ప్రారంభ-2

संబंधित साहित्यनि समीक्षा
�્યાંથર-2

સંગ્રામ સાહિત્યની સમીક્ષા

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2.1 مستندات

"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 at the past. His constant adding to the vast store of knowledge makes possible progress in all areas of human endeavour”

2.2 معتبر مرجع

"..."
2.3 Purushotham Sanitation Units: 

Purushotham sanitation units are essentially a means to achieve sanitation in schools. These units were introduced to address the issue of unhygienic conditions in schools. The units are designed to provide a separate toilet facility for boys and girls, promoting a more hygienic environment.

**Objectives:**
(i) To assess the impact of sanitation units on girls' enrolment, retention, attendance, and dropouts at the primary level.
(ii) To identify the impact of sanitation units on overall school environment.

**Scope and geographical coverage:**
The study was undertaken in Surendranagar, Baroda & Panchmahal districts of Gujarat state.

**Method:**
There were 90 primary schools in the sample. The respondents included 90 principals, 90 teachers, 450 parents, and 450 girl students. Data was collected through interviews and focused group discussions.

**Main findings:**
Principals stated that these facilities have increased cleanliness amongst girls. Their enrolment and attendance in school.
has increased, they attend school of the teachers were worried about availability of water and cleanliness. Parents also felt that facility of sanitation units in the school was essential for girls students.

Suggestions: Increase awareness of availability of this facility in schools amongst community. Care to be taken at school level for maintenance and cleanliness of sanitation units.


Objectives: (i) To identify spots related to gender sensitisation in curriculum (ii) To analyze the gender sensitive curriculum spots with respect to its context, explanations and illustrations (iii) To suggest effective teaching strategies for gender sensitive curriculum spots.

Scope and geographical coverage: State level text books and other documents were reviewed under this study.


Main findings: The text books were not outright gender insensitive. There were attempts where gender neutral attitude was acquired like in names, illustrations and visuals. But the stereotyping till existed. Text books in all subjects in some way or the other had flaws that needed to be corrected. There were certain sentences and illustrations that would impact thinking of the growing child. There were very few women writers whose work was included in the curriculum. The overtone in the textbooks that constantly came up was very male oriented. The use of terms like MANAS, VEPAR1 (though mean neutral) that are addressed to the males in the society and mathematical examples that represent gender bias should be avoided.

In the language texts there was lack of female characters in the lessons, only one or two chapters were there on famous women.
A lesson on Kalpana Chawla in one of the Hindi texts came as a welcome change. More such lessons should be included. The visuals that portray women in stereotypical gender roles should be included. The visuals that portray women in stereotypical gender roles should be avoided. In a few books, female police officers and female traffic police have been represented. The study concluded that there is still scope to make it more free of gender bias.

(3) Oza, D. J.* (2006) A study on gender concerns in school activities and classroom practices in primary schools Department of Education (CASE), Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara

Objectives: (i) To observe the classroom (teaching-learning transaction) interactions (ii) To understand teachers approach to teach gender sensitive issues (iii) To analyze the activities conducted by schools with respect to gender

Scope and geographical coverage: The study covered primary school teachers from three districts Dahod, Narmada and Vadodara.

Method: Purposive sampling was used for selecting blocks in the districts. At least one block of the district having less than 10% female literacy rate and another block from the district having comparatively better literacy rate was selected. Two CRCs from each block and four schools from each CRC were selected randomly for the study. Coordinators of BRCs (6) and CRCs (12) and minimum five teachers from each school were also sampled. Data was collected through observation and interviews. Classroom interactions were observed for a day in each school. Teachers were interviewed during recess and after school hours. The data was content analysed.

Main findings: Attitude of most of the teachers was apathetic. Gender sensitivity was not evident in teachers' behavior at class level. In principle, they agreed with programmes of gender empowerment but its impact was not evident in their practice. In their view, training has neither helped them nor convinced them to change the practices in classrooms. Only a marginal number of teachers (5 or less) were taking keen interest in teaching the content through action songs,
role-play and story telling. Activities in their classes were gender neutral. The local teachers from the same community were far more approachable to students, other teachers had pre-conceived notion about the children, nature and traits of people

Study reported major differences in schools located in rural and urban areas in all the three districts with attendance rate being higher in urban areas and more irregularity among girls in rural area. Schools in urban areas had some place to play but play material or adequate sports equipments were not available in urban area activities of cleaning and filling drinking water was undertaken by employed staff but in most of the schools the place where the pots were kept was dirty. In rural areas, students (boys & girls) cleaned the school ground and classroom daily and filled drinking water pots frugally.

Students in rural areas were more enthusiastic in curricular and co-curricular activities. Participation of girls in classroom activities was higher in urban areas. In urban areas not much attention was given to prayer or Prarthna Sabha whereas in rural areas, prayer assembly was one of the important activities in school where both teachers and students were active partners. Here, assembly was considered an important activity to develop initiative, leadership etc. Caste differentiation at the time of mid-day meals was observed in some village schools.

**Suggestion**: More work needs to be done to develop gender sensitivity and change in attitude and practices


**Objectives**: (i) To compare enrollment before and after launching of DPEP programme (ii) To study various enrolment drives carried out in DPEP districts (iii) To compare attendance status before and after launching DPEP programme (iv) To list out various difficulties faced in enrolment and attendance.
Scope and geographical coverage: The research study covered 4 districts of Gujarat namely Surendranagar, Junagadh, Panchmahal and Banaskantha.

Method: From each district, 3 BRCs and 3 CRCs from each block were selected randomly. Total number of CRCCs selected was 36. From each CRC, 2 primary schools (total 72 schools) were sampled. From each school one teacher, head teacher and a parent was selected. Data was collected through questionnaire from head-teacher, teachers & CRCCs and by interviewing BRCCs and parents.

Main findings: Implementation of DPEP increased enrollment by 7.9%. There was significant improvement in enrollment of girls as compared to boys (0.1% increase in the enrollment of boys and 18% increase in the case of girls). There was a decrease of 4.6% in the number of children eligible for admission. However, the number of disabled boys and girls eligible for admission increased considerably. Increase in the enrollment of ST category was highest (111.8%). The increase was most marked in the case of ST girls (186.6%).

According to BRCCs (75%), the grant available for Praveshotsav was adequate. All schools celebrated Praveshotsav. Only a few schools organized Bhavai caste-sammelans or summer workshops for children. All guardians participated in Praveshotsav. Month of May is most convenient to teachers and CRCCs for door to door survey.

According to CRCCs (61.1%), implementation of DPEP enhanced attendance. CRCCs (94.4%) found the survey useful. Head-teachers (85.5%) organized staff meeting to involve teachers in planning enrollment drive, they motivate (7 to 74%) parents and all PTA meeting. Teachers (81.2%) attest date of birth on the basis of birth certificate. Many teachers (72 to 74%) experienced difficulty in getting certificates of birth and information on migration of guardians.

All teachers and guardians (77.8%) made efforts to make students regular. The overall increase in the attendance of ST category children (69.8%) was higher than those of other categories. Increase in the attendance rate of ST girls was highest (117.3%).

**Objectives**: (i) To assess the attitude of teachers in govt primary schools towards gender sensitivity (ii) To compare primary school teachers attitude towards gender sensitivity vs a vis teachers sex, educational qualification and experience (iii) To gather the opinion of BRCCs and CRCCs for developing gender sensitivity among primary school teachers

**Scope and geographical coverage**: Study covered five districts Ahmedabad, Patan, Narmada, Bhavnagar and Sabarkantha where NPEGEL programme has been implemented

**Method**: Three BRCCs from each district were selected randomly except Narmada district where only 2 BRCCs were selected, 5 CRCCs from each BRC, 4 schools from each CRC and two teachers from each school (one male and one female) were selected randomly. The total sample had 15 BRCCs, 70 CRCCs and 560 primary school teachers in the present study. Data was collected through administration of attitude scale to teachers and by interviewing BRCCs and CRCCs. Qualitative data was content analysed. The data was analysed using simple descriptive statistics (frequencies and percentages)

**Main findings**: Nearly three fourth of teachers (71.2%) had very positive attitude towards gender sensitivity. The mean score on gender sensitivity attitude scale of the teachers at primary level was (61%) i.e moderate level District wise variations were observed with teachers of Patan district having high scores on attitude scale and Sabarkantha having low scores. There was no relationship between the attitude towards gender sensitivity and teacher’s sex, educational qualification and years of experience.

All BRCCs and CRCCs had undergone training. Most of them (71%) had taken training two to three times. Two-third (68%) did not want any change in the training. The most emphasized topic in training was ‘increasing participation of girls in co-curricular activities’, and ‘equal attention to boys and girls during classroom transaction.’
Women's empowerment was the least discussed topic Most (90.6%) of the teachers claimed to have implemented the training in the classroom teaching Girl's participation in competitions, educational tours, picnics sports and games was more


Objectives: (i) To know present status of teachers training (ii) To ascertain the impact of teachers training on activity based participatory teaching learning process with reference to teaching of language, mathematics, and Environment (iii) To give suggestions regarding the activity based participatory teaching process in teaching

Scope and geographical coverage: The research study covered 4 districts of Gujarat, namely, Patan, Dahod, Jamnagar and Ahmedabad

Method: From each district, 3 BRCs were selected randomly (except Ahmedabad) Total 9 BRCs were selected From each district, 9 CRCs were selected. Total number of CRCs selected was 36. From each CRC, 2 primary schools and two class-rooms from each of 72 schools were selected In all, 144 classrooms were selected for observation. Data was collected through questionnaires form CRCCs and classroom observation

Main findings: In most of the classrooms, seating arrangement needed improvement. Electricity, fans, colour-paintings were adequate. In most of the schools (more than 80%) some activities were common among teachers such as use for blackboard & Self-prepared materials and giving sums for calculation to students. Use of creative literature, demonstration by the teachers and participation of experts in teaching learning process was less

Primary teachers appointed as the CRCCs in all the four districts were well-experienced and educationally qualified with most (56%) of CRCCs having more than PTC level qualification. All CRCCs consiered the training under SSA programme as essential

According to the CRCCs, use of self-made charts, pictures, models and students activities like puzzle solving, group work had
increased in Mathematics, Environment Science and language classes after implementation of SSA. In teaching of Mathematics, use of readymade charts, picutes and models was perceived to be average or moderate. Activities like children singing songs, children playing games came into the focus in teaching of Mathematics after implementation of the SSA. In teaching Environment teaching with TLM, use of action songs, collections, making albums, visit to museums, celebrations of festivals and other programmes related to Environment after implementation of the SSA programme.

More then half (55%) of CRCCs reported responses from teachers (70%) about less time for activities related to classroom transaction. Teachers complained about the extra government work (63%) and over does of training (56%).

Suggestions: Suggestions received from teachers and CRCCs were on development of listening, reading and writing skills among students. Activities suggested for developing listening skill were role play during story-narration & poem-recitation, maximum use of audio-visuals, concocted stories, ideal reading etc., picture based story-telling, poem-singing, opportunities for free expressions, song competition and dialogue delivery etc. were suggested for developing speaking skills. Ideal reading by teacher, literature reading, making text-book attractive with colorful picture, story narration, providing reading experience of characters or words or sentences etc. were suggested for developing reading skills. Character writing, word writing, good-handwriting competition, copy-writing from black-board or charts etc. were suggested for developing writing skills.


Objectives: (i) To identify the strengths and weaknesses of Gender Sensitization training for teachers (ii) To assess teachers attitude towards the training (iii) To ascertain teachers behaviour after the training.

Scope & geographical coverage: In present study, six districts of Gujrat,
namely, Ahmedabad Rural, Kutch, Patan, Kheda, Surat and Rajkot were covered.

**Method** : The survey was conducted in 11 blocks of the 6 districts assigned by the State project office, Gandhinagar. Three CRCs per block (33 CRC centers) were selected randomly. From each CRC, 20 schools were sampled randomly. Selection of BRCs and CRCs was done by using cluster sampling method. In all, 1650 teachers, 660 principals, 11 BRCs and 33 CRCs were sampled. Data was collected through questionnaires developed specifically for the purpose.

**Main findings** : Overall majority (80%) of the teachers had taken the training in sampled blocks except in Sanand (62%), Nizar (61%) and Umarpada (59%). In all blocks average 3 to 8 programmes were organized yearly for Gender education. Variations were observed in number of times training was given to teachers with most (76%) of the teachers receiving training once, some other (14%) received it twice and others having taken training three or four times. Duration of training also varied from 1 to 4 days.

The training focused on increasing gender sensitivity (GS), equality between boys and girls education and removing gender bias. Most of the teachers (60%-90%) were of the view that there was change in their attitude after the training. Change in seating arrangement, Promoting co-curricular and other activities amongst boys and girls in partnership were teacher's priority.

Teachers were of the view that training was very good, period of the training should increase and the resource persons should be well trained. Lack of time, trained resource person and related literature were the common drawbacks of the training programmes reported by BRCs, CRCs, principals and teachers. The principals, BRCs and CRCs opined that the effect of the gender sensitization programme changed the teachers' behaviours in a strongly positive manner. Many teachers (86%) scored high on the attitude scale towards gender.

Most of the teacher's behaviour was same towards boys and girls, they encourage girls in the class-room and avoided the activities which affect girls education negatively. The response was between
80% and 99% on change in teachers behaviour after gender sensitivity training programme.

Majority (78%) of teachers perceived impact of Gender Sensitivity training programmes on girls education, which included significant decrease in number of un-enrolled girls, dropout girls, over-aged illiterate girls, uneducated working girls, low achiever girls along with increase in attendance rate of girls. They also reported increase in proportion of girls in different classes. Illiterate parents, lack of awareness amongst parents and untraditional costumes were perceived to be hurdles in girls education.

Generally, teachers conducted four to five programs relating to promotion of gender sensitivity targeting school children, members of MTA, PTA and VEC etc. Female role model were very useful for gender sensitization training to help and motivate the girls for education.


Objectives: (i) To identify teachers opinion regarding girls education and teaching-learning process in NPEGEL blocks (ii) To know teachers opinion regarding actual impact and outcomes of NPEGEL in terms of girls attendance, learning level and participation in activities (iii) To ascertain physical facilities available for girls in the schools (iv) To find out the role of teachers in increasing girls attendance, learning level and girls participation in various activities (v) To identify the problems faced and solutions found by the teachers (vi) To identify the support for girls education at primary level (vii) To ascertain the opinion of girls regarding their attendance, participation in various school activities, learning process and role of their parents.

Scope and geographical coverage: The study was conducted in 4 districts Surat, Vadodara, Ahmedabad and Banaskantha.

Method: From these four districts 8 blocks, 2 from each district (Umarpada,
Nizar, Kanwat, Nasvadi, Balva, Sanand, Danta and Deesa) were selected. From each block 3 CRCs, 3 schools per CRC were selected randomly. In all 24 CRCs, 72 schools, 216 teachers and 1080 girl students were covered. Data was collected through opinionnaire from teachers, principals and girls. Analysis of data was undertaken using simple descriptive statistics (frequency and percentage). The qualitative data was content analysed and summarized.

Main findings: About two-third of primary teachers and principals were satisfied with ventilation and light in the class room and other physical facilities for girl’s education. They were of the opinion that regular attendance of girls in school depend on their guardians awareness (70.4%) and believed that this would lead to their all round development (69%). They informed that the girls liked to participate in Ras-Garba (66.2%) and in various games (64.4%) but did not like to participate in dramas (65.3%) and hesitated to participate in debates (60.2%). In teachers view training provided by local experts was effective (63.2%).

Girls liked going to school (67%), enjoyed studying in the class (72.5%), helped one another in learning in the classroom (77%) and were of the view that teachers were taking interest in their education (63.1%). Their teachers taught them with the help of pictures and charts and used play-way method (76%). Girls participated in various activities in the school, they liked to study with the help of teaching-learning materials in the school (69%). Most of them liked to play games regularly in the school (61.4%) and did not hesitate to play games with boys (59.1%).


Objectives: (i) To identify reasons behind the low enrolment of SC/ST girls (ii) To identify reasons for dropout of SC/ST girls (iii) To suggest remedial action to improve enrolment and regularity in attendance.

Scope and geographical coverage: The present study was conducted in
four districts, namely, Surendranagar, Narmada, Dahod and Banaskantha

Method: The survey was conducted in two blocks in each of the four districts. These blocks were selected randomly and on the basis of SC/ST population to total population. The target groups of the present study were DPC (4), BRC (7), CRC (24), principals (48) and households (195). Data was collected through interviews of DPC and BRC and through questionnaires from principals and households. Information was also collected from secondary sources like school records. Data was analysed using simple descriptive statistics.

Main findings: Enrolment of SC/ST girls was found to be low in schools. Nearly half (45%) of the sampled schools and 60% to 90% enrolment of SC/ST girls. Low enrolment was due to children's involvement in domestic work, large family size, economical backwardness, lack of awareness about the benefits of education, migration, social customs such as polygamy and under-age marriages. Scattered houses, distance from school, obstacles, lack of proper transport facility, lack of health facility, keeping girls busy in agriculture, sending girls for cattle grazing and taking care of younger siblings were the main reasons for girls dropping out from school.

Teacher's non-teaching activities, their transfers, home not being in the village and lack of female teachers in the school also resulted in low enrolment of girls. Students difficulty in understanding textbook language, lack of interest in mathematics and deployment of teachers from other areas who faced difficulty in teaching in local language were factors responsible for dropping out of girls from school.

Suggestions: Suggestions for improvement included active community participation in increasing awareness of the importance of girls education, improving attendance of girls, appointment of female teachers, teachers who stay in the same village and have knowledge of local language and customs, flexible school timing, separate residential schools for SC/ST girls, summer camps and seasonal residential camps for children of migrated families and dropouts. Availability of drinking water and toilet facility with water, library in the
school along with provision of proper and regular transport facility, educational equipment and health facility would also increase enrolment and reduce girls dropout rate


Objective: The broad objective of the study was to compare the birth rate and the enrolment rate of children in Gujarat

Method: The study used the DISE data for the years 2003 to 2006 for comparisons of births and enrolment. The ratio of enrolment (DISE) to the live births (projected) was used for the analysis and taken as an indicator of the change.

Data was also collected from parents regarding reasons for acceptance or non-acceptance of formal education systems and from teachers on the issues and problems faced by them

Main findings: The ratio of the school going children to the total children in the age group of 5 to 12 was 84.1% in 2003 that improved by 3.8 percentage points in 2004. The boys enrolment improved by 3.8 percentage points in two consecutive years while the girls enrolment improved by 3.7 percent points during one year. Analysis of the absolute numbers of the enrolment improved by 3.7 percent points during one year. Analysis of the absolute numbers of the enrolment figures at the primary level indicate that the average annual rate of growth of enrolment among the girls was 4.8%, while that of boy's was 3.7% as per DISE data of 2003 to 2006

Better performing districts were comparatively smaller in size in terms of population. Districts like Ahmedabad, Rajkot and Surat which have a huge spread show a lower enrolment ratio despite having large enrolment in schools

Districts like Dangs, Narmada and Banaskantha showed an improvement in enrolment ratio. However, equally important is to monitor the dropouts and the completion rate in these areas

Suggestions: Micro level planning needs to be initiated in districts having
problem of massive migration from other parts of the state like Ahmedabad, Surat and Rajkot, in order to identify pockets to be focused on to ensure complete enrolment. More innovative ways such as Alternative Schooling need to be strengthened.


Objectives: (i) To find out the impact of DPEP interventions on enrollment and retention (ii) To identify the impact of DPEP intervention on improving access quality and reducing the gender gap

Scope and geographical coverage: The scope of the present study was limited to three DPEP (phase II & IV) districts, namely, Banaskantha, Sabarkantha and Bhavnagar.

Method: Vadgam & Danta blocks form Banaskantha district, Talod & Dhansura blocks from Sabarkantha district and Palitana & Vallabhipur blocks form Bhavnagar district were chosen for study. A total of sixty schools from above mentioned blocks were surveyed in the present study. The data was collected through questionnaires and interviews from head-teachers, teachers, VEC/MTA/PTA BRC/CRC and DPC. Data was analyzed using simple descriptive statistics.

Main findings: Teacher training programmes under DPEP/SSA have built teachers capacity. Out of 59 teachers from sixty schools, majority were below 30 years, majority had SSC/PTC qualification & 50% of the teachers had 0-10 years experience. The bridge courses & alternative classes were functioning properly in three districts. The desired level of students appearing in examination & promotion of students to upper primary class is yet to be achieved. VEC/MTA/PTA committee members participated actively in enrollment drive, promotion of girls education and ensuring regular children and involved the community in their work.

Teachers have benefited from the knowledge of dealing with hard spots, use of TLM has enhanced their capacity to provide quality education. Children became more regular, disciplined, clean and in
good health. Increase in children's curiosity and their involvement in various activities indicated that educational environment is changing for the better.

Majority (80%) of head-teachers were males. Majority of CRCs had PTC/university qualification and 25% had PTC/postgraduate qualification. Most of the CRC had 0-5 years of experience.

Coordination between schools and CRC and BRC in these three districts was good. Majority of schools were getting financial help for their programme and school necessities through VEC/MTA/PTA & community partnership.


The objectives of the study were to study in detail the various aspects of mobility into and out of the teaching profession, socioeconomic and demographic composition of teachers, their educational attainment, aims and aspirations.

A stratified random selection of 400 teachers of different sexes, castes and educational institutions ranging from the primary to the university level, located in urban and rural areas was made. A field-tested interview schedule was used to collect data. It consisted of questions in the following areas particulars regarding respondents, family background, education, occupational background, socioeconomic status and family attitudes. The data collected were analysed by means of percentages and Rogoff's mobility coefficient.

**Major findings:** (1) The teaching profession was found to be dominated by males. There was a preponderance of female teachers at the primary level. The representation of female teachers progressively dwindled as one ascended the educational ladder. There were no female teachers in the engineering colleges, whereas 15 per cent of teachers in medical colleges were women. (2) Women teachers seemed to commence their teaching career much earlier than males. (3) Teachers belonging to the age group 30-49 were more in number. (4) About 82, 9 and 9 percent respectively represented Hindu, Muslim and Christian teachers. About 40 percent of Hindu teachers, 63
percent of Muslim and 61.11 percent of Christian teachers were employed in primary and secondary schools. (5) A caste-bias in the appointments of teachers in institutions managed by different castes was found. (6) In the urban area, 34 percent of teachers were Brahmans, 42 percent Lingayats, 21 percent other Hindus and 3 percent Scheduled Castes. (7) About 86 percent of the teachers were married and 2 percent were widowers. More women teachers were unmarried. (8) About 83 percent of teachers lived in nuclear families. (9) About 76 percent of families with 1 to 3 children were found among the professional college teachers. Primary school teachers were found to have the highest number of children. (10) Teachers by and large felt that they belonged to the middle class but the middle class with which they identified had a lot of variation. (11) About 35 percent of teachers owned agricultural land and 34 percent possessed their own house in the city. (12) When compared with the national per capita income, primary teachers were found to be on par while university teachers' income was double. (13) An overwhelming majority of the migrant teachers, constituting 70 percent came from rural areas and 21 percent from urban areas. In the case of postgraduate teachers, about 23 percent were recruited from within the district, 72 percent from within the state and 5 percent from outside the state. The area of recruitment of teachers went on widening as one went up the educational ladder. (14) In most of the cases, teachers having come out of traditional occupations would not want their children to resume the traditional occupation (which could be teaching, agriculture, skilled or unskilled labour). (15) An upward mobility was found when the occupations of the fathers of the subjects were compared with the occupations of the subjects.


The objectives of the study were (i) to examine the relationship between the availability of the differentially distributed educational opportunities for individuals and groups in the present socio-economic situation and their utilization reflected in the differential placements of
individuals and groups in the socio-economic structure, (ii) to identify the way in which educational opportunities provided by the socio-economic structure of West Bengal were utilized by individuals belonging to different socio-economic strata, (iii) to examine the nature and degree of social mobility facilitated by the differential educational structure, and (iv) to examine the subsystem-level particularities of the educational structure in relation to the different social strata in West Bengal.

The sample consisted of three types - 225 families, 21 educational institutes and 51 work organizations of four regions, namely New Alipore, Jadavpur, Baruipur and Mathurapur, of different social environments. Stratified random sampling followed by random sampling was used as the sampling framework. Self-made schedules and questionnaires were used as instruments. The data were analysed by statistical measures like the chi-square test and Spearman's rank correlation.

Findings: (1) Inequality of educational opportunity has existed in West Bengal for a long time. (2) The observations on social mobility over three generations revealed that majority of people of lower social strata remained socially immobile. (3) Social mobility was somewhat evident in the middle classes but it was restricted within the overall boundaries. (4) Upper class people could not protect and maintain their status in the society but enhanced their attitudes over the years. (5) Inequality of educational opportunity emerged out of the interaction of logistic support and cultural inequalities at home with the organizational climate and effectiveness of the system of education. (6) The system of education was thoroughly stratified and educational stratification reinforced the prevailing system of social stratification. (7) The system of education stabilized the status. (8) The impact of the system of education acted as a reinforcement to social stratification of inequity.

(14) DILEEP KUMAR (1983), Caste and Class as Variables Affecting Spoken Language in Primary Class Children, Ph. D Education, BHU.

A study on the variations in the Hindi spoken by children of primary school age belonging to different socioeconomic starta and
different castes in the eastern part of Uttar Pradesh was undertaken. A large number of hypotheses pertaining to membership in class, caste and sex groups were set up for study, the central idea behind them being that, as we go down the caste ladder or the socio-economic strata hierarchy, positive aspects of language would be exhibited less and less and negative aspects more and more. About sex, it was just hypothesized that there was positive and significant difference, the direction being left open. The hypotheses were extended to caste-class interaction effects also.

The study was delimited to urban and Hindu children and to children of normal intelligence since variations in language from one religion to another, and in urban and rural areas, were commonly seen in every part of India. A comprehensive Family Background Scale instead of the available socio-economic status scale was developed by the investigator. This scale covered six dimensions - education, educational status, occupation, housing conditions, income and political power. Test-retest (over a three-month gap) reliability was 0.983 and concurrent validity with other scales was above 0.8. For language competence, twelve positive variables, in four groups, and negative variables were identified. A scoring scheme was devised with plus points for positive variables and minus points for negative variables. The sample consisted of 348 boys and girls of age 9-10 studying in class V in 30 primary schools in Varanasi and Gorakhpur. They were all children of normal intelligence selected by using the Nonverbal Group Test of Intelligence of Joshi and Tripathi. They belonged to six castes - Brahmin, Kshatriya, Kayastha, Vaiśya, Backward Castes and Scheduled Castes. Language data were collected by using the mixed-group conversation method in which small groups of four children each were given topics to discuss. The conversation was observed by the investigator and transcribed on paper. The language samples thus obtained were analysed using the scoring scheme. By analysis of variance, effects of caste, class and sex were investigated. This was done with the total language scores as well as with sub-scores. Interaction effects were studied using graphs.
Major findings: (1) Caste was a potent factor in influencing the spoken language. Brahmin children were at the top and scheduled caste children at the bottom, but the picture was not clear for ranking of other castes. (2) With regard to classes, the upper class topped in positive aspects, whereas in negative aspects the middle class made the least number of errors. (3) Boys were superior in language to girls.

The implication for education is that, instead of providing better educational facilities to those who are already better off, children of the scheduled castes should be provided a better education so that they can reach the level of the general population.

(15) DIWEDI, C. B.¹⁶ (1983), An Investigation into the Changing Social Values and Their Education Implications, Ph.D. Education, Gor, U.

The objectives of the present study were (i) to investigate the present stage of values of postgraduate students and the guardians, (ii) to assess the extent of change in student values in comparison with those of the old generation, and (iii) to suggest educational implications of such changes.

A social value inventory was developed by the researcher. The study was conducted on a sample of 400 postgraduate students and 354 guardians of the age group of 40 to 60 years.

Conclusions: (1) The place of residence (rural/urban) had a close relationship with values-religious, ethico-cultural, political, economic and educational values. (3) Women were more religious, ethical, cultural, and keenly interested in societal problems compared to men. Scores of men were higher on political values than those of women. Thus, sex played an important role in the development of values. (4) The old values were not shared by the modern youth. They were rather sceptical concerning religion. Widow and intercaste marriages, love marriages, casteless society, etc., were popular values of the student respondents. (5) Devaluation in the personality, knowledge and character of the political leaders as well as the teachers of the day was revealed. (6) The traditional, caste-wise occupational structure was no longer liked by the students. (7) Students favoured
change in the old curriculum of education as to them, it was useless
(8) They liked co-education, and opposed traditional systems of
education They demanded students participation in academic and
administrative decision of educational institutions

(16) JAMOD, S. K.17 (1982). Social Relations of the Boys Studying in
Primary Schools of Bhavnagar - A Sociological Research, Ph D Soc ,
Sau: U

Objectives: (i) to get an idea about social relation and friendship emerging
out of mutual interaction of boys studying in the class room, out of the
classroom but in school, out of school in the streets or society, (ii) to
study the group activities of the boys at all these places with
reference to the primary group, the same age-group emerging out of
social and personal relations, and (iii) to study the influence of various
factors and the social background while the boys are involved in
group activities.

The social relations of the boys studying in clas VII in the
schools of Bhavnagar was considered the main research problem.
There were 115 primary schools run by the municipality and private
trusts, out of which 37 having class VII, with a total population of
2005 boys, were selected The study was restricted to 10 percent of
the total population (200 boys) The random number technique was
used to select the sample To collect the basic information, the tools
used were direct observation, a questionnaire and personal interview

Major findings: (1) The highest number of boys, i.e. 84 percent, wanted to
adopt prestigious professions (2) There was a tendency to have more
relations and friendship with brilliant boys (3) There were closer
relations and friendship among the boys who joined together in
different activities at school and outside (4) By studying and playing
together, by exchange books and notes, by participating in class or
school elections, the boys acquired a sense of discipline and
democracy (5) Student life was influenced by friends

(17) MAJUMDAR, P. K. and CHAUDHARI, B.18 (1978). Reasons for the
Disparity in Sex-ratio in Primary Education Level A Sociological
Analysis, Kal U , 1978 (ICSSR financed)
Objectives: To bring to the surface the socio-economic factors that were likely to play important roles in the disparity of sex-ratio in primary education.

The study was conducted in 16 villages, four each from four districts of West Bengal, viz. Cooch-Behar, Midnapur, Birbhum and Purulia, which were among the educationally backward districts having large disparity in sex-ratio in education. In selecting the villages three criteria had been kept in view the total number of villages should be progressively distant from the urban centres and they should be of muticaste composition. The study was geared on descriptive lines with two control groups, C1, consisting of families that encouraged education of children of either sex in the school-going age group, C2, consisting of families that had children of either sex in the school-going age group but encouraged neither to go to school, and an experimental group, E, consisting of families that had children of either sex in the school-going age-group but sent only boys to school. Out of 2067 families, 697 (264 for C1, for C2, and 190 for the E group) were studied. The research tools used were: (i) a village schedule to collect data on population composition and changes, facilities for transportation, school and other facilities, (ii) a census schedule to get information on demographic characteristics, social environment, education, occupation, income, indebtedness, migration history, urban contact, etc. of each family unit, (iii) an interview guide which had tow parts, the first was used to collect relevant data from the head of the family, the second was meant for interviewing the wife of the head/senior female member of the family. The data obtained were checked for errors and omissions and were coded and tabulated for analysis.

Major findings: (1) The sex-compositions of the population was 524.476. The sex-ratio was low for all age groups except 6-10 where boys and girls were in equal number, it was lowest in the 11-17 age group. (2) The total population was divided in the ratio 92:8 between the only two religious groups, Hindus and Muslims. Both E and C2 had slightly higher number of Muslims. (3) The C1 group had a significantly higher percentage of clean and high-caste people, C2,
clean and tribals (4) Over 86 percent of the families were either nuclear or nuclear with additionals. The C1 group showed an upward trend in occupational mobility. The C2 group had the largest number of landless labourers, viz. 58 percent of the total work force. (6) Child labour was very extensive both in the C2 and E groups. (7) The average net monthly income of a family was, C1-Rs 350, E - Rs. 150 and C2 - Rs 110. (8) In each of the heads of families in the last generation were illiterate, 49.8 percent of the same in the present generation were illiterate. The C1 group had taken the maximum benefit of the spread of educational facilities in recent times. In the C2 group, 73.3 percent were skill illiterate (C1 - 18.6 percent illiterate). (10) Seventy-one percent of females were illiterate against 50.6 percent of males. Only 19 percent of males were literate against 50.6 percent of males. Only 19 percent of females and 8.6 percent of males. Only 1.9 percent of females and 8.6 percent of males had school-leaving or higher education. In the C1 group, only 22.5 percent of males were illiterate as against 40.2 percent in the E group and 85.2 percent in the C2 group. The corresponding figures for females being 47.0 percent, 91.4 percent and 96.1 percent respectively. (11) Over 30 percent of rural families had no direct contact with urban centres. Over 50 percent of C2 families fell in this category. (12) Females were still considered no match for males. A sizable population was still ignorant of the constitutional provisions of equal rights for men and women. (13) The male respondents were in favour of restriction of the movement of girls. (14) Most villagers had only a modest target for the education of their sons. Boys were given preferential treatment in matters of education. (15) One important factor responsible for the low representation of boys and girls in schools was the non-encouraging atmosphere prevailing in the villages. The intimate environment of C1 families seemed to encourage, more than in the case of the other two groups, the education of children. (16) Girls, even 6-7 years of age, were deprived of education because they were entrusted with the care of their younger brothers and sisters, besides helping their mothers in many other odd jobs. Extreme financial handicaps were an impediment to the sending of girls to school. (17) The villagers were apprehensive that, with education, a
girl's marriage would become costlier. They doubted if the quality of
education they could afford for their children would be of much help in
improving their lot. They did not want their girls to enter into role-
conflict, and rifts with males. (18) An overwhelming majority of the
respondents were still of the view that, for girls, home was the best
place. (19) Women's perception of their own status and role did not
differ significantly. A large majority of them regarded men superior in
almost all aspects. 20 Over 95 percent of the housewives were
illiterate.

School Teachers in Relation to Their Psycho Social Characteristics,

Objectives: (i) to prepare a tool to measure role perception of primary
school teachers, (ii) to compare the role perception of male and
female primary school teachers, (iii) to compare the role perception of
the primary school teachers of rural and urban areas, (iv) to study the
role perception of backward class and non-backward class primary
school teachers, (v) to study the role perception of primary school
teachers, (v) to study the role perception of primary school teachers
in relation to their experience of teaching, educational qualifications,
age, socio-economic status, their personality factors, and (vi) to study
the expectation of the heads, administrative staff and members of the
society, other than teaching profession, regarding the role perception
of primary school teachers.

The tools used for collecting data were an inventory to
measure the role perception of primary school teachers constructed
by the investigator, the Socio-Economic status Scale prepared by A
S Patel, and the 16 PF Questionnaire prepared by Cattell and
modified by K A Gandhi. The reliability of the Role Perception
Inventory by the test-retest method was found to be 0.62. The data
were collected from 2000 teachers of whom 600 were from urban and
1400 from rural areas. The t-test was used for testing the significance
of the difference between means.

Findings: (1) There was no significant difference between the role
perception of male and female teachers. (2) There was a significant
difference between the role perception of rural and urban teachers, and it was in favour of rural teachers (3) There was a significant difference between the role perception of backward-class teachers and non-backward-class teachers. It was in favour of backward-class teachers (4) Younger teachers had better role perceptions than older teachers (5) There was no difference between the role perception of highly qualified and less qualified teachers. (6) There was a significant difference between the role perception of teachers coming from high SES and those coming from low SES and it was in favour of the high SES group (7) There was no significant difference between the role perception of teachers having different personality characteristics. (8) It was found that the teachers of high SES gave more attention to the teaching of pupils than those of low SES (9) The primary school teachers did not keep close relations with supervisors and with the society (10) The teachers wanted to participate in the framing of syllabus (11) The teachers were of the opinion that when they came in contact with other teachers, it helped them to get new ideas which would be useful to them in teaching


Objective: This study was to measure the attitude of adolescent girls towards religion, equality of women and family planning. In this study, the following hypotheses were formulated. (1) Education is a factor in determining the attitude of girl students towards religion (2) Education is a factor in determining the attitude of girl students towards equality of women (3) Education is a factor in determining the attitude of girl students towards family planning (4) There is a significant difference in the attitude of adjusted and maladjusted girl students towards religion (5) There is a significant difference in the attitude of adjusted and maladjusted girl students towards equality of women (6) There is a significant difference in attitude of adjusted and maladjusted girl students towards family planning (7) There is a significant difference in the attitude of married and unmarried women towards religion (8) There is a significant difference in the attitude of married and
unmarried women towards equality of women. (9) There is a significant difference in the attitude of married and unmarried women towards family planning.

The sample of the research was of the non-probability type. Only female elements had been selected under two categories, namely married, unmarried, and undergraduate and postgraduate students. The tools were constructed and standardized in India. The two foreign tests used were those of attitude towards religion and towards equality of women.

**Main findings**: (1) It was supposed that the young women in the society had a definite and positive attitude towards their sociopsychological problems. However, it was found that the majority of the young unmarried girls were unaware of the seriousness of the problems they would have to meet in the future. (2) There were several factors responsible for this state of affairs. The major factors were religious superstitions, lack of education and ignorance about the problems faced by the nation. (3) In spite of the fact that a large number of young girls were being educated and a change was taking place, the women in particular and the masses in general were still unable to realize the gravity of situation. (4) Most of the young men of women were unable to understand the significance of freedom and equality when extra-maternal relations and unmarried families were concerned. (5) The results of the study showed that married women became sensitive to the problems of gender family life and the value of freedom.

A major implication is that sex-education should be imparted early so that young men and women do not learn about these things from their inexperienced friends and colleagues who misguide instead of guiding them. There should be a planned educational programme to prepare girls to understand change and to meet the challenge of social change.

### 2.4 उपर्युक्त अव्ययांमध्ये संशोधनाची समीक्षा

उपर्युक्त अव्ययांमध्ये 19 संशोधनाची समीक्षा केलेली म्हणून उपर्युक्त अव्ययांनी आपल्याचे अन्य अव्ययांसो कस्तां मजल्यांना आले होते.
ઉપરોકત પૂર્ણ વાતાવરણ સંશોધનમાં, અમલ-1 દી 9માં જરીય વાતાવરણ પર આધારિત સંશોધનમાં સમાંલા કરવામાં આવ્યું છે. જ્યારે અમલ-10 દી 14માં સંખ્યાક અંગે વૈશ્લેષિક અંગે પર આધારિત સંશોધનમાં સમાંલા કરવામાં આવે છે.

ગુજરાત (2006)-ની અમલા પ્રાથમિક શાળાઓની ક્રમક નીતા ભાવવતી વૈશ્લેષિક સંચાલન પર આધારિત છે. જેની 90 પ્રાથમિક શાળાઓના આવાર વિકાસ, શિક્ષકો, વારીઓ તથા કલાર્થીઓ પાડવી મુખાલકો તથા કન્સટ્રક્ટિવ જુટ્સ દ્વારા મહત્ત્વ આપી અટકાવ કરવામાં આવી હતી. જેના મુખ્ય તારફ વિદ્યાર્થી સંચાલન નીતિની પાડણી પધ્યા અડિબા આધારિત હતી. જેના 10 સીધા અને 12 સીદ્ધ શિક્ષકોના અંગે અમલ પદધાત સંચાલન પાડાઈ કરવામાં આવ્યું હતું. જેના મુખ્ય તારફ વિદ્યાર્થીઓની સંચાલન નીતિની પાડણી પાડાઈ કરવામાં આવી જતી હતી. જેના મુખ્ય તારફ વિદ્યાર્થીઓના સંચાલન નીતિની પાડણી પાડાઈ કરવામાં આવી જતી હતી. 95 અમલાના વેદિકમાં, 12 વિકાસની વાતાવરણ કરી રહ્યું છે. 90 અમલા કલાર્થીઓ ની વાતાવરણ તો તેમાં શિક્ષકોએ છોકરીઓ માટે વૈશ્લેષિક હાસ સંચાલન કરી રહ્યું છે. 15 વિકાસના વિદ્યાર્થી સંચાલન કરી રહ્યું છે. 90 અમલાના ું. 90 અમલાના વાતાવરણ કરી રહ્યું છે.
The text on the page is in Marathi. Here is a translation to English:

जुनी अभ्यासांक निवनाससहरुक पुढारे थोरो हतो. जमींदार (1982) ह्या व्यावसायांनी माध्यमिक शाळाविद्यमानी छोकराला-नी सामाजिक संबंधां पर अभ्यास दाखल पारसतात आव्हानात घेतात. जेंमा 115 माध्यमिक शाळाविद्यमानी 2005 छोकराला पारिस्थितिक सतर्कीकरण पदार्थ धारण असण्यात आलेले अभ्यासातील पाल्यांचे उदाहरण दिण्यात. प्रमाणानी तथा जुनी नुसार धारण पारसतात जोगी नसतात तर तेथे हिंदी वाचलेले तत्त्व ह्या मान्य. परंतु, हैंग (1984) ह्या सामाजिक परिपूर्वक संदर्भांतून दिलेले पुढा बाह्यां सोयांनी सामाजिक संबंधांच्या अर्थात अभ्यास असे नाही आहे. जेंमा नाही तरी ह्यांनी उदाहरण दिसून अभ्यासात, विविध अर्थात अधिवेशन न्यायालाई समावेश करतात असे दिले. माहिती ही अभ्यासातील दाखल करतील तरी तेथे माहिती करतात आव्हानात घेतात. विविध अभ्यास अध्ययन तथा मूल्य माहींचे वळण अभ्यासात घेतात.

2.5 माहिती संदर्भानुसार उल्लेख

- माहिती संदर्भानुसार हैंग, गुजारात राज्यात निवनाससहरुक माध्यमिक शिक्षक भेटी व रीत तयार केलेली माहिती पंजे माझे या विवेक नावात वाचकांना प्रस्तुत करतात. जेंमा शाळा व विद्यार्थी, विषय, शिक्षक, सामजिक-शारीरिक परिस्थिती ह्या माध्यमिक माहिती देतात. रीत व रीतची वाचकांनी माहिती माझ्यांच्या हातात घेते या माझ्या अभ्यासाने आपल्यासाठी उत्तम आहे.

- माहिती संदर्भानुसार 25 विद्यार्थी निवनाससहरुक माध्यमिक शिक्षक रीतें उबाळत, दोन तुक, भाषा व शिक्षक, नोंद गुजारात त्यांनी सोयांनी दिलेल्या 4 जोनमध्ये विविध अभ्यासांच्या आपल्यासाठी उत्तम आहे. रीत जोनातून माध्यमिक शिक्षक रीतें दिलेल्याने परिस्थिती कर्यांमध्ये उत्तम आहे ते विद्यार्थी नाही अध्ययन ह्या माहिती शिक्षक अने वाढवून पासून माहिती अंबांचे कर्यांमध्ये उत्तम आहे.

- प्रामाण्य वाचकांनी केलेल्या अभ्यासांच्या पर जातीय संबंधी विषयांच्या दरम्यान माहिती देतात. रीत तब जातीय संबंधी माहिती परंपरागती दिलेल्या असे रीतकर अभ्यासांच्या प्रमाण आहेत.

- माहिती संदर्भानुसार माहिती अंबांना उल्लेख, अनेक विषयांनी सोयांनी आभारी अनेक माझ्यांच्या हातात घेतात. रीत अनेक माहिती अंबांनी प्रतिसादांनी सर्वांच्या हातात उत्तम आहे तरी तेथेच उत्तम अनेक माहिती अंबांनी वाचावली.
2.6 ઉપસંખયા

પ્રશ્નકિર્ણમાં પૂર્ણ ધ્યાનાથ્રી સંશોધ્યાણોની વિગતે સમીક્ષા કરવામાં આવી છે. આ સંશોધ્યાણોનો અમ્માસ કરી સંશોધ્યાણને પોતાનું સંશોધન કરી રાખી પડે અને વખતે વેલેસામાં વાળે તે જવાબદારી માનવતા કરેલી છે.

કારે પકડીના પ્રક્રિયમાં સંશોધન પોતાની વિગતે રાજ્યાત કરવામાં આવશે.


