CHAPTER 2

REVIEW OF RELATED LITERATURE
INTRODUCTION

“Practically all human knowledge can be found in books and libraries. Unlike other animals that must start with each generation man builds upon the accumulated & recorded knowledge of the past.”

This chapter deals with the various studies being conducted in India and abroad. Some of them with their major findings are mentioned in this chapter.

According to Scot and Werthmier (1932) “Reviews of related literature may avoid unnecessary and may help to make progress towards the solution of new problems”

It is through literature reviews that research report will attain synthesized documents. These reviews will be made by the researcher and are documents already exist in reference to the selected topic it is the responsibility of the investigator to remain aware of those researched works that have relevance to the current study. Appropriate selection of the documents will contribute valid elements to the research; otherwise it will be a failure. These related studies are the base for the researcher in terms of knowing the unexplored areas in the related field. Moreover, these documents assist the investigator for grasping the work properly. It enlightens about the scopes of the relevant subject.

The study of related literature can never be ignored in any type of research.

DEFINITION AND PURPOSE OF REVIEW OF RELATED LITERATURE

Literature Review can get constituted as an important chapter of any dissertation or thesis. It can remain as a self-contained review in terms of writing a subject. In both the cases, the purpose can be noted as:

- Placing every work in determined context and contributing towards the understanding of selected subject under proper review
- Illustration of relationship among every selected contexts come under considerations
- Newer ways to investigate and interpret gaps from previous research
• Resolving conflicts among contradictory statements in previous studies
• Recognition of areas with prior scholarship for preventing duplication
• Pointing out futuristic research
• Placing original work (for such dissertations) as per current literature

According to C. V. Good:

“Without a critical study of related literature the investigator will be grouping the dark and perhaps uselessly repeat makes up a problem for research work already done”

Thus, in order to conserve resources, energy and time, detailed as well as penetrating study should be considered in all the available concerned literatures.

LITERATURE: COMPONENTS
Like primary research, various developments are noted in literature reviews. These can be categorized as:

• Formulation of the Problem — which field/topic will be examined and what components will be selected?
• Search for Literature — deriving and exploring specific materials for the subject
• Evaluation of Data — determination of literature with necessary contribution towards the understanding of selected topic
• Interpretation and Analysis — discussing derivations and concluding with pertinent literature

LITERATURE REVIEW: ELEMENTS

• Subject overview, theory/issue to be considered with aims of literature review
• Work division under categorical reviews (like, relevance to position, against alternative theses)
• Explanation of similar work and the way it varies from others
• Conclusions should be attained as per best of the considerations and in accordance to the argument. Most convincing opinions and greatest contribution will be accepted for understanding as well as research development.

ASSESSMENT OF LITERATURES TO:

• Provenance — What are noted as credentials of the authors? Are the arguments of the authors getting supported by determined evidence (as history-based primary material, narratives, case studies, statistics, current scientific derivations)?

• Objectivity — Is perspective of the author prejudicial and even-handed? Is contrastive data getting considered or some pertinent data get ignored in order to prove point of the author?

• Persuasiveness — Which are the theses of the author with most or least convincing?

• Value — Are arguments as well as the conclusions of the author, convincing? Does the research contribute to an understanding level of the subject?

IMPORTANCE OF STUDY OF RELATED LITERATURE

About the importance of survey of related literature, Samuel has written the praiseworthy statement, with a correct sense of mind that the importance of related literature cannot be denied in any research.

“Though it is time consuming but it is fruitful phase of any scientific investigation. The main purpose is to systematically portray the relevant aspects of the study into a theoretical framework.”

Study in any field of knowledge, the research worker needs to acquire up-to-date information about what has been taught and done in the particular area from which he takes up a problem for research.

Emphasizing the importance of survey related literature, C.V. Good and other have clearly pointed out that:

“Survey of related literature helps us to know whether evidence already available can
solve problems adequately without further investigation and thus may solve problems adequately without duplication”.

From the above view it can be stated the survey of related literature plays a very crucial role especially in locality of the research problem. In the present study through it was not possible, on the part of the investigator, to get access to the entire published or unpublished researches in the field, yet an attempt was made to embrace a few such information.

The investigator made a survey of the literature and could find out some of the relevant which is being reproduced here under-

**STUDIES CONDUCTED IN INDIA**

Not many studies are available on the methodology used for environmental education.

**GUPTA, V. P. AND OTHERS (1981)**, made a study on environmental awareness among children of rural and urban schools and non-formal education centers and found:

1. The difference between school-going rural children and school going urban children on environmental awareness was significant and in favor of school-going rural children.
2. Difference between children studying in non –formal education center’s and school going children from urban areas was also significant on environmental awareness and in favor of children studying in non-formal education.
3. Difference between children studying in non-formal education centers and school going children from rural areas on environmental awareness was not significant.

**PRATOOMSINDH, W. (1984)**, investigate the extent of difference in the course outcomes associated with two instructional strategies for teaching food and nutrition to adults.

Results of the research indicated that the group of students who experienced the combination method of instruction (group-II) had a higher mean gain between the pre-test and post -test than the group experiencing the lecture-discussion method of instruction (group-I). The results of the retention test revealed that no statistically difference between two groups.

**GOPALKRISHAN, SAROJINI (1992)** studies the impact of E.V.S at primary school children.

**Objectives of study**-
1. To identify the important factors of the environment.
2. To assess the impact of EE through an environmental education tests.
3. To find out a small experimental study the impact of the participatory learning approach
4. To get feedback from the teachers handling the subject through a constructed questionnaire.

Finding of the study-
1. Studying EE has a very good impact on the children.
2. Analyzing the EETs area wise, the children of Madras scored better when compared to that of Coimbatore and Niligiris and this could be true to better exposure of Madras children.
3. Study showed that participatory learning approach could bring about a better impact.
4. Teachers, in general, felt that there was no sufficient time to give importance to learner centered activities.

GROVER, SHUCHI AND SINGH, NISHU HARPREEET (2002)

This is a pilot quality study based on observations of school, interviews and various research led in two districts of Tamil Nadu in India. Key derivations are meant for imparting quality development in primary education system. Still, various weaknesses in educational management and administration are noted that are limiting education quality. Strengthening critical elements of education system is the greatest need of the hour for the attainment of two determined goals. These are- a) creation of strong accountability within education system and b) quality evaluation of education system through regular monitoring over the learning of student and therefore developing efficiency level of the system.

As per the derivations of the research, following recommendations can be noted for the development of quality education:

- System redesigning for education at district level administration and management of school.
- Redefining job and role description related to school heads;
- Moving to school management;
• Re-engineer the structure of supervision – demarcate academic and administrative supervisions;
• Making inspection officers to initiate administrative supervision and blocking Resource Centers for issues of academic;
• Institute meant for formal pre-service training to take the role of school heads as well as Inspection Officers in order to bolster capacity for institutional building
• Mechanism adopted for institute supervision to reinforce management of good teacher and strengthening accountability of the systems
• Monitoring responsibilities towards the nearest local communities
• Strengthening District Training Institutes in order to handle onerous task related to grassroots capacity for the building
• Institute as a system in order to of monitor and further evaluate learning among students
• Administration of standardized assessment in order to sample class V after 4 years of monitoring learning progress.
• Establishing common examination paper for completers of class III to V.
• Develop teachers’ efficiency through training process,
• Participatory methodology in trainings for developing capacity of the teachers to improve their teaching
• Inclusion of multigrade instruction approaches in the pre-service as well as in-service trainings
• Allowing Inspection Officers, relevant school heads as well as teachers to offer input in respective content areas of professional training


According to the research of Patel, there is the need for holistic approach towards the act of learning as well as teaching. Implication of proper interaction gets taught during undergraduate and further in the postgraduate degrees and even in doctoral programmes. Development of holistic approach helps students in getting confident, critical and independent; with the aim to create a self-improved learning process that can explicitly identify self as well as social learning as well as teaching, and identifying demands of each learner in the process of interaction. The research notes that social interaction is very important as it exchanges social action and ideas for developing aspects of crucial
learners, therefore adds experiential knowledge to both learners as well as teachers for the improvement of quality teaching with positive achievement of the learners. According Personal Construct Theory of Kelly invokes illustrations about holistic approach for the learners’ developments as critical thinkers. As a result, holistic approach sustains higher levels of attendance of students at seminars and lectures with developed progression, and further being satisfied and appreciative cohorts.

**GOPAL G.V. AND ANAND V.V. (2005)**

NCF or (National Curriculum Framework) of 2005 and its environmental education as a resume treats different schools level education through textbooks. These textbooks are collected from different state boards and CBSE and further assessed and analysed to get the implemented strategies. NCF envisages structure for articulating necessary experiences and further address basic questions such as,

*Primary Stage:* EE has been imparted in the form of EVS that is a common element of syllabus, implied by both States’ Boards and CBSE. In case of Karnataka, textbooks as well as workbooks from class I to class IV are noted as Environmental Studies, by N.C.E.R.T. these textbooks cross curricular approach in terms of teaching environmental contents and concepts by mathematics and language related to environment. In class I and class II, no separate EVS book I in use. Class III and class IV follow EVS textbooks. EE or environmental education gets reinforced under AHPL (or Art of Healthy and Productive Living) that has single handbook for teacher, from class I to class V.

Concepts and contents accommodated by these textbooks are:

- Being familiar to one's own body;
- Being aware about surroundings;
- Demand for air, water, food, shelter, clothing and some recreations;
- Giving importance to vegetation;
- Being familiar to local animals, birds and other objects;
- Realizing interdependence of both non-living and living things;
- Realizing the importance of sanitation and cleanliness;
- Realizing the importance of celebrating national days and festivals;
- Being aware of rain, sunlight and wind;
- Caring pets;
o Being awareness of water, air, noise and soil pollution;
o Need to protect environment;
o Knowledge of energy sources;
o Need for conservation of forests and water resources, and
o Traditional and indigenous knowledge about environmental protection.

Textbooks are about the highlighting importance of increasing awareness as well as sensitivity among children about the issues of environment. Importance has been also on organizing learning approaches within local contexts, for meaningful experiences of the children. There is the introduction to content of indigenous knowledge. Suggestions and references for conducting different kinds of activities in and outside the classroom are made. NCERT textbooks meant for environmental studies illustrate physical, natural, cultural and social environment. Textbooks represent innovative ideas that can commensurate in accordance to age limit and level of development of children to offer necessary understanding for immediate environmental conditions. However, inclusion of many other activities should be considered in order to enable children with the ability to translate awareness in terms of effective behavior.

MAHAJAN, KANIKA AND GOYAL, YUGANK (2005)

This paper is an attempt to explore education system in Delhi and further explicate about this prevalent system. Academic performance related to this system is about keeping different factors led by indicators, such as total count of schools, total enrollments, estimated pass percentages, rates of dropouts, etc. As the education system gets introduced in Delhi, related authorities get highlighted. Education system of Delhi acts on parallel grounds under different heads that gets elaborated under different Types of Schools. Multiplicity of schools can leave complicated situation, and added complexities of such noble institutions. This is followed illustrated analysis of different schools as against skewed data attained from Directorate of Education and the Planning Commission. After a graphical analysis related to the enrollment shows current trends. Exclusive illustration of pass percentage in the level of secondary as well as senior secondary schools gets focused. This is followed by ratio of dropout rates. Researchers have further attempted to figure out elements causing dismal state in the education system of Delhi, and as per these evidences the approaches are initiated from ground level.
To meet the status of universal primary education, there are many governments of developing countries, with India, that are abolishing fees for primary education. According to 86th amendment, Indian Constitution, compulsory and free education is a fundamental right of every Indian child within 6 to 14 years of age. Some indirect and direct costs are there to discourage children from attending school. This research used data from entire nation; authors constructed a very incompressible mode of direct costs by attending primary education in India. After holding scopes of cost for the school (as per the proxied led by ratio of wages of children adult), direct educational costs get adversely affective towards the probability of total children attending school, more children coming from poorer families. The relative count of boys against girls remains more affective to direct educational costs. According these authors, even if primary education gets completely free, still it will not increase the rates of attendance to 100%. The derived that the government must incur minimum expenditure of more than Rs 2,900 crore/year to defray incompressible schooling cost.

PAL, SARMISTHA AND KINGDON, GEETA GANDHI, (2011)
Gathered panel evidence from Indian districts and studied that “Can Private School Growth Foster Universal Literacy?”

Findings – While the Education related Millennium Development Goals highlight the role of national governments and aid agencies, in view of the recent growth of private schools around the world, the present paper examines whether the private sector can foster universal literacy. Results using unique district-level panel data-set from India finds a significant positive association between the shares of recognized private schools and literacy, especially among 10-14 year old children; however, the potential role of private schools for reducing gender gap in literacy is rather weak in our sample. Further analysis suggests that the effect of private school growth is rather limited on literacy or gender gap among ST children as well those for the districts targeted by the District Primary Education Programme.

Promoting students’ commitment to protect local biodiversity is an important goal of education for sustainable development in India and elsewhere. The main focus of the biodiversity education was to create knowledge, interest and necessary skills to solve various biodiversity problems with reference to the local context. In order to develop the biodiversity consciousness among students, the action oriented biodiversity education methods were identified in this study such as active classroom sessions, hands-on activities, experiential education, and field exposures that are vital to achieve sustainable biodiversity knowledge and motivate to protect and conserve local biodiversity. We developed a comprehensive framework to assess the efficacy of biodiversity education modules in enhancing teaching and training in biodiversity conservation at high school level. Since the pre-test indicated little lesser than average interest in the relevance of biodiversity, the observed increase in post-test phase could be attributed to our education for sustainable development efforts.

**SOME STUDIES RELATED TO METHOD OF TEACHING ARE REPRODUCED HERE AS UNDER:**

**PAI, S.G. (1981)** prepared and tried out a curriculum in environmental studies leading to life-long education for college students. The study showed that there was a significant difference in the performance of the experimental group compared with control group on knowledge score and attitude scores. Suggestions were made to pay attention to actual process of education in the classroom and bring about a conceptual change in its role.

**RAJPUT, J.S. (1988)** conducted a research study for identification of teaching skills and training strategies for implementing the environmental approach at primary level. The findings of the study were that the mean scores of environmental awareness for the experimental and control group at pre-test and post-test level indicated the out of 14 comparison groups in seven schools, nine groups had no significant differences and the remaining five groups had a significant difference as a result of the treatment.

**RAO, BHASKARA DIGUMURTI, (1998)** through discussion with teachers in the mass orientation programme organized by Government of India found that field trips, projects, demonstrations and use of audio-visual aids were effective teaching learning strategies for
KASINATH, H.M. (2000) conducted an experimental study to examine the relative effectiveness of the Inquiry Training Method (ITM) of teaching science and the Conventional Method (CM) in fostering science process skills, creativity and curiosity of the learners. He found that OTM of teaching was more effective than CM in fostering ‘fluency’. Similarly levels of intelligence contributed differentially to its development.

PANDYA, MAMTA (2000): In India the number of primary and secondary schools stands exceeds 744,000; the total enrolment at such schools is around 150 million students. Very limited nations including India ensure that there is a responsibility towards protecting the environment and its enhancement; this is further supported by the national Constitution. Both the Ministry of Environment and Forests (MoEF) and the Ministry of Human Resource Development (MHRD) of the Indian government have always tried to encourage Environmental Education. The emphasis of the MHRD is towards environmentalization of the official curriculum, the MoEF has tried to emphasize on non-official education schemes and policies to involve the larger society comprising of children, youth, urban and rural societies, the industries, decision makers and the like.

JOSHI, SNEHA AND TOMAR, ARCHANA, (2002), Developed and implemented an instructional package for seven units of standard IV in the subject of environmental science. It was found that the difference between pretest and post-test scores for all the units and all types of test was significant. The probable reason for this could be scope of creativity independence, more interactions between researcher and student’s activity oriented teaching, use of different methods and media by the researcher for implementing the intervention programme.

The intervention programme helped the learners, not only to improve upon their previous academic performance, but also helped them to develop higher cognitive abilities, meta-cognitive abilities, psychomotor skills and some aspects related to affective domain.

In order to bring about more effective food and nutrition education programme, the use of combination of instructional strategies is recommended. A comprehensive approach is food and nutrition education with integrated subject matter can result in heightening the
effectiveness of each subject area.


KANDI, JAYA SREE AND RAO, DIGUMARTI BHASKARA, (2004), the methods of teaching each subject play a pivotal role in enhancing the efficiency of their practitioners. The author emphasized on following points:-

• All difficulty to be removed in the class, teaching should not proceed further unless all students understand to avoid private tuitions.
• Less homework; more work in school,
• Effective use of Audio-visual aids and Educational Technology.
• Use of computers.
• Environmental Approach is to be used.

MRUNALINI, T. (2004) conducted a study on curriculum transaction in different social contexts.

Objectives of the study-

1. To locate suitable approaches in different social contexts.
2. To understand the significance of contextual learning and its effect on the child.
3. To develop alternative sources to minimize the problems related to dearth of material in teaching learning process.

Findings of the study-

1. Majority of children have developed (80%-96.6%) the traits expected to develop explorative skills to learn through their own social contexts.
2. Social contextual learning proved to be very effective as compared to regular formal learning.
3. Children learning through traditional methods were not able to master and develop the traits required for learning concepts like plants and animals.
4. Social contests were proved to be useful as good teaching learning material in rural govt. schools.
REDDY, G. LOKANANDA AND JEEVANATHAN, M, (2004) conducted a study to find out the significant relationship between curricular factors related to curricular planning, aspects related to teaching, learning and evaluation, aspects related to teacher’s job preparation, aspects related to job satisfaction and curricular factors as a whole and learning achievement of V standard pupils at primary stage in Tamil, English, Mathematics, Environmental Science-II, Social science and subject as a whole. They found the lack of factors related to curriculum planning, teaching, learning and evaluation, teacher’s job satisfaction, teacher’s job preparation lead to poor curricular quality of the primary schools.

LARIJANI, MARYAM AND YESHODHARA, K, (2008): The current research is an endeavour to evaluate the environmental approach of Indian and Iranian higher primary school teachers in different elements. The paper attempts to seek replies to identify if there is a difference in the approach of Indian and Iranian teachers towards the environment. The sample for the study comprised of 1000 teachers (500 Indian and 500 Iranian) teaching in 6th and 7th standards. Random sampling was employed to select the sample for the study. The level of approach in each element was evaluated by using the environmental attitude scale. It included elements related to Health and Hygiene, Wildlife, Forests, Polluters, Population explosion and Environmental concern. The study was conducted in the cities of Mysore in India and Hamedan in Iran. To identify the importance of variation amongst the teachers of two nations in addition to male and female teachers, MANOVA was used. According to the inferences drawn, the approach of Indian teachers was most promising in all elements with the exception of Wildlife. When compared to their Iranian associates, the Indian teachers had the most promising approach merely in Wildlife. There was a crucial difference in majority of the aspects amongst male and female teachers with the exception being population explosion, and total attitude scores. There was also emphasis on implications linked to environmental education.

NASRIN, (2008), conducted a study on the “Development of post-literary material of environmental education for Neo-Literates through programmed text” and found that there is no significant difference between the achievement score of neo-literates taught to the related topic like food and water etc. through simple text and programmed text.

TIWARI, MEGHA, (2010): The teacher needs to implement successive teaching techniques in education to attain the teaching objective. There are specific benchmarks based on which
the teaching technique needs to be implemented. These benchmarks include student awareness levels, the settings and the group of learning objectives set in the educational curriculum. The reaction of students differs to the varied techniques of teaching. Some of the effecting teaching techniques are as follows:

Questioning
Explaining
Modeling
Demonstrating
Collaborating

In the current times, teachers employ other techniques to provide quality education in addition to the described techniques. Education has seen the initiation of varied techniques including role-play, story or games, seminars, presentations, workshops, conferences, brainstorming, case study, educational trips and modern audio-visual aids like documentary films, computers, internet and the like.

SHARMA, HEMANT LATA AND SHARMA, SUNITA, (2012) today more emphasis is laid upon the experience rather than rote learning. In learning or acquiring concepts approach plays an important role. For qualitative improvement in the teaching learning process in 7th graders to make them aware of the environment, Multimedia can prove to be a big breather as it is capable of sustaining the interest of the learners, through visuals and audio inputs. It also brings in the elements of the outer world into the classroom. It can help learners in understanding the complex concepts in a very simple way. So, in the present study Quasi experimental design was followed on a sample of 70 students of 7th grade from one school in Gurgaon forming two groups experimental and control group. Standardized tools like Cattells’ Culture Fair Test and Socio Economic Status scale by Kalia and Sahu was used to equate the students on their achievement on Environmental Concern. Self-made Achievement Test on Environmental Concern was used before and after the experimental treatment. The findings state that Multimedia Method of Instruction proves more useful in increasing the knowledge and achievement level of 7th graders compared to the Conventional Method of Instruction. Thus, it points to one and only one direction that Multimedia Method of Instruction is effective for developing Environmental Concern in teaching of Environmental Science.
STUDIES CONDUCTED ABROAD

CHILDRESS, V.W. (1978) in a study found in U. S. that group projects, class discussion and field trips are the strategies used often in the largest percentage of programme and projects.

The Disadvantaged Schools Program was one important outcome of the Karmel Report, commissioned by the Whitlam Government in 1972. This report identified several deficiencies in Australian education, relating generally to mark inequalities in educational opportunities for certain children, particularly those belonging to ethnic groups, poor families, and economically depressed urban or isolated rural areas. The disadvantage experienced by female children was also identified. In addition the report stressed the lack of material resources, the poorly prepared teachers, and the highly bureaucratic, centralized, administration of education leading to the virtual exclusion of parents, teachers and the community from any real decision making in educational policy.

TEWKSBURY AND HARRIES (1982) found that the most popular method is discussion used by 91% of teachers, and this is followed by audio-visual aids (74%), outdoor studies (64%), and field trip and community resources (60%). Nearly 40% teachers use material guides and 29% guest lectures. Computer assisted instruction comes lowest with 2% teachers using it.

STONE, MARIAN AND HARROLD ROSS (1990): They investigated the “The Effects Of System Requirements On Schools' Curriculum Structures”. According to the Australian educational folktales, American State schools are extremely centralized. The result of the stories is that the schools do not have the organizational adaptability to successfully handle the varied educational requirements of their students. These perspectives are tested by the current study since they are linked to the States of Queensland and New South Wales. As per the inferences drawn, it was seen that the state of New South Wales prescribes more to system-level directives. However, the ratio of time which needs to be offered to the set activities in both states is less compared to what is anticipated for both the teachers and the
students. It was seen that despite rigid guidelines from the head office, the regional office staff have the customs of overlooking the policy guidelines, if they consider that there is adequate educational causes to do so. According to the study, there is enough proof in the folktales to allow traditional principals to oppose introduction of creativity in their schools. Any principals who intend to adjust the way their schools functions to provide superior educational services on the other hand, are not stopped by central guidelines.

The traditional education program at a South American Zoo was undertaken by JACOBSON, SUSAN. K (1992). According to the conventional techniques in a zoo backdrop, it was presumed that the action of merely subjecting the primary school children to live wild animals led to rational benefits and enhanced approach to conserve the wildlife.

Outcomes and discussion:-

According to the study of the variance, a crucial impact was witnessed on the treatment on the students’ knowledge (f=17.47; df=3.28; p<0.01) and attitude scores (f=6.89; df=3.28; p<0.01). The comparability of the treatment groups was authenticated when there was no variation between the knowledge and attitude pretest scores of students in all treatment (df=3.28; p>0.05 for both types of scores). The participatory zoo educational program for teachers bore enhanced students rational learning and a positive attitude shift in favor of conserving the wildlife when contrasted to the other treatments.

LIN, ESY – (1993): They investigated the matter employed for teaching environmental education and provided in his tome, “Barriers to environmental education in British”, stated that the most crucial impediment are the instructional materials employed.

SHORT, PAULA MYRICK; GREER, JOHN T. AND MELVIN, WILLIAM M.(1994): They attempted to comprehend how the schools taking part in a venture aimed at developing empowered schools described empowerment and how they planned the modification procedure and how the school ethos altered due to the endeavor to empower its participants. As per the inferences of the change endeavor the participating schools could be segregated in three segments based on their success in significantly altering the school structure to endorse the empowerment notion, developing frameworks that endorse the participant empowerment and essentially activities that helped the advancement of empowered participants. The three kinds of school included the opportunity school, the shifter school and the no-go school. From these kinds of school, the study outlined five topics for comprehending school change.
BOURNER, TOM (1997): Their study emphasized on learning results in discussions related to teaching techniques in higher education (HE). The study put forth six essential learning results and ten common teaching techniques for each of the learning results. The study deduces that expansion of the range of teaching techniques that the academic members can employ acts as a method to reduce the seriousness of the trade-off amongst teaching efficacy and teaching success as there is reduction of teaching resource on a consistent basis.

CHALKLEY, TREvor. W AND NICHOLAS DAVID, (1997): Their printed study signified that the computer enacts a minor role compared to other curriculum actions as teachers have failed to combine information technology with other teaching techniques in the classroom. On the other hand, it must be duly noted that majority of this study depends on investigative techniques that include self-evaluation and self-reporting by the teachers themselves. There has been limited observational study and there is a further requirement to validate the investigative study with the classroom investigations. The sample for the study comprised of 11 teachers and 253 pupils in varied classes in 3 primary schools based in London. The deductions made endorse earlier studies according to which computers are employed for a limited time frame. However, there were crucial variations note in the employment of computers in classrooms where students had the liberty to select their individual actions in comparison to classrooms where teachers selected the actions. These variations indicate computer technology is employed when the teachers do not need to alter their teaching methodology or arrangement of classrooms. Further, there was also a difference in the time spent on computers by both the younger boys and girls in the classrooms.

LAM, KOKIN AND ZHAO, XIANDE (1998): They aimed to identify the usage of quality function to enhance the teaching quality. They recommended and tested a technique to study varied teaching methods and for assessing their efficacy in attaining educational aims considering the perspective of the students. The paper indicated how the employment of the quality function deployment (QFD) and analytic hierarchy process (AHP) were beneficial in outlining teaching techniques and manners and in assessing their efficacy in attaining educational aims.

DREZE AND KINGDON (1999) Suggest that once we consider pupil characteristics, pupil
performance appears to be independent of pupil-teacher ratio. Of course, it is not easy to establish links between instructional inputs and educational attainment of students, largely because pupil-teacher ratio is a crude measure, often unable to capture the advanced effects of teaching. To discern the effects of teaching properly, we need to include unobservable characteristics such as teaching standard, teacher commitment and motivation, classroom activities and so on. Even with adequate number of teacher in position and present in class, indifferent teaching based on a belief that certain sections of children are not ‘educable’ may turn out to be as impairing for educational attainment of students as teacher shortage of absenteeism.

A no. of studies suggests that teachers with richer understanding of subject matter lend to emphasize conceptual, problem solving and inquiring aspects of their subjects, whereas less knowledgeable teachers tend to emphasize facts and procedures.

KARSTEN, SJOERD; VONCKEN, EVA AND VOORTHUIS, MARJON(2000)

Post the 1990s, the idea of the learning organization is endorsed as a technique to reform the educational institutions to be capable of handling new tests including additional freedom, schools enhancement and superior performances. Slowly, schools have commenced employing this idea and are identifying techniques and processes for validating the concepts in reality. Towards fulfilling this aim, ten professionals were comprehensively surveyed in the domains linked to educational creativity and were asked queries linked to the situations, stimuli and impediments for organizational learning. The writers also provided few instances linked to how few of the Dutch primary schools conduct themselves as learning institutions. By employing these instances, the paper studies the concept of how a learning organization can be established in the educational domain and how one can comprehend lessons from such instances.

MAITRA PUSHKAR (2001), gathered proof from Bangladesh and investigated “Schooling and Educational Attainment”. The current study aimed to explore few personal and household levels attributes that impact the Bangladeshi schooling requirements. The paper studied the present enrolment standing of children in the age bracket of 6-12 years in addition to the highest grade reached by children in the age group of 13-24 years. While the first was calculated by employing a probit prototype, a censored ordered probit prototype was used to
Results: The estimation outcomes indicate that as far as the current enrolment standing was considered, there was no gender variance; however when compared to boys, girls had a higher grade attainment. Further the rise in the permanent income of the household was linked with a rise in educational attainment. Also, the parental education was found to have an affirmative and a statically crucial impact on the educational attainment of children and when compared to the father’s education, the mother education had a stronger influence on both the school enrolment and grade attainment of children.

SO, WINNIE WING MUI AND KWONG, YUN FOON (2003), Did “Research on teaching of ‘Solar Eclipse’ in primary classroom”

Studies have proved that children have their unique way of comprehending the working of the world prior to formal education in schools. It was also discovered that studies related to the social-cultural perspectives linked to particular scientific ideas had resulted in specific alternative notions in the students. Several studies conducted in the West have investigated the students' science comprehension; limited studies have been undertaken to comprehend the local children’s grasp on science. The current study tries to investigate the grasp of children of a natural occurrence “Solar Eclipse”. The study also tries to study the benefits of using a constructivist perspective in planning teaching and the viability of studies on teaching in primary classrooms. The sample comprised of six primary students in a local school and their General Studies teachers. Interviews, questionnaires and lesson evaluations were used as investigative techniques. It was deduced that an improvement in the children’s comprehension simultaneously resulted in the children selecting their own preferred teaching actions. Further, the teachers’ theoretical comprehension and employment of teaching techniques were also modified. Further, it was validated that studies related to teaching can improve the professional growth of the teachers’.

ABRAHAM, M. AND ARJUNAN, N.K., (2005) investigated the environmental interest of secondary school students in context to their environmental attitude.

Objective: To investigate the environmental interest of secondary school students in context to their environmental attitude.
Findings:
1. It was discovered that the secondary students failed to have a high level of environmental interest.

2. In terms of environmental interest there existed a differential impact of gender and setting was seen in their environmental interest; when compared to girls, boys were more interested in the environment as were the urban students when compared to the rural ones.

3. There existed a high affirmative and important link amongst environmental interest and environmental attitude in the total sample group that was surveyed.

KINGDON, GEETA GANDHI, (2005), investigated the “Private and public schooling: The Indian experience”
The current study intended to put forth the synopsis of the Indian experience with private and public schooling. It put forth the following four points: (i) it indicated the change in the enrolment share of varied school-types over time, (ii) it showed the comparative success and governmental outlays using Indian literature for aided and private schools, (iii) it studied the experience of public-private partnerships in education in India and (iv) recapitulated matters pertaining to the school-choice discussion in India in context of the latest/extend educational rules.

ESTEVES MARIA HELENA (2006) investigated the “Curriculum changes and teacher training: the pedagogy of geography teaching in Portuguese schools”,

There have been several queries which have been put forth in context of the teachers’ customs due to the extant modifications in the Portuguese geography curriculum. Actually, in reference to Portugal, limited studies had investigated how teachers adjusted to changes and restructuring of the curriculum; what teachers were doing in the classrooms; what details were being put forth and how teachers dealt with the continuous alteration. The current study intends to identify the type of geography teaching being undertaken in Portuguese schools by employing an empirical technique that includes both qualitative and quantitative techniques considering that studies related to teaching practices permit successful policies to be outlines; new training courses to be recommended and provide a comprehension in the entire teaching and learning procedure.
Adaptive Use Patterns Of Secondary School Classroom Environments

Aim – The current study aims to assess how secondary school teachers employ the classroom learning environment adaptively. The technique shows the close link between teaching style, learning style and the adaptive employment of space in addition to the penchants for varied learning environments.

Design/methodology/approach – A multi method study technique was employed to undertake the study. The research employed two chief techniques. Spatial observations (mapping) were recorded by trainee teachers in the first technique. For this, maps of the chemistry classrooms were made available. All the fixed, semi-fixed and flexible facets in the classroom were marked by the observers. Two questionnaires were included in the second technique. The teachers’ teaching styles were classified and described by the first questionnaire (Principles of Adult Learning Scale (PALS)), while the trainee teachers behaving like observers employed the second questionnaire (Questionnaire of the Classrooms' Physical Properties). It comprised of a group of items that allowed the assessment of classroom quality linked to particular physical attributes. The sample comprised of ten secondary schools (upper level of the Polish secondary schools) in five cities located in South-West part of Poland.

Results – As per the study, it was seen that the conventional row and column classroom seating plan was central. It was also discovered that the aspects of the PALS scale could be employed to recognize and ascertain teaching styles. According to the teachers their individual learning setting was more teacher-centered or more student-centered. Their teaching styles were an amalgamation of student-centered and teacher-centered actions.

Practical implications – The current study is crucial in the real-world as the study helped to frame a questionnaire that can be employed by students and teachers to keep a check on the quality of physical classrooms environments and offer directives for the enhancement of learning spaces.

AYKAC, NECDET (2007) Studied the “Evaluation of Activities in Primary Education Programme with the Teachers’ Views (Sample of Sinop Province)”
This research, aims to investigate the concept of activity on the basis of learning-teaching duration in accordance with teachers’ views, teachers guide and class materials in the primary education programme put in to practice in 2005-2006. The research has two subjects. The first one is the quantitative subject aiming to determine the teachers’ views; the second is the theoretical subject aiming to analyze the guide books and class materials. The quantitative research, aiming to determine the teachers’ ideas is consisted of 184 teachers in total in the center and in the central villages of Sinop. The exemplification in this research is occupied by means of 86 teachers applying the teachers’ views determination scale. In the research as a tool to collect data, determining teachers’ views scale prepared in 5 Likert-type scales with 18 articles has been used. Analyzing with SPSS programme, the data gained from the scale has been stated as frequency and percentage. Theoretical dimension examining teachers’ guide and lesson materials to put the teachers’ views on an objective base, aims to examine teachers guide books and lesson materials analytically and display the base of teachers’ views. It is stated that most of the teachers present their views in that way: They feel themselves insufficient to apply the activities, the physical opportunities of the schools and the facilities are not enough to apply some activities, the classes are crowded, the activities are not student-centered and active teaching methods are not used in the activities.

CHENG, YIN CHEONG AND MOK MAGDALENA MO, CHING (2007), conducted an empirical investigation on School-based management and paradigm shift in education.

Aim – The objective of the current study was to study how school-based management (SBM) and paradigm shift (PS) in education share a close link with teachers' student-centered teaching and students' active learning. The study was conducted in secondary schools conducted in Hong Kong.

Design/methodology/approach – The current research was a cross-sectional investigation comprising of 31 secondary schools, 1,119 teachers and 7,063 students; a total of seven sets of questionnaires were employed: three were distributed to students, three to the teachers and one was provided to the principals.

Results – The study put made the subsequent deductions. The inclination towards SBM of a school was linked more towards PS from the location-limited theory towards the triplication concept in education. There was a close link between both the metrics of SBM and PS in
education in context to the teachers' student-centered teaching (in context of assisting student learning, helping student thinking and assisting student self-reflection and evaluation) and students' active learning (in context of affirmative learning approaches, usage of different learning techniques, learning efficacy, multiple thinking in learning and contentment in learning). When compared to low SBM and low-PS” schools the profiles of high SBM and high-PS” schools are more desirable in context of different metrics of teachers' teaching and students' learning.

CIIMER ATILLA (2007), investigated the techniques of “Effective Teaching in Science”

The literature related to effective teaching in science is appraised in the current study. It attempts to discover what is needed for effective teaching in science. As per the literature appraisal, the researcher outlined six chief philosophies for effective learning. The first is related to the extant notions and theories of the students. This is crucial as it helps teachers to assist the students to develop their individual comprehension and information. This needs teachers to motivate students to actuate their extant notions and theories, have knowledge about them and pay heed to the scientifically established information, alter, vary or enhance them additionally. Towards, achieving this, teaching techniques and actions including question-and-answer, discussions small group or whole class, small group activities, practical work, and employing ICT services can be utilized. The second technique is to urge students to use novel ideas or services into varied environments. To ensure this, teachers can employ practical work, field trips, simulations, writing activities and role-play. The third principle classified was to support student engagement in lessons. Participation could be encouraged through several varied kinds of teaching and learning actions including inquiry-based teaching, co-operative learning groups, questioning, discussions, field trips, role playing and others. The other techniques outlined by the literature appraisal include supporting student inquiry; backing co-operative learning between students; and providing on-going evaluation and offering feedback. The study also outlines how these techniques help efficacy in science teaching especially at a comprehensive level. Ultimately, the significance of deductions made during this study is to restructure the endeavors to enhance both the teaching and learning quality in Turkish schools.

Aim – The current paper intended to develop the idea of shared practice from theoretical and empirical bases.

Design/methodology/approach – The ideas of collaboration, reflective practice and the chief task were investigated by the study. It also studied the working methodology of 18 primary schools in Wales where despite the students facing significant social and economic difficulties the extent of student attainment in national test scores was high.

Results – After the theoretical assessment it was argued that the recognized prototypes of joint working did not provide adequate importance to the work task and that reflective practice was crucially a social procedure, which needed a task focus to ensure success. When investigated, the schools that were part of the sample, a specific working methodology considered to be “collaborative practice” was identified. This played a crucial role in their success. Collaborative practice is extremely advanced and inclusive and focuses chiefly on a well-described main job, or chief task, in a reflective manner. Thus all three facets need to exist for collaborative custom to be successful.

NATASA, PANTIC (2007), investigated the “Aims and methods of education”,

The current study outlines the chief difference amongst the objectives of the alleged “conventional” and “modern” education and specific teachings linked with each. The expression “conventional” education is employed to signify the education type that readies individuals to enact their respective functions in the society while the expression “modern” denotes education that desires to prepare people with skills that help them to modify the community. The current study also puts forth some essential queries related to the function enacted by education to attain the objectives of the modern prototype, contending that usage of the “modern” prototypes need not ensure the attainment of the usual acknowledged aims of modern education. The inferences of a research undertaken in English schools indicating that despite claiming to employ modern techniques, teachers are inclined to follow conventional approaches and even conventional techniques however can help to attain the modern aims is proved in the current study. This is not to endorse the conventional teaching techniques but to recommend that there is something beyond education that plays a significant role in educating the liberal-minded citizens of the times to come. Thus, the study aims to investigate the function enacted by other aspects that lead to a variation in modern education including democratization of human relations in school culture and respect for children's freedom.

This study aims to study the success of the inquiry, collaborative and integrated teaching techniques entitled environmental conservation with the requirement of 80/80.

**Findings:**
The study inferences could be recapitulated as under:

The inquiry collaborating integrated learning named environmental conservation for Prathomsueksa 6 had successes ($E_1/E_2$) of 84.47/82.66, 84.84/83.58 and 90.12/87.50, particularly which was each more than the set need of 80/80. The student who employed the enquiry collaborative combined teaching techniques had varied learning attainment at 0.01 level of significance. The students thus who studied employing the combined teaching techniques in comparison to those who used the collaborative and enquiry teaching had a higher learning attainment and varied approach in context to the environmental conservation at the 0.01 level of significance. Also, students who studied by employing the combined teaching technique had a higher approach to conserve the environment when compared to those who used the collaborative and enquiry teaching techniques. Further, students who studied by employing the enquiry, combined teaching techniques failed to have a varied conduct linked to conserving the environment. Also, students who studied by employing the enquiry collaborative, combined technique had a greater learning retention ability compared to those employing the combined and inquiry teaching techniques.

**SHEPHARD, KERRY, (2008):** Their study intended to comprehend the education facets needed for sustainability in context to educational premises of the affective field (principles, approached and conduct) and recommend how these theories could be employed, and pertinent experience, in other educational domains could be advantageous to the education for sustainability.

**Design/methodology/approach –** The assessment relied on critically appraising the extant literature linked to pertinent educational attempts related to affective learning.

**Results –** The inferences drawn in the study indicate that majority of the emphasis of teaching and evaluation in higher education is on the cogitative skills of knowledge and
comprehension instead of the affective results on the principles, approaches and conduct. On the other hand, there are some domains of higher education that have successfully followed affective results and these successfully employ specific learning and teaching actions. The main themes for reflection comprise of evaluating results and assessment of courses, offering academic credit for affective results, important functions for role models and planning actual and acknowledged results in the affective sphere.

Practical implications – This pertinent academic underpinning and experience attained in other educational domains could be used by educators for sustainability to deal with the influence of their individual learner-support actions.

HECK, RONALD. H (2009), investigated teacher efficacy and student attainment

Aim – The current study aims to display how enhancing the teacher efficacy is essential for schools endeavors to enhance the student results. The research also intends to study the impact of continuous teachers’ on student attainment. The theory put forth is that teacher efficacy is a personal asset that differs not only across classrooms in schools but also as a collective asset that differs across schools.

Design/methodology/approach – The techniques employed symbolize an endeavor to magnify the domain of earlier researches by studying a multilevel constellation of teacher-linked impacts (for instance classroom efficacy, collective teaching quality, school academic organization) that can be modified to enhance the efficacy of the education. For a study a sample size of 9,196 students was selected who were cross-classified in 511 and 527 classrooms, and belonged to 156 elementary schools.

Results – Initially, the efficacy of consecutive teachers was linked to student attainment in reading and math. Next, the collective teacher efficacy, considered to be the organizational asset of schools, shared a positive correlation with attainment levels. Third, there was an affirmative correlation between the stability of the school’s teaching staff and the quality of its academic organization and teaching procedures with the attainment levels.

HONINGH, M.E. AND OORT, F.J. (2009), investigated the “Teachers’ organisational behaviour in public and private funded schools”.
Aim – The current study intended to contrast the teachers’ organisational behaviour in publicly- and privately-funded schools in the Dutch Vocational Education and Training (VET) sector.

Design/methodology/approach – Self-report questionnaires were circulated to some percent by all middle managers in publicly and privately funded schools (72 per cent and 43 per cent respectively) to their teachers; the aim was to gauge the teachers’ outlooks, sense of recognition and opinion of the school climate. 705 teachers in publicly funded schools and 25 teachers in privately funded schools formed part of the selected sample. A multilevel evaluation accounting was employed to evaluate the data for the dependency of teachers working within the same teaching unit.

Results – As per the study, it was seen that compared to the teachers in privately funded schools, the teachers in the publicly funded schools showed a lower curriculum-oriented outlook, reduced sense of recognition, and sensed a less supportive school climate. The student-oriented outlook of the teachers was not impacted by the funding style. Further, the study also indicated crucial impacts of the teacher attributes, the disciplinary segment, and association attributes on the teachers’ organizational conduct.

Research limitations/implications – The study noticeably showed variations in the organizational conduct of the teachers’ in public and privately funded schools. As opposed to the collective principles, the organizational framework does not impact the degree to which the teachers have a student-oriented outlook.

KAGODA, ALICE MERAB (2009), Studied on “Teaching and Learning Geography through Small Group Discussions”
This study explores ways that can be used to enhance the teaching and Learning of Geography through small group discussions. The writer discusses the Ugandan context of the classroom environment, the integrative framework for teaching geography, the process of group discussions and justification for using group discussions. The challenges and strategies to overcome them are also discusses. The following are recommended; teachers in secondary schools are encouraged to use group discussions, refresher courses should be organized by the Ministry of Education and Sports with the School of Education for geography teachers in Schools. Teacher trainers should emphasize learner-centered methods in the processes of
training teachers.

NELA DONOVIC; CASLAV MILIC; SANJA KOCIC AND SNEZANA RADOVANOVIC (2009), Studied the “Scoliosis In School Children Aged From 7 To 8 And Conditions In Primary And Secondary Schools In Kragujevac”

Introduction- Scoliosis, a lateral curvature of the spine, is the most frequent deformity of the spinal column. It is additionally aggravated by the inadequate environmental conditions in schools, such as unadjusted furniture, teaching aids and most of all, school bag and bad lighting.

Material and methods- This investigation was carried out during the years 2005 and 2006 on the territory of the city of Kragujevac and included school children attending 22 primary and 8 secondary schools, whose medical records were obtained from school children health centers, the counseling center for scoliosis at the Orthopedic Department of the Hospital in Kragujevac and the Institute of Public Health in Kragujevac.

Results- The statistical analysis of these data showed that a significantly higher number of children with scoliosis was detected in 2005, being $\chi^2=11.6$, $p<0.01$ for primary schools. Scoliosis was more frequent in girls than in boys: in 2005 it was $\chi^2=10.54$, $p<0.01$ and in 2006 $\chi^2=10.72$, $p<0.01$ in primary schools, whereas no difference was found in secondary schools in 2005 -$c^2=4.14$, $p>0.05$, but in 2006 scoliosis was more frequent in girl’s $\chi^2=49.51$, $p<0.01$.

Conclusion- Scoliosis is extremely important in both primary and secondary schools and therefore, it is necessary to intensify preventive systematic examinations of school children.

DUAN, HONGXIA AND FORTNER, ROSANNE (2010), Studied the “Environmental Risk Perception and Educational Strategies: Implications for Environmental Education in China”

The objective of the current cross-cultural investigation was to identify the risk perception and preference of college students’ linked to the domain of risk communication and Chinese and American educational policies. According to the inferences made, it was deduced that students in China were disturbed about environmental risk and according to them the environmental matters were more detrimental for the well-being, the environment and for the
social economic advancement of the country when compared to the American participants. Both the respondent groups’ preferred transparent interactions in the decision making process and were keen to endorse educational policies that encourage conduct modification for lowering the environmental dangers. Based on these inferences, the study outlines the modifications that are likely to enhance non-official and official environmental education in China from the viewpoint linked to program foci and methods.

DVORAK, DOMINIK; STARY, KAREL; URBANEK, PETR AND CHVAL MARTIN (2010), Did A case study of small school education.

A major educational reform of the primary and lower secondary schools started in the Czech Republic in 2007. Shortly after the launch of the reform, we studied the actual picture of teaching, learning, and instructional leadership in one Czech comprehensive school, using the design research of a case study. Both qualitative and quantitative methods were used to describe the educational processes in the school– predominantly questioning, observation, and documentary analysis. Using qualitative data analysis we have sketched a narrative that highlights the role of structural factors– the small size of the school, the co-existence of primary and lower secondary schools within one organisation, as well as its unique history. The research results describe a case of schooling at the very beginning of educational reform, and guide the design of our next case studies of schools.

GREEN, DARYL D. AND DAVIS DESHAUN H. (2010), Studied “The Impacts of US Magnet Schools in Urban Schools”,

Aim- This study aims to investigate the varied criteria that are related with US magnet schools in urban areas.

Design/methodology/approach – The results of America’s magnet schools were based on secondary data gathered and evaluated from pertinent periodicals. To set the criteria for effective attempts in the times to come, the researchers have employed and surveyed the institutional and headship theory.

Findings – The subsequent crucial points are highlighted by the current study: magnet schools have many mission objectives which hinder them from setting and following a well-
defined policy; magnet school frameworks need to be such that they suit the needs of the particular communities and that endorse participation by parents; magnet schools also train students who are extremely motivated by pop culture ideals and those who are willing to defy the conventional standards in the school ethos.

Research limitations/implications – The current study investigates the criteria for applications that are entirely pertinent only to the schools in the US urban areas.

Practical implications – The current study puts for the several suggestions that would be crucial for researchers and practitioners who are involved with enhancing the educational success of schools that perform poorly in the American urban locations.

HELENA, BUJNOVÁ (2010), “Studied about the Geography And Environmental Education”, This work, like all professional activity provides many incentives not only for environmental education but also for reflection about the ecological crisis, the crisis of human relationships - society - environment. In this context, attention is paid to the relationship of geography and environmental education in school practice and in lifelong learning of individuals and society in education. In the contribution is highlighted the role of geography as an important means of education to individuals, as well as international and environmental education and education for political development.

KAZEMBE, TAKAWIRA AND SITHOLE METHIAS (2010), Studied the “Effectiveness of Teachers at Preparing Grade 7 Candidates for Environmental Science Examinations”

The study was undertaken to investigate the low Grade 7 pass rate at Primary Schools in Zimbabwe which averaged 75% for local languages, 47% for General Paper (GP) and 40% for Maths. The low GP pass rate was thought to be due to teachers’ attitudes towards developing scientific skills necessary to understand Environmental Science (ES). A sample of 77 student teachers, 7 lecturers, 3 headmasters and 12 mentors was used to probe how teachers are trained to teach ES. A questionnaire, observations, documents and informal interviews were used to collect data from student teachers. Interviews were used to collect data from lecturers, mentors and headmasters. About 3.9% of student teachers found science
apparatus difficult to use because they were not adequately trained to handle them. At least 50% of them believe that practical activities are necessary for theory comprehension and use practical exercises to motivate pupils so that they achieve their maximum potential. However, most student teachers lament the unavailability of teaching aids although some of them were not keen on their improvisation notwithstanding their necessity for promotion of hands-on minds-on activities. Lecturers attributed students’ problems to students’ insufficient knowledge about ES educational attitudes and blamed this on overloading of students with content at the expense of developing scientific skills. The mentors admitted having insufficient knowledge and skills to adequately supervise student teachers, and that the unavailability of textbooks caused them to engage on drilling methods because headmasters emphasized on high pass rate but were silent on meaningful learning. They believed that ES practical activities was not necessary for Grade 7 examinations.


Purpose – One of the features of the New Zealand secondary schools system is that achievement closely reflects the taught curriculum. The National Certificate of Educational Achievement (NCEA) directly assesses student achievement on the secondary school curriculum through a combination of criterion-based internal and external assessments. The nature of NCEA means school-level results not only reflect student achievement but also the ability of leaders to organize, deliver, and monitor a relevant curriculum for students. This paper aims to describe how NCEA data were used to develop a simple but fair system to assess the relative performance of secondary schools.

Design/methodology/approach – No standardized measures of performance prior to Year 11 are available in New Zealand. Nor are student-level data available. In the absence of these, multiple indicators of gross performance, added value and improvement over time were analyzed using a schools-of-similar-type methodology.

Findings – Results indicated that schools in the low and middle SES communities were more likely to be improving than others, but these improving schools were also more likely to be already high- or mid-performing. Low-performing schools were least likely to be improving.

GEORGOPOULOS, ALEXANDROS; BIRBILI, MARIA AND DIMITRIOU,
ANASTASIA (2011), Worked on “Environmental Education (EE) and Experiential Education: A Promising “Marriage” for Greek Pre-School Teachers”

Kindergarten teachers are inclined to merge EE and experiential education in their daily teaching routine. According to majority of the teachers, EE is considered to be linked to enhancing and exploring knowledge about senses and is associated with the keenness to behave in a way that supports the environment. They teaching technique and method of describing the experiences of their students reminds one of the learning cycle put forth by Colb. However, the interviews fail to elucidate if the teachers are successful in assisting their student’s thoughts linked to the gained experience, despite it being proved that they help their students to link their earlier knowledge with the one recently gained, combine it into something new and correcting it. They also fail to provide details pertaining to explanations linked to their students’ emotions that are enhanced due to employment of the experimental educational technique. They assert that it is possible to develop active future citizens when EE and experimental education are merged.

KONUR, KADER BIRINCI AND KONUR BARBAROS (2011), Studied the “Primary Teachers’ Views Concerning the Assessment Methods Used by Them”

Purpose of this study is to determine primary teachers’ views about assessment methods which are used by them. Semi-constructed interview which consists of five open-ended questions has been used as data gathering instrument. While the scope of research is the teachers who are teaching in primary schools in Rize, the samples are twenty-five primary schools teachers who were selected from the five schools. In conclusion, teachers are using both traditional assessment methods and alternative assessment methods. But, they don’t think that all of the assessment methods which in new curriculum are useful in their school because of lack of time and source. Teachers have used these methods which are changed according to environment conditions. Based on this conclusions, importance should be given to alternative assessment approaches in classes which are given to students in university and information should be presented about how use this assessment methods.

OZTURK, IBRAHIM HAKKI (2011), Worked on “Curriculum Reform and Teacher Autonomy in Turkey: The Case of the History Teaching”
Off late, Turkey has witnessed radical change in its curriculum programs on account of the widespread reforms introduced. This also led to a change in the history curriculum for secondary schools. The aim of the current research is to analyze the curriculum reform in context to teacher autonomy, a crucial aspect to understand and enhance the role played by teachers in the education domain. The research also intends to evaluate if there has been a marked creativity linked to the teacher autonomy due to the change in the curriculum. The research deduced that the new history curriculum is unsuccessful in developing a new structure that is capable of offering teachers a wide domain of power and autonomy which could enable and inspire them to presume a bigger function to plan and execute the curriculum. This scenario thus directly contradicts the chief objective of the reforms which was to encourage student-centered teaching techniques on the requirements, interests and needs of the students while paying attention to their differences.

PANDYA HETAL AND PANDYA, HEMAL (2011), Studied the “Education for Sustainable Development in India: Problems and Prospects”

When economic sustainability and growth are considered, India is regarded to be the world leader amongst other developing nations. The rise in literate populace in India is the result of rapid rise in both the secondary and post-secondary education in the nation. On the other hand, in India Education for Sustainable Development (ESD) is the privilege of only some luck segment of the populace. The primary objective of Environmental Education (EE) is to ensure that people and societies both comprehend the intricate attributes of the natural and built surroundings that develop as a consequence of their communication at the biological, physical, social, economic, and cultural levels in addition to gaining awareness, beliefs, mindsets and practical dexterities to act in an accountable and successful manner to predict and resolve issues faced by the environment, in addition to handling the environmental quality. To ensure good health, empowerment and continuous enhancement education is the sole crucial method. It is the fundamental human privilege to attain sustainable growth and the chief aim of education remains unsatisfied if this aim is not attained via a compelling technique of education. Education for Sustainable development can be regarded to be a dynamic responsibility which helps all individuals to take advantage of Educational chances to study the way of life, conduct and principles needed to ensure a sustainable future. The objective of the current study is to ascertain the function education enacts in attaining
sustainable development, pinpointing the issues and future possibilities that Education could play in attaining Sustainable development in India. The paper tries to identify the issues Indian education has to deal with at different levels while trying to attain sustainability. The study also intends to provide requisite policies, directives and suggestions needed for Indian Higher Education Institutions.

**AL -BARWANI, THUWAYBA AHMAD AND AL-ANI, WAJEHA THABIT, AND AMZAT, ISMAIL HUSSEIN (2012)** Studied on “An Effective Teaching Model for Public School Teachers”.

*Aim* – The current study aims to study the crucial attribute that would result in successful teaching in the Omani schools providing general education from the perspective of the students.

*Design/methodology/approach* – The investigative approach is a survey that employs questionnaires to gather requisite data. 2,628 students from the General Education Schools located in majority Omani regions comprise the selected sample. The current study has employed the principal component analysis (PCA) to ascertain if the pertinent items have been suitable loaded on their individual concept to guarantee the dependability and concept soundness. The confirmatory factor analysis (CFA) or the measurement prototype was used to ascertain the values and aspects in addition to the forecaster that can affirmatively result in successful teaching and teachers for data evaluation.

*Results* – The current study deduced that the most crucial aspect that resulted in successful teaching was linked to “community relationships”; this aspect envisages a successful Omani teacher. This signifies that schools need to ensure that the community is engaged and endorses the educational procedure to attain successful teaching in Oman as far as the viewpoint of the students is considered; further a successful teacher needs to affiliate his/her teaching facilities with the community requirements. The second aspect and forecaster for teaching success were identified to be teaching policies.

*Originality/value* – Currently, this particular study is crucial as the Omani Ministry of Education is attempting to attain quality education. The current study is in line with the Ministry’s goals and intents and proves to be advantageous to the Omani Ministry of education, educational policy-makers and planners in context of developing criteria for
successful teaching; it has also offered a prototype from the General Education Omani students that could be employed to be a successful teacher. This study aims to reduce the discrepancy in the extant literature related to offering attributes for both successful teaching and successful teachers in Oman. As per the information of the researchers’, there are no other extant studies that have handled the problem linked to successful teaching in Oman in addition to offering benchmarks to be kept in mind to ascertain a successful teacher. Thus, the current study is distinct and is a bold step to plan a prototype which can be employed by the Omani government to set the criteria for successful teachers and successful teaching in Oman.

**ASADA, TADASHI, (2012), Worked on Mentoring Novice Teachers In Japanese Schools.**

*Purpose* – The purpose of this paper is to communicate how Japanese culture impacts upon mentoring in schools in Japan and to report on a study of mentor and novice teacher dialogue. The study is located within the context of explanations of dialogue, practical knowledge and mentoring as collaborative enquiry. It concludes that the time spent by novice teachers in Japanese schools is too short for mentoring to move beyond an apprenticeship model.

*Design/methodology/approach* – In this small study conducted between June 2006 and February 2007, the dialogues between a female novice teacher and a male mentor, who had 27 years’ teaching experience, were analyzed on three occasions. According to the mentoring analysis system developed by the author and his colleagues, all discussion was recorded between the mentor and the mentee about the mentee's teaching using a digital recorder and a video camera. A transcript was made from both recordings, then morphological analysis used (a kind of text analysis) for the transcript, and nouns, adjectives, verbs and adverbs were identified in transcripts.

*Findings* – In total, 46 teaching scenarios were analyzed, where the mentor was offering his comments about a total of three recorded lessons by the mentee. Patterns of linguistic interaction between the mentor and mentee during dialogues were noted down and attempts made to identify a dialectical process (of thesis, antithesis and synthesis).

*Research limitations/implications* – The study undertaken took place over one year in one elementary school in Japan. The practice of mentoring is not widespread in schools and can usefully be extended.
**KAYA RAMAZAN AND GUVENAYDIN (2012), Studied the “Opinions Of Primary Education Seventh Grade Students About Teaching Of History: Topics In Social Sciences And Significance Of History”**

This study aims at determining primary education seventh grade students’ opinions on teaching of history topics in social science courses and significance of history in their lives. The population of the study comprises of 20 pieces seventh grade classes in 4 primary schools with medium socio-economic levels in the city center of Erzurum. As the sample of the study, a total of 200 students (10 students from each class) were chosen via random sampling from seventh grade classes of these schools according to the appropriate sampling method. Required data for this qualitative research was acquired by a 4-item questionnaire comprising of open-ended questions. Content analysis method was adopted in analysis of the obtained data in this study. Findings shows that methods in line with constructivist approach remain limited in teaching of the topics; students like methods in which they are more active; such as drama and acting they like learning history, and, in general, they think that learning history makes a great contribution to their lives.

**NATASA, BRANKOVIC; ALEKSANDRA, PETROJEVIC AND JELENA, LAZIC, (2012) Studied the “Progress in student achievement as an indicator of school effectiveness”**

Achievement is usually seen as a major indicator of school performance and school effectiveness. Educational effectiveness associated with the quality of education. The study of teaching, teachers' influence and effectiveness of teaching methods and procedures aimed at innovating teaching. Monitoring of progress in student achievement are monitored transformational processes in schools, and is one of the tasks of school permanent commitment to introduce innovative ways of work and monitor progress in student achievement at all levels of education. This paper was presented analysis of student achievement progress in primary education, the introduction of innovative models of teaching. The choice in this paper was going to analyze the effects of activity that had an experimental program of work on individual classes of students and impact indicators of student achievement in the interpretation of research results.

**ORBÁNOVÁ, DARINA AND VELICHOVÁ, ŽUDMILA (2012) Studied the “View of Teachers and Students on Activating Teaching Methods”**
New requirements for secondary school graduates call for a new approach to the teaching process. Not only the content and goals of teaching, but also the methods of acquiring knowledge are changing. The traditional way of giving knowledge to students is supplemented by modern, activating teaching methods, which support activity, creativity and skills development of students, help them to enter the real business. The use of teaching methods depends on various factors, which influence teachers in making their own selection. Each method has its positives and negatives. Therefore is it important that the teacher uses multiple teaching methods and combine them together in order to make the result of teaching as effective as possible. In this contribution we analyses the opinions of teachers and students, we have obtained on the basis of survey about using different teaching methods in selected schools.

“Why So Many Structural Changes In Schools And So Little Reform In Teaching Practice?” was investigated by CUBAN, LARRY (2013).

**Objective** – The current paper intends to describe the negligible influence that structural, curricular and cultural modifications have on the teaching procedure in American schools as a result of mistakes while making policies.

**Design/methodology/approach** – Based on the author’s investigative legacy, the current study widens the historical evaluation to identify and describe in schools and schooling the extant problems of change.

**Inferences** - In the past 100 years, there has been radical change as seen by the advancement of amalgamation of old and newer ways of teaching due to educational improvements. However, the change at classroom level has not really occurred. The negligible influence on classroom customs can be described by aspects related to policy making and comprise of a misdirected faith in the framework improvement, error in comprehending schools to be a problematic system instead of an intricate one and the propensity to fail to identify the teacher quality from the quality of teaching.
CONCLUSION

A proper framework of linked literature is typified by a rational flow of concepts; extant and pertinent references with continuous, suitable style of referencing; appropriate employment of lexicon; and a complete perspective related to earlier investigations conducted on the same theme. The current lesson repeats several beneficial investigations linked to the technique employed for environmental education undertaken in India and overseas; this was beneficial to the researcher to design and further expand her study.