CHAPTER II

SURVEY OF RELATED LITERATURE

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2.1 INTRODUCTION

It is very essential for a researcher in any field of human knowledge to have a complete and thorough information of the work done in the country and abroad, in the specific area of the research. This acquaints him with up-to-date knowledge and techniques relevant to his work. It develops his insight into the problem and saves him from unnecessary trial and error. With this aim number of books, journals, bulletins, yearbooks, thesis and encyclopedias were consulted in the libraries of various universities and colleges. Environmental hazards to education is a new field and very few researches have been reported on this topic......, hazards to education such as surroundings of the institution or we may say unhealthy environment for education, inadequate physical facilities, television, population explosion, political interference, lack of proper teaching methods etc. are some of the factors which have been influencing individual's behaviour.

These hazards are well known to all of us but very few efforts have been made at school level to investigate the attitude of students and teachers towards them. In the following pages an attempt has been made to present briefly some important researches and studies conducted in India and abroad, as they had significant bearing on the present study.

In the last three decades a number of
researches have been published in the field of environmental educational problems. In the present changing world they are hazards to education. The available researches related to this field have been reviewed.

2.2 STUDIES ABROAD

Tiedman (1940) produced evidence to indicate that when the student disliked his school it was largely because of the teachers. In this study he found that the teacher who was disliked by student was the domineering, authoritarian person. The older the student, the more intense the dislike. The evidence indicated that when the student disliked the school it was largely because of the teachers.

Bush (1942) studied that the teacher-pupil relationship was the most important factor as the cause of successful teaching. He reported surprising inconsistencies between teachers' perceptions of their report with students and actual attitude of those students towards the teachers. He concluded that, generally speaking, the teachers who knew most about their students and who were sympathetic and accepting with respect to individual abilities and needs of children had the best chance of establishing good relationship with a majority of students in their classes.

According to Dave (1963), educational environment relates to the conditions, processes and psychological stimuli of the total environment, which affect child's academic achievement. Educational environment is
affected by the students variable-sex, home, rural, urban, school structure and type of schools.

Biddle and William (1964) in their study included the following in teacher effectiveness as cognitive experiences (a) Training (b) Socialization (c) Ascribed position (i) Teacher preparation (ii) Skill (iii) Motives (iv) Habits and (v) Knowledge (d) Teacher behaviour (i) Trait (ii) Immediate effects (external and internal change in the behaviour of student). (e) Long term consequences (Adjustment of pupil and new ideas in life and education).

Comb (1965) concluded that a good teacher was primarily a unique personality. He was first foremost a person and this fact was not important in determining the thing about him. He had a competence to be sure but not a common set of competence like every one else.

Plaxton (1965) found stronger relationship (.61) between teacher's satisfaction and climate and an even stronger relationship (.68) between teacher's satisfaction and espirit. Seven subtest scores (Thrust, Espirit, Intimacy, Production, Ephasis, Disengagement, Consideration and Hinderance) were related significantly and in a predictable fashion to the principal's good and poor teachers.

Febel (1966) found that student teachers in an open climate school perceived the efficiency of the student teaching situation more favourably than the student teachers in a closed climate school.

Porchand and Gilmer (1971) after restating
the widely held premise that behaviour was a function of the interaction between personal characteristics and environmental variables, defined climate as a set of organisational properties which might influence the behaviour of the individual organisations.

Standing, Lionel and Stace (1980) results indicate that even quite moderate environment noise levels can have undesirable psychological consequences among a wide range individuals.

Ward (1983) has explained some social factors behind educability such as family environment, the caste and socio economic status of parents, rural-urban residence of parents peer group influences and religion.

2.3 STUDIES IN INDIA

The available related literature on environmental education factors have been quoted below.

Aaron and others (1969) made an interesting comparative study of the rural and urban schools with references to the sociopsychological conditions of the pupils and the teachers. The variables of motivation to achieve attitude towards modernisation, creative ability, values, interest and academic and domestic problems were studied for pupils and teachers.

The study of Pillai (1974) was planned to investigate the relationship between organization climate and pupil performance. He found that performance of pupils was significantly better in schools having open and autonomous climates than in schools having
other types of organizational climates.

The main objective of Shukla's (1976) study was to study the nature and organisation of secondary teacher education institutions with regard to location, management, duration of courses, etc. The major findings were:

1. Emphasis of the curriculum was more on theory and less on practical aspects.
2. The evaluation of student teaching was far from satisfactory.
3. The physical facilities provided in the institutions were not satisfactory.

Marjolijn and Kevin (1980) said that if children perceive their school learning environment as consisting of interrelated supportive communities then they express diminishes feelings of inferiority at school.

The major objectives of Das's (1982) study were:

(i) to identify typical behaviour problems of adolescents studying in schools located in three environmental situations viz. urban, industrial and rural and
(ii) to identify the cause of such problems and to see whether there was any dominant cause in a typical environment viz. urban, industrial and rural.

Some of the important findings were:

1. Dissatisfying home conditions, lack of parental understanding and inconsistent behaviour of the elders led to behaviour problems.
2. Dissatisfying environment in school, achievement frustration, poor adjustment in schools, particularly with school programmes, social conditions, teachers' and the students' community contributed much towards behaviour problems.
3. Frustration of recognition
expectation and feelings of insecurity and inferiority were powerful determinants of behaviour problems. 4. The gap between aspiration and actualization was also found to be one of the causative factors for behaviour problems.

Sharma's (1983) study aim was to find out the correlation between educational environment and morale of students of different types of high schools of Chandigarh. He found out that there was a positive correlation between educational environment and student morale in the case of private single shift schools of the urban area. F-Ratio was significant in all the seven categories of educational environment.

The major objectives of the Gupta's (1984) study were: i) to study whether a construct of institutional environment really existed in the school settings ii) to identify the basic components underlying the construct of institutional environment.

The major findings were: 1. According to students; discipline, staff qualifications, facilities provided like playground, games, laboratory, teaching methods and the school principal were significant dimensions constituting institutional environment. Students as a group, were able to attribute institutional differences to differences in their institutional environment. Certain dimensions like monthly test, fees, rewards and punishments were not perceived as important by them as compared to other dimensions like educational facilities, staff and discipline. Library and laboratory were found to form a significant sub-
system for the formation of institutional environment. 2. According to experts, administrators, teachers and parents, there was something within the institutions which resulted in differences in the educational outcomes of the students. In their opinion, significant differences existed between single sex and co-educational schools, between urban and rural, between government and private schools with regard to facilities available, financial aid, staff qualifications, involvement of parents, teachers and students' workload, political influences and job security respectively. School building, library, laboratory, playground, staff qualifications, nature of head, administrative functioning and discipline were significant factors upon which the institutional environment of a school was likely to depend and teaching staff teaching methods and educational facilities provided in a school were the most important factors from the point of forming the institutional environment of high school.

Singh (1984) identified and analysed the classroom climate of rural and urban schools. He studied the relationship between the classroom climate and general classroom behaviour. He revealed that pupils' academic achievement was related to the type of management. Classroom climate significantly affected pupils' academic achievement.

School environment influences the attitude of individuals. Tripathi (1978) in his study tried to find out the relationship between teacher attitudes and organizational climate. He concluded that on
professional attitudes, the mean differences between teachers of rural and urban colleges, government and private colleges and girls and boys colleges were not significant.

Satyarthi (1979) studied students attitude towards school experience. The negative attitude towards education of girls still persists and gets reflected in significant difference between the general attitude towards school girls and boys. Singh (1986) defined that the maximum growth of personality demands ideal environment. Thus we can say that environment influence intelligent and attitude determines the direction of development and hence give shape to the personality of a child. Dubey (1993) has also defined environmental problems effect the attitude of students towards education.

Khan (1993) studied students and teachers attitudes towards environmental education. The major objectives of the study were: i) to determine the difference in attitudes towards environmental education among: (a) boys and girls of different levels (b) rural and urban students (c) Government and aided or private school students (d) male and female educators (e) urban and rural educators (f) Government and aided or private school educators.

The major findings related to environmental attitude scale were: 1. Total students and teachers have shown 'good' performance on environmental attitude scale. 74.45% students and 77% teachers possess positive attitudes towards environmental education. 2. The performance of boys and girls does not differ much, both come under the category
The performance of total urban students come out to be 'excellent'. The urban students are better in performance than the total students and rural students. 4 Male teachers are better in performance than female teachers on E A S. 5. The urban male teachers are better than the urban female teachers. 6. The performance of rural male teachers is better than the rural female teachers on E A S. 7. There exists a significant difference between urban and rural students in attitude towards environmental education. The urban students possess more positive attitude than rural students. 8. There exists a significant difference between urban and rural teachers in environmental attitude. The urban teachers possess more positive and favourable attitude than the rural teachers. But urban and rural teachers do not differ significantly in range of scores and variability.

Some students related problems of education are quoted here. Gupta (1965) made an investigation to collect information about the social, personal, economic and academic problems of the Adivasi students and to investigate the role of some important factors which influenced their adjustment and attitudes. He noted that their problems of adjustment to different spheres of life-social, personal, financial and academic-depended on various factors such as social class, accommodation personality, traits, distance from their native place, financial incentives and level of education.

The aims of Karamyogi's (1974) investigation
was to study the problems of (i) educational administration, namely, integration of services, pay scales, administrative procedures, size of educational divisions, number of schools, work load, appointments, promotions, transfers and training of teachers, and (ii) school administration, such as, school organisation, indiscipline, examinations, evaluation and the cooperation between home, school and society.

Major findings of study were: 1. The qualifications, pay scales and working conditions of divisional and district educational administrators were not found satisfactory. 2. There was no provision for training of educational administrators. 3. Methods of promotions were not scientific. 4. The selection procedures and transfers of lectures and teachers were not objective. 5. Sixty percent of schools lacked adequate facilities. 6. Schools were rarely inspected. 7. There were no means by which effective and ineffective teachers were differentiated. 8. There was no provision for moral education in school curriculum. 9. There was no co-operation between school and community.

The major objective of Karabdkar's (1975) study was to identify the problems of degree course students in the Poona university area. The various aspects covered in the study were students' socio-economic background, living conditions, facility for studies, study habits, participation in curricular activities, leisure time activities, health, habits, friendship, relationship with parents, and teachers, expectations, aspirations, special problems of women students and insight of teachers into the problems of
The study revealed that, rural and urban students did not differ in overall life aspiration, the former group showed clear preference for teaching profession and the later for other occupation. (2) The generation gap between parents and students were not prominent as most of the students had no feelings of rejection for their illiterate and poor parents. (3) Deficient economic conditions were responsible for many of the problems.

The objectives of Prakash's (1975) investigation were: (i) To study the extent of the various problems of high school students. (ii) to make a comparative study of the problems of rural and urban students and (iii) to study the effect of these problems on the academic achievement of the students. The following were the findings of the study: 1. (a) In the economic area, the acute problems were non-availability of standard dress, lack of furniture for study, the moderate problems were inadequate facility of light for study. Lack of text book, the negligible problems were non-availability of sufficient food and self working. (b) In the home area, the acute problems were forced participation in household activities, the moderate problems were tense relationship among the members of the family, negligible problems were the unsatisfactory dealing and behaviour of the parents. (c) In the school area, the acute problems were lack of reading-learning facilities, the moderate problems were improper selection of subjects for studies and the negligible problems were lack of good rapport.
between the teachers and the students and bad physical construction of the classrooms. (d) In the social area, only some moderate problems like disturbance due to friends, relatives, radios and non-availability to modern ways were found. 2. Eleven out of forty two items exhibited significance between percentage of urban and rural students.

Rai (1979) studied the progress and problems of secondary education. The main aim of the research was to study the progress and problems of secondary education in Bihar after independence.

Some of the major findings were: 1. Though there was some progress, the prevailing situation was not satisfactory. Many difficulties and problems were identified. 2. The alien character of the system created a number of problems. There were many defects, such as unqualified teachers, defective curriculum and ineffective quality-control systems.

According to Shah et al. (1981) the study brought to light a highly significant fact that students and teachers, in general lacked awareness of the problems and their detailed analysis as well as enthusiasm to undertake their studies seriously.

The aims of Agarwal's (1984) study were:
(i) To study the distribution of attitude scores of college and university students in five social areas of study viz; alcoholism, communalism, corruption, dowry and poverty. (ii) To make a comparative study of the attitude of students (boys and girls) towards five social problems of college and
university levels. (iii) To study the dominant factors of attitudes of boys and girls towards five social problems.

The major findings were: 1. The distribution of scores for all the groups of students showed lack of symmetry and deviation from normality. 2. The distribution of scores of college boys and girls for alcoholism and communalism were leptokurtic; however, the distributions for university boys and girls were platykurtic. In the area of corruption, the distributions of scores for college boys and university boys were leptokurtic. For university and college girls, they were platykurtic. In the case of poverty and attitude scores of all groups were platykurtic. 3. The educational level affected the attitude of student towards communalism. Sex and educational level when taken together also affected the attitude of students.

Raghava Kumari (1986) studied the attitudes and problems, area of SC/ST and non-SC/ST girls and compared these groups with respect to their attitudes and problem areas. She revealed that the SC group had a better attitude to manual work than the ST group and the SC/ST groups had more problems in five problem areas than the non SC/ST group.

Connected with all these problems are the problems of building and equipment, of the teachers personal qualifications, training and salary; of vocational and educational guidance to school-children, Pande, (1969).

Patel (1978) found out that the quality of educational facilities and resources in slum area of Delhi
were very much inferior and inadequate as compared to those of non slum areas.

Dutt (1979) has found that eight percent of the guardians stated obstacles in the proper management of schools due to paucity of funds, condition of the school building and shortage of teachers, in a descending order.

Gupta (1985) made a study on "Administrative Procedures And Problems Of Secondary Teachers". The major conclusions of the study were: Colleges of education were confronted with problems of lack of space, classrooms and laboratories which led to poor standards of teachers education programme.

Kulkarni (1985) had studied the availability of facilities such as text books, library, accommodation, food, medical help etc. to scheduled caste students in Jalana district. It is purely empirical study of 113 students of XI and XII classes. It reveals difficulties faced by scheduled caste students transportation, accommodation, text books, library etc.

The major objectives of Premala's (1986) study were: (i) to examine the utilization of special educational facilities offered to scheduled castes by the Karnataka government since 1961 during the third five year plan. (ii) to study in depth of the problems faced by SC children in enrolment and utilization of facilities.

The major findings were: 1. Late enrolment of children, need for children to work at home, non-availability of higher primary schools within walking
distance and lack of communicating facilities were identified as some of the major problems of enrolment and non-utilization of educational facilities. 2. The other significant problems faced by SC children were lack of textbooks, uniforms, midday meals etc.

Purandare (1987) studied educational administrative, social, financial, hostel, and health problems faced by ashram schools. He revealed that ashram schools did not get equipment due to administrative delays.

The main objectives of Singh's (1987) study were: (i) to study institutional educational problems like admission, selection of subjects, class teaching and home work, evaluation, library and reading room, cocurricular activities, residence (hostel etc.) environment and personal relations in the institution of scheduled caste (SC) and ST students and to compare the SC among students studying in rural and urban colleges. (ii) to know the facilities provided by college principals and teachers to SC and ST students and the problems faced by them.

The major findings were: 1. Due to reservation SC/ST students had no problems in getting admission and reserved seats were not all filled. 2. Teachers generally followed lecture and note dictation methods of teaching. They never used teaching aids nor gave students an opportunity to ask questions. Mostly home work was not given and if some teachers gave it, it was seldom checked.

3. Every institution had a library but all of them did not have reading rooms. SC/ST students were not found to take
benefit adequately from these facilities due to various reasons.

Reddy (1991) has defined that many remote areas in the country are still inaccessible to the schooling facilities. It is very difficult to provide educational facilities for the people in such widely scattered and isolated parts. Further, he explained that the growth of educational facilities is not able to keep pace with the growth of population. In urban areas, for example, it is possible to organise bigger and efficient schools. On the other hand, in rural and inaccessible areas providing educational facilities is difficult since the population is often scattered in small hamlets.

Research studies on the impact of television on students and people are reviewed here. Ruhela and others (1975) were interested primarily in knowing the impact of television on children. Their findings very clearly inform us about the way in which TV is exerting its harmful effect on our children. TV programmes curb reading habits, social participation, play and sports, freedom and happiness of children. TV is generally seen as an entertainer rather than a socialiser and educator of children and people.

Mohanty (1976) centered his study on educational television programmes. The main objectives of the study were: (i) to ascertain the impact of educational television programmes. (ii) to identify the success and shortcomings of the programmes. He revealed that the participation of students in the TV lessons were not up to
the mark and the trainers found it difficult to follow the programmes on some science topic which were not included in primary school syllabus.

Chakravarty and others (1982) studied—Satellite Instructional Television Experiment—a study of Chhattisgarh. The main objectives of the investigation were: (i) to study the social and economic context of the target audience in terms of dimensions relevant to rural development by television. (ii) to study the social dynamics of the introduction of TV in relatively backward areas.

The major findings of the study were:
1. Less than one fourth of the heads of households were found to be regular viewers. 2. The presentation of most of the programmes of TV lacked the local touch. Though the language used was Hindi; the particular touch of Chhattisgarhi was missing. 3. There was inadequate participation and involvement of local organizations and agencies because of the absence of a process which should have made everyone to play his role as a participant. 4. There was insistence on form rather than on content in the programmes.

Wad (1984) also enquired about TV. His main objectives were: (i) to study the effectiveness of educational television in terms of educational utility to students and teachers. (ii) to study the attitude and views of parents about educational programmes on radio and television as far as their growing children were concerned. (iii) to study the attitude, views and opinions of high schools teachers towards the educational programmes given by
radio and television and to ascertain their wants from these media. (iv) to study the merits and demerits of radio and television as communication media with respect to education, and (v) to study the attitude of students towards these programmes.

The main conclusions of the study were:

1. Children were more influenced by the entertainment TV programmes than the school TV programmes. 2. For teaching English school telecasts brought presenters whose pronunciation was too sophisticated for the village students and they found it difficult to follow the language used in the programmes. 3. The need of communication media in the teaching-learning process had been felt by the teachers and parents also but yet the radio and television programmes did not attain a 'must value' in the learning process. 4. It was found from the head masters opinion that the scope of these media was restricted because of the lack of adequate participation of students, teachers and parents in these programmes.

The major objectives of Goel (1985) investigation was to study the organization and utilization of Educational Television (ETV) programmes. The organization of ETV was studied in Delhi, Maharashtra, Srinagar, Jaipur, Raipur and Muzaffarpur. The utilization of ETV was studied in Maharashtra state.

He defined that Delhi was producing six programmes per week for classes V to XI for the schools of Jaipur, Raipur and Muzaffarpur. But the support material was
not supplied to the teachers. In Delhi and Maharasthra, script writers and teachers were oriented where as in other centre there was no similar programme. There was no proper mechanism for the evaluation of school TV programmes in Jaipur, Raipur, Muzaffarpur and Srinagar. In many centres, the programmes were urban oriented. The rural children found it difficult to understand the language of presenters of STV programmes. In Raipur, Jaipur and Muzaffarpur teachers had developed a hostile attitude towards school TV.

Shah's(1973) study was based on assumptions as under : (i) ETV is helpful in promoting mass education particularly when student population increases rapidly in India. (ii) ETV brings experts to the rural school children to whom the services of the subjects experts in Mathematics, Science and English are not easily available; (iii) ETV is useful for teacher education, preservice and inservice education; and professional programmes of Education.

The major findings were : 1. The planning for TV lessons was not taken up well in advance. 2. The pamphlets and the guidance notes were not available to the subject teachers in due time; 3. The selection of TV teachers and the lesson supervisors, and the assignment of work to them was not satisfactory; 4. The training and guidance was not provided to the TV teachers continuously; 5. Due importance was not given to the evaluation, of TV programmes; 6. The existing set allotment systems seemed to be defective as the number of sets supplied varied from school to school.
Khande (1987) describes that some of the CIET'S educational television programmes had become technically unusable or content wise out dated.

The major objective of Pillay's (1987) study was: To find out the students assessment of India ETV programmes. His major findings were: 1. More than half of the M.Phil. students expressed that the production of Indian TV programme was not attractive and the content not sufficient. 2. The most liked TV item for the M.Phil. students was sports and games and least liked item was the educational television.

Of all the hazards, the over crowded class is most dangerous. According to the census of 1961 the population of the country was about 43.9 crores and 54.8 crores in 1971. It become 68.4 crores in 1981 and 83.39 crores in 1991. This presents a horrible situation. The explosion of population has given birth to the problems of unemployment and many others. Some educationists have explained the adverse effect on academic achievement due to excess number of students in each class.

Pandya (1965) found that class size is the significant variable factor in the Teaching Situation. His study revealed that the mastery of the subject matter, acquisition of certain habits and skill, such as co-operation, friendly relationship among pupils discipline, human relationship between the teachers and the pupils, the desirable development of the individuals are the best outcomes of the smaller class size for developing awareness
among students about the population problem. Population education as a new discipline has been introduced at the school level. It is a process through which students can be made aware about the rapid population growth and its negative effect on their family life. The main objective was to study the knowledge level of teachers and students of secondary level regarding population education. His findings revealed that both the teachers and students reported awareness of the population growth, its related problems and the need for control of population through population education.

Forrester (1955) found that one of the most difficult problems that faces the teachers of English is that of organising adequate individual practice in expression in a large class. Wide differences in ability in the same class make this problem even more acute for the teacher who knows very well, that his more backwards pupils need a great deal of individual attention and opportunity to practice under supervision, but cannot afford to give time to them.

Michael explaining the teaching English under difficult circumstances said that large members of students close to each other squatted on the floor of the school room or under the tree is a common sight. Some fortunate ones might be in possession of a dari, huddling together about seventy five to eighty boys in a winter session. The crowd itself can make you feel warm......obviously, the teachers starts shouting at the top of the voice and gradually gets exhausted.
Six studies (Syed, 1974; Saxena, 1976; Pande, 1978; Chaturvedi, 1981; Sinha, 1981; Wadhwa, 1982) have been reported on student unrest and activism, the student leaders are found largely belonging to higher castes and higher and upper middle classes and largely have low academic performance. The major factors behind unrest are found to be political (high politicization of student leaders' vested interest and support of political parties and instigation by politically oriented teachers), economic, administrative as well as academic (lack of adequate teacher-student contacts, overcrowded classroom, poor hostel facilities and higher academic demands than that could be met).

The major findings of Gopalkrishan's (1977) investigation was that overcrowding in classrooms, frequent strikes and agitations, poor academic background of students, lack of text books dominated among the causes that adversely affected the introduction of new mathematics.

The objectives of Madhu's (1978) study were:
(i) to evaluate the facilities provided to teachers such as laboratories, audio-visual etc. (ii) to find out the extent to which the instructional procedures met the demands of Biology syllabi in the process of reorganizing the scheme of secondary education.

Analysis of data revealed that: 1. Fifty-nine percent of the teachers stated that they did not have adequate classrooms to teach Biology. For 85 percent of teachers instructional procedures followed by them were not according to the aims and objectives of Biology teaching.
This was due to non-availability of adequate teaching aids.  
2. Facilities of reference books, informative pamphlets, magazines and general books on Biology were not adequately available in school libraries. 3. In 70 percent schools there were no separate laboratories for biological sciences and in 30 percent schools there were improvised laboratory facilities for biological instruments, only 35 percent students maintained good practical note books. 4. Teachers expressed their difficulty in conducting demonstrations and practicals in Biology because of the absence of adequately equipped classrooms. 5. Tools such as demonstration tables, bulletin board, etc., were in poor condition and were rarely used in Biology instruction, availability of aids like filmstrips, projectors, microscopes, etc., were very inadequate.

Chaturvedi (1981) investigated the causes of students agitation in Banaras Hindu University. He found that hackneyed and traditional teaching methods, teachers disinterest in academic pursuits, and overcrowding in classrooms were the academic causes of agitations.

Thus the population has risen rapidly all over the world while at the same time the death-rate has registered a drastic fall.

Suresh (1985) wrote in his article- "The Crises Of Education" - "Educational opportunity did not increase in the same proportion, and consequently, an educational crisis emerged all over the world. It is also true that a nation's educational system is closely linked,
with the struggle for life. There is inadequacy of money, teachers and classrooms but there is no paucity of students".

The politics has entered each and every field in the life of human beings of the society and the nation. Its impact is so that it has completely destroyed moral values. Our politicians play cruelly and willfully with the future of nation, a number of events can be quoted from the daily life of human beings for example the Security Scam, the Reserve Bank Investments, the Bofars, the Enron, the Manorama rape murder case, Nagpur, recent burning event of Naina Sahani, Tandoor case in Delhi and the Hawala case. At past these scandals had no place in politics. In fact, which factor should be stronger? Politics or the education? The negative process is that politics is the real cause of distorted society.

Shashi (1995) has written that the demon of dirty politics today is devouring the goods in the society and what-so-ever is left is injected by its poison to decay and destroy gradually. Now the question is, how is this politics so powerful? How can it fail the education? And how can it push aside the traditional doctrines, thereby influencing the environment negatively? She has explained that there are two kinds of politics. Fair politics is that which considers the welfare of nation and society. The dirty politics emphasises all the importance of one's selfishness, ignoring of the welfare of the society and nation, the greed of the power, harming the national interest, involving in
antisocial and antinational activities and undesirable acts which spoil both the present and the future generation.

Siqueria (1980) found that poor male students were politically involved than female students. After independence and with the spread of education they had grown politically.

Prajapati (1984) studied the impact of education on social, economic and political changes among scheduled castes teachers and students. He found that after independence and with the spread of education they had grown politically. They had a feeling that they were exploited by officials and politicians.

The major objectives of the Dixit (1983) study were: (i) to ascertain the role of education in the political socialization of students at different educational levels. (ii) to find out whether there was any relationship between educational level and political attitude.

The major findings were: 1. On political attitude, the effect of educational level was significant. 2. There was a negative relationship between educational development (levels of education) and scores on political attitude scale (PAS). This indicated that, as the educational level rose the score on PAS fell.

Chopra (1984) has discovered the extent of knowledge, awareness, perceptions and attitudes regarding politics of the pupils belonging to different schools. He found out that pupils who were high on awareness and come from economically and educationally high level of society, showed signs of political reluctance and those who were low
in awareness and come from educationally low strata of society showed keenness on taking to a political career.

Joshi (1984) tried to evaluate the development of education in the tribal area of Dhule and shows how inadequate provision of schools, irregular supply of incentives, transfer of teachers, high drop out rate etc. slow down the development of tribal education. Socio-political and psycho-economical factors affected education in positive and negative ways.

Sharique (1984) studied that teachers educational viewpoints were found to be unrelated to their political, aesthetic and economic values.

Curriculum and methods are closely interconnected with each other. Even the best curriculum will remain ineffective unless it is activated by dynamic methods of teaching. A curricular programme is brought into action only through appropriate method of instruction. With the impact of modern technology along with its hardware and software also with rapid strides of development in educational psychology, sociology and other related disciplines, there is a strong urge to refine and improve our teaching strategies and instructional techniques with a view to realizing the fullest potentialities of the individual learner. Inadequate teaching methods are hazardous to education. Some of the studies concerned with methods of teaching are reviewed here.

Debnath's (1971) study aimed at finding out some determinants of teaching efficiency. He found such
determinants as the knowledge of subject matter, sincerity in teaching, mastery of the method of teaching, academic qualifications, etc. The coefficient of correlation between teaching efficiency and academic achievement and training were found to be .19 and .31 respectively.

Golani (1982) studied the use of audio-visual aids in the secondary schools. The main objectives of the study were: (i) to create awareness among teachers and headmasters of secondary schools about the importance of audio-visual aids. (ii) to know the existing situation regarding audio-visual materials in the secondary schools.

Some of the important findings of the study were: 1. The schools that were situated in urban areas and the ones which were conducted by rich societies possessed with audio-visual aids. 2. Only a few teachers used audio-visual aids in teaching. 3. At many places the audio-visual aids were in a broken down condition and awaited repairs. 4. Audio-visual aids were not used due to lack of properly trained personnel and lack of accommodation in the schools. 5. The state institution for Audio-visual education could not provide training to personnel and could not supply proper learning materials.

The major objectives of Garg's (1983) study were: (i) to find the extent of a sense of professional responsibility present in the teachers of secondary schools in the context of school, boys- girls, government - private, rural-urban and large-small. (ii) to study how teachers professional responsibility was affected by the
organizational climate of the schools.

The findings were: 1. The degree of teacher's sense of professional responsibility was less in some secondary schools while it was more in others. 2. Teachers of girls schools were significantly more responsible than teachers of boys schools. 3. The level of sense of professional responsibility of teachers of urban schools was found to be significantly higher than that of the teachers of rural schools. 4. Teachers in 'high support and satisfaction' climate were found to be more responsible professionally than teacher in 'low support and satisfaction' climate schools. Teachers in schools with 'low lack of facilities' climate were also found to be more responsible than teachers in schools with 'high lack of facilities' climate.

The major objectives of Goyal and Chopra (1984) project were: (i) to study and compare teacher profiles in respect of background professional and socio-economic variables in elementary schools of (a) rural and urban areas. (b) educationally backward and advanced states. (c) rural and urban areas of educationally backward states. (d) rural and urban areas of educationally advanced states.

The major findings of the study were: 1. The work-load of the backward states teachers was comparatively heavier. 2. Teachers working in the rural areas and in advanced states got more opportunities to attend in-service programmes than those in urban areas and in the backward states. 3. No significant disparity was found between male and female teachers of rural and urban areas and
educationally backward and advanced states in respect of attitude towards the teaching profession.

The major objectives of Tali's (1984) study were: (i) to identify problems faced by teachers pertaining to various aspects of the teaching profession, (ii) to find out teachers' attitude towards the teaching profession.

The major findings were: 1. Teachers work under heavy pressure of problems pertaining to various aspects of the teaching profession. The problems faced particularly in the areas of academic work, job conditions, financial status and within and outside school interaction, appeared to be common, which appeared to have adversely affected the quality of teaching and efficiency of teachers. Problems of a political nature appeared to have influenced their attitude towards the teaching profession. 2. Measures like strict system of appointment of teachers and training, better systems of evaluation, better service conditions, provision of facilities, curriculum improvement, better administration and supervision, improvement of primary education, enrolment control and institutional improvement were suggested by teachers for developing high school education. 3. Teachers' attitude towards the teaching profession was slightly favourable. 4. There was no significant difference between different attitude groups of teachers in their identification of problems except in the 'political' area.

Joshi (1985) studied on the working of
tuition classes and their social utility. The major objectives were: (i) to study the organizational structure of tuition classes. (ii) to study the educational facilities of tuition classes. (iii) to study the causes of rapid growth of tuition classes. (iv) to measure the attitude of teacher towards tuition classes.

His main findings were: 1. The organizational structure of most of the tuition classes was of proprietary type, run with the motive of monetary gain. 2. It was found that an effective way and style of imparting instruction, giving notes, regular coaching and drill work prevailed in the tuition classes. 3. The importance of public examination, difficult syllabus, costly private coaching, school holidays and lack of assurance of completion of courses in schools played a significant role in the growth of tuition classes. 4. The attitude of teachers towards tuition classes was not favourable.

On the understanding that a curriculum programme is brought into action through appropriate instructional strategy, some researches studying the comparative effectiveness of different techniques and methods have also been undertaken. These studies cover the efficacy of the Discussion-cum-Demonstration method (Pathania, 1985), the Piagetian model (Senapathey, 1985), the Bruner and Ausubel models (Kaur, 1986), the Information Processing model (Kaur, 1986), the Non-directive model (Sahani, 1986); the Jurisprudential Inquiry model (Gangrade, 1987) the Inductive Thinking model (Hota, 1987); and the Advance Organiser model
(Rajoria, 1987) on the achievement and learning of students in comparison with the efficacy of conventional methods of teaching.

One of the objectives of Abdul's (1986) study was to determine whether there exists significant relationship between an organizational climate and the job satisfaction of teachers. He found that teachers in more open climate schools were more satisfied with the facilities provided in schools as compared to the teachers in less open climate schools. 2. A significant positive correlation was found between the dimension of thrust and sub-scales of job satisfaction, viz. principal, manager, colleague, emoluments, facilities, students and miscellaneous regarding personal characteristics.

Padmanabhaiah (1986) studied the influence of personal and demographic variables on teachers' job satisfaction and their dissatisfaction. He pointed out that the teachers in general were satisfied with the factors of job satisfaction-HM, suitability, students and co-teachers and were dissatisfied with factors like policy matters, physical facilities, management policies, nature of work and activities of others. The teachers working in high schools were significantly more dissatisfied with physical facilities then those working in junior colleges. This may be due to very poor physical facilities existing in most of high schools.

Shrivastava (1986) defined the major factors of job-dissatisfaction among the primary teachers were-
inadequate salary, lack of physical facilities (space, equipment etc.) and problems in getting arrears, etc.

Mathur (1987) studied attitudes of the teachers of the pre higher secondary school stage towards creative learning and teaching. He found that the pre-higher secondary, higher secondary and post higher secondary teachers tended to have favourable attitudes towards creative learning and unfavourable attitudes towards creative teaching.

The effect of patterns of teaching on achievement among higher secondary students was studied by Mishra (1995) and Arora (1995), they found that the treatment of the creative teaching method, when compared with the traditional methods produce a different effect upon general creative thinking.

2.4 RATIONAL OF THE STUDY

The inference drawn from the survey of the literature cited above is (i) the studies of the problems of education and environmental factors related to attitude of the students and teachers is of great importance. (ii) The instrument prepared for measuring attitude do not take all the six components viz-surroundings of the institution, provision of physical facilities, television, over crowded classes, politics and political power and methods of teaching. (iii) The number of researches conducted on population explosion in this area is scanty.

The investigator therefore has selected the above six components to prepare the instrument for measuring
attitude of students and teachers. No one has investigated the attitude of students and teachers towards environmental hazards to education.