

## LIST OF CONTENTS

Chapters	Title	Page(s)
Chapter I	<b>INTRODUCTION</b>	<b>1-80</b>
	<b><i>COGNITIVE SKILLS</i></b>	<b><i>1-18</i></b>
	• Acquisition of Cognitive Skills	2
	• Cognitive Development	3
	• Piaget's Periods of Cognitive Development	4-9
	• Cognitive Skills Based on Bloom's Classification	9-14
	• Cognitive Skills Based on Larry & John Model	14-17
	- First Level Intellectual Process.	15
	- Second Level of Intellectual Process.	15
	- Skills	16
	• Cognitive Skills as Specified Through MLL	17-18
	<b><i>SOCIAL SKILLS</i></b>	<b><i>19-24</i></b>
	• Taxonomy of Social Skills	19
	• Individual Differences in Social Skills	20
	• Components of Social Skills	20
	• Role of Teachers in Social Development	22
	<b><i>PARENTAL INVOLVEMENT</i></b>	<b><i>24-28</i></b>
	<b><i>SCHOOL INTERVENTION</i></b>	<b><i>28-34</i></b>
	• Class Climate	29
	• Types of Class Climate	32
	<b>REVIEW OF RELATED LITERATURE</b>	<b>35-74</b>
	• Studies Related with Cognitive Skills	35-41
	• Studies Related with Social Skills	41-51
	• Studies Related with Parental Involvement	51-66
	• Studies Related with School Intervention	66-74
	<b><i>Justification of the Study</i></b>	<b><i>74</i></b>
	<b><i>Statement of the Problem</i></b>	<b><i>75</i></b>
	<b><i>Delimitations of the Study</i></b>	<b><i>75</i></b>
	✓ <b><i>Objectives</i></b>	<b><i>76</i></b>
	✓ <b><i>Hypotheses</i></b>	<b><i>77-80</i></b>
Chapter II	<b>DESCRIPTION OF THE TOOLS</b>	<b>81-123</b>
	<b><i>COGNITIVE COMPETENCE TEST BATTERY</i></b>	<b><i>81-93</i></b>
	• Purpose of the Competence Test Battery	81
	• Planning of Competence Test	81
	• Cognitive Skills in Language	82
	• Cognitive Skills in Mathematics	82

Chapters	Title	Page(s)
	<ul style="list-style-type: none"> <li>• Cognitive Skills in Environmental Studies</li> <li>• Planning Items for the Initial Draft</li> <li>• Writing Test Items for Tests</li> <li>• Tryout and Revision of the Initial Draft.</li> <li>• Scoring Procedure for final draft of Competence test battery</li> </ul>	83 84 85 86 93
	<b>PARENTAL INVOLVEMENT SCALE</b>	<b>94-96</b>
	<ul style="list-style-type: none"> <li>• Purpose</li> <li>• Planning of Parental Involvement Scale</li> <li>• Writing of the Items</li> <li>• Improving Items</li> <li>• Scoring</li> <li>• Reliability</li> </ul>	94 94 94 95 96 96
	<b>RATING SCALE OF SOCIAL SKILLS</b>	<b>97-100</b>
	<ul style="list-style-type: none"> <li>• Improving the Scale</li> <li>• Reliability of the Scale</li> </ul>	99 99
	<b>OBSERVATION SYSTEM OF PRIMARY CLASSROOM INTERACTION</b>	<b>100-123</b>
	<ul style="list-style-type: none"> <li>• Assumptions of the Observation Behaviour</li> <li>• Planning of Classroom Interaction Observation System</li> <li>• Constructing the Tool</li> <li>• Description of Categories in the Classroom Interaction Observation Category System</li> <li>• Validation</li> <li>• Initial Tryout</li> <li>• Teacher Codes</li> <li>• Student Codes</li> <li>• Encoding Behaviour</li> <li>• Decoding</li> <li>• Interpretation of the matrix</li> <li>• Reliability</li> </ul>	100 101 102 105 105 105 106 113 120 120 121 123
<b>Chapter III</b>	<b>METHOD OF THE STUDY</b>	<b>124-133</b>
	<b>TOOLS</b>	<b>124</b>
	<b>SAMPLE</b>	<b>124-127</b>
	<ul style="list-style-type: none"> <li>• Sample of the Schools</li> <li>• Sample of the Students</li> <li>• Sample of the Teachers</li> <li>• Sample of the Parents</li> </ul>	124 125 126 126
	<b>DESIGN OF THE STUDY</b>	<b>127-128</b>
	<b>PROCEDURE OF THE STUDY</b>	<b>129-133</b>
	<ul style="list-style-type: none"> <li>• Selection of Sample</li> <li>• Collection of Data</li> </ul>	129 129
	<b>STATISTICAL TECHNIQUES USED</b>	<b>133</b>

<b>Chapters</b>	<b>Title</b>	<b>Page(s)</b>
<b>Chapter IV</b>	<b>ANALYSIS &amp; INTERPRETATION</b>	<b>134-227</b>
<b>A :</b>	<b>ASSOCIATION OF HOME FACRTORS WITH PARENTAL INVOLVEMENT COGNITIVE SKILLS AND SOCIAL SKILLS</b>	<b>137-151</b>
<b>A.1.</b>	<b>Association of Home Factors and Parental Involvement</b>	<b>137-140</b>
<b>A.1/1.2.</b>	<b>Association of parental involvement and educational qualifications of parents</b>	<b>137</b>
<b>A.1.3.</b>	<b>Association of type of family with parental involvement</b>	<b>139</b>
<b>A.1.4.</b>	<b>Association of economic status of families with parental involvement</b>	<b>139</b>
<b>A.1.5/6.</b>	<b>Association of occupational status of parents with parental involvement</b>	<b>140</b>
<b>A.2.</b>	<b>Association of Home Factors and Cognitive Skills</b>	<b>140-147</b>
<b>A.2.1/2:</b>	<b>Association of cognitive skills and educational qualifications of parents</b>	<b>142</b>
<b>A.2.3:</b>	<b>Association of type of family with cognitive skills of children</b>	<b>144</b>
<b>A.2.4:</b>	<b>Association of economic status of families with cognitive skills of children</b>	<b>144</b>
<b>A.2.5/6:</b>	<b>Association of occupational status of parents with cognitive skills of children</b>	<b>145</b>
<b>A.3:</b>	<b>Association of Home Factors and Social Skills</b>	<b>147-150</b>
<b>A.3.1/2:</b>	<b>Association of social skills and educational qualifications of parents</b>	<b>147</b>
<b>A.3.3:</b>	<b>Association of type of family with social skills of children</b>	<b>148</b>
<b>A.3.4:</b>	<b>Association of economic status of families with social skills of children</b>	<b>149</b>
<b>A.3.5/6:</b>	<b>Association of occupational status of parents with social skills of children</b>	<b>149</b>
<b>A.4:</b>	<b>Parental Involvement and Cognitive Skills</b>	<b>151-162</b>
<b>A.4.1:</b>	<b>Parental involvement and cognitive skills in English</b>	<b>152</b>
<b>A.4.2:</b>	<b>Parental involvement and cognitive skills in Mathematics</b>	<b>153</b>
<b>A.4.3:</b>	<b>Parental involvement and cognitive skills in Environmental Studies</b>	<b>154</b>
<b>A.4.4:</b>	<b>Analysis of parental involvement and individual cognitive skills in English</b>	<b>155</b>
<b>A.4.5:</b>	<b>Analysis of parental involvement and individual cognitive skills in Mathematics</b>	<b>159</b>
<b>A.4.6:</b>	<b>Analysis of parental involvement and individual cognitive skills in Environmental Studies</b>	<b>162</b>
<b>B.</b>	<b>SCHOOL INTERVENTION</b>	<b>166-184</b>
<b>B.1 :</b>	<b>Subject-wise differences in classroom interaction category proportions in Language, Mathematics and Environmental Studies</b>	<b>167</b>
<b>B.2 :</b>	<b>Grade-wise differences in classroom interaction category proportions in Grades-I, II &amp; III</b>	<b>172</b>
<b>B.3 :</b>	<b>Identification of Democratic/Participative and Authoritarian/Non-Participative classes in school under investigation</b>	<b>177</b>

Chapters	Title	Page(s)
<b>C.</b>	<b>COGNITIVE AND SOCIAL SKILLS WITH PARENTAL INVOLVEMENT AND SCHOOL INTERVENTION</b>	<b>185-221</b>
	<b>Cognitive Skills</b>	
C.1.	Impact of parental involvement and school intervention on cognitive skills (global)	185-190
C.1.1.	Analysis of variance for scores on cognitive skills in English	186
C.1.2.	Analysis of variance for scores on cognitive skills in Mathematics	189
C.1.3	Analysis of variance for scores on cognitive skills in Environmental Studies	190
C.2.1	Impact of parental involvement and class climate on individual cognitive skills in English	190-201
	- <i>skill in listening</i>	194
	- <i>skill in speaking</i>	194
	- <i>skill in reading</i>	195
	- <i>skill in writing</i>	195
	- <i>skill in comprehension</i>	196
	- <i>skill in use of functional grammar</i>	196
	- <i>skill in self-learning</i>	198
	- <i>skill in language usage</i>	200
	- <i>skill in vocabulary control</i>	201
C.2.2.	Impact of parental involvement and class climate on individual cognitive skills in Mathematics	202-205
	- <i>skill in understanding</i>	203
	- <i>skill in applying</i>	203
	- <i>skill in solving</i>	204
	- <i>skill in recognising</i>	204
C.2.3	Impact of parental involvement and class climate on individual cognitive skills in Environmental Studies	205-209
	- <i>skill in recognising</i>	207
	- <i>skill in exploring</i>	207
	- <i>skill in knowing</i>	207
	- <i>skill in understanding</i>	208
	- <i>skill in sorting</i>	208
	<b>Social Skills</b>	
<b>C.3.</b>	<b>SOCIAL SKILLS IN RELATION TO PARENTAL INVOLVEMENT AND CLASS CLIMATE</b>	<b>210-221</b>
C.3.1	Analysis of variance for social skills (global) in relation to parental involvement and class climate	211
C.3.2.	Analysis of variance for individual social skills in relation to parental involvement and class climate	212-221
	- <i>Social Skill 'Submissiveness'</i>	215
	- <i>Social Skill 'Attention'</i>	215
	- <i>Social Skill 'Communication'</i>	216
	- <i>Social Skill 'Cooperation'</i>	216

<b>Chapters</b>	<b>Title</b>	<b>Page(s)</b>
-	<i>Social Skill 'Courage'</i>	216
-	<i>Social Skill 'Courteousness'</i>	217
-	<i>Social Skill 'Eagerness'</i>	219
-	<i>Social Skill 'Happiness'</i>	219
-	<i>Social Skill 'Independence'</i>	219
-	<i>Social Skill 'Leadership'</i>	220
-	<i>Social Skill 'Obedience'</i>	220
-	<i>Social Skill 'Popularity'</i>	221
	<b>DISCUSSION</b>	<b>222-227</b>
	• Home variables and Parental Involvement	222
	• Home related variables and Cognitive Skills	223
	• Parental Involvement and Cognitive Skills	224
	• Home Factors and Social Skills	225
	• Impact of Parental Involvement and Class Climate on Cognitive Skills	225
	• Social Skills in relation to Parental Involvement and Class Climate	227
<b>Chapter V</b>	<b>SUMMARY &amp; CONCLUSIONS</b>	<b>228-256</b>
	• Objectives	229
	• Hypotheses	230
	• Delimitations of the Study	233
	• Tools	234
	• Sample	234
	• Design of the Study	235
	• Procedure of the Study	236
	• Statistical Techniques Used	236
	<b>FINDINGS OF THE STUDY</b>	<b>237-252</b>
	<b>EDUCATIONAL IMPLICATIONS</b>	<b>252</b>
	<b>SUGGESTIONS FOR THE STUDY</b>	<b>255</b>
	<b>REFERENCES</b>	<b>257-273</b>
	<b>APPENDICES</b>	<b>i-ixviii</b>