# CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER-I</th>
<th>INTRODUCTION</th>
<th>PAGE NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>1.2</td>
<td>School Education Scenario</td>
<td>2</td>
</tr>
<tr>
<td>1.3</td>
<td>Equality of Educational Opportunity</td>
<td>3</td>
</tr>
<tr>
<td>1.4</td>
<td>Education of Girls</td>
<td>4</td>
</tr>
<tr>
<td>1.5</td>
<td>Child as a constructor of Knowledge</td>
<td>5</td>
</tr>
<tr>
<td>1.6</td>
<td>Secondary Stages</td>
<td>7</td>
</tr>
<tr>
<td>1.7</td>
<td>Equality of Employment Opportunities</td>
<td>8</td>
</tr>
<tr>
<td>1.8</td>
<td>Present Study</td>
<td>9</td>
</tr>
<tr>
<td>1.9</td>
<td>Operational Definition</td>
<td>9</td>
</tr>
<tr>
<td>1.10</td>
<td>Objectives of the Study</td>
<td>22</td>
</tr>
<tr>
<td>1.11</td>
<td>Hypothesis of the Study</td>
<td>22</td>
</tr>
<tr>
<td>1.12</td>
<td>Delimitation of the Study</td>
<td>23</td>
</tr>
<tr>
<td>1.13</td>
<td>Need of the Study</td>
<td>24</td>
</tr>
<tr>
<td>1.14</td>
<td>Importance of the Study</td>
<td>27</td>
</tr>
</tbody>
</table>
1.15 Significance of the Study 28

CHAPTER II  REVIEW OF RELATED LITERATURE

2.1 Introduction 33
2.2 Meaning of Review of Literature 34
2.3 Definition of Review of Literature 35
2.4 Need of the Review of Literature 36
2.5 Importance 37
2.6 Sources of Review of Literature 39
2.7 Review of Literature on Social Freedom 40
2.8 Review of Literature on Risk Taking Behaviour 45
2.9 Review of Literature on Classroom Teaching Behaviour 48

CHAPTER III  DESIGN OF THE STUDY

3.1 Method and Procedure 71
3.2 Population of the Study 72
3.3 Sample of the Study 73
3.4 Tools and Techniques 75
3.5 Administration of Tools 77
3.6  Data Collection  78
3.7  Scoring and Tabulation of Data  79
3.8 Methods Involved in Statistical Analysis

CHAPTER-IV ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Social Freedom of Female Teachers

4.1.1 Explanation of Locality based Women Social Freedom (WSF) analysis table.

4.1.2 Explanation of Subject based Women Social Freedom (WSF) analysis table.

4.2 Risk Taking Behaviour of Female Teachers

4.2.1 Explanation of Locality based Risk Taking Behaviour (RTB) analysis table.

4.2.2 Explanation of Subject based Risk Taking Behaviour (RTB) analysis table.

4.3 Classroom Teaching Behaviour of Female Teachers
4.3.1.1 Explanation of Locality based Direct Teacher Talk (DTT) analysis table.

4.3.1.2 Explanation of Subject based Direct Teacher Talk (DTT) analysis table.

4.3.2.1 Explanation of Locality based Indirect Teacher Talk (ITT) analysis table.

4.3.2.2 Explanation of Subject based Indirect Teacher Talk (ITT) analysis table.

4.3.3.1 Explanation of Locality based Indirect to Direct Teacher Talk ratio (I/D) analysis table.

4.3.3.2 Explanation of Subject based Indirect to Direct Teacher Talk ratio (I/D) analysis table.

4.3.4.1 Explanation of Locality based Teacher Question Ratio (TQR) analysis table.

4.3.4.2 Explanation of Subject based Teacher Question Ratio (TQR) analysis table.
analysis table.
4.3.5.1 Explanation of Locality based Student Initiation Ratio (SIR) analysis table.

4.3.5.2 Explanation of Subject based Student Initiation Ratio (SIR) analysis table.


4.4.1 For Science Female Teachers.

4.4.1.1 Explanation of Direct Teacher Talk (DTT) based analysis table.

4.4.1.2 Explanation of Indirect Teacher Talk (ITT) based analysis table.

4.4.1.3 Explanation of Indirect to Direct Teacher Talk ratio (I/D) based analysis table.

4.4.1.4 Explanation of Teacher Question Ratio (TQR) based analysis table.

4.4.1.5 Explanation of Student Initiation Ratio (SIR) based analysis table.

4.4.2 For Art Female Teachers

4.4.2.1 Explanation of Direct Teacher Talk (DTT) based analysis table.
4.4.2.2 Explanation of Indirect Teacher Talk (ITT) based analysis table.

4.4.2.3 Explanation of Indirect to Direct Teacher Talk ratio (I/D) based analysis table.

4.4.2.4 Explanation of Teacher Question ratio (TQR) based analysis table.

4.4.2.5 Explanation of Subject Initiation ratio (SIR) based analysis table.

4.4.3 For Female Teachers teaching in Urban area.

4.4.3.1 Explanation of Direct Teacher Talk (DTT) based analysis table.

4.4.3.2 Explanation of Indirect Teacher Talk (ITT) based analysis table.

4.4.3.3 Explanation of Indirect to Direct Teacher Talk ratio (I/D) based analysis table.

4.4.3.4 Explanation of Teacher Question Ratio (TQR) based analysis table.

4.4.3.5 Explanation of Student Initiation Ratio (SIR) based analysis table.

4.4.4 For Female Teachers teaching in Rural area.
4.4.4.1 Explanation of Direct Teacher Talk (DTT) based analysis table.  
4.4.4.2 Explanation of Indirect Teacher Talk (ITT) based analysis table.  
4.4.4.3 Explanation of Indirect to Direct Teacher Talk ratio (I/D) based analysis table.  
4.4.4.4 Explanation of Teacher Question ratio (TQR) based analysis table.  
4.4.4.5 Explanation of Student Initiation Ratio (SIR) based analysis table.  

4.5 Classroom Teaching Behaviour with reference to high and low Risk Taking Behaviour.

4.5.1 For Science Female Teachers.

4.5.1.1 Explanation of Direct Teacher Talk (DTT) based analysis table.  
4.5.1.2 Explanation of Indirect Teacher Talk (ITT) based analysis table.  
4.5.1.3 Explanation of Indirect to Direct Teacher Talk ratio (I/D) based analysis table.  
4.5.1.4 Explanation of Teacher Question Ratio (TQR) based analysis table.
4.5.1.5 Explanation of Student Initiation Ratio (SIR) based analysis table.

4.5.2 For Art Female Teachers.

4.5.2.1 Explanation of Direct Teacher Talk (DTT) based analysis table.

4.5.2.2 Explanation of Indirect Teacher Talk (ITT) based analysis table.

4.5.2.3 Explanation of Indirect to Direct Teacher Talk ratio (I/D) based analysis table.

4.5.2.4 Explanation of Teacher Question Ratio (TQR) based analysis table.

4.5.2.5 Explanation of Student Initiation Ratio (SIR) based analysis table.

4.5.3 For Female Teachers Teaching in Urban area.

4.5.3.1 Explanation of Direct Teacher Talk (DTT) based analysis table.

4.5.3.2 Explanation of Indirect Teacher Talk (ITT) based analysis table.

4.5.3.3 Explanation of Indirect to Direct Teacher Talk ratio (I/D) based analysis table.
4.5.3.4 Explanation of Teacher Question Ratio (TQR) based analysis table.

4.5.3.5 Explanation of Student Initiation Ratio (SIR) based analysis table.

4.5.4 For Female Teachers Teaching in Rural area.

4.5.4.1 Explanation of Direct Teacher Talk (DTT) based analysis table.

4.5.4.2 Explanation of Indirect Teacher Talk (ITT) based analysis table.

4.5.4.3 Explanation of Indirect to Direct Teacher Talk ratio (I/D) based analysis table.

4.5.4.4 Explanation of Teacher Question Ratio (TQR) based analysis table.

4.5.4.5 Explanation of Student Initiation Ratio (SIR) based analysis table.

CHAPTER-V FINDINGS AND EDUCATIONAL IMPLICATION

5.1 Findings of the study

5.2 Educational Implication of the study.

5.3 Suggestion for further study.