CHAPTER-II

REVIEW OF THE RELATED LITERATURE

2.1 INTRODUCTION

There exist three aspects of human knowledge-(i) to collect knowledge, (ii) to impart knowledge and (iii) to progress knowledge. These three aspects are similarly important for research also, in order to fill the gap between the theoretical/statistical aspects of research to the originality existing in society.

Practically, bank is for money, in same way, the whole human knowledge can also be obtained from books and libraries.

Different from other creatures, human must preserve and try to improve knowledge handed over by the elders as situation demands time to time. The continuous contribution of man in the ocean of knowledge, provides new opportunities for success in new trials of research:

A researcher always tries to confirm whether any previous research work is done anywhere related to his proposed study or not.
2.2 MEANING OF REVIEW OF LITERATURE

In research methodology the term literature refers to the knowledge of a particular area of investigation of any discipline which includes theoretical, practical and its research studies.

The term 'review' means to organize the knowledge of the specific area of research to evolve an edifice of knowledge to show that his study would be an addition to this field.

The task of review of literature is highly creative and tedious because researcher has to synthesize the available knowledge of the field in a unique way to provide the rationale for his study.

The words 'review' and 'literature' have quite different meaning in the historical approach. In historical research, the researcher does much more than review already published material, he seeks to discover and to integrate new information which has never been reported and never considered. The concept and process implied in the term 'review of literature' have such different meanings in historical as compared with survey and experimental research.
2.3 DEFINITION OF REVIEW OF LITERATURE

**According to Good, Barr and Scats**-"The competent physician must keep abreast of the latest discoveries in the field of medicine.....obviously the careful student of education, the research worker and investigator should become familiar with location and use of sources of educational information".

**According to W.R. Borg**- "The literature in any field forms the foundation upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature our work is likely to be shallow and naive and will often duplicate work that has already been done better by someone else".

**According to charter V. Good**-"The keys to the vast storehouse of published literature may open doors to sources of significant problems and explanatory hypothesis and provide helpful orientation for definition of the problem, background for selection of procedure, and comparative data for interpretation of results. In order to be creative and original, one must read extensively and critically as a stimulus to thinking".
According to John W. Best- "Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past. His constant adding to the vast store of knowledge makes possible progress in all areas of human endeavour".

2.4 NEED OF REVIEW OF LITERATURE

The review of literature is essential due to following reasons:

1. One of the early steps in planning a research work is to review research done previously in the particular area of interest and relevant area quantitative and qualitative analysis of this research usually gives the worker an indication of the direction.

2. It is very essential for every investigator to be up-to-date in his information about the literature, related to his own problem already done by others. It is considered the most important pre-requisite to actual planning and conducting the study.

3. It avoids the replication of the study of findings to take an advantage from similar or related literature as regards, to
methodology, techniques of data collection, procedure adopted and conclusions drawn. He can justify his own endeavour in the field.

4. It provides as source of problem of study, an analogy may be drawn for identifying and selecting his own problem of research. The researcher formulates his hypothesis on the basis of review of literature. It also provides the rationale for the study. The results and findings of the study can also be discussed at length.

The review of literature indicates the clear picture of the problem to be solved. The scholarship in the field can be developed by reviewing the literature of the field.

2.5 **IMPORTANCE OF REVIEW OF THE LITERATURE**

In the lack of related literature the researcher's work cannot attain the pre-directional goals. Till the researcher know, how much work is done in this field, which methodology was taken into account and what were the results, he/she is unable even to decide the
problem of the study and can never reach any conclusion for the work.

According to John W. West, Practically, complete human knowledge can be obtained from books and libraries. Unlike to the other creatures, know from past must be handed over to new generations in the new forms. In continuation, Goodbar and stakes say's-Applied medication should go along with new emerging changes in the related field.

Thus, researcher should aware of tools and techniques to be used.

A teacher is that person, who always tries to feed their children with intellectual doses. Those who come in this field have positive attitudes towards teaching profession. From the previous studies it is clear that teachers having values like positive, attitude, spiritual and humanity within.

In order to provide right direction to researcher, there is need of related literature and tools, for which George J. Maule say's-looking for related literature is a necessary and difficult job, in which
the correct concept for the problem area and proper understanding is required. By reviewing the related literature, the researcher gets a great help about the problem of the study and the various aspect of study and there is less probability of getting repeated.

According to John W. West for a researcher, studying the related literature is must. Though reviewing the related literature requires more time, but it provide with deep knowledge about the problem like which type of related studies were done previously, what were the results and what is to be done left for the continuation.

2.6 SOURCES OF REVIEW OF LITERATURE

There are various sources of literature which may be used for this purpose. These sources can be broadly classified into these heads-

- Books and text books materials
- Periodicals
- Abstract
- Encyclopedias
Exploring the literature moves the researcher to frontier of knowledge where he can evaluate new findings in his field, gaps in knowledge contradictory findings and identifying needed research. He will be familiar with methods and bibliographies that may prove useful in his own investigation.

**Review of Literature on Social Freedom**

*Rama Devi (1963)* reported on the basis of her study that the attitude of Indian women was still not far away from the traditional one, although educated and working women have less traditional attitudes and acceptance.
Khatri (1970) found that educated urban girls in particular manifest greater freedom in their mate selection based on love.

Kapur (1970) reported wives adding to family income play assertive role in family affairs.

Arora (1972) and Doshi (1971) in their studies found that educated Indian women aspire for greater freedom, equality and enjoyment opportunities.

Verma (1972) in his studies observed that even the college girl students are basically as the same as old Indian woman aspiring to become good house wives.

Kakar has shown, as to how girls in India are differentiated right from birth which affects their process of socialization.

Government of India (1975) published an authentic document regarding facts and figures on status of Indian woman.

These publications brought out two things -

(i) Women in India are still subjected to discrimination, ill treatment and enjoy lower status as compared to men, and
There is growing concern and resentment particularly among educated women and educated working women against all such customs and rituals which lower down their status in society, and they carry strong desire for social freedom.

*An Interview* reports of college girls indicates that although the Indian women do not believe in western style of women movement or a radical change and revolt against sex roles and marriage, their expectations and attitudes have considerably changed.

*Friedle (1975) and Kessler (1976)* in their studies have explored more or less similar feature of concern on female condition in global perspective.

*Baig (1976); Jain (1976); Kapur (1974); Mehta (1970); Nanda (1976)* in their literature shown that in recent years roles, functions and status of Indian women had undergone some remarkable changes.

*Lamphere (1977)* in his studies has discussed the issue of sexual equality versus female's sub-ordination in great length.
Beam (1977); Spence and Helmreich (1980) propounded that Androgyny theory claims that perpetuation of traditional sex roles distinctions is dysfunctional and androgynous individuals have superior adjustment.

Jacobson (1977) observes that in India even in rapidly growing urban areas, traditional rites and values relating to women find wide acceptance. Countless number of women veils their faces and quietly accepts dictates of their elders.

Gore (1977) studied and found in an Indian joint family a women learns to sub-ordinate her desires to those of her husband and in laws.

Thandnis and Malani (1978) in their studies found that with the growth in education and vocational opportunities women throughout the world have become more conscious of their rights of equality and freedom and have revolted against the conventional norms.
Jorden et.al. (1979); Vasudeva and Lehal (1986) presented in their work that sex role-attitudes among women have been found to have deeper roots in their personality.

Sinha (1984) Mentioned that the Indian family pattern has become somewhat more permissive and many of the traditional family values have undergone transformation.

Smith (2002) in his work concluded that practical measures that can be used by the faculty teacher in the university, to become a democratic teacher, must re-examine the teaching practices of teachers, and raise the students level of learning, through the promotion of student interest in the depth, understanding of the meaning of the material seminars, and participate in seminars that develop, the relationship between culture and democracy, and to make the class environment a climate of democracy.

Aktan & Vural (2003) in their research reported that in a democratic classroom, freedom underlies democracy. And the ranges of personal freedom include respecting a person's life, protection,
fair trial, privacy, freedom of speech, religious freedom, and freedom to marry and set up a family.

Review of Literature on Risk-Taking Behaviour

Pavio & Lambert (1959); Levin et.al. (1960); Pavio (1964) in their studies found that higher levels of social anxiety and threats of negative evaluation have also been found to reduce people's willingness and ability to speak in front of an audience a behaviour critical to student and teacher development.

Knight and Shackle (1971) in the 'Insurance theory' explored a distinction between 'measurable' and 'non-measurable risk'. According to them the 'measurable risk' is that situation which can be fairly and accurately estimated, as it can be predicted on the basis of past experiences. The 'Non measurable Risk', on the other hand cannot be predicted with any degree or accuracy.

Jackson et.al. (1972) found that the evidence for the multidimensionality of risk including a unitary social risk construct, based on subjects evaluation of different situations that might be 'embarrassing'.
Fenignste in et.al. (1975) in his study said that people who self-report being high in social anxiety, as measured by the Social Anxiety subscale of the self-consciousness scale, also have a strong preference for situations and environments with 'simple structure', as measured by the Personal Need for Structure Scale.

Osberg (1987); Neuberg & Newson (1993) in their study found that there is a negative correlation between scores on the Need for Cognition scale and the Consciousness Scale (a measure of social anxiety).

Baldwin & Main (2001) in their study found that the high self-conscious individuals (as measured by self-report questionnaires) were much more sensitive to the positive or negative association of the tone, whereas individuals with low self-consciousness were unaffected by the tone.

Baldwin & Main (2001); Weber et.al. (2002); Baldwin & Key (2003); Maner et.al. (2007) in their studies found that effects of social anxiety on behaviour have been observed repeatedly and are associated with specific individual differences.
Weber et al. (2002) developed a domain-specific risk-attitude scale and found significant reliability and factor independence for five risk domains (financial decisions, health safety, recreational ethical and social). Of their five domains, social risk was the one most clearly related to decisions involving the evaluations of other and behaviour in public situations; subjects were asked to indicate the likelihood of engaging in activities like the following: 'Speaking your mind about an unpopular issue at a social occasion' and 'wearing unconventional clothes'. The researcher also found that the significant validity for social risk by asking subjects to self report their engagement in behaviours associated with social risk taking.

E. Shelley Reid, George Mason University (2009) worked out for various motive opportunities for his own students suffering from conservative thoughts like worrying about grades, want to play with safe, do not want to imagine alternatives, having low skill or confidence levels that reduce the abilities to try new things.

They found that risk-taking and right answer achieving can appear to be contradictory goals for students in classrooms. When
the correctness stakes are high and no other criteria are visible, everyone plays it safe. They suggested that if we want our students to take risk, we need to create classrooms in which, at least in some designated zones, risk-taking is more visible, accessible, and desirable than the alternatives.

**Review of Literature on Classroom Teaching Behaviour**

**Usha Pandey (1953)** presented a study in Allahabad University which was related to the views of female pupil teacher on teaching behaviour. In the present study, the researcher selected 160 female pupil teacher as sample. The research was based on null hypothesis and for the data analysis and interpretation, the researcher calculated Mean, Standard deviation and C.R. Value. The result obtained is that there is no difference between the attitudes of female pupil teacher of age more than 20 years (pre-service and in-service).

**Flanders (1963)** originally developed a research tool, named the Flanders Interaction Analysis (FIA), which became a widely used coding system to analyze and improve teaching skills. As result of
research with his coding instrument, Flanders uncovered the two-third rule: about two-thirds of classroom time is devoted to talking, about two-thirds of this time the person talking is the teacher, and two-thirds of the teachers talk is "direct" (that is, lecturing, giving directions, and controlling students). The two-thirds rule is actually three related two-thirds rules and serves to substantiate that typically teachers verbally dominate the classroom.

Amidon and Powell (1967), Campbell and Barnes (1972), Kantowaski (1977) and Gorard (2000) used FIACS in their studies, discovered that teachers who were perceived as effective, engaged largely in accepting students feelings and ideas, used more praise and encouragement in their classroom communication.

Jackson (1968) reports on the basis of his study that teachers are typically involved in more than, 1000 verbal exchanges with their students every day. There is a lot of talking, enough to give even the strongest vocal cords a severe case of laryngitis.

Flanders (1970) investigated the effects of FIACS feedback on the verbal behaviours of teachers found that teachers who received
feedback differed significantly in their use of certain verbal behaviours from those who did not receive feedback. Teachers who receive feedback were found to use more praise, accept and clarify students ideas more, use more indirect talk, use more positive reinforcement after teacher-initiated student talk, use less corrective feedback, criticize students less, ask more questions, use less lecture method, give fewer directions and less teacher-initiated talk.

Shasnashain and Foorts (1971), in their research on Interaction analysis, studies about the relationship between teacher's behaviour and student's output. As a result, they found, accepting student's idea, teacher's behaviour of criticising and justifying etc. are positively co-related with student's achievements. Other than this they also found that by using student's ideas, there is a necessary change in behaviour of teacher's part.

Johnson (1972) in his research work tried to establish co-relationship between different variables of teacher's personality and the ability to ask question. Finding of the research is that there is no
such significant co-relationship between the different variables of teacher's personality and the ability of asking questions.

Sangeera (1972), in her research, tried to find out the relationship between the behaviour of teachers by using FIACS (Flander's Interaction Analysis Category system). Result obtained is that because of teacher's in-direct behavior, there is improvement in quality of high adjustment and feeling of freedom.

Sonthanum (1972), in his research, tried to know the relationship between effect of teachers in classroom and variables like age, sex, marital status, experience and new changes in training are included.

By analyzing the data, following results were obtained-

1. Related to I/D and i/d, there is no effect of age, newness in training and teaching experience on teachers behaviours.

2. There is no significant relationship between sex and marital status with I/D ratio.
3. In comparison to female teachers, male teachers present direct teaching behaviour in relation to I/D ratio.

4. There is significant difference between the behaviours of teachers, in relation to I/D and i/d when some changes were done in the group of students to be taught.

Patel (1974), in his research, tried to know the relationship between the effect of teachers in classroom and the development of attitude in students. In this study, in order to measure teacher's direct-indirect behaviour, the researcher used Flander's Interaction Analysis system, where as to measure attitude of children, the researcher used.

From this study following point were found-

1. There is significant effect on I/D and i/d to motivate classroom arrangement and teacher's attitude.

2. In the lack of i/d, there is significant effect of indirect-behaviour on student's personal tension.

The results are as follow-

1. There is a significant relationship between attitude towards teaching and indirect effect.

2. There is negative co-relationship between indirect effect and attitude towards teaching.

Lalla (1974), in his experimental research, tried to know the effectiveness of teacher's classroom behaviour on student's outcome. In this study, on experimental and controlled group were formed. Those group which had I/D ratio high were considered as experimental group and those group which had value for I/D ratio low were considered as controlled group. In this study, it was found that the level of outcome of those group of students which were taught by indirect classroom teaching behaviour, were comparatively high from those group of student's who were taught by direct classroom teaching behaviour.

Maheswari in her research, studied about the extrovert and introvert theories in the classroom of less and more effective
teachers. The researcher found that, more effective teachers put
direct and sincere effect on students in class.

The ratio of teacher's impartation and the ratio of student's
grasping power was found to be equal, where as in class of less
effective teachers, situations like direct talk to students, fast and
direct ratio and lack of motivative climate were found.

Kline and Scorge (1974), Younger, Warrington and Williams
(1999) have shown that even teachers who were not trained in the
mechanics of interaction analysis will change their classroom verbal
behaviours as a result of feedback from the interaction analysis.

Hepburn (1983), Selvi (2006) on the basis of their research
concluded that in order to allow students more freedom, a
democratic teacher should appreciate democratic values and adopt
appropriate teaching methods where students can easily express
their thoughts and ideas.

Walberg (1986), Conducted a large-scale meta-analysis, his
research indicates that the following seven factors are key elements
to the effectiveness of teaching: engaged academic learning time, use
of positive reinforcement, co-operative learning activities, positive class atmosphere, higher-order questioning, cues and feedback, and use of advance organizers.

Brophy & Good (1986); Good & Brophy (2000) in their study used direct classroom observation over the last century has resulted in the accumulation of an impressive body of information about the nature of effective teaching.

Swann and Graddol (1988), and Younger and Warrington (1996) from their findings concluded that teachers classroom verbal behaviours could affect significantly primary pupils achievement in mathematics and their attitude towards the subject.

Allington (1991), Good & Weinstein (1986) on the basis of their work said that students opportunity to participate actively in the classroom communication may vary with different verbal behaviours of teachers, with their achievements and attitude.

Wang, Haertel & Wallberg (1993) found that types of classroom communication have a significant impact on students outcome.
Sadker & Sadker (1994) and Houston Chronicle (2001) also did their work on same topic and said that students opportunity to participate actively in the classroom communication may vary with different verbal behaviours of teachers, not only with their achievements and attitude but also with their gender.

Berliner & Biddle (1995) found that students opportunity to participate actively in classroom communication contributes to one of the most important predictors of students achievement.

Jegeda (1999); Santagata & Stigler (2000) found that science teaching is also a cultural activity and cultures influence the teaching and learning process at large.

Nair and Ramnarayan (2000) found that need for cognition is positively associated with 'curiosity', 'desire for new experiences' and the 'ability to generate a higher number of task relevant thoughts', where as it is negatively correlated with a 'need for structure', 'closed mindedness' and the tendency to 'avoid, ignore, or distort new information'.
Good & Brophy (2000) in their study concluded that teachers classroom verbal behaviour affect students achievement.

Henderson (2001) in his research found that teachers should respect student's beliefs and values and also the students should respect one another's beliefs and values. Teachers should increase students cognitive and perceptive awareness levels by teaching them democratic values.

Baldwin and Main (2001) in an empirical study, showed that a person's social interactions were perceived to be more self-conscious when the social interaction was paired with an unconscious tone that had been previously associated with negative evaluations.

Singh (2003) studied about a comparative classroom teaching behaviour of Male and Female teachers, the researcher found that classroom teaching behaviour of female teachers is high as compared with male teachers. Thus the appointment of the female teachers will surely increase the quality of education as compared to male teachers, and so male teachers should bring improvement in the teaching behaviour.
Maurya (2004) studied comparatively the effect of classroom teaching of pupil-teachers with high and low creativity. As result, the researcher found that classroom teaching behaviour of pupil-teachers with though high and low creativity doesn't matter much on their teaching part.

Singh (2005) studied about the classroom teaching behaviour of pre-service and in-service teachers comparatively. The sample selected were 200 teachers (100 were pupil-teacher and 100 were teachers of secondary schools), for which result obtained are as follow-

(i) There is no significant difference between classroom teaching behaviour of pre-service and in-service teachers on the basis of sex.

(ii) The value of I/D, for classroom teaching behaviour of pre-service and in-service teachers, on the basis of sex is same.

(iii) There is no difference between the classroom teaching behaviour of pre-service and in-service teacher, on the basis of different subjects.
(iv) There is no difference between the values of I/D for pre-service and in-service teacher on the basis of locality.

See Kin Hai and Lim Siew Bee (2006) in their study attempted to investigate the relative effectiveness of interaction analysis feedback on the verbal behaviour of teachers teaching mathematics in Primary 5 classes of four randomly selected Primary schools in Brunei-Muara district. It also attempted to investigate the effects of the feedback system on pupil's attitude towards mathematics and their academic achievement in mathematics. The sample used for the study consisted of eight primary school teachers teaching mathematics subject. These eight teachers were preselected and were divided into feedback (experimental) and non-feedback (control) groups. One teacher from each of the four schools was selected as the experimental group and the other teacher from the same school was picked as the control group. One hundred and fifty two pupils of average ability from four urban schools were involved. To examine the extent to which the feedback system was effective, a modified Flanders Interaction Analysis categories system (FIAS) was used to record classroom communications and the results provided
as a feedback to the experimental group. Results showed that the feedback groups accepted students feelings more, praised students more, used student's ideas and initiated more student talk in the classroom. Effects of the feedback were encouraging with higher student academic achievement and more favourable attitudes after teachers were given feedback.

**Seals (2006)** states that making students feel they are valuable and supporting their autonomy is among the duties of a democratic teacher.

**Yadav Mahendra Singh, 2007.** The researcher in his research work studied comparatively the teaching behaviour of female Shiksha Mitra and the regular female teachers in primary schools. For the study, he selected 50 female Shiksha Mitra and 50 female regular teacher of Pratapgarh district. The tool used for the purpose is Flanders interaction analysis. After analysing the data, the researcher concluded that there is a remarkable difference between the teaching behaviour of female Shiksha Mitra and female regular teacher of primary schools on the basis experience and lack of training.
Thomas Hills (2007) investigates the relationship between preferences for constructivist approaches and other classroom behaviours that influences the development of future teachers. The theoretical premise for this relationship is that preferences for constructivist activities are associated with other behaviours that are characterized as social risks. Pre-service teachers who are 'risk averse' may engage in behaviours that perpetuate their conservatism, leaving them ill prepared for current developments in educational reform. In addition to proposing this unique theoretical question, evidence is presented showing that social risk aversion is behaviourally pervasive, influencing pre-service teachers' willingness to participate in classroom discussions, their behaviour in a socially competitive game and their natural preference for inquiry-based mathematics problems. Given this pervasiveness, teachers who are 'shy' of contemporary educational reform may unknowingly socially insulate themselves against it.

Singh Ajay (2007) did research on the topic "A study on classroom teaching behaviour of teaching Hindi subject at secondary level in Varanasi".
Results of which are obtained as-

(i) At secondary level, both the male and female teachers while teaching Hindi subject, used teacher talk behaviour more in classroom teaching behaviour.

(ii) At secondary level, both male and female teachers used lectures during teacher talk behaviour more and less importance is given for asking questions and even lesser in giving directions.

(iii) There is no difference between the male and female teachers teaching Hindi subject for the TQR (Teacher Question Ratio).

(iv) The value of I/D is same for the male and female teacher teaching Hindi subject at secondary level.

Hafiz Muhammad Inamullah, Ishtiaq Hussain, M. Naseer (2008) in their research, tried to explore teacher-student verbal interaction in the secondary level classes using the Flanders Interaction Analysis system (FIA). The study was further limited to Peshwar only. The sample of the consisted of 15 randomly selected classroom at secondary level and number of observed students was 600 and total number of observed teachers were 25. The results
reflect that more than two third of the classroom time was used in talking in the observed secondary classrooms.

**Harkirat S. Dhindsa, Khadija-Mohd-Salleh (2009)** conducted a research. The aim of the research were to cross-validate the cultural Learning Environment Questionnaire in the local context of Brunei and to evaluate culturally-sensitive factors (gender equity, collaboration, deference, competition, teacher authority, modelling and congruence) in secondary science students learning environments. Data were collected from 1417 secondary science students enrolled at non-government schools in Brunei and their 49 science teachers by administering the CLEQ. Factor, validity and reliability analyses supported the instruments suitability to evaluate the culturally-sensitive factors associated with the cultural learning environment of these students. The students generally believed that both genders are treated equally and that they are independent learners, although, to some extent, they were reluctant to give their independent views in their classes. The perceived, predicted and observed mean values by students, teachers and researcher, respectively, were comparable for all these scales except for teacher
authority and modelling scales, where differences were highly significant. The data revealed no gender, regional or grade level differences in student's perceptions. However, perceptions of students from different race groups were different.

**Singh Pratibha, 2010.** The researcher in her study—the study of social and economic factors in women Education, found that the social factor play main hurdle in their education. Though the economic factor supports, the girl education is effected due to social traditions, customs and sex differences.

**Kumar Awdesh, 2010** The researcher in his research tried to find out the classroom teaching behaviour of teachers at primary level. For this, he selected 100 teachers from Faizabad district and concluded that the classroom teaching behaviour of Male teachers were high as compared to female teachers and most of the female teachers were suffering from different type of illusions.
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