
Indian Educational Abstracts aims to serve the cause of educational research through disseminating the information about educational researches available in public domain. The information will contain abstracts of the researches carried out in India and abroad relevant to Indian educational scene with bibliographic information. They include doctoral theses, research projects, published researches in the form of books and articles in the reputed journals.

This bi-annual periodical solicits abstracts from doctoral students about their work along with the details of the degree awarding institution, guide and year of the award.

The periodical requests the research institutions and professionals to send the abstracts of their work for wide dissemination.

Editorial team on their own would prepare and publish abstracts of research articles appearing in professional journals. Reputed journals are welcome to send copies for abstracting the relevant research articles.

EDITORIAL ADVISORY COMMITTEE

KRISHNA KUMAR, *DIRECTOR*, NCERT
M. SEN GUPTA, *DERPP*, NCERT and *GENERAL EDITOR*

ACADEMIC EDITORS

YOGESH KUMAR, *READER*, DERPP
SHANKAR SHARAN, *LECTURER*, DERPP

PUBLICATION TEAM

NEERJA SHUKLA, *HEAD*, PUBLICATION DEPARTMENT
SHIV KUMAR, *CHIEF PRODUCTION OFFICER*
SHVETA UPPAL, *CHIEF EDITOR*
HEMANT KUMAR, *ASSISTANT EDITOR*
-----, *PRODUCTION ASSISTANT*

COVER

D. K. SHENDE

INSTRUCTIONS TO THE CONTRIBUTORS

Indian Educational Abstracts carries research abstracts of doctoral dissertations awarded by Indian and foreign universities on the topics relevant to Indian education.

The citation in the abstracts of the researchers for the award of doctoral degree (only Ph.D. or equivalent are accepted and not M.Ed. or M.Phil.) should follow the format given below:

Name of the author, date of the award of degree, title of the research, name of the degree, if applicable, university/institution, discipline in which the degree was awarded (like education, psychology, sociology, etc.) and name of the guide of the researcher.

Example: Thaker, J.J. 1996. **A Study of Job Satisfaction among the Principals of Secondary Schools of Saurashtra**. Ph.D., Education, Bhavanagar University. Guide: Dr. K.U. Lavingia.

Similarly, completed research projects on themes related to educational policies and practices in the Indian context carried out in accredited research institutes are also accepted.

The citation in abstracts of the reports of independent/institutional research projects should follow the format given below:

Name of the author, date of the document, title of the research, name of the institution/university, if published then publisher's name and location, and if word processed, the name and location of the institution where the document is available.

Example: Misra, C.K. and A.P. Verma. 1990. **Quick Appraisal of Centrally Sponsored Scheme of Vocationalisation of Secondary Education in Uttar Pradesh**, mimeograph, NCERT, New Delhi.

The text of the abstracts should be approximately 800 words excluding the bibliographical details. The text should contain the following information:

- The objectives/research questions pursued.
- The method followed specifying the salient aspects like the population, size and labels; the sample and sub-samples; instruments/tools and research design, if experimental, etc. In the case of qualitative study, the nature of data and method of collecting them are to be indicated.
- Statistical techniques in quantitative studies.
- Findings of the study.
- Number of references cited under bibliography.
- Name and address of the author of the abstract.

Single Copy : Rs 75.00
Annual Subscription : Rs 150.00

Published by the Head, Publication Department, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110 016; lasertypeset at Nath Graphics, 1/21, Sarvapriya Vihar, New Delhi 110 016; and printed at

ISSN 0972-5652

INDIAN EDUCATIONAL ABSTRACTS

Volume 8

Number 2

July 2008

CONTENTS

Curriculum Evaluation	3
Educational Assessment and Evaluation	6
Educational Technology	16
Environmental Education	22
Higher Education	25
Language Education	26
Mathematics Education	29
Philosophy of Education	32
Physical and Health Education	33
Primary Education	35
Psychology of Education	37
Science Education	45
Secondary Education	47
Special Education	51
Teacher Education	55
Teacher Evaluation	72
Value Education	76
Women Education	78

Curriculum Evaluation

- [1] Parthasarathy, K. and Prakash, S.V. **A Study on Extension and Co-curriculum among Students of Selected Autonomous Colleges of Tamilnadu.** *Journal of Adult Education and Extension*, Thirupati, Vol. 2, No.1, 2006

Objective: (i) To enlist various types of extension and co-curricular activities implemented through campus to community approach by the selected autonomous colleges in the state of Tamilnadu. (ii) To understand the influence of campus to community approach as a part of the curriculum of selected autonomous colleges in the study area. (iii) To find out the socio-economic profiles of the students and their involvement and attitude towards the campus to community approach in the selected autonomous colleges in the state of Tamilnadu. (iv) To find out the constraints and problems which are encountered in implementing the extension activities at the chosen autonomous colleges of the present study. **Method:** In the study, exploratory and survey research design was adopted. In all 100 respondents were taken up as the sample for the present study and they were selected through purposive sampling method. **Findings:** (1) Majority of the respondents (72%) of the present study belong to the age group of 19-21. Only 20 of the respondents belong to below 18 years age group and remaining 21 of the respondents are in the age of above 21 years. The highest numbers of the respondents (57%) were from science group, followed by 43% of the respondents belonging to arts group. It is found that only 35% of the respondents are involved in adult literacy (continuing education activities). (2) It is found that only 30% of the respondents are involved in N.S.S. activities and 25% are involved in NCC activities. (3) Most of the respondents, total 84%, agreed that the extension activities through campus community approach helps in improving positive attitude. (4) Majority of the respondents, total 80%, agreed that the extension activities through campus to community approach helps in providing future employment. In the end this study contains 10 references.

- [2] Reddy, P. Adinarayana and Devi, D. Uma. **Population Curricular Contents for Adult Literacy Primers.** *Indian Journal of Population Education*, New Delhi, Sep 2006.

Objectives: (i) To prepare a profile of the Mandal Resource Persons (MRP) working in the Akshara Bharathi Programme Phase II of Chittoor district. (ii) To identify the MRP's awareness about the population contents in the literacy primers. (iii) To identify the population education needs of adult learners as viewed by the MRPs. **Method:** The present study was exploratory in nature. The sample consisted of 78 MRPs working at Chittoor district. For the collection of data a questionnaire was used. The data were collected from selected MRPs and analyzed quantitatively. **Findings:** (1) The majority of MRPs are men, graduate, up to 15 years of experience, nuclear families, having four members of family, spouses are educated up to graduation, having 1 lakh income per annum. The MRPs' awareness about the population contents incorporated in the primers revealed that 42 per cent of the MRPs were aware of the contents and 58 per cent of them said that they are not aware of the contents. The study cites seven references.

- [3] Pandey, M. M. (2007). **Concerns and Needs of Curriculum Renewal for Teacher Education in the Light of NCF-2005.** Regional Institute of Education, Ajmer. A study project sponsored by the Educational Research Innovation Committee (ERIC), NCERT, New Delhi.

Objective: (i) To ascertain the need of the renewal of the curriculum contents of teacher education, (ii) To analyze the present concerns and sifts of teacher education and verify its implication to school education, (iii) To verify the uses, utilization and the organization of teacher education pre-service programmes and contents renewal there of; (iv) To identify the strategies of organizing teacher education activities in the light of NCF-2005. **Method:** The study was new and its own kinds based on certain assumptions, views, observations, concerns and needs in the light of NCF-2005. Therefore, the study sample was selected from B. Ed. colleges situated in Ajmer. The total number of sample was 170 including students and teachers. **Findings:** (1) Total 158 (92.94%) students and teachers stated that conscious effort was required for renewal of teacher education curriculum. Teacher educators responded in highest percentage favouring a renewal. (2) Total 69.41% (118 no. of student teachers) respondents feel that present curriculum does also accommodate the emerging ideas, contents and pedagogy. (3) The teacher educators as well as the student teachers favoured utilization and organization of teacher education, including pre and in-service programmes

emphasizing the renewal of curriculum based on the pedagogy, theory and method. (4) According to the study Peace education in teaching subjects is highly required. It is supported by the highest percentage of teacher educators as well as the student teachers, totaling 83.53% (142) of the respondents. (5) The strategy of NCF-2005 was an attempt to identify and organize the activities related to strengthen the teacher education curriculum. Such activities include habitat as a source of learning, according to 84.71 % student teachers. The teacher education programme was favoured by the teacher educators as well. In the end, the study has 20 references including reports and studies.

Educational Assessment and Evaluation

- [4] Gakhar, Megha. **Academic Achievement of Students in Relation to Their Preferred Learning, Thinking Styles and Study Skills.** *Journal of Educational Studies*, Allahabad, Vol.6, No.1, pp.24-32.

Objectives: This study was undertaken to find out the relationship between measures of learning styles, thinking styles, study skills and academic achievement of students. **Method:** The present study was co-relational in nature. The sample consisted of 136 final year BPT students from Punjab, Haryana and Delhi. Tandon's Group Test of General Mental Ability, Socio-Economic Status Scale of Kulshrestha, Venkataraman's Styles of Learning and Thinking and Cornell Learning and Study Skills Inventory by Walter Pauk and Russel Cassel were used to collect the data. Academic achievement was measured by taking aggregate marks of BPT I, II and III years from their college record. Data were analyzed quantitatively.

Findings: (1) Those students who had stronger preference for learning through structural content, concrete experience, abstract learning and artistic aesthetic interest are likely to get higher academic marks in the examination.(2) Stronger or weaker preference of students for six learning styles as understanding movement of action, verbal explanation, open ended contents, divergent learning styles, convergent learning styles and temporal interest, is not related with increase or decrease in academic achievement of the students.(3) Those students who had stronger preference for thinking through imaginative thinking style are likely to get higher academic marks in the examination.(4) As to the values of correlation between thinking styles and academic achievement of physiotherapy students, only one value is significant. (5) Out of seven study skills and overall study skills the correlations of two study skills namely goal orientation and scholarly skills with academic achievement of students are significant. The study cites eleven references.

- [5] Sood, Raman and Kumar, Dalvinder. **Study Habits and Academic Achievement of First Generation Learners and Subsequent Generation Learners.** *MERI Journal of Education*. New Delhi, Vol.2, No.2, Oct. 2007. pp. 45-49.

Objectives: (i) To find out the differences between the study habits of a first generation learners and subsequent generation learners, taking both rural and urban students in consideration. (ii) To find out the difference between the academic achievement of a first generation learners and subsequent generation learners, including rural and urban students. **Method:** The study was explorative in nature. The sample consisted of 100 students from 10 senior secondary schools of Haryana. In which 50 students were first generation learners and 50 subsequent generation learners. The tools used included study habits inventory by M.N. Palsane and Anuradha Sharma (Agra, 1989). In the study academic achievement was taken as the total marks obtained by students in previous years. After collection of the data a qualitative analysis was done to it. **Findings:** (1) Rural and urban subsequent generation learners have better study habits than rural and urban first generation learners. (2) First generation learners' parents are illiterate and the home environment were not conducive for their education. (3) Subsequent generation learners' parents know all the relevant things very well and guide their children from time to time in their studies. (4) The study reveals that learners belonging to good study habit groups have better academic achievement. The rural and urban subsequent generation learners have better academic achievement than rural and urban first generation learners. The study cites ten references.

- [6] Dubey, Ruchi. **A Study of Relationship Between Emotional Intelligence and Achievement among Undergraduate Students.** *Journal of Education Studies*, Allahabad, Vol.6, No.1, 2008. pp. 46-50.

Objectives: (i) To compare the emotional intelligence of arts and science stream students, (ii) To compare the achievements of arts stream students in view of high and low level of emotional intelligence. (iii) To compare the achievement of science stream students with high and low level of emotional intelligence. (iv) To study the relationship between emotional intelligence and achievement. **Method:** the present study was co-relational in nature. The sample was consisted of 162 undergraduate students of B.A.-III of Ewing Christian College of Allahabad. 'Test of Emotional Intelligence' (student-form) developed by K. S. Mishra was used to measure emotional intelligence of the students. Qualitative analysis was done after the collection of the data. **Findings:** (1) The students of art and science stream do differ from one another on emotional intelligence.

Thus it can be inferred that whether the students study humanities or science, it hardly makes any difference in their emotional intelligence. (2) Arts stream students with high and low level of emotional intelligence have equal achievement.(3) There is no significant relationship between emotional intelligence and achievement among arts and science stream students.(4) There is no relationship between emotional intelligence and achievement in various subjects. The study cites twelve references.

- [7] Uniyal, Marian Parshad. **Co-relation Study of Level of Aspiration and Scholastic Achievement in Relation to Sex and Caste.** *Journal of Teacher Education and Research*, New Delhi. Vol.2, No.2, December 2007. pp. 67-74.

Objective: (i) To verify how the level of aspiration determined the scholastic achievement of students. (ii) To compare the level of aspiration of high and low achiever students in respect to gender. (iii) To explore the level of aspiration of high and low achiever students, in relation to caste (General category, OBC, SC and ST). **Method:** The study was conducted to investigate the impact of level of aspiration on the scholastic achievement of male and female students studying in higher education institutions under the authority of H N B Garhwal University, Srinagar (Garhwal). By using multistage stratified random sampling technique a sample of 514 male and female, high and low achiever students were selected from 10 higher education institutions. Educational Aspiration Scale developed and standardized by Saxena (1984) was used to collect information regarding level of aspiration. The data were analyzed by using mean median, S.D. and "t" test technique. **Findings:** (1) The sex and achievement of students do have interactive effects on the level of aspiration. (2) Boys and girls did not differ in their educational aspirations. (3) The high achiever students had a higher level inspiration in comparison to the low achiever students, (4) High achiever students from all caste categories were found to have significantly higher mean scores on educational aspirations in comparison to the low achiever students.

- [8] Pandey, M.M. (2005) **Uses of Innovative Practices and Its Outcomes.** Project of RIE, Ajmer. Financially supported by ERIC, NCERT, New Delhi.

Objective: (i) To develop necessary tools for collecting information about the innovative methods, techniques and skills primary school

teachers are using in teaching subjects like mathematics, environmental science and skills or art of healthy and productive living to class I and II students and its outcomes. (ii) To collect, collate and appraise the data in terms of understanding, retention, achievement and meeting the aims and instructional objectives. (iii) To estimate the usefulness of innovative practices used in any form. (iv) To study the impact of incentives extended by the state/central government and its outcome in return. (v) To seek the views/experiences of teachers, headmasters and parents about the use of self-improvised teaching-learning materials, aids, charts, models etc. (vi) To study other dimensions of using innovative practices for quality improvement of primary school teaching and learning, if any. **Method:** Three set of tools were prepared and developed by investigator himself to measure the extent to which the aims and the instructional objectives fixed were met and that are actually the outcomes attained by using the innovative practices. In the study 40 science and mathematics teachers, 100 students both from Government and public primary schools of class I and II and 30 headmasters and parents formed the sample. Being a small project its reach confined to the schools of Ajmer only. For the purpose six schools of both types formed the clientele group. The schools were randomly chosen. The children of class I and II of these schools were supposed to represent the children of such type of other schools in so far as the data collected. **Findings:** (1) Proper training in using innovative practice like diagnosis, remediation, tutorial teaching, memorization, concepts development of teaching mathematics, contents related to mathematics and the contents related to the art of health and productive living need to be given – this was felt all the teachers, headmasters and the principal questioned. (2) Innovative practices include problem solving, creative thinking, learning and reasoning, reflective teaching, cocktail teaching, self-study, reasoning to concentration, diagnosis and remediation, monitoring, using kits and self improvised teaching learning materials and low cost or no cast teaching aids. (3) self-assessment, portfolio assessment, group teaching, individual guidance and counseling, development of concept, number, materials, place and face value in the beginners, counting, remembering table, suggest eating by crushing the food well, cleaning the surrounding and saving from the dangerous and the irresponsible diseases are few useful innovative practices, (4) Innovative practices are creative, responsive and result oriented. It tries out various suitable and desired schemes, techniques, skills and the producers like self-study, self engagement, cocktail teaching

and initiation for regulating the minds to learn. (5) Though the government school teachers do have experiences but hardly wish or afford to use various attractive practices to improve. They ill afford to gain various experiences and seem to be less capable. (6) Reflective teaching is hardly done in the government schools whereas this is an order of the day in public schools. (7) The public schools students are highly motivated including their parents whereas it may not be said with surety about the common parents. (8) The parents of both types of children, from public and government schools, are common and equally conscious about their wards' academic achievement. But they largely differ in resources and facilities. (9) The public school principals use very harsh words and defend it to counter 'corrupt and alluring practices' in children that might make them later on inactive workers always depending on the helps of others. However, the headmasters of government schools have different perception about it because they have to face poor children. They later are better placed in this respect in comparison to well off children. The study has 20 references including studies, reports and books, etc.

- [9] Panda, B.N. (2004). **Evaluation of Class III EVS Text Book Published by NCERT-2002**. RIE, Bhubaneshwar. Supported by ERIC, NCERT, New Delhi.

Objective: In the present study an attempt has been made to evaluate the class III EVS text book in terms of the following. (i) Organization of the content and its authenticity. (ii) Appropriateness of language and clarity of concepts. (iii) Relevance and adequacy of illustrations, pictures, example etc. (iv) Questioning pattern and exercises given, and (v) Physical aspects or technical consideration, if any, of the textbook. **Method:** The study is a qualitative research, broadly a general evaluation of a text book by the scholar. **Findings:** (1) The size of the book is convenient. (2) Binding of the book is not found durable. (3) Cover page is not found thick enough and attractive, (4) Quality of the paper and printing is good. (5) Placement of figures and illustration in most of the places need some modification. (6) Content of the book is according to the syllabus and at par with the level of learner. (7) Some grammatical errors are found in the text. (8) Norms for content are followed according to the NCFSE 2000. (9) Vocabulary used and sentence structure appears to be simple in the text book. (10) There are not enough creative activities in the book. (11) Difficulty levels of the exercises do not go beyond the level of the learner. (12) Illustration are easy to understand but not very

attractive, (13) Exercises do not promote group discussion but help in promoting imagination and thinking. In the end the study has 27 references.

[10] Raghavan, Prema. and Menon, Presto. (2005). **The Effect of Speed Reading Strategies in an ESL Classroom.** Research Project of RIE, Mysore. Supported by ERIC, NCERT, New Delhi.

Objective: (i) To compare the performance of male and female students with respect to the comprehension of meaning at various level while using different methods for increasing speed of reading. (ii) To study the performances of students using different methods to increase reading speed when one, reading time is fixed, and two, reading time varies and is dependent on the rate at which each individual student reads. **Method:** The strategy programme for increasing speed of reading was carried out in two phases. In the first phase of the programme students were given practice in each method mentioned above in sequential order. The order followed was the hand followed by the card, the sweep and then the hop. The lesson in the prescribed English text was used as practice material. In the second phase the same procedure was followed with one major difference being that students were asked to read as fast as they could comprehending the passage. The time taken by each student was recorded. The sample consisted of 32 children (the whole class) from grade VIII of the Demonstration Multipurpose School at the RIE, Mysore. **Findings:** With respect to the phase one of reading programme when time for each reading session was fixed the findings were: (1) among the methods used, the sweep, method three found the maximum number of correct responses, (2) with method one, the hand was found to generate the highest level of correct responses to item testing comprehension at the critical level. This was particularly true for girl students. (3) On item testing literal comprehension, genders as well as the interaction between method and gender were found to be non-significant. (4) The mean total performance of students using different methods with respect to comprehension at the literal, inferential and critical levels suggested gender differences. Girl students achieved higher score than boys while using method one and fourth (the hand and the hop). Boy students had higher scores in comparison with family on method two (the card). In the phase two, the students were allowed to read rapidly and each student's speed for reading was recorded. Then it was found (5) Girl students performed better on items which tested comprehension at the literal

level. Method two (the card) generated the highest correct responses at the literal level followed by method one (the hand) and method three (the sweep). (6) Students of both genders were found to read more rapidly when using method one (the hand). (7) It was also evident that students did significantly better in phase two in comparison to phase one. In the end of the study 10 references are cited.

- [11] Reddy, V. Ratna. (2008). **Participation and Consequences of Education of Scheduled Caste Children in Andhra Pradesh.** Centre of Economic and Social Studies, Hyderabad. Sponsored by ERIC, NCERT, New Delhi.

Objective: (i) To examine the current status of school education of SC children and to assess the facilities available at primary and elementary schools in SC habitations in AP. (ii) To study the role of community leaders and teachers in promoting primary education among SC children in AP. (iii) To examine the awareness and extent of utilization of incentive schemes by SC students and find out the reasons for non-utilization of such schemes. (iv) To identify and examine the success stories in promoting education among SC children in AP. (v) To find out the association between education and socio-economic factors among SC children. **Method:** This study is an observational field study. For the purpose of the present study the data is collected from both primary and secondary sources. Primary data is collected from 236 SC households and 43 non-SC households in Khammam district. Similarly in Kurnool and Nellore district also the required data was collected. Thus a total of 810 SC households and 100 non-SC households, aggregating altogether 910 households were the population for the study. The schedules were canvassed among 18 villages across three districts to cover all the households. **Findings:** (1) It is evident from secondary data that the percentage of children belonging to SC community attending school in the age group of six to fourteen is more or less same compared to other communities in AP as well as in selected study districts. Among the SC population Nellore has the highest percentage of school going children in this age group making it about 82.38 %. Which in Kurnool is at the lowest, just 65.33 %. (2) Enrolment data of SC children in primary schools revealed that there is not much variation in the enrolment during the period 2001-02 to 2005-06 in selected villages. It is also observed that SC girl students' enrolment is closely half of that of SC boys' enrolment across all the selected villages in three

districts. (3) The analysis of SC students' performance for class I to class V show that there are more number of repeaters in class I, class II and class III than in class IV and class V for both boys and girls. (4) Only meagre percentage of parents mentioned that their children are using concession in public transport. It is found that utilization of hostel facilities is less in Kurnool district, about 9 % compared to 20.07 % in Khammam and 24.8 % in Nellore district. (5) About 70 % parents said that government schools in their villages are functioning good, whereas 22 % considered it not good and about 6 % parents said they do not know about the functioning of the school. Regarding girl child education about 70 % of parents felt that if a girl studies more it makes difficult her marriage prospect, while the rest 30 % parents felt that it will not affect. In the end the study has 22 references.

[12] Reddy, Dr P. Adinarayana. (2008). **Participation and Consequences of Education of Scheduled Caste Children in the State of Andhra Pradesh**. S.V. University, Thirupati, Sponsored by ERIC, NCERT, New Delhi.

Objective: (i) To examine the current status of education in SC children in the state of AP through secondary data and to assess the facilities available in the school in which they are studying. (ii) To know the experiences and perceptions of students, community and those who have discontinued their studies in relation to their socio-economic background and compare this with the experiences of others across socio-economic category. (iii) To examine the awareness and the extent of utilization of facilities at various levels of SC students and to find out the reasons for non-utilization of such facilities.

Method: The study was conducted in the state of AP by choosing 3 districts of the state having highest SC population, one each from each region of the state viz. Rayalaseema, Telangana and Coastal Andhra. For the purpose of study, 600 SC households and 100 non-SC households were selected. The study also covered 18 schools, 18 teachers, 18 VEC members spread over in 18 villages belonging to 6 mandals of 3 districts of the state. The secondary information was collected from the records maintained by the schools, mandal education officers, district education office and state directorates.

Findings: (1) The enrollment of the children among SCs shows that the trend of enrollment has gradually declined from I-VII standards, indicating there are dropouts at various stages and low re-enrollment of discontinued children. The participation of SCs at school level is

more than 90% in the study area. To be specific, in case of Karimnagar, it is 94.18% followed by Prakasam 93.25% and Chittoor 91.82 %. (2) Teacher working in various levels of schools show that there is an increase of 38.28 % in primary schools followed by high schools 35.14%, upper primary schools 25.65 % during year 2006-07. (3) The profile of the households shows that men were heading the households in both SC and non-SC households. Further, majority of the households heads were younger in age group, low educated, dependent on agriculture and labors and belong to nuclear families. In terms of living standards, majority of SC families are moderate group, whereas non-SC families have low standard of living. (4) The profile of drop-out students shows that majority of them are girls, above 13 years, high school students covering less than 1 km distance, unmarried and from government schools. Majority of them expressed that they have not been able to mingle with other students. There are drop-outs from their peer group also due to the household works and the major reasons attributed for their dropping out are poverty and household work. (5) Profile of school completers among SCs shows that majority of them are men, less than 25 years old, studied in Telugu medium government schools and studied up to the high school level. Majority of them are working and their income is Rs. 1000 per month and they believe education is useful in their earnings. They have good aspirations and not discriminated in the school and they observe behavioural differences between themselves and drop-outs. (6) The VEC members felt that the performances of the SC children were up to the mark and they are using the opportunities created for their development. The major problems faced by the SC children include economic problems, health related, lack of encouragement from their parents, etc. In the end this project report has 40 references including books, review of data, etc.

- [13] Vishwakarma, Ram Swaroop (2008), **A Study of the Impact of School Environment on Learning Behaviour and Academic Achievement of the Students of Chhatarpur District**. Ph.D., Dr Hari Singh Gaur University, Sagar. Education. Guide: S P Pacholi

Objectives: (i) To get information about urban government and non-government upper primary school environments. (ii) To know about learning behaviour of urban government and non-government upper primary school students. (iii) To get academic achievement of urban government and non-government upper primary school students.

(iv) To find the impact of school environment of urban government upper primary school students. (v) To find students' academic achievement under the impact of urban government upper primary school environment. **Method:** The study was conducted at 115 government and non-government upper primary schools students, boys and girls, in all eight blocks of the revenue district Chhatarpur in the state of Madhya Pradesh. The schools were chosen in randomly and quota sampled from all eight blocks of the district of Chhatarpur. Altogether 1500 boys and 1500 girls were selected randomly from urban and rural areas maintain a balance between government and non-government upper primary schools. Psychological survey method and documentary survey method was taken up for the purpose of the present study. Two standardized tools namely "Schools Environment Inventory" and "Student Learning Behaviour Scale" along with a self made "Score Card" were used in the study. Mean, Standard Deviation, t-value, Normal Probability Curve and ANOVA (Analysis of Variance) techniques were used for the data analysis. **Findings:** (1) The impact of rural non-government upper primary school environment is more on boys than on girls in comparison to the environment of rural government upper primary schools. (2) The impact of rural non-government upper primary schools' learning behaviour is higher on boys and girls in comparison to rural government upper primary schools' learning behaviour. (3) The impact of school environment on learning behaviour of the boys and girls of urban non-government upper primary schools is higher. (4) The impact of school environment on academic achievement of the boys and girls of the urban government upper primary schools is higher.

Educational Technology

- [14] Benjamin, A. Edward William (2007), **Development of Interactive Multimedia CD-based Learning Courseware for Learning Physics at Higher Secondary Level**, Ph.D., Education., Alagappa University, Karaikudi. Guide: P.Sivakumar.

Objective: (i) To develop an interactive multimedia CD-based learning courseware for learning physics at higher secondary level. **Method:** The pre-test post-test control group design is used in this study. The sample consisted of 30 XI std students from Pondicherry, using random sampling technique. The research tools used were Interactive Multimedia CD, Intelligence Test, Achievement Test and Attitude Assessment Scale (AAS). The collected data were statistically treated in the following ways: a) mean and standard deviation, b) Wilcoxon matched pairs signed Rank test, and c) Mann-Whitney 'U' test. **Findings:** It is found that the Interactive Multimedia CD-based learning courseware is effective. The mean scores of the post test of the experimental group are higher than that of control group, indicating significant difference at 0.05 level. Also the experimental group has expressed a favourable attitude towards the Interactive Multimedia CD-based learning courseware. The study cites 139 references.

- [15] Rao, S. Raja. **Access, Awareness and Use of Media Support Services, Strategies to Make them Popular with Learners.** *Indian Journal of Open Learning*, New Delhi. Vol.17, No. 2, May 2008, pp. 163-173.

Objective: (i) To find out the access of media infrastructure at homes of the distance learners and awareness of media support services and infrastructure at the study centres. (ii) To find out the listener and viewer base for different media lessons and response about not listening or watching of media lessons by the learners. (iii) At the end, to suggest multi-pronged strategies to make media lessons popular among the distance learners. **Method:** The study was based on the purposive random sampling method of data collection from the field. Three study centers of B. R. Ambedker Open University from two districts of Andhra Pradesh were selected for collection of

data. The data was collected from second year and third year students who had spent considerable time with the University. The sample was drawn from B.A., B.Com, B.Sc., MBA and MA programme distance learners. The sample size was 343 learners which came to 12.5% of the total second and third years students from the selected study centres of the two districts. **Findings:** (1) B. R. Ambedker Open University has been extensively using different media for providing support services. Access and awareness of media infrastructure for students at home makes a lot of difference. Radio, tape recorder, television and telephone are available for the majority of respondents whereas VCP, Computer and e-mail is not available to majority of the students. (2) Though media infrastructure facilities are provided at the study centres. The lessons and viewer base for media lessons are very low. (3) Multi-pronged strategies suggested in the study may contribute positively for marking the media lessons popular among distance learners. In the end this work has 4 references.

- [16] Sami, K. Lalitha. **Use of Electronic Information Services (EIS) in Research Libraries.** *SRELS Journal of Information Management*, Bangalore, Vol. 46, No.1, March 2009. pp.43-50.

Objective: (i) To identify the awareness of Electronic Information Services (EIS) amongst technical and non-technical staff. (ii) To check whether awareness influences the ease of use of EIS. (iii) To check whether the technical background influences the ease of use EIS. (iv) To check whether the use of EIS has improved the hampered work, if any. (v) To identify the preference of the users towards print or electronic medium. **Method:** The data for the present study has been collected through the administration of a questionnaire. Wherever necessary, to have a better understanding of the nature of constraints faced, etc., interviews were conducted for a sample of the respondents. Research institutions in Bangalore were selected for the study and the total sample covered was 97 respondents. Among them 76 were technical and 21 non-technical respondents. **Findings:** (1) In the present day situation although majority of the information is available in the electronic form, it was observed from this study that most of the users from both the categories are not aware of many of the electronic information services. The only service that all the users were aware of was internet and it was surprising to note that 47.6% of non-technical users were not aware of even

Internet. (2) Apart from awareness, ease of use of Electronic Information Services was another factor to note. As indicated by the results, 66.7% of the non-technical staff found the use of electronic services to be difficult. (3) It was clear from the study result that 64.47% and 59.2% of the technical staff accepted that EIS has improved their research work by providing access to wider range of information and faster range of information respectively. (4) The result arrived at was highly interesting in other respects also. Print media still appeared to be a preferred media, since those who have been using internet to full extent are small in proportion. The importance of internet, which provides access to abundant information, can not be over emphasized. In the end this study having 4 references.

- [17] Jebraj, Gershom, P. and Mohanasundaram. **Effectiveness of e-content in Teaching of Physics at Tertiary Level.** *Journal of Educational Research and Extension*, Coimbatore. Vol. 45, No.1, Jan-March 2008. pp.1-8.

Objectives: (i) To find out how far the developed e-content material on “Solar System” is effective over the conventional method. (ii) To develop and validate the e-content on “Solar System”. (iii) To find out the effectiveness of e-content on “Solar System” in teaching beyond cognition at tertiary level. (iv) To find out the differences in achievement between the teacher trainees learning “Solar System” through e-content with respect to gender and subjects of study. **Method:** The present study was conducted under pre-test treatment post-test equivalent group experimental design. The sample was consisted of 80 B.Ed trainees from the colleges of Mannargudi and Thanjavur districts of Tamilnadu. An achievement test on solar system, constructed and validated by the investigator was used as a tool. For the present study, e-content on “Solar System” in the form of short learning object (SLO) was prepared. The marks scored by the B.Ed trainees in the pre and post achievement tests were analyzed using ‘t’-test. **Findings:** (1) The experimental group and control group trainees differ in their achievement. (2) The male trainees in the experimental group and control group differ in their achievement. (3) The female trainees in the experimental group and control group differ in their achievement. (4) The experimental and control group trainees belong to the science faculty differ in their achievements. (5) The experimental and control group trainees belonging to the humanities faculty differ in their achievement. The study cites 8 references.

- [18] Rajasekar, S. and Vaiyapuri, Raja, P. **Higher Secondary School Teachers' Computer Knowledge and Their Attitude Towards Computer.** *Journal of All India Association for Educational Research*, Bhubaneswar. Vol.19, Nos. 1 and 2, March and June 2007. pp.70-76.

Objectives: (i) To study the level of computer knowledge of higher secondary teachers. (ii) To study the teachers' attitude towards computer. (iii) To study the significance of the difference between the sub-samples of the teachers in respect of their computer knowledge and their attitude towards it. (iv) To study the nature of the relationship existing between the teachers' computer knowledge and their attitude towards computer. **Method:** The nature of the present study was exploratory in nature. The sample was consisted of 670 teachers working in higher secondary schools situated in the Cuddalore district of Tamilnadu, India, and was selected on the base of cluster sampling technique. The tools used in this study to collect data were 'computer knowledge test' constructed and validated by the investigator and 'attitude towards computer scales' constructed and validated by Kumaran, D. and Selvaraj, K. (1997). After the collection of data quantitative analysis was done. **Findings:** (1) With respect to entire sample of teachers only 16.70 % belonged to the high level of computer knowledge and 83.30% belonged to the low level of computer knowledge. (2) 60.40% the teachers had relatively a favourable attitude towards computer and only 39.40% had relatively unfavourably attitude towards computer in general.(3) There was a significant difference in computer knowledge between the male and female teachers. The female teachers were better than their male counterparts in their computer knowledge. (4) There was a significant difference in computer knowledge between the teachers working in urban and rural schools. Teachers working in urban schools were better than their rural counterparts. (5) There was no significant difference in computer knowledge between the government school teachers and private school teachers. (6) There was no significant difference in computer knowledge between the secondary grade teachers and graduate teachers. (7) There was no significant difference in attitude towards computer knowledge between male and female teachers. (8) There was no significant difference in attitude towards computer between the teachers working in urban and rural schools. The same result was found between the teachers working in private and government schools. (9) There was a significant positive relationship between the computer knowledge and the attitude

towards computer of the higher secondary schools teachers. The study cited 8 references.

- [19] Ramalingam, Ranch. **Impact of Video Recorded Micro Teaching in the Professional Development of Teachers.** *Journal of Technical and Vocational Education*, Chennai. Vol. 24, No.1, June 2007. pp.37-48.

Objectives: This study was undertaken with the following objectives: (i) To explore the impact of video recorded micro teaching for the professional development of the teachers in the orientation courses conducted by the Academic Staff Colleges (ASCs). (ii) To find out whether there was significant difference between various groups of teachers such as studying at different ASCs, following different orientation courses, related to gender, age, subject, experiences in teaching, place of work and the state of domicile, with regard to video recorded micro teaching in the orientation courses. **Method:** The study was empirical in nature. The sample consisted of 328 teachers who had undergone orientation courses in the academic staff colleges of the Pondicherry University, Bharathiar University and Mysore University. A self administered response schedule was developed by the researcher was used to collect the data. The data was analyzed quantitatively. **Findings:** (1) The result revealed that the micro teaching sessions conducted in the orientation courses were very effective. (2) The facilities related to conduct micro teaching have to be improved with the addition of video recording so as to fulfill the requirements of practicing micro teachings skills for teacher participants in the ASCs. The study cited 24 references.

- [20] Babu, R. and Vimala, Mrs. T. S. **Impact of Multimedia Methods in Accountancy Learning at Higher Secondary Level.** *Journal of Educational Research and Extension*, Coimbatore. Vol. 45, No. 4, October-December 2008. pp.51-58.

Objective: (i) To diagnose the common errors committed in accountancy learning by the Higher Secondary students. (ii) To construct and validate multimedia instructional materials for developing learning skills in accountancy learning. (iii) To compare the error level of students in pre-test and post-test. **Method:** The study was carried out with 240 students studying accountancy at Higher Secondary level. Out of these 120 students were boys and 120 girls at Higher Secondary level belonging to aided schools and

corporation schools from Chennai city only. **Findings:** (1) There were significant differences between the pre-test and post-test errors of experimental group aided school students with respect to remediation in multimedia method in error of principal, omission, recording, casting and other type of errors. But there were no significant difference between pre-test and post-test error of experimental group aided school students with respect to the remediation in multi-media method in error of posting. (2) There was significant difference between the pre-test and post-test errors of experimental group of corporation school students with respect to the remediation in multi-media method in error of principal, omission, recording, costing and other type of errors.

Environmental Education

- [21] Nagara, V. **Environmental Education Awareness among School Teachers.** *Journal of All India Association for Educational Research.* Bhubaneswar, Vol.19, No 3 and 4, Sep.-Dec. 2007. pp.52-54

Objectives: The present study was conducted to examine whether residential background has any effect on the environmental education awareness of school teachers along with their level.

Method: The sample was consisted of 3600 school teachers of Punjab, selected using stratified random sampling technique from the districts of Amritsar, Jalandhar, Kapurthala, Nawanshahar and Gurdaspur. Among them were 1800 elementary and 1800 secondary school teachers from urban and rural areas. The study was conducted with the help of self made questionnaire as a tool. After the collection of data, qualitative and quantitative analysis was done.

Findings: (1) The secondary school teachers showed significant variation in environmental education awareness than elementary school teachers. (2) The urban and rural school teachers showed significant variation in environmental education awareness highlighting that residential background affects the environmental education awareness of the school teachers.(3) There was insignificant interaction between residential background and environmental education awareness, independently both varied in their results. The study cites five references.

- [22] Prasad, Sheetla. (2005). **Life Styles Intervention for Promotion of Pro-environmental Behaviour among Adolescents.** Project Report from Ewing Christian College, Allahabad. Supported by ERIC, NCERT, New Delhi.

Objective: The objective of this study is to focus on the life style intervention for school going adolescents to promote pro-environment behaviors. It concentrates on appropriate change in the life styles of the youth. Unmindful use of resources like energy and water, engaging in the polluting activities such as use of sound producing instruments and disposal of waste without care for environment, etc. should be checked. The study wanted to work out appropriate intervention in this regard. **Method:** This research project was based

on the experimental study of an action plan intervention on the life style for promoting pro-environmental behaviors. Life styles intervention programme for pro-environmental behaviours works was done in the intermediate standard of boys, girls and co-educational colleges of Allahabad city. Equal proportion of boys and girls in different colleges was taken as sample for the work. Random technique was used for sample selection. Altogether 516 school going adolescents were selected for intervention on random basis from the school record. **Findings:** (1) On the basis of findings of this study, it is said that our life style is one of the major cause of water and energy crises. Therefore, with self-management by effective intervention techniques, the crises will be minimized. (2) Use of plastic bags or plastic cups is an indicator of the comfortable life style unmindful of environmental pollution people are moving to. People prefer it because it is cheaper and weightless in comparison of other products for the same purpose. They are not aware about the harm of uses of this, that disposed plastic does not easily decompose with interaction of water or land. Many cities and metros are suffering with interaction of water or land. Many cities and metros are suffering with drainage problems and undefined diseases. Government bodies and residents in that particular area are paying a very high cost for this kind of comfortable life. Effective intervention in life styles is a hope for reducing this problem. (3) Helping in better way of garbage collection and their disposal has not been found to be a habit with the majority of the people. They do not always dispose it in the proper place provided by the municipal corporation. They dispose their garbage anywhere, where they find space according to their own convenience. This life style is harmful because it creates pollution in residential areas and people are feeling discomfort when it is not properly disposed by the corporation. This tendency of the people is needed to be checked and this study is an effort to change the psyche of the individual for disposal management at the proper place. (4) The result of this study shows that only 155 of the adolescents had environmental commitment. They are willing to do some thing in this regard but they do not know how to act. They are in a dilemma for right thinking and effective action. The action program to guide their actions in this direction should be used The experimental use of such programme found that environmental commitment changed in 44% of the participants, which was earlier only 15 %. In the end this study has 40 references including study reports, books, etc.

- [23] Mohapatra, Animesh. K. (2006). **Study of Students Understanding of a Major Environmental Issues: Global Warming**. A Project Study by RIE, Ajmer. Supported by ERIC, NCERT, New Delhi.

Objective: The main objective of this study was to examine senior secondary (of class XI) students' level of understanding or ideas related to causes, consequences and cure of global warming. **Method:** This research is an observational research based on questionnaire method. A total number of 188 senior secondary school students of class XI answered the questionnaire. Of the total 188 students, 104 were from Science stream, 47 from Arts and 37 from Commerce streams. Out of the 188 students, 79 were boys and rests 109 were girls. The students sample was chosen from three different schools. **Findings:** (1) Students responses about the causes of global warming showed that only 45.2 % know that the ground level Ozone contributes to global warming while most of students, i.e., 82 % affirmed that carbon dioxide is a greenhouse gas. Less than half, that is, 40.4 % thought that gas from rotting waste, Methane, contributed to global warming. More than half students, that is 59.9 % appreciated that heat rays coming to the Earth, which can escape through the atmosphere cause global warming, while 70 % students affirmed the cause of sun rays for the same. (2) About one third, 34.3 % students associated acid rain with global warming, while only one fifth 19.7 % linked the escape of cool air into the space through holes in Ozone layer with global warming. Majority of students, about 63%, 76%, 62.3% and 66.5% in different categories, made an erroneous connection between radioactive wastes, UV rays, excess sun rays and Ozone holes respectively with global warming. (3) More than half of the students i.e. 56.5 %, and 64.7 % rejected the idea that global warming (green house effect) is due to dumping of much litter in streets and dumping of rubbish in rivers and streams respectively. (4) More than four-fifth of the students understood that the global warming can be reduced by planting more trees (85 %) while two-third of the students appreciated the roles that renewable sources of energy can play (63.8 %) and reduction of vehicles could play (63.9 %) in this context. Half of the students, that is 53.2 %, affirmed that use of recycled paper would cheek global warming. In the end this research project has 20 references.

Higher Education

- [24] Srivastava, Manjulika. **IGNOU Graduates: How did they Benefit?** *Indian Journal of Open Learning*, New Delhi. Vol. 15, No.3, September 2007. pp.257-270.

Objective: This was an empirical study, targeting some successful Indira Gandhi National Open University (IGNOU) learners, to investigate and find out how it had improved their quality of life in terms of career advancement, upward mobility in social status and enhancement of academic competency. **Method:** This is apparently an empirical study. IGNOU's distance learners who received their awards (degree and diploma) in person at the XIII IGNOU convocation held on 21 March 2002 formed the universe of the study. Since more than 9000 graduates opted to receive their awards in person at 22 locations through tele-convocation throughout the country, only graduates at six regional centers of IGNOU viz. Ahmedabad, Bhubaneswar, Kochi, Ranchi and both regional centres in Delhi formed the sample of the study. **Findings:** This study revealed that IGNOU learners who successfully completed their programme of study have benefited both professionally and socially. Majority of them found the programmes of study relevant to their occupational needs, though for majority of the learners there was an extrinsic motivation: to get career advancement or to get a good job that made them pursue a programme of study at IGNOU. In general extrinsic motivation is usually regarded negatively and associated with low level outcomes. However, in the case of IGNOU learners it is not so as they are high achievers and are willing to invest in higher education for own benefits. Majority of the respondents were adults. They were not only committed but also mature enough to gain the benefits and improve their lives that education offers. The paper mentioned 19 references at the end.

Language Education

- [25] Maghsudi, Mojtaba and Talebi, Seyed. Hussan. **The Impact of Linguality on the Cognitive and Metacognitive Reading Strategies Awareness and Reading Comprehension Ability.** *Journal of Social Sciences*, New Delhi. Vol. 18, No. 2, February 2009. pp.119-126.

Objective: The objective of this study was to find out the impact of proficiency and linguality on the awareness and use of cognitive/metacognitive reading strategies and the combination of both in an ESL context. **Method:** This study had ex-post facto design and sample for the study were 157 University students (first year) from private and government PUCs with English as a medium of instruction in the city of Mysore, India. **Findings:** Through out this study the researchers found that mono and bilingual students differed significantly in their cognitive/metacognitive strategy scores, meaning that bilinguals had significantly higher scores than mono lingual students. Further, students with high proficiency had significantly higher scores than students with low proficiency in their cognitive/ meta cognitive and also total cognitive/ meta cognitive strategies. In the end this study had 10 references.

- [26] Permual, R. **Mental Health Status and Locus of Control - A Study with Reference to VIII Standard English Students Achievement.** *Journal of Educational Research and Extension*, Coimabtoe. Vol. 45, No.4. October-December 2008. pp.12-20.

Objective: (i) To study the mental health status of VIII standard students of Kerala. (ii) To assess the locus of control of VIII standard students of Kerala. (iii) To explore the relationship between mental health status and locus of control of VIII standard students in Kerala. (iv) To analyze the relationship between mental Health, locus of control and achievement in English of VIII standard students of Kerala. **Method:** Normative survey method was adopted for the present study. The sample for the study was constituted as a representative group of approximately 450 VIII standard students of Kerala state, selected on the basis of disproportionate stratified sampling. **Findings:** (1) The majority of VIII standard students of

Kerala do not have high mental health status. There is no significant difference between the rural and urban, as well as between gender groups with respect to mental health status of VIII standard students of Kerala. (2) VIII standard students of Kerala do not have high internal locus of control. There is no significant difference between the gender groups as well as between rural-urban groups with respect to internal locus of control of VIII standard students of Kerala. (3) There exists a significant correlation among mental health status and achievement in English of VIII standard students of Kerala. (4) There is a significant difference in the correlation between mental health status, locus of control and achievement in English in the total sample and sub-sample based on gender and locale.

[27] Shrimali, B L (2007). **An Experimental Study for Developing Secondary Level Students Linguistic Competence, Reading and Writing Skills in Sanskrit Through Task Based Approach (TBA)**. Ph.D., Education, Mohan Lal Sukhadia University, Udaipur. Guide: Dr A K Paliwal.

Objectives: (i) To find out learning needs of secondary level students related to linguistic competence, reading and writing skills in Sanskrit. (ii) To find out the effectiveness of Task Based Approach for the development of linguistic competence, reading and writing skills in Sanskrit of secondary level students. (iii) To find out the educational implications of the study. **Method:** For this study normative survey method and experimental method (pre and post test, control group – experimental group design) were used. Two groups (control and experimental groups) were formed on the basis of table of random numbers. In each group, 30 students of ninth class were selected. The experimental group was taught through Task Based Approach. Four self made questionnaire were used in this study – questionnaire of learning needs related to linguistic competence, reading and writing skills in Sanskrit, Task Based pre and post test questionnaire of linguistic competence, Task Based pre and post test questionnaire of reading skills and Task Based pre and post test questionnaire of writing skills. Percentage, Mean, Standard Deviation, Correlation and Correlated, Means, 't'-test were used for statistical analysis. **Findings:** (1) Maximum students want to learn word structure and sentence structure in linguistic competence. In reading skills most of them want to learn environmental, spiritual, festival and national festival, science, history, culture, art, population, ideal persons' biographies, geography, etc. based contents in Sanskrit.

(2) In writing skills students want to do applications, letters, question-answer, stories, invitation letter, essays, information, summaries, etc. (3) The result of pre and post test of controlled group shows that there is no significant difference in any area of linguistic competence. But the result of pre and post test of experimental group shows that there is significant difference in all areas of linguistic competence at 0.01 level. (4) The result of pre and post test of controlled group shows that there is significant difference in all areas of reading skills at 0.01 level. (5) The result of pre and post test of controlled group shows that there is no significant difference in any area of writing skills. The number of reference cited under the bibliography is 121.

Mathematics Education

- [28] Bindu, P. Nair and Dharmangadan, B. **Psychological Concomitants of Mathematical Creativity among Adults.** *Psychological Studies*, New Delhi. Vol. 52, No.3, July 2007. pp.210-215.

Objective: (i) The study examined how certain cognitive (non-verbal intelligence, creativity) and non-cognitive variables (emotional intelligence and maladjustment) could synergistically predict whether an individual will belong to the high or to the low group of mathematical creativity. This is defined here as the ability to break from mental sets and to overcome fixations while solving mathematical problems. **Method:** 90 post graduate students (30 males and 60 females) of arts (20), science (11), Humanities (27), and Management (32) faculties of University of Kerala who volunteered to participate in the study constituted the sample. The age of the subjects ranged from 21 to 24 years. **Findings:** (1) The results suggested that the discriminative function that could separate mathematically creative group from the less mathematically creative counterparts included non-verbal IQ (the most potent discriminator) followed by overall emotional efficacy and general creativity. In the end this work has 38 references.

- [29] Singh, A. and Singh, A. K. **Impact of Caste and Habitat on Achievement in Mathematics at Upper Primary School Level.** *Journal of Teacher Education and Research*, Noida. Vol.2, No.2, Dec 2007

Objectives: (i) To study the impact of caste on achievement in mathematics in eighth grade students,(ii) To study the impact of gender on achievement in mathematics in eighth grade students,(iii) To study the impact of habitat on achievement in mathematics in eighth grade students. **Method:** Stratified random sampling method was used to select 200 students from 10 upper primary schools in Balrampur district. The boys and girls belonging to forward and backward castes studying in eighth grades were selected randomly. A questionnaire for mathematics achievement test (Rahman, 2003) was used as a tool to collect the data. The data was analyzed

quantitatively. **Findings:** (1) There is no significance difference in mean achievement score of forward caste and backward caste students, even if mean score of forward caste students is higher than backward caste. (2) There is significant difference in mean achievement scores of boys and girls students in mathematics. Since the mean score of the boys was superior to the girls, it may be said that boy students seem to be better in achievement in mathematics than girl students. (3) There is significant difference in mean achievement score of urban and rural students in mathematics. Since the mean score of urban students is superior to rural students, it may be said that urban students seem to be better in achievement in mathematics than their rural counterparts are. The study cites five references.

- [30] Ganihar, N. N. and Wajiha, A. H. **Factors Affecting Academic Achievement of IX Standard Students in Mathematics.** *Journal of Educational Studies*, Allahabad. Vol.6, No.1, pp.16-23

Objectives: (i) To find out the relationship between achievement in mathematics and mathematical creativity, test-anxiety, attitude toward mathematics and achievement motivation of IXth standard students. (ii) To study the significant difference in achievement in mathematics, mathematical creativity, test-anxiety, attitude towards mathematics and achievement motivation of male and female students. (iii) To study the significance difference in achievement in mathematics and achievement motivation of IX standard students studying in English and Kannada medium of instruction. (iv) To study the significant difference in achievement in mathematics, mathematical creativity, test-anxiety, attitude towards mathematics and achievement motivation of IX standard students studying in schools differing with regard to type of management. (v) To determine the relative contribution of the mathematical creativity, test-anxiety, attitude towards mathematics and achievement motivation to the prediction of achievement in mathematics. **Method:** The present study was exploratory in nature. The sample consisted of 800 students selected by using stratified technique from 20 secondary schools. The tools used to collect the data were – self constructed achievement test in mathematics, Mathematical Creativity Test (Singh, 1988), Test-anxiety Scale (Najma, 1977), Attitude Scale to measure attitude towards mathematics (Sunny, 1987) and Achievement Motivation Inventory (Mehta, 1969). **Findings:** (1) Girls are high on achievement in mathematics and test anxiety than boys. But boys are high on

mathematical creativity than girls. No significant difference between boys and girls has been found on mathematical creativity and attitude towards mathematics. (2) English medium students are high on achievement in mathematics, mathematical creativity, attitude towards mathematics and achievement motivation as compared to Kannada medium students. (3) The students studying in aided schools are high on achievement in mathematics, mathematical creativity, test anxiety and achievement motivation when compared to government school. (4) Students of aided schools are high on achievement in mathematics, mathematical creativity, test anxiety, and achievement motivation as compared to students of government schools. (5) Students of unaided schools are high on mathematical creativity. Students of aided schools are high on attitude towards mathematics as compared to students of unaided schools. The study cites nine references.

[31] Sharma, Til Parsad. (2005) **A Study of Student's Performance in Mathematics in Relation to Teaching Techniques**. Project Report of RIE, Ajmer. Supported by ERIC, NCERT. New Delhi.

Objective: (i) To evaluate various methods of teaching mathematics. (ii) To determine a method of teaching mathematics that linked with students and which enhances performance. **Method:** The research has been undertaken with a set of questionnaire. This was given to students in various schools in Ajmer. There were discussions about the present state of mathematics teaching in Ajmer and also a trend in students' expectations from teachers as well as their performance in the subject. **Findings:** (1) From our findings we can conclude that the use of blackboard to explain maths is the most commonly used method. However there were a few teachers who also use new methods. However there were few teachers who also use new methods like the visual aids and other laboratory equipment to make the students understand better. The students on the other hand have said that they like the subjects when taught from the basics and in a simple and lucid way. (2) For enhancing their performance the researcher had organized a brain storming session where he found that a majority of the participants who came from various premier intuitions of Ajmer city felt that simplicity of presentation, clarity of the topic covered, and the ability to read a students mind in order to make him understand made a good maths teacher. Therefore, with such characteristics of teaching students will like the teacher, the subject and perform well in the subject. In the end the study has 6 references.

Philosophy of Education

[32] Bhansali, Reena. and Trivets, Kunjan. **Is Academic Anxiety Gender Specific?: A Comparative Study**, *Journal of Social Sciences*. New Delhi. Vol.17, No.1, July 2008. pp. 1-3.

Objective: (i) To find out the incidences and intensity of academic anxiety among adolescents. (ii) To find out if there are gender difference in incidences and intensity of academic anxiety amongst adolescents. **Method:** Incidental purposive sampling technique was used in the selection of sample for the present study. A total sample of 240 adolescents, 120 girls and 120 boys from different High schools of Jodhpur city were selected. All the selected school had English as medium of instructions. They were private institutions, half of which were from single sex schools and the others were from co-educational schools. **Findings:** The result revealed that a considerable amount of academic anxiety prevailed amongst the sample. It was seen that girls on the whole had more incidences and intensity of academic anxiety in comparison to boys.

Physical and Health Education

- [33] D'Souza, Gerald S (2005), **An Analytical Study of the Sports Promotion Programmes in the Colleges of Mangalore University**, Ph.D., Mangalore University, Physical Education. Guide: K V Shenoy

Objectives: (i) An in-depth examination of the sports programmes offered in the colleges. (ii) An overall view of the infrastructure and facilities offered in the colleges. (iii) To find out professional competence and the interest physical education personnel have in dealing with the sports programme in the college. (iv) To know the students' perception regarding the sports facilities offered and encouragement. (v) to know the policies being adopted, encouragement given to sports in the college. (vi) To analyse the sports programme in the colleges that will help to identify the loopholes existing in the physical education set-up in various colleges.

Method: A questionnaire was used to collect the information required. The questionnaire was prepared for three classes of respondents, namely Physical Education Directors, Principals and the students who actively took part in sports. The data received were analysed by content analysis and descriptive analysis methods.

Findings: (1) The number of physical education personnel is inadequate with seven colleges not having a single faculty in the department of physical education. (2) Only half of the colleges venture to conduct at least one inter-collegiate tournament in the last five years. (3) Major facilities like an athletic track, swimming pool and facilities for games like hockey, football, badminton, tennis, basketball are found wanting. (4) In most of the colleges less than 15 percent students participate in sports for recreation purposes. As to for competitive purposes only 6 to 10 percent participate. (5) Majority of students are satisfied with the work of their physical education director. The study contains 89 references.

- [34] Keshavamurthy, T (2008), **A Perceptile Approach Towards Management of Stress Among University Sportspersons**, Ph.D., Mangalore University, Physical Education. Guide: Dr S M Prakash

Objectives: (i) To identify the level of stress during the competition

through the sociological factors like community, class, caste, family etc. (ii) To explore the actual cause of such stress. (iii) To identify the performance inhibiting stress factors and find ways to mitigate them.

Method: A questionnaire survey method was used to study the relationship between stress caused and successful management of stress among university sportspersons. The analysis of the data collected was carried out using tabular analysis method. The open statements of the respondents were analysed by content analysis, graphs, tables and maps wherever necessary. **Findings:** (1) The educational, economic and sports background of the family, community, institutional infrastructure and socio-psychological factors are the major contributors to stress for sportspersons. (2) Non-availability of qualified coaches was a major factor which deprived sportspersons and directly caused stress in them. (3) Meagre financial assistance provided by the institutions, community, clubs, etc. would be a constraint and a stress causing factor to the sportspersons. (4) There is an obvious attempt on the part of the society and institutions to encourage sportspersons to some extent and thereby help them manage stress. (5) Specific stress causing factors were identified and assessed. The number of references cited under bibliography was 46.

[35] Trivets, Pooja and Palta, Aruna. **Prevalence of Anemia and Impact of Iron Supplementation on Anemic Adolescent School Girls.** *Health and Population-Perspective and Issues*, New Delhi. Vol. 30, No. 1, January- March 2009. pp. 45-55.

Objective: To assess the effectiveness and frequency of Iron and Folic Acid supplementation among the school going adolescent girls.

Method: The experimental procedures adopted for the study and the samples were taken from different government high schools of Raipur city of Chhattisgarh state. A sample of 360 school going adolescent girls was selected on the basis of purposive sampling method.

Findings: The study revealed that the role of Iron and Folic Acid supplementation is important in improving the Hemoglobin level of anemic adolescent girls. Twice a week supplementation has proved to be more effective and economical as compared to once a week and thrice a week supplementation. The prevalence of anemia amongst the adolescent girls of this region seems to be very high. So there is an urgent need for assessment, advocacy, prevention and control initiatives to be developed in India to reduce anemia in adolescent girls. In the end this research having 5 references.

Primary Education

- [36] Ghosh, Anjali. **Academic Self-efficacy and Achievement in a Group of Siblings of Primary Schools.** *Psychological Studies*, New Delhi. Vol. 52, No. 4, October 2007, pp. 364-371..

Objective: (i) To find out similarities and differences in self-efficacy beliefs and academic achievement of siblings studying in primary schools. (ii) Also to explore whether perception of efficacy beliefs is related with achievement of that area and whether efficacy in one domain is transferred across similar activities. **Method:** Participants of this study were 105 sibling dyads reading in different primary schools of three districts of West Bengal, namely, Birbhum, Bankura and Murshidabad. There were same sex siblings and also mixed – sex siblings in the group. **Findings:** Results revealed significant positive relationship between siblings with respect to their self-efficacy beliefs in arithmetic, achievement in arithmetic and reading comprehension. Linear regressions analysis indicated that for this group of students achievement in arithmetic and reading comprehension can be efficiently predicated by one's perceptions of self-efficacy. Different group of siblings revealed more or less similar pattern of relationship between judgements and arithmetic. Participant mobility by parents, siblings, peers and teachers can play an important role in this aspect of school training. In the end this work mentions 22 references.

- [37] Patnaik, S. P. and Sharma, B. K. **A Study of Organizational Health of Elementary Schools and Job Satisfaction of Teachers.** *Journal of Teacher Education and Research*, Noida..Vol. 2, No .2, Dec 2007 pp.59-66.

Objectives: (i) To find out the status of organizational health of elementary schools of Bhopal city and job satisfaction of teachers, and (ii) To find out the relationship between the two variables. **Method:** In this study the survey method of research was used. The sample was collected from elementary schools of Bhopal city. A total of 184 teachers were chosen from 39 elementary schools. The tools were used for the present study were: School Organizational Health Questionnaire of Peter M. Hart and others and Teacher Job

Satisfaction Questionnaire of Pramod Kumar and D.N. Mutha.

Findings: (1) With respect to total organizational health, the private schools are better than that of government schools and all the schools together. (2) The private schools show highly satisfactory status of organizational health and government managed and all other schools together show only satisfactory status.(3) The teachers of private schools are highly satisfied whereas the teachers of government schools are only above average in job satisfaction. On the whole, the elementary school teachers of Bhopal city are highly satisfied. (4) The finding related to the relationship of organisational health of schools and job satisfaction of teachers indicates that there is a positive and substantial correlation between them. The study cites eleven references.

Psychology of Education

- [38] Garg, Saroj (2007), **Stress, Stress Management Styles and Job Satisfaction of Pre-primary Teachers**, Ph.D., JRN Rajasthan Vidyapeeth University. Udaipur, Education. Guide: Divya Prabha Nagar

Objectives: (i) To access the causes of stress among pre-primary teachers. **Method:** A questionnaire was developed as a tool. It was administered to 300 pre-primary teachers selected randomly to find out the causes and level of stress as well as the causes and level of job satisfaction. Correlation technique was used to ascertain the relationship between the two. Case studies of select extreme stress cases were also carried out. For this purpose an interview schedule was used.

Findings: (1) Psychological causes were the main reason for the stress. (2) Psychological, social and administrative causes were found to be the most important causes. (3) The average level of stress was found to be 49. (4) Highest average stress level of 50.49 was found in the teachers of high age group (39-49). (5) The maximum financial stress was amongst the youngest age group (19-29). (6) Maximum number of teachers (37.33%) had extremely high job satisfaction and minimum number of teachers (9.67%) had extremely low job satisfaction.

The study cited 130 references under bibliography.

- [39] Rathore, R. (2006). **A Study of Stress and Feeling of Insecurity Among Adolescent Students (10+2)**. Ph.D., JRN Rajasthan Vidyapeeth University. Udaipur, Education. Guide: Divya Prabha Nagar

Objectives: (i) To find out the causes of stress and feeling of insecurity among adolescents. (ii) To compare the stress and feeling of insecurity in them sex wise and faculty wise. (iii) To find out the level of stress and level of insecurity among the adolescents. (iv) To find out the correlation between level of stress and level of insecurity. (v) To find out the remedial measures based on the case studies of severe cases. (vi) To suggest a stress management model for 10+2 students. **Method:** Comparative survey and case study method was used for this study. Total 600 adolescent students were selected, in which

200 students were from science, 200 from arts and remaining 200 were from commerce faculty. 100 boys and 100 girls were selected randomly from each faculty. Tools used for the study were self made questionnaire for stress testing, security insecurity scale by Dr Beena Shah. For case study 14 HSPQ personality test by S D Kapoor, adjustment inventory by A K Singh and A Sengupta were used. Interview and observation techniques were also used in the study. Mean, S.D., t-test, ANOVA (f-test) and correlation were used for statistical analysis. **Findings:** (1) The adolescents had mainly 8 types of stresses: educational, psychological, physical, vocational, personal, economic and others. Vocational, educational and psychological stresses were higher than other types. Examination was the biggest stress giver in educational area. (2) 69.2 % students felt average stress while 16.5 students felt higher stress and 14.3 % felt lower stress. (3) Significant difference was found in stress between boys and girls. Girls felt more stress than boys. (4) Significant difference was found in stress of science and arts group of students. Art group felt more stress than science group. (5) No significant difference is found in stress of science and commerce group students. (6) 70.6 % students felt average level of insecurity while 14.1 % felt higher insecurity and 15.1 % felt lower level of insecurity feeling. (7) Girls felt more insecurity than boys. (8) There is no significant difference found in feeling of insecurity among science, arts and commerce group students. There is positive correlation between level of stress and level of feeling of insecurity among adolescents. (9) Stress management strategies model was prepared by the researcher and suggestions for parents, teachers and adolescent respectively were also given. Number of reference cited under bibliography was 183.

[40] Rathod, A. (2008), **A Study of Significant Dimensions of Emotional Intelligence And Cognitive Attributions of Achievement Motivation of Self-Regulated Learners.** Ph.D., Education. Janardan Rai Nagar Rajasthan Vidyapeeth University, Udaipur. Guide: Divya Prabha Nagar

Objectives: (i) To identify self regulated learners among high achievers. (ii) To find out dominant components and characteristics of self regulated learning operative in self regulated learners. (iii) To find out specific dimensions of emotional intelligence of the self regulated learners. (iv) To find out specific attributions of achievement motivation of self regulated learners. (v) To compare the components

and characteristics of self regulated learning among the self regulated learners subject wise and gender wise. (vi) To compare emotional intelligence dimensions of self regulated learners subject wise and gender wise. (vii) To compare cognitive attributions of high achievement of self regulated learners subject wise and gender wise. (viii) To find out relationship between self regulated learning and emotional intelligence; emotional intelligence and cognitive attributes; and self regulated and cognitive attributions of self regulated learners.

Method: The sample consisted of 480 high achievers of both science and non-science subject including boys and girls. Self-made tools namely check-list for self regulated learning, rating scale for emotional intelligence and questionnaire for cognitive attributions were used. The study used descriptive and comparative method. Mean percentage score, Mean, SD, 't' value and correlation were calculated for statistical analysis. **Findings:** (1) 87.49 percent of high achievers are identified as self regulated learners. (2) 'Sustained Motivation' is the most dominating dimension operative in self regulated learners, while 'Metacognition' is the second dominating dimension. (3) Dominant characteristic operative in self regulated learners are: feeling one's own responsibility for learning, value the learning task, sharing with learned friends, internal motivation for learning, learning with comprehension, set realistic goals, revising the learned material, ability perception, keeping on goals and self help. (4) Self regulated learners attributed 'efforts' as a cause of their high achievement and success. (5) Science students are more self-regulated learners than non-science learners. (6) Girls are more self-regulated than boy learners. (7) There is no significant difference in emotional intelligence of science and non science students. (8) Girl learners are more emotional intelligent than boys. Number of reference cited under bibliography was 101.

[41] Isabella, Annie. S. A. **A Study of Socio-genic Needs Satisfaction among XI Standard Students in Selected Schools of Chennai City.** *Journal of Educational Research and Extension*, Coimbatore. Vol. 46, No. 2, April-June 2009, pp.51-55.

Objective: (i) To find out significant difference in socio-genic need satisfaction of XI std students of Chennai city. (ii) To find out significant difference in socio-genic need satisfaction with respect to types of management. (iii) To find out significant difference in socio-genic need satisfaction with respect to arts and science group of

students. **Method:** For the present study, 300 class XI standard students have been selected randomly. The collected data on socio-genic need satisfaction, the socio-genic need satisfaction scale by N.S. Chauhan, Meerat University, Meerat (1986) was used. For the statistical analysis mean, standard deviation and t-test were used. **Findings:** After analysing the data and differentiate analysis it was found that there was no significant difference in socio-genic need satisfaction of general students with respect to their sub-samples based on gender, study subjects and types of management of schools. It might be due to the same social environment to the students. In the end this study had 04 references.

[42] Bandhu, Tarlok. (2007). **A Study of Burnout Among College Teachers of Punjab in Relation to Organisational Role Stress and Institutional Climate.** Ph.D., Education. Himachal Pradesh University, Shimla. Guide: Kulwinder Singh.

Objectives: (i) To study burnout among college teachers of Punjab in relation to gender characteristic. (ii) To study burnout among college teachers of Punjab in relation to the span of teaching experience of the teachers. (iii) To study burnout among college teachers of Punjab in relation to type of management of colleges they work in. (iv) To study and compare burnout among college teachers working in rural and urban areas of Punjab. (v) To study burnout among college teachers in relation to organisational role stress. (vi) To study burnout among college teachers in relation to institutional climate. (vii) To study the interaction effect of organisational role stress and institutional climate on burnout among college teachers of Punjab. **Method:** A sample of 453 teachers from 32 degree colleges of Punjab was drawn by giving due weightage to type of management and location of college. The tools of research in the study used were: Maslach Burnout Inventory (Form Ed) developed by Christina Maslach and Susan E. Jackson (1986), Organisational Role Stress (ORS) scale by Udai Pareek (1983), Institutional Climate Inventory (ICI) for colleges, constructed and standardized by the investigator himself. Descriptive statistics i.e. frequency distribution, mean, mode, median and standard deviation was used to explain burnout, organisational role stress and institutional climate as perceived by the college teachers. **Findings:** (1) College teachers have exhibited low level of emotional exhaustion and depersonalization and high level of personal accomplishment, thereby showing lesser extent of burnout. (2) There are no significant gender differences in emotional

exhaustion, depersonalization and personal accomplishment dimensions of burnout among college teachers. (3) Private college teachers exhibit significantly higher level of burnout in terms of emotional exhaustion and depersonalization dimension of burnout as compared to government college teachers. (4) College teachers having 'upto 10 years', '11-27 years' and '28 or more years' of teaching experience do not differ significantly in all the three dimensions of burnout namely emotional exhaustion, depersonalization and personal accomplishment. (5) College teachers perceiving institutional climate as either poor, good or better do not differ significantly on depersonalization dimension and personal accomplishment dimensions of burnout. (6) College teachers with low level of organisational role stress are significantly less depersonalized as compared to those with average and high levels of organisational role stress. (7) College teachers experiencing high organisational role stress have significantly lower level of personal accomplishment as compared to those with average or low organisational role stress, thereby suggesting that high organisational role stress decreases personal accomplishment and enhances burnout. (8) The differential pattern of emotional exhaustion being higher in high organisational role stress group as compared to their average and low organisational role stress counterparts remains intact both in the case of poor and better institutional climate conditions. On the other hand, college teachers experiencing high organisational role stress and perceiving institutional climate to be good have lower level of emotional exhaustion, thereby indicating that good institutional climate in colleges decreases emotional exhaustion among high organisational role stress teachers. (9) Specifically the differential pattern of personal accomplishment in terms of levels of organisational role stress shows a change in the case of college teachers perceiving institutional climate to be good. The good perception of institutional climate acts as a catalyst to enhance personal accomplishment among college teachers even in the case of high organisational role stress. The study cited 360 references.

- [43] Sud, Aunt and Monga, Divya. **Gender Differences in Anxiety, Motivation and Coping: A Study of Civil Services Aspirants.** *Psychological Studies*, New Delhi. Vol. 53, No.3and4, July-October 2008. pp.320-324.

Objective: This study examines the gender differences in test anxiety, achievement motivation and coping behaviour among candidates

aspiring for civil services. **Method:** An equal number of male and female candidates i.e. 50 each, aspiring for civil services between the age group of 20-28 year were taken from an academy at Chandigarh. The measuring of various factors these tools are used: Test Anxiety Inventory (Hindi) by Sud and Sud, Costello Achievement Motivation Scale by Miser and Srivatava (1990) and Brief-Cope by Carver (1997). **Findings:** (1) The results indicate that test anxiety worries and emotionality are significantly and positively related to behaviour disengagement for male and female candidates. Self-blame for males and religion for females are to some extent linked with test anxiety. (2) Emotionality are positively related to self-distraction for males and denial for females. A positive relationship emerged between emotionality and use of instrumental support as well as of emotional support for males only. Worry is related to positive returning and to both denial and substance use for males and to venting for females. (3) Test anxiety alone is more of self distraction in female aspirants than their male counterparts, while males use more substance and humour. In the end this study has 42 references

- [44] Yadav, Manish Kumar and Togo, S. K. **Accuracy of Self Assessment of Achievement in Mathematics in Relation to Some Personality Related Variables of Eighth Grade.** *Journal of Educational Research and Extension*, Coimbatore. Vol.46, No.2, April-June 2009, pp. 26-36.

Objective: (i) To study the influence of gender, intelligence and their interaction on the accuracy of self assessment of achievement in Mathematics (ASAAM) in class VIII students by taking achievement and dependence as covariates. (ii) To study the influence of gender, dependence and their interaction on the accuracy of ASAAM in class VIII students by taking achievement and intelligence as covariates. (iii) To study the influence of gender, achievement and their interaction on the accuracy of ASAAM of class VIII students by taking dependence and intelligence as covariates. **Method:** The present study was a survey in nature. The investigator conducted the study in two English medium schools (following CBSE pattern) of Indore. The purposive sampling technique was used to select the sample from these schools. The sample thus comprised of 86 students, in which 59 were boys and 27 girls. **Findings:** (1) The accuracy of self assessment of achievement in Mathematics was found to be independent. (2) The ASAAM was found to be independent of the interaction between gender and dependence when intelligence and achievement were

taken as covariates. (3) The ASAAM was found to be significantly influenced by the achievement level of students when intelligence and dependence were taken as covariates. High achievers were found to self assess themselves more accurately than the low achievers. (4) The ASAAM was found to be independent of interaction between gender and achievement when intelligence and dependency were taken as covariates. In the end this study has 7 references.

- [45] Pushing, Batfowl and Singh, Mridula. **Emotional Intelligence and Use of Coping Strategies**. *Psychological Studies*. New Delhi. Vol. 53, No.1, January 2008. pp. 81-82.

Objective: The purpose of the present study was to understand how people with different degree of emotional intelligence vary in use of coping strategies. **Method:** The relationship of emotional intelligence with coping strategies was examined in adults with the questionnaire technique of data collection. A sample of 599 adults (300 males and 299 females) between 20 to 50 years of age group from Mysore city participated in the study. Measuring tools were: Emotional Intelligence Scale (EIS) by Ankool Hyde and Sanjyet Pathe (2001) and Coping Checking List (CCL) by Rao Subbakrishna and Prabhu (1989). **Findings:** The mean scores on problem solving, distraction positive and acceptance strategies showed that the subjects with high levels of emotional intelligence used these strategies more than those with low levels of it. On the other hand, the subjects with lowest levels of emotional intelligence coped with their anxiety through distraction negative, religion denial or social support more than other strategies. In the end this research carries 14 references.

- [46] Srivastava, Ashen. K. **What Makes School Students Happy? An Exploratory Analysis**. *Psychological Studies*, New Delhi. Vol. 53, No. 2, April 2008. pp. 164-169.

Objective: The study attempted to explore the conception of happiness in the Indian context. In particular, it empirically examined the perception and determinates of happiness among school students hailing from diverse eco-cultural settings (namely rural, urban and metropolitan). **Method:** Participants, a total of 135 students studying in grades 11 and 12, boys and girls both, from Delhi (N=40), Gorkhpur city (N=60) and Gorakhpur urban (N=35) were interviewed with regard to whether they considered themselves happy. Their description of happy life and causal factors for happiness were also noted and

analysed. **Findings:** The results revealed that a large majority of students reported themselves to be happy. They felt “good” and “elated” when they were happy. Being in the company of family and friends, successful completion of task and duties was reported as some of the important sources of their happiness. They also described their happiness in terms of happiness of their family members, fulfilment of desires and company of friends. These results have implication for conceptualizing and reorienting education to make it more meaningful.

Science Education

- [47] Nair, Gretna. G. (2005). **Research-based Development of Remedial Intervention for Making up the Identified Deficiencies in Laboratory Skills in Biology at +2 Levels.** Project Research of RIE, Mysore, Supported by ERIC, NCERT, New Delhi.

Objective: (i) To re-identify the difficulties for XII std students in science practical especially the difficult skills and sub-skills. (ii) To develop remedial interventions for each of these. **Method:** The research project is mainly observational type. Difficult contents areas and keywords for each of the difficult practical and their sub-skills were identified by administering a content questionnaire. Analysis of the content difficulties was carried out by using various check-lists. These difficult content areas and keywords have been taken care of for remediation through quizzes, glossary, cross-words, word-searches and flash cards. **Findings:** (1) A comparison of percentage of obtained scores in cross-word with diagnostic (content) test result in given tables reveals that out of 5 students 1 student did not attempt cross-word for some practicals. This is lesser in comparison to what they got in earlier test before the application of remedial interventions. In one practical all the students scored 78-100%. (2) In word search, score range from 23-70% in the same practicals. In one practical it ranges from 33-67% with one student having not attempted the exercise at all. (3) In another practical, the percentage of obtained score ranges from 19-44%. All these scores are much below what they obtained in earlier. (4) The diagnostic test given earlier was repeated on this sample of students after application of remedial measures. In the end the study mentions 10 references.

- [48] Parida, A. K. (2005). **Perception of Class Teaching of Aquatic Plants by Studying the Waters of Two Lakes of Bhubaneswar.** Research Project Report by RIE Bhubaneswar. Supported by ERIC, NCERT, New Delhi.

Objective: (i) To study qualitatively the various groups of aquatic plants, particularly phytoplankton's and aquatic angiosperms from waters of two ponds of Bhubaneswar in three different seasons. (ii) To develop data on seasonal variations in the occurrence of

phytoplankton's and microphytes in the two water bodies, (iii) To collect, isolate and prepare axenic cultures of dominant species and to analyze their in-vitro growth rate for preparation of classroom teaching of these plants. **Method:** The present project is concerned with both field and laboratory studies. Phytoplankton's after collection, identification and isolation, were cultured successfully in laboratory conditions and are found distributed uniformly in the lakes. The floating hydrophytes change their position due to external factors. In-vitro cultures of selected dominant species were tried in aquaria. **Findings:** (1) In all 73 algal species under 37 genera were identified from the water samples of the two lakes. (2) The algal flora included 21 species of blue-green algae (Cyanophyta) under 13 genera, 18 species of green-algal (Chlorophyta except desmids) under 10 genera and 21 species of Desmids under 5 genera and 21 species of diatoms (Bacillariophyta) under 9 genera. (3) Higher numbers of blue-green algae were found in the Vani Vihar Lake, when the Nandankanan Lake was mostly dominated by green-algae. (4) In both the lakes, maximum numbers of algal species were observed during the summer. (5) Eight dominant algal species i.e. four from blue-green algal group (*Microcystis aeruginosa*, *Spirulina meneghiniana*, *Anabaena doliolum*, and *Nostoc* species) and four green algal group (*Chlorella vulgaris*, *Ankistrodenmus falcatus*, *Scenedesmus dimorphic* and *S. belugas*) were isolated from the two lakes and identified for in-vitro culture. (6) Pure or axenic cultures were developed in Chu 10+ modified liquid medium to be used as classroom teaching materials. (7) Eleven aquatic macrophytes were collected from two lakes of which two were from pteridophytes and nine were aquatic angiosperms. (8) In-vitro cultures of all the microphytes were tried in aquaria and in garden pond. (9) Free floating macrophytes like *Salvinia azoll*, *Pistia Trapa* and *Lemna* were found to grow luxuriantly in aquaria whereas plants with creeping rhizomes, i.e. *Nymphaea* and *Nelumbo* grew well to also in garden pond. In the end the research has 30 references.

Secondary Education

- [49] Vasugi, K. and Padamakalavathy, Smt. K. **A Study of Scientific Aptitude among High School Students.** *Journal of Educational Research and Extension*, Coimbatore. Vol.46, No.2, April-June 2009. p.p.43-50.

Objective: (i) To study about scientific aptitude among high school students of Dindigul district. (ii) To determine the significant differences between scientific aptitude with variables like sex, locale, medium of instruction, type of school, educational qualification of parents of the students and their income. (iii) To find out the relationship between the scientific aptitude and achievement in science among high school students of Dindigul district. **Method:** The normative survey method was used to find out scientific aptitude among high school students of Dindigul district. The sample used for this study was randomly selected 200 high school students from Dindigul district. **Findings:** (1) The scientific aptitude of high school students in Dindigul district is high. (2) The high school boys and girls significantly differ in their scientific aptitude. (3) The urban and rural high school students differ significantly in their scientific aptitude. (4) The English and Tamil medium students differ significantly in their scientific aptitude. (5) The high school students from matriculation and Govt aided school students differ significantly in their scientific aptitude. (6) The high school students with educated parents and illiterate parents differ significantly in their scientific aptitude. (7) The students belonging to sufficient income status and deficit income status differ significantly in their scientific aptitude. (8) There is a significant positive high relationship between scientific aptitude and achievement in science. In the end this study has 4 references.

- [50] Devi Uma. M. R. **A Study of the Relationship between Problem Solving Ability and Academic Achievement of Secondary School Students.** *Journal of Educational Research and Extension*. Coimbatore. Vol. 46, No.2, April-June 2009. pp.1-10.

Objective: (i) To investigate the problem solving ability of IX standard students based on sex and type of school. (ii) To investigate the mean differences, if any, between the level of problem solving ability of IX

standard students with their academic achievement. (iii) To investigate the relationship between problem solving ability and academic achievement of IX standard students. **Method:** This investigation study was a correlation type. The sample comprises of 200 IX standard students of which 100 boys and 100 girls were selected randomly from both private and government secondary schools of Davangere city, Karnataka. **Findings:** (1) There is no significant difference in problem solving ability of boys and girls. (2) There is a significant difference in problem solving ability of students studying in government and private schools. (3) There is significant difference in academic achievement of students with high, moderate and low problem solving ability. (4) There is a positive relationship between problem solving and academic achievement of IX standard students. In the end this research has 7 references.

- [51] Mittal, A. **Academic Achievement of Secondary Level Students in Relation to their Mental Health and Locality.** *Journal of Teacher Education and Research*, Noida. Vol. 3, No.2, Dec. 2008. pp.61-69.

Objectives: (i) To study the academic achievement of secondary level students of different localities. (ii) To study the mental health of secondary level students of different localities. (iii) To study the relationship between academic achievement and mental health of secondary level students of different localities. (iv) To compare correlation coefficient of academic achievement and mental health of secondary level students of different localities. **Method:** The sample consisted of 640 students of secondary level selected from different schools of urban and rural locality of Muzaffarnagar district of U.P. Multi stratified random sampling technique was used to collect the data. Examination records of previous class were used as a tool to measure academic achievement and Singh and Gupta's mental health battery was used as a tool to measure mental health. After the collection of data both qualitative and quantitative analyses were done. **Findings:** (1) There is significant difference in academic achievement of secondary level students of different localities. Academic achievement of secondary level students of urban localities is better than the academic achievement of secondary level students of rural localities.(2) The difference between mental health of secondary level students of different localities is not significant. There is no significant difference in mental health of secondary level students of rural as well as urban localities. (3) The relationship

between academic achievement and mental health of students of secondary level of urban locality is highly significant. (4) The relationship between academic achievement and mental health of students of secondary level of rural locality is highly significant. (5) There is no significant difference between correlation coefficient of academic achievement and mental health of secondary level students of different localities. The study cites 10 references.

- [52] Paltasingh, S. **Relationship Among Creativity, Intelligence and Achievement Scores of Secondary School Students.** *Journal of Teacher Education and Research*, Noida. Vol. 3, No. 2, Dec 2008. pp.54-60.

Objectives: The objectives of present study were: (i) To study the correlation between creativity and intelligence. (ii) To study the correlation between creativity and science achievement. (iii) To study the correlation between creativity and scholastic achievement. (iv) To study the correlation between intelligence and science achievement, and (v) To study the correlation between intelligence and scholastic achievement. **Method:** The study was correlational in nature. A total of 180 students of class IX of two Oriya medium secondary schools constituted the sample of the study. Three tools were used to collect the data: Jalota's Group Test of General Mental Ability, Baquer Mehdi's Test of Creative Thinking, and finally the Science Achievement test prepared by the investigator himself. After the collection of data a quantitative analysis was done. **Findings:** (1) There is significant and positive correlation between creativity and intelligence. (2) There is significant positive correlation between creativity and science achievement. (3) There is significant and positive correlation between creativity and scholastic achievement scores. (4) There is significant positive correlation between intelligence and science achievement. (5) There is significant and positive correlation between total intelligence and scholastic achievement scores. The study cites 12 references.

- [53] Prabha, Shashi. (2005). **To Study the Change of Conceptual Structures Pertaining to Reflection and Refraction through Concept Mapping of the Students of Class X.** Project report of RIA, Ajmer. Supported by ERIC, NCERT, New Delhi.

Objective: (i) To standardize the tool at DMS, Ajmer, for the pre-test. (ii) To impart training to three teachers (one each from a Kendriya

Vidyalaya, a public school and a govt. school) for two days at RIE, Ajmer in the application of concept mapping in teaching Reflection and Refraction. (iii) To administer the pre-test to the control group and experimental group of students by implementing usual techniques in the light of their mental frameworks to obliterate their misconceptions. (iv) To facilitate the students of experimental group to learn the technique of externalizing concepts and propositions through concept mapping. (v) To find out the change in the conceptual structures pertaining to Reflection and Refraction of the students to both the groups. **Method:** The investigation is based on the responses obtained from the students in pre-test and post-test administered on them as control group and experimental group, each formed at three different schools. Prior to this, tools were pilot tested at DMS, Ajmer. The sample selected for the study totaled 86 students of the age group 15-18 years of X standard. The analysis was done by descriptive statistics, group statistics and group statistic using ANOVA test. **Findings:** (1) Conceptual change pertaining to Reflection and Refraction of light was found to be significantly higher in the experimental group exposed to the strategy of Concept Mapping. (2) ANOVA test revealed emergence of gender difference in the result. Impact of concept mapping in bringing the conceptual change was remarkably higher among the girls. It may be concluded that mapping facilitated them to externalize their understanding about the topic in better way. (3) Students were found to be receptive to the idea of Concept Mapping. It was totally new to them. But study of the concept map drawn by them implied that they needed more time to improve the skills of mapping. (4) Effect of concept mapping on the conceptual change of students was observed to be highest in the K.V., followed by the public school and the government school. (5) Concept Mapping as an instructional strategy can be applied to improve teaching learning process related with drawing the ray diagram of the formation of images by the lenses and mirrors for different position of the object. It provided a holistic view of the phenomena of reflection and refraction of light. In the end this report contains 47 references including studies, books and reports.

Special Education

- [54] Shivalingappa, Anupama and Tadasad, P. G. **Use of Gram Panchayat Libraries in Gulbarga District: A Study.** *SRELS Journal of Information Management*, Bangalore. Vol. 46, No.1, March 2009

Objective: The objectives of the present study are to assess the nature and extent of the usage of Gram Panchayat library resources, facilities and services in Gulbarga district. **Method:** Survey method of research has been adopted especially questionnaire and interview schedules in order to determine the use of Gram Panchayat libraries by users in Gulbarga district. **Findings:** (1) The results call for biding a functional and sound Gram Panchayat libraries and emphasis on user education programs for optimal utility of Gram Panchayat libraries. (2) The result signet that department of Public Libraries should ensure the strength of Gram Panchayat libraries system in meeting the local information needs and image of rural librarianship. In the end this study is having 08 references also.

- [55] Kumaraswamy, T and Eswaraiah, G. **A Study on the Attitude of Preraks and Neo-Literates towards Neo-Literate Materials.** *Journal of Adult Education and Extension*, Tirupati. Vol. 2, No.1, 2006. pp. 57-63.

Objective: (i) To know the attitude of *preraks* and neo-literates towards neo-literate materials. (ii) To suggest remedial measures. **Method:** Multi-stage random sampling method was used for selecting the sample. At the first stage out of 3 revenue divisions, 2 divisions were randomly selected. At the second stage from each of the divisions a sample of 5 *mandals* was randomly selected. Thus, the sample contained 200 *preraks*. In a similar manner a sample of 200 neo-literates were selected. **Findings:** (1) It was found in the study that *preraks* have obtained a more favourable attitude than neo-literates on all the sub aspects of neo-literate materials, i.e., academic aspects, content aspects, supply and utility aspects. It is therefore necessary to improve these aspects from neo-literates point of view. (2) The agencies producing the materials have to devote more attention on academic aspects like letter size, book size, colour used, quality of paper, cover page, binding, local language, regional differences in

the language etc. in promoting self-learning among neo-literates. (3) With respect to contents areas, micro studies dealing with reading interests of neo-literates, study habits deserve the attention of more researchers. *Mandal* literacy organizers and district level officials should motivate the neo-literates and *preraks* in this regard. In the end this research has 7 references.

- [56] Singh, Balveer and Sharma, Ramakant. **School Teenagers-Teachers: Knowledge and Perspective.** *Indian Journal of Population Education*, New Delhi. Oct.-Dec. 2007. pp. 52-60.

Objectives: (i) To examine knowledge and perspective of teenagers and school teachers, (ii) To assess the knowledge of school going teenagers and their teachers about sex and reproductive health education. (iii) To analyse social and demographic status and background of respondents. (iv) To pin-point which source and media is more effective for awareness building and knowledge spreading, and (v) To provide recommendation for future action. **Method:** The present study was exploratory in nature. The sample consisted of 300 teenager students and 30 teachers from six senior secondary schools of Udaipur. Structured interview schedule was used as a tool to collect the data. **Findings:** (1) Most of the school teenagers and teachers were aware about various sex and reproductive health related concepts. (2) Level of knowledge varied between teachers and teenage students. (3) Traditional attitude and perspective about sex and reproductive health has now changed in rural and urban areas. Up to some extent socio-demographic background also influenced knowledge and vision of teens and teachers. The study cites six references.

- [57] Nalini, Hema. **Strategic Intervention Paradigm for Autism.** *Perspective in Education*, Baroda. Vol. 25, No. 2, April 2009. pp. 90-101.

Objectives: The present study was conducted to study the development of psycho-socio-pedagogic intervention strategies for children with autism. The manual delineates the strategies to be used by the care givers. **Method:** The present study describes a project implemented under single-subject experimental design. The sample was consisted of 63 children who met DSM-IV criteria from the two important metropolitan cities, Coimbatore and Chennai. Intervention strategies have to be based on learning and learning styles and

sensory problems to be effective and successful. The strategies were used in an eclectic manner in all individual with autism. The collected data were analyzed both quantitatively and qualitatively. **Findings:** (1) The study reiterated the fact that multiple intelligence provides insight into the different learning styles of children and enables the teacher to provide optimum learning environment and experience for the pupils. (2) Maintaining eye contact and keeping oneself at the eye level of child with autism as an important factor in developing meaningful communication with him. (3) Embedded communication activities stresses on the importance of teaching functional, social and communication skills by exploiting functional routines. (4) In toto configuration enables both the child and the interventionist to consider the big picture or complete picture about the activities and also about the child. (5) The study sheds light on the need to provide opportunities for interaction, turn taking, giving and receiving for children with autism, as in a Ping Pong game. (5) Topographical organizers provide clarity, meaning, purpose and structure and they also reduce anxiety from distraction. (6) Visual references prepared under cognitive visual strategies facilitated and augmented communication. (7) Propensity enhancement has broadened narrow and fixated interest of the child into constructive and purposeful activity. (8) The study emphasizes on the importance of holistic learning to teach useful and meaningful skills. (9) It has brought to light the importance of hearing the language in natural context. (10) Children are better supported in their endeavors by responsible and thoughtful adults. The study cites seven references.

[58] Pandey, S. N. and Mishra, B. K. **A Comparative Study of the level of aspirants of normal and crippled adolescents.** *Journal of Educational Studies*, Allahabad. Vol. 6, No.1, 2008. pp. 51-54.

Objectives: (i) To compare the level of aspiration of the normal and crippled adolescents. (ii) To compare the level of aspiration of the normal male adolescents with those of crippled ones, and (iii) To compare the level of aspiration of the normal and crippled female adolescents. **Method:** The present study was comparative in nature. The sample was consisted of five hundred students of different high schools of Jaunpur and Varanasi districts of U.P. selected randomly. To measure the aspiration level an aspiration test-booklet developed by C. B. Dwivedi (1974) was used. After the collection of data quantitative analysis was done. **Findings:** (1) Normal and crippled adolescents differ significantly at the level of aspiration. (2) Normal

and crippled male adolescents differ significantly at the level of aspiration. (3) Normal and crippled female adolescents differ significantly at the level of aspiration. The study cites six references.

- [59] Mallick, M.K. (2005). **A Study of Talented Exceptional Children in Relation to their Perception of Self, Learning Style and Motivational Characteristics**, Research Project in Physical Education, Funded by the NCERT, New Delhi.

Objective: (i) To explore the perception of self, learning style and motivational characteristics of the talented orthopaedic impaired, visually impaired and speech and hearing impaired children. (ii) To explore the differences each of three groups of talented exceptional children on the above mentioned three variables. (iii) To find out the inter-correlations among perception of self learning styles and motivational characteristics of each of the three groups of talented exceptional children. (iv) To find out the strength of predictability of teachers perception of each of the three groups of talented exceptional children on the basis of learning styles and motivational characteristics. **Method:** The study was undertaken after an intensive and extensive review of related literature that documents the fact that the physically challenged individuals with potential gift/talent constitute a distinguished sub-group. Thirty-six talented exceptional children, twelve catering to each group were identified. To study the psychological traits of such talented exceptional students the researcher has focused on certain variables namely, perception of self, learning styles and motivational characteristics which were explored through various tools already existing as well as developed by the researcher. **Findings:** (1) Talented orthopaedic children differ significantly from the talented visually impaired children on perception of self, active experimentation, learning style and on achievement motivation. Significant group differences between the talented orthopedic impaired and speech and hearing impaired children was found on perception of self and hearing impaired and visually impaired children differ significantly on "active experimentation" learning style and on achievement motivation. (2) The perception of self of the talented orthopedic impaired children correlates positively with the group's preferred learning style and with achievement motivation. (3) Regression analysis show that predication of perception of self of the talented orthopedic impaired children could be made on the basis of the group's preferred learning style and achievement motivation conjointly. This study has 175 references.

Teacher Education

- [60] Murdia, S. (2008). **A Correlational Study of Spiritual Intelligence, Personality Traits and Adjustment of Teachers.** Ph.D., Janardan Rai Nagar Rajasthan Vidyapeeth University, Udaipur. Education. Guide: Divya Prabha Nagar

Objectives: (i) To find out the spiritual intelligence, adjustment and personality traits of teachers. (ii) To compare the spiritual intelligence, adjustment and personality traits of teachers according to subject, sex and locality (rural-urban) wise. (iii) To find out the correlation between spiritual intelligence and personality traits. (iv) To find out the correlation between adjustment and personality traits. (v) To find out the correlation between spiritual intelligence and adjustment of teachers. (vi) To suggest a model for enhancement of spiritual intelligence. **Method:** Comparative survey and case study methods were used for this study. As sample 160 teachers were selected in which 80 teachers were urban and the rest 80 from rural schools. The sample was further divided into two sub-groups. In each above group 40 were science teachers and 40 non-science teachers, having male and female teachers in equal numbers. The tools used in the study were 16 PF test by S. D. Kapoor and rating scale for spiritual intelligence and adjustment. Emotional maturity scale, semi-structured interview schedule and case-study format were also administered on select cases. Mean, S.D., t-test, correlation and mean percentage score (mps) were used for statistical analysis. **Findings:** (1) All the teachers in the sample were found spiritually intelligent, though with varying degree. (2) There is no difference in spiritual intelligence of either rural or urban male teachers, nor science or non science male teachers. But male and female teachers differ significantly. (3) Scores of 16 PF shows that out of the 16 factors teachers score an average in 15 factors, while in factor C the teachers score below average. (4) Scores of adjustment shows that the teachers are well adjusted in social area but least adjusted with school environment. (5) Comparison regarding adjustment showed that there is no significant difference in rural and urban teachers, but significant difference in science and non science teachers, as also between male and female teachers. (6) The researcher also presented a seven step hierarchy model for enhancement of spiritual intelligence in teachers.

The number of references cited under bibliography is 136.

- [61] Rajaguru, S. **Impact of “RKMVCOE” Teacher Preparation Curriculum on the Value Enhancement of the Student Teachers.** *Journal of Educational Research and Extension*, Coimbatore. Vol. 45, No. 1, Jan-March 2008. pp.16-22.

Objectives: (i) To adopt value test and study the values of student teachers at B.Ed level. (ii) To study the impact of value oriented teacher preparation curriculum, if any, on the value enhancement of student teachers with special reference to certain value components (Aesthetics, Theoretical, Religious, Political, Social, Economical and Hedonistic values). **Method:** Single group pre-test and post-test experimental research design was applied to the study the impact of curriculum on value enhancement of the student teachers. The sample consisted of 109 B. Ed. students of different parts of Tamilnadu studying in Sri Ramkrishna Mission Vidyalaya College of Education. The investigator adopted value test as a tool for the study developed by Sashi Gilani (1984). The value test was translated into Tamil language and used to collect data from the student teachers. **Findings:** (1) The RKMVCOE teacher preparation curriculum helps student teachers to enhance their values. (2) The RKMVCOE teacher preparation curriculum helps to enhance Aesthetic, Religious, Social and Economical values rather than Theoretical, Political and Hedonistic values. The study cites 3 references.

- [62] Mohalik, Ramakanta. **Impact of In-service Teacher Education Programmes on Teacher Effectiveness and Students Achievement in English.** *Journal of Indian Education*, New Delhi. Vol. 34, No.1, May 2008. pp.70-76.

Objectives: (i) To compare teacher effectiveness of secondary school English teachers having and without having in-service teacher education with reference to gender, region and education qualifications. (ii) To compare achievement in English of secondary school students taught by teachers having and without having in-service teacher education in relation to gender and region. **Method:** The study was descriptive in nature. The sample consisted of 200 teachers teaching English at government secondary schools of Orissa state and 800 students of class IX taught by these teachers. The sample was selected by using stratified random sampling techniques taking gender and region as bases. The tools used to collect data were as follows: Teacher Effectiveness Scale prepared and standardized by P. Kumar and D. N. Mutha (1974) and Academic Achievement Test in English for class IX prepared by the investigator

with the help of English teachers. **Findings:** (1) In-service teacher education has significant impact on teacher effectiveness of secondary school English teachers taken as a whole. Teacher effectiveness of female teachers having B.Ed qualification is influenced by their participation in In-service Teacher Education (ISTE) programmes. But ISTE did not have any impact on teacher effectiveness of male, urban teachers and teachers having M.A., B.Ed qualifications when considered separately. (2) The achievement of students in English is influenced by their teacher's participation in ISTE. The achievement of rural, urban boys and girl students taught by teachers having ISTE is better than that of their counterpart taught by teachers without having ISTE. The study cites 16 references.

[63] Uniyal, N. P. and Lakhera, S. K. **Knowledge and Awareness Level of Teachers undergoing B.Ed Training Through Distance Mode on HIV/AIDS.** *Indian Journal of Population Education*, New Delhi. Oct-Dec 2007. pp. 61-69.

Objectives: The study has been carried out with the following objectives:(i) To determine the level of knowledge of teachers regarding the general information, symptoms and effects of AIDS, and (ii) To determine the level of knowledge of teachers regarding the modes of transmission, prevention and treatment of AIDS. **Method:** The study was conducted with a survey method. The data used in the study was gathered from the teachers pursuing B.Ed training through IGNOU, New Delhi, through distance education mode. The place of this survey has been Birla Campus, Hemwati Nandan Bahuguna Garhwal University, Srinagar. For the purpose of study a questionnaire named 'AIDS Awareness Test' was used as a tool and it was constructed by the researcher himself. After the collection of data qualitative analysis was done to get the final findings. **Findings:** (1) There is no major difference in the level of awareness about HIV/AIDS in the teachers undergoing B. Ed. training through distance mode than others. (2) Marital status of the teachers has no effect on the level of awareness about HIV/AIDS. (3) Secondary school teachers were found comparatively better in their level of awareness about HIV/AIDS on general information, symptoms and effects. Awareness about the mode of transmission, prevention and treatment was equal to the primary school teachers. Just opposite results were found in case of the Hindi medium and English medium school teachers. (4) There is no major difference between urban and rural teachers in their level of awareness about HIV/AIDS. The study cites 13 references.

- [64] Chawla, Vibha and Thukral, Praveen. **Relative Effectiveness of Different Types of Feedback in Developing the Skills of Introducing the Lesson.** *Perspective in Education*. Baroda. Vol. 25, No. 2, April 2009. pp. 111-118.

Objectives: The study was conducted to evaluate a relative effectiveness of seven different types of feedback, i.e., student feedback, peer feedback, supervisor feedback, audio-self feedback, audio plus supervisor feedback, video-self feedback and video plus supervisor feedback in developing the skill of introducing a lesson among student teachers. The specific objective of the study was to find out the relative effectiveness of different types of feedback in developing the skill of introducing a lesson among student teachers.

Method: The study was done under the pre-test post-test, parallel group design. The sample consisted of 70 student teachers selected randomly from D. A. V. College of Education, Hoshiarpur. The tools used to collect the data were Observation Schedule cum Rating Scale for the skill of introducing a lesson, Instruments for Audio Recording and Instruments for Video Recording. The data was analyzed quantitatively. **Findings:** (1) Video plus supervisor feedback was superior to student feedback, peer feedback, supervisor feedback, audio-self feedback, audio-supervisor feedback and video-self feedback in developing the skill of introducing the lesson. (2) Audio plus supervisor feedback was superior to student feedback. (3) Supervisor feedback was superior to student feedback and audio-self feedback and video-self feedback. (4) No significant difference existed between student feedback and peer feedback; student feedback and audio-self feedback; student feedback and video-self feedback; peer feedback and supervisor feedback; peer feedback and audio-self feedback; peer feedback and video-self feedback; supervisor feedback and audio-supervisor feedback; audio-self feedback and video-self feedback in the development of skill of introducing the lesson. The study cites 18 references.

- [65] Dorai, M. Thambi and Muthuchamy, Dr I. **Impact of Teaching Program Upon the Self-Concept of B. Ed. Students.** *Journal of Educational Research and Extension*, Coimbatore. Vol. 45, No. 3, July-September 2008. pp. 1-10.

Objective: (i) To develop values, attitudes and awareness consistent with sustainable development in education. (ii) To develop knowledge and skills in teaching practices of B. Ed. Trainees. (iii) To appreciate

the commonality of needs, rights, values and psychology of the B. Ed. trainees with the teaching practice of the B.Ed. trainee with teaching practice programmed. (iv) To increase the self-concept of the teachers. (v) To link the personality development to educational reforms. **Method:** In the study explorative research method was employed. The investigator used the Mohsin Self- Concepts Inventory Questionnaire. The tool was administered to the sample selected before and after the teaching practice period and data was collected from the respondents. The group sampling was used for this study. A total of 200 woman B. Ed. students for the variables from three self financing B. Ed. colleges for woman in Tamilnadu were selected. **Findings:** The findings from the research reveals that the level of self-concept of woman B. Ed. trainees increases significantly after the teaching practice program compared to the earlier level of pre-teaching program.

[66] Khan, Neelofar. **Impact of Creative Talent on the Performance of Teachers Trainees of Distance Mode.** *Indian Journal of Open Learning*, New Delhi. Vol. 17, No.1, January 2008. pp. 95-100.

Objective: (i) The main objective of the study was to find out the impact of training on the creativity of the teacher trainees being trained through the distance mode. (ii) The other objective of the study is to analyze differences in the achievement motivation among high, moderate and low creative groups of B. Ed. teacher trainees of the distance mode. **Method:** The survey method was adopted to ascertain the degree of creativity in the form of fluency, flexibility and originality being possessed by the teacher trainees and as such to know the impact of total creative ability on the N-achievement of the trainees being trained through the distance mode. The sample consisted of randomly selected 150 teacher trainees enrolled with the Centre of Distance Education (CDE), University of Kashmir. **Findings:** (1) The result gathered here show that the creative teacher tries to perform well in relation to a standard of excellence or in comparison with others who are competitors and their achievement also suggest a high level curiosity. (2) The result also reveals that the teacher with strong need for achievement wants to be successful at some challenging task, only for the sake of doing well.

- [67] Gulhane, G. L. **Innovative Approaches to the B.Ed. Curriculum in the Universities of Maharashtra.** *Journal of Educational Research and Extension*, Coimbatore. Vol. 45, No. 4, October-December 2008, pp.1-11.

Objective: (i) To analyze the present B. Ed. curriculum in the Universities of Maharashtra. (ii) To study the opinion of student-teachers and teacher-educators, towards the present B.Ed. Curriculum. (iii) To develop innovative approaches for effective teachers training programme. **Method:** Survey method was adopted for the study. A stratified random sampling method was used for selection of sample for the study, comprised of 200 student-teachers, 100 teacher-educators and 25 principals from 25 B. Ed. colleges affiliated to Sant Gadge Baba Amravati University, Amravati (Maharashtra). **Findings:** (1) There is no uniformity in the B. Ed. curriculum of Educational Psychology in the Universities of Maharashtra. (2) There are significant differences between the opinion of student-teachers and teacher-educators towards practical and practice teachings. (3) In Educational Psychology as experimental subject the Universities in Maharashtra have given more weightage to the objectives like understanding and knowledge instead of Application and skill.

- [68] Pandey, M. M. (2005). **Quality Analysis of B. Ed. Curriculum, Implementation and Outcomes.** Project of the RIA, Ajmer, Supported by ERIC, NCERT, New Delhi.

Objective: (i) To prepare three sets of questionnaire/ test for B. Ed. courses followed by the RIE, Ajmer, and MDS University, Himanchal Pradesh, separately based on its common approaches and curriculum contents. (ii) To analyze the B. Ed. curriculum/ syllabi in respect to its predetermined aims, instructional/ expected behavioural objectives and learning outcomes, (iii) To analyze and interpret whether the contents outlined to fulfill the objectives of the course help in the promotion of teacher envisioned with national perspective. (iv) To analyze the efficacy of the contents, methods of implementation, contrast and collate the compulsory courses subject-wise, contents-wise, and time-wise. (v) To analyze the practice teaching in terms of duration and the number of lessons, its implication, impact and power of capacity building in the teacher as expected. (vi) To analyze the inherent shortcomings of the courses designed. **Method:** The investigator visited the colleges himself to conduct the test on the pupil teachers studying the compulsory papers. He had to complete

the process before the students left for their home after being examined in the course contents studies during the session 2003-04. The questionnaires were administered personally on the teacher students of RIE, Ajmer. First and second year sample indicates the number of the clientele group on whom the questionnaire were administered numbering over 200 pupil teachers to seek their views, responses and feelings. **Findings:** (1) Instructional objectives of the two year B. Ed. curriculum described hardly match with the contents taught in the classroom situation. Some mismatch recorded to the extent to 20, 25-30 and 30-35% at least. The instructional objectives and contents pull in diverse directions. Sincere thoughts need to be given to rectify the anomaly. (2) The methods approved or prescribed for organizing teaching and learning in the classes get rarely practiced. Group discussion, proper and required interaction, remedial teaching, uses of innovative practices including the mass media and the educational technology do not find place in the scheme of transacting or delivering the contents, leaving the students in poor situation of half-understanding their work. Implementation is defective and needs to be open and attractive. (3) Though efforts have been made to keep balance in the content, methods of delivery, communication, understanding and expression on students' side but the same has inherent contradictions. (4) The time allotted for internship in teaching is enough but rest with equal division of duration/ time in two years of B. Ed. programme. (5) On the whole the two year B. Ed. secondary course is qualitatively superior by all practical and useful standards but is not so popular. The state prefers to continue with only one B. Ed. In the end this project report has 28 references.

[69] Prameela, V. Rani. (2005). **A Comparative Study of Emotional Maturity of Higher Secondary Students with B.Sc. Ed. and B. Ed. Students of RIE, Ajmer.** Project Report of the RIE, Ajmer, supported by ERIC, NCERT, New Delhi.

Objective: (i) To know the emotional maturity of different course students of the RIE campus, Ajmer. (ii) To compare the emotional maturity relation to indifferent areas of Emotional Maturity, (iii) To compare the emotional maturity with the relevant background variables. (iv) To know the level of concept attainment of the RIE students, Ajmer. (V) To compare the concept attainment with the relevant background variables. **Method:** The observational technique of study was used in this project. The data was collected from 142

students of the RIE, Ajmer, of different classes like higher secondary, B.Sc. Ed. IIIrd Yr. and B. Ed. students. The tools meant for the data collection are Emotional Maturity Scale (EMS) and Concept Attainment Test (CAT). Each item of the tools were examined and discussed thoroughly with experts and finally selected on the basis of its relevance and suitability for the study. **Findings:** (1) The age and educational qualifications of the students has great influence on their emotional instability. Proper guidance and counseling has to be given to the students of different age and course. The students of RIE, Ajmer, lack the capacity to dispose of various problems affecting their work. Irritability, needs, constant help for one's day to day work, vulnerability, stubbornness and temper tantrums among some of them have to be addressed. (2) The finding of emotional regression has also great influence on age and educational qualifications of the students. Teachers should take care of the characteristics of emotional regression like feeling of inferiority, restlessness, hostility, aggressiveness and self centered attitude. Proper training is given to overcome emotional regression. (3) The factors of social maladjustment, personality disintegration and lack of independence have no influence on the background variables considered for the present study. Therefore it is clear that the students of the RIE, Ajmer, possess similar characteristics of emotional maturity though they belong to different age, course and areas. It can be said that exhibiting positive characteristics like social adaptability, mindlessness and non-boasting, truthful behaviour with no phobias, optimism, morality and thinking of themselves as self-reliable person are also found among them. (4) The major finding in concept attainment among male and female students was found to be similar. Educational qualifications of the students have great effect in concept formations due to difference in curriculum they follow. In the end this project report has 12 references.

[70] Patel, P.G. (2005). **Developing Self-study Skills among Primary Teachers through Educational Magazines.** A project of Gujarat Institute for Research in Education and Development Pargatishil Jivan Partishthan, Ahmedabad. Supported by ERIC, NCERT, New Delhi.

Objective: (i) To survey the self-learning material used by primary teachers. (ii) To motivate the authors to write with specific goal to develop competence and commitment of the teachers and teacher-educators. (iii) To develop individual self-learning skills of the

teachers through the educational magazines, (iv) To develop collective school-based and cluster-based self-learning skills of the teachers through the educational magazines. (v) To evaluate professional growth of the teachers and its impact on school education. **Method:** This research report conducted in three phases in three years. The project undertaken for the two and half year time period. In the first phase, survey of educational magazine was conducted. The workshops regarding article writing were conducted. The teachers were provided facility for intensive and purposeful reading. The two monthlies Pragatishil Shikshan and Prayogshil Shikshan were distributed to all the teachers. The teachers motivated by PI DEO. Constant evaluation, guidance and motivation were provided by the experts and JPFs for reading magazines. To collect required data the survey method was used. Educational magazines were surveyed. Field visits and interview technique was exercised to understand the use of educational magazines, and the collected data was mostly analyzed in a descriptive manner. **Findings:** (1) The teachers enriched themselves through articles of magazines. Active responses acquired in oral, written and activity forms. The teachers' commitment for children, society and professions was developed. (3) The teachers were motivated and helped by the use of magazines. (4) The teachers, in order to become a better facilitator in the learner's development process, have to develop a skill-directed learning. (5) The teachers should be enforced to do experiments and to write the results systematically. The educational magazines should reach to all the schools through some resources or good schemes. The teachers should be motivated to develop their individual library. In the end the study has 15 references.

[71] Naravane, Minal. (2007). **Study of Pre-service Teacher Education at Secondary Stage in Pune University with a View to Understanding Perspectives, Practices and Prospects of Teacher Education in Emerging Diverse Educational Context.** A Research Report by AAPANCH, Pune, Maharashtra. Supported by ERIC, NCERT, New Delhi.

Objective: (i) To examine the existing teacher education curriculum in term of its relevance to emerging diverse educational context. (ii) To study whether the existing practice of curriculum transaction equip the student teachers to meet their professional requirements for emerging diverse educational context. (iii) To prepare a profile of teacher educators and examine it in the light of the requirements of

emerging diverse educational context. (iv) To analyze the perception of stakeholders with regard to the prevailing teacher education program. (v) To study how for the present day teacher education programs are able to achieve their stated objectives. **Method:** In order to study the objectives the survey method was adopted. The survey was exploratory in nature rather than describing the happenings. The data sources, tools and sample belonged to seven colleges of education affiliated to the University of Pune selected randomly. **Findings:** (1) As far as certain Emerging Diverse Educational Context (EDEC) themes are considered they have got appropriate and adequate place in the curriculum. Major such themes are Indian heritage, national goal stated in the Preamble of the Indian Constitution, education for all, education for quality of life improvement, education for developing skills, education for social mobility, education for developing values and education for character formation. These are the latest development in the field of education. (2) As far as the structure of the present curriculum is concerned, the framers did think of alternative forms of curriculum like modular curriculum, competency based alternative forms of curriculum etc. But they are also aware that this needs extensive change in the mind-set of stakeholders which will happen slowly. This may have prohibited them to take decisions about drastic changes. (3) The duration of the B. Ed. course is not enough according to many teachers' educators and curriculum framers. But at the same time they are aware of resources requirements for widely discussed two year B. Ed. programme. (4) Student teachers become well aware of professional characteristics perhaps due to the image of teachers in Indian minds since childhood. (5) Apart from this the analysis shows that only one fourth of teacher educators were involved in any kind of innovative activity within the last three years. (6) The current methods of classroom teaching in teacher education colleges must be given a re-thought. Their utility in developing competencies required in EDEC is limited. In the end the study has 25 references.

[72] Devi, M. D. Usha. (2007). **Pre-Service Secondary Teacher Education in the Diverse Education Context: A Study of B.Ed. Programme in Karnataka.** A Project Study by the Institute for Social and Economic Change, Nagarabhavi, Bangalore, Sponsored by the NCERT, New Delhi.

Objective: (i) To assess the existing teacher education curriculum in terms of its relevance to emerging diverse educational contexts.

(ii) To study whether the existing practice of teacher education curriculum transaction equips the trainees to meet their professional requirements. (iii) To analyze the perception of teacher educators and teacher trainees with regard to relevance and adequacy of the existing professional preparation programme of teachers. (iv) To evolve the profile of teacher educators with a view to assess their competence in changing contexts. (v) To identify the gaps between the on-going process of teacher preparation and the intended objectives. (vi) To analyze the perception of stakeholders with respect to compatibility of the teacher education programme for emerging roles of the teacher. **Method:** The study had employed a descriptive survey design to study the stated problems. A normative framework was adopted to analyze the current teacher education programme to assess its relevance and capability to prepare teachers for the emerging diverse educational context of globalisation, privatisation and liberalization. The sample collected from 74 B. Ed. colleges in the state of Karnataka at the time of the study. These colleges are affiliated to six universities in the state. **Findings:** (1) In terms of the intentions and objective of the teacher education for the secondary stage of education, the B.Ed. programme appears to reflect the border national goals of education as well as some of the emerging concerns in the diverse education context. Curricular objectives (such as those referring to education and its relationship with Sociology, Economy, patterns of growth and development among adolescents, knowledge and methods of assessing personality, achievement, school and classroom management, educational technology, programmed instruction, emerging trends in ICT, status of secondary education in India, challenges and interventions to improve quality and access, problems and issues related to professional growth of teachers, learning process, principles and theories, evaluation, test construction, computation and statistics, population explosion, AIDS, values, human rights, education and peace, multi-cultural education, environmental education) under the professional subjects are clearly indicative of the excellent intentions of the B. Ed. programme. (2) Only a little 10 % of objectives are stated with the aim of developing skill or application. (3) Over 80 % of the objectives are under the pedagogic papers. However, none of the papers, either professional or pedagogic makes a mention anywhere about exposing student teachers to the school life and school culture at least in intentions as this is an important element of teaching professional and therefore it becomes necessary that the B. Ed. curricular space not only reflect such an intention but also allow adequate curricular

space to even practice the same. (4) In terms of providing knowledge base, the programme seems to have Emerging India; “Fundamental of Educational Psychology”, “School Management”, “Information and Communication Technology”, “Secondary Education in India”, “Psychology of Learning and Instruction” and “Education and National Concerns” under its core curricular domains. In this study there are 35 references cited.

[73] Das, Swarnlata. (2006). **Pre-service Secondary Teacher Education in Assam (ASOM) for Emerging Diverse Educational Contexts: Perspectives, Practices and Prospects**. A research project by the University of Gauhati; Gauhati. Funded by the NCERT, New Delhi.

Objective: (i) To examine the existing teacher education curricula in Assam in terms of its relevance to the emerging diverse educational context. (ii) To study whether the existing practice of transaction of teacher education curriculum in Assam equip the student teachers to meet their professional requirements. (iii) To prepare a profile of teacher educators of Assam. (iv) To study the existing teacher education programme in Assam. (v) To study how far the existing teacher education programme in Assam are able to achieve their objectives in operation. **Method:** This project research is descriptive in nature and using the observational method by using questionnaire. The sample selected for the study was taken from the Gauhati University, Assam, the oldest university in North Eastern region. The number of B. Ed. colleges selected in sample was 3 government colleges and 3 private ones. **Findings:** (1) Reflection of Indian heritage is more evident in theory paper whereas for method papers it is dependent on the nature of subject. (2) As regards the integration between theory and practice, the link was found to be weakest in theory paper and stronger in method papers. (3) The classroom situation generally failed to integrate the selected parameters. (4) The on-going teacher education programme did not help the teachers with ICT based teaching learning. (5) The present duration of practice teaching was not sufficient for attainment of skill and attitude. (6) Development of professionalism among student teachers was minimally present in the total transaction process. (7) Community programme should be an integral part in curriculum transaction process. (8) Only 27.3 % teacher educators were from reserved categories. Only 4.2 % teacher educators were from the group of first generation learners (9) 25.5 % teacher educators were found not

involved with any innovative activity. Only 6.4 % teachers have got the credit of some publication. Regarding introduction of ICT, only 37.2 % teacher educators could operate MS-Word independently. (10) The awareness about the important current issues among the trained teachers is more due to the media (73 %) and less due the B. Ed. programme (37 %). In the end this project cited 45 references including studies, reports and books, etc.

[74] Sengupta, Debjani. (2006). **Pre-teacher Education for Emerging Diverse Educational Context: Perspective, Practice and Prospects—A Case Study in West Bengal.** A research project by Calcutta University, funded by the NCERT, New Delhi.

Objective: (i) To examine the existing teacher education curricula in terms of its relevance to the emerging educational context. (ii) To assess the ongoing process of teacher education curricula in relation to its objectives to identify gaps. (iii) To assess the ongoing process of teacher education curricula in relation to the professional requirements of the future teachers. (iv) Preparation of profile of teacher educators with reference to changing contexts. (v) Analyze the stakeholders' perception of the present day teacher education programme. **Method:** This is an evaluating study aiming at responsive evaluation, Care was taken to satisfy all the basic criteria to make it accurate. The data was presented in the report keeping intact the confidentiality of the respondents. As regards accuracy of data, the technique of triangulation was adopted by cross checking the data through questionnaire, interview and observation. The sampling unit for the study is the CTES in West Bengal. There are 8 universities in West Bengal running the teacher education programme. Almost all the universities have a number of affiliated colleges. **Findings:** (1) The study analyzed two sets of teacher education syllabi. One (B.Ed.-Gen.) was last revised in 1997 and other (B.Ed.- Sc.) was introduced much latter, in 2003-2004. Both of the syllabi have references to all the key terms developed to latter Diverse Educational Context. (2) More than 50 % of all the teacher educators are from general castes, rural based and below 40 age group. Fathers are mostly non-matriculate and salaried person engaged in non-education related services (36%). However, as many of the teacher educators are coming from rural background (above 40 %), next in the order of parental occupation are agriculture. Mothers are predominantly housewives. (3) Use of and reference to IT was not observed in the classroom

because of infrastructural limitations. As to the other three categories, the trend of classroom transaction was towards the developing end of the continuum. (4) The bureaucrats were giving importance to proficiency in subject teaching. Next in importance were acceptance of diversity and inter-personal relationship. Feedbacks from the students are not much valued in the authoritative mind-set of the administration. In the end the project report cited 35 references including studies, research report and books etc.

[75] Arora, R.K.S. (2006). **A Study of Pre-service Secondary Stage Teacher Education for Diverse Educational Contexts: Perspectives, Practices and Prospects.** A project Study by the RIE, Ajmer. Funded by the NCERT, New Delhi.

Objective: (i) To examine existing teacher education curricula in terms of its relevance to the emerging context. (ii) To assess the ongoing process of teacher education curricula in relation to its objectives to identify gaps in it. (iii) To assess the ongoing process of teacher education curricula in relation to the professional requirement of the future teachers. (iv) Preparation of profile of teacher educators and to examine it in relation to the needed competence of teacher educators in changing context. (v) Analyze the stake-holders' perception of present day teacher education programme. **Method:** This is evaluation research as a classification of Best and Kahn (1996). In this study a sample has been taken from the teacher training colleges affiliated to the MDS University, Ajmer. Including five teacher educators, five pupil teachers and five in-service teachers graduated from the selected colleges, a total of 75 individuals were interviewed who formed the sample of the study. Data collected through interview, questionnaire, teachers profile, etc. was systemized and tabulated to draw inference. **Findings:** (1) From the study it was found that the existing teacher education syllabus of MDS University, if expected to be woven around some quality parameters, does not fulfill its objective. (2) Pupil teachers and in-service teacher said that their teachers during training used only lecture method with question-answer technique. While teacher educators said that they followed project method, group discussion, field trip, brainstorming, laboratory method in addition to lecture method, although it does not appear to be correct. (3) The analysis of the opinion expressed by the teacher educators on various items under ten competencies was not encouraging. This reveals that the existing content of teacher education programme (B. Ed.) offered by

the M D S University, Ajmer is not very much useful in developing required competency in the pupil teacher. (4) About 11 % of the sample of teacher educators was retired government servant. All the teacher educators including in the sample were M.A./ M.Sc. and M.Ed. In M.Ed. 54% had a first division, 27 % had second division, 6 % had third division and 12 % did not deposite. (5) Regarding computer literacy, only 21% of the sample were found having functional knowledge of computer. In the end this study project has 38 references.

[76] Narayana, U. Lakshmi. (2005). **Pre-service Teacher Education for Emerging Diverse Educational Contexts: Perspectives, Practices and Prospects**. A project of the RIE, Bhopal, sponsored by ERIC, NCERT, New Delhi.

Objective: (i) To examine the existing teacher education curriculum in terms of its relevance to the emerging diverse educational contexts. (ii) To assess the ongoing processes of teacher education curriculum in order to identify gaps. (iii) To assess the existing practices of teacher education curriculum in relation to the professional requirement of the future teachers. (iv) Preparation of profile of the teacher educators in changing context. (v) To analyze the perceptions of stakeholders (teacher educators, teachers and student teachers) with regard to the teacher education programme. **Method:** This is a descriptive type of study. The unit of study is the pre-service teacher education curriculum stipulated by Barakatullah University, Bhopal. There are three independent samples drawn from 19 colleges of education affiliated to Barkatullah University. The three sets of samples were the teacher educators (109), student teachers (360) and novice teachers (33). **Findings:** (1) Indian heritage and national goals has been adequately reflected in teacher education curriculum wherever it is feasible. Latest developments in the field of education have not been adequately reflected in the curriculum. There is some space provided for integrating theory and practice in all the methods of teaching papers. Curriculum has not addressed adequately to prepare teachers to play their role as facilitator and innovator. As such curriculum was not prescribed any innovative activities and hence there is no scope for inculcation of values in the Indian context. It was found that the teacher education curriculum is silent on different aspects of international understanding, such as role of international agencies, universal brotherhood, internationalization of education, etc. (2) Curriculum practices are found to have been

helping to some extent student teachers to act as facilitators of learning. Teacher educators are helping student teachers to learn about participatory teaching. (3) ICT based pedagogical environment is absent in curriculum practices. A large majority of teachers are not aware of computer operations. Teacher educators are encouraging student teachers to use community resources for improving efficacy in undertaking classroom researches and innovations. (4) It is observed that some curricular practices are providing learning opportunities outside the classroom. Curriculum practices are providing space to acquire new information. There are attempts to develop among student teachers professional values like punctuality, hard work and regularity. (5) A large majority of teacher educators are possessing qualifications as per the norms of NCTE. Only 9% of teacher educators have acquired research degrees. It is found that a low percentage of teacher educators have participated in professional training (10.5%) and innovative activities (11%). In the end this study has 12 references.

[77] Kothari, R.G. (2007). **A Study of the Pre-service Secondary Teacher Education Programme in Southern and Central Gujarat Regions for Emerging Divergent Educational Context: Perspective, Practices and Prospects.** A project by the CASE, Vadodara, sponsored by ERIC, NCERT, New Delhi.

Objective: (i) To examine the existing teacher education curricula in terms of its relevance to emerging educational contexts. (ii) To assess the on-going process of teacher education curricula in relation to its objectives to identify gaps. (iii) To assess the on-going process of teacher education curricula in relation to the professional requirements of future teachers. (iv) Preparation of the profile of teacher educators and examine it in relation to the needed competence of teacher educators in changing contexts. To assess the ongoing process of teacher education curricula. (v) Analyze the stake-holders perception of the present day teacher education programme. **Method:** This is a observational type of study based on interviews. The sample was chosen from the following four colleges: V.T. Chokshi Sarvajanic College of Education, V.R. Bhakta College of Education, Kamrej, Shree Rang Shikshan Mahavidyalaya, Billimora, and B.J. Patel College of Education, Barodoli, among fourteen colleges of B.Ed. under the Narmad South Gujarat University. **Findings:** (1) The curriculum which is mostly theory based needs to be standardized with more of the practical inputs in terms

of ICT skills. (2) The global standards of teaching skills need to be incorporated in it. (3) Teacher education programme is based on innovative ideas and opening of the teacher occupational horizons to the world across. To meet the expectations of the globalized schools it becomes imperative for the student teachers as well as the teacher educators that they should be aware about the changes which are frequently happening in their profession. For the purpose the training of teacher educators and student teachers has to be as per the global standards and appropriate utilization of the time spent in training programme has to take place. For the progress of these institutions it is necessary that they should be networked with a progressive approach for the teaching profession and must realize the importance of making it global in nature. As the demand for teachers is increasing in the market of education, so is the demand for the education and teaching is exceeding. To meet these raised expectations of the society, it becomes essential to the teacher education programme to revise the curriculum and its implementation. The teachers are the people who bring change before the other persons in the society. In the end this study project has 40 references including books, journals and other studies.

Teacher Evaluation

- [78] Sumangaala, V. and Devi, U. K. Usha. **Woman Teachers' Attitude towards Teaching Profession and Success in Teaching.** *Anweshika*, New Delhi, Vol.5, No.1, June 2008. pp. 24-40.

Objective: (i) To estimate the percentage of secondary school woman teachers with high average and low attitude towards teaching profession. (ii) To test whether attitude towards teaching profession can significantly differentiate between successful and less successful secondary school woman teachers. (iii) To test whether there is any significant relationship between attitude towards teaching profession and success in teaching among secondary school woman teachers.

Method: This is a qualitative observational type of study. Data for the study was collected by means of a sample consisting of three hundred secondary school woman teachers belonging to ten districts of Kerala, drawn by proportionate stratified sampling technique. The tools used were scale of attitude towards teaching profession (Poozhikuth, 1991) and Teaching Success Rating Scale (Mathai, 1991). **Findings:** (1) Attitude towards teaching profession is a variable that affects success in teaching. (2) Successful and less successful woman teachers differ significantly in the mean scores of attitude towards teaching profession. (3) Attitude towards teaching profession is significantly related with success in teaching. The study has 10 references at the end.

- [79] Narayanappa, V. and Akhtar, S. **A Study of Self-evaluation of Lessons by Student-teachers in Relation to their Attitude Towards Teaching Profession.** *Journal of All India Association for Educational Research*, Bhubaneshwar. Vol.19, Nos. 1 and 2, March and June 2007. pp.86-88.

Objectives: (i) To identify teaching efficiency through self-evaluation of lessons. (ii) To identify positive correlation between teaching efficiency through self-evaluation of lessons and attitude towards teaching profession. **Method:** The study was exploratory in nature. The sample consisted of 596 student teachers of colleges of education affiliated to Gulbarga University and selected on the basis of cluster sampling technique. The tools named 'Self evaluation of lessons-A

check list' constructed and standardized by D B Rao and 'Attitude Scale towards teaching profession' constructed and standardized by Kulsum were used to collect data. **Findings:** (1) The student teachers undergoing at secondary teacher training level possess high teaching efficiency through self-evaluation of lessons.(2) There is no significant positive correlation between the teaching efficiency through self-evaluation of lessons and attitude towards teaching profession of all student teachers.(3) There is a significant positive correlation between teaching efficiency through self-evaluation of lessons and attitude towards teaching profession of the sub-groups i.e. English, Graduate, Post Graduate, High Caste, OBC, aided and unaided. (4) There is no positive significant correlation between teaching-efficiency through self-evaluation of lessons and attitude towards teaching profession of the sub-group, i.e., all student-teachers whether men, women, (studying) Kannada, Arts, Science, (belonging to) SC/ST and Government (institutions). The study does not cite any reference.

[80] Jain, Rachna. **Teaching effectiveness of teachers trained through distance mode in relation to sex, experience and type of school.** *MERI Journal of Education*, New Delhi. Vol. 2, No. 2, Oct 2007. pp.77-84.

Objectives : (i) To compare teaching effectiveness of male and female teachers trained through distance mode. (ii) To compare the teaching effectiveness of government and private school teachers trained through distance mode. (iii) To compare the teaching effectiveness of teachers on the basis of their experience (more/less) trained through distance mode. **Method:** Survey method was employed to collect the data. The sample consisted of seventy-five distance trained teachers working in twenty secondary schools in two districts (South and Central) of Delhi. Personal datasheet was used for getting information specifying whether teacher is trained through formal or distance mode and about the sex, school category and teaching experience. Teaching effectiveness observation scale (TEOS) developed by the investigator was also used to collect the data. **Quantitative analysis** was done after the collection of the data. **Findings:** (1) There was significant difference in introduction of the lesson, ending of the lesson and classroom climate of male and female teachers trained through distance mode. Female teachers were more effective as compared to male teachers. (2) In the case of development of the lesson, significant difference was found between the male and female teachers trained

through distance mode with respect to explanation, communication, questioning and reinforcement and use of chalkboard. No significant difference was found between the male and female teachers in the case of other skills like response management and class management. (3) There was significant difference in all aspects of teaching effectiveness i.e. review of home assignment, introduction of the lesson, development of the lesson, ending of the lesson and classroom climate of government and private school teachers trained through distance mode. (4) There was significant difference in review of home assignment and introduction of the lesson of more and less experienced teachers. The study cites fifteen references.

- [81] Tyagi, S. K. and Jain, Anupam. **Accuracy of Self Assessment of Student-teachers in Relation to Peer Feedback Information.** *MERI Journal of Education*, New Delhi. Vol. 2, No.2, Oct 2007. pp.103-108

Objectives: (i) To compare the accuracy of self assessment of student teachers before peer discussion and after. (ii) To study the relationship between the obtained scores and the estimated scores of self assessment of student teachers before and after peer discussion separately. **Method:** The nature of the present study was explorative in nature. The sample was consisted of 76 student-teachers studying in School of Education, Devi Ahilyabai Vishwa Vidyalaya, Indore during 2006-07 academic session. The study involved self assessment measures as the tool. **Findings:** (1) Student-teachers assessed themselves more accurately after peer discussion than before discussion. So the peer discussion helped student-teachers in making accurate self assessment. (2) Estimated scores of self assessment and obtained scores of student-teachers were found to be positively and significantly correlated and the magnitude of this correlation increased by peer feedback information. The study cites 17 references.

- [82] Srinivasan, R. **Polytechnique Teachers' Preparedness for Teamwork - An Analysis.** *Journal of Technical and Vocational Education*, Chennai. Vol.24, No.1, June 2007. pp. 74-76.

Objectives: (i) The study aimed at identifying the attitude of some teachers for being a team player/ member, and (ii) Involving them in discussions on common problems faced by them in classrooms. **Method:** The nature of study was explorative in nature. The sample was consisted of 12 polytechnique teachers of the Eastern region

who participated in a short term training programme. An opinionnaire 'preparedness for team work' having ten statements was used as a tool to gather data. The data were analyzed quantitatively. **Findings:** (1) Teachers were well oriented to work in a group situation and prefer to work as a team member and as a team leader as per the needs of the activities supervised by them. (2) There was no obsession with 'I' word and individual ego is not an impediment for group decision-making. The study cites nineteen references.

[83] Dorai, M. Thambi and Muthuchamy, I. **Impact of Teaching Program Upon the Self-concept of B.Ed. Students.** *Journal of Educational Research and Extension*, Coimbatore. Vol. 45, No.3, July-September 2008. pp. 1-10.

Objective: (i) To develop values, attitudes, awareness consistent with sustainable development in education. (ii) To develop knowledge and skills in teaching practice of B.Ed. trainees. (iii) To appreciate the commonality of needs, rights, values and psychology among the B.Ed. trainees with teaching practice programme. (iv) To increase the self-concept of the teachers. (v) To link the personality development with educational reforms. **Method:** In the study, explorative research method was employed. The group sampling was used for this study. A total of 200 women B.Ed. students from 3 self financing B.Ed. colleges for woman in Tamil Nadu were selected. The investigator used the Mohsin Self-Concepts Inventory Questionnaire. The tool was administered to the sample selected before and after the teaching practice period and data collected from the respondent. **Findings:** The findings from the research reveals that the level of self-concept of women B.Ed. trainees increases significantly after the teaching practice program compared to the teaching programme compared to the self-concept level of pre-teaching programme.

Value Education

[84] Nanda, Renu. (2005). **Development of Self Instructional Modules for Inculcating Human Values among Dogri Speaking Children 6-14 Year age Group of Jammu Region.** ERIC Project Submitted to DERPP, NCERT, New Delhi.

Objective: (i) The research project was designed and carried out with the prime objective of making an in-depth analysis of the issues which confront the youth today. Notwithstanding the present day problems and complexities of life the youth of present day has been caught in the cobweb of intense competition and singular focus on career pursuits. This has created an imbalance in the life approach of younger generation who want to climb the ladder of success at any cost without bothering how it would impact their quality of life subsequently. **Method:** This research project is an analytical study. Mostly meta analysis type of research technique was used in it. The data were collected from the field study of four districts of Jammu region, namely, Akhnoor, Jammu, Samba and Bishnah of Jammu and Kashmir. **Findings:** (1) The finding of study, investigating various facets of personality development and value orientation of pupils enrolled in schools recommends an action plan which should be incorporated at school level for effectively realizing the cherished goal of value based education. (2) The recommendations are: first, a review of the existing course curricula so as to ensure that the mental and emotional facilities of the students are in conformity to an ideal societal citizenship; second, to create an institutional mechanism which ensures that imparting of value education is not a mere formality but a basic necessity of shaping young children into responsible and committed citizens of future by helping them to acquire faith and trust not only on their own selves but on the other parts of the society; third, at school level it is very important to monitor and evaluate how teaching of value education impact learners, fully realizing their unbiased and impressionable mind so that necessary interventions could be identified and implemented depending on case to case and situation to situation occurrence of events; fourth, at school level it is important that a periodical feed back is obtained on the effect and impact of value education from the student community so that a review of the existing teaching learning processes is

undertaken for incorporating necessary improvisations, if required; and fifth, at the board level, imparting of value education must be made a mandatory requirement for schools both in government and private sector located in the state of JandK so that a uniform approach is evolved. In the end the study has 20 references.

Women Education

- [85] Tind, S., Mahal, R. and Seema. **Rearing Practices of Rural Girls - A Situational Analysis across Cultural Zones of Punjab.** *Studies of Home and Community Science*, New Delhi. Vol. 2, No.1, July 2008, pp.59-64.

Objective: (i) To study the existing levels of schooling status, household responsibilities and upbringing practices of rural adolescent girls aged 13-18 years. (ii) To study the existing levels of economic social, health and marriage aspects of rural adolescent girls aged 13-18 years. **Method:** A multi-stage random sampling method was employed for the selection of the sample. Since the Punjab state is divided into three cultural zones i.e. Majha, Malwa and Doada, a total of 72 villages in 36 blocks from all the three cultural zones, falling in 12 districts of Punjab were selected. In all 3600 rural adolescent girls were taken for the study. **Findings:** (1) The girls in all the three cultural zones were of the view that discrimination between genders was felt in different rearing practices, no matter what amount of school work is there. (2) The girls from all the cultural zones have to give priority to their household responsibilities. Girls were not allowed to go for movies as this would bring bad name to their families. (3) No social/ religious functions are performed on the birth of a baby girl. In the end this study mentions 19 reference.

- [86] Sharma, Permlata. and Shamala, Mrs. S. K. (2005). **Perception and Understanding on Woman Empowerment.** A project of the RIE, Mysore. Supported by ERIC, NCERT, New Delhi.

Objective: (i) To find out the impact of language related activities as intervention on understanding and attitude of the students about woman empowerment. (ii) To find out the difference on attitude and understanding towards woman empowerment between male and female students. (iii) To find out the relationship between attitudes and understanding of students related to woman empowerment. **Method:** This study is mainly qualitative type research It involved the 50 students of class XI from the Demonstration School, RIE, Mysore, to pioneer and test the situation. To gather the requisite data a pre-test and post-test technique was employed. **Findings:**

(1) From the observation it was found that the gender difference was not significant though in the mean scores, there is some marginal gain in both male and female students during pre and post test performance. This shows intervention conducted on male and female students did not have any significant effect. (2) The investigation found that science students were more logical and they went with logic whereas social science students had more components of aesthetics and sensitivity due to studying literature, etc. (3) There were no gender differences, subject differences in pre-testing. An attempt was made to find out the interaction effect between the gender and subject to see any such effect. Though there was no significant difference found between male and female students as well as the students from Humanities and Science backgrounds on their attitude and understanding on woman empowerment issues. Yet the correlation metrics showed that there existed intra correlation among the activities, it were inter related and had significant relationship among themselves. In the end the research project has 9 references.

NCERT EDUCATIONAL JOURNALS

Revised Rates of w.e.f. 1.1.2009

Title	Single Copy	Annual Subscription
School Science A Quarterly Journal for Secondary Schools	Rs. 55.00	220.00
Indian Educational Review A Half-yearly Research Journal	Rs. 50.00	100.00
Journal of Indian Education A Quarterly Journal of Education	Rs. 45.00	180.00
भारतीय आधुनिक शिक्षा (त्रैमासिक) (Bharatiya Adhunik Shiksha) A Quarterly Journal in Hindi	Rs. 50.00	200.00
Primary Teacher A Quarterly Journal for Primary Teachers	Rs. 65.00	260.00
प्राथमिक शिक्षक (त्रैमासिक) (Prathmik Shikshak) A Quarterly Journal in Hindi for Primary Teachers	Rs. 65.00	260.00
Indian Educational Abstracts A Half-yearly Journal	Rs. 75.00	150.00

For further details please contact:

The Chief Business Manager
Publication Department, NCERT
Sri Aurobindo Marg
New Delhi 110016



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING