LIST OF TABLES

<table>
<thead>
<tr>
<th>Table No.</th>
<th>Title</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Distribution of schools</td>
<td>112</td>
</tr>
<tr>
<td>3.2</td>
<td>Percentage of students identified to have conduct disorders</td>
<td>112</td>
</tr>
<tr>
<td>3.3</td>
<td>List of inclusionary and exclusionary criteria for identifying students conduct disorders</td>
<td>114</td>
</tr>
<tr>
<td>3.4</td>
<td>Variables and techniques employed for selecting students with conduct disorders for diagnosis</td>
<td>116</td>
</tr>
<tr>
<td>3.5</td>
<td>Tests and tools employed during the diagnostic stage</td>
<td>117</td>
</tr>
<tr>
<td>3.6</td>
<td>Number of items under each subscale of student behaviour checklist</td>
<td>123</td>
</tr>
<tr>
<td>3.7</td>
<td>Number of items under each subsections of schedule for assessment of behaviour problems in students</td>
<td>125</td>
</tr>
<tr>
<td>3.8</td>
<td>Levels of self concept and corresponding range</td>
<td>129</td>
</tr>
<tr>
<td>3.9</td>
<td>Distribution of teachers</td>
<td>135</td>
</tr>
<tr>
<td>3.10</td>
<td>Distribution of students</td>
<td>138</td>
</tr>
<tr>
<td>4.1</td>
<td>Number of students eliminated and retained during the exclusionary process</td>
<td>152</td>
</tr>
<tr>
<td>4.2</td>
<td>School and gradewise distribution of students with conduct disorders</td>
<td>153</td>
</tr>
<tr>
<td>4.3</td>
<td>Number of normal students eliminated and retained during exclusionary process</td>
<td>154</td>
</tr>
<tr>
<td>5.1</td>
<td>Number of students with conduct disorders</td>
<td>157</td>
</tr>
<tr>
<td>5.2</td>
<td>Percentage of students with conduct disorders in grade V</td>
<td>158</td>
</tr>
<tr>
<td>5.3</td>
<td>Percentage of students with conduct disorders in grade VI</td>
<td>158</td>
</tr>
<tr>
<td>5.4</td>
<td>Percentage of students with conduct disorders in grade VII</td>
<td>158</td>
</tr>
</tbody>
</table>
5.5 Percentage of students with conduct disorders in grade VIII 159
5.6 Percentage of students with conduct disorders in grade IX 159
5.7 Percentage of students with conduct disorders in grade X 159
5.8 Percentage of students with conduct disorders in grade XI 160
5.9 Percentage of students with conduct disorders in grade XII 160
5.10 Number of students with conduct disorders in rural and urban areas 161
5.11 Number of students with conduct disorders in different types of school 162
5.12 Frequency of students with conduct disorders exhibiting different types of conduct problems 163
5.13 Frequency of students with conduct disorders exhibiting different types of conduct problems in school A 164
5.14 Frequency of students with conduct disorders exhibiting different types of conduct problems in school B 165
5.15 Frequency of students with conduct disorders exhibiting different types of conduct problems in school C 166
5.16 Frequency of students with conduct disorders exhibiting different types of conduct problems in school D 167
5.17 Frequency of students with conduct disorders exhibiting different types of conduct problems in school E 168
5.18 Frequency of students with conduct disorders exhibiting different types of conduct problems in school F 169
5.19 Frequency of students with conduct disorders exhibiting different types of conduct problems in school G 170
5.20 Frequency of students with conduct disorders exhibiting different types of conduct problems in school H 171
5.21 Frequency of students with conduct disorders exhibiting different types of conduct problems in school I 172
5.22 Frequency of students with conduct disorders exhibiting different types of conduct problems in school J 173
5.23 Frequency of students with conduct disorders exhibiting different types of conduct problems in school K 174
5.24 Frequency of students with conduct disorders exhibiting different types of conduct problems in school L 175
5.25 Frequency of students with conduct disorders exhibiting different types of conduct problems in school M 176
5.26 Frequency of students with conduct disorders exhibiting different types of conduct problems in school N 177
5.27 Frequency of students with conduct disorders exhibiting different types of conduct problems in school O 178
5.28 Frequency of students with conduct disorders exhibiting different types of conduct problems in school P 179
5.29 Frequency of students with conduct disorders exhibiting different types of conduct problems in school Q 180
5.30 Frequency of students with conduct disorders exhibiting different types of conduct problems in school R 181
5.31 Frequency of students with conduct disorders exhibiting different types of conduct problems in school S 182
5.32 Frequency of students with conduct disorders exhibiting different types of conduct problems in school T 184
6.1 Comparison of students with conduct disorders and normal students of grades VII, VIII and IX in level of self concept 187
6.2 Mean performance of students with conduct disorders and normal students of VII, VIII and IX on social skills problems 188
6.3 Mean performance of students with conduct disorders and normal students of VII, VIII and IX on scientific attitude 190
6.4 Mean performance of students with conduct disorders and normal students of VII, VIII and IX on social cognitive skills 191
6.5 Mean performance of students with conduct disorders and normal students of VII, VIII and IX on assertive skills 193
6.6 Mean performance of students with conduct disorders and normal students of VII, VIII and IX on emotional intelligence 194
6.7 Percentage of different types of students belonging to different levels of positive self-concept 197
6.8 Percentage of students in different levels of self concept in different grades 198
6.9 Percentage of males and females in different levels of self-concept 199
6.10 Percentage of different types of students exhibiting different types of social skills problems 200
6.11 Percentage of students exhibits different types of social skills problems in different grades 201
6.12 Percentage of male and female exhibiting different types of social skill problems 202
6.13 Percentage of different types of students belonging to different levels of scientific attitude 204
6.14 Percentage of students studying in different grades in different level of scientific attitude 205
6.15 Percentage of males and females in different levels of scientific attitude 206
6.16 Percentage of different types of students who have given different types of responses 207
6.17 Percentage of students studying in different grades in different types of responses 208
6.18 Percentage of males and females who have given different types of responses 209
6.19 Percentage of different types of students who attempted various responses in the assertive skill assessment questionnaire 210
6.20 Percentage of students studying in different grades giving different types of responses in assertive skill assessment questionnaire

6.21 Percentage of males and females giving different types of responses

6.22 Percentage of different types of students who attempted various responses in the emotional intelligence

6.23 Percentage of students in different levels of emotional intelligence studying in different grades

6.24 Percentage of males and females in different levels of emotional intelligence

8.1 Number of students eliminated and retained during the inclusionary process

8.2 Distribution of subjects selected for intervention

8.3 Design of the experiment

8.4 Tests and tools employed during pre-test

8.5 Mean performance on pre-test and post-test in self concept

8.6 Mean performance on pre-test and post-test in social skills problems

8.7 Mean performance on pre-test and post-test in scientific attitude

8.8 Mean performance on pre-test and post-test in social cognitive skills

8.9 Mean performance on pre-test and post-test in assertive skills

8.10 Performance of cases on pre-test and post-test

8.11 Percentage of students with conduct disorders in different levels of self concept in pre-test and post-test

8.12 Percentage of males and females students with conduct disorders in different levels of self concept in pre-test and post-test

8.13 Percentage of students with conduct disorders in different levels of self concept in pre-test and post-test
8.14 Percentage of students with conduct disorders exhibiting different social skills problems in pre-test and post-test 326
8.15 Percentage of males and females students with conduct disorders in exhibiting different social skills problems in pre-test and post-test 327
8.16 Percentage of students with conduct disorders studying in different grades exhibiting social skills problems in pre-test and post-test 327
8.17 Percentage of students with conduct disorders in different levels of scientific attitude in pre-test and post-test 328
8.18 Percentage of males and females students with conduct disorders in different levels of scientific attitude in pre-test and post-test 328
8.19 Percentage of students with conduct disorders of different grades belonging to different levels of scientific attitude in pre-test and post-test 329
8.20 Percentage of students with conduct disorders who have given different types of responses on social cognition in pre-test and post-test 329
8.21 Percentage of males and females students with conduct disorders who have given different types of responses on social cognition in pre-test and post-test 330
8.22 Percentage of students with conduct disorders of different grades who have given different types of responses on social cognition in pre-test and post-test 330
8.23 Percentage of different students with conduct disorders who have given different types of responses on assertion in pre-test and post-test 331
8.24 Percentage of males and females students with conduct disorders who have given different types of responses on assertion in pre-test and post-test 331
8.25 Percentage of students with conduct disorders studying in different grades who have given different types of responses on assertion in pre-test and post-test 332
9.1 List of inclusionary and exclusionary criteria for identifying students with conduct disorders 344

9.2 Variables and techniques employed for selecting students with conduct disorder for diagnosis 345

9.3 Tests and tools employed during the diagnostic stage 346