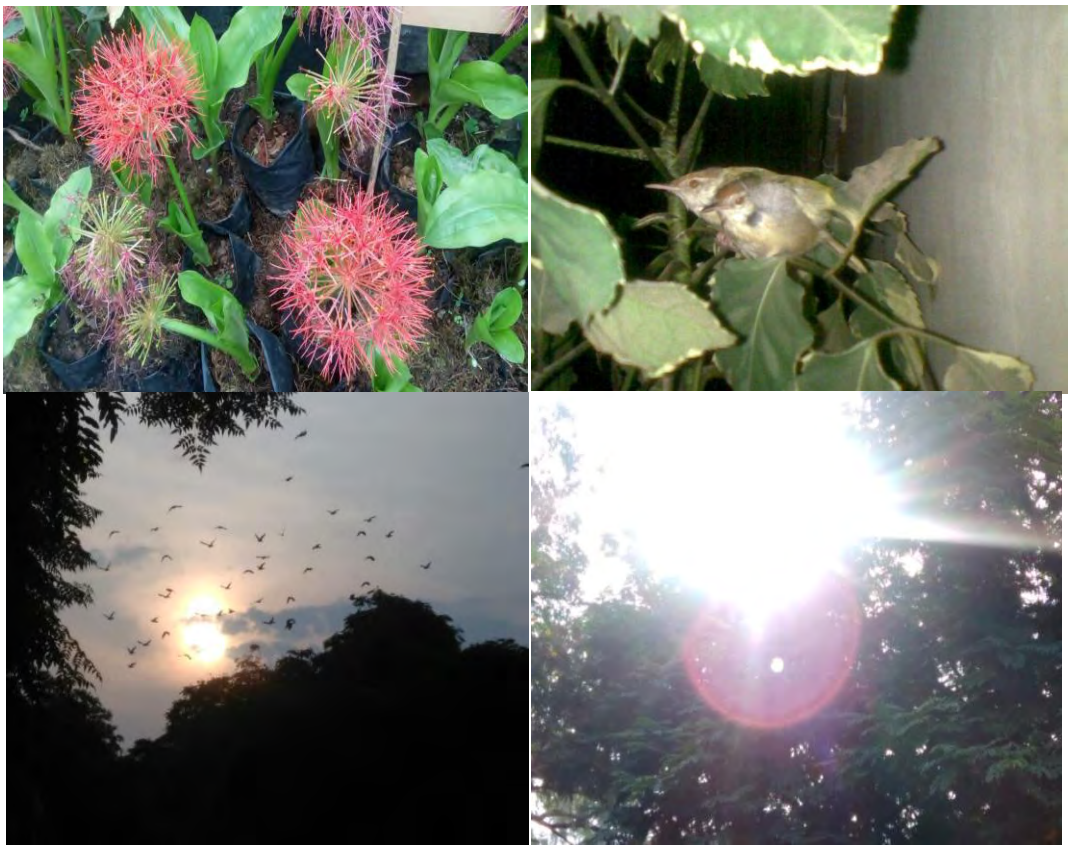
EDUCATIONAL RESEARCH

ABSTRACTS



Chhaya Goel & Devraj Goel

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PREFACE

The present volume contains abstracts of doctoral studies in Education submitted in various universities of India, namely, Agra University, BANASTHALI, BHU, DAVV, Delhi University, FMU, Jammu University, JMI, Kashmir University, KUK, Lucknow University, MATS University, MSU, Mumbai University, Nagpur University, North Maharshtra University Jalgaon, PUP, SGBAU, VBPSU and Utkal University, mostly during 2015-2017. The studies have been conducted in many areas, such as, Right To Education, Correlates of Achievement, Beliefs, Practices & Perceptions of Beginner Teachers, Computer Based Instruction, ICT, Emotional Intelligence & Adjustment, Educational Philosophies of Mahatama Gandhi and Mahamana Madan Mohan Malviya, Life Skills, Soft Skills, e-learning, concept mapping, PRAVARATTI & NIVRATTI, Human Rights Education, Learning Styles & Personality Characteristics, and e-Content Based Learning.

Hope this Volume Interests the Scholars!

Date: 31.08.2017
Place: New Delhi, India

Prof. Chhaya Goel
Prof. Devraj Goel

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10	***AMRAVATI VIBHAGATEEL SANGANAK HA VISHYA ASLELYA VA SANGANAK HA VISHYA NASLELYA MADHYAMIK SHALAYNMADHEEL IYATA NAVOVI CHYA GANIT VA VIGYAN VISHYACHYA GUNANVAR HONYARA PARINAMANCHA TULNATMAK ABHYAS.*** **(Varunda Vivek Marathe, Sant Gadgebaba Amravati Vidyapeeth, Amravati, Maharashtra, India, 2015)**
11	***An Analytic Study of Constructivist Approach in Classroom Teaching at Senior Secondary level of Jaipur District*** ***(Vibha Kaushik, BANASTHALI, 2016)***
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22	***VEER BAHADUR SINGH POORVANCHAL VISHWAVIDYALAYA , JAUNPUR KE SNATAK STR KE VIDYARTHIYON KEE SHAIKSHIK UPLABDHI PR SAMAJIK ARTHIK STR, BUDDHI EVAM ADHYYAN ADTON KE PRBHAV KA EK ADHYYAN*** ***(Kamla Prasad Yadav,VBSPU 2016)***
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44	***JAIPUR JILE KI GRAMEEN MAHILAON KE SHAIKSHIK, SAMAJIK, EVAM AARTHIK SHASHKITIKARAN MEIN SVAYAM SHAYATA SAMOOH KEE BHOOMIKA*** ***(Shashikant Chaudhary, Banasthali, 2015)***
45	***CHITRAKOOT MANDAL KE ANUSOOCHIT JNJATI KA SHAKSHIK SARVEKSHAN*** ***(Somesh Narayan Singh,VBSPU, 2015)***
46	***A Study of Self Concept, Adjustment and Academic Achievement of the Students from the Oriya Speaking Families of Jharkhand in Comparison to those from Other Linguistic Background*** ***(Suchitra Behra, FMU, Balasore, ODISHA, 2016)***
47	**Educational Effectiveness of Girls' Madarsas: An Empirical SWOT Analysis** **(Sufia Nazneen, BHU, 2016)**
48	"***MADHYAMIK STR KE SHIKSHKON KE DAITAVBODH, JEEVAN SANTUSHTI TTHA SAMAJIK PRIPAKVTA KA EK ADHYYAN***" ***(UJALA, VBSPU, 2015)***
49	***PAALKANCHYA PALYEVIDYARTHIVISHAYI APEKSHA, BUDDHIMTA, ABHYASSVAYI VA SHAIKSHIK NISHPADAN YANCHYA SKSAMBNDHANCHA ABHYAS*** **(Vaishali Vaidya, SANT GADGE BABA Amravati University, Amravati, Maharashtra, India, 2016)**

Beliefs, Practices and Perceptions of Beginning Teachers: An Exploration
***(*Alex P. Joy University of Delhi, India, 2017)**

Research Questions

What are the beliefs and practices of beginning teachers in terms of their teacher centeredness or student centeredness?

1. What are the challenges faced by the beginning teachers and the avenues to resolve them?
2. What are the perceptions of beginning teachers concerning the factors in the school environment which affect their professionality?

Various terms used in the study, namely, beginning teachers, government schools, beliefs, practices and motivators have been defined operationally.

The school education context has been comprehensively brought out in the forms of the international context- Education for wholistic development- cognitive, affective & psychomotor and non-formalized, non-institutionalized inclusive, global and life long endeavour. UNESCO has pursued the agenda of Education For All (EFA) by 2015 which was adopted at the World Conference on EFA at Jomtien in 1990. This was followed in 2000, by the Dakar Framework for Education where the international community reaffirmed the EFA by 2015. In 2000 the United Nations at the Millennium Summit adopted the Millennium Development Goals (MDG), one of them being to achieve Universal Primary Education by the year 2015. In September 2015, under the aegis of UNDP, the international community adopted the Sustainable Development Goals. One of the SDG is related to providing quality education to all citizens by 2030. Also the national context has been duly focused through Indian Education Commission, National Policy on Education 1986 which was revised in 1992, Operational Black Board (1987), DPEP (1994), The National Program of Nutritional Support to Primary Education (NP-NSPE) popularly called as Mid-day Meal Program (1994), which was modified to National Programme of Mid Day Meals in Schools in 2007. This program had already been in existence in Tamil Nadu since 1962 and Kerala since 1984. The SSA was launched in 2001. In 2002, the constitution (86th Amendment) Act made education a fundamental right. All the children in the age group 6-14 years are entitled to free and compulsory education. In 2005 the NCF espoused radical changes. The RTE act was launched in 2009. NCFTE and RMSA were also launched in 2009. ICT @Schools was launched in 2010. After this the Schooling Context in Andhra Pradesh has been very thoroughly introduced.

Mixed Research Methodology has been suitably employed for the study. The study was conducted in Chittoor and Kadapa Districts of Andhra Pradesh. Quantitative data in the form of questionnaire responses were collected from 176 beginning science teacher spread across schools in the 2 districts, of which 158 were utilised for the study. Qualitative data in the form of beliefs interview were collected from 64 beginning science teachers of which

the interviews of 47 were utilized for the study. Similarly, data on observations of classroom transactional practices were collected from 58 beginning science teachers of which data of 47 beginning science teachers were used for analysis. The characteristics of all the tools employed for data collection were very well established.
Statistical techniques were suitably used to establish the reliability of the quantitative data, such as, Spearman split half reliability for the data on observations of classroom transactional practices and Cronbach alpha for the data from the instruments for motivation of beginning teachers and their perceptions of success, wherein the values of correlation were found to be 0.91, 0.907 and 0.846, respectively.

The data were analyzed meticulously. The data obtained from the in-depth interviews were qualitatively analyzed, which helped to understand the beliefs of teachers related to teaching and learning, in terms of their teacher centeredness, or being in transition or student centeredness. The qualitative data were converted to quantitative using the index provided by Luft et.al. (2007). The data obtained through the observations of classroom transactional practices were also quantified for further statistical analysis. These were also on teacher centeredness, being in transition or student centeredness. The data generated through the questionnaires and scales were statistically analyzed, including applying factor analysis procedures to reveal the challenges faced by the beginning science teachers, the school based factors that contributed to their motivation and perception of success.

The study has arrived at meaningful findings:

a. Beliefs and Practices

   35 teachers were categorized as having predominantly transitional belief system, 6 teacher centered belief system, whereas 6 student centered belief system. The practices of the beginning science teachers revealed that 24 teachers were categorized as having predominantly transitional belief system, 22 teacher centered belief system, whereas 1 exhibited student centered belief system. When the belief-practices congruence of individual teachers are taken into consideration, the following combinations could be observed:

   - Teacher centered beliefs and teacher centered practice: 5 beginning Science Teachers
   - Teacher centered beliefs and transition practice: 1 beginning Science Teacher
   - Transition beliefs and teacher centered practice: 17 beginning Science Teacher
   - Transition Beliefs and Transition Practices: 18 beginning science teachers
   - Student centered beliefs and teacher centered practice: 1 beginning Science Teacher

- Student centered beliefs and teacher transitional practices: 4 beginning Science Teacher
- Student centered beliefs and Student centered practice: 1 beginning Science Teacher

b. Challenges faced and the avenues of support available:
The beginning science teachers faced challenges related to the availability of the necessary resources and laboratory, followed by time constraint, pedagogy and classroom management. The sources which provided support were the CRC/MRC meetings and the senior teachers.

c. School based factors of Motivation:
The factors which contributed to the motivation of beginning science teachers- Student teacher relationship, Colleagues & Administrative Support, Professional Growth & privileges and Work load factors were in the order of highly contributing to least contributing.

d. School based factors contributing to the perception of success:
The factors which contributed to the perception of success of beginning science teachers were CRC/MRC as a support system, senior teachers and administrators support, Colleagues support, and Teacher Commitment.

e. Interplay between beliefs, practices and perceptions
Quantitative data analysis using stepwise regression for understanding the contributing factors to the classroom transactional practices showed that only beliefs are a significant predictor of practices. The other factors like the perceptions of challenges, motivation, and perception of success were not found to be significant factors in determining the classroom practices. Similarly under each of the issues such as challenges, motivation, and perception of success the identified dimensions/factors also were not found to be significant predictors. In other words , Classroom Lesson transactions were directly dependent on the beliefs that the beginning teachers possessed.

Emerging Questions

1. Are the beliefs, perceptions and practices interrelated?
2. Propositions are the beliefs the truth or falsehood of which is yet to be tested. Which were the beliefs of the investigator in the context of the problem to begin with?
3. How is it that only the beliefs were found to be the significant predictors of practices and not the perception of challenges & success nor motivation?
4. How student teacher relationship was found to be the most contributing factor to motivation, whereas, workload the least?
5. Why there is a scarcity of resources & laboratory for the beginning Science Teachers?

6. Why most of the beginner teachers were found to have transitional support system rather than teacher centered or student centered?
7. What are the emerging theses of the study?
8. What is the message of the investigator for the beginner teachers & the field?

Identifying Problems in Students' Understanding of Linear Equations and Transcending Them With the Use of Computers (Mohmmad Mamur Ali, JMI, 2017)

Objectives

1. To study the students' levels of understanding of linear equations.
2. To explore the strategies used by the students in solving linear equations.
3. To identify the difficulties faced by students in understanding of linear equations.
4. After teaching-learning with computers, to study the changes in-
    - Students' understanding level of linear equations.
    - Adopting strategies to solve linear equations, and the difficulties faced by the students.

Mixed methods approach has been employed for addressing the problem, that is, quantitative & qualitative, both. The population of the present study comprised the students of class VII from all schools in Delhi. Two schools of Delhi Region were suitably selected for the study. A preliminary assessment test was administered on two sections of class VII in each school which comprised of 122 students. Out of these 122 students, the 66 students, who solved all the arithmetic operation items and more than 50% items pre-requisite for linear equations, both, were selected as the final sample.

In the pre-test , out of 66 students, only 30 students (who solved more than 60% of equations and who solved less than 60%, but, partially solved more than 50% of equations) were selected for the interview. The interview schedule was used to get the students' in-depth understanding of the concepts related to linear equation (symbol, variable, equal sign, the structure of equation etc. and sought students' justification regarding the solving strategies they have used. The items in the interview schedule were based on the following dimensions & sub-dimensions:

a. Procedural understanding
    - Understanding of operations
    - Solving Strategy
b. Conceptual Understanding
    - Understanding of symbols (Operation symbol & Equality Sign)
    - Understanding of variable
    - Understanding of Linear Equation
    - Understanding of structure of equation

Each component of the above mentioned sub dimensions were further examined into following levels:

a. Recognition
b. Operational level
c. Reflection level

Lesson Plans to teach linear equations with one variable through computers were developed by the researcher. There were a total of 12 sessions, 70 minutes each. All the 12 sessions were conducted very well. Then a post-test was conducted. The students were categorized on the basis of the result of algebraic problems having linear equations in the post-test. The students were grouped on the basis of their scores in the linear equation test. Students were selected for the interview again. In the post-test , out of 66 students, 48 students were selected for the interviews.

The data were analysed quantitatively & qualitatively as per the nature of data. The study has arrived at the following findings:

1. All the students recognized the arithmetic operators in pre-test & post-test, both. The percentage of students who could do arithmetic operations on the number with unknown increased after the intervention. A majority of the students improved their understanding level from recognition to operational level.
2. All the students recognized the equal symbol. After the exposure of National Library of Virtual Manipulative (NLVM) software, majority of them improved their understanding of equal sign from 'result finder' (before teaching) to representing equal values on both sides, that is, 'balance' after teaching.
3. In the pre-test, a majority of the students responded that only positive integer values could be assigned to x and only negative integer value could be assigned to –x, and rational number or fraction could be assigned to 1/x. But, after intervention they responded that any value could be assigned to x.
4. After the exposure of computer-based visual representation, a majority of them improved their understanding of linear equation and its related concepts from recognition level to operational level.
5. After the use of computers in teaching learning, majority of the students showed improvement in the procedural understanding as they could solve most of the equations and they used balanced strategy to solve the linear equations.
6. Students' understanding of linear equation has improved after getting exposure of computer based teaching learning.
7. The students moved from transpose strategy to balancing strategy after getting exposure of computer based teaching learning.
8. Before the exposure of Computer Based visual representations, a majority of the students faced difficulties related to
    - Sign of unknown while shifting from one side to other.
    - Minus sign detachment.
    - Misconception with position of unknown/fixing the position of unknown.
    - Inverse operation error.
    - Incapability to operate on unknown.
    - Misconception with division.
    - Concatenation.

- The addition error.
- The exhaustion error.
- The other inverse error.
- Switching addends error.
- Students' inconsistency in committing mistakes.

9. After teaching with the NLVM software, a majority of the students overcame the difficulties. Some students still faced the difficulties:
    - Sign of unknown while shifting from one side to other.
    - Minus sign detachment
    - Misconception with position of unknown
    - Inverse operation error
10. Students' understanding of linear equation has improved significantly after getting exposure of computer based teaching-learning.

It is an interesting study. The research rigor has been observed throughout the study. The study has definitely contributed to the knowledge base in the area of Computer Aided Learning. It is pretty evident that how the National Library of Virtual Manipulative (NLVM) Software could enhance the understanding of equality operator, arithmetic operators, variables & structure of equation. The computer could transcend the learners to have thorough understanding of linear equations bidirectional.

Emerging Questions

1. Some students could completely solve the linear equations, some partially, whereas, others not at all. Why these differences?
2. What are the strengths and limitations of the NLVM Software?
3. The Computer Software could enhance the level of learners from Recognizing to Operational level, but rarely, to the Reflection level. Why so?
4. Why some students faced difficulties such as follows even after the treatment?
    - Minus sign detachment
    - Misconception with position of unknown
    - Inverse operation error
5. Which are the emerging Theses of the Study?

A Study of the Effect of Logical Thinking Ability and Computer Based Instruction Using Active Learning Techniques on Students' Achievement of Basic Concepts in Organic Reaction Mechanism, (2016) Ali Haider, Jamia Millia Islamia, New Delhi, India.

Objectives:

To study the logical thinking ability of class XI students from Science Stream:

I. To study the performance of the students on each of the five components of logical thinking ability.

II. To categorise and study the students in terms of their logical thinking ability.

1. To study the performance of students on the test of basic-concepts in organic reaction mechanism.
2. To study the effect of computer- based instruction using active learning techniques on students' achievement in basic-concepts in organic reaction mechanism.
3. To study the interaction effect of logical thinking ability and treatment on the post-achievement of in Chemistry (TBOM).
4. To study the interaction effect of logical thinking ability and treatment on the Gain Achievement Score.
5. To study the strengths and weaknesses of the computer-based instructional package as perceived by the students.

All the seven hypotheses of the study have been well formulated in the null form.

The present study was quasi-experimental , conducted in two phases, that is, of the students admitted in academic years 2014-15 and 2015-16 in Jamia Senior Secondary School. In each academic year, two out of three available science sections of class XI were randomly selected for the study. These were assigned as one experimental and one control group randomly. All the students present in the sections were automatically included in the sample of the study. Due to experimental mortality, the resultant sample was reduced to 115 (Experimental Group 58 and control group 57). Experimental group received CBI using active learning techniques while the students of control group were taught by traditional method largely based on lecture cum demonstration. The characteristics of all the tools used for the study, namely, Test of Logical Thinking (TOLT) by Tobin and Copie (1981), Pre-Achievement Test in Chemistry, Test of Basic Concepts in Organic Reaction Mechanism (TBOM) and the Evaluation Proforma to study the perception of students of the CBI were well established. The data were meticulously analyzed quantitatively and qualitatively keeping in view the objectives enunciated . Data analysis techniques, such as, frequency, mean deviation, SD, t-test and F-test were used. The significance level was set to .05.

The study has arrived at the following findings:

1. 23% of the students of class XI (16-17 years) were found to be at the concrete thinking level, 22% at transitional thinking level, whereas, remaining 55% were at formal thinking level.
2. Students' performance on two components of TOLT, namely, probabilistic reasoning (22%) and controlling variables (24%) were comparatively low than other three components; proportional reasoning (38%), combinatorial reasoning (34%) and correlational reasoning (30%).
3. The students selected for the control group and experimental group were found to be similar in terms of logical thinking ability.
4. Before experimental treatment, mean of three logical thinking ability, namely, concrete thinking, transitional thinking and formal thinking of control group in chemistry achievement test was not found to be significantly different than those of their counterpart of the Experimental Group.
5. No significant difference was found in the mean score of control group and experimental group in chemistry achievement test scores.
6. The mean gain score of experimental group was found to be significantly greater than that of the control group which may be attributed to the treatment.
7. Logical thinking ability and treatment were found to interact with either significantly on the post-achievement test of basic-concepts in organic reaction mechanism.
8. Concrete thinker of Experimental Group performed better than its counter part of the control group on the post –achievement test of basic-concepts in organic reaction.
9. Transitional thinker of Experimental Group performed better than its counterpart of the control group on TBOM.
10. Formal thinker of Experimental Group performed almost same as its counterpart of the control group on TBOM.
11. The interaction effect between treatment and logical thinking ability was significant on the gain achievement score.
12. The mean achievement gain score of concrete thinkers were higher than transitional and formal thinkers . It implies that CBI using Active Learning Techniques enhanced the achievement of concrete and transitional thinkers than formal thinkers.
13. In control group , mean gain score of concrete thinkers was lower than transitional and formal thinkers. It leads to inference that the traditional method of teaching of basic concepts in organic reaction mechanism is less effective.
14. 83% students remarked that that the package was in accordance to the way they liked to learn but not all.
15. 22% students reported that the CBI using ALT package was not sequenced in the way they liked to learn.

16. Despite appreciation for the package, there was a demand of teachers' involvement for regular chemistry instruction.

Emerging Questions

1. How Chemistry as a discipline is computer-genic?
2. What is Logical Thinking Ability? Can Thinking be trained?
3. Why the domain of Organic Reaction Mechanism was selected?
4. Is objectivism anti-thesis to logical thinking?
5. Can content knowledge in Chemistry be acquired without logical thinking?
6. Why the significance level for testing the hypotheses was set to .05?
7. What is the difference between Type-1 and Type-2 errors?
8. How the internal validity of the experiment was observed?
9. Why did the students want the involvement of Chemistry Teacher in addition to CBI?
10. Can't CBI be used as self contained stand alone?
11. The logical thinking ability of the class XI students was found to be poor. What could it be attributed to?
12. What are the emerging theses of the study?

Development of Instructional Multimedia Module and Evaluating its Effectiveness on Critical Thinking, Problem Solving and Achievement of Secondary School Science Students

(Rasna Solanki, JMI, 2016)

Objectives

1. To develop Instructional Multimedia Module in Science Subject on the basis of Gagne's Instructional Strategy for Secondary School Students.
2. To study the effect of Instructional Multimedia Module on Critical Thinking of Students.
3. To study the effect of Instructional Multimedia Module on Problem Solving Ability of Students.
4. To study the effect of Instructional Multimedia Module on Achievement of Students.
5. To study the effectiveness of Instructional Multimedia Module as perceived by the Secondary School Students.
6. To develop the profile of the students selected as a sample group for the study.

All the delimitations presented by the Scholar are genuine.

The sample of 227 students studying Science in 10^{th} Standard was well drawn from the three different schools from the identified zone of Delhi through criterion purposive sampling. The study has suitably employed quasi experimental design, wherein, Experimental Group consisted of 111 students and Control Group 116 students. The characteristics of all the tools and techniques employed for the study, namely, FGD to select topic for module development, the design & development of Instructional Multimedia Module based on well researched conceptual framework of Gagne's Nine Events of Instruction in association with Information Processing Theory, Modified Watson Glaser Critical Thinking Appraisal, Self Developed Problem Solving Ability Test based on Polya's 4-Step Plan, Self Developed Parallel- Form Achievement Test and Self Developed Questionnaire for studying perceived effectiveness of the Instructional Multimedia Module have been well established. The data were analyzed employing compatible data analysis techniques.

The study has arrived at meaningful findings as follows:

- Schools were still using conventional teaching procedures and use of multimedia modules was very less even when smart classes are available in schools.
- Students were more interested in learning through modules as it provides them visual aspects.
- Schools still lay more emphasis on examinations, grading and completion of syllabus rather than knowledge acquisition in students.

- Most difficult chapters in Science were found to be Metal and Non-metal, Learning of Chemical Equations and Reproduction.
- The effect of Instructional Multimedia Module in Experimental Group has been found to be significantly better than the effect of conventional methods followed in case of control group on critical thinking of the students.
- The effect of Instructional Multimedia Module in Experimental Group has been found to be significantly better than the effect of conventional methods followed in case of control group on problem solving of the students.
- The effect of Instructional Multimedia Module in Experimental Group has been found to be significantly better than the effect of conventional methods followed in case of control group on achievement level of the students.
- The students were found to have positive perception towards Instructional Multimedia Module in terms of three domains- conceptual design, graphic design and user attitude as evident through the findings on instructional objectives, navigation and orientation, interactivity, individualized attention, sequencing of contents, congruency amongst learning objectives, contents presented & assessment done, textual graphics, visual graphics, sound graphics, experience about IMM, level of exposure and comparative self learning.
- The proportions of male and female students were similar which would help in analyzing the impact of IMM on both genders in future studies. The present study helped the researcher in generalizing the results of the experiment on both the genders.
- Mann-Whitney test was found to be non-significant for pre-test with probability values more than 0.05 concluding both groups report comparable level at initial stage for all the three variables; critical thinking, problem solving and achievement of the sampled students.

Emerging Questions

1. How the nine instructional events of Gagne were found useful for developing the Instructional Multimedia Module?
2. How are critical thinking, problem solving and achievement interrelated?
3. How were the characteristics of the questionnaire to evaluate perceived effectiveness of the instructional multimedia module established?

4. What are the salient features of the Critical Thinking Tool employed for the present study?
5. How were the Experimental and Control Groups constituted drawing students from the three selected schools?
6. How was the internal validity of the experiment observed?
7. How can such Instructional Multimedia Modules be developed & deployed on various topics at field level?

Use of Future Gadgets in Education- An Exploratory Study
(Sushma Rani Banasthali, 2016)

Objectives

1. To identify and categorize the future gadgets that can be used in education system.
2. To establish and list out the educational uses of future gadgets that can be used in educational process.
3. To analyze the identified future gadgets with respect to sources, category, domains of education, forms of education, general uses in particular area, educational uses in India and cost.
4. To analyse the opinion of stakeholders of education regarding the
   (i) Uses of future gadgets that can be used in education.
   (ii) Barriers about the use of future gadgets used in education.
   (iii) Preparatory needs to use the available future gadgets in education.
5. To compare the opinion of the stakeholders of education regarding the
   (i) Uses of future gadgets that can be used in education.
   (ii) Barriers regarding use of future gadgets used in education.
   (iii) Preparatory needs to use the available future gadgets in education.

All the hypotheses of the study have been well formulated.
All the variables in the context of the study have been well defined. All the samples for the study were drawn employing suitable sampling techniques. The characteristics of all the following tools constructed and used for the were well established.

I. Check-List of Identified future gadgets, characteristics (Through newspapers, internet, magazines, journals, TV's etc.).
II. Opinionnaire Scale of Students about the Use of Future Gadgets in Education.
III. Opinionnaire Scale of Teachers about the Use of Future Gadgets in Education.
IV. Opinionnaire Scale of Administrators about the Use of Future Gadgets in Education.
V. Opinionnaire Scale of Gadget-Experts about the Use of Future Gadgets in Education.
VI. Opinionnaire Scale on Barriers about the Use of Future Gadgets in Education.
VII. Opinionnaire Scale on Preparatory-Needs about the Use of Future Gadgets in Education
VIII. Semi-Structured Interview with Gadget-Experts'

It is an exploratory study. Mixed method of research has been suitably employed for the present study. The qualitative process i.e. content analysis technique is used for the identification, categorization, listing-out and description of the available gadgets for data analysis, whereas, the quantitative data analysis process was used for the opinion of various stakeholders regarding the use of future gadgets in education, their barriers and preparatory needs. The statistical techniques have been used to know the opinion of various stakeholder's regarding barriers and preparatory needs about the uses of future gadgets in education. The descriptive

statistics and inferential statistics were used to describe the opinion and Inferential statistical techniques were used to test null hypothesis.

The study has arrived at meaningful findings with respect to all the objectives delineated and all the hypotheses formulated. The implications of the study have been worked out very well by the investigator as follows:

- The research can be used to know the relevance of various categories of gadgets that can be used in education process such as teaching/instruction, educational administration and evaluation.
- One can refer the research for the usage of devices to get the work done efficiently and in shortest possible time.
- Instructors may use it for selecting the appropriate tools and devices best suitable for the teaching-learning process, managing various classroom activities regarding attendance, home assignments, delivering lectures, live-experiments, activities and demonstrated to all students whether present or absent.
- The research may also be referred by any one to acquaint with the devices and their usage, like it can be used for studying the use of Spy cameras that can be used for carrying out sting operations against bribe-accepting officials.
- The administrators can use it to get an accessibility about the usage of most of the latest technological devices that can help in bringing about a change in the present educational scenario.

Impact of Developed E-Content, Media and Study Habits on Perception Towards E-Content Based Learning Amongst Undergraduate Students (RAKSHAK JAIN, EMRC, DAVV, 2016)

The study is based on a sound conceptual framework. The related literature has been reviewed using content analysis with the help of text mining approach analytically and comprehensively, cutting across media habits, media technology and Education; Study habits, Learning Styles and Learning; e-Content, e-Learning and ICT. All the 98 objectives of the study have been well delineated. All the 90 hypotheses of the study have been well formulated.

The present research study is descriptive type in nature and has employed the survey method. A blended way of quantitative and qualitative approach to the research has been suitably followed. Both, non-parametric and parametric data analysis techniques and tests have been applied along with qualitative methods of data analysis. For the purpose of quantitative data , probability way of sampling, particularly, multistage sampling has been used, whereas, for the purpose of qualitative data criterion sampling approach of purposive sampling was employed. Through five stages of multistage sampling a sample of 482 undergraduate students of different demographics, years and disciplines of study was selected, which has been found to be duly representative of the population. The purposive type criterion sampling has been well used to form three kinds of samples of Media Professionals (N=20), Educationists (N=20) and IT Professionals (N=15) having expertise in their respective fields of production, education and Information Technology. The characteristics of all the tools used for the study, namely, e-Content, Media Habits Questionnaire, Study Habits Scale, Perception Scale to measure perception towards e-content and its associated learning, and Interview Guidelines for in-depth understanding and exploration of production, pedagogical and technological aspects, respectively, were well established.

Quantitative data analysis has been done through frequency, % response, ANOVA, regression and correlation, whereas, qualitative analysis has been done using content analysis, hermeneutics and Atlas.ti qualitative data analysis software. On the basis of the data & its rigorous analysis, the result and its interpretations have been discussed as per the defined objectives of the present study along with addressing the research questions as well as testing the formulated hypotheses. Having presented the results and its interpretations deduced from the data analysis process, the findings and their discussion were very well presented as per research questions, objectives and hypotheses of the study.

The findings of this study are of significant importance because this study was not only conducted from the students' perspective, but, also had the active involvement of

educationists, media experts & IT experts who are actually responsible for the development of e-content.

It is an interesting and need based study. The research rigor has been observed throughout the study from the genesis through the emerging theses and implications. The study has definitely contributed to the knowledge base in the realm of Electronic Media and e-learning system. The implication of the study is not limited to Indian Higher Education context, but, it may also be extended to other developing nations who are in the process of developing and deploying similar e-learning web applications. The study has significant practical implications for educators, education policy makers and Indian Higher education as a whole.

Science Teachers' Current Pedagogies, Their Context and Their Pedagogical Experiences With an ICT Intervention: A Study
(ANU SINGH, DU, 2015)

Research Questions

1. What is the nature and the pedagogical practices of teaching Science by the Middle School science teachers?
2. How do the Middle School Science Teachers integrate the available technologies to support their pedagogical orientations in Science Teaching – Learning?
3. What roles do Middle School Science Teachers assign to Technology in their Teaching of Science?
4. What are the perceived barriers of Teachers in their Technology integration?
5. What extrinsic factors are likely to affect Teachers' Technology integration during the intervention?
6. What kind of role is likely to be played by Teachers in the intervention?
7. What kind of intrinsic factors related to the teachers, are likely to operate during the intervention?

The significance of the study has been well expressed. The terms used have been well defined.
This is a qualitative study undertaken in the interpretive paradigm of Case Study Research. The study believes that the diagnosis and description of a case is as important as the prognosis of its disposition. The study was in three phases- Entering the field through interaction with 29 Middle School Science Teachers to have a feel of the field, then exploring ten middle school Science Teachers' present pedagogy for Teaching Science integrating available technology identifying facilitating & impeding factors and finally the intervention program to facilitate Technology Integration.

Three of the 10 Teachers dropped during second phase. Sample attrition is a universal phenomenon. Finally Three Teachers from Kendriya Vidyalaya & Four from Private Schools constituted the eternal sample for the study. It is promising to find the full immersion of the investigator in Research transcending senses, time & space to capture the reality. The various data collection techniques, namely, semi-structured interview, informal interactions and observations, non-participant observation, video and audio records, moving through the field and spending time speak a lot of the quest characteristics of the investigation. Data analysis techniques, namely, transcribing & coding, within case analysis and cross case analysis were well observed. Genuine attempts were made to realize the trustworthiness through credibility, transferability and dependability. Research ethics, too, was well observed.

The study has arrived at the following findings:

1. Seven Teachers could be placed on different levels of pedagogical orientations. Some teachers (2) were closer to teacher centered orientations, other (3 teachers) were placed between the two extremes, while, there were 2 teachers which were found to have closeness to student-centered orientations.
2. Three teachers were found using technologies in ways which were in alignment to their pedagogical orientations. One teacher had started to reflect on the limitations of the ways in which technology was being used in her science teaching-learning practices. Two teachers were found attempting integrate technology to support their pedagogical interventions in Science teaching-learning, but with limited knowledge and skill to harness the potential of available technologies, particularly, for leveraging their own pedagogy, they had started to face major conflicts. One of the teachers was making small steps towards integrating technologies to support her own pedagogical orientations. These attempts were directed towards facilitating students' learning through engaging them in interactive activities with the use of technology.
3. All cases had given their own versions of barriers to their technology usage, mainly highlighting the extrinsic barriers in the form of time, infrastructure, systemic support, and lack of technical competence.
4. Heads of all schools extended their support for easing out the school schedules in the form of allowing teachers to shuffle their classes. Easy access to available technological infrastructure was also an enabler to some of the interventions.
5. Lack of time allocated to teachers during their stay in the school for planning technologically integrated lessons, large class size, limited scope for technical training, lack of PDPs were identified as some of the impeding factors.
6. The intervention revealed certain common efforts towards various aspects of intervention, by the teachers, which gave insights into the teachers' intrinsic factors affecting the technology integration. The teachers' efforts were prominently in the form of:
    a. Making efforts for taking requisite permissions form school Head for shuffling their classes for continuous periods, utilizing labs, playgrounds, library, and room with interactive board for their classes even when they don't have a class prescribed by the time table in these phase.
    b. Making efforts for taking the intervention class themselves: Most of the teachers (5), had taken the intervention classes themselves, integrating the technology in their science teaching-learning. One of the teacher out of seven could not complete her planned intervention.

7. Deep rooted intrinsic factors: It was evident that even if help is provided to reduce the extrinsic barriers and also work on the spot with teachers to reduce their intrinsic factors of fear and anxiety, there were deep rooted intrinsic factors of teachers which inhibited them to make efforts during the intervention in the form of their pedagogical orientation, their perceived role of technology in science teaching-learning developed over their experiences with technology use.
    a. The contented group of teaches: This group (3) of teachers who were quite convinced of the ways technology was used in their science teaching-learning practices, revealed their reluctance. All the three revealed their reluctance towards the ways technology was being used, pertaining to different aspects of the intervention.
    b. Six out of seven teachers revealed reluctance towards making efforts for learning and practicing technological skills, thereby, to identify its features which are likely to affect their technology usage, then making efforts for planning a lesson keeping in view the science content matter, and the pedagogy that can leverage the potential of identified technological features. This reluctance was a result of deep rooted intrinsic factors of the teachers in the form of their pedagogical orientation, their perceived role of technology in science teaching-learning developed over their experiences with technology use, which inhibited to make efforts during the interventions. There was some common reluctance among teachers and some was uncommon.
    c. One particular teacher had made all efforts to harness the potential of the identified technology tool for supporting her pedagogical orientation of students' exploration of investigation in science phenomenon by her effective planning during the intervention. This can be accounted for her pedagogical orientation, her perceived role of technology in science teaching-learning developed over her experiences with technology use, which enabled her to make efforts during interventions.

Emerging Questions

1. Why ICT in Education has not been fully integrated in Indian Schools?
2. Why the ICT Skills of We, the Indian Teachers, are under developed?
3. Despite the ICT intervention of the investigator, how there has been diffidence in the integration of ICT in Science?
4. One of the selected Teachers could harness the potential of the identified technology for supporting her pedagogical orientation in Science. Why the other teachers could not?
5. How to realize message media compatibility? How Science as a discipline is mediagenic?
6. How ICT facilitates & impedes Science? Reflect
7. Which aspects of Science can & cannot be dealt with ICT? Illustrate
8. How to evolve a strategy of ICT integrated Science Teaching Learning? Which other possibilities could be included into the intervention?

Effectiveness of T- Group Model for High School M.P. Board Students of Indore District in terms of Self Control and Cooperation Skills
(NASEHA SIDDIQUI DAVV, 2015)

Objectives

1. To compare the mean Pre and Post Self Control Scores of students treated with the T-Group Model.
2. To compare the adjusted mean scores of Self Control of T-Group Model and Traditional Approach students by taking Social Adjustment, Social Intelligence, Personality and Pre-Self Control as Covariate, separately.
3. To compare the adjusted mean scores of Self Control of Male and Female students treated with T-Group Model by taking Social Adjustment, Social Intelligence, Personality and Pre-Self Control as Covariate, separately.
4. To compare the adjusted mean scores of Self Control of Government and Private School students treated with T-Group Model by taking Social Adjustment, Social Intelligence, Personality and Pre-Self Control as Covariate, separately.
5. To compare the adjusted mean scores of Self Control of Unreserved and Reserved Category students treated with T-Group Model by taking Social Adjustment, Social Intelligence, Personality and Pre-Self Control as Covariate, separately.
6. To study the effect of Treatment, Social Adjustment and their interaction on Self Control of students by taking Pre-Self Control as a covariate.
7. To study the effect of Treatment, Social Intelligence and their interaction on Self Control of students by taking Pre-Self Control as a covariate.
8. To study the effect of Treatment, Personality and their interaction on Self Control of students by taking Pre-Self Control as a covariate.
9. To compare the mean Pre and Post Cooperation Scores of Students treated with T-Group Model.
10. To compare the adjusted mean scores of Cooperation of T-Group Model and Traditional Approach students by taking Social Adjustment, Social Intelligence, Personality and Pre-Cooperation as Covariate, separately.
11. To compare the adjusted mean scores of Cooperation of Male and Female students treated with T-Group Model by taking Social Adjustment, Social Intelligence, Personality and Pre-Cooperation as Covariate, separately.
12. To compare the adjusted mean scores of Cooperation of Government and Private School students treated with T-Group Model by taking Social Adjustment, Social Intelligence, Personality and Pre-Cooperation as Covariate, separately.

13. To compare the adjusted mean scores of Cooperation of Unreserved and Reserved Category students treated with T-Group Model by taking Social Adjustment, Social Intelligence, Personality and Pre-Cooperation as Covariate, separately.
14. To study the effect of Treatment, Social Adjustment and their interaction on Cooperation of students by taking Pre-Cooperation as a covariate.
15. To study the effect of Treatment, Social Intelligence and their interaction on Cooperation of students by taking Pre-Cooperation as a covariate.
16. To study the effect of Treatment, Personality and their interaction on Cooperation of students by taking Pre-Cooperation as a covariate.
17. To study the effectiveness of T-Group Model in terms of Reaction of the students towards the T-Group Model.

All the 16 hypotheses of the study have been well formulated in the null form.

The study has suitably employed an Experimental Design. The non-equivalent control group design was employed for the study. The study was conducted in two stages, Tryout stage and Experimental Stage. At Tryout stage Cooperation Scale was developed, whereas, at Field Stage the Experiment was conducted. At Tryout stage the sample comprised of 478 students (264 female and 214 male). The sample for the field stage comprised of 169 students (Experimental Group- 92 (40 males & 52 females), Control Group- 77 (49 males & 28 females)). The characteristics of all the tools employed for the study, namely, Standardized tools for measuring Personality, Social Adjustment, Social Intelligence and Self Control, whereas, Self Constructed Tools by the Investigator for measuring Cooperation Skill and Reaction towards T-Group Model were well established. The data were analyzed employing compatible statistical techniques, namely, t-test, one way ANCOVA, two way ANCOVA and % scores.

The study has arrived at the following findings:

1. T-Group Model was found to be effective in development of Self Control among students.
2. T-Group Model was found to be significantly effective in comparison to Traditional Approach for development of Self Control among students when Social Adjustment, Social Intelligence, Personality and Pre-Self Control were taken as Covariate, separately.
3. Females were found to be more benefitted in development of Self Control when Treated through T-Group Model than Male when Social Adjustment, Social Intelligence, Personality and Pre-Self Control were taken as Covariate, separately.
4. Self Control of students treated with T-Group Model was found to be independent of Types of School when Social Adjustment, Social Intelligence, Personality and Pre-Self Control were taken as Covariate, separately.

5. Self Control of students treated with T-Group Model was found to be independent of Category when Social Adjustment, Social Intelligence, Personality and Pre-Self Control were taken as Covariate, separately.
6. Self Control was found to be independent of Social Adjustment when Pre Self Control was taken as Covariate.
7. There has been found a significant effect of interaction between Treatment and Social Adjustment on Self Control of Students by taking Pre-Self Control as Covariate.
8. High School Intelligent Students were found to have high Self Control than Low Social Intelligence group of students.
9. Self Control was found to be independent of interaction between Treatment and Social Intelligence when Pre-Self Control was taken as covariate.
10. Self Control was found to be independent of Personality of students when Pre-Self Control was taken as Covariate.
11. Self Control was found to be independent of interaction between Treatment & Personality when Pre Self Control was taken as Covariate.
12. T-Group Model was found to be effective in development of Cooperation among students.
13. T-Group Model was found to be significantly effective in comparison to Traditional Approach for development of Cooperation among students when Social Adjustment, Social Intelligence, Personality and Pre-Cooperation were taken as Covariate, separately.
14. Cooperation of students treated through T-Group was found to be independent of Gender when Social Adjustment, Social Intelligence, Personality and Pre-Cooperation were taken as Covariate, separately.
15. Private School students were found to be more benefitted in development of Cooperation when treated through T-Group Model when Social Adjustment, Social Intelligence, Personality and Pre-Cooperation were taken as Covariate, separately.
16. Cooperation of students treated with T-Group Model was found to be independent of Types of School when Social Adjustment, Social Intelligence, Personality and Pre-Cooperation were taken as Covariate, separately.
17. Cooperation was found to be independent of Social Adjustment when Pre-Cooperation was taken as a Covariate.
18. Cooperation was found to be independent of interaction between Treatment and Social Adjustment when Pre-Cooperation was taken as a Covariate.
19. Cooperation was found to be independent of Social Intelligence when Pre-Cooperation was taken as a Covariate.
20. Cooperation was found to be independent of interaction between Treatment & Social Intelligence when Pre-Cooperation was taken as a Covariate.

21. Cooperation was found to be independent of Personality of students when Pre-Cooperation was taken as a Covariate.
22. Cooperation was found to be independent of interaction between Treatment & Personality when Pre-Cooperation was taken as a Covariate.
23. The students of Experimental Group expressed favourable reaction towards different aspects of T-Group Model.

Maharashtra Ke Adhyapak Mahavidyalyon Mein Drak-Shravya Sadhnon, Abhyaspoorak Karyakarmon Evam Prayogshala Ki Upyogita Par Ek Sarvekshnatmak Adhyyan **(Shailaja Rameshchandra Shukla, Rashtrasant Tukdoji Maharaj Nagpur Vishwavidyalaya Nagpur, Maharashtra, India, 2015)**

Objectives

1. To enhance the KRATISHEELTA of students.
2. To enhance the power of students for independent decision making.
3. To enhance the capability of students for utilizing the facilities independently.
4. To enhance the logical ability of students.
5. To enhance the creative ability of students.
6. To enhance the self dependence of students.
7. To enhance the Scientific Attitude of Students.

The assumptions of the study have been well stated. All the terms used for the study were well defined. The hypotheses of the study have been well formulated in the directional form. All the 446 Colleges of Education of Maharashtra as reported by the investigator comprised the population of the study. A total of 50 Colleges of Education of Nagpur and Amravati Divisions of Maharashtra constituted the sample for the study. Further, 100 Teacher Educators (50 Males & 50 Females) were drawn from the 50 selected Colleges of Education for the study. The Questionnaire having 40 items was well constructed by the investigator. The characteristics of the Questionnaire were well established. The data were analyzed through computing frequencies & percentage responses. The study has arrived at meaningful findings as follows:

1. In 30% of the Colleges of Education the Audio-Visual Facilities were found to be adequate, whereas, in 70% inadequate.
2. According to 80 % Teacher Educators OHP, Tape Recorder, Boards, and Models were used optimally, whereas, according to 20% Realia.
3. The Audio Visual Facilities were found to be available in the 40 % of the Colleges of education.
4. In 50 % of The Colleges of Education the AV Facilities are used very often, whereas, in 50 % rarely.
5. 90 % of the Teacher Educators have Found that the Teaching with the Aid of AV Facilities is with ease & joyful, whereas, 10 % have found it to taxing because of paucity of time.
6. 98% of the Teacher Educators have responded that Science is better intelligible through AV Aids, whereas, 2% of the Teacher Educators have responded it to be wastage of time.

7. 75% of the Teacher Educators have responded that AV Facilities inculcate Independent Study amongst the Learners.
8. 90 % of the Teacher Educators have responded that the AV Aids enhance Educational Quality.
9. A large majority of the Teacher Educators (96%) realize Learner Participation through the AV Facilities.
10. Educational Literature was found to be adequate in 70% of the Colleges of Education.
11. 55% of the Teacher Educators have reported utilizing the AV Aids for teaching, whereas, 45% are not utilizing.
12. 40 % of the Teacher Educators were found to trained, whereas, 60% non-trained.
13. 70 % of the Teacher Educators do not find the AV Facilities as added burden.
14. 90% of the Teacher Educators have reported to be observing Educational Tours.
15. 90% of the Teacher Educators have responded that the do experimentation on Human Shastra.
16. 97% of the Teacher Educators have responded that they organize debate competitions.
17. 55% of the Teacher Educators have responded that they organize Musical Concerts.
18. 5% of the Colleges of Education were found to be excelling in Music.
19. 97% of the Teacher Educators have responded that they organize Street Plays.
20. 60 % of the Teacher Educators responded that they organize sports.
21. 40% of the Colleges were found to be leading in Sports Tournaments, such as, Cricket, SHTRANJ, Volley Ball.
22. 6% of the Colleges of Education were found to have books Authored by the Ex- Faculty Members.
23. 2% of the Colleges of Education responded that they organize exhibitions of the books authored by their Faculty.
24. Students of 78% Colleges of Education were found to be participating in various activities.
25. 35% of the Colleges of Education were found to have adequate Play Material, whereas, 65% inadequate.
26. 75% of the Teacher Educators have responded that there is no added burden due to follow ups.
27. 88% of the Teacher Educators have responded that they are in a position to provide adequate time for the follow ups.
28. 75% of the Teacher Educators have responded that money scarcity is not the impeding factor for meeting the Aims of Education.
29. 45% of the Teacher Educators have responded that the laboratories are fully functional.
30. 92% of the Teachers were found to be of the view that experimentation facilitates voluminous & fast information.

31. 78% of the Teacher Educators have responded that the Learners do participate in experimentation.
32. 40% of the Teacher educators were of the view that the Experimentation Power & Quality of the Learners is enhanced.
33. The respondents have opined that the labs are small, not independent and have scarcity of literature on experimentation.
34. 82% of the Teacher Educators responded that there was development of the Scientific Attitude of the Learners.
35. 90% of the Teacher educators were of the view that experimentation in Science enhances interest in Science, self study capability and attitude towards research.
36. 98% of the Teacher Educators responded that the Quality of the Learners is enhanced through development of Scientific Attitude and Academic Achievement.
37. 65% of the Teacher educators responded that the Learners are Computer Trained.

AMRAVATI VIBHAGATEEL SANGANAK HA VISHYA ASLELYA VA SANGANAK HA VISHYA NASLELYA MADHYAMIK SHALAYNMADHEEL IYATA NAVOVI CHYA GANIT VA VIGYAN VISHYACHYA GUNANVAR HONYARA PARINAMANCHA TULNATMAK ABHYAS

(Varunda Vivek Marathe, Sant Gadgebaba Amravati Vidyapeeth, Amravati, Maharashtra, India, 2015)

Objective

1. To study the scores obtained by the Computer Subject Students of Std. IX in Mathematics.
2. To study the scores obtained by the Computer Subject Students of Std. IX in Science.
3. To compare the scores obtained by the computer Subject Students of Std. IX in Mathematics & Science.
4. To compare the scores obtained by the male & female computer Subject Students of Std. IX in Science.
5. To compare the scores obtained by the rural & urban computer Subject Students of Std. IX in Mathematics.
6. To know the scores obtained by the Urban & Rural Computer Subject Students of Std. IX in Science.
7. To compare the scores obtained by the Urban & Rural Computer Subject Students of Std. IX in Science.
8. To study the scores obtained by the Non-Computer Subject Students of Std. IX in Mathematics.
9. To study the scores obtained by the Non-Computer Subject Students of Std. IX in Science.
10. To compare the scores obtained by the Non-computer Subject Students of Std. IX in Mathematics & Science.
11. To know the scores obtained by the Economically High, Low and Very Low computer Subject Students of Std. IX in Mathematics & Science.
12. To compare the scores obtained by the Economically High, Low and Very Low computer Subject Students of Std. IX in Mathematics & Science.
13. To compare the scores obtained by the Economically Low & Very Low Computer Subject Students of Std. IX.
14. To compare the scores obtained by in Mathematics of the Students of Std. IX with & without Computer Subject.
15. To compare the scores obtained by in Science of the Students of Std. IX with & without Computer Subject.

All the 7 hypotheses of the study have been well formulated All the delimiters of the study have been well presented.

Survey method has been suitably employed for the study. The sample of 50 Secondary Schools was drawn from the five districts, namely, Amravati, Akola, Vashim, Buldhana and Yvatmal , 12,10,8,10 and 10, respectively, equally from rural & urban areas. Further a sample of 1000 Std IX Students was drawn @20 Students per School, equally distributed against male & female Students. The characteristics of all the tools employed for the study, namely, Questionnaire for the Teachers, Attitude Scale for the Students, & Interview with the Parents have been well established. The data were meticulously analyzed through Mean, SD, SE , t-value, Chi Square and Co-efficient of Correlation. The implications of the study have been well worked out, wherein , the study insists that there should be due focus on Computer Subject at the functional level.

An Analytic Study of Constructivist Approach in Classroom Teaching at Senior Secondary level of Jaipur District (Vibha Kaushik, BANASTHALI, 2016)

The study is based on a sound conceptual frame work. The related literature has been reviewed analytically & comprehensively. All the four objectives of the study have been well enunciated cutting across opinion of the teachers towards constructivist approach considering Public- Private, Male- Female, Rural- Urban dichotomy , subject stream levels & teaching experience, procedure employed for constructivist approach, pros and cons of constructivist approach and strengthening constructivist approach. All the hypotheses have been well formulated in the null form. The study assumes that the Senior Secondary Teachers are aware of the constructivist approach. All the hypotheses of the study have been well formulated in the null form. The technical terms used in the study have been well explained or operationalized. The delimiters at the face of it are genuine. The sample of 603 Teachers was drawn randomly. The characteristics of all the tools employed for the study, namely, Opinionnaire, Observation Schedule and Interview Schedule have been well established. The data were collected systematically and analyzed compatibly through Mean , SD, t-test and % scores.

The study has arrived at the following findings:

1. The teachers of private schools have been found to have more favourable opinion towards constructivist approach than that of the government schools.
2. No significant difference has been found in the opinion of male and female teachers towards constructivist approach.
3. Arts Teachers have been found to be having most favourable opinion towards employing constructivist approach, whereas, next in the series are Science and then Commerce Teachers.
4. The teachers of urban schools have been found to have more favourable opinion than the rural in employing the constructivist approach.
5. Constructivist approach has been found to be independent of Teaching Experience of Teachers.
6. Science Teachers have been found to be in the average and above average categories, 50% each, in using constructivist approach.
7. 50 % Commerce Teachers were found to be in the above average category, 37.5% in average, whereas, 12.5% teachers were found to be in the below average category in employing constructivist approach.
8. Arts Teachers have been found to be in the average and above average categories, 50% each, in using constructivist approach.

9. The teachers have found the constructivist approach better than traditional approach, wherein, students have more of autonomy, innovativeness, quest & freedom and inbuilt evaluation.

PRATHMIK SCHOOL SATAR PR VIGYAN SHIKSHAN MEIN RICHARD SACHMAN PRATIMAN KI SAPEKSHA PRABHAVSHEELTA KA VIDYARTHIYON KI SHAIKSHIK UPLABDHI , VAIGYANIK SRJANATMAKTA EVAM ABHIVARTI KE SANDHRBH MEIN ADHYYAN

(Vinita Yadav, Dr. Bheemrao Ambedkar Vishwavidyalaya, Agra, UP, India, 2015)

Objectives

1. To study the effect of teaching through Richard Sachman Model on the Academic Achievement in Science of the Primary School Students.
2. To study the effect of teaching through Richard Sachman Model on the Scientific Creativity in Science of the Primary School Students.
3. To study the effect of teaching through Richard Sachman Model on the Attitude towards Science of the Primary School Students.
4. To study the effect of teaching through Traditional Method on the Academic Achievement in Science of the Primary School Students.
5. To study the effect of teaching through Traditional Method on the Scientific Creativity in Science of the Primary School Students.
6. To study the effect of teaching through Traditional Method on the Attitude towards Science of the Primary School Students.
7. To study the relative effectiveness of teaching Science through Richard Sachman Model and Traditional Method on the Academic Achievement in Science of the Primary School Students.
8. To study the relative effectiveness of teaching Science through Richard Sachman Model and Traditional Method on the Academic Achievement in Science of the Primary School Students.
9. To study the relative effectiveness of teaching Science through Richard Sachman Model and Traditional Method on the Scientific Creativity in Science of the Primary School Students.
10. To study the relative effectiveness of teaching Science through Richard Sachman Model and Traditional Method on the Attitude towards Science of the Primary School Students.

All the 9 hypotheses of the study have been well formulated in the null form. Experimental Group Control Pre-Test Post-Test design has been suitably employed for the study. Richard Sachman Model and Traditional Method have been considered as Independent variables, whereas, Academic Achievement, Attitude towards Science and Scientific Creativity have been considered as dependent variables. Experimental and Control group, each, was comprised of 50 randomly drawn Std. V Students. The characteristics of all the tools used for the study, namely, Academic Achievement Test, Scientific Creativity Test and the Attitude Scale were well

established. The data were analyzed through suitable statistical techniques, namely, Mean, Correlated- t value and independent – t value.

The study has arrived at the following findings:

1. The academic achievement by Teaching through Richard Sachman Model was found to be significantly greater than by teaching through Traditional method.
2. The Scientific Creativity by Teaching through Richard Sachman Model was found to be significantly greater than by teaching through Traditional method.
3. The attitude towards Science by Teaching through Richard Sachman Model was found to be significantly greater than by teaching through Traditional method.

"**Development of Life Skills Training Modules for B.Ed. Students**"
(Gauri Prasad Hardikar, University of Mumbai, Mumbai, Maharashtra, India, 2015)

Objectives:

To develop training module in the form of a program for enhancing life skills in B.Ed. students.

1. To study the effectiveness of the developed modules on the level of life skills of B.Ed. students.
2. To compare the effectiveness of the developed modules with respect to sub samples based on gender, socio economic status and medium of instruction at school level.

All the 17 hypotheses of the study have been well formulated. Skills for Life Program in the areas of coping & self management have been considered as independent variable, skills of the B.Ed. students in the areas of coping & self management have been considered as dependent variable, whereas, gender, medium of instruction at school level and SES have been considered as extraneous variables. Following Skills have been the focus of the study:

1. Skills for Increasing Internal Locus of Control
a. Self esteem
b. Self confidence
c. Self awareness
d. Goal setting
e. Self monitoring

2. Skills for Managing Feelings
a. Anger management
b. Coping with emotions

3. Skills for Managing Stress
a. Positive thinking
b. Relaxation techniques
c. Time management

The study has very well covered the areas of coping and self management skills and the 10 life skills according to the WHO. It is a developmental study consisting of three phases, need survey, design & development of Life Skills Program and effectiveness of the Life Skills Program for the B.Ed. Students.

The need assessment survey was conducted on 62 B.Ed. Students of one of the 53 Colleges of Education affiliated to the University of Mumbai. Life Skills Assessment Scale constructed by Dr. A. Radhakrishnan, R. Subasree and S. Ranjan (2010) constituted of 100 items on 10 life skills of

the WHO was administered. Further an open ended item was there to know to know what the B.Ed. students would like to learn under the Life Skills Program. Finally after seeking guidance from the experts the areas of Self management and Coping Skills were chosen for developing the module.

The Skills for Life program was well developed by the investigator. It was further modified by discussing with experts from the fields of Life Skills Education, Psychology and Teacher Education and piloting on 53 B.Ed. Students over a period of 15 days.

For studying the effectiveness of the developed Program Pre-test Post-test Nonequivalent Group Design was well employed. Stratified random sampling technique was employed for selecting the sample. Two Aided Colleges of Education were selected and two unaided. Randomly one College of Education from Aided was considered Experimental Group, whereas, the other College Control Group. Similar consideration was for the Unaided Colleges. Finally the sample comprised of Aide Institutions (Experimental Group-55 & Control Group-69), whereas, Unaided Institution (Experimental Group-46 & Control Group-79). Two tools were used in this phase of the study, namely, Life Skills Assessment Scale constructed by the investigator and SES Inventory by Patel 1997. The characteristics of both the tools have been well established. The data were analyzed employing suitable statistical techniques, namely, mean, median, mode, SD, Skewness & Kurtosis, t-test, ANOVA, ANCOVA and gain score analysis.

The study has arrived at the following findings:

1. The gain of Experimental Group was found to be significantly greater than that of Control Group in the selected areas of life skills, that is, self management and coping with stress.
2. The experimental group students who were exposed to the training module in the form of skills for life program showed significantly better development/enhancement in the selected sub areas of life skills, namely, Internal Locus of Control, Managing Feelings and Managing Stress than the control group students.
3. The experimental group students showed significantly higher development in the selected life skills than the control group students, skill -wise, except on Relaxation Skill where the difference was not statistically significant.
4. Both, the males and females benefitted equally through the Life Skill Program.
5. Both, medium of instruction background students benefitted equally through the Life Skill Program.
6. The Skills for Life Program worked equally well for different SES B.Ed. Students.

It is an interesting study. The research rigor has been observed through out the study. The study has very well contributed to the knowledge base in the area of life skills. The study has very well demonstrated how the life skills can be developed. The findings of the study have immediate implication for the field. The testimony of the text is fully established. The emerging theses of the study are promising.

Comparative Effectiveness of Stress Reduction Strategy and Conventional Method in Terms of Cognitive and Affective Domains Related Variables of Class IX Students
(Jyoti Verma, DAVV, 2016)

Objectives

1. To compare the pre-test and post-test mean scores of stress belonging to stress Reduction Strategy.
2. To compare the adjusted mean scores of stress , fear, mental health and parental encouragement separately of students belonging to Experimental and Control groups by considering respective variables at pre-stage as covariate.
3. To study the effect of treatment, fear and their interaction on stress of students by considering pre-test scores as covariate.
4. To study the effect of treatment, mental health and their interaction on stress of students by considering pre-test scores as covariate.
5. To study the effect of treatment, parental encouragement and their interaction on stress of students by considering pre-test scores as covariate.
6. To study the effect of treatment, gender and their interaction on stress of students by considering pre-test scores as covariate.
7. To study the trend of stress of students through successive six trails of experimental and control group.
8. To study the reaction of Experimental group students towards Stress Reduction Strategy.

All the hypotheses of the study have been well formulated in the null form. The sample was suitably selected from the higher secondary schools of Uttar Pradesh affiliated to the CBSE Board. Two schools were selected randomly from the Jhansi cluster. The study was conducted on class IX students. The sample represented the average SES. The study was experimental in nature and designed on the lines of Multiple Time Series Design. Stress was considered as dependent variable, whereas, Parental Encouragement, Gender, Mental Health and Fear were considered as independent variables. The Stress Reduction Strategy including Stress Reduction Model, Chanting of 'OM' , some selected Shlokas, instrumental music and motivational songs was very well designed. The characteristics of all the tools used for the study, namely, Bisht Battery (1971) of Stress Scales (five), Fear Check List by Kaur (1987), Mental Health Battery (1971) by Singh and Gupta, and Parental Encouragement Scale (1971) by Sharma have been well established. The data were collected systematically and analyzed employing correlated t-test, ANCOVA, 2*2 Factorial Design ANCOVA and Trend Analysis.

The study has arrived at the following findings:

1. Stress Reduction Strategy has the potentiality in reducing the Academic Stress, Social Stress, Family Stress, Financial Stress and Vocational Stress of students significantly.
2. Stress Reduction Strategy was found to be superior to conventional method in reducing the Academic Stress, Social Stress, Family Stress, Financial Stress and Vocational Stress of students when the respective variables at pre-stage were taken as covariate.
3. The Stress Reduction Strategy was found to be superior to Conventional Method in improving the mental health of the students when pre-mental health was taken as covariate.
4. Students having more parental encouragement and using Stress Reduction Strategy were benefitted more than the students using conventional method.
5. The Stress Reduction Strategy was found to be superior to conventional approach in reducing the mental fear of the students when pre-fear was taken as covariate.
6. There is no significant effect of fear on Academic Stress, Social Stress, Family Stress, Financial Stress and Vocational Stress of students when the respective variables at pre-stage were taken as covariate.
7. The interaction between treatment and fear did not produce a significant effect on Academic Stress, Social Stress, Family Stress, and Financial Stress of students when the respective variables at pre-stage were taken as covariate.
8. The interaction between treatment and fear has a significant effect on Vocational Stress of students when pre-vocational stress was taken as covariate.
9. Mental Health produces a significant effect on academic stress of students when the respective variables at pre-academic stress were taken as covariate.
10. The Mental Health has a significant effect on Social Stress, Family Stress, Financial Stress and Vocational Stress of students when the respective variables at pre-stage were taken as covariate.
11. The interaction between treatment and Mental Health did not produce a significant effect on Academic Stress, Social Stress, Family Stress, Financial Stress and Vocational Stress of students when the respective variables at pre-stage were taken as covariate.
12. There is no significant effect of Parental Encouragement on Academic Stress, Social Stress, Family Stress, Financial Stress and Vocational Stress of students when the respective variables at pre-stage were taken as covariate.
13. The interaction between treatment and Parental Encouragement did not produce a significant effect on Academic Stress, Social Stress, Family Stress, Financial Stress and Vocational Stress of students when the respective variables at pre-stage were taken as covariate.

14. There is no significant effect of Gender on Academic Stress, Social Stress, Family Stress, Financial Stress and Vocational Stress of students when the respective variables at pre-stage were taken as covariate.
15. The interaction between treatment and Gender did not produce a significant effect on Academic Stress, Social Stress, Family Stress, Financial Stress and Vocational Stress of students when the respective variables at pre-stage were taken as covariate.
16. The trend of Academic Stress and Social Stress through six successive trails of experimental and control group was neither linear nor quadratic.
17. The trend of Family Stress, Financial Stress and Vocational Stress through six successive trails of experimental and control group was linear as well as quadratic.

"**ADHYAPAK SHIKSHAN PADVIKA ABHYASKARMATEEL MAHITI SAMPRESHAN TANTRAGYAN VISHYACHYA ADHYYAN ADHYAPANATEEL KAUSHAL VIKSAN- EK ABHYAS**"
(**Gayatri Jitendra Patil the North Maharshtra University, Jalgaon, Maharashtra, India, 2016)**

Objectives:

To study the computer knowledge of the student Teachers developed through the curriculum of D.Ed.

1. To study the ICT Skills developed in the Student Teachers through the D.Ed. curriculum.
2. To compare the Computer knowledge of Rural & Urban Student Teachers developed through the D.Ed. curriculum.
3. To compare the Computer knowledge of Male & Female Student Teachers developed through the D.Ed. curriculum.
4. To compare the Computer knowledge of Student Teachers of various streams developed through the D.Ed. curriculum.
5. To compare the ICT Skills of Male & Female Student Teachers developed through the D.Ed. curriculum.
6. To compare the ICT Skills of Rural & Urban Student Teachers developed through the D.Ed. curriculum.
7. To compare the ICT Skills of Student Teachers of various streams developed through the D.Ed. curriculum.
8. To study the effectiveness of the Program developed for the enhancement of ICT Skills amongst the Student Teachers.

All the 13 hypotheses of the study have been well formulated. The study has suitably employed Survey & Experimental Research methods. 11 D.Ed. Colleges out of the 22 D.Ed. Colleges of Nandurbar have been reported to be selected randomly employing lottery technique. Further 775 Student Teachers out of 1450 were selected employing suitable sampling technique. Out of these 775 students 343 were Males (Urban-114 & Rural-229), whereas, 432 were Females(Urban-159 & Rural-273). One hundred D.Ed. Student Teachers (Experimental Group-50 & Control Group-50) from one of the 11 D.Ed. Colleges comprised the sample for the Experimental Study. Experimental Group Control Group Pre-Test and Post-Test was employed for the Experimental Study. The duration of treatment was six months. The characteristics of all the tools employed for the study have been well established. The data were analyzed employing suitable analysis techniques, such as, t-test & ANOVA. The findings of the study have immediate implications for the field.

It is an interesting study on Computer Education and ICT in Education at D.Ed. level. The Research Rigor has been observed throughout the Study. The Study has definitely contributed to the knowledge base in the selected area. The study has arrived at meaningful findings.

A Study of the Perception of Professional Students Towards Soft Skills at University Level (Jyoti Puri, Banasthali Vidyapith, 2015)

The study is based on a sound conceptual framework. The related literature has been reviewed comprehensively, analytically and meaningfully. In all 41 Research Studies (Indian-22 & Foreign-19) have been reviewed meticulously. The review of the Indian Studies reveals that Hard Skills are ranked far behind the Soft Skills as critical factors in Technical Project success. Soft Skills are Peoples' Skills, especially for the BPO workers to deals with non-native varied cultures. Soft skills are essential for the proficient teachers to reconstruct the changing world. There should be a variety of programs for developing soft skills in the University Students. Educational Environment is a pre-requisite for healthy behaviour. There has been found marked development of soft skills in the various executives progressively with time. Development of Soft Skills in the delegates demands Theory-Practicum nexus. Socio-emotional adjustment in the society depends upon self awareness which is developed through the combination of technical & soft skills. There has been found a need of mastering, both, the hard and soft skills. SWOT analysis & Stress Release Techniques have been found to contribute significantly in stress reduction. Equipping the Students with Life Skills is also the responsibility of the Academic Institutions. These cannot shed off their responsibility. Language Proficiency in a non-native language could be enhanced through considerate & friendly environment. Engineers need to improve in the areas of communication skills, team work & leadership. There has been felt a need for constructing evaluation tools in the areas of management. Soft skills are pre-requisites for realizing compatible interaction. Globalization & Industrialization demand development of Life Skills. The complexities of the living conditions demand skillful persons in various dimensions of life. Soft Skills along with hard skills assure and ensure success in various walks of life. Decency, decorum, discipline and respect in the society can be enhanced through inculcation of moral values. Only 2.6% of the engineering pass outs have been found employable. It has been attributed to the lack of skills. Various models can be employed for development of the soft skills amongst engineers. Basics of industry, both, hard & soft ought to be the focus for facilitating transition from academics to workplace requirement. Personality & motivational variables and leadership coursework have been found to enhance soft skills. Soft skills have been found to be more important than academic knowledge. There has been added demand for learning soft skills. The Research based Soft Skill base demands integration of the Soft Skills in curricula. Self reflection has been found to facilitate skill enhancement. Workplace readiness skills of the teacher has been found to enhance student attainment. Hospitality Educational Institutions have been found to meet the needs of the industries in their demands for soft skills. Professional development of teachers has been found to focus on 21st Century Skills. Soft Skills have been found to facilitate interviews. Males have been found to exhibit higher levels of innovativeness and less social than females. Less proficiency in soft skills has

been found to be resulting into lower self leadership capacity. Various sectors have been found to converge on soft skills, be it electronics or business. IT Education should prepare professionals with hard and soft skills to communicate with users, to resolve conflicts and to bring different functions together toward a common goal. There has been felt a need to align the university curricula with the corporate needs. There has been found increase in soft skills behaviour from freshman year to senior year of Baccalaureate Education. Students' participating in an internship contributes to student soft skill development.

All the three objectives of the study were well delineated as follows:

1. To analyze the perception of the students of professional courses towards the need of learning soft skills with respect to their background variables.
2. To analyze the perception of the students of professional courses towards the development of their soft skills with respect to their background variables.
3. To analyze the perception of the students of professional courses towards the satisfaction of their curriculum activities to improve their soft skills with respect to their background variables.

All the hypotheses of the study have been well formulated.
Various terms used in the objectives and rationale of the study have been well defined operationally. Survey method has been suitably employed for the study. Course, age, gender, background, Board, Stream and Medium have been considered as independent variables, whereas, Perception of the professional students on the need, development and satisfaction towards the learning of soft skills as dependent variables. The characteristics of all the three tools constructed for the study, namely, Perception Scale for the need of soft skills in professional students, Perception Scale for the development of soft skills in professional students and Perception Scale for the satisfaction of soft skills in professional students have been well established. The population for the study is comprised of all the Private & Government Professional Colleges of Moradabad Region of Uttar Pradesh, India. The sample of 7 Government Colleges (B.Ed., M.Ed. -5, MCA-1 and MBA-1) was selected from the Population of 10, 2, 2 Government Colleges, respectively, whereas, the sample of 10 Private Colleges (B.Ed., M.Ed. -3, MCA-1 and MBA-6) was selected from the Population of 4, 2, 12 Private Colleges, respectively. The samples of 104 B.Ed. students, 104 MBA I Year Students, and 104 MCA I Year students were drawn randomly, equally distributed against Government and Private Colleges for studying the perceptions of the students with respect to their needs for soft skills. The sample of 52 M.Ed. Students, 52 MBA II Year Students, and 52 MCA II Year Students was drawn to study the perception of students on development and satisfaction of the soft skills.

The data were collected systematically and analyzed through frequencies, % responses and Chi-Square Contingency. The study has arrived at the following findings:

1. The students of B.Ed. found more need of learning soft skills as compared to the students of MCA and the least need has been perceived by the students of MBA.
2. The need of learning soft skills has been found more in case of the students in age group (above 22) years than in the students in the age group (19-22) years.
3. The need of learning soft skills has been found to be equal in case of both male students and female students.
4. The need of learning soft skills has been found to be more in case of rural area students as compared to the students of urban areas.
5. The need of learning soft skills has been found to be more in the students of UP Board than the students of CBSE Board and the least need has been observed in the students of ICSE Board.
6. The need of learning soft skills has been found to be more in the students of Science Stream than the students of Art Stream and the least need has been observed in the students of Commerce Stream.
7. The need of learning soft skills has been found to be more in case of Hindi Medium students as compared to the students of English Medium.
8. Amongst all the professional courses the development of soft skills has been observed more in M.Ed. Students than the students of MCA, whereas, the least development was found in the students of MBA.
9. The development of soft skills has been observed in both the age group students. It was found to be greater in the above 22 age group than in the 19-22 age group.
10. The development of the soft skills has been found to be more in male students than in female students.
11. The development of soft skills has been seen equally in urban and rural students.
12. The development of soft skills has been seen equally in the students of ICSE Board and UP Board as compared to the students of the CBSE Board.
13. The development of soft skills has been greater in the students of Arts stream than in the students of Commerce Stream, whereas, the least development was found in the students of Science Stream.
14. The development of soft skills has been found to be greater in the Hindi Medium students than in the English Medium Students.
15. The students of M.Ed. have been found to be more satisfied than the students of MCA , whereas, the students of MBA have been found to be least satisfied towards their curriculum activities to improve their soft skills.

16. The students in the age group (19-22) years have been found to be more satisfied than the students above 22 years towards their curriculum activities to improve their soft skills.
17. The male students have been found to be more satisfied with their curriculum activities to improve their soft skills than the female students.
18. The students from rural areas have been found to be more satisfied with their curriculum activities to improve their soft skills than the students from urban areas.
19. The students of CBSE Board have been found to be more satisfied than the students of UP Board, whereas, the students of ICSE Board have been found to be least satisfied towards their curriculum activities to improve their soft skills.
20. The students of Arts Stream have been found to be more satisfied than the students of Science Stream, whereas, the students of Commerce Stream have been found to be least satisfied towards their curriculum activities to improve their soft skills.
21. The students of Hindi Medium have been found to be more satisfied with their curriculum activities to improve their soft skills than the students of English Medium.

It is an interesting need based study. The concern of the study to explore and realize the soft skills along with the hard skills of the Professional Students is very deep. The dissatisfaction of the Students of Professional Programs with respect to the development of the soft skills as a whole as evident through the findings of the study is a matter of immediate concern for all of us. The study has definitely contributed to the knowledge base in the area of development of soft skills through Higher Education Professional Development Programs of various Faculties, namely, Education, Computer Application & Business Administration. The findings of the study have immediate implications for the field. Development of the Soft Skills along with Hard Skills demands Humane & Professional Teachers & fully dedicated learners. The emerging Theses of the Study need to be thoroughly integrated in our Professional Education. The study is an Eye Opener.

The Study raises number of questions, such as, follows:

1. How Soft Skills and Hard Skills are interrelated?
2. How is it that a large number of Professional Graduates are not acceptable at the operational level?
3. How to develop the Soft Skills amongst the Students of Professional Programs?
4. Are the skills, both, hard & soft scalable. If yes, then how?
5. Which scale is most compatible for skill measurement?
6. Whether the data collected by the investigator through the Perception Scales are on the nominal scale or ordinal scale?
7. How do the 42 studies (41+1) help us integrate the Hard Skills & Soft Skills?

DEVELOPMENT AND IMPLEMENTATION OF A STRATEGY TO ENHANCE COMMUNICATION SKILLS IN ENGLISH FOR THE COMMERCE UNDERGRADUATE

(Divya Maheshwari, CASE, MSU, Vadodara, 2013)

Objectives :

1) To study the initial level of Communication Skills in English possessed by the First Year B.Com. students
2) To develop the strategy to enhance Communication Skills in English possessed by the First Year B.Com. Students.
3) To implement the developed strategy for the First Year B.Com. Students.
4) To study the effectiveness of the strategy developed.
    a. In terms of the achievement of the Communication Skills of the First Year B.Com. Students.
    b. In terms of the students' reflections about the strategy.

1. **Hypotheses of the study:**

   There will be no significant difference in the results between the pre-test and the post-test, conducted for the First Year B.Com. Students.
2. **Research method employed:** The present study is the 'Developmental-cum-Experimental' study by nature, using Pre-test - Post-test design.
3. **Population of the study:**

   The First Year B.Com. Students (who had studied in Guajarati medium schools at the higher secondary level) constituted the population for the present study.
4. **Sample for the study:**

   The purposive sample was selected for the present study from the First Year.B.Com. Class. The sample constituted of 54 students out of which 27 students were randomly assigned to the Experimental group and 27 students were assigned to the Control group.
5. **Tools and Techniques employed for the study:**

   To achieve the objectives of the present study, the following tools were prepared by the researcher for collecting the required data. These tools were finalized by the experts having specialization in the field of communication skills in English.

        i. Information Sheet

ii. Pre-Test and Post-Test
    1. Achievement Test
    2. Structured Interview
    3. Group Discussion
iii. Questionnaire

6. Data Analysis:

In this research, the data collected as mentioned above were analyzed qualitatively and quantitatively. The data obtained through the pre-test and the post-test were analyzed using mean, median, mode and the significant difference between the pre-test and the post-test results while the data obtained through the questionnaire were analyzed qualitatively (i.e. Content analysis).

7. Findings of the Study:

A. Major Findings Obtained from the Data Analysis of the Information Sheet

1. In case of the students' knowledge about English language, it was found that 79.63% students could only understand in English, 3.70 % students could try to speak in English whereas 96.30% students could not speak in English.It was found that 74.07 % students could read, 25.93% students could not read in English, 68.52% students could write in English but 31.48 % students not write in English.
2. The educational qualification of their parents showed that 78 % parents had schooling, 18 % parents were graduates and 4% parents had no schooling.
3. It was found that 45 % students assessed their communication in English 'poor' whereas 50 % students were of the opinion that they were 'good'.

B. Findings Obtained from the Data Analysis of the Pre-Test

The Pre-test consisted of the achievement test, structured interview and a group discussion .The pre-test and the post-test were parallel. The data collected from the achievement test, structured interview and the group discussion before the intervention programme were considered as the data of the pre-test.

a. Findings Obtained from the Data Analysis of the Achievement Test

1. Through an achievement test, the researcher was able to collect the relevant data regarding the Communication Skills other than the Oral Communication Skills possessed by the F.Y.B.Com. Students.

2. From the written test of these students, it was found that no student had the basic knowledge of general writing such as using ‘Miss’ , ‘Mr.’ before the name and the meanings of the words ‘designation’ or the ‘financial year’.
3. It was found that 81% students could arrange the words into alphabetical order.
4. It was found that 59.25% students could not frame the sentence from the given words. 26% students did not have a clear idea about the grammar so they could not differentiate between the grammatically correct and incorrect sentences.
5. It was found that 59.48% students could not write a simple paragraph in English.
6. It was found that 31.48% students could not group the sentences according to the type of sentence.
7. It was found that 96.29 % students did not know about the ‘non-verbal’ communication’.
8. It was found that 66.66 % students could not write the date in proper method.
9. It was found that 98 % students did not know about the inside address.
10. It was found that 92.59 % students could not write any type of the formal salutation.
11. It was found that 81.48 % students could not re-write the given address either in proper capitalization or proper punctuations or proper form.
12. It was found that 77.77% students were unable to arrange the sentences into logical sequence.
13. It was found that 96.29 % students were average in writing an application.
14. It was found that 98.14 % could not draft a simple letter of agency.
15. It was found that 91 % could properly attempt the questions related to a comprehension.
16. Some of the significant causes thwarting comprehension of the learners included lack of knowledge of structural usage, lack of semantic knowledge, vocabulary items, phrases and grammar.

a. Findings Obtained from the Data Analysis of the Structured Interview

1. It was found that 90% students tried to respond shortly to the questions asked in English. But 10% students did not even try to answer.
2. No student was found to be a fluent speaker in English.
3. It was found that 90% students were unaware of the proper pronunciation of the particular vowels, consonants and diphthongs.

4. It was found that 90% students tried to answer, keeping aside the rules of grammar.
5. It was found that 85%students uttered their names only while asked about introducing the self.
6. It was found that 78%students could express their ideas clearly about their selection for the Commerce discipline.
7. 3% students opined that they never read any newspapers. Only 9% said that they read English newspaper occasionally. 88%were Gujarati newspaper readers.
8. It was found that 15% students could not answer at all what they had read in the newspapers and the majority could answer shortly instead of explanation.
9. It was found that 79.77% students were not aware of the use of latest technology and they had never sent any e-mail.
10. It was found that 80% students could not recall any announcement in English.
11. It was found that 35.18% students did not know how to initiate any conversation in English.
12. It was found that 46.29% students did not express their views in English about what would they do if caught up by the traffic police.
13. It was found that 48% students did not know anything about any international personality. The others, who knew, could recall the name of the personality only and could not tell anything more in English.
14. It was found that 25% tried to answer in Hindi or Gujarati due to lack of knowledge in English.

b. Findings Obtained from the Data Analysis of the Group Discussion

1. It was found that 90% students were not able to present their views in English on particular topic.
2. It was found that 80% students were unable to discuss the particular topic in correct by sharing their views with the others in group.
3. It was found that 85% students could not debate on given issue.
4. Those, who tried to discuss in English, were average English speakers with the influence of mother tongue in their speech.
5. The students who tried to come on the stage to express their views in English had the ‘stage fear’.
6. These students could not express their views directly in fluent English.

C. Findings Obtained from the Data Analysis of the Post-Test

The pre-test and the post-test were parallel. The data collected from the achievement test, structured interview and the group discussion, after the intervention programme, were considered as the data of the post-test.

a. Findings Obtained from the Data Analysis of the Achievement Test

1. It was found that 100 % Students from the Experimental group did write 'Mr/Mrs/Miss' before their names. But the students of the Control group could not write Mr/Mrs/Miss before their names.
2. It was found that 29 % students of the Control group did not understand the meaning of 'designation. Others including all the students of Experimental group knew the meaning.
3. It was found that 70 % students of Control group could not write the 'maiden name' of their grandmother but all the students of Experimental group could write the maiden names properly.
4. It was found that 3 % students (Experimental group) and 51.85 % students (Control group) did not know either the meaning or answer of the calendar year.
5. It was found that 97% students of the Experimental group could develop their vocabulary power.
6. It was found that 11.11 % (Control group) could not arrange the words into alphabetical order but all other students along with the Experimental group could arrange the words into alphabetical order.
7. It was found that 18.5 (Experimental group) and 96.29 % (Control group) students did not know the spellings of 'grammar' and 'passage'.
8. All the students of the Experimental group knew the answers of the opposite words but 66.66 % students of Control group did not know either the meaning or the answer.
9. It was found that 92% students of Experimental group could frame the sentences from the given words and 40.75 % Control group could not frame the sentences from the given words.
10. It was found that 88% students from the Control group could not differentiate between the correct and incorrect answer. But all the students of the Experimental group could differentiate between the correct and incorrect answer due to their strengthened grammar.

11. It was found that 85% students of the Experimental group could write a paragraph properly. But 37.03 % from the Control group students could not write a simple paragraph.
12. All the students of the Experimental group could group the sentences according to the type but 33.33 % from the Control group could not group the sentences according to the type.
13. All the students of the Experimental group could match the words with their meanings given in column but 77.77 % students of Control group could not match the words with their meanings given in column.
14. It was found that 98%students of the Experimental group knew the meanings but 88.88 % students Control group could not know the meaning of the given words.
15. It was found that 89% students of the Experimental group could define the word communication. But 59.25 % students of Control group could not define the word communication.
16. It was found that 3 % student of Experimental group and 74.04 % students from Control group could not know about body language.
17. It was found that 79%students of the Experimental group could write the date in proper method but 77.7 % of Control group could not write the date in proper method.
18. It was found that 97%students of the Experimental group knew about the letterhead but 92.59 % Control group did not know about the letterhead.
19. All the students of the Experimental group could and 66.66 % Control group could not write the letterhead properly.
20. It was found that 93% students of the Experimental group could and 77.77 % students of the Control group could not arrange the sentences in logical sequence.
21. It was found that 80% students of the Experimental group could draft an application properly.88.88 % Control group could not write application properly.
22. All the students of the Experimental group could write an agency letter appropriately but no student of the Control group could write an agency letter appropriately.
23. It was found that 48.14 % students could not find out the answers of the questions set from the given passage.

b. Major Findings Obtained from the Data Analysis of the Structured Interview

1. 100% Students of the Control group did not even try to answer and all the students of the Experimental group could respond properly to the questions asked in English others tried to answer shortly.
2. It was found that 85% students of the Experimental group could speak 'good English'.
3. It was found that 90% students of the Experimental group were aware of the proper pronunciation of the particular vowels, consonants and diphthongs.
4. It was found that 90% students of the Experimental group tried to answer, keeping in mind the rules of English grammar but 85% students of the Control group could not properly responded to the questions in English.
5. It was found that 95% students of the Experimental group could introduce their family in a systematic way where as 60 % students of the Control group could utter the names
6. All the students of both the group had clear idea about their ambition after completion of their graduation.
7. All the students of the Experimental group could express their views on the magazines' topic they had read but 29% students of the Control group replied about the newspaper instead of magazines.
8. All the students of the Experimental group were aware of the use of latest technology and they have started internet use.
9. All the students of the Experimental group had inculcated the habit of listening to English news daily and they could report what they had listened to last night but 35.18% students from the Control group were not interested in listening to English news and the others who incidentally used to listen to it were not able to tell about what they had listened to on News channel.
10. It was found that 95% students of the Experimental group could recall an announcement in English but 39% students from the Control group could not recall any public announcement in English.
11. It was found that 96% students of the group knew and 29.62% students from the Control group did not know how to initiate any conversation in English.
12. It was found that 85% students of the Experimental group could and 18.52% students from the Control group could not express their views in English about what would they do if caught up by the traffic police.

13. It was found that 88% students of the Experimental group could tell something about the business icon but 70% students of the Control group could recall only the name of the business icon and could not tell anything more in English.
14. It was found that 17% students of the Control group tried to answer in Hindi or Gujarati due to lack of knowledge in English. But all the students of the Experimental group remained stick to speak in English.

c. Findings Obtained from the Data Analysis of the Group Discussion

1. It was found that 70% students of the Experimental group and 30% students of the Control group were able to present their views in English on particular topic.
2. It was found that 85% students of the Experimental group and 40% students of the Control group were able to discuss the particular topic in correct by sharing their views with the others in group
3. It was found that 85% students of the Experimental group and 40% students of the Control group students could debate on given issue.
4. It was found that 85% students of the Experimental group tried to discuss in English with the other group members.
5. It was found that 75% students of the Experimental group seemed to be confident who could express their views directly in English and the control group seemed to be less confident. These students could not express their views directly in English

D. Findings Obtained from the Data Analysis of the Questionnaire

1. 100% students having undergone the introductory session of the programme for enhancing the communication skills in English, responded positively. It proves that they followed the basic understanding of communication skills.
2. 78% students followed the instruction given during the session means the instructions had properly been imparted to them according to their ability of understanding the communication, while 12% of them meagerly understood the instruction in some session.
3. The entire Experimental group was satisfied to have enjoyed the way of learning communication skills in English. It shows that the way selected for the students was quite befitting for them.
4. With regard to the programme on developing LSRW skills, all the students except one, showed their full satisfaction about it. So, it can be said that the skills were properly taught to them.

5. 74% of the students showed their liking for speaking skill, 22%students were interested in skills of writing and listening whereas the reading skill could attract a few number of the students i.e. only four percent of them liked it.
6. Method seemed to have attracted 25 % of the students in all the skills. 14 % students found Content to be useful for all the four skills. Technique proved its usability for 15.5 % students in all. Resource was found to be useful for 15.5 % students in enhancing the skills. 12 % of the students liked Approach. 12 % students found 'Evaluation' useful for writing only. The usefulness of all the Components was found to be varied in different skills.
7. Every one of the Experimental group nicely enjoyed all the ITEMS i.e. Warm up, Learning and Evaluation equally.
8. For enhancement of Communication skills in English, the present strategy had entirely been satisfactory with regards to its usefulness in LSRW skills.
9. The Time Period provided for the enhancement of LSRW skills in English was quite sufficient for the whole group of the students.
10. In order to improve and enhance LSRW skills, the Evaluation Session seemed to be most useful for the entire Experimental group.
11. 25%of the students from the experimental group seemed to have come across some difficult points during the programme. But once the facilitator made the points clear, the entire group of the students felt fully satisfied with her clarifications.
12. All the students of the experimental group believed that communication skills have definitely enhanced through this programme.
13. Evaluation for the students regarding the enhancement of communication skills in English showed that before the intervention programme 96.3 % of the students were at an Average Level and only 3.7 % of them were at Better Level. But after the programme, 81.5 % achieved the Best Level and 18.5 % of them were at better level.
14. A majority of the Experimental group felt that the speaking session and feedback session could help them a lot. They confessed that however, in the beginning, they were very weak in the programme, but their stage fear has completely vanished.
15. All the students of the Experimental group liked the selection of components and were of the view that the programme was really much useful for enhancing their communication skills in English at present and in future, too.

16. The experimental group's students found this type of programme to be very useful and interesting. It has wholly changed their skills in English from average to the best level.
17. Therefore, most of the students opined that this programme should be arranged more frequently and can be introduced in the Higher Secondary schools also.

1. **Title of the thesis:** DEVELOPMENT OF A SELF-INSTRUCTIONAL MODULES TO ENHANCE COMMUNICATION SKILLS OF COLLEGE PRINCIPALS
2. **Name of the Scholar:** Niti Chopra
3. **Year:** December 2002
4. **Institution:** CASE, MSU, Vadodara
5. **Objectives of the study:**
    1) To do a 'Role Analysis' of College Principals.
    2) To identify the needs of college Principals in 'Communication'.
    3) To develop a Self-Instructional Module in 'Communication' for College Principals.
    4) To administer the Self-Instructional Module in 'Communication' for College Principals for Self-study.
    5) To evaluate the usefulness of the module through Self-appraisal and feedback by College Principals.
6. **Research Method Employed:** As per the objectives of the study the present piece of work is of Developmental type. For the finalization of the module and to find out its utility an empirical approach was followed.
7. **Sample for the Study:** The sample of college principal for the study was selected through the probability sampling (more specifically Multistage Cluster Sampling) Method; for which following criteria were considered:
    1. Type of funding of the college
    2. Timings of the college
    3. Gender of students
    4. Medium of instruction at the college
    5. Geographical location of the college

    There are totally 10 Arts Colleges in Ahmedabad, all of which are grant-in-aid financed; 7 of which are morning colleges and 3 are afternoon colleges; 1 of the colleges is meant only for girls while the other nine are for both boys and girls. All the 10 Arts Colleges are Gujarati / English medium ones i.e. the teachers would have an option to teach in English or Gujarati and students would have an option to appear in the examinations in either of the languages. 6 of the Arts Colleges are located in the Eastern part of the city while four of them in the Western part.

The number totals to ninety three – ninety one colleges and two post graduate departments included in the sample for the study.

8. **Tools and Techniques employed for the study:**
   - **a)** The Role Analysis Schedule used in the first phase
   - **b)** The Need assessment Schedule used in the second phase
   - **c)** The Feedback Schedule used in the third phase
9. **Findings of the study:**
   - **a. Significant Findings of 'Role Analysis'**

     I clearly appeared to the researcher that the nature, dimensions and intensity and problem faced by principals varied depending on the subjects being taught to the respective colleges – and they had to deal with the same according to the uses of the situation presented to them.

     Where ever there were some major duties and responsibilities which college had to shoulder in their roles as heads of institutes. This researcher received from her interaction with the college principals and is as follows:

     1) Inadequate staff and infrastructure to cope with the thousands of students seeking admission each year.
     2) Admission time pressures, including having to cope with threats, man-handling, destruction and violence by blundering students, their leaders, and selected interest lobbyists.
     3) Conducting annual elections for student's representatives which usually weep up a lot of positive and negative emissions and passion on campus beginning with campaigning to the time the election result are announced. But it doesn't end there, because then the problems with the students union and its activity would begin.
     4) Hosting Cultural Events / activities / youth meets where thousands of students would gather and interact over a few days; and till all of it passed off peacefully, the principals remained under pressure.
     5) Hosting sports events (unfortunately sports activities are usually relegated to the background) – which really need to be encouraged by college principals; but end up being a lot of work for which not all staff members extend necessary cooperation.

6) The main concern of all principals is the peaceful passing off of examinations – both internal and final. They said that almost every year they had to deal with delays in conducting examinations, sometimes owing to strikes by students – demanding postponement, cuts in syllabus, or full option in the question papers; and sometimes owing to disruptions in the academic routines owing to natural or manmade calamities. Conducting examinations is itself such a tedious affair – from getting papers set to organizing seating arrangements, ensuring smooth circulation of question papers and answer books; maintaining vigilance at the time of the exams, collection of the same at the end of the exam; and later distribution of answer books for correction, and finally announcing results on time. In colleges with a semester system, all of this procedure has to be conducted twice a year.
7) And inextricably woven into the fabric of all of the above, in small or big measures, was the 'crime' element – and having to handle that – one of the most challenging tasks for the principals. Round the year, for different reasons; mostly – for elections and examinations, the college principals have to coordinate and arrange for security with the police.

Thus, it was often that the college principals found themselves involved with tasks which were far removed from their academic or administrative responsibilities, sometimes playing a role they would have hardly envisaged for themselves.

b. Significant findings of the 'Needs assessment survey in Communication'

The following are significant finding of the communication needs assessment survey of college principals

1. Most of the college principals were able to convey and understanding of 'communication', though not all were very articulate in their expression of different parameters of the concept of communication as delineated by the researcher – viz. – an understanding of 'its element, process, nature, types, functions, need, models, theories, barriers, and scope. Most of the college principals use the written mode (letters, circulars, notices) and the oral mode (meetings and discussion) of communication most of the time at the work

place, while only a few of them used the computers or any other office technology (except the telephone) by themselves.

2. From the needs assessment survey it was found that a very low percentage (up to around 5%) of the respondents conveyed 'always' and 'frequently' having problems with the two main communication modes (oral and written) mentioned in the needs assessment schedule criteria, while a high percentage (up to around 55%) of the respondents conveyed having problems only 'some times', 'rarely', or 'never' with the use of the same as also with administrative functions and responsibilities. With the entire criteria of the use of technology at work, and few other criteria in written and oral communication – up to fifteen % of the respondents conveyed that these areas of work did not fall directly in the purview of their job. And up to about twenty five % of the respondents conveyed that they would like to know more / enhance their understanding of the various parameters of 'communication' as a concept.
3. The respondents who mentioned about the use of technology not directly falling in the purview of their job – additionally conveyed to the researcher that there were some pertinent reasons for their not being able to use office technology very easily:

a. They remained very preoccupied with policy and administrative matters and had little time to work at and attain expertise with modern technology. (they would thus hire help or get the work done with the help of office staff.)

b. Due to budgetary constraints, all of the modern office /other new technologies of access, they remained inadequately equipped to handle the same. But most of the respondents also said that despite all certainly like to have an understanding of their use, and with persistent hands-on experience with the same, they would definitely like to acquire at least the basic functional skills for operating the systems.

4. The researcher observed that the college principals were senior, experienced and equipped enough to combat any problems they may encounter while dispensing their administrative functions and responsibilities. Almost all of the principals conveyed that whatever difficult situations did arise were more due to infrastructural constraints rather than any other factor. During the interaction with the college principals, some of them did talk to the researcher – rather informally though – about 'getting work done' and dealing with

'difficult' persons at all levels at the work place – being a bigger administrative challenge than any other. Thus indeed, the importance of recognizing and enhancing the importance of interpersonal communication skills.

5. The categorization of 'communication' into the different functional areas in the Needs Assessment Schedule itself prompted the academic layout of the module to be prepared for college principals. This was as under:
    i. Conceptual understanding of communication
    ii. Organizational communication
    iii. Oral communication
    iv. Written communication
    v. Use of technology in communication

All of the above categories had been respectively broken down into different units 'Organizational Communication' as a parameter of the conceptual understanding of communication. But since quite a high percentage of respondents showed an inclination towards knowing more about it and since it is an extensive subject area by itself, the researcher would later separate it out as a section to the module written and oral communication too are modes or channels of communication used by persons in organizations, and technology is used to facilitate communication in an organizational setting. Hence 'Oral Communication', 'Written Communication', and 'Use of Technology in Communication' would be included as separate units in the section on Organizational Communication. This would enhance clarity of presentation and ease understanding as also allowed for accommodating adequate information per se on all the topics to be covered in the module.

The Needs Assessment Survey helped the researcher establishing pictures in the content to be included in the module – which would cater to the precise needs in 'Communication' which emerged from the entire exercise with the college principals. Clearly, the respondents wanted inputs in specific areas of the 'Concept of Communication', and 'Written' and 'Oral' Communication. Most of them were set too keen on detailed inputs on the 'Use of Technology in Communication', and confident of their administrative abilities they conveyed that they did not really need inputs for the same. Thus some of the criteria defined under the administrative Function / Responsibilities' by the researcher which observe the same under the

purview of ‘Organizational Dynamics’ could be included the section on ‘Organizational Communication’ in the module.

Thus the Need Assessment Survey affirmed that the preparation of a self instructional module in communication would be definitely useful to fulfil the needs – as assessed – of the college principals to enhance their skills for the same.

The assessment also paved the way for finalizing the structure and formulating specific content for inclusion in the module on Communication to make it optimally beneficial to the college principals.

c. Significant Findings of the Evaluation of the Module

It clearly emerges from the above analysis that the ‘Communication Module’ has definitely been useful to college principals to help enhance their communication skills and competence to optimally perform at work. The most positive response was to the section 1 and 2A on the ‘Conceptual Understanding of Communication’ and ‘Organizational Communication and its Dynamics’ respectively. The sections on oral and written communication too had been found useful by the learners, while the last section on the use of technology for communication evoked an interest in them to know and learn more about computers and the Internet. The college principals also seemed keen to read up further on the areas which may have particularly interested them more and put in more conscious efforts into their manifest ‘communication’ at all levels.

Moreover, though the module has been primary prepared for college principals, it clearly appeared from the opinions expressed by them (and other experts whom the researcher met during the proceeds of her work) that the module could also be of use, with necessary modifications, to all educational administrators, managers, leaders, academicians, or any other persons genuinely interested in the same; to place communication concepts in appropriate perspective and help enhance communication skills which would enable more meaningful and satisfying work performance and output.

Also, in context of future utilization in terms of research and policy prescription, the present study offers scope to explore possibilities to work further with different target groups; as also lay emphasis on ‘communication’ orientation

study programmes for all groups of professionals and different section of society to impact (at least) a fundamental understanding of ‘communication’ to them and thereby attempt to infuse into the different strata of society-an appropriate and useful flow of knowledge, thought, and action.

Further, the respondents had found the sequencing and flow of the module logical and smooth, and could work through the module within the timeframe allotted by researcher of eight to ten weeks. They said that they found the module to be a rich text and communication resource which had helped them to enhance their communication skills and performance.

SHIKSHA KA ADHIKAR ADHINIYAM -2009 KE KIRYANVYAN MEIN VIDYALAYA PRABANDHN SMITI KI BHOOMIKA KA ADHYYAN

(Ajay Kumar Singh, BHU, 2015)

Objectives

1. To study the constitution of the School Management Committees in the Primary Schools of the Varanasi District. Further to compare the Capabilities of Members of the Committee in the context of Age, Gender and Academic Qualifications with respect to the following:
   a. Primary & Upper Primary
   b. Government & Aided
   c. Urban and Rural
2. To study the awareness about the provisions of the Committee Constitution amongst the members of the School Management Committees in the Primary Schools of the Varanasi District with respect to the following:
   d. Primary & Upper Primary
   e. Government & Aided
   f. Urban and Rural
3. To study the devices employed by the members of the School Management Committees in the Primary Schools of the Varanasi District for executing the assigned Task with respect to the following:
   g. Primary & Upper Primary
   h. Government & Aided
   i. Urban and Rural
4. To study the challenges faced by the members of the School Management Committees in the Primary Schools of the Varanasi District in executing the assigned Task with respect to the following:
   j. Primary & Upper Primary
   k. Government & Aided
   l. Urban and Rural

All the six hypotheses of the study have been well formulated. Survey Method has been suitably employed for the study. The sample of 36 Primary Schools was drawn employing Random Cluster Sampling technique. All the 540 members of the School Management Committees in these 36 Schools constituted the sample for the study. The characteristics of both the questionnaires constructed by the investigator for the study were well established. The data were analyzed through frequencies, % responses & t-values.

The study has arrived at the following findings:

1. The number of male members in the School Management Committees has been found to be greater than that of females. Most of the members are in the age range 31-40 Year, whereas, the least representation is that of the members > 51 Year. Most of the members are High School < High School Pass, whereas, a few >=PG.
2. Most of the members of the School Management Committee were found to be aware of the Name of the Committee & Number of Members on the Committee. A large majority of the members were found to be aware of the criteria for the constitution of the Committee and its Time Period.
3. Basic needs of the Schools and Students are attended to most in the School Development Plan.
4. Most of the members were found to visit the community frequently for developing awareness of Child Rights & Security & the duties of the administration under the RTE 2009.
5. Most the members have agreed that the children are admitted to the School in proper Age, that is, >6 Year.
6. Under-privileged Children are made aware of the provision for them by the Government, and a special Teacher is appointed to this effect.
7. The mid day meals were found to be duly supervised by the School Management Committee Members.
8. The receipt & expenditure of the grants was found to be thoroughly examined through the School Records.
9. Attempts were found to be made for designing the School Development Plan. One third of the members have agreed that it is tried to be completed three months before the end of the financial Year.
10. Most challenging problem found was non-cooperation of the School Staff and irregularities in School Records.
11. The disagreement amongst the Committee Members on School Development Design has been found to be highly challenging.
12. Inadequate Community Support in implementation of the RTE 2009 was found to be highly challenging.
13. Teacher Attendance Validation was found to be highly challenging.
14. Neither the Teachers, nor the Parents were found to own their responsibilities as evident through their Meetings.
15. School Enrollment & Retention of the Children was found to be highly challenging because of the pre-occupation of children & inaction of the Parents.

16. Non-availability of the Financial Support as per the norms was found to be a big challenge.
17. Non-availability of the facilities for the disadvantaged children as per the RTE 2009 and that of the Special Teacher were highly challenging.
18. Many a Problems are faced in observing the quality of Mid Day Meals, as the instructions are not followed properly and there is non-cooperation.
19. It has been found to be the most challenging task to validate the Receipt & Expenditure.

Emerging Questions

1. Why the representation of the Female members on the School Management Committee Has been found to be lesser than that of the Male members?
2. How the financial support could be provided timely.
3. How the Statement of Receipt & Expenditure can be validated?
4. How the quality of the Mid Day Meals can be better observed?
5. How the School Development Plan could be designed through better understanding amongst the School Management Committee Members?
6. How the School Enrollment & Retention could be enhanced?
7. How to enhance the facilities for the disadvantaged children?
8. How the RTE-2009 can be better implemented to ensure Education?

Variation in Achievement Level of Class VII Students in Relation to Gender, Social Category and Students Attendance

(Alekha Chandra Samal, Utkal University, Bhubaneswar, Odisha, India, 2015)

Objectives:

1. To construct a Competency Based Achievement Test Battery covering Mathematics, Science, Social Science, Odia and English to examine the achievement variation in students' performance.
2. To find out the subject wise variation in achievement level of students in relation to gender and social category.
3. To examine the subject wise achievement level of boys and girls in relation to their school attendance.
4. To examine the views of Teachers and Head Teachers on the constraints in addressing equity and quality issues.

All the 7 hypotheses of the study have been well formulated in the null form. Descriptive Survey has been suitably conducted for the study. The participants for the research were drawn from 30 elementary schools spread over three zones covering the entire State of Odisha. 105 Elementary Teachers and Head Teachers, 540 Students (180 General, 180 SC and 180 ST) of Class VII constituted the sample for the study. The samples were drawn employing suitable sampling techniques. The characteristics of all the tools employed for the study, namely, Competency Based Achievement Test Battery and Questionnaire for knowing the views of the Teachers and Head Teachers were well established. The data were analyzed % scores, descriptive statistics and ANOVA.

The study has arrived at the following findings:

1. In English and Odia the average performance of students was >60%, whereas, in Social Science nearer to 60%. The average performance in Mathematics & Science was not found to be encouraging.
2. The achievement level of General and SC Girls has been found to be higher in Mathematics than that of Boys of General & SC Category. But, the ST Boys have been found to be better in Mathematics than the ST Girls.
3. The achievement level of Girls irrespective of social categories (General, SC and ST) have been found to be higher than that of Boys in Science, as well as, Social science.

4. The Girls of General Category demonstrated higher achievement level than the Boys of General category in Odia, but, the SC & ST Girls are somewhat similar with SC & ST Boys in Odia.
5. The General Category Girls performed better in English than the General Category Boys, but, the SC & ST category Girls & Boys did not show any marked variation in their achievement level in English.
6. The achievement level of Girl Students has been found to be better than that of Boys across subjects.
7. General Category students showed higher achievement than the SCs and STs.
8. SC Category students performed better than the ST Category Students.
9. Girl students have been found to be regular in attending the schools than boys.
10. General category Girls have been found to be regular in attending the schools than the SC and ST Girls. The attendance rate of SC & ST Girls has been found to be greater than that of the SC & ST Boys. The Boys & Girls of General category were not found to differ significantly in their attendance.
11. The attendance of boys and girls have not found to affect their achievement in Mathematics, Science and Social Science and English, but, in Odia.
12. The views of Teachers and Head Teachers on Equity, Social Category, Participation and Quality, Home and School related issues have been found to be revealing the reality.

"**MADYAMIK STR KE VIDYARTHION KI SAMVEGATMAK BUDDHI VA SMAYOJAN KA UNKI SHAIKSHIK UPLABDHI PER PDNE VALE PRBHAV KA ADHYYAN**"

(Anuradha Verma Banasthali Vidyapth, Banasthali, Rajasthan, India, 2015)

Objectives:

1. To study the difference in the mean Academic Achievement of the Boys and Girls studying at Secondary School level.
2. To study the difference in the mean Emotional Intelligence of the Boys and Girls studying at Secondary School level.
3. To study the difference in the mean Adjustment of the Boys and Girls studying at Secondary School level.
4. To study the effect of Emotional Intelligence of the Secondary School Students on their Academic Achievement.
5. To study the effect of Adjustment of the Secondary School Students on their Academic Achievement.
6. To study the correlation between the Emotional Intelligence and Academic Achievement of the Secondary School Male Students.
7. To study the correlation between the Emotional Intelligence and Academic Achievement of the Secondary School Female Students.
8. To study the correlation between the Adjustment and Academic Achievement of the Secondary School Male Students.
9. To study the correlation between the Adjustment and Academic Achievement of the Secondary School Female Students.

All the nine hypotheses of the study were well formulated in the null form.
The study has compatibly employed Survey Method. Emotional Intelligence & Adjustment have been considered independent variables, whereas, Academic Achievement as dependent variable. All the students of Std. X of Jaipur District comprised the Population for the study. 603 Secondary School Students (309 Male & 294 Female) were drawn randomly as the sample for the study, who were further categorized as urban rural and from Government & Private Schools. They were drawn from 13 Schools. The characteristics of all the tools employed for the study, namely, Emotional Intelligence Scale by Dr. S.K. Mangal & Smt. Shubhra Mangal, and Adolescent Adjustment Scale by Smt. R. Dubey have been well established. The Std. IX Academic Achievement Scores of the Annual Examination were suitably considered as Academic Achievement of the Students. Mean, SD, t-test and Correlation were computed for data analysis. The data were analyzed appropriately.

The study has arrived at the following findings:

1. The mean academic achievement of the female secondary level school students was found to be significantly greater than that of the male students.
2. Significant difference has been found in the mean academic achievement of the male & female students of the Government & Private Schools, respectively.
3. No significant difference has been found in the mean Emotional Intelligence Scores of the Male & Female Students of the Secondary Schools.
4. Significant difference has been found in the interpersonal awareness & Intrapersonal management aspects of Emotional Intelligence of Male & Female Students of Private Schools, whereas, no significant difference has been found on Intrapersonal Awareness & Interpersonal Management. Significant difference has been found in the Intrapersonal awareness & Intrapersonal management aspects of Emotional Intelligence of Male & Female Students of Government Schools, whereas, no significant difference has been found on Interpersonal Awareness & Interpersonal Management.
5. Significant difference has been found in the mean achievement scores of the male and female students of the Private & Government Schools.
6. Significant difference has been found in the interpersonal awareness & Intrapersonal management aspects of Emotional Intelligence of Male & Female Students of Rural Areas, whereas, no significant difference has been found on Intrapersonal Awareness & Interpersonal Management. Significant difference has been found in the Intrapersonal management aspects of Emotional Intelligence of Male & Female Students of Urban Areas, whereas, no significant difference has been found on Interpersonal Awareness, Intrapersonal awareness & Interpersonal Management.
7. Significant difference has been found in the mean achievement scores of the male and female students of the Rural & Urban Areas on Emotional Intelligence.
8. Significant difference has been found in the Mean Adjustment Scores of the Male & Female Secondary Level students in the context of Personal Adjustment, Group Adjustment & School Adjustment.
9. Significant difference has been found in the Mean Adjustment Scores of the Male & Female Secondary Level students on Adjustment.
10. Significant difference has been found in the Mean Adjustment Scores of the Male & Female Secondary Level students of the Private Schools in the context of Personal Adjustment, Group Adjustment & School Adjustment. Significant difference has been found in the Mean Adjustment Scores of the Male & Female Secondary Level students of the Government Schools in the context of Group Adjustment, whereas, no significant difference has been found in the context of Personal Adjustment & School Adjustment.

11. Significant difference has been found in the Mean Adjustment Scores of the Male & Female Secondary Level students of Private & Government Schools on Adjustment.
12. No significant effect of interpersonal awareness, intrapersonal awareness, interpersonal management, and intrapersonal management has been found on the academic achievement of the students of Private Schools. No significant effect of interpersonal awareness, interpersonal management, and intrapersonal management has been found on the academic achievement of the students of Government Schools, whereas, intrapersonal awareness has been found to affect significantly.
13. The emotional intelligence of the Private & Government School Students has not been found affecting the academic achievement significantly.
14. The interpersonal awareness & intrapersonal management of Rural Students has been found affecting their academic achievement significantly, whereas, intrapersonal awareness & interpersonal management were not found affecting the academic achievement significantly. The interpersonal awareness , intrapersonal awareness & intrapersonal management of Urban Students has been found affecting their academic achievement significantly, whereas, interpersonal management has not been found affecting the academic achievement significantly.
15. The emotional intelligence of Rural & Urban Students has been found to affect their academic achievement significantly.
16. The Adjustment of Private School Students has not been found affecting their academic achievement significantly whereas, that of Government School Students significantly.
17. The School Adjustment of Rural Students has been found affecting their academic achievement significantly, whereas, Personal Adjustment & Group Adjustment have not been found affecting significantly. The Personal Adjustment of Urban Students has been found affecting their academic achievement significantly, whereas, School Adjustment & Group Adjustment have not been found affecting significantly.
18. The interpersonal awareness, intrapersonal awareness, interpersonal management and intrapersonal management of the students of Private & Government Schools have not been found to have significant correlation with their academic achievement.
19. The emotional intelligence of the students of Private & Government Schools have not been found to have significant correlation with their academic achievement.
20. No significant correlation has been found in the emotional intelligence and academic achievement of rural, as well as, urban students.
21. The adjustment of the male students of Private & Government Schools has not been found to have significant correlation with their academic achievement.
22. No significant correlation has been found in the adjustment and academic achievement of rural, as well as, urban male students.

23. The adjustment of the female students of Private & Government Rural Schools has been found to have significant correlation with their academic achievement.
24. The adjustment of the urban female students of the Private Schools has not been found to have significant correlation with their academic achievement, whereas, significant correlation has been found in the adjustment of the urban female students of the Government Schools and their academic achievement.

VEER BAHADUR SINGH POORVANCHAL VISHWAVIDYALAYA , JAUNPUR KE SNATAK STR KE VIDYARTHIYON KEE SHAIKSHIK UPLABDHI PR SAMAJIK ARTHIK STR, BUDDHI EVAM ADHYYAN ADTON KE PRBHAV KA EK ADHYYAN

(Kamla Prasad Yadav,VBSPU 2016)

Objectives

1. To compare the academic achievement of the students of low, average & high study habits.
2. To compare the academic achievement of the students of low, average & high IQ.
3. To study the effects of gender, habitat & SES on the academic achievement of students, separately.
4. To study the combined effect of gender & habitat, gender & SES, and habitat & SES on the academic achievement of the students.
5. To study the interactive effect of gender, habitat & SES on the academic achievement of the students.
6. To study the main effect of IQ on academic achievement.
7. To study the interactive effect of IQ , gender and habitat on the academic achievement of the students.
8. To study the main effect of study habit on academic achievement.
9. To study the combined effect of study habit, gender, SES and habitat on the academic achievement.
10. To study the interactive effect of study habit, gender and habitat on the academic achievement of the students.
11. To study the combined effect of Study Habit & SES on academic achievement.
12. To study the interactive effect of study habit, gender and SES on the academic achievement.
13. To study the combined effect of IQ & SES on the academic achievement.
14. To study the interactive effect of IQ, SES and Habitat on the academic achievement.
15. To study the combined effect of Study Habit & IQ on academic achievement.
16. To study the interactive effect of study habit, IQ and SES on the academic achievement.

All the 25 hypotheses of the study have been well formulated. It is a descriptive study. All the SYBA Students of the VBSPU, Jaunpur constituted the population of the study. The sample of 250 SYBA students was drawn through random sampling from 6 Colleges of Varanasi, Gajipur & Jaunpur districts, two from each district, one rural & one urban. The characteristics of all the tools employed for the study, namely, General Intelligence Test by M.K. Pal & K.S. Mishra, Study Habit Questionnaire by M. Mukhopadhyaya & D.N. Sansanwal, SES Scale by Rajiv Bhardwaj were well established. FYBA Scores of the Students were considered for academic

achievement. The data were analyzed meticulously through Mean, SD, and CR. Also , 2*2*2 Factor Analysis was appropriately employed to study the main effect, combined effect and interactive effect.

The study has definitely contributed to the knowledge base in the selected area.

Effect of Concept Mapping as a follow-up Learning Strategy on Achievement and Retention of Under Graduate Students in Chemistry
(Geeta Sharma, KUK, 2016)

Objectives of the Study:

1. To study the effectiveness of conventional reading in learning Chemistry in terms of achievement & retention.
2. To study the effectiveness of concept-mapping as a follow-up strategy in learning Chemistry in terms of achievement & retention.
3. To compare the effectiveness of concept- mapping strategy over the conventional reading in terms of achievement & retention.
4. To study the relationship of concept map characteristics with achievement & retention.
5. To study the relationship of cognitive processes with achievement & retention.
6. To study the relationship between cognitive processes & concept map characteristics.
7. To identify different types of mapping styles.
8. To study the effect of different mapping styles on achievement & retention.
9. To study the effect of different mapping styles on cognitive processes.

All the 15 hypotheses of the study have been formulated in directional form. The delimiters of the study, that is, sample size of 60 under-graduate engineering students & Concept mapping as a learning strategy in Chemistry are genuine. Pre-test treatment post-test quasi experimental design has been compatibly employed. Learning through conventional reading and Concept mapping as a follow-up strategy were considered as independent variables, whereas, achievement in Chemistry & Retention of Learning as dependent variables. Many a controls were exercised to observe the internal validity of the experiment, such as, academic & physical environments, Grade level, SES of the subjects, instructor behaviour, maturation, Prior knowledge of the domain, contamination effect, and test sensitization effect. A purposive sample of 60 under-graduate engineering students (30 Experimental Group & 30 Control Group) was drawn purposively. The characteristics of all the instructional tools employed for the study, that is, Lesson Plans, Two Parallel CRTs in Chemistry, and the lay out developed by the investigator for categorizing statements of thinking session for cognitive processes were well established. The data were meticulously analyzed through mean, SD, t-test, Correlation, Cluster Analysis, MANOVA and Turkey's HSD test.

The study has arrived at the following findings:

1. Conventional Reading as a learning strategy was found effective in terms of achievement at knowledge, understanding & application levels.
2. Conventional Reading as a learning strategy was not effective in terms of retention, rather, a significant decline in achievement was found over time.
3. Concept mapping as a follow-up strategy was found effective in terms of achievement at knowledge, understanding & application levels.
4. Concept mapping as a follow-up strategy was not effective in terms of retention, rather, a significant decline in achievement was found over time.
5. Concept mapping as a follow-up strategy was found more effective than conventional reading in terms of achievement at knowledge, understanding & application levels.
6. Concept mapping as a follow-up strategy was found more effective than conventional reading in terms of retention. 83.1% of learning was retained through concept mapping, whereas, 58.4% through conventional reading.
7. There was found to be a positive & significant relationship of nods and links with achievement.
8. No significant relationship of cross links with achievement in learning was found.
9. Unlabelled links were found to have significantly negative relationship with achievement of students in learning Chemistry.
10. There was found to be a positive & significant relationship of nods and links with retention.
11. No significant relationship of cross links with retention in learning was found.
12. Unlabelled links were found to have significantly negative relationship with retention of students in learning Chemistry.
13. All the six cognitive processes , namely, remembering, understanding, creating, applying, analyzing and evaluating were found to have positive significant relationship with achievement.
14. Retention of learning was found to be positively & significantly correlated to and facilitated by four cognitive processes, namely, relationship, applying, analyzing and evaluating.
15. A positive significant correlation was found between remembering & nodes.
16. No significant relation was fund between remembering & links, cross links & unlabelled links.
17. In case of understanding, a significant positive correlation for nodes and links was found.
18. A significant negative correlation between understanding and unlabelled links could be seen.
19. No significant relationship was found between applying and c-map characteristics.

20. The process of analyzing was found to have significantly positive relationship with nodes & links, whereas, significantly negative relationship with unlabelled links.
21. Evaluating was found to have significantly positive relation with nodes, whereas, no significant positive relation was found with links, cross links and unlabelled links.
22. Creating was found to have positive significant relationship with nodes, whereas, negative significant relationship with unlabelled links.
23. Analyzing was found to be significantly correlated with nodes & links.
24. A negative significant correlation was found between understanding & unlabelled links.
25. Four mapping styles were identified, namely, MS1- Poor Mapping, MS2- Non-Labeled Mapping, MS3- Good Mapping and MS4-Best Mapping
26. The mapping style clusters were found to differ significantly with respect to achievement & retention collectively.
27. These differed significantly with respect to retention of learning, whereas, no significant difference was found with respect to achievement.
28. Mean difference between MS1 and MS2 with respect to achievement was not found to be significant.
29. It was found that out of the four groups MS3 & MS4 were similar on achievement, although, these outperformed MS1 & MS2.
30. It was found that out of the four groups MS3 outperformed MS2 & MS1, MS4 outperformed MS2, whereas, MS2 & MS4 were similar to each other with respect to retention of learning.
31. All the four groups were similar to each other with respect to process of remembering.
32. On understanding process MS3 & MS4 groups were similar and both these outperformed MS1 & MS2. But MS1 & MS2 were found to be similar with respect to the process of understanding.
33. On Applying process MS3 and MS4 groups were similar and both these out performed MS1 & MS2 which were found to be similar.
34. On Analyzing process MS3 and MS4 groups were similar and both these out performed MS1 & MS2 which were found to be similar.
35. With respect to the process of evaluating MS4 outperformed MS! & MS2. In the same manner MS3 outperformed MS1 & MS2. But, MS3 & MS4 were similar.
36. On creating process MS4 outperformed MS1, MS2 & MS3. Ms3 outperformed Ms2 & MS1 which were found to be similar.
37. With respect to the effect of different mapping styles on C-map characteristics, mean differences between all the four groups were significant. MS1 made least number of nodes, whereas, MS4 made maximum number of nodes in C-maps.
38. MS4 group outperformed rest three groups in forming links while constructing c- maps.

39. MS2 group scored lowest in forming cross links, whereas, MS4 group scored highest in forming cross links while making c-maps.
40. MS1 made more unlabelled links with MS2, but, the mean difference between the two groups was not significant. MS3 & MS4 scored low on unlabelled links, while, MS4 scored lowest of all.

Emerging Questions

1. Differentiate nodes, links, un-labeled links & cross links.
2. How are the cross links formed?
3. Neither concept mapping nor conventional reading were found to be effective with respect to retention. How to explain such a phenomenon?
4. How the retention through concept mapping is significantly greater than that through traditional reading?
5. Which are the salient features of best concept mapping style?
6. How cross links have been found to fail achievement ?
7. Are all the disciplines equally amenable to concept mapping?
8. When is the concept map comprehensive?
9. How did the investigator establish a parallel between the two CRTs constructed on Chemistry?
10. To what extent the internal validity of the experiment was observed?
11. What are the policy implications of the study?

Achievement Motivation and Study Habit Influencing Academic Achievement of Secondary School Children of Working and Non-Working Mother

(*Debasmita Das Fakir Mohan University, Vyasa Vihar, Balasore, Odisha, India, *2016)

Objectives:

1. To study the nature and sex differences ion achievement motivation, study habit and academic achievement of adolescents of working and non-working mothers.
2. To study the inter-relationship among achievement motivation, study habit and academic achievement of adolescents group wise and totally of the children of working and non-working mothers.
3. To study the interaction effect of two independent variables together towards academic achievement in each case of students of working and non-working mothers.
4. To study the joint and relative contribution of achievement motivation, study habit towards academic achievement of adolescents of working and non-working mothers by deriving a multiple regression equation for predicting them.

All the nine hypotheses of the study have been well formulated. The terms used have been well defined operationally. It is a causal comparative ex-post-facto study. The sample of Boys-146, Girls-154, Working Mothers- 130, Non-Working Mothers-170, Boys of Working Mothers-60, Girls of Working Mothers-70, Boys of Non-Working Mothers-86, and Girls of Non-Working Mothers-84 was drawn employing suitable sampling techniques. Achievement Motivation and Study Habit were considered as independent variables, whereas, Academic Achievement as dependent variable. Intelligence of Students and SES of Parents were considered as Control Variables. The characteristics of all the tools used for the study, namely, Achievement Motivation Inventory of Mehta (1969), Study Habit Inventory of Anand, and SES of Nayak (2005) have been well established.

The techniques of data analysis employed were t- test, simple r, multiple correlation, multiple coefficient of determination and ANOVA. The data were analyzed meticulously.

The study reveals that

1. There was found no significant difference in the achievement motivation of children of working and non-working mothers, but, significant difference existed in the boys and girls of working mothers. Girls of working mothers looked after the household during engagement of their mother in the work place. Hence they developed intellectual

achievement responsibility , because, they were afraid of mother's stunting., whereas, the boys were left scot free. Therefore the achievement motivation of boys was found to be less.

2. There was found to be no significant difference in the study habits of boys and girls.
3. The academic achievement of working and non-working mothers' children showed significant difference in case of boys only. It was attributed to indifference of mothers in guiding their sons due to overwork and fatigue during the work place duty period.
4. Significant relationship existing between achievement motivation, study habit and academic achievement in both the cases of working and non-working mothers' children. The prediction values being higher in case of working mothers' children indicated impact of status, power and money in achievement. For this, it was concluded that private coaching be banned and equal opportunities be provided to all in the schools & classroom situations.

With all its revelations the study is highly need based. It is an eye opener to find how the achievement motivation, study habits, and academic achievement of the children of working and non-working mothers are affected due to their relative engagements in the household and the office or work place. Working mothers ought to more sensitive to the achievement motivation and academic achievement of their wards. It is evident almost everywhere that non-working mothers are more sensitive to the achievement motivation and academic achievement of their children. It is an interesting study. The research rigor has been observed throughout the study. The study has definitely contributed to the knowledge base in the areas selected. The findings of the study have immediate implications for the field.

A Study of Academic Achievement of Adolescents in Relation to their Anxiety and Self Confidence

(Fareen Fatma , The Integral University, Lucknow, Uttar Pradesh, India, 2017)

Objectives:

To study the relationship between anxiety & academic achievement of the students.

1. To study the relationship between self –confidence and academic achievement of the students.
2. To study the relationship between anxiety & self confidence of the students.
3. To study the anxiety, self confidence and academic achievement of adolescents in relation to their gender.
4. To study the anxiety, self confidence and academic achievement of adolescents in relation to their locality.
5. To study the anxiety, self confidence and academic achievement of adolescents in relation to their type of college.
6. To study the anxiety, self confidence and academic achievement of adolescents in relation to their streams.

All the 27 hypotheses of the study were well formulated in the null form.

The sample for the study was drawn employing purposive sampling suitably. It comprised of 1000 students (361 boys & 639 girls) in the age range 17-18 year, drawn from various degree colleges of Sitapur, Lakhimpur, Kanpur and Lucknow. The characteristics of all the tools employed for the study, namely, Self Confidence Inventory by Dr. Rekha Gupta and Anxiety Scale developed by the investigator were well established. Personal background information of the sample students was collected through a data sheet well designed by the investigator, wheras, college records were used for academic achievement. Statistical techniques, namely, mean, SD, t-test & correlation were compatibly employed for data analysis.

The study has arrived at the following findings:

1. There is negligible negative correlation between anxiety & academic achievement of the students.
2. There is negligible positive correlation between self confidence & academic achievement of the students.
3. There is positive correlation between anxiety and self confidence of the students.
4. Female students have been found to be more anxious than the male students.
5. Self confidence of male students have been found to be higher than that of female students.
6. Academic achievement of female students has been found to be higher than that of male students.
7. Rural adolescents have been found to be more anxious than urban students.

8. Self confidence of rural students has been found to be higher than that of urban students.
9. Academic achievement of urban students has been found to be greater than that of rural students.
10. Aided college adolescents have been found to be more anxious than self financed college students.
11. Self confidence of self financed college students has been found to be higher than that of aided college students.
12. Academic achievement of aided college students has been found to be greater than that of the self financed college students.
13. Government college adolescents have been found to be more anxious than that of self financed colleges.
14. Self confidence of self financed college students has been found to be higher in comparison to that of government college students.
15. Academic achievement of government college adolescents has been found to be higher than that of self financed college students.
16. Government college adolescents have been found to be more anxious than aided college adolescents.
17. Self confidence of aided college adolescents has been found to be higher than that of government college adolescents.
18. Academic achievement of aided college adolescents has been found to be higher than that of government college adolescents.
19. Art stream adolescents have been found to be more anxious than the Science Stream adolescents.
20. Self confidence of Art Stream Adolescents has been found to be higher than that of Science Stream Adolescents.
21. Academic achievement of Science Stream students has been found to be higher than that of Art Stream students.
22. Art Stream adolescents have been found to be more anxious than Commerce Stream adolescents.
23. Self Confidence of Commerce stream students has been found to be higher than that of Art Stream Students.
24. Academic achievement of Commerce Stream Adolescents has been found to be higher than that of Art Stream Adolescents.
25. Science Stream Adolescents have been found to be more anxious than Commerce Stream Adolescents.
26. Self Confidence of Commerce Stream Students has been found to be greater than that of Science Stream Students.
27. Academic achievement of Science Stream Adolescents has been found to be higher than that of Commerce Stream Adolescents.

It is an interesting study. Research rigor has been observed through out the study. The investigator has employed a sound research methodology. There is one to one correspondence amongst the research problem, objectives enunciated, hypotheses formulated, population & sample, Tools employed, Data Analysis & Emerging Theses. The study has definitely added to the knowledge base in the area selected. The research work has been scientifically reported. The text has its own testimony. There is a need to build a theory of emerging theses which could be done by the further studies, progressively.

"***KKSHA 9VIN STR PR GANIT VISHYA HETU PRYOG VIDHI EVAM VYAKHYANVIDHI KI SAPEKSH PRBHAVITA KA VIDYARTHION KI GANIT MEIN UPLABDHI, AAGMAN VA NIGMAN TRK KSHMTA, GANITIYA RUCHI TTHA PRYOG VIDHI KE PRTI PRTIKIRYAON KE SANDRBH MEIN ADHYYAN***" (PRASHANT BHAVSAR, DAVV, 2015)

Objectives

1. To study the effect of treatment, gender and their interaction on the achievement in arithmetic of the students considering pre-achievement in arithmetic and intelligence as covariates.
2. To study the effect of treatment, gender and their interaction on the achievement in inductive logic capability of the students considering pre-achievement in pre- inductive logic capability and intelligence as covariates.
3. To study the effect of treatment, gender and their interaction on the achievement in deductive logic capability of the students considering pre-achievement in pre-deductive logic capability and intelligence as covariates.
4. To study the effect of treatment, gender and their interaction on the interest in arithmetic of the students considering pre- arithmetic interest and intelligence as covariates.
5. To study the effect of treatment, gender and their interaction on the achievement in arithmetic of the students considering pre-achievement in arithmetic as a covariate.
6. To study the effect of treatment, gender and their interaction on the inductive logic capacity of the students considering pre- inductive logic capacity as a covariate.
7. To study the effect of treatment, gender and their interaction on the deductive logic capacity of the students considering pre- deductive logic capacity as a covariate.
8. To study the effect of treatment, gender and their interaction on the arithmetic interest of the students considering pre- arithmetic interest as a covariate.
9. To study the effect of treatment, personality and their interaction on the achievement in arithmetic of the students considering pre-achievement in arithmetic and intelligence as covariates.
10. To study the effect of treatment, personality and their interaction on the achievement in inductive logic capability of the students considering pre-achievement in pre-inductive logic capability and intelligence as covariates.
11. To study the effect of treatment, personality and their interaction on the achievement in deductive logic capability of the students considering pre-achievement in pre-deductive logic capability and intelligence as covariates.

12. To study the effect of treatment, personality and their interaction on the interest in arithmetic of the students considering pre- arithmetic interest and intelligence as covariates.
13. To study the effect of treatment, achievement level and their interaction on the achievement in arithmetic of the students considering pre-achievement in arithmetic and intelligence as covariates.
14. To study the effect of treatment, achievement level and their interaction on the inductive logic capacity of the students considering pre-achievement in arithmetic and intelligence as covariates.
15. To study the effect of treatment, achievement level and their interaction on the deductive logic capacity of the students considering pre-achievement in arithmetic and intelligence as covariates.
16. To study the effect of treatment, achievement level and their interaction on the arithmetic interest of the students considering pre- arithmetic interest and intelligence as covariates.
17. To study the effectiveness of experimental method through the reactions of the group treated through the experimental method.

All the 16 hypotheses of the study were properly formulated in the null form.
All the terms used have been operationally defined. The study has employed non-equated pre-test post test experimental & control group design. Teaching method, gender, intelligence, personality and achievement level were considered as independent variables, whereas, arithmetic achievement of students, inductive logic capacity, deductive logic capacity, interest in arithmetic, and reactions towards the experimental method were considered as dependent variables. The experimental group was constituted of 57 students (Boys 21 and Girls 36), whereas, the control group was constituted of 61 students (Boys 26 and Girls 35). The sample was drawn employing suitable sampling techniques. The treatment was given systematically. The characteristics of all the tools used for the study, namely, Mathematics Achievement Test , Inductive Logic Capacity, Deductive Logic Capacity and Reaction Scale constructed by the investigator, Intelligence Test (J.C. Raven's, 1961), and Personality Test (S.S. Jalota & S.D. Kapoor (Adopted)) have been well established. The data have been analyzed meticulously employing Two Way ANOVA, Mean and Deviation Scores.

It is an interesting study on the relative effectiveness of teaching Mathematics through Lecture Method and Experimental Method.

"CH. GA. KSHETRA KE SHISHKON KI SHIKSHAN SHAILI EVAM VYAKTITAVA KA VIDYARTHIYON KI SHAIKSHIK UPLABDHI EVAM ATAMVISHVAS PAR PRABHAV KA ADHYYAN"

(Umakant Singh, MATS University, Raipur, Chhatis Garh, India, 2015)

Objectives

1. To conduct a comparative study of the effect of the teaching style of Teachers on the academic achievement of the Students of the Higher Secondary Schools.
2. To conduct a comparative study of the effect of the teaching style of Teachers on the self confidence of the Students of the Higher Secondary Schools.
3. To conduct a comparative study of the effect of the Personality of Teachers on the academic achievement of the Students of the Higher Secondary Schools.
4. To conduct a comparative study of the effect of the Personality of Teachers on the self confidence of the Students of the Higher Secondary Schools.
5. To conduct a comparative study of the effect of the teaching style and Personality of Teachers and their interactive effect on the academic achievement of the Students of the Higher Secondary Schools.
6. To conduct a comparative study of the effect of the teaching style and Personality of Teachers and their interactive effect on the self confidence of the Students of the Higher Secondary Schools.
7. To conduct a comparative study of the effect of the teaching style and Gender of Teachers and their interactive effect on the academic achievement of the Students of the Higher Secondary Schools.
8. To conduct a comparative study of the effect of the teaching style and Gender of Teachers and their interactive effect on the self confidence of the Students of the Higher Secondary Schools.
9. To conduct a comparative study of the effect of the teaching style of Teachers, their School Type and their interactive effect on the academic achievement of the Students of the Higher Secondary Schools.
10. To conduct a comparative study of the effect of the teaching style of Teachers, their School Type and their interactive effect on the self confidence of the Students of the Higher Secondary Schools.
11. To conduct a comparative study of the effect of the Personality of Teachers , their school type and their interactive effect on the academic achievement of the Students of the Higher Secondary Schools.

12. To conduct a comparative study of the effect of the Personality of Teachers , their school type and their interactive effect on the self confidence of the Students of the Higher Secondary Schools.
13. To conduct a comparative study of the effect of the Gender of Teachers , their school type and their interactive effect on the academic achievement of the Students of the Higher Secondary Schools.
14. To conduct a comparative study of the effect of the Gender of Teachers , their school type and their interactive effect on the self confidence of the Students of the Higher Secondary Schools.
15. To construct & standardize a scale on Teaching Style for Teachers.

All the hypotheses of the study have been well formulated. All the teachers and students of the Government and Private Schools of Chhattisgarh constituted the Population for the study. The samples of Teachers and Students were well drawn employing suitable sampling techniques. The samples were found to be adequate & representative. The characteristics of all the tools employed for the study for measuring Teaching Style and Personality of the Teachers and Self Confidence and Academic Achievement of the students were well established. The data were collected systematically, phase-wise. One Way ANOVA and 2*2 Factorial Design ANOVA were employed for the data analysis.

The study has arrived at the following findings:

1. No significant difference was found in the academic achievement of the students through the various teaching styles of the teachers.
2. No significant difference was found in the self confidence of the students through the various teaching styles of the teachers.
3. No significant difference was found in the academic achievement of the students by the various Personalities of the teachers.
4. No significant difference was found in the self confidence of the students by the various Personalities of the teachers.
5. No significant difference was found in the academic achievement of the students due to the Teachers being male or female.
6. No significant difference was found in the self confidence of the students due to the Teachers being male or female.
7. No significant difference was found in the academic achievement of the students due to the school type.
8. No significant difference was found in the self confidence of the students due to the school type.

9. The interaction of various teaching styles of Teachers & their gender was not found to affect the academic achievement of the students significantly.
10. The interaction of various teaching styles of Teachers & their gender was not found to affect the self confidence of the students significantly.
11. The interaction of various teaching styles of Teachers & their school type was not found to affect the academic achievement of the students significantly.
12. The interaction of various teaching styles of Teachers & their school type was not found to affect the self confidence of the students significantly.
13. The interaction of various Personalities Teachers & their school type was not found to affect the academic achievement of the students significantly.
14. The interaction of various Personalities of Teachers & their school type was not found to affect the self confidence of the students significantly.
15. The interaction of various teaching styles of Teachers & their school type was not found to affect the academic achievement of the students significantly.
16. The interaction of gender type of Teachers & their school type was not found to affect the self confidence of the students significantly.

Learning Styles, Personality Characteristics, Self Concept, and Career Preferences of Students with varying levels of Creative Thinking Ability (A Study of Navodaya Vidyalaya Students of Kashmir Valley)

(Kawsar Hafeez, University of Kashmir, Srinagar, J&K, India, 2016)

Objectives

1. To find and compare the learning styles of high and low creative students studying in Navodaya Vidyalaya Schools of Kashmir Valley.
2. To find and compare the personality characteristics of high and low creative students studying in Navodaya Vidyalaya Schools of Kashmir Valley.
3. To find and compare the self concept of high and low creative students studying in Navodaya Vidyalaya Schools of Kashmir Valley.
4. To find and compare the career preferences of high and low creative students studying in Navodaya Vidyalaya Schools of Kashmir Valley.

All the four hypotheses of the study have been well formulated in the directional form.

It is a descriptive study. All the variables considered in the study have been well operationalized. The sample of 400 9^{th} and 10^{th} grade students enrolled in the Navodaya Vidyalaya Schools of Kashmir Valley was well drawn employing suitable sampling technique. The characteristics of all the tools employed for the study, namely, Divergent Production Abilities Test by K.N. Sharma (2011), Style of Learning Scale by D. Venkataraman (2011), Jr. HSPQ by R.B. Cattell, Self Concept Scale by S.P. Ahluwalia (2012), and Career Preferences Record by Vivek Bhargava and Rajshree Bhargava (2009) have been well established. The data were gathered systematically and analyzed meticulously employing compatible statistical techniques, namely, %, Mean, SD, and t-test.

The study reveals that

1. Highly creative students were found to be imaginative, artistic, innovative and aesthetic, tolerant & problem solving, whereas, low creative students were found to be convergent, logical, uni-variate, intolerant, and slow learners. Both, the high and low creative were found to be inclined towards visual presentations.
2. High creative students were found to be outgoing, easy going, warmhearted, participating and adaptable than low creative students. High creative were found to be less afraid of criticism. The low creative students experienced detached behaviour. They were observed to be stiff and aloof.

3. Higher creative students were found to possess abstract thinking and bright in their intellectual capacity and having higher scholastic mental capacity, whereas, low creative students were found to be less intelligent having less scholastic mental capacity.
4. Higher creative students were found to be emotionally stable, calm, mature and reality facing with higher ego strength, whereas, low creative were found to be emotionally immature.
5. High creative students were found to be impatient, demanding, overactive and unrestrained having excitable behaviour tendencies, whereas, low creative were found to be inactive and phlegmatic.
6. High creative students were found to be assertive, competitive, and dominant, whereas, low creative were found to be obedient, easily led and mild. Both the groups were neither active, carefree, and cheerful, nor pessimistic.
7. None of the groups was neither persistent, moralistic, staid, nor had any stronger or weaker superego strength.
8. High creative were found to be socially bold, ready to involve themselves in doing new things and spontaneous, whereas, low creative were found to have inferiority feelings, withdrawal tendencies, slow & reluctant to mix with other people easily.
9. Both the groups of students were found to be neither tough minded nor tender minded.
10. High creative were found to be reflective & restrained, whereas, low creative zestful and group oriented.
11. High creative students tended to be apprehensive, whereas, low creative were found to be self assured. High creative were self-reproaching, insecure, worrying, and guilt prone, whereas, low creative were found to be secure, complacent and untroubled.
12. High creative were found to be self sufficient, resourceful and preferring their own decisions, whereas, low creative were found to be socially group dependent.
13. Both the groups tended to follow their own urges, were found to be careless of social rules, self disciplined and having high self concept.
14. Both the groups were found to be neither tense nor relaxed.
15. High creative were found to be sad, disappointed in their domestic environment, while low creative were observed to be well behaved, trustworthy, and easily mixing with others.
16. Highly creative students were found to have good intellectual potential than low creative. High creative students were observed to be good at doing school work, readers and volunteers in school related activities, whereas, low creative students were observed to be unpopular, nervous on teacher's call, slow in completing school work, dumb about most of the things and higher in forgetfulness during learning process.
17. Both the groups were found to be good looking, leaders in games and sports, important members of their class, and popular amongst their classmates.

18. Highly creative experienced more anxiety than the low creative. High creative students were found to be prone to be worried, often afraid and nervous.
19. High creative were seen to be liked by their friends due to unusual ideas.
20. Both the groups were found to be either cheerful about themselves or felt disappointed sometimes.
21. The highly creative were found to have good self image.
22. The highly creative were found to be higher on mass media and Journalism in comparison to low creative. They were found to be inclined towards print & electronic media and small and big screens like film making, reporting and analyzing news in a creative fashion.
23. Highly creative liked to be dancer, musician, fashion designer, furniture designer, beautician, painter, advertizing director, exhibiting director, footwear designer, interior decorator, graphic designer and industrial designer.
24. Both the groups were found to have equal tendency towards the careers like Electronic Engineering, Chemical Engineering, Computer Engineering, Software Programming, Food Technology, Astronomy, Agricultural Engineering, Architecture, Microbiology, Automobile Engineering, Marine Engineering and Environmental Science.
25. Both the groups were found to be equally favourable towards the career like Farming, Farm Management, Maintaining Live Stock, Poultry Farming, Horticulture, Production of Goods and Forestry.
26. Highly creative were found to have greater preference for Commerce & Management than the low creative, particularly, Chartered Accountancy, Cost and Work Accounts, Financial Management, Banking, Stock Broking, Insurance & Company, and Secretary-Ship, Computer Operator, Company Secretary, Finance Manager, Personal Secretary, Custom Broker, Surveyor, Transporter, Production Manager and Marketing Manager.
27. High creative students were found to be more inclined towards Medical Areas, such as, Pediatrics, Radiology, Psychiatry, Obstetrics and Gynecology.
28. Both the groups were found to have equal liking for defense, such as, Group Captain, Soldier, Fighter Controller, Air Marshal, Colonel, Admiral General, Platoon Commander and Air Traffic Controller.
29. Both the groups were found to be equally inclined towards Tourism & Hospitality Industry, such as, Travel Agency Operators, Tour Operation, Guide's Training, Publicity & Travel Promotion, Adventure Sports, Transport Organization, Human Resource Development, Accommodation and Hospitality.
30. Both the groups preferred to join the career areas of Law and Order, like, Taxation, Legal Profession, Solicitor, Notary, D.M., IFS, IAS, Custom Officer, Civil Lawyer, Political Leader, Judge, SDM, SSP, Police Inspector, RTO, CBI Officer, Income Tax Commissioner, Police Commissioner, Criminal Lawyer, and District Judge.

31. Both the groups were found to be equally inclined towards Education Career, such as, School & College Teachers, Special Educators, Language Teachers, Librarians, Educational Psychologists, Educational Administrators, Planners and Researchers.

Emerging Questions

1. The high creative students were found to be social, whereas, low creative aloof. What could it be attributed to?
2. How the High creative students were found to be impatient, demanding, overactive and unrestrained having excitable behaviour tendencies, whereas, low creative were found to be inactive and phlegmatic?
3. High creative students tended to be apprehensive, whereas, low creative were found to be self assured. What does it mean?
4. Of the two, highly creative and low creative, who is greater successful in professional life? Substantiate your stand.
5. Why the hypotheses of the study were formulated in the directional form? Justify
6. Why Standard Error of the Mean is called Standard Error of the Mean?
7. What is the significance of t-test?
8. What are the emerging Theses of the Study?

AAJ KI PRISATHITHIYON MEIN PRASANGIKTA KI DRISTI SE MAHATMA GANDHI EVAM P. MADAN MOHAN MALVIYA KE SHAIKSHIK VICHARON KA ALOCHNATMAK EVAM TULNATMAK ADHYYAN

(**Barjesh Kumar Yadav Purvanchal University, Jaunpur, Uttar Pradesh, India, 2015)**

Objectives:

1. To Conduct an in depth study of the Educational Thoughts of Pandit Madan Mohan Malviya.
2. To reorganize the Educational Thoughts of Mahatma Gandhi and Pandit Madan Mohan Malviya which have been lying scattered.
3. To conduct a comparative study of the Educational Philosophy of Gandhiji and that of Pandit Malviya.
4. To conduct a study of the Objectives of Education, Curricula, Teaching Methods, Administration and Educational thoughts of Mahatma Gandhi and Pandit Madan Mohan Malviya.
5. To study the Theoretical & Practical aspects of the Educational Philosophy of Gandhiji and Malviyaji, in depth.
6. To study the relevance of the strong and weak aspects of the Educational Philosophy of Mahatma Gandhi and Pandit Madan Mohan Malviya with respect to the Indian conditions.
7. To study the relevance of the strong and weak aspects of the Educational Philosophy of Mahatma Gandhi and Pandit Madan Mohan Malviya with respect to Indian conditions when India was not independent.

The hypothesis of the study has been well formulated with respect to the relevance of the Educational Philosophies of Gandhiji and Malviyaji with respect to the present Indian conditions. The study has suitably employed Historical Research Method. The data have been content analyzed from both the Primary & Secondary Resources.

The study has arrived at the following findings:

- The focus of the present day Society is more on technical & practical aspects, whereas, the feeling faculties are relatively neglected, whereas, both the Philosophers have specially focused on the affective domain.
- Education ought to develop the affect attributes of sacrifice, spirituality, humanity, faith in Super Power, Self Discipline, Courage & hard work.

- The students ought to develop their personalities by adjusting with the changing society by observing & establishing ideals, such as, Truthfulness, Non-Violence, Non-Discrimination, and non-stealing.
- There should be value inculcation among students by integrating the ideals of the Philosophers in Curricula.
- Home is the first School & Mother is the first Teacher for every child.
- Character & Values originate from Home.
- Students are like rising Sun for our Society & State. They should be on proper path observing healthy relations with every entity. They should have blissful nature and sound morale.
- Every student ought to be truthful & just, so as to develop the self, society & state. Childhood should abstain from falsehood and explore the truth & ruth.
- A teacher should observe thy duty honestly. The new generation is nurtured by the teacher. The teacher should be religious, knowledgeable, Brhamchari and Truthful. The teacher should be care taker, Educational Instructor, Social Representative and Leader.
- The School should be in natural setting, because, Nature is the greatest Teacher. Every School should be natural, neat & clean , and beauteous.
- The Educational Administrators should be competent for Relevant & Quality Education.
- Our curricula and syllabi should be for wholistic development.
- Parents & Educational Administrators should observe the Educational Philosophies of Gandhiji & Malviyaji to develop the children for contributing significantly for the Social & National development.

Development of a Curriculum Framework on Human Rights Education for the Adolescent Girls
(JHARNA MOHANTY, Utkal University, 2016)

Objectives

1. To study the state of human rights of the adolescent girls with reference to their locality/place of residence and caste/tribe.
2. To make an in-depth study of the basic human rights issues concerning the adolescent girls, through case study approach, with a view to explore the grass root realities.
3. To develop a curriculum framework on Human Rights Education.

Survey has been suitably conducted for objective 1, whereas, case study was done for objective 2. Two hundred adolescent girls were included in the sample from three districts, namely, Cuttack, Mayurbhanj and Sundargarh of Odisha using quota sampling technique on the basis of their locality , caste /tribe. Parents of these two hundred girls were included in the sample. 100 teachers working in High Schools of the Study area, 50 from urban schools and 50 from rural schools were also selected employing suitable sampling technique. The characteristics of all the tools & techniques used for objective 1, namely, Interview Schedules, Focus Group Discussion, Observation Schedule and Photographic Recording were well established.

Four adolescent girls were selected so as to represent urban and rural locality and different social groups, such as, SC, ST and other castes. These girls were selected on the basis of convenience of the investigator and cooperation of the girls, their parents, as well as, the teachers. The tools of qualitative research, such as, interviews, participant observation, informal discussion were used to collect data about the adolescent girls under case study from the key informants.

The data were analyzed timely & meticulously employing quantitative and qualitative data analysis techniques. The study has arrived at the following findings:

Findings Pertaining to Right to Life

1. Majority of the adolescent girls belonging to urban areas are provided with adequate nutrition, clothing, still adequate housing is a problem even for some urban adolescent girls, whereas, majority of the girls belonging to rural area are deprived of these basic needs.
2. The main cause of deprivation of adolescent girls from adequate nutrition, clothes and housing varies on the basis of locality. The main cause of deprivation in urban areas results from price rise and high cost of living.

3. Caste has been found to be a dominant factor that affects the adolescent girls right to life. Majority of the girls belonging to SC and ST are deprived of their right.

Findings Pertaining to Right to Education

1. Majority of adolescent girls irrespective of their caste have access to schools and parental support. Low school attendance is an issue for SC & ST girls. Most of the SC & ST girls are not satisfied with the quality of instruction. Majority of the parents of general and OBC category are not satisfied with the quality of instruction provided at school.
2. Majority of the rural girls do not attend school regularly mainly due to poverty of their parents. Teacher absenteeism is also responsible for this. 100% of adolescent girls attend school regularly in urban area.
3. Majority of the girls belonging to urban, OBC and tribal areas are satisfied with the educational facilities available. The parents and teachers belonging to these areas too are satisfied with the access.

Findings Pertaining to Right to Health Care

1. Distance of health care centres and lack of proper parental care are the major problems of SC and ST adolescent girls so far as their enjoyment of right to health care is concerned.
2. Teachers concern about the health of the adolescent girls is poor in rural areas and specially as perceived by the categories, as well as, the girls belonging to these categories.

Findings Pertaining to Recreational and Cultural Rights

1. Majority of the tribal girls have reported that they enjoy recreational and cultural rights with reference to rest & leisure. Both, SC and ST girls are not getting materials to play at home and proper opportunity to participate in cultural activities organized by the school. The corresponding figures in respect of the girls belonging to urban and rural areas vary as far as their enjoyment of rest & leisure at home is concerned.
2. In urban areas, curricular pressure exerted by the parents, as well as, teachers on the girls deprives them from their recreational and cultural rights. It is poverty in cases of the girls belonging to rural areas.
3. The variation in the enjoyment of recreational and cultural rights of girls is not wide across the localities. However, the % of urban girls reported to enjoy this right are

invariably higher as compared to their rural counterparts across the localities as well as areas of concern (rest & leisure, play, and participation in cultural activities).

4. There exists wide variation in the opinion of girls and parents with regard to the enjoyment of recreational and cultural rights by the girls. The % of girls who reported to enjoy this right are found to be sufficiently lower as compared to their parents who reported to facilitate them.

Findings Pertaining to Exploitation/Abuse and Discrimination

1. Exploitation/Abuse and discrimination irrespective of locality, physical and mental punishment both at home and school does not exist. Majority of the adolescent girls belonging to rural areas discriminated on the basis of gender both at home & school (46% and 42%, respectively). Gender discrimination is not a problem in urban families and school as 8% and 14% of urban adolescent girls experience the same social custom, tradition and stereotype of feeling as the main cause of such discrimination at school and home.
2. Majority of rural adolescent girls experience caste biasness by teachers and peers (51%) in comparison to their urban counterparts (22%). Further, majority of the girls of SC are found to be the victims of caste biasness (90%) which is not at all case of General girls (0%). Caste biasness of the OBC girls is 20.68%, whereas, 63.15% in case of ST girls.

Findings Pertaining to the Case Studies

The case studies with respect to the four selected adolescent girls are quite revealing as follows:

- Poverty is the key factor which results denial of different aspects of right to life of the urban SC girls.
- Right to Education is not fully supported even by the urban SC parents.
- Poverty and lack of awareness of parents are the main factors responsible for deprivation of right to health care of the SC adolescent girls in urban area.
- Lack of opportunity is a factor for deprivation of recreational & cultural rights of the urban SC girls.
- Even the General category adolescent girls of rural area fail to enjoy the recreational and cultural rights. Apathy of the administration is the main issue to make provision of amusement at school.
- Right to health care is not enjoyed fully by the rural adolescent girls of general category as the community Health Centre is not at an agreeable distance from the village. Lack of proper parental care is also a factor for improper health care.

- Eve teasing on the way to school is also an aspect of exploitation & abuse ordeal of most of the rural girls.
- The rural SC adolescent girls fail to enjoy right to life fully for inadequate housing facility.
- The rural ST adolescent girl is also deprived of enjoying recreational & cultural rights as she does not get sufficient rest/leisure due to curriculum load. Lack of opportunity is also a factor for not participating in cultural activities at school.
- The distance of community health centre and improper parental care are barriers for rural ST adolescent girl in enjoying right to health care in rural area.
- Even the urban adolescent girl of other backward class is deprived of enjoying aspects relating to right to life as there is no provision of toilet in the house as well as adequate housing facility.
- The urban adolescent girl of other Backward Class did not get rest/leisure at home and did not participate in cultural activities at school due to poverty.
- Quality of instruction is not up to mark for which the examination as well as classroom performance of the urban adolescent girl of other Backward Class subject is not satisfactory.
- Poverty and lack of awareness of parents are the factors responsible for deprivation of the right to health care of the urban adolescent girl of other backward class.

Finally the Curriculum Framework on Human Right Education for the Adolescent Girls has been developed very well.

"POORVI U.P. KE MADYAMIK SATAR KE ADHYAPKON KI SHIKSHAN VYAVSAYA KE PRATI ABHIVARTI, SHIKSHAN DAKSHYATA AUR KARYASANTUSHTI KA EK ADHYYAN"

(**Manish Kumar Singh, VBSPU, Jaunpur, Uttar Pradesh, India)**

Objectives

1. To study the attitude of Secondary School Teachers towards Teaching Profession on the bases of gender, habitat & subject.
2. To study the Teaching Efficiency of Secondary School Teachers on the bases of gender, habitat & subject.
3. To study the Job Satisfaction of Secondary School Teachers on the bases of gender, habitat & subject.
4. To conduct a comparative study of the Job Satisfaction of Secondary School Teachers having high & low attitude towards Teaching Profession.
5. To conduct a comparative study of the Job Satisfaction of Secondary School Teachers having high & low Teaching Efficiency.

All the eleven hypotheses of the study have been well formulated in the null form.
Survey method has been suitably employed for the study. All the Secondary School Teachers of the Jaunpur District were considered as the Population for the Study. 300 Teachers were selected randomly from amongst these teachers, evenly, distributed against Gender, Habitat & Subject. The characteristics of all the tools employed for the study, namely, Teacher Attitude Inventory by S. P. Ahluwalia, Teacher Efficiency Scale self constructed by the Present Investigator, and Teacher Job Satisfaction Scale by P. Kumar & D.N. Mutha were well established. The data were suitably analyzed computing Mean, SD and Critical Ratio.

The study has arrived at the following findings:

1. No significant difference was found in the attitude of Male & Female Secondary School Teachers towards Teaching Profession.
2. The urban teachers were found to be having more favourable attitude towards Teaching Profession than the Rural teachers.
3. The Science Teachers were found to be having more favourable attitude towards Teaching Profession than the Art Teachers.
4. The Male Teachers were found to have significantly greater Teaching Efficiency than Female Teachers at Secondary school Level.
5. No significant difference was found in the Teaching Efficiency of Rural & Urban Teachers.

6. The Science Teachers were found to be having significantly greater Teaching Efficiency than the Art Teachers.
7. No significant difference was found in the Job Satisfaction of Male & Female Teachers at Secondary School level.
8. No significant difference was found in the Job Satisfaction of Rural & Urban Teachers at Secondary School level.
9. No significant difference was found in the Job Satisfaction of Science & Art Teachers at Secondary School level.
10. Teachers having more favourable attitude towards teaching were found to have significantly greater job satisfaction.
11. Teachers having greater teaching efficiency were found to have significantly greater job satisfaction.

Evaluation of In-service Teachers Training Programmes for Elementary Teachers under Sarva Shiksha Abhiyan
(Manoj Kumar, Utkal University, Odisha, India, 2016)

Objectives

1. To identify the professional needs of the in-service elementary teachers.
2. To study the perception of elementary teachers regarding the in-service teachers training programme with its components in relation to SSA.
3. To study the attitude of teachers towards in-service teachers training programme being conducted by SSA in relation to their age, locale & gender.
4. To study the impact of in-service teachers training programme being conduced under SSA on the performance of teachers in teaching learning situation.
5. To study the views of SSA functionaries on the quality & relevance of in-service teachers training programme.

The investigator has suitably employed survey method for the study. The population was the government elementary school teachers of four districts of Jharkhand. Multistage stratified cluster sampling was compatibly used to draw a sample of 462 in-service elementary school teachers from the four selected districts out of 24, one each, from eastern, western, northern and southern regions of the Jharkhand State. The characteristics of all the tools employed for the study, namely, questionnaire for teachers, teacher's attitude scale, classroom observation schedule, interview schedule and focus group discussion were well established. The data were collected systematically and analyzed qualitatively and quantitatively through suitable analysis techniques. Various data analysis techniques were employed, such as, chi square, t-test, one way and three way ANOVA. Data collected through interview schedule and FGD were analyzed qualitatively.

The study has arrived at meaningful findings as follows:

1. The in-service trainee teachers needed training in areas like, multi-grade multilevel (MGML) training strategy, pedagogy of different subjects, teaching methods like constructivist approach, activity based teaching, preparation and use of teaching learning materials (TLMs), Continuous and Comprehensive Evaluation (CCE), engagement of slow learners in the classes, and organization of different types of co-curricular activities in their school.
2. The training material was adequately available in the training.

a) To some extent it was useful and provided opportunity to discuss classroom problems. It contributes to improving teaching skills.
b) To some extent it provided scope for discussion on strategies, clarifying hard spots of children, enhancing student's performance, identifying weak children but did not highlight on strategies for identifying learners with special needs. It also did not provide scope for multi-grade teaching.
c) To some extent it discussed strategies for classroom management, empowers teachers on development and use of teaching learning material (TLM) and it had emphasized on activity based teaching.
d) To some extent emphasized implementation of continuous and comprehensive evaluation (CCE).
e) According to the elementary teachers the physical aspects of training like, cover page layout, printing quality, paper quality, binding quality, visual quality, use of simple language and systematic presentation of materials was average.
f) The transaction process of training was moderate with respect to clarity in communication skill, appropriateness of strategies, training sessions are in accordance with requirement of learning material, participation of teachers, involvement of resource persons, scope for involvement of the participant. However, the transaction process lacked in use of stimulus variation skill and in use of ICT.
g) The perception of the trainee teachers regarding the resource persons was average regarding their punctuality, content knowledge, communication skills, expression clarity and helpfulness.
h) The training venue was appropriate with respect to the distance of training venue from the place of boarding, transport facilities, space in the training hall, sitting arrangement, light arrangement, recreational facilities and arrangement of boarding facilities.
i) The management of training program was adequate with respect to provision of food & snacks and provision of TA & DA etc, whereas, number of resource persons and the schedule of training was moderately adequate, but, monitoring of the training program by the authorities was inadequate.

3. Male and female trainee teachers differ significantly at .05 level in attitude towards in-service training which was in favour of female trainee teachers. Trainee teachers under the age of 30 have more favourable attitude towards in-service training in comparison to their above 40 counterparts. Rural and urban teachers do not differ significantly at .05 level in their attitude towards training.
4. There was differential impact of training with respect to gender and age. The female teachers performed significantly better than the male teachers. The teachers of the age

less than 30 were significantly better in comparison with teachers 30-40 years age and above 40 years age. The teachers above 40 years of age showed the least performance. Teachers of rural and urban areas did not differ significantly at .05 level in their performance.

5. The State Project Director revealed that the needs of the in-service teachers were assessed prior to the training, whereas, the trainee teachers refused the same. Both SPD and trainee teachers were satisfied with the availability of physical facilities, equipments and residential facilities.

Correlation between Educational Environment and Educational Satisfaction of Teachers and Students

***(MEHDI ZARE,* Savitribai Phule Pune University, Pune, Maharashtra, India, 2015)**

Objectives

1. To assess Indian and Iranian Students' Perception of their University Educational Environment.
2. To study Indian and Iranian Students' Satisfaction.
3. To assess Indian and Iranian Teachers' Perception of their University Educational Environment.
4. To study Indian and Iranian Teachers' Job Satisfaction.
5. To study the relationship between Educational Environment and Indian and Iranian Students' Satisfaction.
6. To study the relationship between Educational Environment and Indian and Iranian Teachers' Job Satisfaction.

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

Survey method has been suitably employed for the present study. Multistage sampling technique was employed to draw a sample of 1342 Teachers & Students (382 Students & 322 Teachers from Pune University, 378 Students & 260 Teachers from Shiraj University, Iran). Piloting of the Study was conducted in 10 selected Universities and Colleges in India and Iran. Piloting was done to validate the tools. The characteristics of all the tools employed for the study, namely, Physical Education Survey (Hil & Hulbert, 2007), Course Experience Questionnaire (Ramsden, 1991) and Faculty Satisfaction Questionnaire (Serafin, 1991) were well established. The data were analyzed through frequency, %, Mean, Pie Charts, t-test, One Way ANOVA and Pearson Coefficient.

The study has arrived at the following findings:

- There is no significant difference between Indian and Iranian Students' perception of general environment, climate, noise and ceiling.
- There is significant difference between Indian and Iranian students' perception of walls.
- There is significant difference between Indian and Iranian students' satisfaction of good teaching and generic skills.
- There is no significant difference between Indian and Iranian Students' overall satisfaction.
- There is no significant difference between Indian and Iranian Students' satisfaction of learning resources, appropriate assessment and appropriate workload.

- There is significant difference between Indian and Iranian Teachers' perception of general environment, climate, noise and ceiling.
- There is significant difference between Indian and Iranian Teachers' satisfaction of teaching, research and service.
- There is a relationship between general Environment and Indian Teachers' Job Satisfaction.
- There is a significant relationship between climate control, noise, ceiling and electrical and floors and Indian Teachers' Job Satisfaction.
- There is no relationship between general environment, climate control, noise, ceiling and electrical,, walls and floors and Indian students' Satisfaction.
- There is a significant relationship between general environment, climate control, noise, ceiling and electrical, walls and floors and Iranian Teachers' Job Satisfaction.
- For Indian Teachers' Perception of Educational environment Predictor of their Job Satisfaction, all of the Educational environment Factors have positive coefficients (general, climate, noise, ceiling and walls). However, three of the five coefficients (general, climate & Ceiling) are statistically significant. For Iranian Teachers' perception of Educational environment predictor of their job satisfaction, all the Educational Environment factors have been found to have positive coefficients (general, climate, noise, ceiling and walls). However, two of the 5 coefficients (ceiling and walls) are statistically significant.

PRATHMIK SCHOOL SATAR PR VIGYAN SHIKSHAN MEIN RICHARD SACHMAN PRATIMAN KI SAPEKSHA PRABHAVSHEELTA KA VIDYARTHIYON KI SHAIKSHIK UPLABDHI , VAIGYANIK SRJANATMAKTA EVAM ABHIVARTI KE SANDHRBH MEIN ADHYYAN

(Vinita Yadav, Dr. Bheemrao Ambedkar Vishwavidyalaya, Agra, UP, India, 2015)

Objectives

1. To study the effect of teaching through Richard Sachman Model on the Academic Achievement in Science of the Primary School Students.
2. To study the effect of teaching through Richard Sachman Model on the Scientific Creativity in Science of the Primary School Students.
3. To study the effect of teaching through Richard Sachman Model on the Attitude towards Science of the Primary School Students.
4. To study the effect of teaching through Traditional Method on the Academic Achievement in Science of the Primary School Students.
5. To study the effect of teaching through Traditional Method on the Scientific Creativity in Science of the Primary School Students.
6. To study the effect of teaching through Traditional Method on the Attitude towards Science of the Primary School Students.
7. To study the relative effectiveness of teaching Science through Richard Sachman Model and Traditional Method on the Academic Achievement in Science of the Primary School Students.
8. To study the relative effectiveness of teaching Science through Richard Sachman Model and Traditional Method on the Academic Achievement in Science of the Primary School Students.
9. To study the relative effectiveness of teaching Science through Richard Sachman Model and Traditional Method on the Scientific Creativity in Science of the Primary School Students.
10. To study the relative effectiveness of teaching Science through Richard Sachman Model and Traditional Method on the Attitude towards Science of the Primary School Students.

All the 9 hypotheses of the study have been well formulated in the null form. Experimental Group Control Pre-Test Post-Test design has been suitably employed for the study. Richard Sachman Model and Traditional Method have been considered as Independent variables, whereas, Academic Achievement, Attitude towards Science and Scientific Creativity have been considered as dependent variables. Experimental and Control group, each, was comprised of 50 randomly drawn Std. V Students. The characteristics of all the tools used for the study, namely, Academic Achievement Test, Scientific Creativity Test and the Attitude Scale were well

established. The data were analyzed through suitable statistical techniques, namely, Mean, Correlated- t value and independent – t value.

The study has arrived at the following findings:

1. The academic achievement by Teaching through Richard Sachman Model was found to be significantly greater than by teaching through Traditional method.
2. The Scientific Creativity by Teaching through Richard Sachman Model was found to be significantly greater than by teaching through Traditional method.
3. The attitude towards Science by Teaching through Richard Sachman Model was found to be significantly greater than by teaching through Traditional method.

A Causative Study of Dropouts and Non-school Going Children in Jammu
(Mohan Galgotra Jammu University, 2015)

Objectives

1. To identify the children who are dropout and non-school going in the age group of 6-14 years in Jammu District.
2. To study the Socio Economic Status, Family Environment Factors (Cohesion, Expressiveness, Conflict, Acceptance & Caring, Independence, Active & Recreational, Organization & Control), Self Concept and Parents Attitude towards Education of the dropout and non-school going children (6-14 years).
3. To study the causes on account of Socio Economic Status, Family Environment Factors (Cohesion, Expressiveness, Conflict, Acceptance & Caring, Independence, Active & Recreational, Organization & Control), and Self Concept in motivating the Children (6-14 Years) to attend the school or not to go to the school.
4. To study the causes of family, that is, Parents Educational Status (Both Father & Mother), Caste, Siblings Educational Status (Drop out & Continuing Education), Occupation, Family Type (Joint & Nuclear), Family Income and Parents' Attitude towards Education as a possible cause for dropout or Nonschool Going of the children (6-14 Years).
5. To study the differences between the dropout and non school going children (6-14 Years) on account of the Socio Economic Status, Self Concept, Family Environment Factors and Parents Attitude towards Education as a possible cause for the dropout or non-school going children (6-14 Years).
6. To study the interaction on account of cause of Socio Economic Status, Family Environment Factors (Cohesion, Expressiveness, Conflict, Acceptance & Caring, Independence, Active & Recreational, Organization & Control), and Self Concept of the dropout and non school going children in motivating the child (6-14 Years) to attend the school or not to go to the school.
7. To study the interaction on account of Parents Educational status (Both Father & Mother), Caste, Siblings' Education Status (dropout & continuing Education), Parents' Occupation , Family Type (Joint & Nuclear), Income and Parents' Attitude towards Education as a possible cause of dropout or nonschool going of the children (6-14 Years).
8. To study the interaction between the dropout and non school going children (6-14 Years) on account of the Socio Economic Status, Self concept, Family environment factors, and Parents' attitude towards Education as a possible cause for dropout or non school going of the children (6-14 Years).

9. To study the attitude of Teachers towards associated causes for dropout or of nonschool going of the children (6-14 years).
10. To study whether the regulators of the UEE and SSA are aware of these children and what policies and measures have been taken in order to bring these Children back to School.
11. To suggest some Educational Implications on the basis of the findings of the Study.

All the 8 hypotheses of the study have been well formulated in the null form. The delimitations of the study are genuine. The terms used in the study have been well operationalized. A sample of 197 Dropout Children, 103 Nonschool Going Children, 196 Parents, 337 Teachers, 75 Heads of the Schools and 10 Education Officers was well drawn employing suitable sampling techniques, such as, purposive sampling and snowball sampling. Dropout and Nonschool Going Children were considered as Dependent Variable, whereas, SES, Family Environment, Self Concept, Parents' Attitude and Teachers' Attitude were considered to be the Independent variables. The characteristics of all the Tools employed for the study, namely, SES Index by Prof. R.P. Verma, Prof. P.C. Saxena & Dr. Usha Mishra, Family Environment Scale by Dr. Harpreet Bhatia & Dr. N.K. Chadha, Children Self Concept Scale by Dr. S.P. Ahluwalia & Dr. Hari Shankar Singh, Parents Attitude Towards Education & Teachers' Attitude Scale self constructed by the investigator have been well established. The data were collected systematically. The data analysis was done employing suitable techniques, namely, mean, percentage, Chi Square, T-test and Somers'd .

- It is evident through the study that a majority of the dropouts and nonschool going children are low castes and very low SES.
- The self concept of dropouts has been found to be higher than that of nonschool going children.
- Educational Status of the Parents, their illiteracy, and occupation as labourers have influenced the dropouts & nonschool going children adversely. The Parents belonging to ST have been found to have low attitude towards Education than that of other caste.
- Strong relationship has been found between child dropping or nonschool going and SES, Self Concept, and the family environment.
- Maximum dropout has been reported to be in the beginning & at end of the Primary Stage.
- A majority of the siblings of dropout & nonschool going also have left their Education.
- A majority of the nonschool going children have been found to have low self concept.
- A majority of the dropout and nonschool going children have been found to have low cohesion, low acceptance & caring, low active & recreation, low organization & control in their family.

- Significant relationship has been found to be there between caste & SES, SES & Father's Educational Status, SES & Parent Occupation, SES & Family Income, Caste & Father Educational Status, Caste & Parents' Attitude towards Education, Caste & Family Income, and Caste & Parents' Occupation of the dropping out of the children, whereas, no significant relationship has been found between the caste & mother's Educational Status in the dropping out of the children.
- Significant relationship has been found to be there between SES & Parents' Attitude towards Education, SES and Siblings' Educational Status, caste & Father's and Mother's Educational Status, Caste & Parents' Attitude towards Education, Caste & Family Income, and Caste & Parents' Occupation in the nonschool going of the children.
- Significant difference has been found between the SES , expressiveness, acceptance & caring, active & recreation, organization in the families of the dropout and nonschool going children.
- Significant relationship has been found to be there between the Self Concept & Family Type of the dropping of the children.
- Significant relationship has been found to be there between the Self Concept & Father's Educational Status in the non school going of the children.
- Significant difference has been found between the Self Concept of Dropout & Nonschool going children.
- Significant difference has been found to be there in the attitudes of the dropout and nonschool going children towards Education.
- A Majority of the Teachers & Headmasters of the Middle Schools have responded to be overburdened with other than Teaching because there are no clerks in the school who do the job of observing the school records, such as, ledgers, accounts, and salaries of the staff.
- A majority of the Teachers & Headmasters have responded old methods of Teaching to be monotonous.
- A majority of the Teachers & Headmasters have responded that that the Government Schools are understaffed contributing to dropout.
- A majority of the Teachers & Headmasters have responded that inclusive school is a challenge to them.
- A majority of the Teachers were not found to be in favour of mass promotion policy. They were found to be of the view that it contributes to dropout.
- A majority of the Teachers responded that Curriculum is a major factor contributing to drop out.
- Teaching of the foreign language was viewed as a retarder in Child's Education by a majority of the Teachers.

- A majority of the Teachers & Headmasters have responded that fear of punishment keeps the Children away from School.
- A majority of the Teachers & Headmasters have responded that all the Teachers including the Head Teacher are overburdened with school duties.
- A majority of the Teachers & Headmasters have responded that Teachers should have subject authority to be effective Teachers.
- A majority of the Teachers have responded that mischievous students ought to be strictly dealt with.
- A majority of the Teachers have responded that long absentees should not be continued with.
- A majority of the Teachers & Headmasters have responded that they should be intimately involved in curriculum construction.
- A majority of the Teachers & Headmasters have responded that the responsibility of handling the mid day meal program is affecting their teaching.
- A majority of the Officers responded that the Curriculum is a factor affecting the attendance of students in the school.
- A majority of the Officers responded that the CCE has its own advantages, but, certain aspects need to be renewed.
- A majority of the Officers responded that there is a need to introduce Vocational Education at Primary level of Schooling.
- A majority of the Officers responded that there is still a need to enhance enrollment and observing the RTE 2009.
- A majority of the Officers responded that the Teachers are Oriented by the DIETS and SSA.
- A majority of the Officers responded that they face certain challenges for reenrollment of the school dropout children due to Parent Illiteracy, Unwillingness of the Children & Parents.
- A majority of the Officers responded that teachers have no freedom to use Teaching Method as per need & their wish & will.
- A majority of the Officers responded that still there is a lack of basic infrastructure or basic amenities in the Government Schools.

Emerging Questions

1. Which one of the two is more severe a problem- School Dropout or Non-School Going?
2. How Tools for the Study in Hindi Language and Geographical Topology of Jammu were treated as limitation of the Study?
3. How organization of the Mid Day Meal has been less valued by the School Teachers & Headmasters?
4. How the Nation can intervene into the factors contributing to School Drop Out & Non-Schooling?
5. Which are the salient features of the tool Children Self Concept Scale employed for the Study?
6. Why do the Schedule Tribe Parents Not Value Education?
7. Is not the perception of Teachers towards mass promotion an indicator of their gross failure in Total Quality Management of Education?
8. No significant relationship has been found between the Caste & Mother's Educational Status in the dropping out of the children. What could it be attributed to?
9. How the School Teachers can actively participate in Curriculum Designing? Suggest
10. Which of the Family Environment Factors , namely, Cohesion, Expressiveness, Conflict, Acceptance & Caring, Independence, Active & Recreational, Organization & Control have been found to be contributing most to the School Dropout and Non-School going?
11. How to realize Healthy Family Environment?
12. How to realize the conversion from School Drop Out to Drop In & Non School Going to All School Going?

"VRTMAAN SHAIKSHIK PRIVESH MEIN NIVARTIMARGI SHIKSHA PADHTI KI PRASANGIKTA"
(POONAM MISHRA, VBSPU, 2015)

The investigator has tried to build upon the ancient Indian Philosophies. Progressively an attempt has been made to produce the emerging scenario of Indian Education.

Chapter-1 introduces the various aspects of Education wholistically. It presents how initially the focus of Education in Sanskrit was the Pronunciation as produced by SAYAN in RIGVED BHASYA- स्वरवर्णाद युच्चारण प्रकारों यत्र शिक्ष्यते - उपदिश्यते सा शिक्षा| TAITRIYA UPNISHAD presents- VRN, SVAR, MATRA, BLMOO, SAAM, SANTAAN ITYUKT SHIKSHADHYAY. There is a word in Sanskrit VIDYA- वेत्ति अनया सा विद्या, meaning Means to Know. The etymology of Shiksha is from - शिक्ष्यते अनया इति शिक्षा, meaning means to learn. The chapter -1 culminates into determination of the Youth with the Humanistic & Higher Education Knowledge Values.

Chapter-2 has very clearly presented that how in the ancient India Religion was comparatively greater instrumental in sustaining and changing civilization and culture than Socio-Political-Economic Factors. Chapter-2 has very well depicted & described the PRVARTIMARGI DHRM.

Chapter-3 has not only presented the various elements of NIVARTIMARG, but also, the developed Religious Strategies and Education System.

Chapter-4 presents how the Moral Character demands decency, decorum, discipline, dutifulness and purity. It has very well presented the objectives of NIVARTIMARGI Education System.

The focus of the Ancient Indian Universities , namely, TKSHSHILA, NALANDA, BLLABHI, VIKRAMSHILA, ODANTPURI, NADIYA, MITHILA and JGDLLA has been well presented on NIVARTIMARGI Education in Chapter-5.

Chapter-6 is inclusive of the relative contribution of Government Servants, Missionaries, Non-Government People and Social & Religious Reformers in the Modern Indian Education System.

Chapter-7 has very well presented the comparative scenario of NIVARTIMARGI Education & Modern Indian Education.

Chapter-8 has presented the relevance of NIVARTIMARGI Education in the context of Modern Indian Education. It presents very emphatically how दस सिक्खा पदानि of BAUDDH Education System are significant even today.

The study has very well established how NIVARTIMARGI Education has its relevance & essence along with PRVARTIMARGI Education. Our life is defined more by NIVARTI than by PRAVARTI. It is defined more by Renunciation than Inclination. The emerging Thesis culminates into the essence of PRVARTIMARGI Education in the Modern Education.

A Study of Correlates of Emotional Intelligence Among Pre-Service Teachers
(PRACHI RAIZADA, LUCKNOW UNIVERSITY, 2016)

Objectives

1. To study the relationship between emotional intelligence and general intelligence of pre-service teachers.
2. To study the relationship between emotional intelligence and creativity (verbal & figural) of pre-service teachers.
3. To study the relationship between emotional intelligence and teaching competency of pre-service teachers.
4. To study the effect of gender on emotional intelligence of pre-service teachers.
5. To study the effect of streams on emotional intelligence of pre-service teachers.
6. To study the effect of educational level on emotional intelligence of pre-service teachers.
7. To study the effect of teaching experience on emotional intelligence of pre-service teachers.

All the 12 hypotheses of the study have been well formulated in the null form. The study has been delimited to the affiliated colleges of Lucknow University, having B.Ed. course . The terms Emotional Intelligence, Intelligence, Creativity, Teaching Competency and Pre-service teachers have been well defined operationally.

The study has suitably employed survey method. The sample for the study comprises of 120 B.Ed. students drawn from selected B.Ed. Training Institutions associated with Lucknow University through two stage random sampling technique. The characteristics of all the tools employed for the study , namely, Emotional Intelligence Scale by Ankool Hydel and Sanjyot Pethe, Raven's Progressive Matrices Test, Torreance Test of Creative Thinking (Verbal & Figural), General Teaching Competency Scale (GTCS) developed by Passi & Lalitha & adapted by Vadehi (2003) have been well established. The data were analyzed through correlation & ANOVA.

The study has arrived at the following findings:

1. Pre-Service Teachers having higher general intelligence were found to have higher emotional intelligence in comparison to those having average general intelligence , as well as, low general intelligence.
2. Pre-service Teachers having high verbal creativity were not found to differ with average verbal creativity pre-service teachers in their emotional intelligence, but, the pre-

service teachers having high or average verbal creativity were found to have higher emotional intelligence in comparison to low verbal creativity pre-service teachers.

3. Pre-service teachers having high or average figural creativity were found to have better emotional intelligence as compared to those having low figural creativity.
4. Pre-service teachers having high teaching competency or average teaching competency were found to be having higher emotional intelligence as compared to low teaching competency pre-service teachers.
5. Male and female pre-service teachers were not found to differ significantly in their emotional intelligence.
6. Arts and Science streams were not found to make any significant difference in the emotional intelligence of pre-service teachers.
7. Graduation or Post- Graduation levels of Pre-service teachers were not found to affect their emotional intelligence significantly.
8. Teaching experience was not found to make any significant effect on the emotional intelligence of Pre-service Teachers.

The study concludes that the pre-service teacher training must include emotional intelligence programs. In this age of stress & strain it has become absolutely essential to develop & fine tune our emotions.

SHRIMDBHAGVDGEETA KA SHIKSHA-DRSHAN TTHA VRTMAAN SHIKSHA PRNALI MEIN USKI PRASANGIKTA (Rakhi Singh, VBSPU, 2015)

Objectives

1. To study analytically the reflections of SHRIMDBHAGVDGEETA on TATTAV MIMANSA.
2. To study analytically the reflections of SHRIMDBHAGVDGEETA on GYAN MIMANSA.
3. To study analytically the reflections of SHRIMDBHAGVDGEETA on AACHAR MIMANSA.
4. To study analytically the reflections of SHRIMDBHAGVDGEETA on MOOLYA MIMANSA.
5. To produce a scenario of the Aesthetics of SHRIMDBHAGVDGEETA.
6. To interpret the Self Realization & STYAM, SHIVAM & SUNDRAM contained in the SHRIMDBHAGVDGEETA.
7. To study analytically the Educational philosophy of SHRIMDBHAGVDGEETA.
8. To study comprehensively the development of the Indian Education System and its attributes.
9. To clarify the various Educational Concepts contained in SHRIMDBHAGVDGEETA.
10. To study the relevance of the Educational Philosophy of SHRIMDBHAGVDGEETA in the present Education System.

Philosophical & Historical Research Methods have been employed for the study.

Chapter-1 has very well introduced the study. The conceptual & theoretical framework has been well built.

Chapter-2 has very analytically presented the Reflections of the investigator on TATTAV, GYAN and AACHAR.

Chapter-3 has produced the development scenario of the Indian Education System cutting across Vedic Period, UPNISHAD Period, Post-Vedic Period, Ramayan & Mahabharat Periods, SUTRA KAAL, BAUDDH KAALEEN SHIKSHA and Education during Mediveal, British and Modern Periods.

Chapter-4 has very well presented the Educational Philosophy of SHRIMDBHAGVDGEETA in terms of conceptual framework, objectives, curricula, teaching methods, teacher, learner, teacher learner relationship and discipline.

Chapter-5 has explored the relevance of the Educational Philosophy of SHRIMDBHAGVDGEETA in the present day Education, whereas, summary & implication of the study have been presented in Chapter-6.

The Educational Philosophy of SHRIMDBHAGVDGEETA and its relevance in the present Education System has been well established through the present Thesis.

"***PRATHMIK VIDYALIYA SHIKSHKON KI SHIKSHAN DAKSHTAON EVAM VYAVSAIK PRTIBDDHTAON MEIN SAMBANDH KA EK ADHYYAN" (RANA BALWANT SINGH, VBSPU, 2015)***

Objectives

1. To study the Teaching Proficiency of Primary School Teachers on the basis of their habitat.
2. To study the Professional commitment of Primary School Teachers on the basis of their habitat.
3. To study the Teaching Proficiency of Primary School Teachers on the basis of their gender.
4. To study the Professional commitment of Primary School Teachers on the basis of their gender.
5. To study the Teaching Proficiency of Primary School Teachers on the basis of their Training.
6. To study the Professional commitment of Primary School Teachers on the basis of their Training.
7. To study the Teaching Proficiency of General Category & Reserved Category Primary School Teachers.
8. To study the Professional commitment of General Category & Reserved Category Primary School Teachers.

All the eight hypotheses of the study have been well formulated in the null form.
The study has suitably employed descriptive survey method. The sample of 50 Primary School Teachers was appropriately drawn from 50 Schools, located 10 Development Blocks of the six Tehsils of the Baliya District. Further the sample of 200 Teachers was drawn, equally distributed against habitat, gender, stream and category, 100 each, respectively. The characteristics of the tool constructed by the investigator for measuring Teaching Proficiency and Professional Commitment have been well established. The data were analyzed employing mean, SD, and Critical Ratio.

The study has arrived at the following findings:

1. The Teaching Proficiency of the urban teachers has been found to be significantly greater than that of the rural teachers.
2. The professional commitment of Rural Teachers has been found to be significantly greater than that of the Urban teachers.
3. No significant difference has been found in the Teaching Proficiency of the Male Teachers and Female Teachers.

4. No significant difference has been found in the Professional Commitment of the Male Teachers and Female Teachers.
5. No significant difference has been found in the Teaching Proficiency of the Art Teachers and Science Teachers.
6. Professional Commitment of the Science Teachers has been found to be significantly greater than that of the Art Teachers.
7. Teaching Proficiency of the General Category Teachers has been found to be significantly greater than that of the Reserved Category Teachers.
8. No significant difference has been found in the Professional Commitment of the General Category Teachers and the Reserved Category Teachers.

"**AAZAMGADH MNDAL KE UCHCHTAR MADHYAMIK VIDYALYON MEIN SHARIRIK SHIKSHA VYAVASTHA KA EK SMEEKSHATMAK ADHYYAN**" (Ranjeet Kumar Singh, VBSPU, 2015)

Objectives

1. To find out the organization of Physical Education in the Higher Secondary Schools of Aazamgadh Mndal.
2. To find out the administration of Physical Education in the Higher Secondary Schools of Aazamgadh Mndal.
3. To find out the Facilities of Physical Education in the Higher Secondary Schools of Aazamgadh Mndal.
4. To find out the Physical Education Instruction in the Higher Secondary Schools of Aazamgadh Mndal.
5. To find out the Programs of Physical Education in the Higher Secondary Schools of Aazamgadh Mndal.
6. To find out the Physical Education Work force in the Higher Secondary Schools of Aazamgadh Mndal.
7. To find out the strength of Physical Education Teachers in the Higher Secondary Schools of Aazamgadh Mndal.
8. To find out the strength of Physical Education Boys and Girls in the Higher Secondary Schools of Aazamgadh Mndal.
9. To find out the cooperation of the other Physical Education Teachers in the Higher Secondary Schools of Aazamgadh Mndal.
10. To find out the availability of the Play grounds and other facilities in the Higher Secondary Schools of Aazamgadh Mndal.

All the eight objectives of the study have been well formulated in the directional form.
It is a descriptive study. The sample of 36 Higher Secondary Schools out of the 207 Higher Secondary Schools of AzamGadh, Mvu, and Baliya districts of Azamgadh was well drawn randomly for the study. The characteristics of the questionnaire constructed for the study by the investigator were well established. The data were appropriately analyzed employing frequency & percentage responses. The study has arrived at meaningful findings with respect to all the objectives delineated.

A Comparative Study of Psychological Characteristics of Students of Education and Physical Education (Ritika Singh, VBSPU, 2015)

Objective

1. To compare the status of students of Education and Physical Education on the following psychological variables:
    a. Self Concept
    b. Locus of Control
    c. Social Maturity
    d. Emotional Maturity
    e. Achievement Motivation

The data for the study were collected from the students of various universities of Utter Pradesh, namely, Lucknow University, Lucknow; Dr. Ram Manohar Lohiya Awadh University, Faizabad; Mahatama Gandhi Kashi Vidyapith, Varanasi; CCE University, Meerut; and Deen Dayal Upadhayay University, Gorakhpur. A total of 500 students were selected for the study, 50 students of Education and 50 students of Physical Education from each selected university. The characteristics of all the tools employed for the study, namely, Achievement Motivation Test by V.P. Bhargava, Locus of Control Questionnaire of Rotter (Hindi Version by Kumar & Srivastava), Sociam Maturity Scale by Dr. Nalini Rao, Emotional Maturity Scale by Y. Singh & M. Bhargava and Self Concept Questionnaire by Mrs. Pratibha Dev, have been well established. The data were analyzed through descriptive statistics, namely, Mean, SD, SE of Mean, Skewness, Kurtosis, Minimum Score, Maximum Score and Range, and inferential statistics, namely, independent- t, suitably.

The study has arrived at the following findings:

1. No significant difference was found between the Mean Scores of Students of Education & Physical Education on their Achievement Motivation.
2. The students of Education were found to be significantly greater than the students of Physical Education on their Locus of Control.
3. The students of Physical Education were found to be significantly greater on Social Maturity than the students of Education.
4. The students of Physical Education were found to be significantly greater on Emotional Maturity than the students of Education.
5. No significant difference was found between the Mean Scores of Students of Education & Physical Education on their Self Concept.

A Comparative Study of Student Support Services and Academic Achievement of Distance Education Learners of Punjabi University Patiala and Indira Gandhi National Open University (IGNOU) (Ruby Rani, PUP, 2016)

Objectives

1. To compare the views of learners of Distance Education Department of Punjabi University, Patiala (DEDPUP) and IGNOU regarding the student support services.
2. To compare the academic achievement of distance education learners of Punjabi University Patiala and IGNOU.
3. To study the relationship between student support services and academic achievement of DEDPUP and IGNOU.
4. To compare the views of tutors of DEDPUP and IGNOU regarding the student support services to meet the needs of the students.

All the four hypotheses of the study have been well formulated in the null form. The delimiters of the study have been found to be genuine. All the six terms have been well defined/explained.

The study has compatibly employed descriptive survey. 600 learners and 70 tutors were taken as sample from both distance teaching universities employing incidental sampling. Out of these 300 learners and 35 tutors each from PUP and IGNOU were selected. The characteristics of both the tools constructed for the study, namely, Student Support Service Questionnaire for Students, and Student Support Service Scale for Tutors have been well established in terms of reliability & validity; reliability .88 and .80, respectively, as well as content validity. The scoring procedure on both the tools has been found to be in tune. The data were collected systematically and analyzed meticulously through Chi-square, t-test and correlation, suitably.

The study has come up with the following implications:

1. The PUP should reframe its guidelines regarding admission related services. The relevant information should be made available online. The media should also be used to provide admission related details.
2. The IGNOU has been providing better regional office services to its students. The PUP needs to improve such services by way of responding quickly to the queries of its students, solving their examination related difficulties and providing them supplementary books and reading material. Group discussions can also be helpful in this regard. Online discussion can help the students in a significant way.
3. Tutorial services of PUP have been found to be better than that of IGNOU. The tutors of IGNOU need to focus their punctuality in such meetings. Further, they are also required

to return the marked assignments well in time to the students. These assignments should carry their constructive comments.

4. Although non-significant difference exists in the counseling services of both the universities , that is, PUP and IGNOU, yet the issue demands a serious consideration to improve these services further as one third of the selected distance learners are not found to be satisfied with available counseling services.
5. The mean score of IGNOU on account of assignment related services has been found to be greater than that of PUP. The PUP should extend extra support to its distance education students in understanding the study material and preparing their assignments.
6. The mean score of IGNOU on account of media support services is higher than that of PUP. Although only a small and non-significant difference exists in the mean scores of both the universities under study, yet the issue demands due consideration as in this age of technology, no institution can survive without an effective IT network.
7. The mean scores of IGNOU on account of library services is greater than that of Department of Distance Education PUP. But only a small difference exists. There is a need to bridge the gaps between the library services and their beneficiaries. Additional on line study materials should be made available through the library services. The book return system of both the universities also needs improvement.
8. The Personal Contact Program Services need to be improved in both the Universities. There is a need to strengthen the hostel facilities during the PCP. The latest electronic devices should be used during the PCPs.
9. The courses offered by IGNOU are job oriented and help the students to raise their SES. The PUP needs to start more such courses.
10. The course materials services of IGNOU have been found to be definitely better than that of PUP. The PUP needs to improve these services.
11. A small and non-significant difference exists in the mean scores of both the universities under study regarding examination related services. The system adopted by both the universities for dispatching of roll number, data sheets and result cards is not satisfactory. Extra help to students during examination days is also required.
12. The IGNOU has been found to be better placed in the matter of providing general services to its distance learning students. The PUP ought to improve upon these services.
13. The academic achievement of the IGNOU distance learners has been found to be better than that of PUP. The PUP should focus on improving its planning, execution and monitoring of student support services. The study material should be easy to understand.

14. A higher mean score of IGNOU indicates towards better general services provided to its students on general support services. The PUP needs to improve its services.
15. In the tutors' opinion with respect to tutorial services in distance education, the mean score of PUP is has been found to be higher than that of IGNOU which implies that the PUP offers better services than IGNOU. The marking of assignments, tutor's comments on the assignment and discussion are some of the features which the IGNOU needs to focus more on.
16. The PUP has been providing better media support services to its students as compared to the IGNOU. The IGNOU should understand the significance of these services more earnestly.

Emerging Questions

1. Which University globe over is best in terms of Student Support Services and Academic Achievement to enhance significantly the SES of the distance learners?
2. How the profile of distance learners is usually significantly different than that of F2F learners?
3. What ideally should be the nature of Learning Resources Management System for the distance learners?
4. What distance learning systems of PUP and IGNOU can learn from each other and through some external referent better than both of these?
5. What are the unique features of Student Support Services of PUP and IGNOU?
6. What are the salient features of Academic Achievement of learners of PUP and IGNOU?
7. Are the evaluation systems of the universities under consideration, namely, PUP and IGNOU at par?
8. Progressively there is added focus on borderless distance education. What are the reflections of the investigator on such an emerging system?
9. Why the Professional Programs were not considered by the investigator?
10. What are the emerging theses of the study?

"***KAYRYASHEEL MAHILAON KEE KARYA-DBAV-GRASTTA KA UNKI SHAIKSHNIK YOGYATA, KARYASTHAL KE VATAVARAN EVAM SAMAJIK AARTHIK STR KE SNDHARBH MEIN ADHYYAN***" *(SADHANA SHRIVASTAVA, BANASTHALI, 2015)*

Objective

1. To study the job stress of the working women in terms of their

a. Academic Qualification:
   I. Graduate- B.A./B.Sc./B.Com and B.Ed.
   II. Post Graduate- M.A./M.Sc./M.Com. and M.Ed.
   III. Other Academic Qualification- M.Phil./Ph.D.

b. Workplace Culture
c. Socio-Economic Status
   I. High Income (> Rs. 25001)
   II. Middle Income (Rs. 10001- Rs. 25000)
   III. Low Income (Up to Rs. 10000)

All the six hypotheses of the study have been well formulated in null form.
Survey method has been suitably employed for the study. Academic qualification, workplace culture and SES have been considered as independent variables, Job Stress as dependent variable, whereas, Government and Private School as moderator variable. The sample of 500 female Higher Secondary School Teachers was drawn randomly from all the Higher Secondary Schools of Ajmer & Jaipur cities. The characteristics of all the three tools employed for the study, namely, Indore Teachers' Job Stress Scale by Meena Buddhisagar Rathod & Madhulika Verma, SES Scale by Rajveer Singh, Radhey Shyam and Satish Kumar, and Workplace Culture Schedule by the Investigator have been well established. The data were gathered systematically and analyzed meticulously employing compatible data analysis techniques.

The study has arrived at the following findings:

1. Academic qualification has been found to affect none of the aspects of Job Stress of the Higher Secondary School Teachers.
2. SES has been found to affect none of the aspects of Job Stress of the Higher Secondary School Teachers except lack of motivation.
3. Workplace Culture has been found to affect none of the aspects of Job Stress of the Academic qualification has been found to affect none of the aspects of Job Stress of the Higher Secondary School Teachers.

4. Academic qualification has been found to affect none of the aspects of Job Stress of the Higher Secondary School Teachers.
5. School Type has been found to affect all the aspects of Job Stress except role ambiguity.
6. School Type has been found to affect the SES.
7. School Type has been found to affect the Workplace Culture.

JAIPUR JILE KI GRAMEEN MAHILAON KE SHAIKSHIK, SAMAJIK, EVAM AARTHIK SHASHKITIKARAN MEIN SVAYAM SHAYATA SAMOOH KEE BHOOMOKA (Shashikant Chaudhary, Banasthalui, 2015)

Objectives

1. To identify the Self Help Groups functional in the Rural Areas of the Jaipur District.
2. To study the role of Self Help Groups in the Educational Empowerment of the Rural Women of the Jaipur District.
3. To study the role of Self Help Groups in the Social Empowerment of the Rural Women of the Jaipur District.
4. To study the role of Self Help Groups in the Economic Empowerment of the Rural Women of the Jaipur District.

All the four hypotheses have been well formulated in the directional form. Survey method has been suitably employed for the Study. In all 50 Self Help Groups were selected for the study, 10 from each of the five identified groups, namely, RASOI MSALA UTPAD, VASTRA HSTSHILP, MARBLE MEENAKARI, ARATARI, and WOODEN employing suitable sampling technique. The characteristics of all the tools employed for the study, namely, Perception Scale, Interview Schedule and Observation Schedule have been well established. The data were analyzed through frequencies & percentage response.

The study has found that

- The Educational Empowerment of the women doing RASOI MSALA UTPADN was found to be high in 60% of the areas , moderate in 40% of the areas, whereas, low in none of the areas.
- The Educational Empowerment of the women doing VASTRA HSTSHILP was found to be high in 46.66% of the areas , moderate in 53.54% of the areas, whereas, low in none of the areas.
- The Educational Empowerment of the women doing MARBLE MEENAKARI was found to be high in 46.66% of the areas , moderate in 53.54% of the areas, whereas, low in none of the areas.
- The Educational Empowerment of the women doing ARATARI was found to be high in 40 of the areas , moderate in 60% of the areas, whereas, low in none of the areas.
- The Educational Empowerment of the women doing WOODEN HSTSHILP was found to be high in 46.66 % of the areas , moderate in 53.54 % of the areas, whereas, low in none of the areas.

- The Social Empowerment of the women doing RASOI MSALA UTPADN was found to be high in 53.54 % of the areas , moderate in 46.66 % of the areas, whereas, low in none of the areas.
- The Social Empowerment of the women doing VASTRA HSTSHILP was found to be high in 60% of the areas , moderate in 40% of the areas, whereas, low in none of the areas.
- The Social Empowerment of the women doing MARBLE MEENAKARI was found to be high in 53.54% of the areas , moderate in 46.66% of the areas, whereas, low in none of the areas.
- The Social Empowerment of the women doing ARATARI was found to be high in 60 % of the areas , moderate in 40% of the areas, whereas, low in none of the areas.
- The Social Empowerment of the women doing WOODEN HSTSHILP was found to be high in 46.66 % of the areas , moderate in 53.54% % of the areas, whereas, low in none of the areas.
- The Economic Empowerment of the women doing RASOI MSALA UTPADN was found to be high in 40 % of the areas , moderate in 60 % of the areas, whereas, low in none of the areas.
- The Economic Empowerment of the women doing VASTRA HSTSHILP was found to be high in 53.54% of the areas , moderate in 46.66% of the areas, whereas, low in none of the areas.
- The Economic Empowerment of the women doing MARBLE MEENAKARI was found to be high in 60% of the areas , moderate in 40% of the areas, whereas, low in none of the areas.
- The Economic Empowerment of the women doing ARATARI was found to be high in 60 % of the areas , moderate in 40% of the areas, whereas, low in none of the areas.
- The Economic Empowerment of the women doing WOODEN HSTSHILP was found to be high in 60 % of the areas , moderate in 40 % of the areas, whereas, low in none of the areas.

Further, the interviews with the SHG and the Observation have arrived at a comprehensive scenario of the Women Empowerment.

CHITRAKOOT MANDAL KE ANUSOOCHIT JNJATI KA SHAKSHIK SARVEKSHAN (Somesh Narayan Singh,VBSPU, 2015)

Objectives

1. To do the Educational Survey of the ST female & male students of Chitrakoot & Banda Districts of Chitrakoot Mandal.
2. To study the accommodative dimensions of the Personalities of the ST Students of Chitrakoot Mandal.
3. To study the Personalities of ST Male & Female Students.
4. To study the Personalities of Rural & Urban ST students.
5. To study the Personality of the Rural ST Students.
6. To study the Personality of the Urban ST Students.
7. To study the accommodative dimensions of the Personalities of the ST Science Students.
8. To study the accommodative dimensions of the Personalities of the ST Art Students.
9. To study the Personalities of the Urban ST Science and Art Students.
10. To study the Personalities of the Rural ST Science and Art Students.
11. To study the Personalities of the Rural & Urban ST Science and Art Students.

All the 61 hypotheses of the study have been well formulated in the null form. The delimitations of the study have been well presented. Survey method has been suitably employed for the study. The sample of 500 ST Secondary School Students was drawn through random selection out of 102 Secondary Schools of Chitrakoot Mandal. 80 items out of 140 items of Indian Adoption of Bell's Survey Hindi Version by Dr. Smt. Lalita Sharma were utilized for the study. The characteristics of the tool have been well established. The tool includes various domains, namely, Family, Health, Social, Emotional & Wholistic. The data were analyzed employing suitable statistical techniques, namely, mean, SD, and t-test.

The study has arrived at the following findings:

1. The Educational level of the students of Banda District has been found to be higher than that of Chitrakoot.
2. The Educational level of the male students of Banda District has been found to be higher than that of Chitrakoot.
3. The Educational level of the female students of Banda District has been found to be higher than that of Chitrakoot.
4. The Educational level of the rural students of Banda District has been found to be higher than that of Chitrakoot.

5. The Educational level of the urban students of Banda District has been found to be higher than that of Chitrakoot.
6. The Educational level of the Art students of Banda District has been found to be higher than that of Chitrakoot.
7. The Educational level of the Science students of Banda District has been found to be higher than that of Chitrakoot.
8. The Educational level of the Female students of Banda District has been found to be higher than that of the male students of Banda District.
9. The Educational level of the Urban students of Banda District has been found to be Similar to that of the Rural students of Banda District.
10. The Educational level of the Art students of Banda District has been found to be Similar to that of the Science students of Banda District.
11. The Educational level of the Male students of Chitrakoot District has been found to be higher than that of the Female students of Chitrakoot District.
12. The Educational level of the Urban students of Chitrakoot District has been found to be Similar to that of the Rural students of Chitrakoot District.
13. The Educational level of the Art students of Chitrakoot District has been found to be Similar to that of the Science students of Chitrakoot District.
14. The Educational Survey Done on Family Domain has revealed that the ST Male Students of Banda District have Higher level than that of Chitrakoot District.
15. The Educational Survey Done on Social Domain has revealed that the ST Male Students of Banda District have Higher level than that of Chitrakoot District.
16. The Educational Survey Done on Emotional Domain has revealed that the ST Male Students of Chitrakoot District have Higher level than that of Banda District.
17. The Educational Survey Done on Health Domain has revealed that the ST Male Students of Banda District have Higher level than that of Chitrakoot District.
18. The Educational Survey Done on Geographical Domain has revealed that there is no significant difference in the levels of the ST Students of Banda & Chitrakoot Districts.
19. Academic Achievement was found to be independent of Gender because of similar facilities.
20. The urban students were found to have higher academic level than rural students.
21. To raise the Educational level of ST students, it is necessary to raise the level of living of the ST of Chitrakoot & to develop their positive attitude towards Education.
22. The Social, Economic and Cultural Development of the ST demands their awakening so that they can think of their development.

A Study of Self Concept, Adjustment and Academic Achievement of the Students from the Oriya Speaking Families of Jharkhand in Comparison to those from Other Linguistic Background (Suchitra Behra, FMU, Balasore, ODISHA, 2016)

Objectives

1. To establish how self concept is related to adjustment in case of students from Oriya Speaking Families (OSF).
2. To establish how self concept is related to academic achievement in case of students from Oriya Speaking Families (OSF).
3. To establish how adjustment is related to academic achievement in case of students from Oriya Speaking Families (OSF).
4. To establish how self concept is related to adjustment in case of students from Other Linguistic Background (OLB).
5. To establish how self concept is related to academic achievement in case of students from Other Linguistic Background (OLB).
6. To establish how adjustment is related to academic achievement in case of students from Other Linguistic Background (OLB).
7. To find out if students from Oriya Speaking Families are different from students of Other Linguistic Background in their adjustment.
8. To find out if students from Oriya Speaking Families are different from students of Other Linguistic Background in their self concept.
9. To find out if students from Oriya Speaking Families are different from students of Other Linguistic Background in their academic achievement.

All the nine hypotheses of the study have been well formulated in the null form.

It is a descriptive study. The sample of 600 students (300 OS and 300 OLB) was well drawn through random sampling from 1150 10^{th} Class students of eight High Schools of East Singhbhum district in the State of Jharkhand. The characteristics of all the tools employed for the study, namely, Children Self Concept Scale by Prof. S.P. Ahluwalia, and Adjustment Inventory for School Students by A.K. P. Sinha and R.P. Singh (1993) have been well established. Further, Academic Achievement of the Students was considered in terms of aggregate marks by them at the High School Certificate examination of Jharkhand. The data were analyzed employing suitable statistical techniques, namely, Coefficient of Correlation, t-test for significance of difference between mean scores, as well as, SD scores. The numerical data were further represented through frequency polygon, Ogive and bar graph.

The study has arrived at the following findings:

1. There is significant relationship between self concept and adjustment in case of students from Oriya Speaking Families.
2. There is significant relationship between self concept and academic achievement in case of students from Oriya Speaking Families.
3. There is significant relationship between adjustment and academic achievement in case of students from Oriya Speaking Families.
4. There is significant relationship between self concept and adjustment in case of students from Other Linguistic Background.
5. There is significant relationship between self concept and academic achievement in case of students from Other Linguistic Background.
6. There is significant relationship between adjustment and academic achievement in case of students from Other Linguistic Background.
7. Students from Oriya Speaking Families did not differ significantly from students from Other Linguistic Background in their self concept.
8. Students from Oriya Speaking Families differed significantly from students from Other Linguistic Background in their adjustment..
9. Students from Oriya Speaking Families differed significantly from students from Other Linguistic Background in their academic achievement.

Educational Effectiveness of Girls' Madarsas: An Empirical SWOT Analysis (Sufia Nazneen, BHU, 2016)

Objectives

1. To study the 'Strengths' of girls' Madarsas as perceived by the educational stakeholders in terms of selected dimensions (i.e. curriculum, teaching-learning process, financial status, infrastructure, student facilities, enrolment, retention & drop out.).
2. To study the 'Weaknesses' of girls' Madarsas as perceived by the educational stakeholders in terms of selected dimensions (i.e. curriculum, teaching-learning process, financial status, infrastructure, student facilities, enrolment, retention & drop out.).
3. To study the 'Opportunity' factors of girls' Madarsas as perceived by the educational stakeholders in terms of selected dimensions (i.e. curriculum, teaching-learning process, financial status, infrastructure, student facilities, enrolment, retention & drop out.).
4. To study the 'Threat' factors of girls' Madarsas as perceived by the educational stakeholders in terms of selected dimensions (i.e. curriculum, teaching-learning process, financial status, infrastructure, student facilities, enrolment, retention & drop out.).
5. To study the level of 'Self Efficacy' and 'Global Perspective' among Aalia level students of girls' madarsas.

Ancillary Objective:

1. To study the effect of following personal variables on 'Self Efficacy' and ' Global Perspective' of Aalia level students:
    - Age
    - Locality
    - Educational status of parents
    - Father's/Guardian's occupation
    - Family income
    - Number of family members
    - Number of siblings studying in madarsa

All the hypotheses of the study have been well formulated in the null form.

To do SWOT analysis the investigator adopted qualitative approach, whereas, to study the level of self-efficacy and global perspective , the quantitative approach was employed. Thus mixed method approach was used. The students (Aalia level), teachers (teaching at Aalia level) and Principals of all the 15 girls' madarsas, affiliated to Arabic/Persian Madarsa Board (U.P. Madarsa Board) from Varanasi district is the population for the present study. The sample of 6 Principals, 18 teachers teaching at Aalia level, and 60 students studying at Aalia level was drawn from 6 selected madarsas for SWOT analysis. Also, a sample of 220 Aalia level students was drawn for studying self efficacy & global perspective. These samples were suitably drawn

through nested concurrent mixed sampling. Variable wise sampling distribution for quantitative analysis across age, locality, Father qualification, Mother qualification, Occupation, Income, No. of family members, number of siblings studying in Madarsa has been well presented. The characteristics of all the tools for data collection, namely, Semi-structured interview schedule for analysis of SWOT, and Scales for measuring Self-efficacy and global perspective have been well established. Analysis of data obtained from interview schedule was done employing Giorgi (1985) analysis approach in the form of SWOT for each dimension, that is, curriculum, teaching method, financial status, infrastructure, student facilities, enrolment, retention and drop-out, madarsa degrees. Analysis of data obtained from questionnaires was done by employing Mann-Whitney U Test & the Kruskal Wallis H test.

The study has arrived at the following conclusions:

1. Combined curriculum, difference from other schools, maximum number of periods, sufficient number of class tests, zakat (source of income), availability of desks-chairs, distribution of books and school uniform, sufficient number of students are the strengths according to all the stakeholders of girls' madarsas.
2. Tri-language system, maximum number of secular (modern) subjects, sufficient number of teachers, distribution of scholarship and merger of students in normal schools are also strengths of these madarsas according to the principals. Teachers also perceived tri-language system as strength. Sufficient number of teachers, nominal fees are also the strengths of these madarsas according to the students.
3. Less use of T-L-M, lack of smart class, lack of airy classrooms, play ground, hostel, canteen, transport and sports are the weaknesses according to all the stakeholders of girls' madarsas.
4. Lack of safe and secure building with all the amenities is also a weakness of these madarsas according to the Principals and students. Less number of secular subjects, less number of teachers, poor status of madarsa students in normal schools and out-dated examination pattern are also the weaknesses according to the teachers.
5. Distribution of MDM, less number of drop-out (every year) and parents' awareness are the opportunity factors for these madarsas according to all the stake holders.
6. Excursion, science-art exhibition, establishment of library, computer lab and change in examination pattern are also the opportunity factors according to the principals. Establishment of safe and secure building and distribution of scholarship are also the opportunity factors according to the teachers. Establishment of Central Madarsa Board is also an opportunity factor according to the teachers and students.
7. Difference between curriculum of girls' and boys' madarsas , old and rigid pattern, lack of initiatives from government and community, various impediments (dispute between the members of madarsa management committee, improper use of funds etc.) restrict

advancement of facilities, various socio-economic factors (early marriage, purdah, poverty etc.) and low quality of madarsa degrees are the threat factors for these madarsas according to all the stakeholders.

8. Establishment of Central Madarsa Board is also a threat towards these madarsas according to the principals. Irrelevant madarsa curriculum is also a threat towards girls' madarsas according to the students.
9. Aalia level students have been found to have average level of self-efficacy and global perspective.
10. Self efficacy of Aalia level students is significantly affected by their locality, father's and mother's qualification, whereas, other personal variables, that is, age, father's guardian's occupation, family income, number of family members and number of siblings studying in madarsa do not significantly affect self-efficacy of Aalia level students.
11. Global Perspective of Aalia level students is significantly affected by their locality, father's and mother's qualification, whereas, other personal variables, that is, age, father's guardian's occupation, family income, number of family members and number of siblings studying in madarsa do not significantly affect global perspective of Aalia level students.

Emerging Questions

1. **What are the salient features of the girls' madarsas?**
2. **Mixed Research Methodology has its own strength. Reflect**
3. **What are the assumptions of Kruskal Wallis H test?**
4. **How establishment of Central Madarsa Board has been perceived as a threat by the Principals?**
5. **How to overpower the weaknesses of madarsas and threats to them?**
6. **Self Efficacy & Global Perspective of Aalia level students , both, have been found to be significantly affected by their locality and father's and mother's qualification. How?**
7. **What are the immediate implications of the study?**

"MADHYAMIK STR KE SHIKSHKON KE DAITAVBODH, JEEVAN SANTUSHTI TTHA SAMAJIK PRIPAKVTA KA EK ADHYYAN" (UJALA, VBSPU, 2015)

Objectives

1. To conduct a comparative study of the level of responsibility of the Secondary Male & Female Teachers.
2. To conduct a comparative study of the level of responsibility of the Secondary Science & Art Teachers.
3. To conduct a comparative study of the level of responsibility of the Secondary Science & Art Female Teachers.
4. To conduct a comparative study of the life satisfaction of the Secondary Male & Female Teachers.
5. To conduct a comparative study of the life satisfaction of the Secondary Science & Art Teachers.
6. To conduct a comparative study of the life satisfaction of the Secondary Science & Art Female Teachers.
7. To conduct a comparative study of the social maturity of the Secondary Male & Female Teachers.
8. To conduct a comparative study of the social maturity of the Secondary Science & Art Teachers.
9. To conduct a comparative study of the social maturity of the Secondary Science & Art Female Teachers.
10. To conduct a comparative study of the level of responsibility of the Secondary Rural & Urban Male Teachers.
11. To conduct a comparative study of the level of responsibility of the Secondary Rural & Urban Female Teachers.
12. To conduct a comparative study of the life satisfaction of the Secondary Rural & Urban Male Teachers.
13. To conduct a comparative study of the life satisfaction of the Secondary Rural & Urban Female Teachers.
14. To conduct a comparative study of the social maturity of the Secondary Rural & Urban Male Teachers.
15. To conduct a comparative study of the social maturity of the Secondary Rural & Urban Female Teachers.
16. To study the correlation between level of responsibility & life satisfaction of the Secondary School Teachers.
17. To study the correlation between level of responsibility & social maturity of the Secondary School Teachers.

18. To study the correlation between life satisfaction & social maturity of the Secondary School Teachers.

All the 18 hypotheses of the study have been well formulated in the null form.
The investigator has suitably employed descriptive survey method for the study. The sample of 800 Teachers (400 Male & 400 Female) was drawn employing random sampling technique, evenly distributed against Rural & Urban, Science & Art. The characteristics of all the tools employed for the study, namely, Teacher Responsibility Scale by Dr. Shashi Kant Tripathi & Dr. Kalpana Pandey, Life Satisfaction Scale by Q.G. Alam & Dr. Ramji Srivastava, and Social Maturity Scale by Dr. Nalini Rao have been well established. The data were collected systematically and analyzed employing compatible techniques, namely, mean, SD, Critical Ratio and correlation.
The study has arrived at meaningful findings. It is an interesting study on the level of responsibility, life satisfaction and social maturity of the Secondary School Teachers.

PAALKANCHYA PALYEVIDYARTHIVISHAYI APEKSHA, BUDDHIMTA, ABHYASSVAYI VA SHAIKSHIK NISHPADAN YANCHYA SKSAMBNDHANCHA ABHYAS

(Vaishali Vaidya, SANT GADGE BABA Amravati University, Amravati, Maharashtra, India, 2016)

The problem 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 27 objectives of the study have been well enunciated. All the 36 hypotheses of the study have been well formulated.

Survey method has been suitably employed for the study. A sample of 3000 students (1500 Boys and 1500 Girls) was drawn form the five districts, namely, Amravati, Akola, Buldhana, Yvatmal and Vashim from English medium, Partly English medium and Mrathi medium Schools. Similarly a sample of 3000 parents of the students selected was drawn. The characteristics of all the tools employed for the study, namely, Parental Expectation Tool constructed by the investigator, Non-Verbal Intelligence Test by Dr. Atmanand Sharma, Study Habit Inventory constructed by the investigator have been well established. Marks obtained by the Students in 10^{th} Std. Board Examination were considered for the study. The data were collected systematically and analyzed employing suitable analysis techniques.

The study has arrived at the following findings:

1. High Positive correlation has been found between Parental Expectation and Student Performance.
2. High positive correlation has been found between IQ and Student Achievement.
3. Significant positive correlation has been observed between the study habits and academic performance of the students.
4. High Positive correlation has been found between Parental Expectation and Student IQ.
5. High Positive correlation has been found between Parental Expectation and Study habits of the Students.
6. High positive correlation has been found between the IQ and Study Habits of the Students.
7. High Positive correlation has been found between Parental Expectation and Boys Performance.
8. High positive correlation has been found between IQ and Boys Achievement.
9. Significant positive correlation has been observed between the study habits and academic performance of the Boys.

10. High Positive correlation has been found between Parental Expectation and Boys IQ.
11. High Positive correlation has been found between Parental Expectation and Study habits of the Boys.
12. High positive correlation has been found between the IQ and Study Habits of the Boys.
13. High Positive correlation has been found between Parental Expectation and Girls Performance.
14. High positive correlation has been found between IQ and Girls Achievement.
15. Significant positive correlation has been observed between the study habits and academic performance of the Girls.
16. High Positive correlation has been found between Parental Expectation and Girls IQ.
17. High Positive correlation has been found between Parental Expectation and Study habits of the Girls.
18. High positive correlation has been found between the IQ and Study Habits of the Girls.
19. High Positive correlation has been found between Parental Expectation and Student Performance of the English medium Schools.
20. High positive correlation has been found between IQ and Student Achievement of the English Medium Schools.
21. Significant positive correlation has been observed between the study habits and academic performance of the students of the English Medium Schools.
22. High Positive correlation has been found between Parental Expectation and Student IQ of the English Medium Schools.
23. High Positive correlation has been found between Parental Expectation and Study habits of the Students of the English Medium Schools.
24. High positive correlation has been found between the IQ and Study Habits of the Students of English Medium Schools.
25. High Positive correlation has been found between Parental Expectation and Student Performance of the Partly English medium Schools.
26. High positive correlation has been found between IQ and Student Achievement of the Partly English Medium Schools.
27. Significant positive correlation has been observed between the study habits and academic performance of the students of the Partly English Medium Schools.
28. High Positive correlation has been found between Parental Expectation and Student IQ of the Partly English Medium Schools.
29. High Positive correlation has been found between Parental Expectation and Study habits of the Students of the Partly English Medium Schools.
30. High positive correlation has been found between the IQ and Study Habits of the Students of the Partly English Medium Schools.

31. High Positive correlation has been found between Parental Expectation and Student Performance of the Marathi medium Schools.
32. High positive correlation has been found between IQ and Student Achievement of the Marathi Medium Schools.
33. Significant positive correlation has been observed between the study habits and academic performance of the students of the Marathi Medium Schools.
34. High Positive correlation has been found between Parental Expectation and Student IQ of the Marathi Medium Schools.
35. High Positive correlation has been found between Parental Expectation and Study habits of the Students of the Marathi Medium Schools.
36. High positive correlation has been found between the IQ and Study Habits of the Students of Marathi Medium Schools.