CHAPTER – II

REVIEW OF RELATED LITERATURE
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A summary of the writings of recognized authorities and of previous research provides evidence that the researcher 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 hypothesis and helpful suggestions for significant investigation.\textsuperscript{12}

According to Koul\textsuperscript{13} (1984) review of the related literature, besides to allow the researcher to acquaint himself with current knowledge in the area, in which he proposes to conduct research, serves the following specific purposes.

(a) Enables the researcher to define the limits of the study. The knowledge of related literature brings the researcher up to date on the work which others have done and thus to state the objectives clearly and concisely.

(b) The investigator can avoid unfruitful and unrelated problem areas.

(c) The researcher can understand the research methodology, which refers the way the study, is to be conducted. It helps to know about


\textsuperscript{13}Koul, Lokesh, \textit{Methodology of Educational Research}, (Shimla: Vikas Publishing House Pvt. Ltd, 1984), p.82
the tools and instruments, which proved to be useful and promising in the previous studies.

(d) The specific reason for reviewing the related literature is to know about recommendations of previous researcher for further research.

The investigator before finalizing the report on the review of the literature for this study went through the Guide to Reference materials, Encyclopedias,


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 Amravati University, Amravati, Degree College of Physical Education, Amravati, Lord Baden Powell Scout Library, Amravati, and the library at L.N.I.P.E., Gwalior. It is mentioned here that the research scholar found no review, which were directly related to the present study. The research scholar attempted to search the reviews in the Internet. Some researches completed in judo not directly related. The work done in the area of contribution of individuals/institutions and bibliographies of important personalities are given below:
Bennet\textsuperscript{14} developed a study on the contribution of Dr. D.A. Sargent to Physical Education. The extent and importance of Dr. Sargent's life efforts have been evaluated at various times by competent authorities. All available material clearly showed that the life and work of Dr. Sargent justified the evaluations quoted earlier.

Sargent's professional approach helped greatly to raise the subject of Physical Education to a level of comparative respectability in the college curriculum. In brief the touch of his guiding hand was felt in all phases of school Physical Education Teacher training, athletics, curriculum, tests and measurement. He endeavoured to popularize Physical Exercise and hygienic living for the mass of American people.

Phillips\textsuperscript{15} (1960) investigated the biographic of selected women leaders in physical education namely Dr Margaret bell, Dr Elizabeth Halsey, Miss Margarett D'Houbler, Dr Gretrude Moulton, Dr I Anna Norris and Miss Blanche Trillion. The study reported the background work, professional contributions, honour and retirement activities.


Data were obtained through primary source material and interviews with the subjects and others. The biographies were presented independently without comparison.

Frederick (1964) studied Rousseau's Philosophy of Naturalism in relation to physical education. Three ideas which greatly influenced American Physical Education were his insistence on the natural and spontaneous movements for proper growth and development, his promulgation of the unity of mind and body and his belief in the value of the individual. Four primary beliefs in Emile and far reaching effect later in Wood's programme of naturalism, Hethmigton's "New Physical Education" Programme which stressed the possibilities of character development, William's theory of the importance and need for self expression, and Nash's belief in the need of the individual to be creative and to experience emotional development. Ingram's (1964) study was on J.F. Williams who was a popular physical educationists in United States of America during 1960. The study was primarily concerned with biographical material and covered the subject's early life, emotional background, professional life, and recreation to the extent that personal and documentary sources were available. The procedures followed in developing the biography were described and recommendations were made.

Dewar’s\textsuperscript{17} (1966) purpose was to show the contribution of Dr James Naismith to Physical Education and invention. Areas given special consideration were his personal philosophy, professional career, and role as the father of Basketball. Primary source in Almonte, Montreal, Springfield, Denver, Lawrence, and St Louis were used and visit were made by the researcher to these locations.

McKeon\textsuperscript{18} (1966) used all available material concerning Arnold, his family background, his professional activity since 1888, and the evolution of Arnold College for Hygiene and Physical Education from its origin as the Brooklyn National School of Gymnastics were analyzed in relation to changes in American Society, Education and Physical Education from the Civil War to 1930. Arnold was a dominant factor in establishing admission requirements and curriculum content for Physical Education his leadership on National Committees. He also had considerable influence on that Connecticut State Assembly which made physical education mandatory in the public schools of Connecticut.


Flake\textsuperscript{19} (1968) study was conceived as an attempt to discover and synthesize data pertinent to life and professional endeavors of William Ralph Laporte, Chairman of the Department of Physical Education at the University of Southern California from 1913 to 1954. A biographical profile of his life was constructed and his personal characteristics, innovative efforts, and administrative techniques were identified. Three predisposition factors were interpreted to be the unifying traits, which significantly motivated and directed his choices in the alternatives of his life. They were a concern for people, dedication to a cause and tenacity of purpose.

Peter\textsuperscript{20} (1969) studied Mrs. Emma W Plunkett. The information on this pioneer in Health Physical Education in Oklahoma, who was an active leader on many levels with in the profession, was obtained from family records, personal, departmental and organizational files, personal interviews, and a questionnaire survey completed by a large number of persons throughout the state and nation. The Collected data were analyzed, interpreted and organized into five major categories; family history and environmental influence, childhood, education and early teaching days; the

\textsuperscript{19}Flake, Rhita, "William Ralph Laporte, Physical Education Administrator, Innovator", Completed Research in Health, Physical Education and Recreation, 1968.

years at Central State College, personality, philosophy, contribution, honors and awards.

Peterson (1969) analyzed professional career of Dorothy S. Ainsworth. The data for this study were obtained from the literature and from interviews with more than 50 people from all over the world. S. Ainsworth was President of Six National and International Organizations and received recognition from four countries. She also created a graduate course for teachers at Smith College.

The biography of Edward Hitchcock, professor of hygiene and physical education at Amherst College from 1861 until his death in 1911, was written by Welch (1970). As director of the first successful programme of physical education in any American College, Hitchcock was in fact the "founder of physical education in the college curriculum." Health instruction was also a vital phase of the Amherst plan;

Hitchcock gave regular lectures in "hygiene" to the freshman class. Hitchcock was a pioneer in research; he applied the science of anthropometry to problems of the emerging profession. He wrote only one textbook, which was in anatomy and physiology, however, a list of his published articles, manuals, and reports covered eight pages in the American Physical Education Review. Hitchcock was the first president of

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the American Association for the Advancement of Physical Education and was chairman pro tem. At the founding meeting of the Society for College Gymnasion Directors. He received many honors and recognitions. Hitchcock Memorial Field and Hitchcock Memorial Room at Amherst College were dedicated in his memory.

Vaid N.K., (1971). Conducted a study on Dr. Annie Besant’s Educational Philosophy, Educational, Educational Experiments and contribution to Indian Education, The objective of the research was to study Annie Besant’s educational reformists views in the light of Indian philosophy, social purpose and the goals of Indian national life. Chapter I deal with the impact of the British educational policy of the early 19Th century, exemplified by maculae’s Minute and Indian reaction in the form of the educational reformist movements of raja Ram Mohan Roy, Devendra Nath Tagore, etc. Chapter II describes environmental factors, which shaped Annie Besant’s educational philosophy and psychological bases of her educational thought. Chapter III and IV deal with the philosophical and psychological bases of her educational thought. Chapter V describes the Vedic system of education and Dr. Besant’s effort to revive it for an Indian renaissance. Chapter VI deals with the main tenets of Annie Besant’s educational thought, which are revival of Vedic education for intellectual.

moral and physical training, assimilation of western and oriental educational thought. Chapter VII describes her contribution to women’s, rural, social, technical and teacher education. Chapter VIII presents an assessment of Annie Besant as an educational thinker and compares her with Plato, Rousseau, Pestalozzi and Dewey.

Joseph O.M. (1971) studied on the contribution Christian Missionaries towards education in Jabalpur division from 1869 to 1969. The aims of the investigation were 1) To study historically the contribution of the Christian Missionaries towards education, and 2) To assess its exact extent in India in general and in Jabalpur Division in particular. The data were collected by the perusal of records, interviews conducted by observation. 3) The following were some of the findings 4) Christian endeavor gave India over. a) 150 Colleges, b) 2177 high schools c) 214 technical schools d) 153 teachers training colleges and schools e) 620 hospitals f) 67 dispensaries g) 86 leprosy center h) 713 orphanages i) 87 homes for aged j) 681 hostels and welfare organizations k) 275 crèches l) 44 agricultural settlements m) 27 industrial centers, and several institutions for the blind, the deaf and the handicapped.

In Jabalpur division, 1) the Christian Missionaries were conducting twenty seven primary school, twelve middle schools fifteen

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higher secondary schools two colleges and one training college besides running numerous or orphanages, hospital, dispensaries and hostels, 20,259 students were studying in their schools in this division. 2) The Christian church always stressed the value of good Christian education for its children and provided the best it could in order to ensure that future generation should be properly reared up in the faith of their fathers and in the accepted morals of their church. 3) Conversion of non-Christians pupils was not the aim of starting schools. a) Most Christian institution maintained a high standard of teaching as well as management, particularly in the sphere of higher education. b) The mission served India not for mercenary ends, the Roman Catholic Priests, brothers and sisters gave their service to Indians without any remuneration, direct preaching of the gospel became a serious problem in the face of the appalling ignorance and illiteracy prevailing amongst the Indian mass, hence the missionaries decided first to spread education and thereby prepare the way to easy and intelligent reception of the gospel message by the literate people, thus the vernacular schools were started. c) The Missionaries were Pioneers of English education and the education of women, and in this way Missionaries unconsciously laid the foundation of British education policy in India. 4) In Jabalpur Division, they were the Pioneers of the Anglo Indian education, education of the tribal people and of the depressed classes in the middle of nineteenth century, the schools started were mainly to cater to the needs of the European and Anglo – Indian community, as the time went on, vernacular schools were opened for the servants of the European and the Anglo Indian community and the children of the sepoys.
In the twentieth century, because of the mass movements in Mandla district primary education was affected and out of ninety primary schools of missionaries only 24 are surviving at present and they have done very much for the tribal people. 5) Through high schools Christianity has awakened the measures to identity the social levels and opened doors for petty employment.

Hill\textsuperscript{24} (1972) revealed that Mrs. Mehling, former state supervisor of PHE in Always the first female to fill such position in U.S.

She worked for better programme in Ala, through visitations, lecturing, preparing materials, bulletins and helped to develop curriculums for public schools. Mrs. Mehling planned and administered many conferences, clinics, and schools of instructions of social recreation training and square dancing. This female administrator served in many professional offices and received many professional honour for her endeavors, including, being the first female President of the Society of State Director's and President of the Southern District of AAHPER. Mrs. Mehling received the honour award from the Southern District of AAHPER and was honored by the American Academy of Physical Education in 1944 with the Academy Award. Her efforts through the years

created an opportunity for every child to participate in the programme of AAHPER in Ala.

Hotchkiss\(^{25}\) (1971) depicted the personal and professional contributions of Michael Peppe to Physical Education particularly to aquatics. An important dimension of the professional aspect of the study was achieved through personal correspondence with Ohio State Swimming Alumni, opposing Coaches of the Peppe Era, and International Swimming, and Diving representative from around the world. The compilation of this material, with secondary sources material, was an exciting educational opportunity and allowed the scholar to pull together information that were beneficial in his vocational specialty of aquatics.

Pennington\(^{26}\) (1972) presented and interpreted the life and professional advances of Frederick Rand Rogers. The patterns of his professional work were examined in relation to thought and practice in education and physical education during his professional career.

Standard biographical, involving the collection, classification, criticism, and interpretation of source materials was facilitated through the use of external and internal criticism. Primary and secondary source


material, including both documents and relics were employed in the preparation of the biography.

Library archives, department files, year books annual reports, and other primary and secondary source materials were consulted where ever possible. A total of 17 institutions and centers were visited. Interviews were held with forty-five individuals. The interviews were tape-recorded. Rogers authored eleven books and 137 articles during his career. These writings constitute a major part of the primary source materials for this study.

Freeman\(^2\) (1974) studied biography of William Jay Bower man who spent his life in the pursuit of physical fitness and excellence in sport. Born in Portland organ on February 19, 1911. He was graduated from the University of Oregon in 1934 with a degree in business administration. Active as a student in school affairs and athletics. He spent 9 highly successful years in teaching and coaching at Medford, Oregon, High School Service. One year as President of the Oregon Association of Health, Physical Education and Recreation. Coming to University of Oregon as Track Coach in 1948, he developed the school into a national power, winning several NCAA titles. He was honored as a President of the National Collegiate Track and Coaches Association and served on the

president council on physical fitness. A member of the U.S. Olympic Committee. He was proudest of 3 accomplishments.

His development of a highly successful local all-comers track meet which was used as a national guideline program, his major role in the popularization of jogging in the United States, and his selection as Head Track Coach for the 1972 U.S. Olympic Team.

Herman's (1973) study was the biography of Prince Elmer Shotwells contributions to Texas Interscholastic Athletics, to the University Interscholastic League and to the Texas High School Coaches Association. Data for this life study was from both primary and secondary sources, human documentary as well. Shotwells personal file and scrapbooks were used extensively, and supplementary data came from biographical data forms and tape-recorded personal interviews. The study includes biographical data of Shotwells youth, educational background, marriage, and his endeavor in the teaching and coaching fields.

Peter's (1973) purpose of study was (1) to investigate the life and contributions of Robert John Herman Kiphuth to Yale Swimming.

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Inter-collegiate Swimming, AAU Swimming, World Swimming, both as coach and administrator, (2) to give recognition and insight into the ideals, beliefs) and practices of professor Kiphuth, (3), to determine the significant contributions Kiphuth made to Yale University, in term of its athletic and physical education programmes and (4) to examine his personality and its influences upon other people. The author conducted tape-recorded personal interviews with professional associates of Robert John and made use of available documentary evidences.

Lumpkin\(^{30}\) (1974) study was to investigate the contributions made by some women towards the development of competitive tennis in the United States of America(1874 - 1974). Former players, such as Hazel Wightman, USLTA officials, involved with tennis as well as tennis record player's biographies, and periodicals obtained from the USLTA and the National Lawn Tennis Hall of Fame contributed the historical information for this study, was fully acknowledged and recognized. Not until the 1960's and 1970 did any women tennis players lead in the national women's rights movements. Tennis was one of the early competitive sports offered and allowed women in colleges.

Currently, with professional tennis, women have attained a prestigious status, never before enjoyed by then in Tennis. Partly as a

result of this increased exposure of professional women's tennis, the entire sport is experiencing a tremendous popularity boom.

Victor\(^3\) (1976) study was to present a biography of the life and personal career of Daniel Carter-Beard -1850-1941. Beard's contributions were investigated in terms of his possible influences on youth service agencies, recreation, outdoor education and physical education. His personal philosophy was analyzed through an objective analysis of his writings, the reports of contemporaries and the time in which he lived and worked.

Historical, biographical, analytical and interpretive methods were utilized to analyze Beard's life and career. In employing these methods, documentary and human sources were used which were of primary and secondary quality throughout the research. Letters were sent to individuals and organizations requesting information on books, manuals, or articles with Board.

Masih\(^2\) J. (1976). Conducted a study on contribution of Foreign Christian Missionaries towards Educational in India objectives were (i) to

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investigate the systematic horizontal growth, the vertical growth, variety in
the field of education (technical, special, women, tribal and teacher
education), and the characteristic features like curriculum, supervision,
examination, fixed time-table (both yearly and daily) and the like introduced
by Christian missionaries in their education. (ii) To find out how the spread
of their institutions influenced contemporary education and to what extent
their system of education were suited to conditions in the country; their
auxiliary and other measures helped to promote new education in the
country; and how far they influenced the people and the decision- makers,
earning their sympathy for new education, and enhancing the esteem of both
the teachers and education in genera. (iii) To study how far education in
India, good or bad, was the result of their influence and (iv) to study to what
extent they led the parallel local agencies to take education as a measure for
amelioration of the conditions of the people.

Both primary and secondary sources were used during the study. The educational level of the country, particularly during the initial
decades of the 19th century (1800 to 1823), the education dispatch of the
1854, and the printing press were consulted. The content analysis technique
was employed for analyzing the data.

The findings were: 1) Missionaries had enjoyed marked
chronological precedence in practically all the significant areas of
educational development in the country. 2) The new education had adapted
itself adequately in the various regions of the country and their education
was universally acceptable. 3) The early 19th century tended to stress
missionary leadership which repeatedly opposed and effectively towards the government policy of intended unconcern in the provision of educational facilities. 4) Missionary schools and colleges, through experiments carried out in various spheres and situations, had evolved a diversified and broad based pattern, which was eventually adopted by the state with modifications. The ladder of education and their system of circle of schools based on strict economy and thorough supervision were the two, in the main, distinct novel missionary features admittedly recorded as adopted by the state. 5) The missionaries had evolved a system of supervision, which served mainly the purpose of ensuring both the proper teaching of their religion and qualitative instruction. The positive influence, though in traces, was that of the practice of submitting periodical inspection reports. The private sector and the system of grants-in-aid in education in the country were functionally inseparably interlinked. The adoption of the grant-in-aid system was found to have resulted from the government’s inherent inability to provide facilities in an adequate measure. 6. Reconstructing the curriculum as evidently the first expressed concern of the missionary educators in the dimensions of new education. Missionaries had emphasized the mother–tongue at the lower level. The English language was also taught. Teaching of religion was also introduced. 7) Tuitional excellence of missionary enterprise was universally accepted as a determinant of the widest and far enduring influence on the development of education, including their own, in the country. The qualitative operation of missionary institutions as symbolized in the articulate withdrawal of the state in their favour. 8) They introduced more uniform and systematized instruction as against the
characteristic inadequacy of any system in the existing schools, which, further, adhered to customs rather than experiment. 9) To thoughtful education-cum-training programmes. 10) They made available suitable inexpensive textbooks. 11) Traditionally teachers got their remuneration directly 12) Facilities for girls’ education of varying types and levels, including for teacher preparation, developed more rapidly in the ensuing decades than during any previous period. 13) Printing, translation, literature, journalism and preparation of textbooks were found to have been ever applied by the missionaries as effective tools of the innovating functions of their education.

Harvey Jessup33 conducted another research on the contributions of J.B. Nash to the field of Physical, Health, Recreation, Camping and Outdoor Recreation. The purpose of the study was to review the professional contributions of J.B. Nash and to relate those to his influence on Physical, Health, Recreation, Camping, and Outdoor recreation. The sources of data were the literature, testimony given by that knowledge in the field, and primary sources. Besides those personal interviews were also conducted with experts in the field. For additional data concerning the professional carrier of Dr. Nash statements and evaluation judgments were obtained from selected leaders in the field.

The evidence, from the study clearly demonstrated that a major factor J.B. Nash was in the shaping and in the continued development of the fields of Physical, Health, Recreation, Camping and Outdoor education.

Apart from the study of contribution of individuals to physical education, there appear a few studies completed regarding contribution of institutions to the field of physical education being assessed. Lokendra completed one such study.34

He conducted the study on the contributions of H.V.P. Mandal, Amravati to the promotion of physical education. A voluntary social institution singly could contribute substantially to the promotion of varied aspects of physical education in the society according to Lokendra. Creation and maintenance of sports facilities, encouraging youngsters and adults for their participation in sports, organising camps, competitions, conferences, seminars, demonstration tours, conducting various types of activities, publishing magazines and books on sports and physical education, develop contacts and maintaining relations with national and international bodies of sports and allied sciences etc. are its efforts in promoting physical education. The author has studied working of the institution in depth and ultimately listed outstanding contribution made by it.

Whitley\(^3\) (1981) presented a biographical picture of Dr Charles Buell. The writer attempted to trace and identify the professional contributions of Dr. Buell and to examine his influence on physical activities for visually impaired. The historical method was utilized for this study.

Data were organized using combination of to topological and chronological order. The writer's procedures for gathering data were Categorized, into five areas; (1) the subject and his family (2) Colleagues articles and Publication professional associates, (3) athletes (4) students and (5) file and news paper.

Marry\(^3\) (1982) discovered synthesized and interpreted data pertinent to the professional life endeavors of John Robert Wooden. Extensive interviews with coach Wooden and his former assistant coaches at the University of California at Los Angeles were critical to the documentation and analysis of coach Wooden's philosophies. Following an outstanding basketball career at Purdue University, Wooden went into teaching and coaching on the High School Level and eventually to the collegiate level. In his forty years of coaching basketball, his teams won


885 games and lost 203. His UCL. Teams won as unprecedented ten National Collegiate Athletic Association Championships. He was accorded numerous honors as a player, coach, and citizen.

Carmon (1981) presented a biography of Jose De Jesus Clarke Flores with emphasis on his leadership in sports and most important contribution at National and International levels. The dissertation deals with his early life, education, professional life as a military man and an engineer, during his twenty seven years involvement.

In sports, first as a successful leader in Mexico, he then became top leader in the whole of American continent. Personal interviews, questionnaire and documentary evidence were employed in obtaining necessary data for the study.

Dusek (1981) presented a biography of Marie Provaznik with particular emphasis upon her contributions to physical education. Both primary and secondary source of data were investigated including the published and unpublished materials of Marie Provaznik, her personal and professional records, interviews and correspondence with colleagues, associates, and students, as well as the histories of the Czechoslovak


national and Sokol organization. Sokol was recognized as the largest physical education programme in the world. The Sokol system was employed in the schools of Czechoslovakia. Marie Provaznik has contributed to physical education particularly gymnastics, within Sokol and on the international level through her outstanding leadership and example.


Aim of the study. 1) To assess the contribution of the church mission society (C.M.S.) to primary, secondary and higher education. 2) To estimate the missionary activities in such aspect of education as women’s education, education of the backward classes and hill tribes. 3) To examine the nature of special educational institutions organized by the C.M.S. 4) To Examine the relation between the government and the missionaries, and 5) To estimate the impact of its activities on the educational economic, social, political and religious and moral life of the people in the erstwhile state of Travencore and Cochin.

Both primary and secondary sources of data were gathered and their documentary analysis done. Primary source like the proceeding of the C.M.S. Missionary Register, Church Missionary Intelligence. C.M.S.

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Gazette, C.M.S. Mass Movement surveys, Madras Church Missionary Records, Travencore and Cochin Diocesan Record, C.M.S. Diary, the Report of Missionary Conference and other C.M.S. publication as well as the government gazette were mainly used for the study.

They were supplemented by secondary sources like book and reference materials written by the non-missionaries. Interviews with a few of the Bishops and eminent educationalist of the church of the south India as well as with a few distinguished old students of the C.M.S. educational institutions were also used for the collection of data. The main method used for the study was the historical method. The sources were subjected to internal and external criticism in order to assess their validity and reliability.

The major findings were: 1) The Church Mission Society founded in 1799 in England played a vital role in spreading modern education in Kerala (the erstwhile states of Travencore and Cochin) between 1816 and 1947. The C.M.S. missionaries considered education a part of their evangelical and social work. Laity-religious, educational, moral and social ideals guided their activities. 2) It was in the field of primary education that the missionaries made the most of their opportunities. 3) The Syrian Church started numerous Parochial Schools but gradually the missionaries turned to the masses and established a network of primary schools for all children. 4) The missionaries were the pioneers of modern secondary education in Kerala. In addition to a few seminaries the Church Mission Society established English high School at various places. Both English and Vernacular secondary education was popularized. 5) The C.M.S. established
the oldest institution of higher education in Kerala. The Syrian college at Kottayam developed into a full-fledged college when the missionaries took charge of it. 6) The wives of the early C.M.S. missionaries were the pioneers of modern women’s education in Kerala. The boarding houses and schools established by them increased the facilities for women’s education. Co-education was also popularized. 7) The missionaries established slave schools and boarding schools for the depressed classes as a gradual step of their admission to common schools. Henry Baker Jr. Who worked for the uplift and education of the hill tribes came to be known as the Apostle of Hill Arrians. 8) The C.M.S. established special school schools like the Industrial schools, community school and these for the Deaf and Dump as pioneer institutions in these fields. 9) Establishment of the first printing press in Malayalam, the printing press in Malayalam book in Kerala, the translation of the Bible into Malayalam, the compilation of grammars and dictionaries, the beginning of one of the oldest journals in Malayalam, the enrichment of the Malayalam language and literature were also the contributions of the C.M.S. missionaries to Kerala culture. 10) The government co-operated with the educational activities of the missionaries and helped them with gifts of land and money. In course of time the government entered the field of education and the missionaries co-operated with the government in promoting education in the state. 11) The highest level of literacy in Kerala, the enormous increase in women’s education, the education in the rigidity of the caste system, the abolition of slavery, the popularization of democratic ideas, the reformation of the section of the Syrian Church, etc. bore the impact of the missionary activities.
Sarkar (1983) studied on “Contribution Of Some Home Factors On Children’s Scholastic Achievement” The objective of the study were (i) to find the differences between high achievers and low achievers with respect to home factors like educational environment, income, property, spatial environment, social background, provision of facilities, parent-child relationship, home-making role, punitive control and intelligence, and (ii) to obtain the multiple correlation and the multiple regression equation between academic achievement (criterion variable) and home factors (predictor variables).

The sample consisted of 192 students of Class II to class VIII, age group 7 to 12 years of eight selected schools in Calcutta and their mother interviewed at home. Ninety-six students were high achievers and 96 were low achievers. The stratified random sampling design was used as the sampling frame. The measuring in students used was Cattell’s Culture-fare Intelligence test, Schaefer and bell’s Parental Attitude Research in collect information on home environment and examination marks. A contrast group design was used and t-test, product moment correlation and multiple regression analysis were the statistical techniques.

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The major findings were: 1. The home variables such as educational environment, income, spatial environment, Social background, provision of facilities and parent-child relationship, showed a significant difference between the high achievers and low achievers at .01 levels. 2. The child-rearing attitude of the mothers of the two groups possessed different attitudes regarding child-rearing practices. 3. The multiple regression equation revealed that the contribution of parent-child relationship to academic achievement was about 17 percent, of social background about 7 percent and of educational environment about 4 percent. The remaining five factors— incomes, spatial environment reflection of home-making role, harsh punitive control and intelligence, explained about 2 percent of the variance of the criterion scores.

Jonathan (1984) presented and interpreted significant data regarding the life of Eugene Lusx Robert, yielding new meaning and conclusive interpretations about his personal and professional contributions.

An extensive review of literature and the usage of the data collecting methods, personal interview and biographical data comprised the primary source of data. An examination of text books, newspapers and journal articles, and historical records, constituted the secondary source

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input. The data were compiled, classified, and interpreted according to the purpose of the study.

Raghavan⁴², (1984) conducted a study on Critical study of Sri Aurobindo’s contribution to building of modern Indian Philosophy of Education. The specific objectives of the study were (i) identification of the distinctive elements in Aurobindo’s educational philosophy in the light of his theory of integral yoga, (ii) Critical evaluation of Aurobindo with reference to ancient Indian and modern schools of philosophy (iii) Discussion of the problem of ontology, epistemology and axiology in Aurobindo’s educational philosophy in the light of western schools of philosophy (iv) Critical comparison of Aurobindo with Gandhi and Tagore. (v) Comparison of Aurobindo’s theory of evolution with that of Tellihard De Chardin, and (vi) Suggestion of a scheme for the implementation of Aurobindo’s theory of integral education.

The study involved an analytical exposition and critical appraisal of Sri Aurobindo’s educational philosophy and outlined the practical steps that needed to be adopted to give operational content to his educational thoughts in the context of the ongoing, contemporary national effort at reform and reconstruction in our educational effort at reform and reconstruction in our educational system. The study was undertaken in an

evolutionary and historical perspective and embraced cultural and methodological dimensions in its sweep.

The major findings were: 1) Sri Aurobindo’s educational philosophy was the product of his theory of spiritual evolution and his doctrine of integral knowledge. It followed directly as the most legitimate outcome of his about own philosophy of life. 2) The aim of life was to bring about radical change in consciousness, a fundamental transformation in the present mentally limited evolutionary mould of man into something for transcending the mind, a diving consciousness. 3) Spiritual knowledge was taken to be the highest goal of education in Vedic and post-Vedic India. Aurobindo reverted to this theme of self-realization and self-knowledge and made it central plank of his integral philosophy. 4) Sri Aurobindo held that mental conceptions could not be the end of all things. He perfected the technique of yoga by which it was possible for man to climb the heights of consciousness far above the mind. 5) Sri Aurobindo developed the most exalting idea of super mind and superman, which permeated the whole gamut of his educational philosophy. 6) The most striking feature of his integral educational philosophy was its characteristic asserting that the dichotomy between Para and Aparavidya was false.

Ray carried out a study on “W.E.B. DU BOI’s contributions to the sociology of education (Theoretical and Methodological) in 1984. The

study examines W.E.B. DU BOI’s (1868-1963) contributions to the
sociology of education. This study has both a historical and empirical
dimension. First W.E.B. DU BOI’s contribution to both sociology and
sociology of education are traced. Second, a questionnaire was used to
determine what topics and scholars contribute to the structure of ideas in the
sociology of education. Also, it was discovered that its professors are aware
of W.E.B. DU BOI’s contributions to the sociology of education and if they
use his work in their sociology of education courses. Third, a test book
survey was conducted to see if the books used in the sociology of education.
Finally interviews were conducted with college educations that use W.E.B.
DU BOI’s works in their sociology of education courses.

There are three propositions and three hypothesis presented in this
study. They are as follows:

Proposition 1: Given the structure of ideas in the sociology of
education, W.E.B. DU BOI’s deals with several sociological topics covered
in the discipline.

Proposition 2: W.E.B. DU BOI’s work is a component of the
sociology of education. Proposition 3: W.E.B. DU BOI’s work is useful in
constructing a black perspective in the sociology of education.
Warren\textsuperscript{44} conducted a research on Contribution of W.E.B. Du to Afro American Studies in Higher Education in 1984. Higher Education in the United States has been largely unaware of or unwilling to recognize the significant contributions that W.E.B. Du has made to Afro American studies in Higher Education.

The dissertation of Ph. D. was based on the study of the printed works and the unpublished manuscripts of De Bios which revealed his contributions to Afro American studies. The dissertation concluded that Du Bios Atlanta University studies constitute the earliest and the most comprehensive examples of Afro American studies in Higher Education.

Schriver\textsuperscript{45} conducted another study on the contributions of Harry Lawerence Lurie to the development of Social Work. The study employed historical methods, specially those biography, to trace the contributions of H.L.L. to the development of social work during the 1930s and 1940s.

The study concentrates on Lurie both as he influenced and as he was influenced by force and event in the larger milieu during that controversial period. The study integrated his radical beliefs and activities


related to social work practice and education with events and trends in the larger socio-political event. It analysed Lurie’s role in and involvement with the radical left wing. His respected positions within the larger and more conservative mainstream of social work represented by such professional organisation as the National Conference of social workers and the American Association of Social Workers was also chronicled. The study analysed his unique position as brigade between the left and the right wings in social work and his ability to synthesize relations scientific methods and analysed with radical and decisive action based upon such analysis as the primary factor in his credibility with the two divergent contingents of social workers.

Jit (1985) Studied on the Contribution of Fluid and Crystallized Intelligence to the verbal and Spatial Abilities of Right-handed Males and Females The hypotheses formulated were: (1) Right-handed males and females would show differences in performance on verbal and spatial skills. (2) Fluid intelligence and crystallized intelligence would account for a differential proportion of variance in verbal and spatial abilities of males and females. (3) Females would show variance in their performance on different cognitive tasks over the menstrual cycle.

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The study covered a sample of 200 males and 200 females of which a sample of 40 males and 40 females was randomly drawn and reserved for the validation to the study. Thus the main study was conducted over a sample of 160 females and 160 males. The female sample was further divided into five equal groups by allocating them to five different menstrual phases. The tools used to collect data were the group test for assessing Hand and Eye Dominance (Crovitz and Zener), Culture Fair GMAT (Singh), Fluency Test (Charistense-Guilford), Space-relations subtest of DAT (Form L) and your style of learning and Thinking (Torrance). The data collected analysed using Meta-analysis inter-correlation analysis, multiple regression analysis ANOVA and Duncan’s Range Test.

The findings of the study were: 1. There were significant sex differences in performance on verbal and spatial tasks, and moderate sex differences in performance on numerical tasks. 2. The Gc and Gf measures contributed differently to the verbal and spatial abilities of males and females. While Gc accounted for a large amount of variance in both verbal and spatial performances of males, Gf had been found to be a major contributor to these abilities in females. Considering the contribute more to the verbal and spatial abilities of 3. In both males and females Gc and Gf accounted for Females showed variance in cognitive performance over the menstrual cycle.
Samar\textsuperscript{47} (1985) studied the contribution of Early Urdu Novels towards the Development of Modern Education among the Muslim Women of India. The major objective of the study was to identify and evaluate the role of early Urdu novels in spreading modern education among the Muslim women of India. The study was based on the content analyses of Urdu novels written during the late 19\textsuperscript{th} and the early 20\textsuperscript{th} century (till 1914). The major findings were: 1. The British educational system had made considerable impact on Indian Muslims, especially in the development of modern education. As a result, a new educational movement was launched under the dynamic leadership of Sir Syed Ahmad Dhan and associates. 2. Many Urdu authors had chosen a new form of literary medium, the novel, to convey this message to Indian Muslims, especially Muslim women, and in this way the first Urdu novel was written on an educational theme, followed by a number of Urdu novels by different writers with the same thematic presentation. As there was no formal system of education for Muslim women (due to lack of girl’s schools, the purdah system, early marriage, orthodox attitudes modern education) these novels served as important instruments for educating them indirectly. 3. The contents of these novels revealed the need and importance of formal education for Muslim women.

identified the various items to be included in their curriculum, and explained the method of teaching to adopt for educating them.

Behera\(^{48}\) studied the contribution of Maharashtra towards the development of scout and guide movement in India, in the year 1986 to know the real contribution of Maharashtra for the development of scouting and guiding at national level.

For this he used a questionnaire method for the collection of data. The questionnaires were different for different population i.e. Scouters and Guiders; D.S.Os. and D.G.Os.; and L.Ts. and A.L.Ts. He has also visited the SHQ. and NHQ. and had conducted personal interviews with the commissioners at both State and National level. After the analysis he found that there was significant contribution of Maharashtra for the development of Scout and Guide movement in India.

David\(^{49}\) (1986) compared selected characteristics of more successful adventure leaders with those of less successful leaders. The goal was to identify those characteristics associated with successful adventure leadership. Hypotheses were stated from the null prospective, thus predicting that there would be no significant difference in the (1)


leadership opinions, (2) personality characteristic, (3) vocational/leisure interests (4) age (5) education (6) experiment and (7) Gender of more successful leaders when compared to less successful leaders. Three standardized instruments were used in this study, the leadership opinion questionnaire, 16 Personality Factors, and Strong Campbell Interest inventory. Additional data were gathered on marital status, degrees earned, development environment education level and age. The subjects were 17 leaders (10 males and 7 female employed in the summer of 1985 at the Wilderness School in Goshen city. Students at Wilderness School were described a “trouble” A special questionnaire was used by the W.S. administrators to evaluate the leaders performance. Five categories were created for the analysis Of leader competence. (1) Professional/Administrative, (2) Teaching, (3) Safety technical (4) Interpersonal and (5) Overall Evaluation. Analysis of variance, Pearson ‘r’ and the ‘t’ test were used to analyze the data (P .05 used in all procedures) on the basis of their evaluations, the leaders were divided into two groups for analysis with the fest; Group 1, Good, Outstanding.

James Eddie Girdner\textsuperscript{50} (1986) conducted a study on “Socialism, Sarvodaya And Democracy. The Theoretical Contribution Of M.N. Roy, J.P. Narayan \& J. B. Kriplani” The purpose of this dissertation is to explicate the

theoretical writing of M.N. Roy (1989-1954) J.P. Narayan (1902-1979) and J.B. Kripalani (1888-1982) which contributed to the Indian concept of socialism or Sarvodaya since the French revolution the growth the nation state, practical economic centralization, concept of social and historical determinism and a utilitarian ethic have obscured the classical view of morally autonomous individual in an organic community. The fundamental problems how to revive the classical notion of a moral community and release the human potential to progress to words a democratic and humanistic society.

From the broad political debate in twentieth century India has emerged the concept of Sarvodaya ground in classical Indian thought and influenced by Greek thought. Renaissance Humanism, Liberalism, utopian socialism and anarchist thought. Chapter one outlines the parameter of Sarvodaya chapter two delineates M.N. Roy views on democratic socialism, in terms of his material cosmology and concept of historical materialism his critique of Marxism and liberalism and his vision of decentralized socialism and Party less democracy. Chapter three explores M.N. Roy radical Humanism particularly his view of human nature and freedom science rationality and consciousness radical self-transformation and social changed. Chapter four reconstructs J.P. Narayan’s view on democratic socialism including his perspective up Marxism and nationalism and his later sharp critique of Marxism and western socialism. Chapter five delineates J.P. Narayan’s view on Sarvodaya, including his critic of parliamentary democracy and the state his conception of party less democracy and communitarians and his movement for “Total revolution. Chapter six
epilates J.B. Kripalani perspective on democratic socialism including his philosophy of socialism and the state his philosophy of history and his criticism of the Marxist concept of class struggle. In chapter seven J.B. Kripalani interpretation of Gordian democracy is reconstructed in terms of the non violent evolution Gandhi an economic principles, decentralization, Sarvodaya and basic education.

In conclusion, decentralized non-violent socialism of sarvodaya provides a basis for the fundamental revolution, which includes the moral revolution and structural transformation of society disarmament, human solidarity, human welfare and the emerging global community.

Showden (1986) conducted a study on “A Historical study of the life and times of R.E.B. Baylor His Contributions to Texas and Texas Baptist S”. While the courage and military heroics of the Alamo even casual student of Texas history in his own quiet and unimposing way, and a role for less publicized. Robert Emmett Bledsoe Baylor cast an equally long shadow across Texas during his early days as a republic and a struggling young state despite his weighty contribution in molding the religious educational and judicial institution of frontier Texas. Baylor remains an unsung hero of Texas history this study attempt to remedy this shortcoming.

One can not appreciate the extent of Baylor’s labor in Texas apart from an outstanding of the challenges posed to settlers by early life in the frontier republic. Chapter I focuses on the Texas milieu—its political, social, economic, educational and religious aspects.

Baylor did not set foot on Texas soil until 1839 at the age of 46. His own heritage and early experiences contributed immeasurably to shaping character and preparing him for role he would play in early Texas life. These factors are organised in chapter II. In chapter III he describes Baylor’s extensive labor among Taxes Baptist. His early wake as church planter as an encourage of young preacher’s as a preachers in his own right. And as a statesman in giving direction to the denomination are considered here.

Baylor took an active interest in both public and religious education in Texas; chapter IV discusses his efforts in each of this realm including the work of the Texas Baptist education society, which led to the founding of Baylor University. Concurrent with his religious and educational endeavor Baylor help shaped the judicial endeavors Baylor help shaped the judicial life of frontier Texas. Serving as a Supreme Court justice during the days of the republic and as a district judge until the middle of the civil war chapter V details the story of his judicial carrier. The concluding chapter describes Baylor’s final years and assesses his lasting influence to Texas and Texas Baptist. This is a legacy, which deserved for more notice than it has received.
Radhakrishna\textsuperscript{52} (1987) undertook the case study of Miss P T Usha. The purpose of study was to evaluate progress and achievements on the Golden Girl - P T Usha in Athletics and her contribution to the field of athletics in India. The investigator followed interview methods and studied P T Usha, Mr. Nambiar her coach, and her parents. Newspapers like Malayalam Manorama, The Hindu, The Indian Express and the sport start were referred. It was found that P.T. Usha is the only Indian Athlete who had won four Gold and Three Silver Medals in the Asian Games which dominated was by the Japanese athletes at that time.

Jerry\textsuperscript{53} (1987) studied a biography of John H Scolinos with emphasis on his unique philosophy of coaching and teaching, his exemplary philosophy of life, as well as contribution in helping young people. These dissertation deals with John Scolinos early life and teenage years, his military experience, and his coaching years at both Pepper dine College in Los Angles, and Polytechnic College in Pomona, California. During his 42 years as a college Baseball Coach, John Scolinos has won national acclaim for his coaching, accomplishments, but even more importantly, has earned the gratitude and love of numerous students, athlete and non-athlete alike, for his interest and help in their lives. The awards


and accolades attest to both of his success and given tribute to a life time of service that still continues.

Shroff's\textsuperscript{54} (1987) study was to investigate Contribution of the Parsis to the Development of Education and Social Change in Bombay City, 1820-1920. The main objective of the study was to evaluate the contribution of the Parsis to the development of education and social change in Bombay City. The Parsis are an ethno-religious minority living on the western coast of India, chiefly in Bombay. In spite of their small number, the Parsis have played a pivotal role in the recent history of India in general, and of Bombay in particular. Several scholars have studied their remarkable role in the political and economic appear in depth. However, their equally valuable contribution to education and social change has been generally neglected. The thesis was an attempt to fill this lacuna.

The method of purposive random sampling was used for the selection of the sample. The sample consisted of 17 educational institutions, of which six were boys' schools, three were girls' schools, five were colleges and three were general institutions. The entire study was based on an historical approach. The tools employed for data collection were archival material, private documents, official publications, and census reports.

gazetteers, records of meetings of various educational societies and institutions, contemporary works and newspapers, and also secondary sources such as books and newspapers, and also secondary sources such as books and journals. The data were analysed with the help of statistical techniques, viz., mean and percentages.

The major findings of the study were: 1. The Parsis did their best to grasp every educational opportunity that presented itself. 2. Their traditional esteem for learning led the Parsis to become actively involved in the pursuit and furtherance of English education. 3. Throughout the nineteenth century, Parse students dominated most of the educational institutions of Bombay. In fact, most of these institutions had been although they themselves. 4. Rich Parse Seths, although they themselves were often uneducated, showed an enlightened interest in the promotion of education. 5. Where female education was concerned, the lead in matters of social reform. 6. They did not restrict community but also worked for reform amongst other Indian communities. 7. Thus, the Parsis served as important agents of social change.

Mayo carried out a study on “Gladys Tipton: Her Life and Contribution to Music Education as Teacher, Author, and Clinician”. The purpose of his study was to establish the facts pertinent to the professional

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career of Gladys Tipton and from these facts to organise and write an account of her life and contribution to music education as teacher, author, and clinician. Sources examined for this purpose included books, journals and periodicals, correspondence, interviews, newspapers, newsletters, published and unpublished papers, speeches, minutes of meetings, institution and organisation, and Tipton’s personal and private files.

It was found that she wrote professional journals articles, reviewed books, served as consultant and edited or co-authored The RCA Victor Basic Record Library for Elementary Schools, Music for Early Childhood, the Music for Living series and many more. She helped lay the foundations of some of the positive changes in American Music Education. This was especially evident in her stance for more perception listening experiences, creativity, general music and aesthetic music education.

Wadhawan\textsuperscript{56} (1988) conducted a research on the contribution of Sindhi organizations towards education at different levels in the state of Maharashtra. Problem of the study was a survey of the Sindhi educational institutions in the 12 districts of the state of Maharashtra with a view to trace their historical background, the services being rendered by them and the problems they face. Objectives: (i) To identify the Sindhi educational organizations and the educational institutions run by them in the state of

Maharashtra, (ii) to study their establishment and special features, (iii) to find out the facilities offered to their students, their personnel and the community around these institutions, (iv) to find out what contributions these institutions have made towards education and the local community around, and (v) to suggest some ways of improving the effectiveness of these institutions. Methodology of the study adopted the normative survey method. The relevant data were collected through two questionnaires, interviews and observations. Major Findings: (1) The Sindhis are enterprising and industrious and have made a mark for themselves at the national and international levels. (2) The Majority of the Sindhi educational organizations are located in big cities and run schools and colleges of a satisfactory standard. (3) Most of the educational institutions are financially sound and are autonomous following a policy of decentralization of administration and are free of political involvement. (4) Many of the institutions try to promote the Sindhi language. Most of the institutions are financed by private agencies and are co-educational, and merit is the criterion of admission. (5) The clientele of the institutions is by and large non-Sindhi. (6) Most of the institutions are well equipped to facilitate academic and non-academic pursuits. (7) The Staff of the institutions are well looked after, except in some aided institutions. (8) The students are well disciplined and cooperative Parents of the students are also involved in the activities.
Blah Mary Dora H.\textsuperscript{57} (1988) conducted a study on the role of the
government in the promotion and development of sports and cultural
activities in Meghalaya.

Problem: This is an exploratory study of the role played by the
state government in the promotion and development of sports and cultural
activities in Meghalaya in general, and Shillong in particular.

Objectives: (i) To find out the position regarding the
implementation of plans and programmer for the promotion of sports and
cultural activities in Meghalaya, (ii) to find out the impact of the
programmes on the beneficiaries, and (iii) to suggest ways and means to
further promote the cause of sports and cultural activities in the state.

Methodology: The universe of the study included all personas
working in the state departments of sports, art and culture as well as those
employed in the North-Eastern Hill University and other voluntary
organizations. The personnel represented officials, coaches, students and
trainees. A representative sample of respondents was selected for the study.
The relevant data were collected from official records and supplemented by
a questionnaire. The collected data were treated with percentages and
qualitative methods.

\textsuperscript{57}Blah Mary Dora H., “The Role Of The Government In The
Promotion And Development Of Sports And Cultural Activities In
Major Findings: (1) various sports and youth welfare programmes in Meghalaya were administered through the Department of Sports and Youth Welfare with the help of District Sports Officers. (2) Various sports associations in the state were assisted financially to host tournaments hold training camps, etc. (3) rural sports tournaments had been conducted at all levels. (4) Local boys and girls were encouraged to avail of National Talent Search Scholarships in sports and suitable candidates were sponsored for higher level diploma at the National institute of sports. (5) The State Institute of Art and Culture acted as the nucleus for all cultural activities in the state; this included dance and song forms. (6) The state governments arranged cultural exchange programmes including the Participation at international festivals. (7) The state institute of art and culture gave awards for literature every year and it also brought out its own publications.

Punkar Rajkumar\(^58\) in the year 1989 conducted his study “Review of the existing facilities and development of Judo in Vidarbha” for his M.P.Ed. degree.

The Objective of the study was to review the development of Judo in Vidarbha and also to explore the available facilities for the training of Judo.

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The data were collected through the questionnaire and visitation from 18 clubs and institutions of nine districts of Vidarbha.

It was concluded that the development of Judo was very slow and the clubs or institutions of Judo were rather pessimistic regarding the further development due to the lack of appropriate Judo facilities for training.

Charles Inbarajan (1989) undertook the case study on Mr., V. J. Philips who was an Indian Hockey Player. The purpose of the study was to reveal tremendous impact of V J Phillips on India Field Hockey. The investigator conducted interviews with V J Phillips and his family members, Kalyana Sundaram, Hockey Coach and Physical Director of St. Thomas Mount High School and also referred to published materials and photographs. It was revealed that Mr. Mani of St Thomas Mount Club was the source of inspiration for V J Phillips, to achieve higher standard. V J Phillips as a member of Indian Hockey team secured a Gold Medal and selected for the World XI and because of his excellent performance, he was awarded with "World Cup Hero, by the international Hockey Federation.

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Sivaramakrishnan\textsuperscript{60} (1989) while studying Sunil Gavaskar's life, career and contributions to Cricket, has extensively used in his methodology, a) Interview technique, (b) Opinion Questionnaire (c) Cattell's 16 Personality Factor Questionnaire (A Form), Personal Visits, readings from literary sources, journals, text-books, research reports and etc. This has been a source of great assistance to the investigator to follow the appropriate procedure in formulating this study.

Samadder, Sunanda\textsuperscript{61} (1990) conducted a study on Educational contribution of Pandit Ishwar Chandra Vidyasagar: Analysis of humanism, materialism and scientism in his educational philosophy.

Problem of the study attempts to make an analysis of the educational philosophy of lahwar Chandra Vidyasagar from the standpoint of humanism, materialism and scientism.

Objectives: (i) To analyse the political, social economic and educational background of Bengal at the time of Ishwar Chandra Vidyasagar, (ii) to state the educational contribution of Vidyasagar as a humanist educator, (iii) to pinpoint the pragmatic rationalism and scientism


in the educational philosophy of Vidyasagar, and (iv) to determine the relevance of the educational ideals of Vidyasagar for the present day education.

Methodology: Analysis of Ishwar Chandra Vidyasagar work has been done in the study.

Major Findings: (i) Ishwar Chandra Vidyasagar was a radical Educationist. (2) In his zeal for enrichment of Indian education with Western knowledge through the vernacular, Vidyasagar unconsciously become the creator of Bengali prose literature by developing textbooks and translation books into Bengali for the beginner students of vernacular education. (3) Vidyasagar was the founder of vernacular education, mass education, women’s education, and teacher education in Bengal. (4) He was a radical reformer as is evident from the transformation brought about by him of the Sanskrit College. (5) Vidyasagar was, inter alias, a journalist educator. His (a) report and notes on Sanskrit college, (b) letter to Ballantyne and (c) notes on vernacular education show that he rejected the teaching of Hindu philosophy and opted for post-renaissance utilitarian philosophy and the achievements of modern science. (6) Vidyasagar shared with the west its distrust for authority.
Dutta\(^{62}\) (1990) conducted another study on Contribution of Ishwar Chandra Vidyasagar to the development of education of women in Bengal. Problem of the study presents a critique of the role played by Ishwar Chandra Vidyasagar in the development of women’s education in Bengal, among his manifold efforts for the social upliftment of women. Objectives of the study are (i) To delineate different facets of the Bengal Renaissance, (ii) to highlight among others the efforts of Ishwar Chandra Vidyasagar, (iii) to develop women’s education in urban and rural Bengal and Establishment of new schools, curriculum, media campaigns and advocacy to the government, and (iv) to study the causes of temporal setback to Vidyasagar’s efforts and his long-term success in spreading female education in Bengal.

Methodology: The study is an analytical historical piece of research based on primary texts.

Major Findings: (1) Modern education for females in Calcutta was initiated by the missionaries, like Raja Ram Mohan Roy and the young Bengal Association among others. (2) Vidyasagar amplified their efforts and gave it the shape of a movement by establishing a series of schools for girls in Calcutta and in rural Bengal. He enlisted the support of rich patrons, both

Indians and Europeans. Also he made relentless efforts for government grants for female vernacular schools. (3) However, the apathy of the government and more so, the social orthodoxy and obstacles did cause temporal setbacks to Vidyasagar’s efforts. Needless to say, he was far ahead of his time and spearheaded the great ‘awakening’ of Bengali womanhood in the late nineteenth and early twentieth century for which posterity will remember him.

James\(^6^3\) (1990) conducted a study, on 25 selected members in the profession of Health, Physical Education, Athletics and Recreation. The subjects investigated were primarily active in the profession from 1915 to 1970. Nine of the twenty five subjects were interviewed by the scholar. Each subject was studied and researched in cooperation with AAHPERD. Personal interviews with relatives, friends and colleagues as well as thorough investigation of publications and speeches were studied in order to validate their significant contribution to the profession.

Kumar Ashok\(^6^4\) (1991). Conducted a study on Contribution and involvement of Mahila Mandals and women groups in strengthening the ICDS services: A study. Problem of the Study is an attempt to known the


extent of the contribution and involvement of Mahila Mandals and women’s groups in strengthening the services of ICDS.

Objectives: (i) To ascertain the role, status and socio-economic condition of the ICDS beneficiaries, (ii) to assess the role and status of Mahila Mandals/ women groups in the ICDS project area, (iii) to find out the nature and extent of participation of Mahila Mandals/ women groups in the programme, (iv) to assess the adequacy and effectiveness of Mahila Mandals, women groups in proper functioning and strengthening the service, (v) to identify the constraints in planning and implementing the programme, and (vi) to suggest corrective measures.

Methodology of study two ICDS blocks, namely Chakia of District Varanasi (Eastern Uttar Pradesh) and Bhojpur from District Ghaziabad (Western Uttar Pradesh) were selected. For the Selection of the village, distance from project headquarters/ block, existence of Mahila Mandals and Anganwadis were taken into account. As many as 10 villages with Anganwadis and Mahila Mandals were selected from each block. A total of 200 ICDS beneficiaries and 100 non-beneficiary households were selected through random sampling techniques. In addition, ICDS functionaries, key personnel of sample villages and Mahila Mandal functionaries were also interviewed. Analysis of available data of Mahila Mandals and the extent of their participation in the services of ICDS.

Major Findings: (1) The Mandals were found to be working generally on an informal basis; the functions of the office-bearers were also
not clearly laid down. The work being done by a few enthusiastic women. (2) Only a few women had enrolled themselves as members of these organizations. (3) Leadership in a majority of the Mandals was found to be confined to those belonging to higher castes. (4) In general, the Mandals did not have any regular source of income. (5) Main activities performed by Mandals/women groups were to educate women and children, look after malnourished children and women, distribution of supplementary nutrition and organizing pre-school activities. (6) In general, the Mahila Mandals did not have any regular source of income and depended on grants and donations from the villages. Some had no income. Only a few could raise own income through economic projects. Lack of funds, buildings, supervision, technical guidance, clear understanding of objectives were reported as constraints. (7) It was found wherever official guidance was available the Mandals/groups were able to carry out the activities successfully.

Singh (1992) investigated contribution of Bhagat Bani to philosophy of Education. Problem of the study focuses on the relevance of views of the Bhagat on different aspect of education, as entailed in Bhagat Bani, for improvement of the present-day education system. Objectives of the study are (i) To analyses the basic ideology of the Bhagat from

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metaphysical, axiological, epistemological and logical points of view, (ii) to examine the contribution of the Bhagat Bani to the philosophy of education with reference to aims of education, curriculum, place of the teacher and the concept of discipline, (iii) to study the relevance of the views of the Bhagat on education in the context of present-day education; and (iv) to rejuvenate the present structure of education in the light of the noble and living massage given by our Indian saints known as Bhagat.

Methodology: Analysis of the literature as incorporated in the Adi Granth, the holy book of the Sikhs, as the primary source. The secondary sources included commentaries, speeches, lectures, discussions and articles published in various periodical, journals, newspapers, books, dissertations, encyclopedias and other allied publications.

Major Findings: (1) The metaphysics of Bhagat Bani is primarily concerned with the fundamental questions about the mystery of life, death, suffering, truth, soul, God, nature and the universe. The metaphysical approach of all the Bhagat is based on the perception to intuition and meditation, which ultimately lead one to explore the mystery of all that is beyond the range to human experience. (2) Bhagat Bani analyses the cause of evil and falsehood by presenting living examples concerning the model of an ideal life. (3) Bhagat Bani preaches brotherhood of man and fatherhood of God. It rejects all barriers and prejudices of caste, colour, and birth and lays emphasis on equal status of man and woman in society. (4) The philosophy of Bhagat Bani offers a unique concept of education, i.e. upliftment of individual through moral and spiritual elevation and
purification of regeneration of the individual psyche. Bhagat Bani throws light on various aspects of education, such as aims of education, curriculum, discipline, the teachers, non-formal education, etc. (5) Bhagat Bani is a complete philosophy of life which aims at conceiving, formulating and implementing multiple aims of education, i.e. physical, intellectual, moral, spiritual, vocational, social and cultural aims and truth- the supreme aim. These aims are identical with those propounded by the latest Education Commissions and the National Policy on Education. (6) The curriculum, as envisaged in Bhagat Bani, includes as core subjects, correction of morals, examination of daily behaviour, reconciliation to the will of God and spiritual elevation of man. It, inter alia, includes the study of philosophy, moral and religious education, mother tongue, literature, history, culture, music, nature study, life sciences, craft and sociology. (7) The concept of discipline in Bhagat Bani may be termed as conscious modification and contemplative purification based on self-examination by the learner. (8) Bhagat Bani visualize an ideal person in the teacher who inspires, guides and helps the seeker of truth through the divine merit of his learned scholarship, prophetic vision, intuitional insight and vast experience. (9) Bhagat Bani, inter alia, emphasizes non-formal and informal education. (10) Bhagat Bani lay emphasis on education for emotional and national integration, love, tolerance, forgiveness, self-dependence, secularism, non-violence, and universal brotherhood. (11) Bhagat Bani emphasizes the motherly, sisterly, friendly and human potential inherent in the personality of women. (12) The views on educational for humanity and self-improvement as entailed in Bhagat Bani are relevant in present-day society.
Shree Raj\(^{66}\) (1992). Conducted another study on the contribution of music in the evolution of cultural education: A study in retrospect. Problem of the study are Considering culture as an asset of the past, it is taken as the embodiment of art, literature, religion and philosophy. Etc. The concept and evolutionary process of culture is so vast that it cannot be defined only in one sentence. The process of cultural evolution is to be analysed in terms of cultural education and music because they have been recognized as complements of each other. The purification and crescendo of human nature expected from the very idea of cultural education must have received a significant contribution of music in it. The present study is an attempt in this direction.

Objectives: (i) To select those facts of music from the Vedic and post-Vedic Granthas and Maha kavyas, which contributed to the evolution of cultural education, (ii) to determine the place of music in the evolution of cultural education on the basis of selective facts, (iii) to compare the contribution of contemporary society music in the development of culture education, and (iv) to give the suggestion in the development of cultural education through music.

Major Findings: (1) Handing over of culture is also education. (2) Oriental cultural education was based on music. (3) Musical and cultural

education are relevant, as per the scriptures, to modern education. (4) Inculcation of creative faculties to students through music, besides co-curricular activities and cultural education, is desirable. (5) It is a long-term and continuous process.

Shrivastava\textsuperscript{67} (1993) studied on a personality profile of Dr. Kokardekar and his Contribution to evaluation in physical education. Objectives of study to study the personality of Dr. L. J. Kokardekar and his Contribution to the field of physical education, to study his personality trade from available source material and prepare his biographical sketch. Highlighting various fact and dimension of his personality, to prepare his personality profile, to review his scientific work in the area of sports anthropocentric, physical fitness and evaluation, to make critical appreciate of his innovative scientific work.

Significance of study is pioneering and instrumental and campaign, classifying and assessing life sketch and contribution of Dr. L. J. Kokardekar. Considering the study the objectives was divided and conducted to parts I) Personality study of Dr. L. J. Kokardekar II) Critical apprecial of his scientific work. Source of data his article written by Dr. L. J. Kokardekar in contemporary magazine and Books, interview with such people who had personal contact with Dr. Kokardekar, official record of H.V.P.M Amravati, letter correspondence, Article written on life of

Kokardekar, C. P. and Berar Govt. Education department record, Information from newspaper and Magazine of later period.

Procedure of collection is interview, reference card (Letter Correspondence), Review books, Magazine, News Paper etc. The information concerning personality of De. Kokardekar was Scattered in the literature of Contemporary period After collecting the information it was classified into different parts like family information, Social work, Education, the classified information was then rearrange chronological and event wise.

Biographical sketch rearrange on the following points I) Family background II) Social Contact and service III) Higher Education IV) Professional Service etc. Personality profile several traits and dimensions of personality were suffered out drawing biographical of Dr. Kokardekar this traits and dimensions were used to prepare personality profile of Dr. Kokardekar.

Wrynn68 (1996) conducted a study on The contributions of women researchers to the development of a science of physical education in the United States.

This has examined the professional careers of three women who pursued satisfying and highly useful careers at a time when opportunities for females in both medicine and higher education were severely limited. All three made significant contributions to medicine and to physical education, and all engaged—to varying degrees—in scientific and/or medical research. Each possessed the medical degree. Two had formal training in the field of physical education. All three worked closely with that field for all, or a significant part, of their professional careers. Eliza Mosher served as an officer of the American Association for the Advancement of Physical Education during that organization's formative years. She also developed the program in physical education for women and served as the first Dean of Women at the University of Michigan.

Frances Hellebrandt influenced a number of women through the program she headed in the laboratory of exercise physiology at the University of Wisconsin. She also provided a substantial contribution to the field of physical medicine through her work at the Medical College of Virginia in the 1940s. In the late 1950s, when Hellebrandt returned to the University of Wisconsin, she assumed responsibility for the motor control laboratory.

Margaret Bell served as Professor of Hygiene and Physical Education for Women at the University of Michigan for thirty-four years. She also served as a physician in the University Health Service for her entire career. Bell was named President of the American Association for Health, Physical Education and Recreation in 1939-1940, the last physician
to serve in that capacity. The three women who are the focus of this study, and others like them, have been absent from historical studies of the field of physical education and, more broadly, from historical studies dealing with the lives of women in the scientific and medical professions. Drawing upon new and expanded conceptions of 'exercise scientist,' this study has reconsidered the historical developments of the field of physical education and exercise science, using as its focus three women who made significant contributions. In so doing, it has contributed to the history of women and science and women in the professions as well as to a call to reconsider the history of physical education.

Gallant (1998) Study on An evaluation of the National Coaching Certification Program level two technical course for the sport of judo. The purpose of this evaluation was to assess the National Coaching Certification Program (NCCP) technical level two component for the sport of judo. The review of the literature provided background of the NCCP, the sport of judo and the evaluation methodologies that were considered and/or used in the evaluation. A modified version of Stake's (1995) responsive evaluation model was used as a guide in the project. The model was used because of its flexibility, use of audience concerns, as well as its standards development. Quantitative and qualitative data were gathered from all provinces and territories in Canada over a period of a year and a half. The

stakeholders were identified and divided into two groups, primary (expert) and secondary (level two) coaches. The evaluation itself was separated into two phases. In phase one the primary stakeholders set the standards. In phase two the primary and secondary stakeholders evaluated the existing course by applying the standards from phase one. The consensus among all stakeholders was that the course was meeting the standards; however, they did offer recommendations for improvement of the National Coaching Certification Program.

Lee, Byung (1998) Conducted a study on An evaluation of judo programs in the Republic of Korea. The general problem of this study was to evaluate the judo programs in selected gymnasiums in the Republic of Korea (R.O.K.). The evaluative instrument was a modified version of the N.P. Neilson/Sung-Chul Moon Score Card to Evaluate University Sport Education Programs in the Republic of Korea. The purpose of this study was to evaluate the judo programs of 43 gymnasiums in the Republic of Korea.

To modify the instrument for use in evaluating the specific area of judo programs, a panel of four South Korean experts was selected through a review of literature and based upon their publications and experience in judo programs. Since Sung-Chul Moon modified the scorecard pioneered by N. P. Neilson for evaluating boys' physical

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education programs in high schools in the United States, needed cultural adjustments had already been made.

Each judo program was evaluated in four areas; (1) Instructor, (2) Team Captain, (3) Programs, and (4) Facilities. All data were analyzed using descriptive statistics, scoring each judo program with the possible designations of excellent, good, average, below average, or poor in each of the four program divisions. The results indicated the total scores for judo programs in all gymnasiuums ranged from poor to good. Specific recommendations were for each of the 43 judo gymnasiuums to improve their weaknesses and retain strengths. General recommendations were made for all the gymnasiuums, Programs in the Republic of Korea.

From the above sixty eight reviews it is observed that the present study was first of kind in the country especially in the filed of Judo and had a wide scope to work with it.