CHAPTER - II

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REVIEW OF RELATED LITERATURE

A summary of the writings of recognized authorities and of previous research provides evidence that the research scholar is familiar with what is already known and what is still unknown and untested. Since effective research is based upon past knowledge, this helps to eliminate the duplication of what has been done, and provides useful hypotheses and helpful suggestions for investigation.¹

Capitalizing on the reviews of expert researchers can be fruitful in providing helpful ideas and suggestions. Keeping this in mind the research scholar made an attempt to go through the related literatures in libraries of Shri Shivaji College of Education, Amravati and Amravati University, Amravati. A brief review of some of the related literatures is presented below.

In 1993 Akhtarunnisa² conducted a study on "Opinionnaire study of parents' opinions towards english medium high schools in Pusad Town".


The purpose of her study was to know the parents' attitude towards English medium as instruction in high schools of Pusad. For that she has adopted questionnaire method to collect the necessary data. Data were analysed by using Chi-Square Test. It was found that the parents had an overall positive attitude towards the English medium schools in Pusad.

Meek\textsuperscript{3} surveyed the parents' opinions toward compulsory education in UTAH in Brigham Young University in 1980. The purpose of his study was to examine the attitudes of parents in Utah concerning compulsory education.

During 1970-80 school year four districts, out of the forty in the state were selected and 600 questionnaires were sent out to parents in those districts. Out of six hundred questionnaires sent out, 426 were returned, for a 71 percent return rate.

From the material gathered it was generally felt by the respondents that the existing compulsory education laws of Utah were adequate. Findings in this survey were comparable to national findings by gallop poll.

J.C. Meek, "Parents Opinions Toward Compulsory Education In Utah", Unpublished Doctor's Dissertation Submitted To Brigham Young University, Dissertation Abstract International Vol. 43, No.03, September, 1982,P.594-A.
Joseph investigated the parental opinions in selected Boston schools. The purpose of his study was to survey parents of children attending selected Boston schools for opinions concerning various educational matters. An opinionnaire similar to the instrument utilised in the 1969 Cronin-Hailer study was designed to examine the variables, which accounted for changes in parental opinion during the ten year from 1969-1979.

An opinionnaire was distributed to 640 randomly selected parents and teachers associated with grade 1 to grade 5 class rooms in four Boston elementary schools. Of the four schools two were public schools and two were parochial schools. Of the 640 opinionnaires distributed 321 returns were received consisting a return rate of 50.1%.

The subject responded on three-point scale to express their satisfaction or dissatisfaction with preferred goals for their schools and had three opportunities to comment, as they desired on open-ended questions. Frequency tables were constructed to process the entire sample to sort by black and white respondents, and to sort by public and parochial respondents. Some of the more interesting findings were the comparable

positive parental attitudes about teachers and teaching methodology in both 1969-1979 surveys.

C.S. Sharma\(^5\) in 1986 conducted his study on "Personality characteristics contributing to leadership effectiveness" for his Ph.D. Education in Meerut University. The Objectives of the study were 1) To find out the leadership effectiveness of such undergraduates as were members of NSS 2) To find out the magnitude to which personality traits contributed to leadership effectiveness 3) To find out the personality trait of leaders of students and 4) to compare the personality traits of the leaders in relation to their sex and locality.

This casual comparative study was conducted over 150 NSS leaders drawn randomly from three male colleges and three female colleges which were situated in both urban and rural areas, and were affiliated to Meerut University. The tools used to collect data were the leadership effectiveness Test (Rolph and Allwin) and a Hindi version of Cattells Sixteen PF Questionnaire. The statistical technique used to analyse data were product-moment correlation and t-test.

The major findings of the investigation were -1) There existed no difference in the personality traits of leaders with regards to sex and locality 2) By and large a leader, whether male or a female has similar personality traits. There was no significance difference in the personality traits of

leaders belonging to urban and rural areas 3) Personality contributed to leadership effectiveness but not to an appreciable degree 4) The leadership trait was contingent on distinctive growth levels of different personality traits 5) Leadership as a trait was found to develop only in a very small section of the populations.

Wright, Danny Duane Conducted His Study On "Intelligence And Achievement: A Factor Analytic And Canonical Correlational Study" in year 1984 for his Ph.D. degree to The University Of Nebraska - Lincoln. Scores on the Wechsler Intelligence Scale for Children Revised, the Wide Range Achievement Test, and the SRA Achievement Series were collected from 160 children (80 girls, 80 boys), age 9-12, selected from a small, urban school district in the Midwest. Data were initially submitted to a principal factor analysis with varimax rotation, which yielded four factors subsequently labeled verbal Comprehension, Numerical, Written Language, and Performance.

Canonical variants were extracted for the purpose of examining redundancy between the intelligence and achievement batteries. Results indicated a functional overlap, which accounted for 31.0% of the variance of the W1SC-R subtests and 47.2% of the variance of the combined WRAT and SRA subtests. Functional overlap of the WRAT and SRA subtests was found to be moderate and more nearly symmetrical, and the convergent and

Wright, Danny Duane, "Intelligence And Achievement: A Factor Analytic And Canonical Correlational Study", Dissertation Abstract International, (Vol. 45, No.7, 1985), P. 2048-A
discriminate validity of selected achievement subtests was examined and judged to be adequate.

Results were discussed in terms of the relevance of studies on the external validity of the WJSC-R to the topic of test bias, of the legitimacy of the current practice of examining intelligence achievement discrepancies in the verification of learning disabilities, and of the utility of the WRAT and SRA batteries in psycho educational decision-making.

Wagh\(^7\) conducted a study on "Attitude of B.Ed. Students towards Internal Assessment" in 1994. The purpose of his study was to find out the attitude of B.Ed, towards various aspects like theory, practical and examination system adopted by Amravati University. He had administered a questionnaire to 75 B.Ed, students and 15 lecturers of Amravati City to collect the data pertaining to the study. Chi-Square Test was used to analyse the collected data. He concluded that the students had a positive attitude towards the existing internal assessment system in the university.

Braughton analysed the public opinion towards education in the Glendale (Arizona) Elementary school district in Arizona State University, 1982.

The purpose of the study was to determine the attitudes of residents of the Glendale (Arizona) elementary school district towards stated educational tasks of the district. Residents were requested to indicate the importance of forty educational tasks and the degree to which they perceived the district to be successful in accomplishing these tasks. Responses were assessed with respect to several demographic variable, namely: sex, age, ethnicity, marital status, educational level, income level, occupation, personal classification, type of residence, length of residence in the school district and geographic attendance area.

The population consisted of residents of an elementary (K.8) school district within the phoenix metropolitan area. A random sample of 384 residents was selected from the population and mailed a questionnaire to determine the opinions of residents toward the state educational tasks of the district.

Descriptive analysis, analysis of variance and Pearson product moment correlations on dates from a 52.9 percent return revealed that residents were of the opinion that thirty-six of the educational tasks were important but were undecided concerning four of the tasks. An average of 27.7% indicated that they did not have sufficient information to engross an opinion relative to success in re-accomplishing various tasks. A large group of critics was found on thirteen of the tasks.

In the year 1982 Jordan, John William\textsuperscript{9} compared the opinions of secondary school administrators, counselors and teachers towards the concept of mainstreaming in selected Mississippi public schools.

The problem in his study was (i) to determine if there were any significant differences of opinion among selected secondary school administrators, counselors and teachers towards educational mainstreaming and (ii) to determining if a significant relationship existed between the opinion of the selected groups of secondary administrators, counselors and teachers and certain demographic information associated with each subject age, tenure, sex, size of school, professional rate, level of education and level of school in which the respondents taught.

The subjects of that study were 100 administrators, 100 counselors and 100 teachers, which are randomly selected from 18 of the largest public school districts in the state of Mississippi. From this population, 218 assemble responses were received for a total responses of 72.7 percent.

The instrument used in this investigation was designed to ensure the respondents opinions toward educational mainstreaming by using a five point ordinal scale.

The statistical techniques employed to analyse the data were analysis of variance and multiple regression analysis.

The investigation found the opinions of selected secondary administrators counselors to be significantly more positive than the opinions of secondary teachers toward the concept of educational mainstreaming in the state of Mississippi.

The investigation further revealed a significant relationship between the demographic factor of educational level and opinions of the selected groups toward educational mainstreaming in the state of Mississippi. As the educational level of the respondent went up, the more positive the opinions toward mainstreaming became.
Revis, Elaine Susan conducted his study on "Relationships between two simple cognitive functions, intelligence and achievement" for Ph.D. degree in Case Western Reserve University in 1985.

The present study examined the relationships of two simple cognitive functions, reaction time and visual recognition memory to intelligence and educational achievement in a sample of 50 adult males; the Wechsler Adult Intelligence Scale-Revised (WAIS-R) assessed Intelligence. The result indicates that performance on the recognition memory task was significantly related to intelligence, with the association being confined primarily to the nonverbal aspects of the WAIS-R. Contrary to expectations, the reaction time measures failed to show any relationship to intelligence. WAIS-R scores, particularly verbal subtest scores, were found to be strongly associated with years of educational attainment. In contrast, neither the recognition memory nor the reaction time measures showed any relationship to educational achievement. Finally, a multiple regression analysis showed that eight psychometric intelligence test scores and cognitive task variables could be combined optimally to produce an R2 of .76 with educational achievement, with the Vocabulary subtest of the WAIS-R alone accounting for 60% of the variance.

Harrison, Ordia Limar conducted his study on "The relationship between cognitive style, motivation and reading comprehension achievement" for his Ph.D. Degree at Washington University in 1984.

The primary aim of this study was to investigate the effects of cognitive style and motivation on performance on people-oriented and thing-oriented reading comprehension passages. The two independent variables were cognitive style (field-dependence, field-independence) and empathic motivation (people sensitivity/people-insensitivity). The dependent variable was reading comprehension. Gender was included as an additional variable.

Nintey-eight children from three sixth grade classrooms in a middle school which is part of a predominantly, black low socio-economic urban school district comprised the population. Forty-six of the children were females and fifty-two were males. The children ranged in age from 11 to 13.

It was predicted that people-sensitive children were achieve higher scores than people-insensitive children on people oriented reading comprehension passages and filed dependent children on thing oriented reading comprehension passages. It was further independence and that there would be no relationship between people sensitivity and field independence.

The results supported these predictions. Two unexpected findings were that people-sensitive children scored slightly higher than people-insensitive children on thing-oriented reading passages and field-independent children scored significantly higher than field dependent children on people-oriented reading comprehension passages. Results from the present study provide information for educators, helping them to gain a better understanding of the relationship between cognition, motivation personality characteristics, and the acquisition of knowledge.

In the year 1984, Mayner, Mary Wanda\textsuperscript{12} carried out a study entitled "A comparative study of teacher opinions with recorded data used in referring black urban children for special data placement" in Temple University.

The purpose of his study was to investigate factors that go into teachers' decisions to recommend slow bearing black children for special data placement. Specifically his study was design to compare teachers' private opinions of students with recorded data on official referral forms in order to assess whether children are being referred for reasons other than cognitive deficit or handicapping condition.

The population of subjects consists of 133 black economically and socially disadvantaged children from inner city areas of Baltimore, Maryland. The primary research subjects were the teachers of these children. This population included 49 regular classroom teachers.

Spearman and Pearson Correlations, Analysis of Variance, and Chi-square were used in the data analysis.

The findings indicated that the teacher opinion variables are more explanatory of the real reasons why teachers refer students for special class placement than either the age and placement or test score variables. Social adjustment factors among these children appear to feature more prominently as precipitating factors in referral and placement decisions then intellectual functioning factors.

In 1984 Dean studied the effect of the Finessgram on parents opinion, knowledge and behaviour regarding their child's physical fitness.

Students enrolled in selected Tulsa, Oklahoma, elementary, junior and senior high schools were randomly selected for this study. A survey instrument designed by the investigator and submitted to parents of the students, with 225 in the control group and 225 in the experimental group,

gathered data. A quasi-experimental pretest, posttest design was used, with hypothesis tested by multiple classification analysis of covariance. The 0.05 level of significance was established. Demographic data controlled from subjects revealed that groups were comparable. Six hypotheses were tested to determine if the FINNESSGRAM affected parents of children involved in the project and if grade level of the child affected parents' responses.

Data analysis indicated that scores of Opinionnaire of the experimental group were significantly higher than control group scores. Grade level of children impacted parents' responses, with the greatest difference occurring among senior high students' parents.

The FINNESSGRAM was ineffective in increasing parents' fitness knowledge.

Regardless of grade level, there was no significant difference between experimental and control group scores. The fitness report did little to encourage parents to take action to improve fitness levels. Responses to action statements indicated minimal behaviour change.

Nesmith in 1983 studied community opinion leader perceptions and preferences of goals for higher education."

This study was of the opinions of 153 community leaders in five Ohio cities regarding the goals of higher education in Ohio.

The respondents are divided into five subgroups according occupation: Business/Finance, industry, Govt./Military, Social/Public service, or professional. Means, discrepancies, & standard deviations of the total group & each of sub-groups are determined.

Responses of the total group and each of the subgroups are discussed as a major part of the findings.

Significance of difference of means of the two samples is then compound in order to determine similarities and differences. Tests of significance of difference are further refined by a proportional reduction of error statistical technique.

Results show similarities of the views of both sample groups with strongest parallels on preferred goal emphases.

Among the implications of the study is that those responsible for planning of higher education in Ohio can confidently assume the support of community opinion leaders. Another implication, however, is that planners must be aware of the differences in opinions among and within occupational subgroups when devising strategies for enlisting public support.
In another study Ahmadi\textsuperscript{15} studied the students opinions toward faculty evaluation by students in 1981.

This study was designed to assess the opinion of students regarding evaluation of faculty by students. The purpose of this study was to determine if there is any relationship between students' opinion toward evaluation of faculty and student nationality, grade level, sex, age, leadership, activities, teaching method preference, grade point average and nationality and grade level.

The research sample consisted of one hundred randomly selected American Students and fifty international students enrolled on a full-time basis in the college of education at Kansas state University during the spring semester of 1981. Subjects responded to seventeen items and demographic data on questionnaire.

An analysis of variance at the 0.05 level of significance was employed to test all hypotheses. The only significant hypothesis found was nationality. There was no relationship between students' opinion toward evaluation of faculty and students' grade level, sex, age leadership activities, teaching method preference, grade point average, nationality and grade level.

As a result of the findings, it is recommended that: (i) student evaluation results should be made available to college deans, department heads and the general student population, (2) student evaluation result should be considered as a part of the total criteria for university rewards, but not the only one; (3) evaluation of faculty should be made by all students (4) Peer evaluation should be a part of evaluation programme, and (5) international students should be more involved in the various work experience, leadership activities, and class participation.

William\textsuperscript{16} in 1981 surveyed the opinions of selected individuals toward the role and finding of Driver education in Minnesota.

The study addresses the role and finding of driver education in Minnesota Public schools. The opinions of some selected Minnesota Parents, school superintendents, school board chairpersons, and driver education coordinators are compared and analysed.

Five hundred and forty four questionnaires were sent along with pre-addressed and postage paid return envelops. One reminder was sent to persons mailing to the initial request for participation. Two hundred and eighty four persons returned partially and completed questionnaires.

In summary, major findings of the study were (1) Ninety percent of respondents favour high school aged driver education, (2) seventy five percent of respondents agree or strongly agree that the best way to prepare young drivers is high school driver education. (3) Eighty-five percent of respondents agree or strongly agree that driver education helps reduce traffic accidents. (4) Eighty five percent of respondents agree or strongly agree that high school driver education helps develops good driving attitudes. (5) Seventy five percent of respondents agree or strongly agree that driver education helps develops skills and knowledge essential for life.(6) Seventy eight percent respondents agree or strongly agree that public schools should be required to offer both classroom and behind the wheel instruction.(7) The use of the participation fees in match, Social studies, and English is strongly opposed by respondents.

The major conclusions of the study were (1) Equity in school finances means different things to different peoples (2) special financial support for driver education should continue to play a role in the financing of this curricular area. (3) Driver education is widely accepted as an important secondary school curricular entity (4) In general terms respondents favour the requirement that public school offer both classroom and behind the wheel instruction.(5) Large numbers of professional educators and parents support fee usage in public school programmes. (6) Superintendents, school board chair persons, driver education co-ordinators and parents share a common set of opinions towards the role and findings of Minnesota driver education.
In 1982 Gabbert conducted another survey on "Opinions of superintendents and principals toward middle management union conditions in the schools of the state of Illinois".

The problem of this study was to obtain and analyse the opinions of selected Illinois superintendents and principals in districts with and without middle management unions towards the unionization of educational middle management personnel.

The superintendents and one randomly selected principal from each of the 100 largest Illinois public school districts, including the Chicago public school, were surveyed using an investigator-constructed questionnaire. Usable responses were obtained from 68 (68.0%) of the superintendents and 61 (61.0%) of the principals.

The chi-square test was used to determine whether there were significant across group and in-group differences in opinions expressed by the responding superintendents and principals. It was concluded that:

1) There was a significant differences of opinions towards middle management union conditions between superintendents and principals

W.V. Gabbert, "Opinions Of Superintendents And Principals Toward Middle Management Union Conditions In The Schools Of The State Of Illinois", Dissertation Abstract International Vol.43, No.04, October, 1982, P.989-A.
2) There was a substantial difference of opinions toward middle management union conditions between superintendents in districts without middle management unions and principles in districts without middle management unions.

3) There was a moderate difference of opinions toward middle management union conditions between superintendents in districts without middle management unions and principals in district with middle management unions.

In 1984 Studdert investigated student opinion concerning media utilization in East Texas public schools.

The purpose of this investigation was to identify opinion concerning the practice of media utilization in secondary public school classrooms of east Texas. The investigation provided information regarding media circulation characteristics, student sample characteristics, and student opinion regarding media used characteristics.

Data of this study were collected from both staff and student personnel in twenty-five randomly selected school districts in east Texas. All twenty-five data instruments were returned, and 731 students completed questionnaires were returned.

Responses to the items on the preliminary data form and the student questionnaire were analyzed quantitatively and presented in rank order and percentage tables.

**Findings:** More than half the districts had no procedure for evaluating media use in the classroom, even though data indicated sufficient media were circulated through the campus library media center to permit possible use of medicated lessons in almost three classes per day for each student. Most schools were heavily reliant on the Regional service centers to supply media software.

Several media hardware and software utilization patterns were indicated by data collected. Specified media formats and subject areas considered were rank order grouped according to media utilization characteristics indicated by both circulation data and student data regarding observed used frequencies. Students' opinion suggested relationships between media use and academic subject contention identified subject areas and for defined media formats.

The following conclusions were based upon the findings of the study:

1) Effective media use is not closely monitored or evaluated.
2) The sixteen millimeter (16mm) films format is most often but least effectively used
3) Media are used most often in the liberal and subject areas
4) Media are utilized most effectively in specialised curricular programmes.

5) Students can differentiate between media use which is integral, related and unrelated to subject content.

6) Subject areas, media format types, and designated groups within the population sample generated data illustrating definite identifiable media utilization pattern characteristics.

The Government of India appointed the study group in 1964 under the Chairmanship of Prof. V. K. Getak.

A programme should be worked on for each state, on the basis of the qualification prosecuted, the member of teacher required for each stage and the number of training school and training colleges and teacher educators required. The programme should be so scheduled as to begins in April 1965 and end by March 1971. The number of additional of addition researchers of English that will have to be trained for the whole country during the next ten years.

In 1996-97 Abdul Razique\(^\text{19}\) conducted a study on "Opinions of parents towards higher education of girls in Muslim community in Amravati City"

The purpose of his study was to know the parents opinions towards the higher education of Muslim girls education. In Amravati City. For that he has adopted questionnaire for parent on five heads and interviews. Some selected parents, educationists, religious person, social worker, politicians and administrators were clustered under five heading as mentioned in the Interview schedule. The help of these views were takes wholly discussing the result draw after applying Chi square list to response of opinionnaires. It was found that many of the Muslim students particularly Muslim girls do not continue their higher education after passing the secondary school certificate examination. It also found that attitude of parents towards higher educations educationally backwardness in they not know the importance education for the girls.

Dr. S.K. Shrivastava Gental University, Handiwan conducted a study on "A study of mental health of Hindi and English mediums students". Many people when they hear the mental which theme of mental illness. But mental health is for more than an essence of a mental illness, mental health is something that all of us want for ourselves.

Dr. S.K. Shrivastava, "A Study Of Mental Health Of Hindi And English Mediums Students", Journal Of Educational Research, Vol. 36-3, July-September 1999
The sample of the study consist of 40 students of Hindi medium and 40 students of English medium reading in class 11 and 12 from different school located at Hardwar District U.P.. The researcher recognized on the basis of information by teacher the sample consists of male and females' students' PF age group between 14 to 17 year.

It may be concluded that Hindi medium students show better mental health in comparisons to English medium students mental health.


The stated objective of the study are "To study the philosophy of Jamate Islam, Hindu, and its contribution to the field of education to compare Jamat, philosophy and practice of education with that of our present National educational set up, to assess the Jamat educational sys in the light of democratic and secular values, to find out the need of values in the field of education as advocated by the Jamate to ascertain if the values, taught by a Jamat could be in corporation of in our educational sys.

The research has stated hypothesis (Jamat is not basically an educational organization but it is taking interest in education and has developed a system of its own. Jamat has a particular philosophy by of education Jamat educational institution are value based, the education

system of the Jamat is value based, it could be used to improve our National system of education).

He has followed the historical method using library resources.

The finding include, Jamat philosophy of education has certain communities with the Nation philosophy and it is not anti National Jamat institution have a combination of modern and religious education. Jamat sys is value based and aims at producing the righteous servants of Allah and true well wisher of humanity, since the Jamat sys, is based on values it can be used to improve the National system of education.

The study claims to the based on the historical method hypothesis also have been stated perhaps over stated, it is not clear what philosophical method were applied in the research. The founding is to brought to merit philosophical comment.

Alam, Zafar\textsuperscript{22}(1992)

The study an attempt to present analyses and evaluate the Islamic concepts of education against the ideological background.

Its objectives are to find but the aims and objective of education the role of Teacher, The nature of the curriculum and the method of teacher according to Islam.

The methodology involves Lib. Research. Authentic sources in Arabic, English and Urdu language were consulted.

The findings were the beginning and end of all knowledge is Allah way be (revolution) is the most reliable source of knowledge. Education aims all at developing and harmonizing the physical, mental emotional, moral and spiritual aspects of life for enabling man and women to shoulder the responsibility of Khalifa, Teacher is not merely a sailor or despensor at knowledge but the prophets heir curriculum is not confine is only religious information but the verse the whole gamute of life Mundan as well supra Mundan, material and spiritual, individual and social.

The method of teaching is not confining to self-education only but covers gradation and continuity in teaching explanation, Drawing Conclusion and home assignments. The objectives of this research work are to brought it is not clear as to what precise operation were carried out in analysis and evaluate.

The Analytical and evaluating finding are either too general or too particular to merit philosophical comments.

4th Survey of research in education in 1983-88 Vol. (1) Pg. 164 (Research in Sociology of education)

The main objective of the research were (1) To provide the historical account of the growth of Western education with special reference to the policy formulated by Govt, of India during the period 1884-1905 and (2) To study the development of Eng. Education to its impact on the society in Bombay.

The hypothesis of the study were (1) English education has played a very important role in the process of social change in Bombay (2) it has brought about only social change it also political, economical and cultural change in the society (3) changes brought about by education were permanent and transcendent in nature. The study employed a purely historical approach. The data were collected though and extensive and intensive use of unpublished and published archival documents from (1) The National archives of India, New Delhi (2) The Nehru memorial museum library, New Delhi, (3) The Maharashtra state archives and (4) Some private

papers and other documents deposited in the Bombay University Library and Central Lib. Bombay.

A large no's of books written by contemporary and later English as well as India author were also used.

The major finding and conclusive of the study were (1) A westernized intelligent ahead emerged among the Indian by sixties of the 19th century and leaders of this class bears of new modern India. (2) The attention of Eng. Education India was must drawn to the urgent necessity of reform for the emancipation of women reaching education to women abolition of 'Sati' legalizing widow, the remarriage, were no means feats achieved by references who were the receiver of modern education. (3) Western education which was dissociated from the caste hierarchy lead to the kind of horizontal and vertical social mobility which did not exist before (4) The modern education was responsible for emerging of a middle class in the society (5) English education has its impact on the culture of the people too, considerable charges had taken placed the ways of life of the educated Indians a sharp rise in the marriage age of girls because of higher education was an important cultural change higher education changed the out look of urban girls and this made then less partial about traditional and cultural rules and virtual.


This is historical study the researcher first briefly reviewed the history of Muslim education and then put forth his views about education so as a means of social development, the researcher also undertook a comparative review, education of Hindu and Muslims in Ahmadnagar, during the period of 1947 to 1977 in relation to V and secondary to higher secondary education.

He reviewed the development of the remand girls' education and occupational education undertook a case study of Chand Sultana High School, Ahmadnagar.

Prior to the seventeenth century ruled by Muslim kings for over 300 years although. The rules were benevolent education remained limited to the elite it did not persuade to the masses. Thus state of affairs continued till 1854 disappearance of Muslim rule created problem on Muslim
community, which consist of several strata at the society, based on political, social and economic condition. Muslim educational institutions like Mukatabs and Madarsas came to grief and unite the passing at time these in decayed admart completely. At these places the Holy "Quran" and the rudiments institutions of religious performances were taught with the advent of the British the entire Muslim life suffered politically, socially and economically and want into backwardness and retardation general trends which were set up in the field of education after woods dispatch of 1853 and by subsequent commission were considered irreligious Muslim and they remained engrossed in their own fantasies. There were no work while leaders, like Gopal, Krishna Gokhale amongst the Muslim to lead the community moreover the problem of the medium of instruction for Muslim i.e. weather it should be Marathi or Urdu became a controversy after independence there was some awareness among Muslim about education and well to do started sending their children to English medium school while the less well to do Muslims sent their children to Marathi and Urdu medium school. However the general Muslim population was not able to advanced in education due to poverty and social backwardness with the leadership of some young people in the community the Chand Sultana high school was started in 1937 but the situation with regards to education and the employment of Muslim had not brightened of 1977 in a population of 28000 Muslim only 266 were employed in Govt, and semi Govt, jobs of who only 11 were women 48 out of 266 in the teaching profession and 85 in Govt. Job.
The municipality conducted only a few schools for the Muslim community.

Upadhyaya, O. P

This study aimed at identifying the causes of education backwardness of girls and (2) Suggesting remedial resources that would enable a large No's of girls in the age groups of 6 to 13 to participate in education programme.

Three panchayat samittes from Barmer, Banwara and Bharatpur districts were selected on the basis of grass enrollment ratio from each district. 50 villages were selected the information about the member of the family and the education of children's in the age group 6 to 16 was collected from every household age gp. 9 to 16 yrs. The girls in the age gp 9 to 16 yrs. Who had left the school were selected for interview to collect the data the finding were. (1) The income of the family had a great effect on enrolment and drop out situation of girls, (2) Poor parents farmed themselves avaible to bear the expense of school uniform text book etc. (3) Girls from large family had to help their mother. (4) Earl marriage was also a cause of law enrolment. (5) The village community

had negative attitudes towards girls' education girls; (6) Girls were consider to be among weaker member of society (7) The parents attitude towards girls education was negative (8) Major cause of low enrolment of girls was either absence of no's of lady teacher in the school about 15% of the girls left the school because they were not properly motivated for learning.
METHOD OF STUDY