their inability to speak fluently and accurately in English. There were found gaps in the teaching styles and learning styles. Most of the students wanted student-student and student-teacher interaction instead of the conventional teacher-student interaction.
2. The motivation of the students for attending the remedial course was fairly high.
3. Teacher's attitude and involvement in teaching was up to the mark.
4. The reading materials were adequate and meaningful for the students. However, the use of teaching aids was minimal. Teacher could have used some aids to enhance student motivation.
5. The speech and writing tasks were found quite appreciable.
6. The learners were excited about the use of communicative tasks. Except, initial inhibitions, the students increasingly participated enthusiastically and talked on the spot. The researcher motivated the learners using L1 and interesting materials.
7. The error correction technique was found to have a positive impact on the learners. Peer prompting also helped error reduction.
8. Students were found to react positively towards the Remedial Program. Their feedback is quite satisfying.

With all the Main and Nurturant Effects the Remedial Course in English for Graduate Learners who make Glaring Errors in Writing has been found reasonably appealing. The patience and perseverance of the Investigator in dealing with such a complex problem needs to be placed on record. The Glaring Errors in English is a function of innumerous factors, such as, origin, culture, and conditions. Every non-native language has these difficulties. What to talk of non-natives even the natives commit glaring errors, those who do not have language related acculturation. Trans-creation rather than translation is required. Drill and Practice become more meaningful with due background of epistemology.

Study of Effectiveness of Remedial Programme for Improving Disability and Achievement in Mathematics of Class VII Students

(Ms. Archana Srivastava, 2004, Vikram University, Ujjain)

Different Variables considered:
Remedial programme developed by the investigator is independent variable, whereas, disability in mathematics as a construct of many specified factors has been considered as dependent variable.

Sample of the Study:
The samples of 150 and 519 students for the study have been properly drawn employing suitable sampling techniques.

Tools and Techniques:
Standard Progressive Matrices (J.C. Raven), SES Scale (S.P. Kulsreshtha), and Diagnostic Test in Mathematical Disability (DTMD), and Achievement Test in Mathematics (ATM), both developed by the investigator were the tools used for the study.

Research Design:
Pre-test Post-test Control Group Design was suitably employed for the study. The time distribution for the pre-test was SPM-30 minutes, DTMD-60 minutes, ATM-45 minutes, and SESS-30 minutes. Treatment time for both the experimental and control group was 15 to 30 days. The post-test time distribution was DTMD-60 minutes and ATM-45 minutes.

Data Analysis:
Percentage, t-test and ANCOVA were the statistical techniques appropriately used for the study.

Findings of the Study:

The study has come out with meaningful findings as follows:

- ➢ The Diagnostic Test in Mathematical Disability (DTMD) was found to be reliable and valid.
- ➢ The percentage of Standard VII students with General Mathematical Ability and Mathematical Disability varied from school to school.
- ➢ The mental ability of students having mathematical disability was found higher than that of general mathematical ability.
- ➢ The increase in achievement in mathematics of the students with mathematical disability was found to be significantly higher than the increase in achievement in mathematics of the students with general mathematical ability after remedial treatment.

- The remedial treatment reduced the mathematical disability of the students significantly.
- The remedial treatment increase the mathematical achievement of the experimental group significantly.
- The remedial treatment increased the mathematics learning abilities of the experimental group significantly.
- The remedial treatment was not found to have different effects on male and female students.
- The remedial treatment and gender were not found to have significant interactive effects on mathematical disability.
- As a result of the interaction effect of Mathematical Disability Remedial Treatment and Gender the girls of the experimental group were found to be significantly higher than the girls of control group on time orientation.
- As a result of the interaction effect of Mathematical Disability Remedial Treatment and Gender the boys of the experimental group were found to be significantly higher than the boys of control group on algebraic ability.
- No significant difference was found in the General and Reserved categories of students on remedial treatment on mathematical disability in the context of caste.
- No significant effect of Remedial programme on mathematical disability and caste was found on mathematical disability.
- The reserved cateogory was found to observe higher level of visual discrimination than General category on treatment through Remedial programme on mathematical disability.
- There was significant interactive effect of the remedial programme and SES in lowering the mathematical disability of both the middle and lower SES groups. The gain of the experimental group was found significantly higher than that of control group with respect to middle SES.
- The rate of gain of the lower SES group on listening-speaking co-ordination was found significantly higher than that of middle SES group on treatment through the remedial programme.
- The rate of gain of the lower SES group on algebraic ability was found significantly higher than that of middle SES group on treatment through the remedial programme.
- There was found to be a significant interactive effect of remedial programme and SES on the visual discrimination ability as well as number concept of both the middle SES and Lower SES groups, but the gain of the lower SES was comparatively more significant.
- The education of mother and its interaction with the remedial programme were found to have no significant effect on the mathematical disability of children, but it was found to have significant effect on the time orientation of experimental group and its mathematical achievement than that of control group.
- The education of father and its interaction with the remedial programme were found to have no significant effect on the mathematical disability of children.

Attitude towards Environment and Perception of Environmental Education among Student- Teachers and Teacher- Educators

(Mrs. Anu Radha, 2005, Punjab University, Chandigarh)

Objectives of the Study:
All the thirteen objectives of the study have been well enunciated cutting across development and standardization of tools on perception of environmental education, and Environmental awareness, comparison of the attitudes of student teachers and teacher educators towards environment, their perceptions towards environmental education, and environmental awareness, difference in the attitude of teacher educators towards environment in relation to the location of the college and their teaching subject, difference in the attitude of student teachers towards environment in relation to their residence, gender and subject, difference in the perception of environmental education among teacher educators in relation to the location of the college and their teaching subject, difference in the perception of environmental education among student teachers in relation to their residence, gender and subject, difference in the environmental awareness of teacher educators in relation to the location of the college and their teaching subject, difference in the environmental awareness of student teachers in relation to their residence, gender and subject, correlation between attitude of student teachers towards environment and perception of environmental education, attitude towards environment and environmental awareness, and perception of environmental education and environmental awareness, and correlation between attitude of teacher educators towards environment and perception of environmental education, attitude towards environment and environmental awareness, and perception of environmental education and environmental awareness.

Research Method:
The descriptive survey method has been well employed for the study.

Sample of the Study:
Stratified random sampling technique has been appropriately used to draw a sample of 300 student- teachers and 108 teacher educators from the colleges of education in Punjab and Chandigarh.

Tools and Techniques:
Taj Environmental Attitude Scale (Haseen Taj, 2001), and Perception of student- teachers and teacher- educators regarding environmental education, and environmental awareness scale developed by the investigator have been used for the study.

Data Analysis:
Descriptive statistics, t-test, ANOVA, and Pearson's Product Moment Method of correlation have been suitably employed for data analysis.

Findings of the Study:
 The study has come out with quite meaningful findings as follows:

➢ Teacher-Educators possess more favourable attitude towards environment than student teachers.

➢ However, teacher- educators teaching social science, language, and science in Colleges of Education located either in urban or rural areas did not show any marked difference in their attitude towards environment.

➢ Female student teachers have been found to have higher positive attitude towards environment than male student teachers.

➢ Rural and urban student teachers were not found to differ in their attitude towards environment.

➢ Student teachers from science stream were found to have a favourable attitude towards environment followed by social science and language student-teachers.

➢ Rural male and rural female; rural and urban student teachers opting social science and science were not found to have much difference in their attitude towards environment. Similarly urban student-teachers of social science, language and science subjects and rural student teachers of social science and science were found alike in their attitude towards environment.

➢ As compared to student- teachers the teacher-educators were found to perceive environmental education more favourably. But teacher- educators teaching social science, language and science in Colleges of Education located either in urban or rural areas did not show any marked difference in their perception of environmental education.

➢ Student teachers from urban areas perceive EE more favourably than student teachers from rural areas. Similarly, urban female teachers perceive EE more favourably than rural female and urban male student teachers. Overall, female student teachers have been found to have an upper edge in their perception of EE than the male student teachers.

➢ Male and female student- teachers opting for Science or Social Science were found to perceive EE in an alike manner.

➢ Science student- teachers perceive EE more favourably than social science and language student- teachers.

➢ Female student- teachers of science, social science and language stream have been found to have same perception of EE.

➢ Female urban language student teachers as compared to female rural language student teachers have better perception of EE.

➢ Teacher- Educators have higher Environmental Awareness than Student-Teachers. However, teacher- educators teaching social science, science, and languages were not found to differ significantly on their Environmental Awareness.

➢ Male and female student teachers almost have the same environmental awareness but student- teachers residing in urban areas are more aware of their environment than rural areas.

➢ Science student- teachers have significantly more awareness of their environment than social science and language student teachers.

- No significant difference was observed in environmental awareness of urban and rural student- teachers opting for social studies; urban and rural student teachers opting for science; urban social science and urban language; rural social science and rural science student teachers.
- Environmental awareness and perception of environmental education have significant correlation with each other. Both student teachers and teacher educators having higher EA have better perception of EE.
- Environmental Awareness and Attitude towards Environment have also been found significantly correlated to each other.
- Student teachers and teacher educators bearing high attitude towards environment have been found to have favourable perception of the Environmental Education.

It is an enriching study which has answered many questions. Also the study raises many questions, such as,

- Is attitude towards environment inclusive of environmental awareness?
- How to inculcate environment ethics values? Suggest an action plan.
- What should be the forms and modes of Environmental Education?
- What is the utility of Environmental Education offered at B.Ed. level?
- What could be the possible roles of Colleges of Education in the context of Environment?

"**Effectiveness of an Instructional package in Environmental studies among students of standard VII**".

Sharma Sumita, 2005, CASE, MSU, Baroda

The study was conducted to prepare an Instructional Package on environmental studies, to teach environmental studies with the prepared instructional package to students of Std. VII and to determine the effectiveness of the instructional package in promoting better understanding of the environment. It was a case study research involving Std.VII A of St.Xavier's High School, Gandhinagar. Pre-test, Post-test, and Structured Interview schedule were employed for the study. Single group, Pre-test –treatment – post-test design was employed. The instructional package was found effective in promoting a better understanding of the environment. The analysis of the responses of the students through the interview schedule revealed an increased sensitivity towards environmental concerns and a better understanding of the environment.

A Study of Emotional Proficiency of Adolescent Students (Gunjan, Banasthali Vidyapith, Rajasthan, 2006)

Objectives of the Study

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

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

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

Tools used for the Study
The characteristics of the tools used for the study, namely, Personal Information Schedule constructed by the Investigator and Emotional Proficiency Tool (Dr. Harish Sharma & Dr. Rajiv Lochan Bhardwaj) have been well established.

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

Findings of the Study

1. The urban male students have been found to have significantly higher emotional proficiency than rural male students on four aspects, namely b, c, d, & e, whereas, no significant difference has been found on the aspect "a".
2. No significant difference has been found on the mean achievement scores of Urban and Rural girl Students on the 5 aspects of Emotional Efficiency.
3. The private school male students have been found to have significantly higher emotional proficiency than government school male students on three aspects, namely b, c, & e, whereas, no significant difference has been found on the aspects a and d.
4. The private school female students have been found to have significantly higher emotional proficiency than government school female students on four aspects, namely a, b, c, & d, whereas, no significant difference has been found on the aspect 'e'.

5. The single sex school male students have been found to have significantly higher emotional proficiency than coeducation school male students on two aspects, namely b & c, whereas, no significant difference has been found on the aspects a , d & e.
6. The single sex school female students have been found to have significantly higher emotional proficiency than coeducation school female students on the aspect 'c', whereas, the coeducation school female students have been found to have significantly higher emotional proficiency than single sex school female students on the aspect 'e'. No significant difference has been found on the aspects a, b & d.
7. The urban male and female students have been found to differ significantly in their emotional proficiency on all the five aspects of emotional proficiency in favour of male students.
8. The rural male and female students have been found to differ significantly in their emotional proficiency on four aspects of emotional proficiency, namely, b, c, d & e in favour of male students, whereas, no significant difference was found on the aspect 'a'.
9. The private school male and female students have been found to differ significantly in their emotional proficiency on the aspect 'e' of emotional proficiency, in favour of male students, whereas, no significant difference was found on the remaining four aspect, namely, a, b. c & d.
10. No significant difference has been found in the emotional proficiency of the male and female students of government schools on all the five aspects.
11. No significant difference has been found in the emotional proficiency of the male and female students of coeducation schools on all the five aspects.
12. Significant difference has been found in the emotional proficiency of the male and female students of single sex schools on two aspects, namely, b & d in favour of male students, whereas, no significant difference has been found on the remaining three aspects.
13. The male students of coeducation schools have been found significantly higher on emotional proficiency on two aspects, namely, b & e than female students of single sex schools, whereas, no significant difference has been found on the remaining three aspects.
14. The male students of single sex schools have been found to have higher emotional proficiency than the female students of coeducation schools on three aspects, namely, a, c & d, whereas, female students of coeducation schools have been found significantly higher than male students of single sex school on the aspect 'e'. No significant difference has been found on the aspect 'b'.

An Assessment of Environmental Education in Primary Schools of North-East Chhattisgarh Region with reference to Environmental Awareness and Attitude of Teachers and Students' Achievement in Environmental Education

(Arun Kumar Poddar, 2009, Guru Ghasidas University, Bilaspur)

Objectives
1. To study the effect of their gender on the Environmental Awareness of teachers.
2. To study the effect of their location on the Environmental Awareness of teachers.
3. To study the effect of their gender on the Environmental Attitude of teachers.
4. To study the effect of their location on the Environmental Attitude of teachers.
5. To study the effect of their gender on the Environmental Achievement of students.
6. To study the effect of their location on the Environmental Achievement of students.
7. To study the correlation between Environmental Awareness and Environmental Attitude of teachers.
8. To study the effect of Environmental Awareness and Environmental Attitude on the Environmental Achievement of their students.

Research Design
Quasi- Experimental design has been suitably employed in the study.

Population & Sample
The sample of 117 schools; 500 teachers, and 1000 students was drawn for the study by employing quota sampling and random sampling techniques, respectively. The Primary Schools, Teachers & Students of the five North-East Districts of Chhattisgarh, namely, Sarguja, Jashpur, Raigarh, Korba and Janzgeer constituted the Population for the study.

Variables Considered
The content matter of Std. IV on Environment was considered as Independent Variable, whereas, Environmental Awareness, Environmental Attitude and Environmental Achievement of Std. IV Students were considered as Dependent Variables. Gender and Location were considered as Associated Variables.

Tools used
Environmental Awareness Ability Measure by, Dr. Praveen Kumar Jha, Environmental Attitude Measure by Dr. A.N. Srivastava & Km. Shash Prabha Dubey, and Environmental Achievement Measure constructed by the investigator were used for the study.

Data Analysis Techniques Employed
Mean, Median, Mode, dispersion, t-value, F-value, Correlation etc were computed for data analysis.

Findings

1. No significant difference was found in the Environmental Awareness of Male Teachers and Female Teachers.
2. The Environmental Awareness of Urban School Teachers was found significantly higher than that of Rural School Teachers.
3. The Environmental Attitude of Male Teachers was found significantly higher than that of Female Teachers.
4. The Environmental Attitude of Urban Teachers was found significantly higher than that of Rural Teachers.
5. The Environmental Achievement of Male Students was found significantly higher than that of Female Students.
6. The Environmental Attitude of Urban Students was found significantly higher than that of Rural Students.
7. There was found to be a significantly positive correlation between Environmental Awareness and Environmental Attitude of Teachers.
8. The Environmental Awareness of Teachers has been found to have significant effect on the Environmental Achievement of the Students.
9. The Environmental Attitude of Teachers has been found to have significant effect on the Environmental Achievement of the Students.

Emerging Questions

1. How do we differentiate Environmental Awareness and Environmental Attitude?
2. Is Environmental Attitude inclusive of Environmental Awareness?
3. The study reveals that there is Positive, but non-significant correlation between Environmental Awareness and Environmental Attitude of Teachers. What do we infer?
4. Significant +ve correlation was found between the Environmental Awareness and Environmental Attitude of the Rural Teachers. How do we interpret?
5. Significant +ve correlation was found between the Environmental Awareness and Environmental Attitude of the Male Teachers. How do we interpret?
6. Non-Significant -ve correlation was found between the Environmental Awareness and Environmental Attitude of the Female Teachers. How do we interpret?
7. How Gender and Location were considered as Associated Variables ?
8. Does Environmental Achievement of Students on the School Environmental Education curricula ensure re-generation and renewal of the Environment?
9. How to enhance the Environmental Awareness and Attitude of the Teachers?
10. How is it that inspite of all the drives there is environmental de-generation?

Environmental Education in Secondary Schools of Orissa: Status, Issues and Prospects"

Mr. Sanjay Kumar Dey, 2008, Berhampur University, Berhampur, Orissa.

Objectives of the study:

1. To compare the environmental awareness of boys and girls of government and non-government secondary schools of Orissa.
2. To compare the environmental attitude of boys and girls of government and non-government secondary schools of Orissa.
3. To find out the direction and extent of relationship between environmental awareness and environmental attitude of secondary school students based on their gender and school background.
4. To study the perception of trained graduate science and geography teachers about status and issues of environmental education in the secondary schools of Orissa.
5. To reveal the views of trained graduate secondary school science and geography teachers for the prospect of environmental education in the State of Orissa.
6. To reveal the views of teacher educators for the prospects of environmental education in the secondary schools of Orissa.
7. To suggest measures for the prospects of environmental education in secondary schools of Orissa.

Methodology Employed

Descriptive survey approach has been suitably employed for the present study.

Sample

The sample of the constitutes 400 10th Grade students and 54 trained graduate secondary school Science and Geography teachers drawn employing appropriate sampling techniques from 20 schools cutting across the Koraput, Bolangir, Angul, Balasore, Khurda districts of Orissa. Also 33 teacher educators from 13 purposively selected Colleges of Education in Orissa constituted the sample for the study.

Tools

The tools have been constructed by the investigator, namely, Enviromental Attitude Scale, Environmental Awareness Scale, Opinionnaire for teachers, and Opinionnaire for teacher educators.

Data Analysis

The data have been analyzed employing the statistical techniques, namely, mean, SD, %, ANOVA (2 way) and t-test. Where-so-ever required the qualitative analysis of the data has also been done.

Findings of the Study

1. The boys and girls of government secondary schools have been found to have better environmental awareness in comparison to their counter parts in non-government schools.
2. The boys and girls of government secondary schools have been found to have better environmental attitude in comparison to their counter parts in non-government schools.
3. There has been found a significant and positive relationship between environmental awareness and environmental attitude of all groups of students based on gender and school background and all students taken together.
4. The perceptions of the teachers reveal that the status of environmental education is not much encouraging. A lot has to be done with respect to curricula, development of teaching-learning material, modes of transaction, co-curricular activities, and providing reinforcement for attainment of the objectives of environmental education.
5. The issues of environmental education at secondary level are more related to transactional strategies than the contents.
6. The Teacher Educators have laid emphasis on Activity Based Approaches to Environmental Education.

"Pariyavaran Ke Prati Jagrukta Avam Pariyavaran Shiksha Ke Vikas Mein Jansanchar Sadhnon Kee Bhoomika Ka Adhyyan"

Subhankari Mishra, 2010, Dr. Ram Manohar Lohiya Avadh University, Faizabad, UP, India.

Objectives of the study:

1. To study the awareness of students, their teachers and parents towards Environmental Education.
2. To study the awareness of students, and their teachers towards Environmental Education gender-wise, habitat-wise and Management-wise.
3. To explore the role of mass media in developing awareness towards Environmental Education.
4. To compare the role of mass media in developing awareness towards Environmental Education amongst rural students- boys and girls.
5. To compare the role of mass media in developing awareness towards Environmental Education amongst urban students- boys and girls.

Methodology Employed

Descriptive survey has been well employed for the study.

Sample

The samples of 200 students, 100 teachers, and 100 parents were drawn randomly from eight of the selected schools distributed evenly against all the four regions of the population.

Tools

The tools constructed by the investigator, Environmental Aptitude Scale, and Questionnaire on Role of Mass Media in the Development of Environmental Education were employed to collect data.

Data Analysis

Mean, SD, t-test and Chi-Square were suitably employed for data analysis.

Findings of the Study:

1. Significant difference was found in the environmental awareness of boys and girls in favour of boys.
2. Significant difference was found in the environmental awareness of rural and urban students in favour of urban students.

3. No significant difference was found in the environmental awareness of students of Government and Private Schools.
4. No significant difference was found in the environmental awareness of male teachers and female teachers.
5. Significant difference was found in the environmental awareness of rural and urban teachers in favour of urban teachers.
6. No significant difference was found in the environmental awareness of teachers of Government and Private Schools.
7. No significant difference was found in the development of awareness towards environmental education amongst rural and urban boys and girls through Radio.
8. TV was found to contribute significantly in developing awareness of rural and urban boys and girls towards environmental education.
9. No significant difference was found in the development of awareness towards environmental education amongst rural and urban boys and girls through Documentary Films.
10. No significant difference was found in the development of awareness towards environmental education amongst rural and urban boys and girls through News Papers and Journals and Periodicals.

Development of Multimedia Instructional System on Computer Education for B.Ed. Pupil Teachers

Mr. Anil Tanaji Patil, 2006, Shivaji University, Kolhapur

The problem- **"Development of Multimedia Instructional System on Computer Education for B.Ed. Pupil Teachers"** has been well identified by the investigator. The Study is based on a sound conceptual framework. The related literature has been reviewed comprehensively. All the seven objectives of the Study have been well enunciated as follows:

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

All the research hypotheses and null hypotheses have been well formulated as follows:

Research Hypotheses

1. The present setting of teaching of computer education in B.Ed. Colleges is unsatisfactory for better learning of the pupil-teachers.
2. An instructional system for computer education through multimedia technology can be planned, designed and constructed.
3. The male pupil-teachers and female pupil-teachers perform differently on achievement in their groups irrespective of the system used in instructing them.
4. The male pupil-teachers perform differently on achievement irrespective of the system used in instructing them.
5. The female pupil-teachers perform differently on achievement irrespective of the system used in instructing them.
6. The conventional instructional system and the developed multimedia instructional system for computer education differ in their effectiveness on the performance in achievement of the total pupil-teachers.
7. The male pupil-teachers and female pupil-teachers perform differently in retention of achievement in their groups irrespective of the system used in instructing them.

8. The male pupil- teachers perform differently in retention of achievement irrespective of the system used in instructing them.
9. The female pupil- teachers perform differently in retention of achievement irrespective of the system used in instructing them.
10. The conventional instructional system and the developed instructional system for computer education differ in their effectiveness on the performance in the retention of achievement of the total pupil-teachers.

Null Hypotheses

11. There is no significant difference between the performance of the pupil-teachers of control and experimental group in pre-test.
12. There is no significant difference between the performance of the pupil-teachers of control and experimental group in post-test.
13. There is no significant difference between the performance of the pupil-teachers from control group in pre over post-testing.
14. There is no significant difference between the performance of the pupil-teachers from experimental group in pre over post-testing.
15. There is no significant difference between the gains in achievement in terms of scores in pre over post test of the pupil teachers from control and experimental group.
16. There is no significant difference between the performance of the pupil-teachers from control and experimental group in retention test.

The Research Procedure designed by the investigator for the study is logical. After ascertaining the needs in the context of the Computer Education, the Multimedia Instructional System was well designed and developed. Authoring software Macromedia Director 7 seems to be quite compatible for the purpose. Alpha testing was done to further develop the system through the expertise available. The pilot testing of the prototype was done through two group pre-test post-test design (20(12+8), & 20(12+8)). Final implementation of the Multimedia Instructional System was done on a sample of 64 pupil-teachers (32(20+12),32(20+12)), employing Solomon four group Experimental design.

The Study has arrived at quite meaningful findings as follows:

1. The present setting of teaching of computer education in B.Ed. Colleges was found unsatisfactory.
2. It was found feasible to design, develop and implement a computer based Multimedia Instruction System for the Computer Education.
3. No significant difference was found between the performance of the pupil-teachers of control and experimental group on pre-test.
4. Significant difference was found between the performance of the pupil teachers of control group and experimental group on post-test.
5. Significant difference was found between the performance of the pupil teachers of control group from pre-test to post-test.

6. There is significant difference between the performance of the pupil- teachers of experimental group from pre-test to post-test.
7. There is significant difference between the gains in achievement in terms of scores in pre-test and post-test of the pupil- teachers from pre to post test.
8. There is significant difference between the performance of the pupil-teachers from control and experimental groups in retention test.

It is an interesting and appealing Study, which has very evidently demonstrated its utility. However, the following questions can be addressed during further studies being carried out-.

1. What is the relative significance of the Standard Error of the difference between the two Means & Standard Error of the difference between the two Standard Deviations?
2. Should the focus of any investigator be central tendency or variability or both & why?
3. How do we differentiate a Prototype and fully functional Multimedia Instruction System?
4. What is the utility of Solomon Four Group Experimental Design in the context of the present study?
5. How gender has been considered as active variable in the context of the present study?

Development and Tryout of Self-Learning Materials in English subject on the unit of 'Active and Passive Voice' for the Students of Standard-XII

Mr. Gautam A. Panchal, 2006, V.N. South Gujarat University, Surat

Objectives:

All the 44 objectives of the study have been well enunciated as follows:

1. To compare the mean achievement scores of the students on simple tense on pre-test and post-test.
2. To compare the mean achievement scores of the students on continuous tense on pre-test and post-test.
3. To compare the mean achievement scores of the students on perfect tense on pre-test and post-test.
4. To compare the mean achievement scores of the students on simple modal auxiliaries on pre-test and post-test.
5. To compare the mean achievement scores of the students on perfect modal auxiliaries on pre-test and post-test.
6. To compare the mean achievement scores of the students on infinitive on pre-test and post-test.
7. To compare the mean achievement scores of the students on participle on pre-test and post-test.
8. To compare the mean achievement scores of the students on causal construction on pre-test and post-test.
9. To compare the mean achievement scores of the students on imperative sentence on pre-test and post-test.
10. To compare the mean achievement scores of the students on active and passive voice on pre-test and post-test.
11. To compare the mean gain scores of experimental and control groups on simple tense.
12. To compare the mean gain scores of experimental and control groups on continuous tense.
13. To compare the mean gain scores of experimental and control groups on perfect tense.
14. To compare the mean gain scores of experimental and control groups on simple modal auxiliaries.
15. To compare the mean gain scores of experimental and control groups on perfect modal auxiliaries.
16. To compare the mean gain scores of experimental and control groups on infinitive.
17. To compare the mean gain scores of experimental and control groups on participle.
18. To compare the mean gain scores of experimental and control groups on causal construction.
19. To compare the mean gain scores of experimental and control groups on imperative sentence.

20. To compare the mean gain scores of experimental and control groups on active and passive voice.
21. To compare the mean gain scores of the students on simple tense.
22. To compare the mean gain scores of the students on continuous tense.
23. To compare the mean gain scores of the students on perfect tense.
24. To compare the mean gain scores of the students on simple modal auxiliaries.
25. To compare the mean gain scores of the students on perfect modal auxiliaries.
26. To compare the mean gain scores of the students on infinitives.
27. To compare the mean gain scores of the students on participle.
28. To compare the mean gain scores of the students on causal construction.
29. To compare the mean gain scores of the students on imperative sentence.
30. To compare the mean gain scores of the students among the experimental groups of all the four schools on active and passive voice.
31. To compare the mean scores of achievement on main criterion test at pre-test and retention test stages of the students on active and passive voice.
32. To study the influence of gender, level of IQ and their interaction on achievement in active and passive voice of the students learnt through self learning materials by considering pre-achievement scores on active and passive voice as covariate.
33. To study the influence of gender, stream and their interaction on achievement in active and passive voice of the students learnt through self learning materials by considering pre-achievement scores on active and passive voice as covariate.
34. To study the influence of gender, area and their interaction on achievement in active and passive voice of the students learnt through self learning materials by considering pre-achievement scores on active and passive voice as covariate.
35. To study the influence of level of IQ, stream and their interaction on achievement in active and passive voice of the students learnt through self learning materials by considering pre-achievement scores on active and passive voice as covariate.
36. To study the influence of level of IQ, area and their interaction on achievement in active and passive voice of the students learnt through self learning materials by considering pre-achievement scores on active and passive voice as covariate.
37. To study the influence of stream, area and their interaction on achievement in active and passive voice of the students learnt through self learning materials by considering pre-achievement scores on active and passive voice as covariate.
38. To study the influence of gender, level of IQ and their interaction on achievement in active and passive voice of the students learnt through self learning materials by considering IQ scores as covariate.
39. To study the influence of gender, stream and their interaction on achievement in active and passive voice of the students learnt through self learning materials by considering IQ scores as covariate.
40. To study the influence of gender, area and their interaction on achievement in active and passive voice of the students learnt through self learning materials by considering IQ scores as covariate.
41. To study the influence of level of IQ, stream and their interaction on achievement in active and passive voice of the students learnt through self learning materials by considering IQ scores as covariate.

42. To study the influence of level of IQ, area and their interaction on achievement in active and passive voice of the students learnt through self learning materials by considering IQ scores as covariate.
43. To study the influence of stream, area and their interaction on achievement in active and passive voice of the students learnt through self learning materials by considering IQ scores as covariate.
44. To get the opinions of the students regarding Self-Learning Materials on Active and Passive Voice.

All the 43 hypotheses have been well formulated in null form.

Tools Prepared:

The Self-Learning Material on the topic of Active and Passive has been well developed.

Research Design:

Experimental Group Control Group pre-test post-test design, as well as, single group pre-test post-test design have been suitably employed for the Study.

Sample:

A sample of 192 students has been drawn using compatible sampling techniques. Two pre-experimental groups were constituted, each having 32 students, one from Rural Area, whereas, the other one from Urban area, wherein, the sample units were duly distributed as Science Stream and General Stream, Boys and Girls. Similarly, one experimental group and one control group were constituted from urban area, whereas, another set of experimental and control groups was constituted from rural area, each having 32 students, distributed fairly stream-wise and gender-wise.

Tools and techniques:

Desai Verbal and Non-Verbal Group Intelligence Test, and the Sub-Criterion Tests, Main Criterion Test, and Opinionnaire constructed by the investigator were used for the Study. The characteristics of all the tools used for the study were well established. The data have been gathered systematically.

Data analysis

Correlated t-value, Independent t-value, ANOVA, ANCOVA, and Chi-square have been suitably used for data analysis.

The Study has arrived at quite meaningful findings as follows:

- Students were found to have well understood Simple Tense, Continuous Tense, Perfect Tense, Simple Modal Auxiliaries, Perfect Modal Auxiliaries, Infinitive,

Participle, Causal Construction and Imperative Sentence through self learning material as evident through the pre-test and post-test status through mean achievement on respective sub-criterion tests.

- Students were found to have well understood Active and Passive Voice through self learning material.
- For both the schools of rural and urban areas, Learning through Self-Learning Material and Traditional Teaching was found almost equal on Simple Tense, Continuous Tense, Perfect Tense, Simple Modal Auxiliaries, Perfect Modal Auxiliaries and participle, as no significant difference has been reported on the mean gain scores. No significant difference was found in the mean scores on Learning on Infinitive through Self Learning Material in urban areas , whereas, it was found significant in rural areas. No significant difference was found in the mean scores on Learning on causal construction through Self Learning Material in rural areas , whereas, it was found significant in urban areas.
- Learning on Active and Passive Voice through Self Learning Material has been reported significantly greater in urban as well as rural areas as compared to that of control groups.
- There has been found a significant difference among the mean gain scores of students on Simple Tense taught through Self Learning Material in all the four selected schools. Similar has been found the status on Continuous Tense and Perfect Tense. No significant differences have been found among the mean gain scores of students on Simple Modal Auxiliaries, Perfect Modal Auxiliaries, Infinitive, Participle, Causal Construction and Imperative Sentence.
- No significant differences have found among the mean gain scores of students on Active and Passive Voice taught through Self Learning Materials in all the four schools.
- Students of the two selected schools have been found to gain significantly greater on Active and Passive Voice as evident through the retention test.
- The Hypothesis that " There is no significant influence of gender, level of IQ and their interaction on achievement in Active and Passive Voice of the students learnt through Self-Learning Materials by considering pre-achievement in Active and Passive Voice as covariate" has been rejected at .05 level.
- The Self-Learning Material has been found to have greater impact on the students of General Stream than that of the Science Stream.
- The Self-Learning Material has been found to have greater impact on the students of urban area than that of the rural area.
- The Hypothesis that " There is no significant influence of level of IQ, stream and their interaction on achievement in Active and Passive Voice of the students learnt through Self-Learning Materials by considering pre-achievement in Active and Passive Voice as covariate" has been rejected at .05 level.
- The Hypothesis that " There is no significant influence of level of IQ, stream and their interaction on achievement in Active and Passive Voice of the students learnt through Self-Learning Materials by considering pre-achievement in Active and Passive Voice as covariate" has been rejected at .05 level.
- The Hypothesis that " There is no significant influence of level of IQ, area and their interaction on achievement in Active and Passive Voice of the students

learnt through Self-Learning Materials by considering pre-achievement in Active and Passive Voice as covariate" has been rejected at .05 level.

- The self- learning material has been found to have better impact on the students of General Stream than that of the Science Stream. It has been found to have better impact on the students of urban area than that of the rural area.

- Gender, level of IQ and the interaction between the gender and level of IQ have been found to have no significant effect on the mean achievement of the students on Active and Passive Voice learnt through Self-Learning Materials.

- The self-learning material has been found to have a better impact on boys than girls. It has been found to have a better impact on the students of general stream than that of science stream. There has been found a significant interaction effect of the gender and stream on the mean scores on main criterion test at post-test stages.

- The self-learning material has been found to have a better impact on the students of urban area than that of the rural area.

- The self-learning material has been found to have a better impact on the students of average level than that of higher level.

- There has been found a significant effect of the interaction of level of IQ and area on the mean scores on main criterion test at post-test stages.

- There has been found a significant effect of the interaction of stream and area on the mean scores on main criterion test at post-test stages.

- The students have been found to have favourable opinion on the self-learning material.

A Study of the Relative Effectiveness of Computer Based Multimedia Learning Packages on Performance and Behavioural Outcomes of Students of Different Age Groups

(S. Jayaraman, 2006, University of Madras, Engineering Education)

Objectives of the Study

1. To identify hard topics, perceived by the teachers and students of class V, VIII and XI for developing Packages.
2. To develop three multimedia packages separately each for

   a) Class V on the lesson "Vazhvatharkaka".
   b) Class VIII on the lesson "Mechanics".
   c) Class XI on the part of lesson "Kinematics".
3. To study the relative effectiveness of the CBMMLP in facilitating the learning of various concepts in hard topics.
4. To study and compare the gain percentage of different age groups of Students.
5. To study the relative performance and the behaviour of the different age groups of students.

Research Methodology

1) Identification of the hard subjects for class 5,8 and 11.
2) Selection of concepts for developing Computer Based Multi Media Learning Package (CBMMLP).
3) Developing the CBMMLP.
4) Alpha Testing of CBMMLP.
5) Field tryout of CBMMLP.
6) Validation of the CBMMLP.
7) Analysis of the data collected.
8) Interpretation and arriving at thesis and recommendations.

Research Design

The researcher has suitably employed Quasi-Experimental design using pre-test and post-test for experimental group and post-test for the control group. A demographic survey has also been used to assess the characteristics of the subjects and the comparability of the groups.

Sample for the Study

The samples have been drawn employing compatible sampling technique. The samples have been drawn from Std. V, Std. VIII & Std. XI. Class V students have been selected for being most visually preferred, whereas, class VIII & class XI students have been selected for having auditory preference. The experimental groups are constituted of 104 students (V-31,VIII-37 & XI-36), whereas, control groups are constituted of 92 students (V-31, VIII-31 & XI-30).

Variables of the Study

The independent variables in this study are the three CBMMLP, whereas, the dependent variable Learning Outcomes in terms of learners' performance in recall and application in specific content area facts, concepts, principles and procedures. Learners' attitude (dependent variable) has been measured through the comparative satisfaction towards the CBMMLP.

Tools Employed

Various tools, namely, Pre and Post Achievement Tests, Three different Survey Instruments to identify the Hard topics, Students' Characteristics Measure, Satisfaction Survey each one for all grades and Inventory Tool to find out the attitude towards computers have been well constructed. The characteristics of all the tools have been thoroughly established.

Data Analysis Technique Used

One way ANOVA has been appropriately employed for data analysis. Reconciliation techniques have also been used for data analysis.

Findings of the Study

1. The CBMMLP prepared specifically for the particular concepts are significantly effective for all the age groups of students. There has been found a higher usage by higher age group students.
2. The relative effectiveness of the CBMMLP is significant for all the age groups of students who are studying class V, class VIII and class XI. The performance of the students who have learnt through CBMMLP is higher than the performance of the students who have not learnt through CBMMLP.
3. The analysis of the effect size reveals that it varies between class V, class VIII, and class XI, which is, 4.20, 2.83 and 4.72 respectively. These effect sizes are considered as large and educationally significant.
4. Higher age group students have been found to have more positive attitude towards CBMMLP than the lower age group students.
5. The higher age group students have been found more auditory preferred than the lower age group students, whereas, the lower age group students have been found more visually preferred.

6. Higher age group of students have been found satisfied more in the interaction with the CBMMLP. Also, 74.2% of class XI students were found having prior knowledge of the computer. 75% of the class V students could not express either their satisfaction or about their prior knowledge.

Emerging Questions

I. Is it established that lower the age higher is the preference for visual stimuli and higher is the age higher is the preference for audio stimuli?

II. Assumptions are neither tested nor testable at a given point of time. Justify the assumptions of the present study.

III. Can the Intervening Variables be identified and their effects estimated? If yes, then to what extent?

IV. Is CBMMLP really an independent variable in the context of the present study?

V. What could be the reasons for perceiving the hard topics as hard?

VI. How were the Story Boards of CBMMLP for various Standards designed?

VII. How were the characteristics of Achievement Tests established?

VIII. What were the behavioural outcomes of students of different age groups by interacting with the CBMMLP?

IX. There is an emerging view that the "Technology is Mechanizing Education." What are the reflections of the investigator?

X. What finally is the emerging Thesis of the Study?

A Study of the Effectiveness of Computer Based Learning Material on the Selected Chapters of Std. X Science (Sunil Kumar Agarwal, DAVV, Indore, 2007)

Objectives of the Study

1. To compare the mean achievement scores at pre-teaching and post-teaching levels through the Computer Based Learning Material (CBLM).
2. To study the effect of Treatment, Intelligence and their interaction on the achievement of Std. X Students when the pre-test achievement scores are considered as covariate.
3. To study the effect of Treatment, Intelligence and their interaction on the achievement of Std. X Students when the computer awareness scores are considered as covariate.
4. To study the effect of Treatment, Computer Awareness and their interaction on the achievement of Std. X Students when the Intelligence scores are considered as covariate.
5. To study the effect of Treatment, Computer Awareness and their interaction on the achievement of Std. X Students when the pre-test achievement scores are considered as covariate.
6. To study the effect of Treatment, Intelligence and their interaction on the scientific attitude of Std. X Students when the computer awareness scores are considered as covariate.
7. To study the effect of Treatment, Computer Awareness and their interaction on the scientific attitude of Std. X Students when the Intelligence scores are considered as covariate.
8. To study the effect of Treatment, Intelligence and their interaction on the Scientific Reasoning   of Std. X Students when the computer awareness scores are considered as covariate.
9. To study the effect of Treatment, Computer Awareness and their interaction on the Scientific Reasoning   of Std. X Students when the Intelligence scores are considered as covariate.
10. To study the reactions of Std. X Students on teaching through CBLM.

Experimental Design Employed for the Study

Pre-test, post-test, experimental & control group design has been employed for the study.

Sample for the Study

A sample of 167 Std. X students (Experimental Group-88 & Control Group-79) has been suitably drawn for the Study through systematic random sampling.

Treatment

The teaching on the selected chapters for both the groups was spread over 18 weeks, @ of 40 minutes per day. Finally, the treatment was given to 80 selected students, @ 2 students per computer.

Tools Used for the Study

Scientific Attitude Scale, Scientific Reasoning Test, Reaction Scale, and the tests were used for the Study.

Data Analysis

Correlated 't'-test, Two-Way ANCOVA and Percentages were employed for the Study.

Findings of the Study

1. There was found a significant gain in achievement of the students through CBLM.
2. The achievement of the experimented group was found significantly higher than that of the controlled group.
3. The achievement of the students was found to be independent of their intelligence and computer awareness.
4. The achievement of the students was found to be independent of the interaction between treatment & intelligence and treatment & computer awareness.
5. The scientific attitude of the students was found independent of the treatment, intelligence and computer awareness.
6. The scientific attitude of the students was found independent of the interaction between treatment & intelligence and treatment & computer awareness.
7. The scientific reasoning of the experimented group was found significantly higher than that of the controlled group.
8. The scientific reasoning of the students was found to be independent of their intelligence and computer awareness.
9. The scientific reasoning of the students was found to be independent of the interaction between treatment &intelligence and treatment & computer awareness..
10. The reactions of the students were largely found positive towards the CBLM.

A Comparative Study of the Efficacy of Teaching Through the Traditional Method and the Multimedia Approach in the Subject of Home Science

(Beena Y. Desai, 2004 South Gujarat University, Surat, India)

Objectives
1. To develop a multimedia package for teaching the subject of nutrition (Protein) to the undergraduate level students of Home Science.
2. To find out the effectiveness of the multimedia package in terms of achievement of the students.
3. To find out the effectiveness of the lecture method and practical method used in the teaching of Home Science.
4. To compare the achievement of the students learning through the multimedia approach and the traditional way of teaching.
5. To study the effect of caste on the acquisition of knowledge through traditional teaching methods and multimedia approach.
6. To study the effect of location on the acquisition of knowledge through traditional teaching methods and multimedia approach.
7. To study the effect of income on the acquisition of knowledge through traditional teaching methods and multimedia approach.
8. To study the effect of achievement at the Std. XII examination on the acquisition of knowledge through traditional teaching methods and multimedia approach.
9. To study the effect of intelligence on the acquisition of knowledge through traditional teaching methods and multimedia approach.
10. To study the opinions of students about learning through multimedia approach.

Experimental Design Employed

. The study has employed experimental group and control group design. The sample of the study is constituted of 98 students of B.A. first year home science (2001-2002) of Smt. J.P. Shroff Arts College, Valsad. The multimedia package constituted of transparencies, pie graph, charts, diagrams, pictures, video tape, audio tape, and slide set has been well developed by the investigator.

Tools used
All the tests pre-test, post-test, retention test and opinionnares were constructed by the investigator. The intelligence test by Dr. K.G. Desai was suitably employed.

Data Analysis
T-test and F-test were appropriately employed for data analysis.

Findings

The mean achievement of the experimental group was found significantly higher than that of the control group. From post-test to retention test almost equal reduction in performance was found in both the groups. The study has arrived at significant findings

when caste, location, income, Std. XII examination marks, and IQ of the students were considered as co-variables. The students were found to have favourable opinions towards the multimedia approach.

The study has found the relative efficacy of teaching through the traditional method and the multimedia approach in the subject of Home Science, particularly, Proteins. The investigator has tried to observe the research rigor throughout. However the study raises some questions as follows:

- How do we differentiate amongst independent variables, co-variables and dependent variables in the context of the present study?
- What is the difference between co-variable and covariate?
- How do we differentiate multi media, multi-media and multimedia?
- The caste has been found to have a significant effect so far as the achievement is concerned. What are its implications?
- What should be done to enhance the effectiveness of the multi media package with the rural students?
- How can multi media approach of instruction be made compatible to the learners of different IQs?
- How multi media approach can be used in a setting of different co-variables?

A comparative Study of Effectiveness of Social Inquiry Model and Programmed Instruction in Teaching History for the development of Values, Problem Solving Ability, Moral Judgement and Achievement of Secondary School Students"

Braja Kishore Jena, 2010, Fakir Mohan University, Balasore, Orissa.

Objectives of the study

1. To study the effectiveness of Social Inquiry Model in the development of values of secondary school students.
2. To study the effectiveness of Social Inquiry Model in the development of problem solving ability of secondary school students.
3. To study the effectiveness of Social Inquiry Model in the development of moral judgement of secondary school students.
4. To study the effectiveness of Social Inquiry Model in the development of achievement of secondary school students.
5. To study the effectiveness of Programmed Instruction in the development of values of secondary school students.
6. To study the effectiveness of Programmed Instruction in the development of problem solving ability of secondary school students.
7. To study the effectiveness of Programmed Instruction in the development of moral judgement of secondary school students.
8. To study the effectiveness of Programmed Instruction in the development of achievement of secondary school students.
9. To study the comparative effectiveness of Social Inquiry Model and Programmed Instruction in the development of values of secondary school students.
10. To study the comparative effectiveness of Social Inquiry Model and Programmed Instruction in the development of problem solving ability of secondary school students.
11. To study the comparative effectiveness of Social Inquiry Model and Programmed Instruction in the development of moral judgement of secondary school students.
12. To study the comparative effectiveness of Social Inquiry Model and Programmed Instruction in the development of achievement of secondary school students.
13. To find out the differences among boys and girls in the development of values taught through Social Inquiry Model.
14. To find out the differences among boys and girls in the development of problem solving ability taught through Social Inquiry Model.
15. To find out the differences among boys and girls in the development of moral judgement taught through Social Inquiry Model.
16. To find out the differences among boys and girls in the development of achievement taught through Social Inquiry Model.
17. To find out the differences among boys and girls in the development of values taught through Programmed Instruction.
18. To find out the differences among boys and girls in the development of problem solving ability taught through Programmed Instruction.
19. To find out the differences among boys and girls in the development of moral judgement taught through Programmed Instruction.
20. To find out the differences among boys and girls in the development of achievement taught through Programmed Instruction.

The sample for the study consisted of 164 eighth class students belonging to three high schools in the district of Mayurbhanj of Orissa State.

The quasi experimental design was appropriately employed for the study.

The tools used for the study were, Group Test of Mental Ability, Youth Problem Inventory, Moral Judgement Test, Personal Value Questionnaire, and Achievement Test.

The data were analyzed using statistical techniques, namely, mean, SD, and t-test.

Findings of the Study:

1. SIM has been found to have a significant positive effect on the development of Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Family Prestige and Health Vlaues of the students, but it did not have significant effect on the development of Power value of the students as compared to the students taught through traditional method.
2. SIM produced significant effect on the development of problem solving ability of the students.
3. SIM produced significant effect on the development of moral judgement of the students.
4. SIM produced significant effect on the achievement of the students.
5. PI has been found to have a significant positive effect on the development of Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Family Prestige and Power Vlaues of the students, but it did not have significant effect on the development of Health value of the students as compared to the students taught through traditional method.
6. PI produced significant effect on the development of problem solving ability of the students.
7. PI produced significant effect on the development of moral judgement of the students.
8. PI produced significant effect on the achievement of the students.
9. There is no significant difference between SIM and PI in the development of Religious, Social, Democratic, Aesthetic, Economic, Hedonistic, Power and Family Prestige value of students. But, PI has been found to be more effective than SIM in the development of Knowledge value, whereas, SIM more effective than PI in the development of Health Value of students.
10. There exits no significant difference between SIM and PI in developing Moral Judgement power of the students.
11. There exits no significant difference between SIM and PI in developing Problem Solving Ability of the students.
12. There exits no significant difference between SIM and PI in in facilitating achievement of the students.
13. There is no significant differential effect among boys and girls in the development of Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Hedonistic, Power, Family Prestige values by teaching through SIM. But, it has had a significant effect on girls in comparison to boys in the development of Health value.
14. SIM produced no significant differential effect among boys and girls in the development of Moral Judgement Power.
15. SIM produced no significant differential effect among boys and girls in the development of Problem Solving Ability.
16. SIM produced no significant differential effect on achievement among boys and girls.

17. There is no significant differential effect among boys and girls in the development of Religious, Social, Democratic, Aesthetic, Economic, Hedonistic, Power, Family Prestige values by teaching through PI. But, it has had a significant effect on boys rather than girls in the development of Knowledge value and it had a significant effect on girls rather than boys in the development of health value.
18. PI produced no significant differential effect among boys and girls in the development of Moral Judgement Power.
19. PI produced no significant differential effect among boys and girls in the development of Problem Solving Ability.
20. PI produced no significant differential effect on achievement in History among boys and girls.

The study has substantially contributed to the knowledge base in the area of Educational Technology, particularly, Model of Teaching & Programmed Instruction. The study has been successful in producing the comparative scenario of Social Inquiry Model and Programmed Instruction in teaching History for the development of Values, Problem Solving Ability, Moral Judgement and Achievement of the Secondary School Students.

Awareness of Educational Technology in Secondary School Teachers of South Gujarat Region"

Ms. Patel Darshna D., 2010, Veer Narmad South Gujarat University, Surat, Gujarat, India.

Methodology Employed

Survey method has been well employed for the study.

Sample

The sample of 1042 Secondary Teachers has been well drawn from 89 out of 855 Secondary Schools of South Gujarat.

Data Analysis

The data were properly analyzed through frequency and % responses.

Findings of the Study

1. The highest level of awareness was with respect to TV. Next in the series was tape recorder, video cassette player, CD player. But the teachers were less aware regarding LCD Projector, Internet, OHP, Slide Projector etc.
2. The teachers were very well aware of charts, models, maps, periodicals, and text books. They were less aware regarding OHP, transparency, Slide, CD, whereas, not at all aware regarding Tele-Text.
3. Teachers were found to have awareness regarding, lecture, question- answer, self-study, project, group discussion and problem solving methods, wheras, they were found to be lesser aware regarding puppet show, telecommunication, language laboratories, programmed learning, brain storming and surveys.
4. The availability of computers was found to be satisfactory in the schools. Tape recorder, TV, CD Player, and Internet were found to be prevalent in general, whereas, slide projector, OHP, Radio, LCD Projector were found least prevalent.
5. Models, charts, pictures and maps were found adequate in number in the schools, whereas, Video cassettes, audio cassettes, CD, Periodicals were found inadequate.
6. More of educational equipments are required in the schools. But the teachers are satisfied with the equipments available which they want to use.
7. Educational equipments available in the schools are useable, because those are being properly maintained by the teacher in-charge.
8. There is proper mechanism for servicing of the equipments.
9. The subject matter is better intelligible through Educational Technology, joyfully.
10. Educational Technology has been found to contribute significantly in suitable lesson designing.
11. Educational Technology has been found to facilitate objective evaluation. The question of discipline does not arise due to the use of ET.

12. The use of lecture, question answer and self study methods has been found to be satisfactory. Group discussion, problem solving, project, induction deduction methods are used in general, whereas, puppet show, telecommunication, language laboratory, programmed learning, and brainstorming are not used satisfactorily.

The effectiveness of Educational Technology has been well established, but the question is that of implementation. The present study has very well presented the scenario of awareness regarding Educational Technology amongst the Secondary School Teachers of South Gujarat region. The study has definitely contributed to the knowledge base in the area of Educational Technology. Also the study has made meaningful suggestions for the implementation of Educational Technology.

Use of Internet among the Students of Colleges Affiliated to Veer Narmad South Gujarat University"

MS. Desai Shivani K., 2010, Veer Narmad South Gujarat University, Surat, Gujarat, India.

Objectives of the Study

1. To find out the % of students using computers in the colleges affiliated to the Veer Narmad South Gujarat University (VNSGU).
2. To find out the % of students using Internet in the colleges affiliated to the Veer Narmad South Gujarat University (VNSGU).
3. To find out the % of students using Internet in the colleges affiliated to the Veer Narmad South Gujarat University (VNSGU) in terms of place, time and objectives.
4. To find out the Search Engines most frequently used by the Students.
5. To find out the level of experience of the students on Internet.
6. To find out the extent to which students make Educational use of Internet.
7. To find out the use of Internet done by the students for Research.
8. To find out the use of Internet done by the students for Entertainment.
9. To find out the use of Internet done by the students for establishing contacts with each other through e-mail, chatting, and audio-video conference.
10. To find out the use of e-mail done by the students in terms of time devoted and purpose it is used for.
11. To find out the use of chatting done by the students in terms of time devoted and purpose it is used for.
12. To find out the problems faced by the students while using Internet.
13. To find out the security measures taken by the students while using Internet.
14. To find out the purposes Internet is used by the students in priority order.
15. To study the opinion of students regarding published literature available in hard form and on Internet.
16. To find out the level of satisfaction of the Students with respect to the utility of Internet.
17. To find out the web sites most frequently visited by the Students.
18. To find out the utility of Internet as experienced by the students.
19. To find out the disadvantages of Internet as experienced by the students.
20. To gather the suggestions of the students for improving upon the use of Internet in the Colleges of Education.
21. To gather suggestions for improving upon the use of Internet.
22. To study the relative utility of Internet in the Colleges of Education, Caste-wise.

Methodology Employed

Survey method has been suitably employed for the present study.

Sample

The sample of 800 Students (587 Females and 213 Males) has been suitably drawn from 8 of the 33 Colleges of Education Affiliated to the VNSGU.

Data Analysis

The data collected were analyzed in terms of frequency and % responses.

Findings of the Study

1. 80.25% of the students have responded that they have been using computers, whereas, 65.05 % students have attended computer course.
2. 69% of the students have responded they have been using Internet.
3. 58.51% students use Internet at Cyber Café , 27.99 % at College, 25.18% at home, whereas, .18% do not use Internet.
4. 54.17% students prefer to use Internet at Cyber Café, 25.36% at College, whereas, 20.47% prefer to use Internet at home.
5. 69.75% students use Internet less than 1 hour daily, 15.58% use 1 to 2 hours, 3.26% greater than 2 hours, whereas, 11.41 % students do not use Internet daily.
6. 69.57% students use Internet for Educational Purpose, 7.97% for Research, 21.38% for Entertainment, 14.49% for social purpose, whereas, 1.09% use Internet for other purposes.
7. 63.95% students prefer to use Internet for Education, 2.90 % for Research, 19.20% for Entertainment, whereas, 13.95% prefer to use Internet for Social Purposes.
8. 0.18% students use Internet for purchasing goods, 53.62% for e-mail, 21.01% for chatting, 5.62% for downloading data, 27.90% for downloading songs, whereas, 4.71% use Internet for other purposes.
9. 52.72% students use Internet mostly for e-mail, 17.52% for chatting, 4.84% for downloading data, 24.64% for downloading songs, whereas, .18% mostly use for other purposes.
10. 59.06% students use Google, 38.95% Yahoo, whereas, 1.99% use other Search Engines.
11. 49.46% students find Internet useful for detailed information, 18.84% for distance talk, 14.67% for information regarding other countries, 0.36% for education, whereas, 0.36% for other purposes.
12. 21.20% students have responded that using Internet is waste of time, 25.18% are of the view that it is harmful for health, 62.05% have responded that we get undesirable information, whereas, 1.45% have responded that it adversely affects in other ways.
13. 66.12% of the students have less than six experience of Internet, 21.74% 6 months to one year experience, 7.25% 1 to 2 years, 4.17% 2 to 4 years, whereas, 0.72% students have greater than 5 years experience of using Internet.

14. 41.82% use Internet for subject matter learning, 11.54% for university related information, 48.19% for examination results, whereas, 6.52% use for other purposes.
15. 85.87% students use Internet for Research Projects, 2.90% for writing Papers, whereas, 11.23% use for other research work.
16. 45.83% students use Internet for Music, 8.70% for viewing movies, 26.45% for Sports, 29.89% for good wishes, whereas, 0.36% use for other forms of entertainment.
17. 59.42% use Internet for e-mail, 43.12% for chatting, 0.43% for audio video conference, whereas, 0.91% use for other forms of correspondence.
18. 1.27% e-mail daily, 19.93% e-mail once a week, 28.80% once or twice a month, 4.89% greater than 3 per month, 40.40% once or twice a year, whereas, 4.71% e-mail more than thrice a year.
19. 38.04% use e-mail for studies, 33.33% use e-mail for enriching information, 28.44% for social contacts, whereas, 0.18% use e-mail for other purposes.
20. 0.36% do chatting daily, 9.96% once a week, 25.91% once or twice a month, 58.33% once or twice a year, whereas, 5.43% do chatting greater than thrice a year.
21. 16.67% students do chatting for studies, 49.09% related to friends, 32.61% do chatting with relatives, whereas, 1.63% do chatting for other purposes.
22. 36.05% students find themselves slow on Internet, 17.03% find difficulty in seeking the desired information fast, 40.40% face virus problem, 7.61% find privacy difficult, 6.16% suffer due to hacking, 5.25% in seeking desired information, whereas, 1.81% face difficulty regarding credibility of the information.
23. 21.92% students use anti-virus, 6.70% update anti-virus, 30.07% log out, 31.16% keep password confidential, 3.44% change the password, whereas, 12.05% delete the unwanted information.
24. Priority wise the students like to use Internet for seeking new information, next in the sequence are e-mail, chatting with the residents in other countries, education, chatting, research, downloading songs, entertainment, tourism information, and purchase.
25. 25 A large majority of the students have responded that Internet is time saving, provides more information, more expensive, more useful, more liked, and greater omnipresent.
26. 56.52% students have fully agreed to the utility of Internet, 37.32% partly agreed, 3.08% fully disagreed, whereas, 3.08% are undecided.

In addition to the findings mentioned above the investigator has also been successful in eliciting the responses with respect to the Internet sites liked most by the Students, Advantages and Disadvantages of Internet. It is an interesting study on the use of Internet by the Higher Education Students.

Development of a Curriculum Framework on Human Rights Education for the children below fourteen years of age

(Swarnaprava Sahoo, 2002, Utkal University)

Objectives

The study focuses on the basic human right issues concerning the in-school children and out of school children, below the age of 14 years with reference to their locality and sex. Also, an attempt has been made to develop a curriculum framework of human rights education adapted to the children below the age of 14 years.

Sample
Survey Research Design was employed for Objective 1 and Case Study design for Objective 2. For objective 1 the samples for the study consist of 400 children, 200 parents, and 94 teachers drawn through quota sampling, quota sampling and incidental sampling techniques, respectively, appropriately. An individual out-of-school child, selected for the study of human rights issues, is considered as a case in this study. Six children- one each from urban slum boy, urban slum girl, rural boy, rural girl, tribal boy, and tribal girl were selected for the study. These children were selected on the bases of ease of access by the investigator.

Tools

The tools of qualitative research, for example, structured interviews, observations and Focus Group Discussions were used to collect data from multiple sources. Extensive field visits by the investigator helped to explore the ground realities in respect of human rights of the children.

Data Analysis
The data have been analyzed through frequencies, percentage responses and content analysis.

Findings

- A majority of the school children belonging to urban and rural areas are provided with adequate nutrition, clothing and housing, whereas, a majority of the children belonging to urban slums and tribal areas are deprived of these facilities. There is no wide variation between the boys and girls studying at elementary level in their enjoyment of right to nutrition, clothing and housing. The main cause of deprivation in urban and rural areas is poverty which results from price rise and high cost of living, whereas, in urban slums and tribal areas it is poverty which results mainly from addiction of parents to country liquor.
- Majority of the tribal children- both boys and girls do not attend school regularly (61.29% boys and 68.42% girls), mainly due to the poverty of their parents. Teacher absenteeism has also been found responsible for this. The percentage of

children attending schools regularly in urban areas (93.33% boys and 90.91% girls) is much higher as compared to that of urban slums, rural and tribal areas. The quality of instruction at elementary school level has been largely reported to be poor resulting in dissatisfaction. A majority of the children, parents and teachers have been found to be satisfied with the educational facilities available. The support of the parents in the matter of education of their ward has been reported to be relatively poor in tribal areas.

- Majority of the children belonging to tribal areas are deprived of their human right to health care, mainly due to poverty. Urban school children constitute the most advantaged with regard to enjoyment of right to health care, as compared to their counterparts belonging to urban slums, rural and tribal areas. Variation in the enjoyment of right to health care, between boys and girls has been found not significant across the localities. Poverty of parents, lack of awareness among the parents, distance between home and health center and negligence of teachers have been found some of the important factors often responsible for deprivation of school children from their right to health care. Due to unhygienic conditions in slums the slum children frequently suffer from anaemia, skin diseases, and malaria fever. A majority of the tribal people prefer to consult Disari instead of doctor for all types of diseases. This has been attributed to distance of the health center from home and/or poverty.

- The school children of tribal areas and urban slums suffer more from economic exploitation as compared to their urban and rural counterparts. 52.83% of boys as compared to 38.83% of girls have been reported to be the victims of economic exploitation. Corporal punishment at home is a matter of concern for children belonging to urban slums.

- A majority of the tribal children have been reported to enjoy recreational and cultural rights more than the children in the urban area, urban slums and rural areas. In urban areas curricular pressures exerted by the parents and teachers, whereas, in rural areas and urban slums the pressures exerted by the poverty impede their recreational and cultural rights. The percentage of boys reported to enjoy this right has been found invariably higher than that of girls.

- Discrimination on the bases of gender, caste/tribe or socio economic status of the parents has been found to have negligible existence in tribal areas. It is however a matter of great concern in urban areas, urban slums and rural areas.

- Education of tribal children, including girl child is not encouraged or supported by their parents despite interest of the children to pursue. Unemployment de-motivates the parents in tribal areas to send their children to school. Tribal parents have been reported to favour education of boys more as compared to girls. There is however no gender discrimination in other aspects of life. Poverty is the main factor which deprives the tribal children of most of their basic human rights.

- Education of girl child is not encouraged in rural areas even in upper caste Brahmin families.

- A curriculum framework has been well designed on human rights education for the children below the age of 14 years.

Educational Innovations in the Primary Schools of Gujarat State : A Status Survey

(Ashwin Kumar D. Trivedi, 2003, South Gujarat University, Surat)

Objectives

1. To study the educational innovations in the primary schools of Gujarat State.

Sample

All the primary schools of Gujarat State constitute the population for the study. Twenty-eight Primary Education Officers, 600 teachers drawn 300 from each of Municipal Corporation and District Panchayat organized schools and 62 BRC Co-ordinators constituted the samples for the study. The Investigator has used purposive sampling and cluster sampling for selecting the samples.

Tools and Techniques

Information Schedule, Interview Schedule and Questionnaire constructed by the investigator were used for the study.

Data Analysis

The data collected with respect to the different Innovative Programmes in Gujarat State, namely, Mid Day Meals, Education for the Handicapped, IPTT-ITV, 'Tarang Ullas', ' Shala Praveshotsav', Alternate Schooling, Mobile Schooling, Computer Aided Teaching, and 'Serva Shiksha Abhiyan' have been analysed through statistical techniques, namely, Standard Error of Percentage, Critical Ratio. Average weightage has also been employed wherever required.

Findings

The Study has revealed the status of Educational Innovations in the Primary Schools of Gujarat State. Also, suggestions have been made for the improvement of the innovations.

Development of Self-Learning Material and its Effectiveness for Teaching General Science to Class IX Students of Assam State

(Basanta Gogoi, 2008, Dibrugarh University, Dibrugarh, Assam)

Objectives
1. To develop self-learning material in general science for class IX students.
2. To develop a criterion test in general science for class IX students.
3. To develop a reaction scale towards the developed self learning material.
4. To study the effectiveness of self-learning material in terms of performance on criterion test and reaction towards self-learning material.
5. To compare the mean performance scores of students taught through the developed self learning material with those taught through the traditional method taking intelligence as a covariate.
6. To compare the mean scientific reasoning scores of students taught through the developed self learning material with those taught through the traditional method taking intelligence as a covariate.
7. To compare the scientific attitude scores of students taught through the developed self learning material with those taught through the traditional method taking intelligence as a covariate.
8. To compare the reactions of male and female students towards the developed self learning material.
9. To study the reactions of students towards the developed self learning material.

Sample
A sample of class IX 58 students of Sapatia High School, Sapatia, Assam was selected as sample for the study. The sample was drawn employing suitable sampling technique.

Experimental Design Employed
The study has employed non-equivalent control group design, each of the Experimental and Control Groups constituted of 29 students. Teaching through the Self Learning Material (SLM), Teaching Through the Traditional Method were considered as Independent variables, whereas, Gender was considered as Moderator variable. Dependent variables were Performance on the Criterion Test, Scientific Reasoning, Scientific Attitude and Reactions of the students. Intelligence was considered as Covariate.

Tools used
Criterion Test, Reaction Scale, Scientific Reasoning Test (Mahapatra, 1993), Scientific Attitude Scale (Srivastava, 1997), and Intelligence Test (Asthana & Verma, 1989) were employed for the study.

Development of the Self Learning Material
The Self Learning Material was well developed on the selected four units, namely, Accurate Measurement, Motion, Work, Power & Energy, and Heat of General Science prescribed by SEBA for class IX students.

Treatment

The entire process of treatment to the Experimental Group through 34 periods, each 40 minutes, is quite reasonable. The Control Group was taught through the Traditional Method.

Data Analysis

The data were analyzed by employing suitable statistical techniques, namely, t-test, %, Chi-Square, and ANCOVA.

Findings

1. The developed Self Learning Material was found to be Effective in terms of performance of the students on the criterion tests, and their reactions towards the SLM.
2. The performance of the students taught through the developed SLM was found to be significantly better than those taught through the traditional method when students' performance scores were adjusted with respect to intelligence.
3. The developed SLM was found to be significantly better than the traditional method in terms of development of scientific reasoning ability of students when their mean scores were adjusted with respect to intelligence.
4. The developed SLM was not found to have any significant positive effect on scientific attitude scores of the students when compared with the traditional method taking intelligence as a covariate.
5. There was no significant difference in the reactions of male and female students towards the developed SLM.

The Study concludes that the Self Learning Material could be effectively used as a viable teaching strategy for teaching General Science. The Study has definitely contributed to the knowledge base in the area of Educational Technology, particularly, designing Teaching Strategies.

Development, Empirical Validation and Effectiveness of Modules on Genetics for 11th Grade Students
(Durga Sharma, 2008,Kurukshetra University, Kurukshetra)

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

Experimental Design Employed

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

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

Modules
Seven modules were systematically developed on various units of Genetics. These were used as learning tools.

Tools used
The measuring tools, namely, Criterion Reference Test and Attitude Scale were used for the study.

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

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

6. The error rate of the students on the module on Protein Synthesis was 5.71 percent, while, their individual achievement scores ranged from 91% to 98%.
7. The error rate of the students on the module on Genetic Engineering was 3.74 percent, while, their individual achievement scores ranged from 91% to 100%.
8. Modular approach was found to be effective than conventional method for teaching Genetics.
9. On unit III, named Heredity of module on Inheritance: Heredity and Variation, unit IV named Epistasis of module III on Post Mendelian discovery, unit VI named Mode of DNA replication of module on DNA and unit I named Transcription of module V on Transcription, males performed better than females.
10. In module II named Mendel's principle of Inheritance, unit IV named Different types of cross and for units II, IV, and VI named Activation of Ribonucleotides, Base pairing and Separation of RNA, females performed better than males.
11. Males and Females performed almost similarly on units I and II of module I, units I, II, III, V, VI, VII, VIII of module II, units I, II, III, V, VI of module III, units I, II, III, IV, V of module IV, units II, V, VII of module V and all the units of VI and VII module.

Emerging Questions

1. Which latest advancements could be included in the Std. 11th syllabus of Genetics?
2. How do we differentiate Replication and Transcription in the context of DNA?
3. How intervening variables are known as intervening? Which variables might have intervened in the experimental research conducted by the investigator?
4. How the Error Rate on the module on Transcription was highest ? How the Error Rate varies from module to module? What could this variation be attributed to?
5. On some units males have achieved greater, on others females. On some of the units there is no significant difference in the mean achievement of males and females. How so?
6. What are the implications of the variation in the achievement within and between males and females?
7. Which other possibilities could be included in the structure of Modules developed by the investigator?
8. Which support system and social system is required for the integration of Modular Approach in our Educational System?

"**Evolving Strategies for Enhancing Cooperative Learning in Teacher Education**"

Ms. Nandita Nagar, 2010, University of Lucknow, Lucknow, India.

Objectives of the study:

1. To prepare and implement Cooperative Learning Lessons based on different Cooperative Learning Strategies.
2. To find out the effectiveness of Cooperative Learning Strategies in reference to academic achievement, self esteem, interpersonal relations, individual and group cooperative work, trust behaviour, collaborative skills and classroom environment.
3. To enhance cooperative learning in teacher trainees.

Sample

The sample of 48 teacher trainees was drawn employing suitable sampling techniques.

Tools

The tools used for the study were, Student Profile Form, Classroom Environment Checklist, Rosenberg's Self Esteem Scale, Interpersonal Relations Assessment Technique, Examination of Trust Behaviour, Individual and Group Cooperative Learning Worksheet, Social Skill Observation Form, Group Processing Form, Achievement Test for Strategy-1 (Ironing Out a Problem), Achievement Test for Strategy-2 (Picture Perfect), Achievement Test for Strategy-3 (Cooperative Microteaching) and Feedback Form.

Data Analysis

Data were collected systematically and analyzed through compatible statistical techniques, namely, ANOVA, ANCOVA and Percentage.

Findings of the Study

1. The achievement level of the teacher trainees was found to be remarkably high when they were tested after Strategy-1, Strategy-2 and Strategy-3.
2. The retention rate of teacher trainees was found to be improved when they were re-tested for their performance.
3. The individual and group cooperative work of the teacher trainees showed remarkable improvement.
4. It was observed that oral communication skill of the teacher trainees showed impressive improvement.
5. Teacher trainees exhibited more responsibility for learning.
6. The teacher trainees improved gradually on the usage of collaborative skills.

7. No difference was found in the opinion of teacher trainees regarding the choice of sitting adjacent to classmates.
8. No difference was found in the intention of the teacher trainees for lending stationary to their classmates.
9. Remarkable improvement was found in the interpersonal relationship between teacher trainees as the number of classmates in the friends list increased rapidly, they including more and more number of classmates on their invitation list and expressed desire to tell and share their secrets with more number of classmates.
10. The student teacher interaction and familiarity increased.
11. The involvement in class of the teacher trainees showed much improvement.
12. The cohesiveness between the teacher trainees increased after the implementation of the intervention programme.
13. The feeling of cooperation and equality amongst teacher trainees was enhanced to a great strength.
14. The competition between the teacher trainees decreased rapidly when cooperative learning strategies were implemented.
15. A positive inclination of teacher trainees towards the subject matter was experienced. In other words, teacher trainees showed positive attitude towards the subject matter.
16. Overall an atmosphere of cooperation and helping was established.
17. The teacher trainees exhibited more trusting and trustworthy behaviour. In other words, openness and sharing of teacher trainees along with their acceptance and support improved drastically.
18. The self esteem of the teacher trainees was enhanced after the implementation of the intervention programme.
19. The cooperative learning strategy-2 showed remarkable positive effect on the self esteem of teacher trainees, whereas, the cooperative learning strategy-1 and cooperative learning strategy-3 did not have any effect on the self esteem of the teacher trainees.
20. The self esteem of the teacher trainees was remarkably increased after the implementation of the cooperative learning strategy-2 and 3 combined, whereas, the cooperative learning strategy-1 and 2 combined did not have any effect on self esteem of teacher trainees.
21. It was observed that anxiety of students in class and towards test got significantly reduced.
22. A recognizable improvement in the self confidence of teacher trainees was observed.

It is an interesting study on enhancing cooperative learning in teacher education.

Shbhagitapooran Adhyapak-Shiksha Karyakram Kee Kshetra Tatha Savvikas Mein Prasangikta” *(“Relevance of the Participatory Teacher-Education Program in the context of Area and Self Development”)*

Ms. Priya Gupta, 2009, Banasthali Vidyapith, Rajasthan.

Objectives of the study:

1. To study the profiles of the product of the Participatory Teacher-Education Program in performing the Educational Roles in terms of their
   - Teaching level
   - Nature of the School Area
   - Type of the Educational Institution
   - Teaching Subject, and
   - Teaching Experience.

2. To study the contribution of the Learning Experiences experienced by the Product of Participatory Teacher-Education Program in their self-development.

Sample

All the 240 Pass outs of the B.Ed. Enriched Program (1997-98 to 2006-07) constituted the sample for the study. Finally, the data were collected from the 177 accessible Pass-outs of the B.Ed. Enriched Program out of 240.

Tools

The tools constructed by the investigator were, Information Sheet, and Perception Scales on Area and Self-Development. Also attempts were made to gather Self-Narratives of the B. Ed. Enriched Pass-outs in the context of their Experiences during Student-Teacher Period. The 82 items in the Area Perception Scale are well distributed against Educational Instruction Role (33), School Role (19), Social Role (9) and Professional Role (21). All the 37 items in the Self-Development Perception Scale have been well distributed, Self-Related Attributes (23) and Others Related Attributes (14).

Data Analysis

The data have been well analyzed, tool wise. Perception wise distribution as low, average and high is a suitable measure.

Findings of the Study

- The perceptions of the B.Ed. Enriched Program Pass-outs have been found higher on Instructional Roles and Professional Roles as compared to School Roles and Social Roles, Teaching Level wise, Teaching Experience wise, Teaching Subject wise and School Type wise.

➢ The perceptions of the B.Ed. Enriched Program Pass-outs have been found to be high on the development of all the self related attributes, such as, logical decision making capability, reflections on the various dimensions of a problem, enhanced understanding through experience, exhilaration, working with various alternatives, understanding critical evaluation of the work, self confidence, attention, readiness for work, accepting challenges, developing patience, working independently, regularity of work, capability of planned working, time targeting, timeliness, logical thinking, modification, creativity, qualitative use of Library, self study habit, enthusiastically taking up new tasks.

➢ All the self narratives regarding their learning experiences have been found to be quite encouraging. Spontaneous expressions have been reported on self-confidence, self-dependence, self-study, creativity, independent thinking, learning by understanding, reflecting on criticisms, development of sensitivity and observation, presenting my own thinking and opinion, searching & researching, time management, reduction of anxiety, evaluation of the self, independent learning, Regularity & Discipline, realization of the self-strength and limitations, learning through discussions, realization of the power of creativity, Learning to Speak, curiosity to know thyself, Critical Thinking, Concentration Power, Motivation, Confidence, Creative contribution, independent thinking, Self Study, Maximum utilization of Library, and Creative production.

➢ The perceptions of the Bed. Enriched Program Pass-outs towards the development of attributes related to others have been found high., such as, initiation in group work, Expression of ideas to a group, accepting ideas of others, feeling at ease in a new culture, development of cooperation, overpowering the fear and hesitation in facing a group, participation in reflective dialogues, learning through each and every experience, sharing the responsibility, working in group, reflection on the unhealthy experiences, Patient Listening, sustaining group feeling, awakening to the current happenings.

The investigator has not left the thesis at linearity of relationships, she has also attempted to build a theory of properties, by comprehensively accounting for the findings. The emerging Thesis is a Testimony to the B.Ed. Enriched Program, which has demonstrated the development of attributes related to the self, others and the subject.

"**An investigation into the effect of food habits of secondary school students on their school performance abilities and study habits**"

Mrs. Pushpa K. Pandey, 2008, University of Mumbai, Mumbai.

Objectives of the study:

1. To compare the School Performance (SP) of students who are vegetarian   and non vegetarian
   a. To compare the Academic Achievement Scores (AA) of students who are veg and non veg.
   b. To compare the Para-Academic Performance Scores (PA) of students who are veg and non veg.
   c. To compare the Co-Curricular Performance Scores (CC) of students who are veg and non veg.
   d. To compare the Academic Achievement Scores (AA) of students who are veg and non veg.
   e. To compare the SP of students who are veg and non veg.

2. To compare the Mental Ability (MA) of students who are vegetarian   and non vegetarian
   a. To compare the Reasoning Ability (RA) of students who are veg and non veg.
   b. To compare the Problem Solving Ability (PS) of students who are veg and non veg.
   c. To compare the Mental Ability (MA) of students who are veg and non veg.

3. To compare the Study Habits (SH) of students who are vegetarian   and non vegetarian
   a. To compare the Concentration (CON) of the students who are veg And non veg.
   b.   To compare the Comprehention (COM) of the students who are veg And non veg.
   c. To compare the Drilling (DRI) of the students who are veg and non veg.
   d. To compare the Time Management (TM) of the students who are veg and non veg.
   e. To compare the Interaction (INT) of the students who are veg And non veg.
   f.   To compare the Study Habits (SH) of the students who are veg And non veg.

4. To compare the SP of the boys and girls who are veg.
a. AA   b. PA   c. CC   d. SP

5. To compare the MA of the boys and girls who are veg.

a. RA   b. PS   c. MA

6. To compare the SH of the boys and girls who are veg.

a. CON   b. COM   c. DRI   d. TM   e. INT   f. SH

7. To compare the SP of the boys and girls who are non-veg.
a. AA   b. PA   c. CC   d. SP

8. To compare the MA of the boys and girls who are non-veg.
a. RA   b. PS   c. MA

9. To compare the SH of the boys and girls who are non-veg.

a. CON   b. COM   c. DRI   d. TM   e. INT   f. SH

10. To compare the SP of the veg students who belong to various income groups.
a. AA   b. PA   c. CC   d. SP

11. To compare the MA of the veg students who belong to various income groups.
a. RA   b. PS   c. MA

12. To compare the SA of the veg students who belong to various income groups.

a. CON   b. COM   c. DRI   d. TM   e. INT   f. SH

13. To compare the SP of the non-veg students who belong to various income groups.
a. AA   b. PA   c. CC   d. SP

14. To compare the MA of the non-veg students who belong to various income groups.
a. RA   b. PS   c. MA

15. To compare the SH of the non-veg students who belong to various income groups.
a. CON   b. COM   c. DRI   d. TM   e. INT   f. SH

16. To compare the SP of veg and non-veg students who belong to various income groups.
a. AA   b. PA   c. CC   d. SP

17. To compare the MA of veg and non-veg students who belong to various income groups.

a. RA   b. PS   c. MA

18. To compare the SH of veg and non-veg students who belong to various income groups.
    a. CON   b. COM   c. DRI   d. TM   e. INT   f. SH

19. To compare the SP of veg students whose fathers are UG/G.
    a. AA   b. PA   c. CC   d. SP

20. To compare the MA of veg students whose fathers are UG/G.
    a. RA   b. PS   c. MA

21. To compare the SH of veg students whose fathers are UG/G.
    a. CON   b. COM   c. DRI   d. TM   e. INT   f. SH

22. To compare the SP of non-veg students whose fathers are UG/G.
    a. AA   b. PA   c. CC   d. SP

23. To compare the MA of non-veg students whose fathers are UG/G.
    a. RA   b. PS   c. MA

24. To compare the SH of non-veg students whose fathers are UG/G.
    a. CON   b. COM   c. DRI   d. TM   e. INT   f. SH

25. To compare the SP of veg and non-veg students whose fathers are UG/G.
    a. AA   b. PA   c. CC   d. SP

26. To compare the MA of veg and non-veg students whose fathers are UG/G.
    a. RA   b. PS   c. MA

27. To compare the SH of veg and non-veg students whose fathers are UG/G.
    a. CON   b. COM   c. DRI   d. TM   e. INT   f. SH

28. To compare the SP of veg students whose fathers are UG/G.
    a. AA   b. PA   c. CC   d. SP

29. To compare the MA of veg students whose Mothers are UG/G.
    a. RA   b. PS   c. MA

30. To compare the SH of veg students whose Mothers are UG/G.
    a. CON   b. COM   c. DRI   d. TM   e. INT   f. SH

31. To compare the SP of non-veg students whose Mothers are UG/G.
    a. AA   b. PA   c. CC   d. SP

32. To compare the MA of non-veg students whose Mothers are UG/G.

a. RA   b. PS   c. MA

33.   To compare the SH of non-veg students whose Mothers are UG/G.
a. CON   b. COM   c. DRI   d. TM   e. INT   f. SH

34. To compare the SP of veg and non-veg students whose Mothers are UG/G.
a. AA   b. PA   c. CC   d. SP

35. To compare the MA of veg and non-veg students whose Mothers are UG/G.
a. RA   b. PS   c. MA

36. To compare the SH of veg and non-veg students whose Mothers are UG/G.
a. CON   b. COM   c. DRI   d. TM   e. INT   f. SH

37. To compare the SP of the veg students who belong to various religious groups.
a. AA   b. PA   c. CC   d. SP

38. To compare the MA of the veg students who belong to various religious groups.
a. RA   b. PS   c. MA

39. To compare the SH of the veg students who belong to various religious groups.

a. CON   b. COM   c. DRI   d. TM   e. INT   f. SH

40. To compare the SP of the non-veg students who belong to various religious groups.
a. AA   b. PA   c. CC   d. SP

41. To compare the MA of the non-veg students who belong to various religious groups.
a. RA   b. PS   c. MA

42. To compare the SH of the non-veg students who belong to various religious groups.
a. CON   b. COM   c. DRI   d. TM   e. INT   f. SH

43. To compare the SP of veg and non-veg students who belong to various religious groups.
a. AA   b. PA   c. CC   d. SP

44. To compare the MA of veg and non-veg students who belong to various religious groups.
a. RA   b. PS   c. MA

45. To compare the SH of veg and non-veg students who belong to various religious groups.
   a. CON   b. COM   c. DRI   d. TM   e. INT   f. SH

46. To compare the SP of veg students who take milk daily and those who do not take milk.
   a. AA   b. PA   c. CC   d. SP

47. To compare the MA of veg students who take milk daily and those whop do not take milk.
   a. RA   b. PS   c. MA

48. To compare the SH of veg students take milk daily and those who do not take milk.
   a. CON   b. COM   c. DRI   d. TM   e. INT   f. SH

49. To compare the SP of non-veg students who take milk daily and those who do not take milk.
   a. AA   b. PA   c. CC   d. SP

50. To compare the MA of non-veg students who take milk daily and those whop do not take milk.
   a. RA   b. PS   c. MA

51. To compare the SH of non-veg students take milk daily and those who do not take milk.
   a. CON   b. COM   c. DRI   d. TM   e. INT   f. SH

52. To compare the SP of veg and non-veg students who take milk daily and those who do not take milk.
   a. AA   b. PA   c. CC   d. SP

53. To compare the MA of veg and non-veg students who take milk daily and those whop do not take milk.
   a. RA   b. PS   c. MA

54. To compare the SH of veg and non-veg students take milk daily and those who do not take milk.
   a. CON   b. COM   c. DRI   d. TM   e. INT   f. SH

55. To compare the SP of boys and girls who are veg and non-veg.
   a. AA   b. PA   c. CC   d. SP

56. To compare the MA of boys and girls who are veg and non-veg.
   a. RA   b. PS   c. MA

57. To compare the SH of boys and girls who are veg and non-veg.
    a. CON   b. COM   c. DRI   d. TM   e. INT   f. SH

Methodology Employed

The study has suitably employed survey method.

Tools

Personal Data Sheet, Food Habit Inventory, School Performance Inventory, Academic Achievement Examination Records, Para Academic Performance Inventory, Co-Curricular Performance Inventory, Mental Ability Tests- Reasoning Ability & Problem Solving Ability, and Rating Scale for Study Habits were the tools employed for the study.

Sample

The sample of 800 students was well drawn from 11 schools through suitable sampling techniques, namely, stratified random, purposive and incidental.

Data Analysis

The data were analyzed by computing Mean, Media, Mode, SD, Skewness, Kutosis and ANOVA.

Findings of the Study

1. In the vegetarian and non-vegetarian group vegetarians are found to be higher in academic achievement, school performance, reasoning ability, time management and study habits. It is seen that vegetarian students are significantly better than the non-vegetarian students in these areas.
2. The vegetarian boys have been found higher than the vegetarian girls in concentration and drilling, where as the girls have been found higher in para-academic performance.
3. Non-vegetarian boys are better than the non-vegetarian girls in academic achievement, school performance, reasoning ability and drilling.
4. The vegetarian students who belong to higher income groups are better than the students of other two income groups in para- academic performance, co-curricular performance, school performance, reasoning ability, comprehension, drilling, time management and study habits.
5. The non-vegetarian students from the higher income group are better than the students of other two income groups in academic achievement, para-academic performance, school performance, reasoning ability, mental ability, and concentration, comprehension, and study habits.

6. There has been found no interaction between the students of different income groups and the food habit groups in the variables of school performance, mental abilities and study habits.
7. In the vegetarian group the students whose fathers are graduates are better than the students whose fathers are under-graduates in most of the variables, namely, academic achievement, para-academic achievement, school performance, reasoning ability, problem solving ability, mental ability, comprehension, drilling, time management and study habits.
8. In the non-vegetarian group the students whose fathers are graduates are better than the students whose fathers are under-graduates in most of the variables, namely, academic achievement, para-academic achievement, school performance, reasoning ability, problem solving ability, mental ability, and comprehension.
9. The vegetarian students, within vegetarian and non-vegetarian groups, whose fathers are graduates are higher in time management than the other students who are either vegetarian with under-graduate fathers or non-vegetarian whose fathers are either graduates or under-graduates. There is an interaction in time management of students who are vegetarian and non-vegetarians and whose fathers are under-graduate/graduate. There is no interaction observed in the other variables.
10. In the vegetarian group the students whose mothers are graduates are better than the students whose mothers are under-graduates in most of the variables, namely, academic achievement, para-academic performance, school performance, reasoning ability, mental ability, comprehension, drilling, time management and study habits.
11. In the non-vegetarian group the students whose mothers are graduates are higher than the students whose mothers are under-graduates in most of the variables, namely, academic achievement, para-academic performance, school performance, reasoning ability, problem solving, mental ability, and comprehension. There is no interaction in all the variables except time management between the vegetarian and non-vegetarian groups and students whose mothers are undergraduate/graduate.
12. The vegetarian students, within vegetarian and non-vegetarian groups, whose mothers are graduates are higher in time management than the other students who are either vegetarian with under-graduate mothers or non-vegetarian whose mothers are either graduates or under-graduates. There is no interaction between food habits and other variables, except time management, for the above groups of students.
13. In the vegetarian group the students who belong to other religious groups are higher than the students who belong to remaining religious groups, namely, Hindu, Christians and Muslims in academic achievement, school performance and problem solving ability. It shows that the vegetarian students from other religious groups are higher than students from rest of the religious groups in the above variables.
14. In the non-vegetarian group the students who belong to other religious groups are higher than the students who belong to remaining religious groups,

namely, Hindu, Christians and Muslims in academic achievement, para-academic performance and school performance.

15. Students from Hindu religion are higher for concentration, time management, interaction and study habits than non-vegetarian students from rest of the religious groups.

16. The vegetarian students, within vegetarian and non-vegetarian groups, who belong to other religious group, are higher in the academic achievement than those students from other three religious groups. There is an interaction in academic achievement of the vegetarian and non-vegetarian students who belong to different religious groups. In the other variables there is no interaction observed.

17. In vegetarian group the students who take milk daily are significantly better in reasoning ability, drilling, time management and study habits.

18. In non-vegetarian group the students who take milk daily are significantly better in academic achievement, school performance, comprehension and drilling.

19. The vegetarian students, within vegetarian and non-vegetarian groups, who take milk daily, are higher in the time management than those students who do not take milk daily.

20. There is an interaction in time management between the vegetarian and non-vegetarian students who drink milk daily and who do not drink milk daily. In the other variables there is no interaction observed.

21. The vegetarian boys, within vegetarian and non-vegetarian groups of boys and girls, are higher in the concentration than those of the boys from non-vegetarian group and girls from vegetarian and non-vegetarian groups. There is an interaction in concentration between the vegetarian and non-vegetarian group of boys and girls. In other variables there is no interaction observed.

It is an interesting and appealing study. Food habits do have a bearing on School Performance Abilities and Study Habits. The study has definitely contributed to the knowledge base in the area of Effect of Food Habits on Study Habits and School Performance Abilities.

"Efficacy of concept mapping as a learning device for developing understanding and critical thinking: An experimental study"

Mrs. Ruchi Rawat, 2009, Mohanlal Sukhadia University, Udaipur.

Objectives of the study:

1. To develop learning material on concept mapping on the selected topics of Science for the Secondary School Students.
2. To study the effectiveness and limitations of concept mapping as a learning device for the Secondary School Students in Science Subject.
3. To study the effectiveness of concept mapping as a learning device in the understanding and critical thinking of various groups constituted on the bases of IQ and gender.
4. To compare the effectiveness of concept mapping as a learning device in the understanding and critical thinking of various groups constituted on the bases of IQ and gender.

Methodology Employed

The study has suitably employed Experimental Group, Control Group Pre-test, Post-test design.

Sample

Each group was constituted of 33 Standard IX Students, drawn randomly from a group of 130 Students (Girls 60 and Boys 70), by employing a well designed Paper Slip Pick up method.

Variables Employed

Concept Map was treated as independent variable; Understanding and Critical Thinking as dependent variables, whereas, IQ and Gender were treated as moderator variables. Sizable measures were taken to observe the internal validity of the experiment.

Tools

The tools selected/constructed for the study were, Standardized IQ Test by Catell & Catell and Self constructed Tests for Achievement and Critical Thinking. Also the subject matter for concept mapping and traditional teaching were well developed.

Comprehension Test, Critical Thinking Skills test, and Critical Thinking Tendency Test were administered as pre-test. The treatment to the Experimental Group was distributed across 17 days @ one period/day. Similarly the traditional group was taught through traditional approach 17 days @ one period/day. Then the same tests were administered as

post- tests. The experimental group was observed by the investigator through out the experiment and a questionnaire was administered on them at the end of the experiment.

Data Analysis

The data were analyzed through t-test and Mann Whitney Test. Where so ever required the data were analyzed qualitatively.

Findings of the Study:

1. The understanding of experimental group through concept mapping has been found to be significantly greater than that of the control group.

2. Significant differences have been found in the understanding of experimental group through concept mapping and that of the control group, gender-wise, respectively.

3. The understanding of the male and female students of the experimental group has been equally significantly affected through concept mapping.

4. There has been found significant enhancement in the understanding of High IQ and Low IQ students of Experimental Group through Concept Mapping and that of the High IQ and Low IQ students of the Control Group, respectively.

5. The understanding of the High IQ students of the Experimental Group through concept mapping has been significantly greater than that of the Low IQ students.

6. There has been found significantly greater enhancement in the understanding of High IQ and Low IQ male and female students of Experimental Group through Concept Mapping than that of the High IQ and Low IQ male and female students of the Control Group, respectively.

7. The understanding of the High IQ male and female students of the Experimental Group through concept mapping has been significantly greater than that of the Low IQ male and female students, respectively.

8. The understanding of the High IQ male students and High IQ female students has been significantly equally affected through concept mapping.

9. The understanding of the Low IQ male students and Low IQ female students has been significantly equally affected through concept mapping.

10. The critical thinking skills of experimental group through concept mapping has been found to be significantly greater than that of the control group.

11. Significant differences have been found in the critical thinking skills of experimental group through concept mapping and that of the control group, gender-wise, respectively.

12. The critical thinking skills of the male and female students of the experimental group have been equally significantly affected through concept mapping.

13. There has been found significant enhancement in the critical thinking skills of High IQ and Low IQ students of Experimental Group through Concept Mapping and that of the High IQ and Low IQ students of the Control Group, respectively.

14. The critical thinking skills of the High IQ students of the Experimental Group through concept mapping has been significantly greater than that of the Low IQ students.

15. There has been found significantly greater enhancement in the critical thinking skills of High IQ and Low IQ male and female students of Experimental Group through Concept Mapping than that of the High IQ male and female students of control group and Low IQ female students of the Control Group, respectively, whereas, no significant difference has been found in the critical thinking skills of the Low IQ female students of the Experimental Group and Low IQ female students of the control group.

16. The critical thinking skills of the High IQ male and female students of the Experimental Group through concept mapping has been significantly greater than that of the Low IQ male and female students, respectively.

17. The critical thinking skills of the High IQ male students and High IQ female students have been significantly equally affected through concept mapping.

18. The critical thinking skills of the Low IQ male students and Low IQ female students have been significantly equally affected through concept mapping.

19. The Critical Thinking Tendency of experimental group through concept mapping has been found to be significantly greater than that of the control group.

20. Significant differences have been found in the Critical Thinking Tendency of experimental group through concept mapping and that of the control group, gender-wise, respectively.

21. The Critical Thinking Tendency of the male students of the experimental group has been found significantly greater than that of the female students of the Experimental Group through concept mapping.

22. There has been found significant enhancement in the critical thinking tendency of High IQ and Low IQ students of Experimental Group through Concept Mapping and that of the High IQ and Low IQ students of the Control Group, respectively.

23. The critical thinking tendency of the High IQ students of the Experimental Group through concept mapping has been significantly greater than that of the Low IQ students.

24. There has been found significantly greater enhancement in the critical thinking tendency of High IQ and Low IQ male and female students of Experimental Group through Concept Mapping than that of the High IQ and Low IQ male and female students of the Control Group, respectively.

25. The critical thinking tendency of the High IQ male and female students of the Experimental Group through concept mapping has been significantly greater than that of the Low IQ male and female students, respectively.

26. The critical thinking tendency of the High IQ male students and High IQ female students has been significantly equally affected through concept mapping.

27. The critical thinking tendency of the Low IQ male students and Low IQ female students has been significantly equally affected through concept mapping.

"Effect of Awareness of Science Structure and its Method of Inquiry upon the Student-Teachers Teaching Performance"

Mrs. Seema Babasaheb Chaudhari, 2008, Shivaji University, Kolhapur.

Objectives of the Study:

1. To analyze the text-book of 8th standard to identify the units suitable for inquiry method.
2. To measure the effect of awareness of Science structure on student teacher's teaching performance in peer teaching.
3. To measure the effect of awareness of Science structure on student teacher's teaching performance in real classroom situation.
4. To measure the effect of awareness of Science structure on student teacher's teaching performance in terms of pupils' achievement.
5. To measure the effect of awareness of method of inquiry on student teacher's teaching performance in peer teaching.
6. To measure the effect of awareness of method of inquiry on student teacher's teaching performance in real classroom situation.
7. To measure the effect of awareness of method of inquiry on student teacher's teaching performance in terms of pupils' achievement.

All the sub-objectives of the study have been well enunciated as follows:

1. To measure the effect of conventional methods and awareness of science structure on student teacher's teaching performance.
2. To measure the effect of conventional methods and inquiry method on student teacher's teaching performance.
3. To measure the effect of conventional methods and inquiry method + awareness of science structure on student teacher's teaching performance.
4. To measure the effect of awareness of science structure and inquiry method on student teacher's teaching performance.
5. To measure the effectiveness of awareness of science structure and inquiry method + awareness of science structure on student teacher's teaching performance.
6. To measure the effectiveness of inquiry method and inquiry method + awareness of science structure on student teacher's teaching performance.

Sample

A purposive sample of all the 24 Science Method Student Teachers of the Shikshan Shashtra Mahavidyalaya (B.Ed.), Vita, Khanpur, Sangli out of a total of 100 Student Teachers was selected for the study. 160 Std. VIII Pupils were selected on the basis of their willingness from Mahatama Gandhi Vidyamandir, Vita, in order to know the student teachers teaching performance in terms of pupils' achievement. Four parallel

groups of Student teachers, as well as, pupils were constituted employing mean, SD, and ANOVA.

Design of the Study

Experimental Groups Control Group only post-test design has been employed for the present study. Independent variables used in the present study were:

1. Self learning material of science structure (SA Group)
2. Self learning material of Inquiry Method (Inquiry Group)
3. Self learning material of Inquiry method and Science Structure (Inquiry + SA Group)
4. Self learning material of conventional methods (Lecture, Demonstration, Inductive-Deductive methods) (C Group)

The dependent variables were as follows:
1. Student teacher's teaching performance in simulated condition (Score the Student Teachers achieved on TAG in simulated condition).
2. Student teacher's performance in terms of pupil's achievement (Score the secondary school pupils achieved on the test).

Adequate measures were taken to observe the internal validity and external validity of the experiment.

Nine units, namely, Acid, Bases and Salts; Man-made Material; Force and Pressure; Light; Spherical Mirrors; Magnetism; Electric Current; Micro-organisms; Man and other Living Things were systematically selected for the study. These were further differentiated into sub-units. Self learning material was suitably developed for all the groups. The content validity of the Self Learning Material was well established. The characteristics of all the tools, namely, Theory Check-up Tests (TCT), Teaching Analysis Guide (TAG), Plan Evaluation Guide (PEG), Pupils' Achievement Test (PAT) constructed by the investigator for the study were well established.

The experiment lasted for 20 days. The duration seems to be adequate.

Data Analysis

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

Findings of the Study:

1. In the 8th Standard text-book, nine main units were found suitable for teaching Science using Inquiry method.
2. Integrated effect of conventional method + awareness of Science structure helped the student teachers in selecting the proper learning experiences.

3. Structure Awareness helped the Student-Teachers know the relationship between the syllabi of Science for different Standards.
4. Due to structure awareness student-teachers could correlate his topic with other topics in science subject.
5. Various types of structures of Science affected on the performance of student-teachers of SA group in developing the ability to know the exact place of particular unit in the structure. It helped them to determine the scope of teaching points.
6. Techniques acquired by student teachers in inquiry method encouraged pupils to initiate enquiry as much as possible.
7. Awareness of inquiry technique made the student teachers to think carefully about all points related to content.
8. Awareness of inquiry techniques helped the student teachers to create curiosity and to draw pupils attention. Student teachers could introduce the topic relevant to the teaching content.
9. Awareness of inquiry procedure developed the ability of the student teachers to facilitate discussion of the problem situation.
10. The awareness of inquiry techniques increased student teachers' thinking ability and presented the problem situation effectively.
11. The selection and presentation of problem situation led the student teachers to generate inquiry procedure.
12. Combined effect of inquiry method and knowledge of structure of Science led the student teachers towards clarity of thought and brevity of expression.
13. The student teachers skills in presenting problematic situation usually set for pupils' inquires.
14. Task based activities on inquiry method helped the student teachers in presenting the problem situation systematically.
15. The integrated effect of inquiry method and structure awareness broadened student teachers view in respect of teaching concepts. It also helped them to select and provide appropriate learning experiences.
16. Acquisition of inquiry procedure helped the student teachers to judge whether the inquiries made by the pupils are accurate or they need to have certain corrections. Student teachers could guide the pupils accordingly.
17. Principles and procedure of inquiry method made the student teachers' ideas more clear that could help them to give sufficient information about the nature of problem situation.
18. Student teachers competence in creating puzzling situation favorably affected pupils' interest for inquiry.
19. Student teachers motivated pupils for inquiry according to situation that helped the pupils to get more information about the facts, which they experienced.
20. Awareness of inquiry procedure helped the student teachers for illustrating appropriate questions relevantly. It led the pupils to ask various questions about the problem.
21. Integrated effect of inquiry method and awareness of structure of science helped the student teachers to know the depth of the content, to locate the

place of the unit in the structure which led them to present the problem situation and explain the inquiry procedure.

22. Integrated effect of inquiry method and structure awareness helped student teachers to determine about what inquiries are to be made.
23. Integrated effect of inquiry method and science structure developed the wholistic approach of the student teachers.
24. Exercises based on the lesson planning enabled the student teachers to understand the techniques in inquiry method and helped to locate the topic in place of structure.
25. Systematic arrangement of hierarchy of the concepts helped student teachers to think concrete to abstract.
26. Student teachers could proceed from known concepts to unknown concepts.
27. Integrated effect of awareness of science structure and inquiry method were quite useful to develop ability of decision making . providing learning experiences and thinking.
28. Additional effect of awareness of structure of science led the student teachers to learn to what extent he has to lead the pupils.
29. Student teachers ideas, concepts and actions were made clear by studying the combined print material. It also affected the student teachers ability to develop insight and understanding.
30. The student teacher could present concrete examples to draw inference.
31. The inquiry method developed pupils' capacity and strengthened their mental ability.
32. Integrated method of inquiry method and awareness of science structure helped student teachers to select the proper learning experiences and their systematic arrangement.
33. Inquiry method prompted pupils to ask more and more questions to gather sufficient information and draw appropriate conclusions.
34. Integrated effect of inquiry technique and structure awareness proved more effective than that of only awareness of structure of science.
35. Student teachers implemented inquiry technique using systematic arrangement of hierarchy of concepts.
36. Comparatively the performance of student teachers having knowledge of structure of science and inquiry method is better than that of student teachers having knowledge of inquiry method.
37. Encouragement by the student teachers helped the pupils to initiate inquiry as much as possible.
38. Inquiry procedure helped to develop pupils' heuristic attitude, competence in formulating laws and draw inferences.
39. Teaching only by the inquiry method was found less effective than teaching with inquiry method supported by the knowledge of structure of Science.

The study has very well demonstrated the effectiveness of awareness of Science structure and its method of inquiry upon student teachers teaching performance.

Effect of Cognitive and Meta-cognitive Strategy Instruction on the Mathematical Problem Solving of Elementary School Students with Learning Disabilities"

Mr. Susanta Mohanty, 2009, Kurukshetra University, Kurukshetra, Haryana, India.

Objectives of the study:

1. To identify students with learning disabilities in Mathematics.
2. To develop an achievement test in mathematical problem solving for students with learning disabilities.
3. To develop instructional formats focusing on cognitive and metacognitive strategies in context of mathematical problem solving of students with learning disabilities.
4. To see the effectiveness of cognitive and metacognitive strategy instruction for improving mathematical problem solving of students with learning disabilities.
5. To determine if engagement in cognitive and metacognitive strategy instruction results in qualitative changes in learning disabled students knowledge, use, and control of mathematical problem solving strategies.

Design of the Study

The pre-test and post-test Experimental and Control Group Parallel Design has been suitable employed for the study.

Variables Employed

Cognitive and metacognitive strategy instruction was considered as independent variable, whereas, mathematical problem solving was considered as dependent variable.

Sample

40 Std. VI students having learning disabilities were drawn purposively from six elementary schools in Kurukshetra District of Haryana. 20 students constituted the Experimental Group, whereas, 20 the Control Group.

Tools

Previous Academic Records, Subject Teachers' Opinion and Ravens Progressive Matrices were used for identification of the students with learning disabilities in mathematics. The characteristics of the tools - Mathematical Word Problem Solving Achievement Test developed by the investigator, and Mathematical Problem Solving Assessment- Short Form (MPSA-SF, Montague, 1996), used for the study have been well established.

Data Analysis

The effectiveness of the strategy was studied in seven areas areas, namely, Addition, Subtraction, Multiplication, Division, Percentage, Profit and Loss and Simple Interest. The data were analyzed through Mean, SD and t-test.

Findings of the study:

1. The prevalence rate of Learning Disability in Mathematical problem solving among Grade 6th students has come out to be 11.17 percent.
2. No significant difference was found in the pre-test mean scores of Experimental Group and Control Group on Mathematical Word Problem Solving Achievement Test establishing their parallel to begin with.
3. The intervention Program has been found to have a significant positive effect on the mathematical problem solving of students with learning disabilities.
4. Significant differences were seen between the Experimental and Control Groups on the measures of Mathematics perception, attitude towards Mathematics in general and attitude towards Mathematical Word Problem Solving in particular, in favour of Experimental Group.
5. The Experimental Group Students demonstrated deeper knowledge of Mathematical Problem Solving (KMPS1 and KMPS2) after the treatment than the Control Group.
6. The Experimental Group Students evidenced significantly greater knowledge of Word Problem Solving Strategies than their Control Group counterparts. Also, they differed significantly in all the three domains-knowledge, use and control of Word Problem Solving Strategies.

A Comparative Study of Difficulties in English Learning faced by different categories of school students in Bhopal

(Fr. P.P. Joseph, 2005, Barkatullah University, Bhopal)

Objectives of the study:

1. To ascertain the difficulties in English language learning being experienced by students of Class V and VI, studying in English and Hindi medium schools of Bhopal.
2. To identify the levels of difficulties between different groups of students studying in English and Hindi medium schools and to assess variation of difficulty level among the groups.
3. To analyze, interpret and diagnose the factors influencing the level of difficulty between the school students.
4. To make an evaluation of the findings and to draw conclusions about the difficulties in English learning as perceived by the students themselves, teachers, parents and school administration.
5. To suggest viable measures for improvement of English learning among the students of the target groups.

Research Method:
The investigator has employed sound research methodology for the study.

Sample of the Study:
The samples of 800 students, 80 teachers, 20 administrators and 400 parents have been drawn from 20 randomly selected schools from all the schools in Bhopal city using suitable sampling techniques.

Tools and Techniques:
Scholastic Achievement Test, and Questionnaires for Students, Teachers, Administrators and Parents have been used.

Medium of Education, Management of the School, Board, Gender of the students, occupation and education of parents have been considered as independent variables, whereas, Scholastic Achievement has been considered as dependent variable. The hard spots and problem areas affecting learning of English were studied systematically comparing the learning difficulties Board-wise, Medium-wise, Management-wise and Gender-wise.

Data Analysis:
Suitable statistical techniques, such as, Mean, SD, ANOVA have been employed for parameter-wise comparison differentiating Scholastic Achievement into Meaning, Articles, Spelling, Comprehension, Antonyms, Syntax, Transformation of sentences, Tenses, Plurals, and Writing Paragraph.

Findings of the Study:
The induced method of teaching in English designed, developed and implemented by the investigator has been found effective in bringing desired changes among the students as evident through the "t" values. Perceptions of Students, Teachers, Administrators and Parents on difficulties in English language learning and remedial measures have been studied analytically and systematically.

The Investigator may address questions, such as, follows:

➢ How do we differentiate Assumptions and Propositions?
➢ How was the internal validity of the Research observed by the investigator?
➢ Having a matrix of Lexical, Grammar, Phonetics into LSRW, which cells are relatively more difficult for English Language Learning?
➢ Which are the emerging theses of the Study?

English Language Competence of Teachers and Students' Achievement in English Medium Primary Schools of Kannur District

(Mr. Umer Farooque S.L.P., 2005, University of Mysore, Mysore)

Objectives of the Study:

1. To measure the English Language Competence of Teachers in different School Subjects.
2. To measure the achievement levels of students of Standard IV in English, Mathematics and EVS.
3. To find out the relationship exists between English Language Competence of Teachers and Achievement of Students.
4. To find the difference based on the following background variables in terms of the English Language Competence of Teachers.
   a. Sex
   b. Type of School (Government and CBSE affiliated School)
   c. Experience
   d. Qualification and
   e. Medium of Study
5. To find the difference in achievement levels of students in different subjects With respect to the following variables
   a. Sex
   b. Mother's Occupation
   c. Father's Occupation
6. To identify the difficulties of Teachers while transacting different School Subjects, through English as the medium of instruction.
7. To find the relationship between transaction difficulties and Language Competence of Teachers.

Tools and Techniques:
Achievement Tests for Std. IV Students in EVS, English and Mathematics constructed by the investigator, Language Proficiency Test developed by the CIEFL, Hyderabad to measure English Language Competence of Teachers, and Interview Schedule developed by the investigator for identifying Transactional difficulties of the Teachers were well employed.

Sample of the Study:
The samples of 833 students from 13 schools in Kannur district of Kerala and 108 teachers from the same schools were drawn using suitable sampling techniques.

Data Analysis:
Data have been analyzed using suitable statistical techniques, namely, central tendencies, skewness and kurtosis to describe the nature of distribution. T-Test,

ANOVA, and Karl Pearson Product Moment Correlation were also used to analyze the data.

Findings of the Study:
The Study is quite revealing.

> ➢ Sex wise comparison indicates that female students were found to have better learning ability than those of male students. This was found true in case of EVS, English and Mathematics.
> ➢ It has been found that children whose Mother's occupation is in administration/management sector were found to have higher achievement in EVS and Mathematics, whereas, children whose Mothers' Occupation is business/agriculture were found to have higher achievement in English Language. The overall achievement of children whose Mothers' Occupation is business/agriculture was found better than that of others.
> ➢ Children belonging to Group IV employees were found to have higher achievement in EVS and Mathematics and children whose Father's Occupation is administration/management were found to have higher achievement in English, as well as, overall achievement than the other groups.
> ➢ Every English Medium School in Kannur district was found to function with a good number of teachers who were not found to have adequate proficiency in English Language.
> ➢ A majority of the available teachers in these English Medium Primary Schools were found to have no level specific specialized teacher education.
> ➢ The existing qualification of the Teachers were not found to help the Teachers in acquiring good English Language Proficiency.
> ➢ Teachers with English Language background performed higher than the teachers who completed their Education in Malayalam Medium Schools.
> ➢ There was felt a need of in-service programs to overcome the transactional deficiencies.
> ➢ There was found a significant positive correlation between Teachers' English Language Proficiency and Learners' Achievement.

It is an interesting and appealing Study on English Language Competence of Teachers and Students' Achievement in English Medium Primary Schools. The Research Rigor has been observed throughout the Study. The Scenario of the English Medium Primary Schools of Kannur District has definite Messages for Parents, Administration and Teacher Education Institutions. The English Language Proficiency of the Teachers in these schools has significant bearing on the achievement of students in various subjects, namely, Mathematics, EVS, English and overall achievement. Teacher Education for the Primary School level needs to be strengthened. The Study has definitely contributed to the Knowledge Base in the selected area, namely, English Language Proficiency of Teachers in

English Medium Primary Schools and Students' Achievement. However, the Study raises many questions, such as,

- How to bridge the gaps in the achievement of Primary School Students in various subjects, such as, Mathematics, EVS, English and their overall achievement due to Parent's Occupation? What could be the support system(s)?
- If there are gaps due to gender, could Education intervene?
- Who should be the Teachers in English Medium Primary Schools? What should be their Profiles?
- How to make the Primary Teacher Education compatible?
- A large number of English Medium Primary Schools are wanting Relevance and Quality, both? What are the solutions?

"A Comparative Study and Analysis of Marathi Vocabulary Developed among Fifth Standard Students in Marathi Medium Schools" Shri Atul Prakash Kulkarni, 2010, Pune University, Pune.

Objectives of the study

1. To study the vocabulary in the text books of Marathi Language for the Standards First to Fifth.
2. To check the achievement of vocabulary of the students in Standard Five.
3. To analyze the vocabulary of the students in Standard V on the levels of knowledge, comprehension and application with respect to rural, urban and tribal areas.
4. To compare the vocabulary of the students from rural, urban and tribal areas.
5. To identify the causes affecting the achievement of the vocabulary of the students in Std. Five.

Hypotheses of the study

1. There is no significant difference in the mean of developed vocabulary tested by the achievement test on the basis of knowledge, comprehension and application of the urban and rural students.
2. There is no significant difference in the mean of developed vocabulary tested by the achievement test on the basis of knowledge, comprehension and application of the urban and tribal students.
3. There is no significant difference in the mean of developed vocabulary tested by the achievement test on the basis of knowledge, comprehension and application of the rural and tribal students.

Methodology Employed

Descriptive Survey Research Method has been employed for the study.

Sample

Sample schools have been selected randomly from 742 Marathi Medium Schools in the fourteen Blocks in Ahmednagar district. Further, one class of Std. V from sample schools was randomly selected. Sample students were suitably drawn through cluster sampling, whereas, all the teachers teaching Marathi to the Std. V in all the sampled schools was selected.

Tools

Achievement Test and the Questionnaire were the tools employed for the study.

Data Analysis

Frequency, Mean, SD, and t-value were computed for data analysis. Also, Ogive was plotted to find out the Achievement Level %.

Findings of the study

1. The vocabulary of 5301 words is expected to be developed among the students in Std. V.
2. The students are expected to retain the words in memory, tell their meanings, and attach the suffixes and prefixes and write the forms of the words and apply the words and their formats.
3. The developed vocabulary at knowledge, comprehension and application levels in all the three area students, that is, urban rural and tribal have been found to be less.
4. No significant difference has been found in the developed vocabulary of urban and rural students at the knowledge level, whereas, the developed vocabulary of the rural students has been found to be significantly greater than that of the urban students at comprehension and application levels.
5. The developed vocabulary of the urban students has been found to be significantly greater than that of the tribal students at all the three levels, that is, knowledge, comprehension and application.
6. The developed vocabulary of the rural students has been found to be significantly greater than that of the tribal students at all the three levels, that is, knowledge, comprehension and application.
7. The vocabulary of the urban boys has been found less than that of the rural boys, whereas, the vocabulary of the urban girls has been found greater than that of the rural girls.
8. The vocabulary at comprehension level of rural boys has been found greater than that of urban and tribal boys, while, the vocabulary at comprehension level of the urban boys has been found greater than that of tribal boys. The achievement level of the rural and urban girls is the same, while it is grater than that of the tribal girls.
9. The developed vocabulary of the rural boys at application level has been found to be greater than that of urban and tribal boys, while that of the urban and tribal boys is the same level. The developed vocabulary of the urban and rural girls is the same level, whereas, that of urban and rural girls is greater than that of tribal girls.

"Study of the Impact of Teaching Strategies in English in Developing Creativity among IX Standard Students of Bangalore City with special reference to Sex, Intelligence and Socio-Economic Status"

Mrs. Shamayel Rezwana, 2007, Bangalore University, Bangalore.

Objectives of the study:

1. To identify the creativity of IX standard students who have English as second language.
2. To develop teaching strategies in English for fostering creativity.
3. To study the impact of teaching strategies on creativity of the students with special reference to their intelligence, sex and socio-economic status.

Variables Employed

The present study has considered Teaching Strategies as independent variable, Sex, Intelligence and SES as moderator variables, whereas, creativity has been considered as dependent variable. All the variables have been well operationally defined.

Methodology Employed

The Study has suitably employed purposive sampling technique.

Design of the Study

The study has employed pre-test, post-test parallel group design.

Sample

78 Standard IX students located in Bangalore City who had taken English as second language constituted Experimental Group, whereas, another 78 constituted the Control group. All the 5 hypotheses of the study have been well formulated in null form.

Tools

The tools employed for the study were, Jalota's Group Test of Mental Ability (Verbal Test of Intelligence), Baqer Mehdi's Creativity Test, SES Scale modified by Lakshminarayan (2000).

All the 15 lesson plans have been well designed and validated by the investigator. The 16 hours treatment given to the experimental group seems to be adequate for the purpose. The statistical techniques, namely, Two Way ANOVA, and t-test have been

compatibly used to find the difference in creativity scores. Also, qualitative analysis has been done wherever required.

Findings of the Study:

1. There is significant difference in the effect of creativity teaching strategies on the students of controlled and experimental group.
2. There is significant difference in the effect of creativity scores on the students of different creative potential levels.
a) There is significant difference in the effect of creativity scores on the students of low and high creative potentials.
b) There is significant difference in the effect of creativity scores on the students of low and middle creative potentials.
c) There is significant difference in the effect of creativity scores on the students of middle and high creative potentials.

3. There is no significant difference in the effect of creativity scores on the students of different socio-economic status.

   a) There is no significant difference in the effect of creativity scores on the students of low and high socio-economic status.
   b) There is no significant difference in the effect of creativity scores on the students of low and middle socio-economic status.
   c) There is no significant difference in the effect of creativity scores on the students of middle and high socio-economic status.

4. There is no significant difference in the effect of creativity scores on the students of different intelligence levels.

   a) There is no significant difference in the effect of creativity scores on the students of low and middle intelligence.
   b) There is no significant difference in the effect of creativity scores on the students of middle and high intelligence.
   c) There is no significant difference in the effect of creativity scores on the students of low and high intelligence.

5. There is no significant difference in the creativity scores of boys and girls.

   a) There is significant difference in the creativity scores of girls before and after the intervention programmes.
   b) There is significant difference in the creativity scores of boys before and after the intervention programmes.

The study reveals that the teaching strategies developed have helped the students to improve their creativity. However, the variables considered as moderator variables,

namely, intelligence, SES, and sex have not been found to moderate the relationship between teaching strategies and creativity.

A **Critical Study of Secondary School Curriculum with reference to Developing Skills for Crisis Management among Students of selected English Medium High Schools of Mumbai**

(Mr. Sainath Pandurang Shenoy, 2005, University of Mumbai, Mumbai)

Objectives of the Study

1. To identify objectives of high school curriculum.
2. To study the relation of objectives of the present high school curriculum and crisis management skills.
3. To find out various crises/problems which the student will face in life now and later on.
4. To develop a model curriculum which will be effective in training students to handle crisis in life as follows:

   a) Personal life
   b) Family life
   c) School life
   d) Community life
   e) National life

The various terms used in the Study have been contextually operationalized. The assumptions of the Study in the forms of reflections of the investigator are that the present school curriculum is more informative than focusing on life skills education. It does not prepare the students in managing the problems in personal life, family life, school life, community life and national life.

Research Design:
The study has been conducted on the Std. VIII, IX and X SSC Board English medium secondary schools, 15 from Ghatkopar and Chembur, each, drawing 100 pupils from each school. Suitable sampling techniques have been employed for drawing the samples.

Sample of the Study:
The accessible samples of 2457 students, 152 teachers and 168 parents respondents to the questionnaire, 93 teachers and 81 parents interview have been well justified. The samples seem to be adequate and representative for the purpose.

Tools and Techniques:
Questionnaires, Interviews and Observations have been used for data collection. The characteristics of all the Tools have been well established by the investigator.

Findings of the Study:
The Study has very well produced a scenario of the status of curriculum in Ancient Period, Medieval Period, British Period, and Post-Independence Period with reference

to Crisis Management Skills. Differentiating the life crisis in various related areas, namely, personal, family, school, community and national the investigator has identified three basic skills that the secondary school curriculum should develop among the students, namely, skills to understand the problem, skills to apply knowledge in problematic situations, and skills to act and solve the problem situations.

The study has come out with quite meaningful findings as Follows:

➢ The curriculum should develop knowledge and understanding of the problems faced by the students in their personal life, family life, school life, community life and national life.
➢ The curriculum should enable the students to develop skills (practical abilities) to solve the crises in their personal life, family life, school life, community life and national life.
➢ The curriculum should help in building good character.
➢ The curriculum should be able to inculcate good values of life in the students.
➢ The curriculum should be able to build the students' courage to meet the challenging situations of life successfully.
➢ It should develop student's confidence in life.
➢ Wide gaps were found by the investigator and 75% of the total sample between the objectives of the present secondary school curriculum and the crisis management skills.
➢ The skills to be developed through the secondary school curriculum to solve crisis in different walks of life have been presented analytically comprehensively as follows:
   ❑ Personal Life Crisis
      ❖ Managing Time
      ❖ Handling Stress
      ❖ Managing Health
      ❖ Self Defence
      ❖ Career Planning
   ❑ Family Life Crisis
      ❖ Preserving Family Values
      ❖ Handling simple household chores
      ❖ Managing Home Efficiently in absence of Elders
      ❖ Adjustment with other Members of the Family
      ❖ Managing simple household technical work such as electrical, plumbing
   ❑ School Life Crisis
      ❖ Adjustment with School Mates
      ❖ Adjustment with the present Education Requirements
      ❖ Understanding the classroom lessons/school subjects
      ❖ Participating in Group Activities
      ❖ Participating in Co-curricular activities

- Community Life Crisis
  - Participating in Community Functions
  - Expressing Ideas clearly in Community
  - Adjustment with traditions and customs
  - Handling Community Problems
  - Doing Community work/Social work

- National Life Crisis
  - Promoting National Integration
  - Preventing Anti-National Activities
  - Helping during natural calamities in the country
  - Respecting national heritage/Culture
  - Participating in National Developmental Activities

The Model Curriculum designed by the investigator cutting across Languages, History, Geography, Civics and Economics, Science, Mathematics and finally especially on Crisis Management is quite interesting, appealing, feasible, though challenging. The Study has made meaningful recommendations for framing the curriculum. The recommendations have been made for Teachers, NCERT, SCERT, CABE, Education Department, and Teacher Education at State and Central levels.

Effect of Inductive Thinking Strategy on English Language Development and Concept Formation (Suman Dalal, 2002, KUK)

Objectives

1. To study the effect of Inductive Thinking on concept formation with respect to three teaching strategies:
   a) Concept Formation
   b) Interpretation of data
   c) Application of principles

2. To study the effect of Inductive Thinking on Language development with respect To three teaching strategies:

   a) Concept Formation
   b) Interpretation of data
   c) Application of principles

3. To analyse the thinking strategies used by the learners with respect to three teaching strategies:

   a) Concept Formation
   b) Interpretation of data
   c) Application of principles

4. To evaluate the thinking strategies used in terms of achievement of achievement Of language development and language concept with respect to three teaching strategies:

   a) Concept Formation
   b) Interpretation of data
   c) Application of principles

5. To study the effect of ITM on retention with respect to three teaching strategies:

   a) Concept Formation
   b) Interpretation of data
   c) Application of principles

Sample

In the pilot study 50 students from class IV to VIII constituted the sample for the experimental group and another 50 students from class IV to VIII constituted the sample for the control group. In the main and retention studies there were 293 students in the experimental group and 294 in the control group.

Tools and Techniques

Eight tools were used in the study- for treatment according to ITM to experimental group, previous achievement, achievement after treatment, Retention of the achievement, Achievement after CFS treatment, Achievement after IDS treatment, Achievement after APS treatment, and Questions for discussion.

Data Analysis

The data were analysed using quantitative and qualitative analysis techniques.

Findings

1. The experimental group was found superior to control group in terms of concept formation, language development and language concept, thinking strategies and retention on all the three teaching strategies.

A Study of Some Determiners of Democratic Values Among Higher Secondary Students (Alok Gardia, BHU, 2007)

Objectives of the Study

1. To explore the status of Democratic Values among Higher Secondary Students.
2. To find out the relationship of Democratic Values with following personal and environmental variables:

   a) Family Environment, that is,

      i. Cohesive Family Environment
      ii. Independent Family Environment

   b) School Environment, that is,

      i. Creative Stimulation in School Environment
      ii. Permissive School Environment

   c) Occupational Aspiration
   d) Emotional Adjustment
   e) Socio-Economic-Status

3. To study if the above mentioned variables are determiners of the democratic values.

Study Type
Field Survey Method has been suitably employed for the Study.

Sample for the Study

A sample of 620 Higher Secondary Students has been well drawn through random cluster sampling technique. The sample is well distributed across Standards XI & XII, boys and girls of UP Board schools and CBSE schools.

Tools Used for the Study
The characteristics of the test constructed by the investigator for measuring Democratic Values have been well established. All the 120 items are equally distributed against the six selected democratic values. The discrimination index of the items has been well observed. The test has been found reasonably reliable as evident through the test-retest and Split-half reliability. Also, the investigator has tried to establish the validity of the Test of Democratic Values by comparing the mean achievement of Students stream-wise and Standard-wise. The investigator has suitably used the other tools, namely, Family Environment Scale (Joshi & Vyas,

1997), School Environment Inventory (Mishra, 1984), Emotional Adjustment Inventory (Patil, 1995), Occupational Aspiration Scale (Srivastava, 1995), and SES Inventory (Kaliath, 1999). The characteristics of all these tools have already been established. To find out the relationship of democratic values with selected independent variables multiple correlation was used, whereas, to find out whether the independent variables determine democratic values multiple regression was used.

Findings of the Study

- Higher Secondary Students are good in the value of Co-operation, whereas, they are poor in the value of liberty. They are in moderate status with respect to the value of Equality, Dignity of Individual, Justice and Tolerance.
- Cohesive Family Environment has been found to have Positive and significant correlation with the values of Liberty, Cooperation and Tolerance.
- Creative Stimulation in School Environment has been found significantly effective for the development of democratic values.
- Students belonging to higher SES have been found low in the value of Dignity of Individual.
- Students with good Emotional Adjustment have been found good in the democratic value of Equality and Cooperation.
- Students with high Occupational Aspiration Have been found high in the value of Liberty.
- Cohesive Family Environment is the determiner of the Democratic Values-Liberty, Cooperation and Tolerance.
- Creative Stimulation in the School Environment is the determiner of the Democratic values- Dignity of Individual, Equality and Justice.
- SES has been found to be a negative determiner for the Democratic Value-Dignity of Individual.
- Emotional Adjustment has been found a determiner of the Democratic Values- Equality and Cooperation.

A Study of the Degeneration of Moral Values in Higher Education, its Consequences and Remedial Measures" – D. Litt. in Education

Dr. Ashok Kumar Dvivedi, 2010, Dr. Ram Manohar Lohiya Avadh University, Faizabad, UP, India.

Objectives of the study

1. To publish Indian Higher Education.
2. To present the idealistic form of Morality.
3. To produce a narrative of degenerating moral values in Indian Higher Education.
4. To present the causes of degeneration of moral values in Indian Higher Education.
5. To present the consequences of degeneration of moral values in Indian Higher Education.
6. To study the probable contradictions related to the degeneration of moral values in Indian Higher Education.
7. To suggest measures for controlling the degeneration of moral values in Indian Higher Education.
8. To enlighten the human mind for constructive thinking for idealistic morality.

Data Sources

Many a Social and Literary Volumes have been analytically utilized for the Study. The conflicts amongst the moral values and modern values are evident through the study. Modernization may not be civilization. The research rigor has been observed throughout the study.

Presentation of Matter

Chapter-1 presents the conceptual framework of the study. The problem has been thoroughly introduced. The rationale of the study has been well established. The concern of the study has been well presented in the form of controlling the degeneration of values and promoting the novel acceptable value integrated life styles.

Chapter-2 very well dwells on the identity of Higher Education in India, its various forms and the commitment of the Government of India for Education. It focuses on that one of the major determinants of development of the Nation is Value Integrated Education. This chapter also mentions the initiatives for starting Higher Education in India, mentioning the recommendations of Wood's Dispatch (1854 A.D.) and the establishment of Universities in India starting with Calcutta, Bombay and Madras Universities (1857) and then progressively Punjab University (1882 A.D.) and Allahabad University (1887). An attempt has been made to produce the present Scenario of Higher Education in India. Then it produces a detailed descriptive of the status of Higher Education in India.

Chapter-3 very well produces the analytical view of Moral Values. It searches the origin of moral values in childhood and explores the possible role of teachers in inculcating moral values. Values are internalized through thinking, reflection, and analysis. This chapter attempts to identify and present various values.

Chapter-4 very touchingly presents the degeneration of values and the degeneration of Higher Education Institutions.

Chapter-5 thoroughly explores the causes of the degeneration of moral values in Higher Education, whereas, Chapter-6 presents the consequences of the degeneration of moral values in Higher Education.

Chapter-7 very analytically presents how to remedy the present sick state of Higher Education with respect to moral values, suggesting educational, social, political, economic, familial and other measures.

The last Chapter, that is, 8th presents the summary and recommendations for reforming Higher Education in the context of the present Thesis.

It is an extremely touching thesis on Causes of Degeneration of Moral Values in Higher Education, Consequences and Prognosis. The text presented by the investigator observes its own testimony. The present study has done reasonably thorough analysis of Higher Education and proposed the ways the higher education can embody the Moral Values. However the investigator may reflect on the following questions.

1. How neo-liberalism, neo-capitalism and neo-colonialism are affecting the Higher Education in India?
2. What is the scenario of emerging values with progressive globalization?
3. How could the amalgamation of eastern and western values be realized for better existence?
4. How can the social, spiritual and moral values be educational values?
5. How morality is the core element resident in any religion?
6. How value education can be integrated with higher education?
7. How to develop the power of analysis of our Higher Education Students in terms of good and bad, fact and opinion, authentic and non-authentic, relevant and irrelevant, moral and amoral?
8. How Higher Education can be liberal to value the diverse-values?

The thesis throughout insists on revival and renewal of moral values through Higher Education. The study has definitely contributed to the knowledge base in the area of Moral Values in Higher Education. It has immediate implications for the field.

A Comparative Study of Values and Attitudes of School and College Teachers towards Teaching Profession

(Kanwar Jasminder Pal Singh, 2004, Punjab University, Chandigarh)

Objectives
1. To know whether the values and attitudes towards teaching profession of teachers are correlated with each other.
2. To compare the values of college teachers with the values of school teachers.
3. To find out whether values of male and female teachers differ.
4. To determine whether the locality (urban/rural) of the teachers affects their values.
5. To compare the attitude of college teachers towards teaching profession with that of school teachers.
6. To find out whether the attitude towards teaching profession is gender biased.
7. To explore whether the attitude towards teaching profession is determined by the locality of the teachers.

Research Type
Descriptive method of research has been suitably employed for the study.

Sample
The sample of 480 teachers has been systematically drawn using multistage randomization technique.

Tools used
Study of Values (1992) by Dr. R.K. Ojha and Teacher Attitude Inventory (1978) by Dr. S.P. Ahluwalia were the tools used for the study.

Data Analysis
Suitable statistical techniques, namely, mean, median, mode, standard deviation, skewness and kurtosis were applied to examine the nature of distribution of scores of the sample. Cochran test was employed to test the homogeneity of variance in the groups. Analysis of Variance (ANOVA), 2x2x2 factorial design was employed to study the main effects and interactional effects of these variables. To further explore the interactional effects of variables, t-test was employed wherever F-ratio was found significant. Pearson's coefficient of correlation was used to study the relationship between attitude towards teaching profession and different types of values.

Findings

- There is a negative and significant correlation between theoretical value and attitude towards teaching profession.
- There is a positive and significant correlation between economic value and attitude towards teaching profession.

- There is a positive and significant correlation between aesthetic value and attitude towards teaching profession.
- There is a negative and significant correlation between social value and attitude towards teaching profession.
- There is a positive and significant correlation between political value and attitude towards teaching profession.
- There is a positive and significant correlation between religious value and attitude towards teaching profession.
- The school teachers have been found higher in the theoretical value than the college teachers.
- There has been found no significant difference in the theoretical value of male teachers and female teachers.
- The rural teachers have been found higher in the theoretical value than the urban teachers.
- There has been found no significant interaction between institute and gender of the teachers with respect to their theoretical value.
- There has been found no significant interaction between institute and locality of the teachers with respect to their theoretical value.
- Gender and locality of the teachers have not been found to interact significantly in determining theoretical value of the teachers.
- Institute, gender and locality do not interact significantly in determining theoretical value of teachers.
- The mean score of economic value of college teachers has been found higher than that of school teachers.
- The mean score of economic value of female teachers has been found higher than that of male teachers.
- The mean score of economic value of urban teachers has been found higher than that of rural teachers.
- There has been found no significant interaction between institute and gender of teachers with respect to their economic value.
- There has been found no significant interaction between institute and locality of teachers with respect to their economic value.
- Gender and locality of the teachers have been found to interact significantly in determining their economic value.
- Institute, gender and locality of the teachers have not been found to interact significantly in determining economic value of teachers.

Similarly, the analysis and interpretation of data collected has been properly done with respect to aesthetic, social, political and religious values.

- There has been found no significant difference in the attitude of school and college teachers towards teaching profession.
- Male teachers have been found to have higher favourable attitude towards teaching profession as compared to their counterparts.
- There has been found no significant difference in the attitude of urban and rural teachers towards teaching profession.

- There has been found significant interaction between Institute and Gender in determining the attitude of teachers towards teaching profession.
- There has been found no significant interaction between Institute and Locality in determining the attitude of teachers towards teaching profession.
- There has been found no significant interaction between Gender and Locality in determining the attitude of teachers towards teaching profession.
- There has been found no significant interaction between Institute, Gender and Locality in determining the attitude of teachers towards teaching profession.

Differentiating the values in six categories, namely, theoretical, economic, aesthetic, social, political and religious, the investigator has conducted a meaningful study of the values and attitudes of school and college teachers towards teaching profession.

"Perception of Values by Effective and Ineffective Teachers in Relation to Sex, Age and Place of Habitation"

Ms. Sabita Mishra, 2009, Utkal University, Bhubaneswar.

Objectives of the study:

1. To develop an instrument for discriminating effective teachers from all others.
2. To categorize the teachers into effective and ineffective based on the performance on the scale developed for the same.
3. To study the values of teachers as per Sprangers' categorization of six important values, like, theoretical, economic, aesthetic, social, political and religious.
4. To find out the differences in the value patterns of both effective and ineffective teachers in relation to the sex, age and place of habitation variation.

Hypotheses of the study:

1. There do not exist significant differences in different kinds of values due to sex variation of teachers.
2. There do not exist significant differences in different kinds of values due to age variation of teachers.
3. There do not exist significant differences in different kinds of values due to place of habitation variation of teachers.
4. There do not exist significant differences in different categories of values of effective and ineffective teachers.
5. There do not exist significant differences between the means of different kinds of values of effective and ineffective teachers in relation to sex variation.
6. There do not exist significant differences between the means of different kinds of values of effective and ineffective teachers in relation to age variation.
7. There do not exist significant differences between the means of different kinds of values of effective and ineffective teachers in relation to place of habitation variation.

Methodology Employed

Descriptive survey method has been suitably employed for the study.

Sample

510 teachers, male and female of rural and urban areas constituted the sample for the study.

The sample was drawn employing random sampling technique. The characteristics of both the tools used for the study, namely, Teacher Value Inventory by Singh & Ahluwalia (1994), and Scale for Judging Effective and Ineffective Teachers by Mishra (2007) have been well established.

Findings of the Study

1. The male teachers have been found to have high mean score in theoretical, economic and political values, whereas, the female teachers have been found high in aesthetic, social and religious values. Male and female teachers differ significantly in economic, aesthetic, social and political values.

2. The young teachers were found to have high mean score in theoretical, aesthetic, and social values, but the old teachers were found to have high mean score in economic, political and religious values. Significant difference was observed in the two groups in aesthetic value.

3. Rural and Urban Teachers were found to have significant difference in theoretical value.

4. The effective teachers showed high mean score in theoretical and social values, whereas, ineffective teachers showed high mean score in all other values. Except theoretical, economic, social and political values, effectiveness-wise variation was not found significant in aesthetic and religious values.

5. Significant differences were found in effective male and female teachers in aesthetic and political values, but, ineffective male and female teachers were found significantly different in economic, social, political and religious values. Effective and ineffective male teachers were found different in theoretical, economic, aesthetic, social and political values, whereas, effective and ineffective female teachers showed significant difference in social and religious values.

6. Effective young and old teachers did not differ in any kind of value, but, ineffective young and old teachers differed in aesthetic value. Effective and ineffective young teachers significantly differed in social and political values, whereas, effective and ineffective old teachers showed their difference in theoretical, social and political values.

7. Effective rural and urban teachers differed in aesthetic value , whereas, ineffective rural and urban teachers differed in theoretical, social and political values. There was found significant difference between effective and ineffective rural teachers in theoretical, economic, social and political values, but, effective and ineffective urban teachers were found different in theoretical and aesthetic values.

"A Study of Jurisprudential Inquiry Model and Value Clarification Strategy in the Development of Moral Judgement, Values and Adjustment of Upper Primary School Students"

Mr. Santosh Kumar Panda, 2010, Fakir Mohan University, Balasore, Orissa.

Objectives of the study:

1. To study the effectiveness of Jurisprudential Inquiry Model (JIM) in the development of moral judgement of the Upper Primary Students.
2. To study the effectiveness of Jurisprudential Inquiry Model (JIM) in the development of values of the Upper Primary Students.
3. To study the effectiveness of Jurisprudential Inquiry Model (JIM) in the development of adjustment capacities of the Upper Primary Students.
4. To study the effectiveness of Value Clarification Strategy in the development of moral judgement of the Upper Primary Students.
5. To study the effectiveness of Value Clarification Strategy in the development of values of the Upper Primary Students.
6. To study the effectiveness of Value Clarification Strategy in the development of adjustment capacities of the Upper Primary Students.
7. To know the comparative effectiveness of Jurisprudential Inquiry Model and Value Clarification Strategy in the development of moral judgement of the Upper Primary Students.
8. To know the comparative effectiveness of Jurisprudential Inquiry Model and Value Clarification Strategy in the development of values of the Upper Primary Students.
9. To know the comparative effectiveness of Jurisprudential Inquiry Model and Value Clarification Strategy in the development of adjustment capacities of the Upper Primary Students.
10. To find out the difference in the moral judgement of boys and girls, taught through JIM.
11. To find out the difference in the values of boys and girls, taught through JIM.
12. To find out the difference in the adjustment capacities of boys and girls, taught through JIM.
13. To find out the difference in the moral judgement of boys and girls, taught through Value Clarification Strategy.
14. To find out the difference in the values of boys and girls, taught through Value Clarification Strategy.
15. To find out the difference in the adjustment capacities of boys and girls, taught through Value Clarification Strategy.
16. To find out the correlation between moral judgement and value development.
17. To find out the correlation between moral judgement and adjustment capacities.
18. To fin out the correlation between value development and adjustment capacity scores.

Sample

The Upper Primary Schools of Udala Sub-Division in Mayurbhanj District of Orissa were purposively selected. All the 143 students belonging to the class VI formed the sample. From the three schools, two schools were randomly selected for the experimental groups and the third school was selected as the control group.

Design of the Study

Pre-Test, Post-Test Parallel Group Design was suitably used in this study. One of the experimental groups was treated through JIM, whereas, the other one through the VCS. The quasi experimental design employed was found to be appropriate and the treatment quite exhaustive.

Tools Employed

The tools used for the study were, Group Test of Mental Ability (S.S. Jellota), Moral Judgement Test (R.C. Das), Personal Value Questionnaire (G.P. Sherry & R.P. Verma, and Adjustment Inventory (A.K.P. Sinha & R.P. Singh).

Data Analysis

Statistical techniques t-test, Correlation and Partial Correlation were employed for data analysis.

Findings of the Study:

1. The JIM was found to be effective for the development of moral judgement of the Upper Primary School Students.
2. The JIM was found to develop the Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Health, Power, Family Prestige, and Hedonistic values of the Upper Primary School Students.
3. The JIM was found to be effective for the development of Adjustment Capacities of the Students.
4. The VCS was found to be effective for the development of moral judgement of the Upper Primary School Students.
5. The VCS was found to develop the Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Health, Power, Family Prestige, and Hedonistic values of the Upper Primary School Students.
6. The VCS was found to be effective for the development of Adjustment Capacities of the Students.
7. There has been found no significant differential effect of JIM and VCS on the development of moral judegement of the students.
8. JIM has been found to be more effective than VCS on the development of Religious, Social, Democratic, Aesthetic and Economic Values, but, no

significant difference has been found on the development of Knowledge, Hedonistic, Power and Family Prestige Values.

9. The JIM has been found to be more effective than VCS on the development of Adjustment Capacities of the Upper Primary Students.

10. There is no significant difference in the moral judgement of boys and girls taught through the JIM.

11. There is no significant difference in the mean gain PVQ test scores of boys and girls in the values, namely, Religious, Social, Economic, Knowledge, Hedonistic, Power, Family Prestige and Health taught through JIM, but, there is significant difference in the mean gain scores of boys and girls in the values, namely, democratic and aesthetic.

12. JIM was found to have significant effect on the development of Adjustment Capacities of the students.

13. VCS was not found to be effective in the development of moral judgement of the boys and girls.

14. There is no significant difference in the mean gain PVQ test scores of boys and girls in the values, namely, Religious, Democratic, Economic, Knowledge and Family Prestige taught through VCS, but, there is a significant difference in the values Social, Aesthetic, Hedonistic Power and Health.

15. VCS was not found to be effective for the development of Adjustment Capacities of boys and girls.

16. There is no significant correlation between the moral judgement test scores and PVQ test scores in the values, namely, Economic, Power and Family Prestige. The correlation between moral judgement and values, namely, Religious, Social, Democratic, Aesthetic, Knowledge, Hedonistic and Health values is significant and Positive.

17. There is significant relationship between moral judgement and adjustment capacities of the students.

18. There exists significant relationship between values, namely, Religious, Social, Democratic, Aesthetic, Economic, Knowledge, Health, Family Prestige , Hedonistic of the Students and Adjustment, but, there exists no significant relationship between Power and Adjustment.

"Sevapoorva Avam Sevarat Adhyapakon Ke Daitavbodh Avam Samajik Moolyon Ka Ek Samikshatmak Adhyyan"

Mr. Santosh Kumar Singh, 2009, Dr. R.M.L. Avadh University, Faizabad.

Objectives of the study:

1. To critically study the Sense of Responsibility of Pre-Service and In-Service Teachers.
2. To study whether the Sense of Responsibility of Pre-Service and In-Service Teachers differs Gender-wise.
3. To critically study the Social Values of Pre-Service and In-Service Teachers.
4. To study whether the Social Values of Pre-Service and In-Service Teachers differs Gender-wise.
5. To critically study the Sense of Responsibility of Rural and Urban Pre-Service and In-Service Teachers.
6. To study whether the Sense of Responsibility of Rural and Urban Pre-Service and In-Service Teachers differs Gender-wise.
7. To critically study the Social Values of Rural and Urban Pre-Service and In-Service Teachers.
8. To study whether the Social Values of Rural and Urban Pre-Service and In-Service Teachers differs Gender-wise.
9. To study the interactive effect of Sense of Responsibility and Social Values of Pre-Service and In-Service Teachers.

Methodology Employed

Survey Method has been suitably employed for the Study.

Sample

The sample of 480 Teachers has been well drawn through randomization out of the population of all the recognized B. Ed. Colleges and Secondary Schools of Ambedkar Nagar District of Faizabad Division.

Tools

The tools employed were Sense of Responsibility Measurement Scale by Shashikant Tripathi & Kalplata Pandey, and Personal Values Questionnaire by J.P. Sherry and R.P. Verma.

Data Analysis

The data have been properly analyzed employing Mean, SD, Standard Error of the Mean, Critical Ratio and 2x2x2 Factor Analysis.

Findings of the Study:

1. Significant difference has been found in the Mean Scores on Sense of Responsibility of the Pre-Service Teachers & In-Service Teachers.
2. No significant difference has been found in the Mean Scores on Sense of Responsibility of the Pre-Service Teachers & In-Service Teachers Gender-wise.
3. No significant difference has been found in the Mean Scores on Sense of Responsibility of the Pre-Service Teachers & In-Service Teachers Habitat-wise.
4. Sense of Responsibility of the Teachers has not been found significantly affected by Gender.
5. Sense of Responsibility of the Pre-Service & In-Service Teachers has not been found affected by Gender significantly.
6. Significant difference has been found in the Mean Scores on Social Values of the Pre-Service Teachers & In-Service Teachers.
7. No significant difference has been found in the Mean Scores on Social Values of the Rural & Urban Pre-Service Teachers & In-Service Teachers.
8. Significant difference has been found in the Mean Scores on Social Values of the Male and Female Pre-Service Teachers & In-Service Teachers.
9. Main Effect of Factor Analysis reveals that Social Values of Male and Female Teachers are significantly affected by Gender.
10. The social values of Pre-Service Teacher and In-Service Teachers are not affected by their habitat irrespective of whether they are Rural or Urban.
11. The social values of Pre-Service and In-Service Teachers are significantly affected through Interactive Effect of their Gender and Habitat.
12. No significant Interactive Effect of Gender and Type of Service has been found on the Social Values of Pre-Service and In-Service Teachers.
13. No significant Interactive Effect of Habitat and Type of Service has been found on the Social Values of Pre-Service and In-Service Teachers.
14. No significant Interactive Effect of Gender, Habitat & type of Service has been found on the Social Values of the Teachers.

Effectiveness of Instructional Material on Thinking Skill of Classification in terms of Students' Achievement and Reactions at Middle School Level"

Ms. Shikha Asthana, 2008, Devi Ahilya Vishwavidyalaya, Indore.

Objectives of the Study:

1. To develop the Instructional Material on Thinking Skill of Classification.
2. To study the effectiveness of Instructional Material in terms of achievement of students.
3. To study the effectiveness of Instructional Material in terms of development of Thinking Skill of Classification.
4. To study the effectiveness of Instructional Material in terms of Reactions of students towards the Instructional Material.
5. To compare the adjusted mean post achievement scores of the students of experimental and control groups by considering Intelligence and Pre-achievement as covariates.
6. To compare the adjusted mean post thinking skill of classification score of experimental and control groups by considering Intelligence and Pre-thinking skill of classification as covariates.
7. To compare the adjusted mean post achievement scores of the students of experimental and control groups by considering self-confidence as covariates.
8. To compare the adjusted mean post thinking skill of classification scores of the students of experimental and control groups by considering self-confidence as covariates.
9. To find the effect of treatment, intelligence and their interaction on the post-achievement of students by considering pre-achievement as covariate.
10. To find the effect of treatment, intelligence and their interaction on post thinking skill of classification of students by considering pre-thinking skill of classification as covariate.
11. To find the effect of treatment, self-confidence and their interaction on the post-achievement of students by considering intelligence and pre-achievement as covariates.
12. To find the effect of treatment, self-confidence and their interaction on the post thinking skill of classification of students by considering intelligence and pre thinking skill of classification as covariates.

Tools

Achievement Test, Thinking Skill of Classification Test, Self-Confidence Inventory by Dr. Rekha Agnihotri, Intelligence Test by J.C. Ravens, and Reaction Scale on the Instructional Material were the tools used for the study.

Sample

The samples of 85 students and 90 students were drawn employing suitable sampling techniques for construction of the tools and experimentation, respectively, from Christian Eminent School, Indore during 2004-2005.

Design of the Study

Non-equivalent Experimental & Control Groups design has been employed for the study.

Variables Employed

Intelligence and Self-confidence were considered as covariates, Instruction on Thinking Skills of Classification through the material developed by the Investigator was considered Independent variable, whereas, Achievement in English and development of Thinking Skill of Classification were considered as Dependent variables.

Data Analysis

Correlated t-test, Mean, SD, Coefficient of Variance, %, ANCOVA and 2x2 Factorial Design ANCOVA with unequal cell size have been employed for data analysis

Findings of the Study:

1. Instructional Material was found to be significantly effective in terms of achievement of the students.
2. Instructional Material was found to be significantly effective in terms of development of thinking skill of classification of the students.
3. Students expressed favourable reactions towards different aspects of Instructional Material.
4. The experimental group was found to be superior to control group in terms of achievement of the students when pre-achievement and intelligence were taken as covariates.
5. The experimental group was found to be superior to control group in terms of the development of thinking skill of classification when pre-thinking skill of classification and intelligence were taken as covariates.
6. The experimental group was found to be superior to control group in terms of the achievement of students when self-confidence was taken as covariate.
7. The experimental group was found to be superior to control group in terms of the development of thinking skill of classification of students when self-confidence was taken as covariate.
8. There was significant effect of treatment on post-achievement of the students when pre-achievement was taken as covariate.

9. Achievement was found to be independent of intelligence when pre-achievement was taken as covariate.
10. Achievement was found to be independent of results of interaction between treatment and intelligence when pre-achievement was taken as covariate.
11. There was significant effect of treatment on post-thinking skill of classification of students when pre-thinking skill of classification was considered as covariate.
12. Post-thinking skill of classification of students was found to be independent of intelligence when pre-thinking skill of classification was taken as covariate.
13. Thinking skill of classification was found to be independent of resultant of interaction between treatment and intelligence when pre-thinking skill of classification was taken as covariate.
14. Achievement was found to be independent of self-confidence when pre-achievement was taken as covariate.
15. The interaction between treatment and self-confidence produced significant effect on post-achievement of students when pre-achievement was taken as covariate.
16. Self-confidence produced significant effect on post-thinking skill of classification of students when pre-thinking skill of classification was taken as covariate.
17. The interaction between treatment and self-confidence produced significant effect on post-thinking skill of classification when pre-thinking skill of classification was taken as a covariate.

It is an interesting Study, because, it focuses on the development of one of the thinking skills, namely, classification. It is evident through the Study that the thinking skill of classification can be developed through English Language instruction, significantly. The study has very well demonstrated that how thinking skills for classification can be developed in the Middle School Students considering a variety of conditions as covariates, namely, intelligence, self-confidence, pre-thinking, pre-achievement, and how this development of thinking skill affects achievement.

A Study and Development of Educational and Life Skills Learning Strategy for the Children of Nomadic & De-notified Tribes in Maharashtra using Information Communication Technology (ICT)"

Yogesh R. Kulkarni. 2998, Yashwantrao Chavan Maharashtra Open University, Nashik, India.

Objectives of the study:

1. To create an appropriate schooling system considering the wandering life styles, frequently changing environment and the livelihood of nomadic tribes.
2. To develop an effective and simple process in Basic Learning (Reading, Writing, Arithmetic), Value Education (Gender Equality, Parents' Attitude towards Education, Punctuality) and Life Skills Training (Health, Cleanliness, Hygiene) for children.
3. To explore possibilities of using new technology, such as, ICT, can give an answer to the challenging educational problems of the nomadic tribes.

Hypotheses of the study:

1. There is no significant difference between conventional and an ICT based Wandering School. The Syllabus and Educational Methods for conventional school can be directly applied to wandering school.
2. ICT based Educational and Life Skills Strategies are effective in educating the nomadic children.

Sample

122 Tribal Children (Boys 68 and Girls 54) at Ambernath , Magarsangavi, Omerga, Ansarwada, Yamagarwadi Camps constituted the sample for the study.

Variables Employed

Traditional Face to Face Teaching Method and CAL package were suitably considered as Independent Variables, whereas, Attitude, Opinion of the Community on the Methodologies and Achievement on the Topic were considered as Dependent variables.

Tools and Techniques Employed

Various tools and techniques employed by the investigator were, Selected Materials, Work Centered Activities, Competency Based Curriculum developed by the Balbharati, Text Books developed by Bbalbharati and Digantar and Astitva Pratisthan, and ICT based material as follows:

1. Mutimedia CD for Class I-IV developed by M/S Chaitanya Softwares Pvt. Ltd.,
2. Balwadi CD developed by Vigyan Ashram

3. Jingle Tune Cds on Nursery Rhymes
4. 22 CDs developed by Azim Premji Foundation
5. TCS Literacy CD
6. A computer lesson 'MEEIT' (Marshalling the Environment to Educate through Information Technology) developed with the help of Development Informatics Lab. at IIT Mumbai.

Methodology Employed

A Wandering School was started in February 2005. The Research Period of the Study was from February 2005 to March 2007. Developmental-cum-Experimental Methods were suitably employed for the study.

Data Analysis

Data were analyzed through t-test. Qualitative analysis was also done, wherever required.

Findings of the Study:

1. The Researcher could reasonably create an appropriate schooling system considering the wandering life styles, frequently changing environment and the livelihood of nomadic tribes.
2. ICT based Methods were found to be effective in teaching basic reading, writing and Arithmetic Skills of Students in most of the cases.
3. The investigator reasonably attempted to inculcate the values.
4. The strategies were found to be effective in realizing Gender Equity, Dignity of Work, Punctuality in Children. These were also found to be effective in life skills education, particularly, in the areas of health, cleanliness and hygiene of the children.
5. The strategies were also found to be effective in developing favourable attitude of community towards education.

The Concern for the Nomadic Tribe Children, Sustained Efforts for their Educational Development and Research Rigor have been observed throughout the Study. The ICT based Strategies were found effective in Educating the Nomadic Children. At the same time the Study concludes that when there is a social problem, technology alone will not work; using ICT in educating Nomads is only one of the aspects of all the combined strategies.

Educational and Psychological Implications of Shrimadbhagvatgita

Ms. Sunita Singh, 2006, Dr. Rammanohar Lohiya Avadh Vishwavidyalaya, Faizabad

The problem-"Educational and Psychological Implications of Shrimadbhagvatgita**"** has been well identified by the investigator. The problem is need based and based on a sound conceptual framework. All the six objectives of the study have been well enunciated as follows:

1. To do easy interpretation of the intent of some of the core "shalokas" of Shrimadbhagvatgita through their Religious-Spiritual themes in various present contexts.
2. To clearly derive the educational implications in the perspective of the Philosophy of Shrimadbhagvatgita.
3. To derive the Psychological elements inherent in the "Shalokas" of Shrimadbhagvatgita.
4. To derive the effects of Shrimadbhagvatgita on the spiritual and social thinking of Rajarammohan Roy, Maharishi Aurobindo, Vivekananda, Gandhi and Deendayal Upadhayaya.
5. To discuss the major elements of Education and mention the related "shalokas" of Gita and explain those.
6. To study the relevance of Knowledge and Kram_Yoga Darshan of Gita in the context of Present Indian Education.

It is a Philosophical Study which is problem compatible. The study has made thorough and valid observations on Upnishdhas, Puranas and Comments on Them. A meaningful attempt has been made to study various letters and Magazines related to Bhagvatpuran and Shrimadbhagvatgita, reviews and ideas, indoctrinations and cassettes of Vidvans. Also an attempt was made to review the related TV Serials and Voices of the Saints. On the basis of integrative conciliation of their related themes an attempt has been made for omni-derivations. On the bases of thorough systematic study the investigator has arrived at fully meaningful educational and psychological implications as follows:

Educational Implications

1. The status of Guru is more than that of God. A teacher with sound personality and super character is the only ideal. The teacher is a Jyot and Jyotsana which enlightens the little ones.
2. Guru Vedvyas provided Divine Power of Seight to Sanjay. It flags a message that that a teacher should provide insight to his pupils to awaken their conscience, so that, they are in a position to discriminate between Sin and Punya, Good and Evil.

3. Lord Krishna said to Arjuna –"Rise, conquer your enemies, and make them realize their Guruta and Responsibilities." It has educational implication that understanding their Guruta, power, delimitations and responsibilities both the Guru and Pupils should liberate themselves from illusion, disease, sufferings, ignorance and defunctness etc.
4. "Kramnavadhikaraste Ma Flashu Kedachan", meaning thereby that Duty is God. We should abide by our duties and should not worry about the returns.
5. Lord Krishna told Arjuna to be the savior of Justice and Dharma. Violence is justified if it is protecting Dharma. There is a need for the children to be peace loving, courageous, jurisprudent and genius.
6. Secularity is a unique contribution of Gita. Education of Gita is completely Caste and community secular. Anyone can own Gita irrespective of caste, class, gender, culture, community, Dharma. As a result Indian Education is fully democratic and secular. It promotes national integration and international understanding.
7. The objective of Gita and Education, both, is to develop dedication in duty.
8. Gita establishes social values. Self sacrifice for the welfare of the society is highly desirable. There is a need to revolt against social evils. The social values should be inculcated in children.
9. The children should be given education of moral, spiritual and social values. They should be determined for Shubh- the Satva rather than flowing with the currents of Raj and Tma, that is spiritually controlling passions, possessions, and negative thoughts and actions.
10. Every teacher should be a Friend, Philosopher and Guide for his learners as Gita depicts through the association of Lord Krishna and Arjuna.
11. "Sharirmadhyam Khalu Dhrama Sadhnam" – it means that this body is the temple of Dev. It needs to be protected for protection of Dharma and Karma. There should be provision for physical education.
12. Gita enchants that a Researcher for Brahma is an Intelligent Scholar free from ego. Our children should be humble, genius, self-disciplined, brave, easy living and spiritual.
13. Atamvat serva Bhutashu and vise versa is a highly touching Shiksha of Gita which needs to flow at all levels.
14. Lord Krishna focuses on building of character and purification of self through culture and cultural values. Teachers as the live examples of moral characters develop character students.
15. Bhagwan declares Bhagta Greater than him. An ideal teacher tries to find his self in his students.
16. Gnan-Yoga is the highest educational implication of Gita. Boaden your knowledge base and use it for illuminating others.

Psychological Implications

1. The child should listen to her self and accordingly guided to save from sufferings.

2. "Divya Drashti" is the power to fore-see. The child can prepare the self accordingly to face the problems and challenges.
3. The child has the capability to know the "sav", its power, limitations, strengths and weaknesses.
4. The child should be conscious of his duties, translating which the living can be organized and peaceful.
5. Through self discipline the child can realize self strength to be healthy emotionally.
6. Through the effect of high moral character the child can inpire others, guide them, and can lead a healthy moral and happy life.
7. Psychologically the child can converge all his work and efforts for the realization of his objectives and sustaining mental balance save him from stress and repression. It multiplies his capacity of adjustment.
8. He can achieve mastery in various subjects by becoming humble and intellectual and can be popular.
9. Sustaining his sensitivities to social values and self- rigid principles by becoming intellectually stronger the child can earn a high social status.
10. The child can guard his Sato-gunas and develop desirable character by abstaining from unsocial acts Tamo-gunas.
11. The child can realize the state of Dedication (Satih-Pragya) by overpowering greed, anger, fear, stress and anxiety.
12. The child can become independent, self-confident, dedicated and unselfish.
13. Bhim is Gadadhari and Arjun is Dhanurdhar. The curricula should be corresponding to the profiles of the learners.
14. The objectives of Education and learning environment need to be designed in the light of Prigrah and Nigrah.
15. Lord Krishna lead the war not for the realization of his selfish objectives but for Public welfare. So, education should be for public welfare.
16. The Shiksha of Gita is not for Arjuna only but for all times and all generations.
17. Gita gives us a shiksha of control of senses also. One cal liberate oneself of Maya or illusion.
18. Strong determination and faith are the keys to success. Karma with Bhagti has wonderful returns.
19. " Sampragyat Smadhi"- concentaration of mind facilitates erducation.

Analytical Study of Value Education in 'GramGeeta' of Respected National Saint Tukdoji Maharaj

(Kumari Shobhna Purushottam Saoji, 2006, Sant Gadge Baba Amravati Vidyapeeth)

Objectives of the Study:

1. To review the values reflected in the lessons of the Gramgeeta of National Saint Tukdoji Maharaj.
2. To study the values depicted in Gramgeeta .
3. To study the educational values of Gramgeeta.
4. To study the social values of Gramgeeta.
5. To study the values reflected by Gramgeeta with respect to value education.
6. To study the usefulness of values reflected in Gramgeeta.

Methodology Used:

The Historical Research and Survey Methods have been well employed for conducting the Study.

Sample of the Study:

The sample of 500 Preachers of Gramgeeta has been suitably drawn from five of the districts of Maharashtra. Also, the sample of 50 Experts has been well drawn, 10 from the each selected district for the present Study.

Tools Used:

A Questionnaire on the various values depicted by Gramgeeta has been constructed by the investigator. It contains 150 items, 10 on each one of the values, namely, Patriotism, Dignity of Labour, Punctuality, Sensitivity, Humbleness, Cleanliness, Respect for all religions, National Integrity, Gender Equity and Scientific Attitude. The content validity and other characteristics of the Questionnaire have been well established.

Data Collection:

The data have been systematically collected from the 500 Preachers through the questionnaire and from the 50 experts through Interviews. Each item on the questionnaire is on a five point rating scale, namely, Fully Agreed, Agreed, Un-decided, Disagreed, Fully Disagreed.

Data Analysis:

The data have been analyzed in terms of frequencies and % responses. Also, wherever required content analysis has been done analytically.

Findings of the Study:

All the ten values identified by the investigator have been fully established through the findings of the Study as follows:

1. **PATRIOTISM:** Indian Education System and Society feel proud of the Indian History as depicted in the Gramgeeta. It inculcates love for the rural and humanity, conservation of national property, respect for great leaders, sensitivity towards our culture, identification with the Nation, Sacrifice, desire for freedom, identification with the public places, respect for the national symbols, and spontaneous salute to the National Flag.
2. **DIGNITY OF LABOUR:** The Gramgeeta Inculcates the values of Service Camps, Respect for the Domestic Servants, Valuing each and every work however, big or small & its kind, visiting the places of the servants, love, sympathy, co-operation, empathy with the aged, disable and needy, tree plantation, concern for the child labourers, voluntary service to public places. The message is that Humanity lies in Labour Greatly.
3. **PUNCTUALITY:** We should observe our routine timing, such as, exercise, food, and other work.We should have proper time management. Each one of us needs to have time table. We should actually feel sorry for our late doing. The work, whether it is personal or public ought to be done in time. We should observe punctuality in Public Prayer Time. Wasting Time is loosing opportunity. The Gramgeeta provides innumerous messages on the value of punctuality.
4. **SENSITIVITY:** The Gramgeeta inculcates the values of helping during naural calamities, plantation of trees, kindness towards animals, helping the organisms in problem, helping the disable and disadvantaged, identification with others in all states, happy or sad, falicitating the honoured, Organizing Literacy camps in the village, drives against blind faith, and surveys of the slums.
5. **HUMBLENESS:** Gramgeeta inculcates the value of respecting others. It preaches the values of good conduct, desirable behaviour and communication.
6. **CLEANLINESS:** Gramgeeta inculcates the value of cleanliness of the self and community. It develops aesthetic sense.
7. **RESPECT FOR ALL RELIGIONS:** Gramgeeta preaches the value of Secularism.
8. **NATIONAL INTEGRITY:** Gramgeeta inculcates the value of feeling proud of a born and being of the Nation. It inculcates the value of National Anthem, knowledge of the various States, respect for the national constitution, no discrimination on the bases of caste, creed, religion, language and province, and education as a means of national integrity.

9. **GENDER EQUITY:** Gramgeeta inculcates the value of gender equity, by focusing on equity of male and female, proper place for woman, girl education, drives against child marriage, organization of Programs on the bases of equity of gender, helping the women in domestic work, drives for the uplift of women, and changing the attitude of society towards women.
10. **SCIENTIFIC ATTITUDE:** Gramgeeta inculcates the value of establishing cause and effect relationship. It inculcates the value of Scientific Attitude.

The above findings have been further established through the interviews with the experts. In fact the text of the National Saint Tukdoji Maharaj in the form of Gramgeeta is its own testimony, for example, "Aggyananech Duravtey Pragati", "Dhan He Gribanche Rakt", "Shram Hi Gavachi Daulat", and "Desh Dukhi Jnu Mazhechi Shareer". The Study has made quite meaningful suggestions for Administration, Universities, Text Book Board and Educational Institutions.

Assertion of Traditional Yoga in Human Health and Value Education (Mansi Bera, Pune University, 2007)

Objectives of the Study

1. To identify the major dimensions of human health and values;
2. To critically study the traditional Yogic texts and to identify various means and/or techniques of Yoga, which claim to achieve human health and values;
3. To examine, based on systematic review of research literature as well as logical interpretations, the real implications of the identified yoga practices in each dimension of health and values;
4. To evaluate Traditional Yoga as a system of Health and as a process of Value Education;
5. To develop separate "Schedules of Yoga" and "Chart of Yogic Diet" for human individuals (age-wise) for achieving "Health and Fitness" and "Syllabi of Yoga" for implementing Value Education in School Education.

Hypotheses of the Study

1. Patanjali Yoga would be more useful than Hathayoga to promote health in tackling psychosomatic ailments and in establishing humane values;
2. Hathayoga would be more significant than Patanjali Yoga to improve fitness and health in tackling homeostasis in body constituents;
3. Schedules of Yoga, developed on the basis of traditional scriptures, would be appropriate for maintaining health and fitness;
4. Syllabi of Yoga developed in this Study would be appropriately useful as, Guidelines for Value Education in our modern system of Formal Education for improving human health and values.

Research Type
This is a literary research, where the Indian Traditional Scriptures and Standard Yoga Texts have been critically analyzed and evaluated in the context of the Health and Value Education.

Tools Employed
The characteristics of the check list having 25 items have been well established.

Variables Considered
Hathayoga and Patanjali Yoga were considered Independent variables, whereas, Health, Fitness, and Value Education were considered as dependent variables.

Tools Employed

The selected Yogic Texts, Upanishads and Modern Research Reports, available in the Kaivalyadhama Library (Lonavala, India) were properly verified by using the Checklist and data related to the contribution of each of the literature towards health, health related fitness and values were systematically collected, and properly analyzed.

Findings of the Study

- The major dimensions of human health and values have been identified. The findings indicate that the dimensions of human health are physical, mental, social and spiritual, whereas theoretical, economical, aesthetics, social, political and religious attributes are representing the values. Similarly, the dimensions, namely, cardiovascular efficiency, strength and endurance of abdominal muscles, flexibility, and fat percentage represent one's level of health related fitness.
- Some Yoga practices to attain health are 11 Asanas, 3 Pranayamas, 1 Bandha, 1 Mudra, 3 Kriyas and 6 other practices. Similarly the literature suggests 11 Asanas, 2 Pranayamas, 1 Bandha, 1 Mudra and 2 Kriyas to attain health related fitness.
- Literature suggests some yoga practices to enrich the values are:

  - Reading holy books, for example, Puranas, Vedas, Bhagwatgita, Koranas, Bible etc. and implementing the principles in day to day life.
  - Observing Yamas and Niyamas in Social Life.
  - Listening religious songs, music, prayers etc.
  - Attending religious lectures, spiritual activities, collective prayers etc.
  - Practicing Onkar recitation, Dhyana etc.

- The schedules of Yoga including diet, do's and don'ts as suggested by the Traditional Texts for treatment of various major psychosomatic disorders, namely, Diabetes, Hypertension, and Asthma have been explicitly presented and found authentic.
- Age-wise modules of Yoga (based on traditional literature) suitable to enrich and maintain health and fitness have been suggested.
- Yoga syllabi that contribute Value Education suitable for the students of Primary and Secondary Education have been framed.

"Shrimadbhagwat Mein Nihit Shaikshik Vicharon Kee Sameeksha avam Uske Nihitarth"

Khajan Singh, 2011, Dr. Bhimrao Ambedkar University, Agra, UP, India.

Objectives of the study:

1. To study the Social, Economic and Political conditions inherent in the Shrimadbhagvat.
2. To select, classify and interpret the Philosophical and Educational ideas of the Shrimadbhagvat.
3. To review the Educational ideas of Shrimadbhagvat.
4. To propose suggestions for the Reconstruction of National Education Policy.

Methodology and Design Employed

The study has been conducted very systematically. Through intensive study of the ShrimadbhagvatMhapuran, first of all the Philosophical and Educational ideas contained therein were underlined by the investigator. Then the Philosophical and Educational ideas were classified. The Philosophical ideas were then categorized into Tatvamimansatamak, Gnanmimnasatamak and Mulyamimansatamak, whereas, the Educational ideas into various Educational categories. Then these were reviewed in the context of Education Policy of India on the bases of recommendations of National Education Commissions.

Findings of the Study:

1. The subject matter of Shrimadbhagwat has been differentiated into five domains, namely, Serg, Partiserg, Vansh, Manvantar and Vanshnucharit.
2. All the Purans including Shrimadbhagvat consider Vedic Darshan as their philosophical basis.
3. Shrimadbhagvat believes in Advaityatatva- Nirakar and Sakar.
4. Pauranik Upasana believes in Moortipuja. The success of Gnan and Kerma lies in awakening Bhagtibhava-Sadhanroopa & Sadhyaroopa.
5. The ultimate power has been presented in two forms- Laukik and Alaukik. The Laukik Roop of Lord Krishna has been presented in Mahabharat, whereas, Alaukik in Shrimadbhagwat & Harivanshpuran.
6. Diversity and Heterogeneity are the main features of the Jagat. Jagat has been perceived as Mithya- a consequence of Kerma.
7. Eish is eternal one, whereas, Jeev are many, innumerous and temporary.
8. The ultimate aim of education is to liberate Jeev and make it one with the ultimate.
9. According to Shrimadbhagvat the ultimate aim of Education is Man Making and Education is a means for it.
10. Shrimadbhagvat considers Guru, Shishya, Curriculum and Teaching Method as the four integral components of Education. Then there is focus on the Education

of Ved, Vedang and mode of transaction was lecture. There were very healthy relations amongst Guru and Shishya.

11. Human beings have been considered as the super most basis of Education. Ideal people build ideal nation.

12. Worship, religiosity, character building, personality development, welfare of living beings, observing the social duties, development of social welfare, conservation and dissemination of national culture have been delineated as the aims of education in Shrimadbhagvat. Deh-Vairagya and Soul-Anurag have been emphasized. The ultimate aim of human being is liberation.

"Educational Inputs for an Awakened and Humane Society: A Study in Swami Vivekananda's Perspective"

Ms. Nidhi Gulati, 2011, University of Lucknow, Lucknow, UP, India.

Objectives of the study:

1. To study the life of Swami Vivekananda from a humane perspective.
2. To analyze the humanistic philosophy of Swami Vivekananda.
3. To explore the features of Awakened and Humane Society in the light of Swami Vivekananda's ideology.
4. To fin out educational for an Awakened and Humane Society based on Swami Vivekananda's perspective.
5. To study the contribution of Ramakrishna Math and Ramakrishna Mission in the field of Education and to conduct a case study on one educational institution run by Ramakrishna Math and Mission.

Methodology Employed

The study has suitably employed Historical-cum-Philosophical and Case Study Methods.

Sources of Data

To meet the first four objectives, both, the sources of data, primary and secondary were exhaustively accessed by the investigator. These data were thoroughly put to internal criticism. Analysis & Synthesis of these was done through logical thinking.

For conducting the case study of Ramakrishna Mission Sikshanmandira, Belur Math, Howrah, the tools and techniques used for collection of data were observation, questionnaire, interview and documentary evidences. The characteristics of all the tools were well established.

Sampling

Incidental and purposive sampling were suitably employed for gathering data. The sample drawn for administering the questionnaire comprised of 34 Student-Teachers drawn from a total of 150 B.Ed. students of Ramakrishna Mission Sikshanmandira.

Data Analysis

The data gathered through the questionnaire were well analyzed statistically, whereas, the data gathered through direct observation, documents, and interviews were analyzed qualitatively.

Findings of the study:

1. The struggle of Swami Vivekananda was to manifest divinity within himself and mankind around. Having realized God within Man he worked throughout his life to infuse into the hearts of the youth some of his burning enthusiasm and sympathy for the poor.

2. The realization of the innate divinity of man affected all the dimensions of Vivekananda's Philosophy – his emphasis on universal religion, his concern to resolve conflict between science and religion, formulation of the principles of unity, laying the foundation of universal system of ethics etc. He has given birth to a new philosophy in which India's ancient spiritual perspective is widened to include modern sciences. In his philosophical insight the deep meditation of the East is combined with the intense activity of the West.

3. The society of Vivekananda intends to manifest the latent divinity in every movement of life and lead each and every individual of the society to the highest goal- the realization of innate perfection- along his own life of development. In his society, religion would have a social engagement; privileges would be eliminated; liberty of thought and action would be guaranteed, profit motive would be substituted with a service motive ; toiling masses would rise with their spiritual heritage intact; women would emerge as embodiment of sweetness and strength and their would be a happy blend of individualism and socialism. His thought of reconstructing a society in which 'Serving Man is God' would serve as an alternative model for a new social order.

4. Education can be a potent tool for restructuring an awakened and humane society. The favourable ambience created by the personal life of the teacher can intensively enlighten the learners.

5. The educational efforts of Ramakrishna Math and Ramakrishna Mission are in accordance with Swami Vivekananda's concept of education. Through education, he wanted to create such men and women who followed spiritual idealism of the East and Material Practicality of the West in their Lives.

6. The Ramakrishna Mission Shikshanmandira, Belur, Howrah was found to have satisfactory work culture. Their mission is to evolve a complete human being. The Teacher-Taught Relationship and the Spiritual Ambience of this Residential Institution was found to be Life Transforming for the Learners.

The emerging thesis of the study is the merger of the East & West emanating into human fulfillment, perfection and excellence. The educational institutional ambience generated through the struggle of Swami Vivekananda is full of Science & Spirit where the perfection resident in Humans Blooms, resulting in a healthy and blissful life and living.
This Historical-cum-Philosophical-cum Case Study has definitely attempts to infuse Swami Vivekananda's Philosophy in Education.

"Paternal Kee Yog Shiksha Ka Vivekanand Ke RajYog Per Prabhav Aur Unke Shaikshik Vicharon Ke Nihitarth"

Shri Rakesh Gautam, 2010, Dr. Bhimrao Ambedkar University, Agra.

The term Raja Yoga is used principally as a synonym for the highest state of Samadhi, the pinnacle or 'crowning glory' of Yoga.

Objectives of the study:

1. To explore, classify and interpret the philosophical and educational ideas of Patanjali and Vivekananda.
2. To study the effect of Yoga Education of Patanjali on the Philosophical and Educational ideas of Vivekananda.
3. To reflect on the implications of the educational ideas of Patanjali and Vivekananda.
4. To make study based recommendations in the context of Indian Culture.

The study hypothesizes the utility of the effects of the Yoga Education of Patanjali and the emerging philosophical and educational ideas of Vivekananda and Raj Yog in the present day Society.

Design Employed

The study has presumed Philosophy as the base of Education. The philosophical and educational ideas were categorized on the basis of study of Yoga-drshan and Rajyoga-darshan. Category-1, namely, Philosophy of Life includes Yog & Rajyog ideas, "Tatvamimansa", "Gnanmimansa", and "Acharmimansa", whereas, Category-2 , namely, Educational Philosophy includes meaning of education, forms of education, significance of education, objectives, curriculum, teaching methods, concept of teaching, concept of student, school, and discipline. Then the philosophical and educational ideas were interpreted. It was followed by a study of the effects on the philosophical and educational ideas of Swami Vivekananda. Then the Educational implications of the Philosophy of Patanjali and Vivekananda were drawn.

Methodology Employed

Philosophical Research Methodology has been suitably employed for the study. The present study is based on Yogdarshan of Patanjali and 12 Volumes of Rajyoga of Swami Vivekananda. Many related volumes have also been referred for the present study.

Presentation of Data

The Research Report has been presented through 7 chapters, namely, Background of the Study, Yog & Shiksha Darshan of Patanjali, Rajyog & Educational Philosophy of Vivekananda, Effects of Yoga of Patanjali on the Rajyog of Vivekananda, Effects of Yog

Shiksha of Patanjali on Educational Ideas of Swami Vivekananda, Implications of the Educational Ideas, and Conclusion & Suggestions.

Findings of the Study:

1. According to Patanjali & Vivaknenda Patanjali Yoga Darshan is Vedic Darshan. One can concentrate on one's aims through Yam, Niyam, Asan, Pranayam, Pratyahar, Dharna, Dhyan and Smadhi.
2. Perceiving unity in diversity is the identity of a liberated person. Patanjali Yoga focuses more on Hath Yoga, whereas, Vivekananda Rajyoga focuses on simple and easy exercises.
3. Patanjali Yogdarshan emphasizes more on spiritual development, whereas, Swami Vivekananda's Rajyog emphasizes on spiritualism along with socialism and humanism .
4. Swami Vivekanada in addition to the subjects specified by Patanjali, also focused on History, Science & Technology and Regional Languages.
5. Swami Vivekanada included the values and education inherent in Patanjali Yoga in the Philosophy of his life.
6. The soul is the extension of the pramatman. "Tatvaimansa" has its significant implications for education.
7. Yoga is a means for recreating and regulating the wandering mind, whereas, education is the process to know thyself.
8. "Gnanmimansa" – philosophical and educational ideas have their own implications.
9. "Tap", "Savdhyaya", "Eshwar Parnidhan", "Karmashaya", "Drashta & Drashya, "Sanyam", and "Kaivalya (Moksha)" have been well identified as means for "Acharmimansa".
10. The values enshrined in "Smadhipad", "Sadhanpad", "Vibhutipad", and "Kaivalyapad" , namely, religiosity, Character, Communication Control, True Text, Non-violence, Brahamcharya, are the integral constituents of Rajyoga. It is expected of the teachers to inculcate these values.
11. According to Patanjali and Vivekananda, both, education is the expression of inherent completeness and the process of arriving at the ultimate truth, a link between the Self and Universal Soul.
12. Education ought to be humanistic, idealistic and spiritualistic.
13. According to Patanjali-Yoga that involves exercise focuses the mind on the body. The body relaxes, but, a mental exercise is required to make the mind strong.
14. According to Vivekananda-Raja Yoga education connects the mind directly to the source of spiritual power. This creates a peaceful personality, a strong mind and a healthy body.
15. Curricula should focus on purification of mind, words and body.
16. According to Vivekananda Western Sciences should be related with Vedanta. He has been of the view that the Asians' soul resides in Arts. Curricula should focus on both "Laokik & Alaokik" domains.
17. Both, Patanjali and Vivekananda have laid emphasis on dialogue approach and activity approach, in addition to other approaches.

18. Both the Philosophers are of the view that character, patience, curiosity, purity of thought, words and action are the essential attributes of any teacher.
19. Swami Vivekananda laid due focus on the child and child centered education. Appreciating Ashram Schools, he was for teaching Western Civilization through Vedant Philosophy curricula.
20. According to Patanjali – "Yogas Chitta –Vritti- Nirodha", whereas, according to Vivekananda- " Raja yoga is communication between the Self and Higher Being (God) and Raja Yoga transcends the mind, the body and creates lasting peaceful experiences".

The Study has made meaningful suggestions with respect to Yoga Darshan and Raja Yoga in the context of Education – Objectives, Curricula, Teachers, Students, Teaching Methods, Schools, Discipline, and Administrators. It is an interesting study on Yoga & Education. The research rigor has been observed throughout the study. The Thesis definitely presents a thorough analysis of the effects of Yoga Education of Patanjali on the Raja Yoga of Vivekananda and the Implications of their Educational Thoughts. The Study has definitely contributed to the knowledge base in the area of Yoga & Education.

"Vertman Shaikshik Parivesh Mein Upanishadkaleen Shiksha Darshan Ka Aalochnatamak Adhyyan"

Shiv Pratap Singh, 2009, Dr. Rammanohar Lohiya Avadh University, Faizabad, UP, India.

Objectives of the study:

1. To study the development and form of Educational Philosophy of Upanishad Period.
2. To clarify the forms and levels of Educational Organization in practice and enlighten on various elements of educational process, such as, objectives and priorities, students, organization, curriculum, constitution and Time-Table, Education, Examination, Teaching Methods and Learning Material, Physical Facilities (Forms of Schools and Available Facilities), Level of Research and Discipline, Quality Control and Investment.
3. To search the Educational Values inherent in Educational Philosophy during Upanishad Period in the context of above mentioned elements.
4. To design a blue print for the re-establishment of the Educational Values of the Upanishad period in the present educational environment.
5. To devise directions for future research.

The study envisages that we will be in a position to re-establish the Educational Values of the Upanishad Period Educational Philosophy in the present era by designing congenial conditions.

Delimitation of the Study

The study has been delimited to the ten Ancient Upnishads, namely, " Aish, Ken, Keth, Prashan, Mundak, Mandukaya, Aitrayai, Taitireeya, Chandogya and Brahdaryanak" and one developed form of Upanishad, namely, "NersinghPoorvatapinupnishad".

Research Design Employed

Historical and Descriptive Research Methodology has been suitably employed for the study.

Presentation of Data

The Philosophy of Upanishad Period has been well presented. The etymological meaning of Upnishad has been well drawn as Up+Ni+Shad. The significance of the Upanishad Period Philosophy has been well presented. Upanishatkal has been well debated. The climax of Upanishadic Literature has been depicted through the following Shlokas:

"Esha Vtheashyamidam Serva Yatkinchya Jagatyam Jagat.
Ten Tayakten Bhunjetha Ma Gridhya Kasya Swid Dhanam"

Meaning thereby that the entire Brahamand in the forms of " Zad-Chetan – Swaroop" world is the manifestation of God. Realizing the presence of God in all the entities of the world, live it with renunciation. Do not have the sense of possession of the worldly wealth because it is not yours.

What could be the better uniting power than what is presented through the Shloka

"Yasmin Sarvani Bhutanyaatmaivabhood Vijantah.
Tatra Ko Moh Kah Shok Ekatavmanupashyatah"

Various Upanishadic Philosiphical ideas, namely, " Braham- Manomaya, Akashatma, Sravkarma, Sravakam, Sravagandh, Sravras, Vakrahit, and Agrahrahit have been well explained. An analogy has been produced through the composition by Goswami Tulsidas as follows:

Binu Pad Chalai Sunai Binu Kana, Kar binu Karam Karai bidhi nana.
Anan Rahit Sakal Ras Bhogi, Binu Bani Bakta Bad Jogi.
Tan binu Paras Nayan binu Dekha, Grahi Ghran binu Bas Ashesha.
Asi Sab Bhanti Aloukik Karni, Mahima Jasu Jai Nahin Varni.

Various terms, namely, Braham and Eshwar, Zeev, Atma, Maya, Vidya-Avidya, Bandhan-Moksha and Pram Tatva have been well dwelt upon.

Meanings of Shiksha, Darshan and Shiksha-Darshan have been well brought out.

The various constituents of Upanishadkalin Shiksha, namely, Objectives, Curricula, Teachers, Students, Teacher-Student Relation, Teaching Methods, Examination and Evaluation have been well presented and reflected.

Various instruments of Upanishadkalin Shiksha, namely, Vidyalaya, Society, Dhrama, Culture, Daily Life and Economic- System, Polity, Art, Literature and Science have been well analyzed and interpreted.

The Study concludes that Upanishadkalin Educational Philosophy was fully relevant in bringing out qualitative improvement in Indian Education.

It is an interesting, appealing educational study which has critically analyzed the Educational Philosophy of Upanishadic Period and established its need and relevance for the present day Education. The Philosophical Research Methodology has been very intensively employed throughout the study.

A Study of the Knowledge and Attitude of Students and Teachers and the Awareness of Parents towards Population Education in Higher Secondary School Curriculum with respect to the ongoing Efforts being made by various Organisations

(Pradeep Kumar Agrawal , 2002, Rani Durgavati University, Jabalpur)

Objectives

1. To study the knowledge and attitude of students of the population education in the curriculum of higher secondary schools in the context of efforts made by various institutions.

2. To study the knowledge and attitude of teachers of the population education in the curriculum of higher secondary schools in the context of efforts made by various institutions.

3. To study the awareness of parents of the population education in the curriculum of higher secondary schools in the context of efforts made by various institutions.

Sample

A sample of 200 students and 100 teachers, and 100 parents was selected from Jabalpur district for the present study.

Tools and Techniques

The Attitude Scale (R. Subbarao, 1987), Awareness Test (B. Manjulavali, 1991), and knowledge test constructed by the Investigator were used for the present study.

Data Analysis

The Data were analysed through frequencies and percentage responses.

Findings

1. There has been found no significant difference in the knowledge of urban boys and urban girls regarding population education, whereas, the knowledge of rural boys has been found significantly higher than that of the rural girls. The urban students have been found to have significantly higher knowledge of population education than rural students.
2. The urban male and female teachers have not been found to differ significantly on their knowledge of population education. Similar has been found the status of rural male and female teachers. The urban teachers have

been found to have significantly higher knowledge of population education than rural teachers.

3. The urban boys have been found to have significantly higher positive attitude towards population education than urban girls. No significant difference has been found in the attitude of rural boys and rural girls towards population education. The urban students have been found to have higher positive attitude towards population education than the rural students.

4. The urban male teachers and urban female teachers have not been found differing significantly on their attitudes towards population education. Similar has been the status of rural male and rural female teachers. The urban teachers have been found to have higher positive attitude towards population education than the rural teachers.

A Study of the Functional Education Component of Rural Development Project-9 (RDP-9) in four districts of Bangladesh

(Ameena Ahmed, 1999, MSU, Baroda)

Objectives

1. To examine the following areas of functional education programme run by RDP-9 in terms of
    i.   Operational strategy of functional education programme.
    ii.   Staff capacity for programme implementation.
    iii. Management and monitoring of the activities of the Centres.
    iv.   Training of personnel at different levels.
    v.   Learning material and their relevance in the national context.
    vi.   Teaching learning process.
    vii. Selection of learners.
2. To examine the ability of learners on reading, writing, numeracy and general Awareness.
3. To identify the major factors affecting the poor or satisfactory performance of the Learners.
4. To investigate into the reasons for drop out.
5. To analyse the effects of Functional Education Programme on learners in their daily life.
6. To examine the views of the functionaries regarding the Functional Education Programme.
7. To study the local people's attitude towards the functional education programme.

Sample

The investigator adopted the random sampling technique for the selection of four thanas from which she selected 16 centres for the study. Out of a total 298 centres, the investigator selected 2 male centers and 2 female centers from each of the selected thanas. From each center all the learners comprised the learners' sample. Eight policy level personnel of RDP-9, Shevok/Shevika involved in the teaching of the learners in these selected centers, literacy experts and members of the community were interviewed for collecting various sets of information about the programme.

Tools and Techniques

Interview schedules and questionnaire, Functional Education Assessment Tool, Evaluation Test, Participant Observation and unstructured interviews were used for the study.

Data Analysis

The data collected through FEAT were analysed in terms of frequencies and percentage responses. Data collected through observation, interviews were analyzed qualitatively and cross checked by corroborating with the quantified data in order to evaluate the learners' needs, performance, improved quality of life, and over all activities of the Functional Education Programme of the RDP-9. Moreover, most of the analysis of data has been done during the data collection period itself. Collecting information from field observations, sorting the information into categories, formulating the information into meaningful pictures and case profiles were done simultaneously and on the spot, which has rendered the information reliable and authentic. Observational data, views of literary experts regarding the Primers, curriculum, teaching learning processes were content analyzed.

Findings

1. Achievement of the learners on the reading skill test was not found satisfactory. 34.4% of the learners were assessed to be good on the reading skill test.
2. The Practice in writing was not found adequate due to the limited space in the work books, inadequate black board work by the instructors, lack of elbow room and illumination in the Functional Education Centers. The learners also did not find the time and inclination to practice after the course was over.
3. Loss of income was found to be the prime reason for drop out from the Functional Education Programme because most of them had to work during the time when the classes were conducted.
4. 56.89% of the learners felt that they were no more illiterates. They were able to write their signatures.
5. The local people appreciated the FE Programme's role in eradicating illiteracy. They opined that because of the FE Programme the villagers have realized the importance of sending their children to schools. At the same time they felt that the duration of the programme was too short to be effective.

Development of teacher Education in Rajasthan Post-Indepedence, its present status and problems

(Kamlesh Banu, 2002, Dr. B.R. Ambedkar University, Agra)

Objectives

1. To study the development of teacher education in Rajasthan Post-Independence.
2. To study the present status of teacher education in Rajasthan.

Sample

The sample for the study constituted of 933 units (37 Principals, 291 Lecturers, and 605 pupil teachers) drawn from 42 institutions (B.Ed.-26, B.P.Ed.-3, DIET-7 and STC-6).

Tools and Techniques

A questionnaire constructed by the investigator was used for the study.

Data Analysis

The data were analysed through frequencies and percentage responses.

Findings

1. There has been found a lack in Human Resource Planning in Teacher Education, absence of original books in Hindi, lack of text books in Hindi, inadequate laboratory facilities, gaps between teacher education and school education, and gaps between teaching theories and practice.
2. Technology and media have been found under utilized in teacher education.
3. Most of the teacher education laboratories need to be modernized.
4. The problems of buildings in teacher education institutions has been found more in case of private institutions.
5. The hostel facilities for pupil teachers have been found inadequate.
6. Most of the teacher education institutions have not been found to have adequate fields for sports.
7. Educational field trips by the teacher education institutions have been found very rare.
8. Cultural activities have been found to be rarely organized in the teacher education institutions.
9. Psychology laboratories have been found under equipped in most of the teacher education institutions.
10. Rarely there is provision for audio visual aids, particularly, computer education in the teacher education institutions.
11. The organization of practice teaching has been found far from satisfactory.
12. The library facilities have been found inadequate.

13. There have been found mismatches between the staff and subjects.

14. The problems of staff promotion, temporary appointments, professional development, inadequate grants and special leave for research have been found very severe.

Preparation of A Creativity Program for Pre-Service Teacher Trainees at Primary Level and A Study of Its Effectiveness

Satish P. Pathak, CASE, MSU, 2002

Objectives of the Study:

1. To construct and standardize a creativity test for pre-service teacher trainees at primary level
2. To identify the creativity level of pre-service teacher trainees at primary level
3. To prepare a creativity program for pre-service teacher trainees at primary level
4. To study the effectiveness of creativity program with respect to
   a. Creativity Components
   b. Caste Category; and
   c. Academic Stream

Hypotheses of the Study:

1. There will be no significant difference in the mean creativity scores of the experimental and the control group.
2. There will be no significant difference in the mean fluency scores of the experimental and the control group.
3. There will be no significant difference in the mean flexibility scores of the experimental and the control group.
4. There will be no significant difference in the mean originality scores of the experimental and the control group.
5. There will be no significant difference in the mean elaboration scores of the experimental and the control group.
6. There will not be any differential impact of the creativity program on the pre-service teacher trainees of different caste categories in terms of mean creativity scores.
7. There will not be any differential impact of the creativity program on the pre-service teacher trainees of different academic streams in terms of mean creativity scores.

Experimental Design Employed for the Study:

Pre-test, post-test, experimental and control group design has been employed for the study.

Sample of the Study:

An initial sample of 10 pre-service teacher trainees who were studying in the first year during 97-98 in DIET – Kathlal (Dist. Kheda) was drawn for pilot administration of the tool to identify the creativity level. For final administration of the tool, the whole class of the first year primary school teacher education (1998-99) of DIET, Vadodara (40

trainees) were selected as the sample. For studying the effectiveness of the creativity program the total number of trainees studying in the first year primary school teacher education during 1999-2000 of DIETS – Rajpipla (Dist. Narmada) and Santrampur (Dist. Panchmahal) were selected as the sample for the phase 2 of the study. 46 trainees of Rajpipla were treated as experimental group, whereas 43 trainees of Santrampur were treated as control group.

Tools for the Study:

A test of creativity to identify the creativity level of pre-service teacher trainees and a creativity program for them was developed by the investigator. The test of creativity was in both the forms verbal and non-verbal. The verbal form included three types, namely, imaginative events, novel uses of the things and similarity. The non-verbal form of the test included three types of activities, namely, picture construction, picture completion and circles and rectangles. The factorial validity of the test was established. The co-efficient of correlations of the four components with total score on creativity ranged from 0.4683 to 0.6590. (Significant at 0.01 levels) Concurrent validity of the creativity test as against Mehdi's (1973) test of creative thinking was found to be 0.5955 (significant at 0.01 level) The reliability of the test as calculated by the split-half method was found to be 0.5915 (significant at 0.01 levels)

Development of Creativity Program: The creativity program developed by the investigator comprised of 52 activities. It was validated with the help of experts.

Data Analysis Techniques Employed:

ANCOVA and two way ANOVA were the statistical techniques employed for data analysis.

Findings of the Study:

1. The mean effect of the treatment in terms of a creativity program on the primary school student teachers was found significant for the creativity and its components namely fluency, flexibility, originality and elaboration, respectively.
2. There was no significant difference in the mean creativity scores of the teacher trainees of different caste categories in case of the experimental group.
3. There was no significant difference in the mean creativity scores of the teacher trainees of different academic stream in case of the experimental group.
4. No interaction effect of caste category and academic stream was found on the mean creativity score of the primary school student teachers of the experimental group.

Designing, Developing and Implementing an Educational Program for Enhancing Emotional Maturity of Student-Teachers
(Archana Dutta, 2009, The M.S. University of Baroda, Vadodara)

OBJECTIVES OF THE STUDY

1) To study emotional maturity of student-teachers.

2) To develop a program for enhancing emotional maturity of student-teachers.

3) To study effectiveness of the intervention program.

DELIMITATION OF THE STUDY

The present study is delimited to dimensions, namely, self-awareness, self-management, self-motivation, social- awareness and   social-skills.

RESEARCH METHODOLOGY

Research Type

It is a developmental-cum-intervention study employing quantitative as well as qualitative research methodology

Research Design

The study employed Pre-Experimental Single Group Pre and Post Test-Intervention design.

The Population for the study

Student-teachers of India at Secondary School level of academic session 2007-2008 will constitute population for the present study.

The Sample of the study

All the Student-teachers of academic session 2007-2008 at ICFAI College of Education, Dehradun comprised sample for the study. Sample size was the cluster of all these 51 student-teachers. Pre-test was administered on all of them. After pre-test, they were asked to volunteer

for intervention program. 18 student-teachers out of 51 volunteered for the program. These 18 student-teachers comprised the sample for the intervention study.

Duration of the intervention program

Program was designed to develop various aspects of self and social skills. The program was designed in various sessions spread over three months.

TOOLS AND TECHNIQUES EMPLOYED FOR THE STUDY

1) Emotional maturity scale of Dr.Yashwir Singh and Dr. Mahesh Bhargava (1990)
2) Program designed & developed by the investigator for enhancement of emotional maturity included observation, discussion, reflective Diary, in-depth Interviews, thematic apperception test, technology enabled narrations and field trip.
3) Observation
4) Discussion
5) Reflective Diary
6) In-depth interviews
7) Thematic Apperception Test
8) Technology Enabled Narrations
9) Field trip
10) Situation analysis
11) Role-play
12) Stoytelling

DATA COLLECTION PROCEDURE

1) Test was administered before and after intervention to check their status on Emotional Maturity Scale.
2) Educational Intervention program for enhancing emotional skills was developed by the researcher and administered for three months in different sittings.

3) Data during the program was collected using field notes, observation journal, group discussion records, interview records, TAT, TEN etc.

Data were collected dimension wise. Activities and tests related to one dimension were conducted every week, followed by continuous sessions of counseling.

Activities included pen paper exercises, projection technique, reflect and write exercises, analysis of interpersonal issues from a movie, storytelling and analysis of all characters, situation analysis, brainstorming sessions, team games, organizing field trip, project work, discussion about successful people, etc.

DATA ANALYSIS AND INTERPRETATION

Data analysis was done in various stages as following according to the requirements of the program:

1. Emotional maturity of student-teachers was scored as mentioned in the scale manual.
2. Quantitative analysis of all the instruments was done as per the scoring procedure mentioned in the manual. These instruments are mainly used for the purpose of training to give more insight into particular dimension of an individual.
3. Content analysis was done with help of experts for all the activities designed by the researcher.

FINDINGS

All the cases have shown decrease in emotional immaturity. Although, the difference in pre-test and post-test is not constant in all the cases but there is difference in all the cases pre and post intervention. Case wise findings are given as follows:

1. **Mona:**

   Her score of emotional immaturity was 90 before intervention which falls in range of being unstable. After intervention, her score reduced to 81 which is moderately stable. She has moved from unstable to moderately stable range.

   She was found to be task-obsessive and so over confident and setting unrealistic goals. After proper counseling for using problem-solving skill then task-obsessive

behavior and introspection by the participant she was also found to be improved in her self-confidence, specially during public speaking.

2. **Vandana**:

Her score of emotional immaturity before intervention was 79 which is extremely stable. After intervention, it decreased to 75 which fall in the same range. Although, she was in extremely stable range but there was still scope for enhancing assertiveness and self-expectation. After counseling, her assertiveness and confidence was found to be improved.

3. **Jyoti:**

Her score on emotional immaturity before intervention was found to be 82 which is moderately stable. After intervention, it decreased to 77 which is extremely stable. She scored well in almost all dimensions but she was found to be aggressive, unreceptive to influence, unappreciative while recognizing others and less empathetic. Counseling and introspection was helpful to work on her aggressiveness and empathy.

4. **Manish:**

His score on emotional immaturity before intervention was found to be 125 which is extremely unstable. After intervention, his scores decreased to 77 which is extremely stable category. He was found to be open to feedback, effective as a teacher, less reactive, and sensitive towards need of education for an individual and society but with lower self-directedness and higher group-directedness. His accomplishments were found less then his strengths. Intervention program proved to be quite useful in improving his emotional maturity.

5. **Sanjay:**

His score on emotional immaturity before intervention was found to be 105 which fall in range of unstable. After intervention, it decreased to 88 which is moderately stable. He was found to be unbalanced emotionally with lower teaching effectiveness, highly reactive, impulsive, average on adaptability, less confident and indecisive. After intervention, he was observed to be improved on confidence and expression of his

thoughts during public speaking. Regular counseling helped to instill positive attitude but there was still scope to enhance self-management and social-management.

6. **Sarita:**

She scored 77 in pre-test which falls in extremely stable range. Her scores in post-test decreased to 60 which is again the same range but there is in improvement in scores. she was found to have external locus of control and extrinsic motivation for work in motivational profile inventory. She was found to be doubtful about friends and relationship of friendship, unreceptive and highly reactive. After intervention, her attitude about her friends improved.

7. **Avneet:**

She scored 120 in pre-test which falls in range of extremely unstable and her results decreased to 108 but the range remained same. Her combination of flow and rumination was found to be very unbalanced. She was found to have extrinsic motivation for work. She was found to have dysfunctional dependence on others with high fatalism and self-directedness and self-confidence was found to be average. After intervention, significant change was observed in her self-confidence, self-directedness and so decrease in dependence on others.

8. **Sushma:**

She scored 110 on emotional maturity scale in pre-test which falls in range of extremely unstable. Her score decreased to 100 in post-test which is range of unstable. she was found to have good combination of flow and rumination. She scored high on intrinsic factors for work motivation but with external locus of control (luck). She was found to have less self-directedness, lower self-confidence, high compliance, interaction-shy, reserved and receptive to influence. She was found to be highly adaptive and creative and normative. After intervention, she was found to improve significantly on self-directedness and self-confidence.

9. **Astha:**

In pre-test, she scored 82 on emotional maturity scale which falls in the range of moderately stable. Her post-test score was 60 which is extremely stable range. She was found to have need for improvement on regulating emotions. She was found to be task-obsessive. Self-directedness and self-confidence were scored average, fatalism was slightly higher and pessimism above average. After intervention, she improved on self-confidence, especially in activities related to public speaking. Counseling sessions were conducted by the investigator to work on her task-obsession, thereby decreasing her impatience and nervousness.

10. Mridula:

She scored 74 in pre-test on emotional maturity scale which falls in range of extremely stable. In post-test her score decreased to 55 and remained in the same range. She was found to have good results on almost all the inventories and activities. She was found to be in need of counseling for giving her confidence about her dressing sense. After intervention, she was found to be confident about her dressing sense. Also, she was counseled to be less reactive. Her self-analysis and introspection also helped her in improving on various dimensions.

11. Yogender:

In pre-test score on emotional immaturity, he scored 91 which is unstable and in post-test, his core decreased to 79 which falls in extremely stable range. He was mainly counseled for task- obsession which was found to be resulting in assertiveness with aggression, haste in task-processing, over-confidence and pessimism. He improved on aggression, pessimism and over-confidence after intervention.

12. Harmani:

In pre-test, she scored 97 on emotional maturity scale which fall in range of unstable. In post-test, her score improved to 85 which is moderately stable range.She was

found to have very imperfect combination of flow and rumination and ineffective as a teacher. She was found to be highly dependent on luck and chance with very low self-directedness and self-confidence, but highly creative. She needed to be counseled on rumination mainly which was found to be affecting all other aspects. She was found to be improved on self-confidence for public speaking and also on rumination which helped in improving her score on emotional maturity.

13. Mansi:

In pre-test, she scored 69 on emotional maturity scale which fall in range of extremely stable. Her score improved to 61 in post-test which is the same range. She scored well on all inventories but scored high on pessimism. After intervention, she was found to be improved on pessimism which further improved her result on emotional maturity.

14. Ashok:

He scored 91 in pre-test on emotional maturity scale which falls in moderately stable range. In post-test, his score improved to 80 which fall in extremely stable range. He was found to be effective as a person but insensitive as a teacher, He scored low in self-directedness and self-confidence, and high in pessimism. After intervention he was observed to be improved significantly on self-confidence in public speaking and also in self-directedness. Regular discussion and counseling session helped him to improve on pessimism and reduce external locus of control related to others.

15. Rinku:

In pre-test she scored 69 on emotional maturity scale which fall in extremely stable range. Her score reduced to 55 in post-test and remained in the same range. She scored well on all dimensions but she was observed to be lazy and pessimistic in her approach towards work and mainly needed counseling for that. She was found to be improved on pessimism after intervention.

16. Laxmi:

In pre-test, she scored 95 on emotional maturity scale which fall in range of unstable, she scored 85 in post-test which fall in range of moderately stable. she was found to be secretive, ineffective as a teacher, under-social and reserved in social interaction with negative attitude towards friends. She was found to be confused from innerself. Her self-direction, self-confidence optimism and hope were found to be very less. She was counseled for increasing her self-esteem and investigator tried to instill her faith in humanity by giving different examples. Her behavior was found to be improved to some extent.

17. Kavita

She scored 110 on emotional maturity scale in pre-test which is extremely unstable range. In post-test, she scored 85 which fall in moderately stable range. She was found to be a negative ruminator with task-obsessiveness and effective as a teacher. She was found to have high self-confidence, high self-directedness but high pessimism. She was regularly counseled for pessimism, negative rumination and task-obsession by the investigator which helped in improving her result in post-test.

18. Balwinder

He scored 106 on emotional maturity scale in pre-test which fall in range of unstable. In post-test, he scored 95 which is again unstable range. He was found to be ineffective in general as well as, as a teacher. He was found to be social, caring and relationship-oriented. He mainly needed some boost up exercises to explore his talent. He was observed to be improved in self-confidence and self-directedness after intervention program. He was found to acquire the ability to decide and plan for his future.

There were other personality factors of each individual that are responsible for this difference in pre and post test scores. It was evident form interpersonal need inventory (IPNI), that every individual differs from each other in giving and receiving help, affection, control, recognition and influence. Some of these factors may enhance the development while some of these may restrict the development of personality by playing as an obstacle in the process of enhancement of emotional maturity.

A Study of Human Resource Development Climate in the DIETs of Rajasthan

(G. Kamesh Rao, 2009, The M.S. University of Baroda, Vadodara)

Objectives of the study

1. To study the profiles of the DIETs of Rajasthan State.
2. To find out the extent to which the HRD Climate exists in the DIETs of different educational zones of Rajasthan State.
3. To study the perception of non-teaching staff on the HRD Climate of DIETs of Rajasthan State.
4. To identify status of pre-service teacher education programme organized by DIETs for prospective teachers.
5. To compare profiles of HRD Climate of different Educational zones of Rajasthan State.

Hypotheses of the Study

1. There will be no significant difference in the observed frequencies and frequencies against equality hypothesis on the HRD Climate of a DIET criterion-wise
2. There will be no significant difference in the observed frequencies and frequencies against equality hypothesis of a DIET over all HRD Climate-wise
3. There will be no significant difference in the HRD Climate of the DIETs of Rajasthan intra-zone
4. There will be no significant difference in the HRD Climate of DIETs of Rajasthan inter-zone.

The Population

All the functional DIETs of Rajasthan State constituted population of the present study.

Sample

The study was conducted with fourteen randomly selected DIETs. Their academic staffs, non-academic staffs, 20 Student-teachers from final year of BSTC (Basic School Teacher Certificate) were selected randomly and constituted the sample for the present study.

Tools of the study

In the present study, following tools were used:

1. DIET Profile Tool.
2. Human Resource Development Climate Questionnaire (HRDCQ) for Lectures of DIETs.
3. HRDC Perception Tool (HRDCPT) for non-academic staff of DIETs.
4. Student-Teacher Perception Questionnaire (STPQ) for 2nd year student-teachers.
5. Focused Group Discussion with academic staff.
6. Focused Group Discussion with non-academic staff.
7. Focused Group Discussion with 2nd year student-teachers.

* Tool No.2, that is, HRDCQ for lecturers of DIETs initially constructed by S.Nagapal (1997) was adopted by the investigator for the present study. Rest of the six tools were constructed by the investigator.

Data Collection

Data were collected personally by the researcher from each of sampled DIETs. Data from the DIETs were collected through the DIET profile tool. For assessing the HRD Climate, HRDCQ was administered on all the academic staff. HRD Climate perception tool was administered on the non-academic staff for assessing the HRD Climate of each DIET. Prospective Teacher Perception Questionnaire (PTPQ) was administered on the final year BSTC pupil teacher (20) for assessing the pre-service teacher training. The focused group discussion was conducted by the investigator with academic staff, non-teaching staff and student-teachers.

Data Analysis

Collected data were analyzed using both qualitative as well as quantitative techniques. Quantitative data collected through the HRD Climate Questionnaire, HRDC Perception tool, PTPQ were analyzed using statistical techniques, namely, frequency, percentage. A non-parametric technique, namely, Chi-Square was also used.

Findings

- All the DIETs of Rajasthan were found under staffed with respect to teaching and non-teaching positions. Two teaching staff posts were found vacant in the Jodhpur DIET, whereas, highest numbers of teaching posts were found vacant in Banswara and Pali (8 posts in each). One post of non-teaching staff was found vacant in Bikaner, whereas, highest in Pali DIET (10).

- In all the DIETs institutional building were not as per DIET norms. Hostel facilities were poor, especially for girls. Laboratories, namely, Psychology Lab., Language Lab. Science Lab, were found up to the mark in all the DIETs, except Nagaur. Library facilities were not up to the mark in all the DIETs.

- The HRD Climate in the DIETs of Rajasthan has been found conducive in the following descending order: Bikaner, Churu, Jodhpur (9 factors each, except, trust, collaboration, trust, respectively), Nagaur (Six factors, except, risk taking behaviour, team spirit, collaboration and reward), Karoli (six factors, except, risk taking behaviour, feed back, trust, team spirit), Banswara (Five factors), Bundi (Four factors), Bharatpur, Sikar, Alwar, Jhalawar (Three factors each), Dungarpur (Two factors), Bhilwara (One factor), and Pali (None factor).

- As per the perceptions of the Non-Teaching Staffs, the HRD Climate of DIET Sikar is most healthy, whereas, that of DIET Bharatpur is least healthy. The HRD Climate of DIET wise (according to perception of non-teaching staff) in descending order has been found as follows: Sikar (90.68%), Jodhpur (86.03%), Bikaner (83.52%), Bundi (83.45%), Nagaur (82.72%), Banswara (81.38%), Karoli (77.46), Alwar (76.10%), Churu (74.2%), Jhalawar (73.16%), Pali (71.67%), Dungarpur (69.29%), Bhilwara (63.82%), Bharatpur (54.65%). The observation made by the investigator that the rapport between the Head and non-teaching staff is healthy, whereas, rapport between the teaching staff and non-teaching staff is least healthy. So that, the HRD Climate of DIET Sikar is most healthy than the other DIETs according to perception of non-teaching staff.

- The status of pre-service education programmes organized by DIETs for student-teachers is healthy in all the DIETs. However, infrastructure facilities, such as, building, library, laboratories, and hostels are inadequate. Because of staff from other units has also engaged to provide pre-service education programmes in the DIETs.

- There has been found significant difference in the HRD Climate of seven educational zones of Rajasthan State. HRD Climate of DIETs differs zone wise. The cross validation of data gathered through various tools and techniques reveals that the HRD Climate of Bikaner zone is most healthy, whereas, that of Ajmer zone is least healthy. The HRD Climate zone wise in descending order has been found as follows: Bikaner, Kota, Bharatpur, Jaipur, Udaipur, Jodhpur and Ajmer.

- The Human Resource Development Climate in the DIETs of Rajasthan presents a mixed scenario. Bikaner, Churu and Jodhpur have been found to have most conducive HRD Climate, whereas, Pali, Bhilwara and Dungarpur least conducive. The remaining eight DIETs, namely, Nagaur, Karoli, Banswara, Bundi, Bharatpur, Sikar, Alwar and Jhalawar have the HRD Climate in between. Inspite of the limited infrastructural facilities the teaching and non-teaching staff and student-teachers have been found to have largely positive perception towards the HRD Climate in the DIETs of Rajasthan. The HRD Climate of DIETs has been found healthy with respect to Responsibilities, Top Support, Feedback, Team Spirit and Collaboration. Next in the series are Risk Taking Behaviour, Openness versus Communication and Reward. The Supportive HRD Climate and Trust have not been found that conducive.

Synthesizing the Research Findings Related to Creativity and Developing their Curricular Implications for Social Studies

(Gayatri Mohanty, 2005, Utkal University, Bhubaneswar, Orissa)

Research Questions
1. Are there enough studies to workout implications of the Creative?
2. What roles do the teachers play in nourishing talented students?
3. How do implications help in framing a curriculum pattern for the Creative?
4. How to develop a curriculum framework for the Creative?
5. How to formulate Social Study Curriculum for the Creative/Gifted Students?

Objectives

➢ To scan, classify and synthesize the research findings in the area of creativity.
➢ To draw out broad conclusions from the research findings.
➢ To deduce educational implications from the conclusions derived.
➢ To develop actual plan in the curricular area of Social Studies.

Research Method
The present research has employed library study, and empirical approach. It is a qualitative work at the educational implication stage, wherein the focus is synthesizing the Research Findings on Creativity and developing their curricular implications for Social Studies.

All the 294 doctoral studies completed in the area of creativity in India taken directly from the five Surveys of Educational Research, edited by Prof. Buch (1966-71, 1972-77, 1978-83, 1984-89 and 1989-94) constituted the sample for the study. The Research Design employed by the study cutting across five stages, namely, Describing Theoretical Consideration for Synthesizing Research, Preparing Database/Collection of Studies, Synthesizing and Analyzing the Findings, Action Plan Preparation, and Developing Curricular Task in Social Studies is quite suitable and appealing. Stage relevant methods, tools and samples have been used.

Findings
The findings relating to creativity were scanned properly by the investigator. The results were drawn out by voting method and at times narrative method. The above findings revealed that

➢ Creativity is a multi-construct which includes four main factors like fluency, flexibility, originality and elaboration.
➢ Creativity can be developed if adequate training strategies are provided.
➢ Personality factors like risk-taking, adventure, understanding are related to creativity.

- Males were found to be high in verbal creativity and females were found high in non-verbal creativity.
- It was found that Science students and the first born children were more creative.
- Though sibling was found to have no relation with creativity, still age was found one of the main denominators of creativity.
- Privileged castes were found to have creative thinking.
- Persons knowing more than two languages were found more creative.
- Need fulfilling organizational climate showed higher order creativity.
- Better equipped schools were found the main enhancers of creativity.

The Social Studies Curriculum is the major work of the researcher. It very well explains that

- An integrated/synthetic approach to Social Studies creates better perspective than the singular approach to teaching like History, Geography, Civics.
- Creative thinking/divergent thinking can be developed through the integrated curriculum.
- To make the teacher aware that the curriculum can be reframed taking the local diversities into consideration in an integrated approach and can be worked out in various settings through different creative techniques.

A brochure has been developed which mainly deals with various aspects of creativity and the role of a teacher to identify creative talents early and nourish them. The brochure has very well spelt out the following:

- Teachers should understand creativity and should not be harassed by the disturbing activities of the creative students.
- Teachers should identify creative talents early and nourish them.
- The difference between creativity and intelligence and impact on achievement should be well known by the teacher.
- The brochure also tells the reasons for identifying the creative talents and how they can be identified.

It presents in details the characteristics of creative students like:
- They have better reading habits.
- They have unusual hobbies.
- They are constantly probing type and exhibit greater autonomy.
- The brochure tells about the threats to creative behaviour.
- The methods/techniques of teaching that enhance the creative behaviour are also dealt like Brain Storming, Synectics, Problem Solving, Role Playing.
- The most important part of the brochure is giving the handy work to develop creativity and talks what the teacher can do to develop creativity.
- The brochure also tells the Social Study teacher about the mastery in the subject.

➢ It also tells the teacher how creativity/divergent thinking can be developed through Social Studies Curriculum.

A Study of the Status and Development of Science Education at High and Higher Secondary School Level in Nagaland since its Statehood

(Mr. Khriesamhalie Pienyu, 2004, University of Nagaland, Kohima)

Objectives of the study:

- ➢ To trace the historical development of science education at school level in Nagaland.
- ➢ To find the relevancy of curriculum in science education at school level.
- ➢ To assess the schools' infrastructure and science laboratory facilities.
- ➢ To know the methodology of teaching and innovations in science education.
- ➢ To study the examination system and evaluation system of science teaching.
- ➢ To assess the development of science teachers in the State.
- ➢ To study the contributions of various agencies for the development of science education in the State.
- ➢ To study the problems related to the promotion of science education in the State.
- ➢ To suggest a program of action for implementation of science education in the State.

Research Design:
The present study is descriptive and survey type.

Sample of the Study:
A sample of 23 Higher Secondary Schools out of 33 in total, and 94 High schools out of 331 in total were selected from the 8 districts in Nagaland keeping in view the different types of management. In addition to this 3 Central High Schools in Kohima district were studied for comparison. 120 schools out of 364 schools in Nagaland and 215 science teachers constituted the samples for the study.

Tools and Techniques:
The data were collected with the help of questionnaire- cum- interview schedule and by referring office records from the governmental agencies.

Data Analysis:
The collected data have been properly analyzed in tabular forms, interpreted and discussed. The study has presented the findings very analytically, objective-wise.

Findings of the Study:
The study has concluded quite meaningfully as follows:

- ➢ Science Education as such was found of recent development in Nagaland with Late Mr. Lungalang L. the first Naga Science Graduate from Calcutta University in 1942 and Mr. Kiremwati , the first Naga Science Post- Graduate in 1957.

- More than half the total number of the Science Teachers (57%) were of the opinion that objectives of Science Education were not clear to them and accordingly less achievement of objectives of science education.
- 54.5% of the science teachers were found satisfied with the present science curriculum and reported that it was relevant to the present society.whereas the remaining 45.5% found it bookish, theoretical in nature, and therefore felt the need to update by framing a dynamic, practical based science curriculum at par with the national curriculum.
- Duration and number of periods per day for science subject was found different in different schools varying from 1 to 6 periods in a day which gives rise to different output in science education.
- There was no science laboratory and infrastructure facility for science practical available in 71% of the schools in the State.
- The science text books used by the students were not appropriate and need to be reviewed, edited and modified according to the taste of learners and objectives of science.
- Many of the Science Teachers were found ignorant about innovations in science and lack in professional training and orientation courses meant for them. 79% of the Science Teachers were of the opinion that they should adopt different methods of teaching for teaching different units of Science.
- Majority of the science teachers (63%) felt the necessity of exposing themselves to various activities related to science like science exhibitions, science fairs, science clubs and that 70% had been encouraging students to participate in these activities. 40% of the students participated in such activities at the school level, 22% at the State level, whereas, 2% at the national level.
- A large majority (97%) of the science teachers were in favour of organizing seminars for teachers as well as students.
- 54% of the schools in the State were found to have no library. 46% of the schools did have a library but in a small room.
- The present system for evaluating the students' progress in science was not satisfactory for want of science practical examination at high school level with due weightage to it and further the necessity of continuous and comprehensive evaluation as supported by 80% of science teachers.
- The pass percentage of HSSLC examination result of the last 5 years ranged from 56.17% to 82.80%.
- The status of qualified science students who have been sent for degree courses to various technical institutions outside the State of the last 7 years as per the Directorate of Higher and Technical Education Nagaland ranged from 164 to 207.
- There is a backlog of 71.13% untrained science teachers. On top of it , many science teachers were appointed on ad-hoc, temporary and contract basis for which they were not given opportunity to undergo professional training like B.Ed. , M.Ed. etc.; further some of them were found under-qualified for science teaching.

➢ 15% of the science teachers have been found with M.Sc. qualification, 85% with B.Sc. qualification, 25% local, 75% non-local, whereas total number of science teachers has been found 720.

➢ The status and development of science education at high and higher secondary school level in Nagaland since its Statehood has not been up to the mark.

➢ The study has suggested a meaningful action plan for improvement of the status.

Study of Learning Condition Obstacles and Success in Science of Primary Class Students in North-East of Thailand"

Ms. Chanchira Choomponla, 2008, Banaras Hindu University, Varanasi.

Objectives of the Study:

1. To identify learning condition obstacles in science of primary class students in North-East of Thailand.
2. To identify learning condition success in science of primary class students in North-East of Thailand.

Sample

The sample for the study has been systematically drawn. To begin with, a total of 50 successful, and 50 unsuccessful primary schools in Science were selected from 5 provinces in the North-East of Thailand, namely, Kalasin, Mukdahan, NakhonPhanom, Sakhn Nakhon, and Udon Thani. Then 50 Science Teachers from successful schools, and 50 Science Teachers from unsuccessful schools were drawn for the study, one from each selected school. Along with that 150 students from successful schools, and 150 students from unsuccessful schools, 3 from each selected school were drawn for the study. The characteristics of the sample have been well presented.

Tools

The tools constructed by the investigator for the study were, Teacher's Questionnaire for Assessment of Learning Conditions in Science and Student's Questionnaire for Perception of Learning Conditions in Science.

Data Analysis

The data were analyzed employing Mean, SD, t-test, Chi-square test, Frequency and % analysis.

Findings of the Study

1. Science Teachers of Successful Primary Schools differ in their personal factors, that is, gender, age, qualification, teaching experience in Science, and training in Science Teaching as compared to Science Teachers of Unsuccessful Primary Schools.
2. Students of Successful Primary Schools differ in their personal factors, like, Educational status of parents, Occupational status of parents, Income status of parents, Parents' promotion of students in science learning, liking towards Science subject, and opinion to pursue Science subject further study as compared to students of unsuccessful primary schools.

3. Science teachers of successful primary schools differ in their teaching-learning process, that is, teaching plan, teaching method and evaluation process as compared to science teachers of unsuccessful primary schools.
4. Successful primary schools differ from unsuccessful primary schools in provision of budget for conducting of science activities, science equipment, chemical laboratory, and current science reference books. Further, adequacy of infrastructure facilities of successful primary schools is better in case of budget provisions for conduction of science activities, science equipment, chemical laboratory, and current science reference books as compared to that of unsuccessful primary schools.
5. Science Teachers from successful primary schools differ in their opinion towards students as compared to that of unsuccessful primary schools, in case of students' reading and writing ability, and liking to study Science. Science Teachers' perception towards the students of successful schools is better in case of students' reading and writing abilities, and liking to study Science as compared to that of unsuccessful primary schools.
6. Students from successful primary schools differ in their opinion towards Science as compared to that of unsuccessful primary schools, in case of Science content, Science process skills, and Science method. Students' perception towards Science of successful primary schools is better in case of Science content, Science process skills, and scientific method as compared to that of unsuccessful primary schools.

"Evolving Competency Based Curriculum in Science Education for In-Service Primary School Teachers"

Mr. Gyanendra Nath Tiwari, 2009, University of Allahabad, Allahabad.

Objectives of the study

1. To study the existing in-service education program for primary teachers in the context of quality improvement of Science Teaching in terms of
   - Curriculum
   - Organization of the Training Program
   - Training Process
   - Outcome

2. (a) To identify competencies of Science Teaching and study the alternative practices of Science Teaching at Primary level as perceived by Primary School Teachers.

   (b) To explore the training needs of Primary Teachers in the context of existing and expected competency in Science Teaching as perceived by the Primary Teachers.

3. To develop and study effectiveness of an activity based strategy of competency based in-service training package for Science Teaching in terms of
   - Achievement
   - Reaction of Trainers

Population

The population for the present study included in-service primary teachers of UPOne moderately developed district Deoria and one backward district Chitrakootdham Karwi were selected purposively out of the 70 districts of UP. Samples for the present study have been well drawn objective-wise.

Sample

Sample for objective 1 included 8 in-service training programs carried out by two DIETS and 50 Primary Teachers from Deoria and 50 Primary Teachers from Chitrakoot Dham Karwi. Sample for the Objective-2 included Science Text Books at Primary level. Sample for the Objective-3 included 100 Primary Teachers from Deoria and 100 Primary from Chitrakootdham Karwi and 60 Classrooms.

Methodology Employed

Survey Method was suitably employed for the study.

Tools Employed

Interview Guide, Observation Schedule, Training Needs Assessment Questionnaire, and Classroom Observation Schedule were the tools employed for the study.

Data Analysis

The data were collected systematically and analyzed employing suitable analysis techniques.

Findings of the Study

1. Most of the in-service teacher trainees (54%) perceived that the content of the program is appropriate, while 41% perceived that that the content of the program is not appropriate. Most of the teachers (66%) perceived that there is a lack of newness in the content.
2. Most of the teachers (53%) perceived that there was a good integration of pedagogy and technology in the training program. Most of the teachers responded that technological support service is used in accordance with pedagogical principles.
3. 33% of teachers perceived that there is a lack of coordination in organizing the training program. 22% of teachers responded that the planning of organization should be improved because this kind of organization does not encourage involvement of trainees.
4. 60% of teachers perceived that the infrastructural facilities were good. The building was in good condition. Near about 15% of teachers indicated that these facilities were inadequate. Essential resources are available but not sufficient according to 45% of the teachers.
5. 73% of the teacher trainees perceived that that the program does not have adequate involvement of teachers.
6. Most of the trainees (54%) perceived that the teaching strategies adopted were appropriate but need to be improved. 40% of the teachers perceived that the adopted teaching strategies are relevant and effective.
7. 61% of the teacher trainees felt that there is need of improvement in the evaluation procedure.
8. 71% of teachers indicated that the program is helpful in improving the self-knowledge of teachers. 27% of teachers perceived that the program is not helpful in improving their knowledge of methodology. Most of the teachers perceived that the program is not beneficial for improving subject specific content knowledge.
9. A sizable number of respondents perceived that the curriculum of the training program is not in accordance with the need of training of teachers. The methodologies adopted by the trainers were not innovative.
10. In all 136 content related and 152 transaction related context specific competencies were identified for teaching Science at Primary level.

11. There are following 8 content related competencies in which the teachers were found least competent:
- Knowledge and understanding of functioning of parts of plants.
- Knowledge of different adaptation processes among plants and animals.
- Concept of adaptation among animals.
- Knowledge of different sensory organs and their importance.
- Knowledge of different internal organs of human body.
- Knowledge and understanding of basic reason of transmittable diseases.
- Knowledge and understanding of states of matter.
- Knowledge of properties of different gases of air.

12. There are following 8 transaction related competencies in which the teachers were found least competent:
- Ability to help learners to identify different parts of plants.
- Ability to establish relation between the human life and plant animal interdependence.
- Ability to explain different adaptation processes among plants.
- Ability to provide basic knowledge of different types of seeds through demonstration.
- Ability to explain the functioning of different internal organs of human body.
- Ability to establish relation between the good health and balanced diet.
- Ability to develop skills to explain different methods of separating insoluble matter from water.
- Ability to explain the concept of condensation and evaporation through demonstration.
- Ability to establish inter-season relationship of change in weather.

13. The competency based curriculum in Science Education for in-service primary Teachers have been well designed by the investigator.

It is an interesting and appealing study on Evolving Competency Based Curriculum in Science Education for in-service Primary School Teachers.

An Investigation of Effectiveness of Curricular Creativity Inputs in Physics at the Secondary School Level (L. Hanumanthaiah, 2000, Bangalore University, Bangalore)

Objectives

1. To prepare lesson plan in Physics of X Std. With curricular creative inputs.
2. To teach Physics for X Std. Over a period of time on the lines of these lesson plans.
3. To study the effectiveness of such lessons on students of X Std. On subject terms of mental abilities, sex, socio-economic studies.
4. To study the effectiveness of such lessons in regular classrooms with objectivity in terms of flexibility of time.
5. To study the reactions of students for such lessons in everyday classrooms.
6. To study the impact of such lessons on general performance of the class.
7. To study the possibility of extending such lessons in other subjects and other areas.
8. To study the change in attitude of students towards studies in general and science in particular.
9. To study the possibility of suggesting the curriculum framers and examination boards to change their pattern of thinking.
10. To inculcate the creative attitude towards life.

Sample

A purposive sample was chosen for the investigation. A X Std. Class of Vijaya High School, Jayanagar, Bangalore was selected. Out of a total of 89 students, 71 remained in the investigation. Of these 45 are boys and 26 are girls. Their age group was almost same as they belonged to the same class. They varied in their mental abilities and socio economic background.

Tools and Techniques

Creativity Test by Baqer Mehdi (1975), RSSB Test of Mental Ability by Sathya Murthy (1964), SES Scale by Kuppaswamy, Reaction Questionnaires of lesson plan for experts and Reaction Questionnaire to students constructed by the investigator were used for the study.

Data Analysis

The data were analysed through t-test.

Findings

1. All the boys and girls taken together have responded positively to the Curriculum Creative Inputs. Their creative ability has increased considerably.

2. The CCI has no significant effect on low mental ability on figural creativity of boys and has been found to have effect on the verbal and figural creativity of high mental ability. The girls of high mental ability have fared badly on both the verbal and figural creativity. But, girls of low mental ability have done well both on verbal and figural creativity.
3. Boys high on SES, though moderate improvement is found in verbal, in figural they have not shown significant improvement. Boys of low SES have shown significant improvement and CCI has been found to have significant improvement in verbal and figural creativity. Girls of high SES have not shown much improvement. In verbal no improvement has been found whereas in figural and total there is moderate improvement in creative ability of these girls. Girls of low SES have shown good improvement in verbal creativity but no significant improvement is found on figurative creativity.
4. Boys of high and low mental abilities in prior high creative level and low creative level have not shown any significant improvement. Boys of prior average creative ability of both high and low mental ability have shown considerable improvement. Girls with high mental abilities of both prior high and average creative abilities have shown no significant improvement, whereas, girls of low mental abilities with prior average and low creative abilities have shown significant improvement.

A Comparative Study of the System of Technical Education in Germany and India with special reference to Maharashtra State

(Ajit Ram Rao Thete, 1999, Dr. BAMU, Aurangabad)

Objectives

1. To investigate aims and objectives of technical education in Germany and to compare these with those in India.
2. To study the administrative patterns in Technical Institutions in Germany and to compare it with Indian system.
3. To study the system of technical education in Germany and India with reference to
   a. Admission policy.
   b. Courses and curricula taught.
   c. Technical methodology.
   d. Examination system.
4. To carryout intensive study of polytechnic institutes of Germany in terms of
   a. Curriculum development process.
   b. Courses and curricula taught.
   c. Teaching methodology.
   d. Examination system.
   e. Industry institutes interaction.

5. To study the curriculum objectives of sub-system of technical education related to the manpower in industry.
6. To find out the nature and extent of industry institute interaction in Germany and India.
7. To study the input of polytechnic education on industry and vice-versa in Germany and India.
8. To study the qualitative and quantitative aspects of technical education system in Germany and to compare these with those in India.
9. To investigate the operational aspects which maintain quality in system of Technical education at all levels in Germany.
10. To make strategic suggestions for the development in system of technical education in India in general and Maharashtra in particular.

Sample

The researcher selected one State from India and two States from Germany. The stratified random sampling procedure was used to select the sample from technical institutions from rural and urban areas and the institutions of various status and types.

Tools and Techniques

Five questionnaires were prepared by the investigator as follows:

1) Information of the Institute.
2) Head of organization/Directors.
3) Interview schedule for the Industry Personnel.
4) For faculty members.
5) For students.

Data Analysis

Percentages were used for data analysis.

Findings

1) The aims and objectives of Technical Education in India and Germany are same, except emphasis on profession and professional training in objectives of technical education in Germany.
2) The vocational schools and university of applied sciences are autonomous.
3) Vocational schools in Germany adopt Statewide common curricula unlike in India which is common nationwide.

Implications

1) For better utilization of human resources and other physical resources, the control on manpower should be developed.
2) The academic and training support to the institutes be provided to improve the quality of work in the industry.
3) Discipline-wise forums of technical teachers should be formed at different levels.

A Comparative Study of the Vocational Interest of the Students of IX Standard of Urdu and Marathi Medium Schools of Aurangabad City

(Rahat Sultana, 2001, Dr. BAMU, Aurangabad)

Objectives

1. To study the vocational interest of Marathi and Urdu Medium students of IX Standard.
2. To compare the vocational interest of Marathi medium students with that of Urdu medium students.
3. To find out the subjects related to vocations in the present syllabus of IX Standard.
4. To suggest measures to develop vocational interest among the students.
5. To suggest different vocations to be included in the syllabus of IX Standard.

Hypotheses

1. There is no significant difference between the vocational interest of Marathi and Urdu medium students.
2. There is no significant difference between the vocational interest of boys and girls.
3. There is some provision of vocational subjects in the syllabus of IX Standard.
4. Vocational guidance is given to the students in both Urdu and Marathi medium schools.

Sample

A total of 1000 students, 250 boys and 250 girls from Urdu medium schools and 250 boys and 250 girls from Marathi medium schools constituted the sample for the study.

Tools and Techniques

Vocational Interest Record standardized by Dr. S.P. Kulshrestha was used.

Data Analysis

Mean, SD, Critical Ratio were computed to analyze the data.

Findings

1. No significant difference was found between the mean scores on the vocational interest of the Urdu and Marathi medium students.
2. The jobs related to household were preferred by most of the girls in the sample.
3. The jobs related to social and scientific fields were preferred by most of the girls in the sample.

4. There is provision of vocational education in the syllabus of IX Standard, wherein, 28 vocations have been included.

Development of Art Education Curriculum at the Secondary School Level

(O.P. Parameswaran, CASE, MSU, 2001)

Objectives of the Study:

1. To study the present art education system at the secondary school level with reference to
   a. the present day practice of art education at the secondary school level
   b. the present day art education curricula at the secondary school level
2. To study the needs and requirements of students in relation to art education at the secondary school level
3. To develop a curriculum for secondary school art education
4. To study the effectiveness of the developed secondary art education curriculum
5. To study the attitude of students towards the developed secondary school art education curriculum

Methods Employed:

The study has employed Survey and Experimentation methods.

Sample:

To study the present day system of art education at secondary school level, the art education guidelines of CBSE and The Rajasthan State Board of Secondary Education (RSBSE) were content analyzed.

To study the present day practice of art education at the secondary schools a sample of 68 art teachers were selected through stratified random sampling technique.

To study the needs and requirements of secondary school students with respect to art education, a sample of 204 students were selected. These students were selected from the same schools that were selected for the first objective. From each school three students were selected randomly.

For objective 3, eight experts were selected through purposive sampling to validate the curriculum for the art education designed by the investigator.

For objective 4, the study required experimentation for one full academic year. The Birla Senior Secondary School, Pilani, Rajasthan was selected where the investigator has been working. A total of 45 students who had offered art education as a subject in 8th, 9th, and 10th classes formed the samples for the study. Out of these 45 students, a total of 15 students each belong to classes 8, 9, and 10.

The fifth objective was to study the attitude of students towards the renewed art education curriculum. For constructing the attitude scale, hundred students studying art education were selected through simple random sampling. For studying attitude the students who were already selected for experiments i.e. 45 students formed the sample.

Tools:

Questionnaire for the art teachers, questionnaire for the secondary school students, attitude scale for students were the tools developed by the investigator.

Also the Plate Identification Test and the method of evaluation of creative art work were employed for the study. The nine important aspects of evaluation as employed in the present study are – drawing, scheme or idea, originality, creativity, color organization, composition, attention to the details, chosen media and its correct use, and appreciation or criticism.

Data Analysis:

The data were analyzed qualitatively and quantitatively, suitably. A t-Test was employed to find out the changes taking place in the attitudes of the students from pre to post test towards the developed secondary art education curriculum.

Findings of the Study:

1. The survey conducted on secondary schools in the state of Rajasthan and the analysis of the secondary school art education guide-lines of the C.B.S.E. and the R.S.B.S.E. reveal that problems are existing not only in the infrastructure facilities and other basic requirements to function art in a meaningful way but also in the present art education syllabus and its methodology of teaching.

2. Children, generally pay attention to the working process till their adolescence. Due to development of critical awareness of students at their adolescence, there is a shift of significance from here working process to the final product of their art works visible in them. Consequently they compare the forms of the figures in their work with the real form existing outside. Many of them get frustrated with the results that are achieved in their works and struggle to bring a naturalistic look to the forms and figures in their art work. Since the struggle for naturalism is a commonly felt demand of the age grout, it was identified, as one of the important psychological needs of the age group. The students of secondary level not only required qualified art teachers and appropriate guidance, fund, sufficient time for creative activities, proper infrastructure facilities, necessary art materials, to make art as an optional subject, but also appropriate methods to satisfy their psychological needs in their creative activities. The above mentioned were identified as the important needs and requirements of secondary school students.

3. The growing significance in the final product considered to be one of the important characteristics of the works of art of the students of adolescence. It is a period where they have been continuously struggling for achieving naturalism in their creative art works. The innate desire of the secondary students for naturalism was identified, as one of the important psychological needs of the age group. Equipping the students with appropriate methods to meet their

psychological needs in relation to at becomes a vital element, which enables them for a better participation in the creative art activities. In the mentioned circumstances, the development of secondary art education was carried out.

Brings details and accuracy of any desired forms and figures in the works of art required study based on direct observation. Therefore providing opportunities for direct observation on the live models were decided to likely be effective to meet the psychological needs of the age group. They were found to have occupied the major portion of their images related to different aspects of human experiences. Hence the students were encouraged to observe the live models minutely from different angles and part s of the body separately and also as a whole. Apart from studying the relative proportion of the model, they were also suggested to bring out the essence and character, which they have experience with the model. They were also encouraged to make many free-hand sketches of different human figures with different character and age level. Other important conducted activities were: the study of nature with reference to different types of trees, plants, animals, birds etc.; composition, collage, applied arts, three dimensional and other constructive activities. In order to make the students familiar with the art works of great masters, a method of displaying selected plates of the master pieces of art works with brief explanation on the display board in the class room for 8 weeks was found effective. The same method had to be used due to unavailability to access individual plates for students.

4. The effectiveness of the developed secondary art education curriculum was studied in terms of the achievements of the secondary school students in their creative works of art done during the period of experimentation. The results indicate the progress achieved by the students in the creative art works and thus better participation in their art classes. it also points out that the developed curriculum should be based upon appropriate methods to meet the needs and requirements of the secondary students and the experiments conducted for one academic year was effective.

5. The students were found to have formed a positive attitude towards the developed art education curriculum.