

# **SURVEY OF RESEARCHES IN EDUCATION**

**Chief Editor**  
**Prof. Sunil Kumar Singh**

**Banaras Hindu University, Faculty of Education**  
**Alumni Association of Education, B.H.U. (AAEBHU)**  
**Kamachha, Varanasi - 221010, U.P., India**

The 'Survey of Researches in Education' is the first volume on researches in the discipline of Education. It contains abstraction and compilation of 256 researches conducted in Faculty of Education, Banaras Hindu University (B.H.U.), Varanasi, Uttar Pradesh (India) during the year 1952 to 2020. These researches have been categorized specifically into thirty-three research areas. It contains a good index of titles, research areas and a brief subject index. Among the thirty-three areas some most popular areas are foundations of education, teacher education, inclusive education, contemporary issues in education, pedagogy of subjects and so on. An attempt has been made to include the objectives, methodology and findings of study in each abstract. It will serve a wide range of researchers in the field of education, teacher education, social-sciences and those involved in interdisciplinary researches and policy making at all levels of education and administration.

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Kashi Hindu Vishwavidyalaya /Banaras Hindu University is a premier institution established in 1916 at Varanasi. The Faculty of Education was established here on 15<sup>th</sup> August 1918. It has celebrated its centenary in 2018. This volume is a part of centenary celebrations.

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**( Volume - I )**

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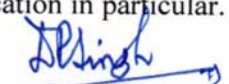
## FOREWORD

Research is most pious endeavor in the process of making of knowledge. A research may be fundamental, basic and applied in nature. It may be focused on a global or local issue leading to betterment of knowledge base or solution to the problems of life. It may focus on finding the metaphysical realities or even to exploration of useful values for betterment of society. There is variety of forms of researches. The human society has been incessantly indulging in them through variety of research ventures for evolving knowledge to find the truth. The modern Indian society is progressively moving forward and participating in the global endeavor of research to explore truth. Banaras Hindu University has taken a lead in this process in India in various disciplines of knowledge including Education. Faculty of Education formerly known as Teachers' Training College (TTC) established in 1918 in Banaras Hindu University has established a landmark by completing its 100 years journey as an educational institution of repute contributing to the national and global knowledge and productivity. It is appreciable that this research survey is being brought out in hard and soft mode to disseminate the contribution of researchers engaged in the research in various areas of Education in the Faculty of Education, B.H.U., Varanasi (India) since 1952 till the year 2020. I am delighted to know that a total of 256 research abstracts including the first Ph.D. in Education and the first D.Litt. work (first D.Litt. on Bharat Ratna Mahamana Pt. Madan Mohan Malaviya) have been included in this volume. I hope that remaining will be brought out in near future. During the span of about seven decades of research endeavor in the Faculty have been covered. It also reflects an excellent team work by the scholars in the field of Education. The widely scattered researches have been compiled and abstracted to give one easily accessible platform through the present attempt of abstraction and compilation in a holistic form and easily understandable language for novice-researchers in particular. The areas have been found to be related with teacher education, foundations of education: philosophical-sociological-psychological, contemporary issues in education, inclusion, special education, delinquent children, environmental education, ethics and values, gender education, women education, distance education, policy researches, analysis of reports of commissions, pre-school education, primary education, secondary education, tertiary education, various schemes and reforms, mid-day meal scheme, science education, educational thinkers and various other areas of educational significance.

I compliment the Patrons Prof.R.P.Shukla (Head & Dean) and Prof.Geeta Rai (The President of Alumni Association of the Faculty of Education, B.H.U.), Prof.Sunil Kumar Singh (Chief Editor), team of all Teacher Educators, Librarian and UGC-Research Fellows of the Faculty for undertaking this academic work in form of a project team. The alumni association has supported this work which is worth emulation by various other educational institutions in the country.

I hope that this compiled form of research abstracts will be of significant use for researchers to reach the frontiers of knowledge in the areas of their interest and enable to excel as better researchers to contribute in the field of Education in general and Teacher Education in particular.

New Delhi  
14<sup>th</sup> April 2020

  
(Prof.D.P.Singh)  
Chairman

University Grants Commission

## PREFACE

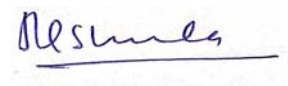
Education is a positive construct which empowers people to make use of its potentialities in the best ways to achieve excellence. Research in this endeavour tries to resolve various problems related to education, educational process and educational advancements. Thereby, keeping education updated and advanced in turn preparing updated positive and constructive citizens of the society. Today an educated person is expected to be equipped with the most advanced knowledge, skills, humane values and digitalisation, including evaluation of existing policies and bringing out components & variables to be covered by forthcoming policies. Thus, research is positively correlated with the human and material development, ensuring humane and developed society. The strength of an institution is reflected by the researches undertaken by the members over there.

It gives me immense pleasure to note that survey of research abstracts in Faculty of Education, Banaras Hindu University has been completed and ready for its publication in hard and soft mode. The present volume includes 256 abstracts since 1952, including most recent D.Litt. abstract in education. This survey no doubt presents a trend of researches understudy. These abstracts will certainly pave educational paths to solving recent educational issues. A commendable contribution has been done by the team of publication. This will have a long-term impact on future researchers. Moreover, preservation of research knowledge, covering 33 identified educational areas and its dissemination were much needed and expected for the cause of quality research. I am sure, the volume will serve its qualitative purpose to researchers, teachers, administrators and policy-makers in India and abroad.

We are grateful to Prof.D.P.Singh, Chairman, University Grants Commission, New Delhi (India) for writing foreword for this volume and motivating us. I convey my heartfelt gratitude to all the members of publication team for their concerted efforts in bringing out this precious volume.

**Date:** 13<sup>th</sup> April, 2020

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## ACKNOWLEDGEMENT

Knowledge liberates and liberation is the supreme goal of life. Therefore all life search is for knowledge . Research is the highest form of effort for search of knowledge in the formal institutions. Banaras Hindu University (B.H.U.) a premier centre of teaching-learning in modern India established on 4<sup>th</sup> February, 1916 is producing not only morally sound graduates and post-graduates but also excellent researchers for national development and global wellbeing. As an important part of this great centre of learning Teachers' Training College (T.T.C.) presently known as Faculty of Education was established on 15<sup>th</sup> August, 1918 to produce teachers who are the real architects of the society. Since then this Faculty has covered a long journey of about 102 years. During the course of time the Faculty has also produced illustrious alumni as teachers, principals, teacher educators, administrators, Vice-Chancellors, renowned politicians, poets and above all noble citizens of the global fraternity serving the humanity in various forms. As an effort to bring these alumni on one forum and learn from mutual experiences the 'Alumni Association of Education, B.H.U.'(AAE,BHU) was founded on 27 April, 2004 .The association while planning the Faculty Centenary Celebrations in the year 2017 decided to compile and publish abstracts of researches conducted in the Faculty during the previous years. Our Patrons the Head and Dean of the Faculty Prof.R.P.Shukla and the President of the Association Prof. Geeta Rai motivated us for the task and a Project Team with me as Convenor was constituted for the purpose of publication of survey of researches in education in different volumes as per feasibility. Accordingly in this volume an effort was made to include abstracts of 256 researches (255 Doctoral and 01 D.Litt) from 1952 till the year of publication; however some researches could not be included owing to their unavailability. Now after a constant work of more than two years the volume in hard and soft form is ready for publication.

We are grateful to each person who has graciously contributed to make our effort successful. First of all, on the behalf of the Banaras Hindu University, Faculty of Education and AAE, BHU we convey our sincere gratitude to Prof. D.P.Singh, Hon'ble Chairman, University Grants Commission (UGC), New Delhi who motivated us by agreeing to write foreword for the current volume on 'Survey of Researches in Education'. We are also grateful to our Patrons Prof.R.P.shukla and Prof. Geeta Rai for their constant encouragement to complete this team work.

We would like to convey my gratefulness to all the Teacher Educators of the Faculty whose efforts led to completion of the researches under them and also to all the researchers whose works have been included in this volume. We also gratefully acknowledge the Project Team members who helped us as Convenors, Co-Convenors and as Members (UGC-JRFs/SRFs, ICSSR-JRFs/SRFs) under the five teams of this project .All of them have steadily worked for about two years along with their continuous engagements in academic and personal affairs. The earlier published abstracts by Prof. Seema Singh and Prof. Rashmi Choudhuri also helped us in our compilation, so we also acknowledge them too. We acknowledge the generosity of Dr. Adya Shakti Rai, Associate Professor in Dr.S.M.Rehabilitation University and our alumnus for part-donation to meet the publication expenses .This work could have not been completed without the help of library personnels Mr.Heeralal Chauhan and Mr Deependra Singh in our Faculty library and also members of the Central Library,B.H.U. We all are grateful to them. This work could have not been easy to complete without constant work by Mr.Abhay Kumar Sharma and Mr.Ashish Kumar Chaubey who incessantly worked as sutradhars (linking person) for the whole work. We appreciate their hard work and patience. Towards the end we assure that this volume will be helpful for all types of knowledge seekers including researchers. We also assure that such efforts by the association will continue growing in the years to come and we will keep contributing academically. Om Sahnnavatu...Sah viryam Karvavahe.

**7 March 2020, Kashi (Varanasi).**

**Chief Editor**

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## ABSTRACTS

1. Code: BHU/RE/1952/ TLC- T3.2 N5 152 J2

**Sharma, M.D.(1952).** *Proudh Shiksha ke Prayog aur Vidhan* (Unpublished Ph.D. Thesis) Banaras Hindu University, Varanasi, India. PP. 217.

**Area of Research:** Adult Education

**Keywords:** Adult Education, Application, Principles.

**Abstract:** This research conducted in Hindi medium mainly focused on the study of principles and application of adult education. Accordingly the main objectives of the research were to analyze the basic principles of adult education from Indian and foreign perspectives; and to explore the applications and opportunities of adult education. The research was historical in nature. The history of adult education in India and abroad was discussed. It was found that illiteracy in India evolved with the foreign rulers because there was no such problem during the regime of Ashoka the Great. The whole thesis was categorized into three parts. The first part dealt with Adult Education and its principles includes 8 chapters namely: need of adult education, problems of adult education, issues and importance of adult education, duty of the nation towards adult education, principles of the organization of adult education, vision and motives of adult education, sequential progress of adult education and society and adult education. The second part was entitled with Indian Practices and Opportunities. There were seven chapters namely- Indian education and life, ancient Indian institutions of adult education, problems of Indian adult education, history of adult education, history of modern adult education, history of international cooperation on adult education, and adult education for Indian women. The third part of the thesis entitled planning of teachers' training and management, had six chapters namely - organizational structure of adult education institution, human and their abilities, guidance in adult education, behavior with illiterate Indian adults, selling of adult education, and literacy and adult education. This research work reflects the initial pattern of research in education/adult education during mid-nineteenth century India.

2. CODE: BHU/RE/1954/TLC- TC:2 ; J4-J4,1

**Sharan, B. (1954).** *Gurukula System of Education in India and its Application to Modern Times* (Unpublished Ph.D. Thesis) Banaras Hindu University, Varanasi, India. PP. 577.

**Supervisor:** Principal H.B. Malkani

**Area of Research:** History of Education

**Keywords:** Gurukula System, Education

**Abstract:** The main objectives of this historical research based study were: to study the Aims, Origin, Contents, Methods and Psychological basis of the gurukula system of education in India; to study the historical background of gurukula system of education in Vedic, Post-Vedic, Middle, Muslim and Modern periods; to study the general features of Educational Institutions in Ancient India (Taxila, nalanda, Vallabhi and Vikramshila); to compare the gurukula system with some of the ancient system of education of foreign countries; to study the application of gurukula system of education in modern conditions; and to study the significance of gurukula system of education. The objectives were achieved using a historical method of study. The findings have been reported into five parts in the thesis. The first part has been named as 'Principles' which covers the first objective. This part has seven chapters namely; (i). Aim of Education (ii). Hindu Aims of Education (iii). Origin, Definition and Description of the Gurukula (iv). Content of Gurukula (v). Methods of Gurukula (vi). Teachers and their Hermitages; and (vii). Psychological basis of the Gurukula System of Education. The

second part has been named as 'History' which covers the second, third and fourth objectives. The chapters in continuation to the seventh are namely -(viii). The Vedic Period (2500 B.C. to 1000 B.C.); (ix). The Post-Vedic Period (1000 B.C. to 647 A.D.) ;(x). The Middle Ages (647 A.D. to 1200 A.D.)-A Summary; (xi). The Muslim Period (1200 A.D. to 1764 A.D.)-A Survey; (xii). Modern Period (1764 A.D. onwards)- A review (xiii). Educational Institutions in Ancient India Taxila, Nalanda, Vallabhi, Vikramshila- General Features ; (xiv). Objection Controverted. The Third part of the thesis was named as 'Application', which covered fifth and sixth objectives of this study .It included four chapters namely- (xv).Application to modern conditions; (xvi). Modern Gurukulas- The detail description of The Gukula University, Haridwar, Shanti Niketan- West Bengal and Doon School- Dehradun were given under the seventeenth chapter named as Modern Gurukulas; (xvii). The Gurukula of the future and its significance; and (xviii). Our Heritage . Finally the fourth and fifth parts were named as 'Appendices and Bibliography' respectively.

3. CODE: BHU/RE/1956/S65-J6-J6;1

**Krishna, G.(1956). *Personality Patterns of Delinquents with reference to Uttar Pradesh* (Unpublished Ph.D. Thesis) Banaras Hindu University, Varanasi, India.PP. 195**

**Supervisor:** Dr. P. Razdan

**Area of Research:** Psychology of Education

**Keywords:** Personality Patterns, Delinquents, Uttar Pradesh.

**Abstract:** The study aimed to find out whether the contemporarily accepted psychological tests of personality could - (i). test apart delinquents from normal, and (ii) distinguish certain types and classes of delinquents from one another. For the study 180 delinquents of age group 16- 24 years were selected from 4 delinquent groups namely; Probation (90), Inmates of juvenile jail (40), Inmates of reformatory school (27), & School delinquents (23). Rorschach Inkblot test, Thematic Apperception Test (TAT), MMPI and Case History were used to study the personality. The analysis on the basis of above four tools was done separately in different chapters. The study revealed that the foundation of crimes and other anti-social activities were led in early childhood. The mode of the self expression and adjustment of the child depended on the environment in which he/she lives. All of the delinquents had psychoneurotic difficulties caused mainly by emotional disturbances and all of them possess behavioural disorder; aggression, physical as well as non-physical. Emotional disturbance and behavioural disorder were found in decreasing order in sub- delinquent groups namely Probationary, Juvenile Jail, Reformatory and School delinquents respectively. As compared to non-delinquents they were highly significant different as per the results of TAT found in positive and negative themas. Delinquents were less intelligent. They were emotionally immature. They were more of stereotype nature and less of adoptivity. Neurotic trends and behavioural disorders in delinquent groups were confirmed by MMPI.

4. CODE: BHU/RE/1973/ T9(T): 5, 3 L 3S

**Singh, H.L. (1973). *Measurement of Teacher Values and their relationship with Teacher Attitude and Job Satisfaction* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.PP. 308**

**Supervisor:** Dr. S. P. Ahluwalia

**Area of Research:** Teacher Education

**Keywords:** Teacher values, Teacher Attitude, Job Satisfaction

**Abstract:** The major objectives of the study were: to study the values , professional attitude and job satisfaction of secondary school teachers ; to construct and standardize a teacher value inventory for measuring values of secondary school teachers; and to study the relationship between value, attitude and job satisfaction of secondary school teachers. The study was conducted on the teachers teaching in higher secondary schools of union territory of Delhi. Stratified random sampling technique was used to select the sample categorized in six zones and three categories of school management. Three tools namely - teacher value inventory (TVI), Teacher Attitude Inventory (TAI) and Staff Satisfaction Survey (SSS) were used to collect the data. The major findings of the study were : age of teachers, marital status of teachers, level of education, types of school management, permanent residential locality (PRL) of teachers and size of school have no significant role in the values of the teachers. Teachers were high scorer on Social and Theoretical values and low scorer on Economic and Political values. Male teachers were high scorer on Economic and Political values whereas female teachers were high scorer on Aesthetic and Social values. Higher teaching experience showed high values. Science teachers had high score on theoretical values, commerce teachers had high score on economic values, art and music teachers had high score on aesthetic values. Secondary school teachers had favorable attitude towards profession, classes, teachers, child centric practices and educational process. Teacher places, sex, marital status, types of school management were important factors for professional attitude development. There was significant difference in the level of satisfaction of male and female teachers. Female teachers were more satisfied as compared to male teachers. Unmarried teachers were more satisfied than married teachers. Majority of the teachers were satisfied with their workload and their relationship with other teachers.

5. CODE: BHU/RE/1973/TLC- T65-1.252 L3S

**Srivastava, S. (1973). *Personality patterns of Children of Criminal Tribes of U.P. (Unpublished Ph.D. Thesis).Banaras Hindu University, Varanasi, India.***

**Supervisor:** Late Dr. P. Razdan, **Co-Supervisor:** Dr. S. N. Singh

**Area of Research:** Psychology of Education

**Keywords:** Personality Patterns, Criminal Tribes

**Abstract:** The aim of this study was to find out the personality patterns of the children of ex-criminal tribes; and to compare them with those of the non-tribal children. Descriptive survey method was adopted in the study. Children of ex-criminal tribes constituted the experimental group and the children of non-tribal population, the control group. Survey was done to compare the personality patterns of the children of ex-criminal tribes and the children of non-tribal population. Sample consisted of 100 boys of age group 13 plus to the age 15 plus in the experimental group and 80 boys of age group 13 plus to the age 15 plus in the control group. Sample was selected through random sampling technique. Stanford Binet Test of Intelligence, Kuppaswamy Scale of Socio Economic Status, Test for Measurement of Personality- Thematic Apperception Test, Rorschach Ink-Blot Test and Adjustment Inventory were used for the collection of the data. Statistical techniques used were mean, median, mode, S.D. and t-test. Major findings according to obtained results reveal that, both the groups had similar intellectual capacity with little variation in the power of original thinking. The experimental group showed better results as compared to the control group in this respect. Both the groups had similar language development. The experimental group expressed better aspiration, confidence, optimism, love-affection and activity. It indicated that they possess capacity for their improvement. The two groups differed only in respect of feeling of insecurity and social and emotional adjustment. The boys of the control group were in transition to be more extratensive than the experimental group. Health adjustment, emotional adjustment and social adjustment of the boys

of the experimental group was inferior. Boys of the experimental group were inferior in their total adjustment. Boys of the ex-criminal tribes had proper adjustment in their groups. They were neither too extratensive nor too introvensive. They have almost balanced development of basic factors of personality.

6. CODE: BHU/RE/1974/TLC- T4:94.2529B ; L4U

**Upadhyay, R. (1974).** *Student Unrest: A study of the Degree Colleges of Eastern Uttar Pradesh (Unpublished Ph.D. Thesis).* Banaras Hindu University, Varanasi, India.

**Supervisor:** Prof. R.K. Yadav

**Area of Research:** Sociology of Education

**Keywords:** Student Unrest, Degree Colleges, Uttar Pradesh

**Abstract:** The main objectives of the study were: to develop a standardized tool to identify the cause of student unrest; to examine the causes of student unrest in the degree colleges of Eastern U.P. as viewed by students, teachers, guardians and administrators; to test hypotheses regarding difference of opinions for causes among the four groups; to give out to a brief account of the socio-economic background of each of the four groups (students, teachers, guardians and administrators) taken in the study; and to analyze causes to suggest remedial measures. In this study the descriptive survey method were used. The stratified random sampling technique was used for selection of sample. On the first stage seven districts were selected and then one college from each district were taken. Finally 400 students, 100 teachers, 50 guardians and 50 administrators were selected as respondents for the final study. For the collection of data, Researcher used three tools namely - Purvi Uttar Pradesh ke Mahavidyalayon me Chhatra- Ashanti ka adhyayan, Purvi Uttar Pradesh ke Mahavidyalayon me Chhatra- Rosh ka Adhyayan; and Chhatra- Ashanti Purvi Uttar Pradesh ke Mahavidyalayon ka ek Adhyayan. All the tools were constructed by R.Upadhyay, and R.K.Yadav. The third main tool was a questionnaire. An Interview guide was also used at the final stage of the study in order to compare the results obtained by the application of the main tool. The four fields in which causes of student unrest were distributed were : Academic Area, Administrative Area, Socio-economic Area; and Political Area. Analysis of Variance, t-test and chi-square test were used for testing the hypotheses. Correlation tables were made for finding the correlation between different areas. Through statistical analysis researcher found ten causes of student-unrest and the remedies of the all ten causes were discussed on the basis of responses of the groups.

7. CODE: BHU/RE/1974/TLC-T 7(Y5926).252 L4B

**Bindu, R.P.(1974).** *Progress of Education of Schedule Castes in Uttar Pradesh (Unpublished Ph.D. Thesis).* Banaras Hindu University, Varanasi, India. PP.327

**Supervisor:** Dr. T.S. Rao

**Area of Research:** Sociology of Education

**Keywords:** Education, Scheduled Castes

**Abstract:** The objectives of the study were: to find out the progress of literacy and education of scheduled castes since independence and during the plan period and to record the present status of education at different stages of education, and in different regions of Uttar Pradesh, to find out if the advance in education of the scheduled castes were of the same order as that of the general population, to find out if the gap between the scheduled castes and in general population had been narrowed down during the last 25 years, to find out if scheduled castes had received benefit education at all stages, to compare the progress of scheduled castes of Uttar Pradesh with the progress of scheduled



castes in other states etc. Historical, Documentation and Descriptive survey method were adopted to conduct the study. No questionnaire or schedule were prepared or used by researcher. The data for the study were collected from publications of various government agencies and departments. Study involved the comparison of different education indices between scheduled castes and general population. The major findings of the study were: primary stage stood at the top with higher percentage of enrollment of all scheduled castes and of scheduled castes girls. The position went on worsening as we move up the stages, but the position of Uttar Pradesh among the States was lowest for education of scheduled castes at primary stage, and the position goes on improving as we move up stages. Higher education was most satisfying with the scheduled castes of Uttar Pradesh among the States. Western region of the state was found to be comparatively more advanced than all the other regions. Eastern region of the state was more backward than other regions. Scheduled castes in a few districts of the state were consistently advanced at every stage of education. These districts were mostly in the western region of Uttar Pradesh.

8. CODE: BHU/RE/1979/ T2:5, 2:(5:7) L5S

**Srivastava, G.P. (1975). *A Study of Personality Factors as predictors' of Academic Achievement of High School Students* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.222**

**Supervisor:** Dr.S.S.Srivastava

**Area of Research:** Psychology of Education

**Keywords:** Personality, Academic achievement, High school students.

**Abstract:** The objectives of the study were: to find out those aspects of education and personality which have been subjected to measurement, to see if consistent, orderly and systematic relations are present between personality traits and school achievement, to adopt and to standardize Jr. Sr. HSPQ(Jr. Sr. High school personality Questionnaire (Cattell and Beloff. 1963)) (1968 edition), to establish new norms for the Hindi version and the HSPQ then, to Find the relationships between the personality traits and (i) Achievement in optional subjects.(ii) Achievement in compulsory subjects(iii) Total Achievement. Among Science and Arts Groups of Students, to develop the HSPQ personality profiles of Students passing in first, Second and Third Divisions in Science and Arts Group, and to develop specification equations for the prediction of school achievement, academic group arise as well as compulsory, optional and total achievement score wise. It was planned that the present study which involved two distinct stage would be carried out into two phases. In the first phase an attempt was made to adapt and standardize Jr.Sr.HSPQ (Cattell et.al.1968) in Hindi for Indian school going students. In the second phase the newly developed and standardized Hindi version of Jr.Sr.HSPQ was administered. The personality factor scores were found for further statistical analysis and development of specification equation for the prediction of academic achievement was also done. The major findings of the study included- Standardizing the HSPQ for measuring 14 Personality factors with optimum possible perfection.

9. CODE: BHU/RE/1977/TLC- T:8 (S) L7T

**Tripathi, M.K. (1977). *Organisational Climate and Teacher Attitudes: A Study of Relationships* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. S.P.Ahluwalia

**Area of Research:** Psychology of Education

**Keywords:** Organisational Climate, Attitude, Relationship

**Abstract:** The objectives of the study were (i) to find out relationship between organisational climate of intermediate colleges of Varanasi district and professional attitude of teachers employed there in. (ii) to find out the organisational climate of the intermediate colleges of Varanasi district. (iii) to study sex-wise, location-wise and type of management-wise differences in the organisational climate of the institutions. Survey method was adopted in the study. Assistant teachers and principals were selected for the study. Total 840 respondents including 756 teachers and 84 principals were selected by incidental purposive sampling technique. Hindi translation (Sharma, 1969) of Organisational Climate Description Questionnaire (OCDQ) developed Halpin and Croft (1963) and to measure the professional attitude of teachers, Teacher Attitude Inventory (TAI) developed and standardised by Dr. S. P. Ahluwalia were used as tools in the study. Statistical techniques used were percentage, percentage critical ratio, percentage distribution, t test, mean, S.D., correlation and Z score. Major findings of the study were the overall view reveals that 48.81% of the colleges fall under-range climates, the rest 5.19% have closed-range climate. These results show that closed range climates have greater hold over educational institutions of Varanasi district. In general means of government colleges are higher than private colleges on most of the dimensions of teaching profession. Private college teachers obtain higher means than the government college teachers. Attitudinal means of the open climate college teachers differ significantly from the mean scores of the closed climate college teachers on the dimensions of attitude towards teaching profession classroom teaching pupils and teachers at 0.05 level of significance.

10. CODE: BHU/RE/1978/TLC-T2: 5,1 L8 B;1

**Bhattacharya, S.B. (1978). *Interaction of Personality and Creativity* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. S.S. Srivastava

**Area of Research:** Psychology of Education

**Keywords:** Personality, Interaction, Creativity, Personality traits.

**Abstract:** The objectives of the study were: to construct and standardize a verbal test of creative thinking in Hindi for secondary students, measurement of interaction of personality and creativity on the achievement and intelligence of secondary and higher secondary students, to study some allied problems related to the measurement of creativity and creative personality area. Sample of 200 and 210 of respectively IX and XI graders of Varanasi city studying indifferent recognized government aided schools and colleges, served as the subject to the study. Samples were selected through applying random sampling method. Correlation was used to find out the answer to the objectives of the study. Verbal test of creative thinking (self constructed) and group mental ability test by Dr. S.S. Srivastava, Mean, S.D., Quartile, 54 interaction analysis, coefficients of contingency, biserial coefficient of correlation for verbal elaboration, product- moment correlation coefficients were used for analysis of data. Major findings of the study were: (i) Regarding creativity test battery: In the composite creativity scores, maximum weight was attained by flexibility and originality and minimum by fluency. (ii) Regarding measurement of interaction: there was no interaction of creativity and 14 PF of HSPQ on the achievement of IX graders. There was no interaction of creativity and 14 PF of HSPQ on the achievement of XI graders. (iii) Related to allied studies: verbal elaboration was very high related with creativity, and highly related with fluency, flexibility and originality of IX graders. For XI graders also, it was highly related with creativity, fluency and originality except that of flexibility

11. Code - BHU/RE-Y41(T). 252 152 L8G/ (1978)

**Gupta, M.D. (1978). *Poorvi Uttar Pradesh me Madhyamik Vidyalayo ke Adhyapak ki Prasthiti ka Adhyayan* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.405.**

**Supervisor :** Dr.Surya Nath Singh

**Area of Research:** Sociology of Education

**Keywords:** Shaikshanik Prastithi, Madhyamik Vidyalaya, Adhyapak

**Abstract:** The objectives of this study were-to find out the status of teachers in the secondary schools of Eastern uttar Pradesh with reference to their Educational, vocational,social, economic,political, religious status.The sample included 700 teachers teaching classes IX to XII, 700 parents and 700 people in different vocations.Out of chosen sample only 429 teachers,515 students,515 parents and 581 people involved in different vocations participated as sample.Self developed questionnaire was used by the researcher to find out the status.Percentage was used for analysis of the data.It was found that teachers had high qualifications and teaching related knowledge.They had good contribution in co-curricular activities.Most of the teachers underrated their profession as compared to other vocations because of lack of respect in teaching profession.They do not consider their status as ideal but satisfactory.They have adjusted themselves with their facilities and the salary they get.So they think themselves as satisfied.However when they are compared with people in other vocations they are found at a lower social status. The economic status of teachers is not totally satisfactory which has influenced their life status as well as social and vocational status.Most of the teachers have very less political role.Their political participation also influences their social status and political status.It could be said that teaching vocation status was not satisfactory.Owing to their participation in religious activities their religious status and further by their ideal qualities the ethical status is influenced.

12. Code: BHU/RE/1979/TLC- T9(T).2529B L9P; 1

**Pathak, V. B. (1979). *Teacher Education in Eastern U.P. – A Quantitative and Qualitative Analysis* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.PP.185**

**Supervisor :** Dr.R.P.Verma

**Area of Research:** Teacher Education

**Keywords:** Teacher Education, Eastern Uttar Pradesh (U.P.)

**Abstract:** The objectives of this study were :to find out the quantitative expansion of teacher education in the Eastern U.P, to evaluate the quality of teacher education; and to find out the quality of the teacher educators and their problems. Descriptive survey method was used for the study. Random sampling technique was used for present study. Tools used for the study were (i) General information questionnaire for the Head of the B.Ed departments (ii) A survey of Teacher Education for student teachers (iii) A survey of teacher education for teacher educators;and (iv) Minnesota Teacher Attitude Inventory, Hindi adaptation by Saxena and Verma. Statistical techniques like frequency distribution, percentage and proportion of frequency in different categories were used. Regarding calculations related to the attitude of the teacher educators and student teachers- mean, standard deviation and standard error of the mean were used.  $X^2$ -test was used to find out independence of sex and rural urban orientation of the student-teachers. The study reflected that teacher education institutions in this part of the state were by and large unsuitable and inadequate in respect of building, physical facilities and libraries to serve the goal of teacher preparation effectively.Most of the student-teachers belonged to the upper socio-economic status. They had high self concept, negative attitude towards the teaching profession and only moderately favorable

perception of the teaching profession. The apathy among the urban male graduates to take up the teaching job, will leave up the vacancies in the teaching positions in the secondary school of cities unfilled. This will be made up by the trained teachers of the rural areas.

13. Code: BHU/ RE/ 1979/ TLC- T, B L9S

**Srivastava, U. (1979).** *A Study of Sense of Responsibility among Secondary School Teachers* (Unpublished Ph.D. Thesis). Banaras Hindu university, Varanasi, India. PP.203.

**Supervisor :** Dr. Rajeshwar Upadhyay

**Area of Research:** Teacher Education

**Keywords:** Sense of Responsibility, Secondary School Teachers .

**Abstract:** This study had the following objectives : to construct a scale to measure the sense of responsibility among secondary school teachers, to measure the sense of responsibility among secondary school teachers of Agra division, to find out the variations in the sense of responsibility according to some socio- economic variables e.g. place, age, sex, income etc., to find out correlation between sense of responsibility, teacher attitude and teacher effectiveness. The sample for this study was Agra Commissionary. Since urban secondary schools have got mixed teacher population of urban & rural areas both so only urban secondary schools were taken for the purpose of the study as per the convenience . The present study used purposive incidental sampling method. Total 500 secondary school teachers were selected for the present study. The descriptive survey method was employed for conducting the study. In this study following tools were used for data collection. This study used- Sense of responsibility scale, teacher's effectiveness scale, scale of teacher's attitude towards teaching and a questionnaire on socio- economic description . The t-test was used to find out differences according to their socio- economic status. The analysis of variance test was used to find out the difference in teachers' sense of responsibility. For teacher effectiveness & teachers' attitude towards teaching Chi- square test, correlation matrix ( area correlation), partial and multiple correlation, hierarchical arrangement of areas and items on the basis of their importance ( S. R. scale) were used. The results revealed that the teachers who were disciplinarian in real sense had a high sense of responsibility. The difference in the place of working may affect the sense of responsibility. The sense of responsibility differed according to some socio- economic variables. The sense of responsibility may very well be predicted by the combined effect of Teacher effectiveness and teachers' attitude towards teaching.

14. Code: BHU/ RE/1979./ TLC-Tb,L9V

**Verma, D. R. (1979).** *A Study of Teacher Training as a Catalyst of Change in Professional Attitude of Student Teachers* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.146

**Supervisor:** Dr. S.N. Singh

**Area of Research:** Teacher Education

**Keywords:** Professional Attitude, Catalyst, Teachers Trainees.

**Abstract:** The objectives of this study were: to find out the nature and extent of change in the professional attitude of the teacher trainees as a result of the teacher trainee programme ,to find out the relationship of the source of the income of family with the change in the professional attitude of the teacher trainees ,to find out the relationship of attitude change with the place (institution) of education of the teacher trainees, to find out the relationship of attitude change with the political affiliation of the teacher trainees ; and to develop the norms of the attitude scores of the teacher

trainees of Varanasi division on self developed Teacher Attitude Inventory. Descriptive study with an experimental design method was followed by the researcher. Pre test – Post test design was used to conduct the study. 500 Student Teachers under training in Varanasi division were considered as the sample. Simple Random Sampling was used to select sample. Teacher Attitude Inventory, Instructor Rating Questionnaire, Personal Datasheet, Follow-up Questionnaire were used as tool. The Pre test, Post test were administered. F-test, t-test, Skewness, Kurtosis, Pearson r were calculated. The major findings of study were: teacher training programme is a catalyst for change in the professional attitudes of student teachers, attitude change is correlated with the teacher training institutions attended by the teacher trainees; and political affiliation of the teacher trainees was not correlated with their attitude change.

15. CODE: BHU/RE/1975/ T4:71.2 L5S

**Singh, B. (1975). *A Study of Personality Trait of Student Leaders and Non-Leaders of selected Indian Universities and their expressed opinion towards Leadership Traits* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.PP.296**

**Supervisor:** Dr. Sarojini Varshney

**Area of Research:** Higher Education

**Keywords:** Leadership, Leadership area, Leader, Non-Leader, Attitude, Expressed-opinion, Personality Traits, Political Consiousness, Student movement.

**Abstract:** The objectives of the study were: to find out the difference between personality traits of leaders and non-leaders to prepare their personality profiles, to find out the difference between the intelligence of these two group, to find out the difference between the expressed opinion towards leadership trait of leaders and non-leaders, to make a comparative study of ther academic achievement;and to determine their extent of relationship between the socio-economic status and student leadership.Normative(Descriptive) survey method design was adopted to conduct the study. The study was conducted on student-teacher's studying in teacher training institutions located in Varanasi division. The study was conducted on 500 student-teachers under training in seven teacher training institutions selected from the population. In the first phase , that is Pre-test- 725 student-teachers were administered the test and in the second phase , that is post test- 661 student-teachers were administered the test. The answer sheet of such students were present at both the times were sorted out. The number of such answer sheets was 567 out of those 67 sheets were randomly dropped out to make the number convenient and the remaining 500 sheets were finally selected for study.Teacher Attitude Inventory prepared by the researcher, Personal Details Performa, Personal Data Sheet,Follow-Up-Questionnaire and Instructor Rating Questionnaire were prepared / used by researcher.Further for the analysis of the data Mean, Median, S.D., Q.D, S.E, Chi-square ( $\chi^2$ ) F-Test, t-Test, C.R., Z-score were used. The major findings of the study reflected that: the Teacher Training programme is a catalyst because it has succeeded in producing significant and favorable change in the attitude of student-teachers towards the teaching profession, The teacher training programme is very effective to those students-teachers who have got pre-training teaching experience of one year or less. This programme is more effective for persons who have completed their education privately and person's who have come from the faculties where the sources of income is business. Variables like Caste, Sex, Income, Education of father, rural-urban residence etc. were not found to be the effective correlates of attitude change. It appeared that much of the effectiveness of the teacher training institutions to change the attitude depends on factors within the administrative and personal relationships from work in the Institution.

16. CODE: BHU/RE/1980/T9 (T).2 MOS

**Sinha, U. (1980). *The Impact of Teacher Education Programme on the Professional Efficiency of the Teachers* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.155**

**Supervisor:** Dr. R.P. Verma

**Area of Research:** Teacher Education

**Keywords:** Teacher Education Programme, Professional Efficiency

**Abstract:** The objective of the study were: to find out the impact of teacher education programme on the effectiveness in the classroom teaching, to find out the impact of programmes on the teacher competence to perform other roles , to find out the impact of the teacher education programme on the attitude of the teacher towards teaching and teacher pupil relations. 72 untrained teachers and 72 trained secondary school teachers of Varanasi city were randomly selected from schools run by the state government, central government and private bodies. Ex-post facto method was adopted to conduct the study. Hindi translated Stanford Teaching Competence Appraisal Guide, named as Teaching Efficiency Scale, Minnesota Teacher attitude Inventory and Shikshak Karya Parisoochi developed by the researcher were used to collect the data. Two forms of 'Shikshak Karya Parisoochi' were prepared- one was meant for the teachers who rated themselves (self rating scale) and other was meant for the Principal of the college/ school who rated their teachers (Principal's Rating Scale). Mean, Standard Deviation, Standard Error, and t-Test were used for analysis of data. The major findings of the study were: the trained teachers were better than untrained in their knowledge of subject, preparation for subject, self confidence, voice pronunciation and facial expression. No significant difference was found in the competence of the two groups of teachers to maintain a congenial climate for the teaching learning activity and to perform the other professional roles such as maintaining good interpersonal relations with students and colleagues, cooperating with principal in doing the office work, participation in co-curricular activities etc. . As revealed by their self rating the trained teachers perceived themselves to be more competent in maintaining amiable relations with the students than untrained teachers. No significant difference was found between the two groups of teachers in the attitude of the teachers towards teaching and teacher-pupil relations.

17. Code: BHU/RE/1981/TLC 0012

**Pandey, A. (1981). *Teaching Style and Concept Attainment in Science* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor :**Dr. T.S. Rao

**Area of Research:** Science Education

**Keywords:** Teaching Style, Concept Attainment, Science.

**Abstract:** This study aimed to determine the effect of teaching style on science concept attainment at various levels, to find out the teaching behaviors commonly exhibited by science teachers; and to determine the effect of individual teaching behaviors on concept attainment at various levels. The sample of the study consisted of 24 male science teachers of secondary and higher secondary schools of Varanasi city. They were chosen using inclusive purposive sampling and for the development of concept attainment tests 300 secondary school students studying in 9th class were chosen from five schools in Varanasi city. An experimental research design was followed. Two self-developed tools used were: Concept Attainment test, and Instrument for Analyzing Verbal Teaching Behavior (IAVT). Besides this General Mental Ability Test developed by Joshi, and Personal Data Sheet were also used. The statistical techniques used in this study were Rank Correlation Coefficient, t-test, F-test, Flanders's I/D Ratio and Revised I/D ratio. Findings were in two sections. The first section

related to various teaching behaviors with respect to their effectiveness in concept attainment. The second section dealt with the findings related to effect of teaching styles on concept attainment. Findings of first section revealed that all the teaching behaviors were not frequently observed among science teachers in schools. The 'Accepting Ideas and Praising' had significant positive effect over concept attainment except for section of 'Problems' with which it had negative but insignificant effect. The 'Justifying Authority and Giving Management Direction' also had significant positive effect on both the levels of concept attainment but its effect was insignificant on two segments 'Attribution' and 'Problems' of formal level. The 'Extended Lecturing' was negatively correlated with different levels of concept attainment. The 'Teacher Controlled Purposeful Silence' had significant positive effect only on one of the segment i.e., 'Problems'. Teachers' Question had significant positive effect on the levels of concept attainment i.e., classificatory and formal. The 'Students Response' was positively and significantly correlated with 'attributes' and 'others' levels of concept attainment. Teaching styles had varying effect on both the levels of concept attainment as well as on total concept attainment. The effect of teaching style was not significant for attainment of 'problems' segment of concept. Emphatic and democratic teaching styles were at par with each other in their effect on concept attainment, though emphatic style was slightly superior to democratic style. Oratorical and traditional styles were inferior to emphatic and democratic teaching styles. Of the four styles, the emphatic style ranked first and the oratorical style last. The 'Giving background information' encouraged student participation and student response and giving ample opportunity for students to think in the course of teaching made the behavior conducive to better concept learning.

18. Code: BHU/RE/1982/TLC-0016

**Rai, U. C. (1982). *A Study of Objectives, Courses and Methods of Teaching followed at the Undergraduate Level in Social Sciences* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.307.**

**Supervisor :** Dr. Tribhuwan Singh

**Area of Research:** Pedagogy of Social Sciences

**Keywords:** Teaching Methods ,Social Sciences

**Abstract:** The main objectives of the study were :to find out as to how far the general and specific objectives are realised through the teaching of social sciences for History, Political Science, Sociology, Economics and Psychology at B.A. level ; and to find out as to what general and specific objectives are relevant in teaching of social sciences for History, Political Science, Sociology, Economics and Psychology at B.A. level. The researcher used a descriptive survey method using self developed tool in form of a questionnaire to find out the objectives, Courses, methods of teaching followed at the Undergraduate Level in Social Sciences. Tool was administered on randomly selected sample of 135 teachers and 191 students from four universities namely-Banaras Hindu University, Allahabad University, Gorakhpur University and Mahatma Gandhi Kashi Vidyapeeth. The study revealed that the general objectives were not realised by the courses and method of social sciences at the BA level according to majority of students and teachers. Greater number of students than the teachers believed that general objectives were realized; all the sixteen general objectives were considered to be relevant by a large majority of the respondents; there was no difference in the perception of students and teachers about the relevance of 14 objectives whereas they differed regarding the two objectives; and the study reported that specific objectives that were set in History, Political Science, Sociology, Economics and Psychology, were mostly not realised by the teachers.



19. Code: BHU/RE/1982/TLC-0019

**Pandey, S. K. (1983).***Factors Affecting Sense of Responsibility amongst Higher Secondary School Students (Unpublished Ph.D. Thesis).* Banaras Hindu University, Varanasi, India.

**Supervisor :** Dr.Rajeshwar Upadhyay

**Area of Research:** Psychology of Education

**Keywords:** Sense of Responsibility, Higher Secondary, Students

**Abstract:**The main objectives of the study were : to identify factors affecting sense of responsibility amongst higher secondary students, to construct a scale to measure the sense of responsibility amongst students;and to measure the sense of responsibility of higher secondary school students in relation to different socio-economic level, intelligence, anxiety and level of aspiration. The study was conducted under descriptive survey method using five tools (i.e. two self developed and three adopted) namely (i) 'Sense of Responsibility Scale'(validity 0.81 and reliability 0.66), (ii) Socio-Economic Status Scale (iii) Intelligence Test by M.C.Joshi, (iv) Sinha Anxiety Scale ; and (v) Test of level of Aspiration by Chandra Bhal Dwivedi .Tools were administered on a purposively chosen incidental sample of 400 students (i.e. 200 boys and 200 girls) of class 9<sup>th</sup> and 10<sup>th</sup> of higher secondary schools of Raipur city. Data were analyzed involving mean, S.D., t-test, product moment coefficient of correlation, and multiple correlation, regression and factor analysis.The study revealed that there was no significant difference between sense of responsibility for students belonging to upper caste and lower caste students below 15 years of age and above that and between boys and girls; there was significant difference between low, average and high achievers.The sense of responsibility also differed significantly between low income group and high income group students and did not differ on the basis of parental education.The sense of responsibility was positively related with level of aspiration and intelligence whereas negatively related with anxiety. It was found that 35 variables were clustered under Psycho-social attributes and Moral attributes.

20. Code: BHU/RE/1983/TLC 0021

**Singh, P. (1983).***A Factor Analytical Study of Teaching Behavior (Unpublished Ph.D. Thesis).* Banaras Hindu University, Varanasi, India.

**Supervisor :**Tribhuvan Singh

**Area of Research:**Teacher Education

**Keywords:**Factor, analytical, teaching behavior.

**Abstract:** This study was conducted with the objectives to study the factorial nature of the teaching behavior of secondary school teacher; to study and compare the factorial nature of the teacher behavior of science, social science and language teachers; the male and female teachers; the urban and rural school teachers.All the secondary school teachers of Varanasi region in Uttar Pradesh teaching in classes IX and X formed the population of the study. Out of which,180 secondary school teachers were selected randomly from 24 secondary schools of five districts (Varanasi, Ghazipur, Jaunpur, Ballia, and Mirzapur) of Varanasi region.Descriptive survey method was adopted.For the qualitative measurement of teacher's classroom behaviors, a rating scale viz. 'Teaching Behavior Observational Schedule' developed by the researcher was used. Statistical techniques included Pearson Product-moment correlation and principal component method for factorial analysis of the data.Findings showed that teaching behavior of secondary school teachers was composed of eight factors/skills,i.e., skill of questioning, skill of explanation, skill of blackboard writing, skill of reinforcement, skill of introducing a lesson, skill of summarizing the lesson, skill of using teaching aids and skill of illustration with examples. Teaching behavior of science teachers were composed of

ten factors while teaching behavior of social science and language teachers were composed of eight and seven factors respectively. Seven factors/skills common to the teaching of all three subjects were skill of blackboard writing, skill of questioning, skill of introducing a lesson, skill of reinforcement, skill of summarizing the lesson, skill of using teaching aids and skill of explanation. The finding also revealed that only the skill of illustrating with examples was found specific to the teaching behavior of male teachers. With respect to the teaching behavior of female teachers, two factors viz. skill of using teaching aids and skill of questioning to develop critical awareness were specific. The teaching behavior of urban as well as rural school teachers were found common with six factors of teaching behavior. Two factors, namely, skill of using teaching aids and skill of asking examples were specific to teaching behavior of urban school teachers while the teaching behavior of rural school teachers had skill of convergent questioning and skill of illustrating with examples as two specific factors.

21. Code: BHU/RE/1984/TLC 0022

**Kumari, L. (1984).** *Development of Women's Education in Uttar Pradesh since independence with reference to Varanasi* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.

**Supervisor :** Dr. Sarojini Varshney

**Area of Research:** Sociology of Education

**Keywords:** Development, Women's Education.

**Abstract:** The main objectives of the study were: to give a brief account of the development of education of women in India; to survey briefly the history of the education of women in Uttar Pradesh up to independence and review position of their education in the five year plans; to compare the development of women's education in Uttar Pradesh with other states; and to make a survey of attitude of the students of the Banaras Hindu University and its affiliated colleges towards women's education. Descriptive survey method was used. The tool used was an attitude scale which measured the attitude of students towards women education. The data analysis involved calculation of mean and standard deviation of 600 students in which there were 300 boys and 300 girls. The findings revealed that in beginning, voluntary organizations, particularly the missionaries, played a more significant role in development of women education. A great disparity continued existing between women and male education since independence in Uttar Pradesh at all stages of education. Inter-state comparison showed the enrolment of male to be greater than that of women in every state. Intra-state comparison showed the enrolments of male more than women. The survey of attitude scale indicated the entire sample to be in favor of women education. Women were having significantly more favorable attitude towards their education.

22. Code: BHU/RE/1983/TLC 0023

**Singh, H.K. (1984).** *A Study of the development of the Concept of Freedom in Education since Rousseau* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.

**Supervisor Name:** Prof. S.N. Singh

**Area of Research:** Philosophy of Education

**Keywords:** Concept of Freedom, Education, Rousseau.

**Abstract:** The major objectives of this investigation were to study the development of the concept of freedom in Education since Rousseau, concept of freedom presented in Rousseau's writing, the role of social, cultural, economic, religious and political factors in the development of the concept of the freedom, concept of freedom and future society, concept of freedom and social progress, nature of

freedom and social structure, role of freedom in educational environment, present democratic societies and freedom, the concept of academic freedom and autonomy. The study was based on the research design of historical method. Analytico-synthetic approach was used for this study. Concepts of freedom enunciated by philosophers were extracted chronologically. Status of education was discussed to understand the positive concept of freedom and its incorporational endeavors through primary and secondary sources. Various meanings, definition explanation and concepts of freedom were collected and compiled for this study. The conclusion drawn revealed the concept of freedom to have changed. Berlin and Fromm had established the two concepts of freedom negative and positive in relation to freedom from and freedom to though in the context of modern planned societies, the concept of freedom was ascertained in relation to the opportunity available to do anything. To think of total absence of any sort of restriction was considered impossible and impracticable. Education was considered to be one of the most potential institutions which could cherish the ideal of freedom in its processes and purposes, which can be attained by deciding the supreme end of education. The concept of freedom in education was deemed to incorporate various freedoms, such as- academic freedom, freedom to play, think, teach and learn, freedom to enjoy equal opportunities, freedom to choose, freedom to grow and create. The freedom in superstructure could be attained only when people have faith in education. According to the observation of Will Durant, "The time must come when men will understand that the highest function of government is not legislating but to educate, to make not laws but schools.

23. Code: BHU/RE/1983/TLC 0024

**Sharma, U. (1985). *A Study of Frustration among Working Women* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. C.P.S. Chauhan

**Area of Research:** Psychology of Education

**Keywords:** Frustration, Working Women.

**Abstract:** The main objectives of this investigation were to study the nature and extent of frustration among the women working in various professions; to study the differences between the frustration among married and unmarried working women; to study the values pattern of working women; to study the relationship between the frustration and personal values of working women; and to study the relationship between the frustration and socio-economic conditions of working women. The study was conducted in the Varanasi city. The sample of the study consisted of 400 working women out of which 240 were married and 160 were unmarried women. The sampling techniques employed were incidental purposive sampling method. The sample were administered three tools namely "Rosenzweig picture frustration study" (Adult form); Hindi adaptation by Pareek U. and Devi R.S. (1968) to measure the frustration of working women; "Personal Values Questionnaire" (Hindi version) by Sherry G.P. and Varma R.P. (1973) to measure personal values of working women. The researcher developed the tool called "Personal data-sheet" to calculate the index of the socio-economic condition of working women. The data collected was analyzed through statistical techniques like t-Test and normal deviate (C-R) test. The Product-moment correlation was calculated to know the relationship between level of frustration and personal values of working women. The study revealed that all working women were well adjusted among their respective groups. Married and unmarried working women reacted similarly to the frustrating situations. It concluded that to say marital status was not a factor leading to frustration among women. The study further reported that the teachers had highest aesthetic value and nurses had lowest aesthetic values whereas economic value was highest in the office workers and lowest among teachers. Knowledge value was found

highest among doctors and bank employees and lowest among nurses. Working women with high democratic value had high knowledge and health values. The working women with low socio-economic status were found to have a tendency to avoid the frustrating situation.

24. Code: BHU/RE/1982/TLC 0025

**Kumar, N. (1982). *Job Analysis of Secondary School Teachers* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. T.S Rao

**Area of Research:** Teacher Education

**Keywords:** Job Analysis, Secondary School Teachers.

**Abstract:** The major objectives of the study were to identify the important jobs of secondary school teachers as perceived by teachers, teacher educators and principals; to identify the job performed by the secondary school teachers, in the opinion of teachers, teacher educators and principals; to find out the relationship between the jobs expected and the jobs performed by the secondary school teachers as identified by the teachers, teacher educators and principals; to identify the jobs that secondary school teachers actually perform in the opinion of teachers; to find out the important competencies required by the secondary school teachers to perform their job successfully in the opinion of teachers, teacher educator and principals; to find out the differences among the opinions of teachers, teacher educators and principals over the important teacher competencies; to find out the differences in among the perception of teachers, teacher educators and principals over the important jobs that were expected of secondary school teachers; and to determine the differences among the different group of teachers on perception of important jobs that were expected of secondary school teachers with respect to gender, training and teaching subject. The research employed Descriptive survey method . The population of study consisted of teachers and principals of secondary schools and teacher educators of training colleges of Varanasi. The sample consisted of 255 teachers, 35 principals and 60 teacher educators. The investigator developed a questionnaire called 'Teacher job analysis questionnaire' (T.J.A.Q.) to collect data. The findings of the study reported 13 types of jobs of the secondary school teachers, such as, general job of a teacher, organisational job, job of preparing progress reports, guidance activities, job of developing critical awareness, job of demonstration, organising games and sports, library work and the job of taking test. Another finding showed fifteen factors, such as- general job activities, job of instruction, management, co-curricular activities, fee collection, demonstration, dictation, register work etc. Jobs which were found similar with respect to expectation and the performance by the teachers include the general job, organisational job, job of preparing progress report, guidance work, job of delivering critical awareness. The register work teachers performed was not found similar as expected. Nine major jobs were revealed as important jobs that a teacher should do which includes the job of organising non-instructional activities, class teacher work, planning school activities and class control etc. Different opinions have been found by the group of teachers, teacher educators and principals regarding the importance to some factors which were essential to perform their work successfully. The factors were: analytically derived five factors of teacher competences, the general teacher competences, competence dealing with children, competence of organising learning materials, competence of evaluation and competence of working with community. Different perception was held by the group of teachers, teacher educators and principals on the importance of 13 jobs derived as general jobs, organisational job and guidance work, and showed different opinion regarding the relative amount of time spent by the secondary school teachers.

25. Code: BHU/RE/1982/TLC-0026

**Shivapuri, V. (1982). *An Investigation into Pupils Comprehension of English* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor :** Dr. T.S. Rao

**Area of Research:** Pedagogy of English

**Keywords:** Investigation, Pupils Comprehension

**Abstract:** The major objectives of the study were : to find out the difference between boys and girls, to find out the relationship between English reading comprehension and socio-economic status, to find out the relationship between English reading comprehension and intelligence, to find out the relationship between English reading comprehension and personality traits, to find out the contribution of each of these factors to English reading comprehension; and to find out the combined contribution of the above mentioned factors to English reading comprehension. The researcher employed experimental method using five tools namely: (a) Socio-Economic Status Index, (b) General Mental Ability test of Dr. M.C. Joshi, (c) the L.A. coding test of Ansari, (d) Indian adaptation of the 16 Personality factor test of R.B Catell by Dr. S. D Kapoor and (e) English knowledge and comprehension test form by Dr. S. Chatterjee and Dr. M. Mukherjee. Data were collected from sample of 400 students having 200 boys and 200 girls of Varanasi city and analyzed involved means, S.D., correlation coefficient and regression analysis. The study reported that (i) the two sexes did not differ in reading English comprehension; (ii) the socioeconomic status did not have significant relation with comprehension scores in the case of boys and girls. (iii) The two sexes did not differ significantly with respect to intelligence. (iv) There was no any contribution of aspiration factor in the case boys but for girls it comes up to be the next important factors after intelligence. (v) Personality factors had equal contribution in comprehension of English for boys and girls both. (vi) Level of aspiration and Intelligence played vast role in reading comprehension.

26. Code: BHU/RE/1982/TLC-0027

**Kumar, D. (1983). *Caste and Class as Variables Affecting Spoken Language in Primary Class Children* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor :** Prof. T. S. Rao

**Area of Research:** Language Education

**Keywords:** Caste, Class, Spoken Language

**Abstract:** The major objectives of the study were: (i) to find out if spoken language of primary class children varies according to caste, class and sex and (ii) to find out if spoken language of primary class children shows the effect of interaction of caste, class and sex. The researcher employed experimental method using two tools namely (a) Non-verbal Group Test of Intelligence and (b) Family Background scale (FBS) administered on 348 purposive sample of fifth grade students (both male and female) of primary schools of Varanasi and Gorakhpur cities having urban family background and belonging to Hindu religion, of different caste, class and sex and with Hindi as their mother tongue. Mean, Standard deviation and ANOVA were used to analyse and interpret the data of study. Duncan's new multiple range test was applied to study the differences between means of vocabulary scores and sentence scores of different castes. The study reported that (i) caste was a potent factor that influenced the spoken language i.e. Brahmin children were at top and SC children at the bottom in language facility scores and pictures were not clear with respect to the middle castes. (ii) Upper class topped among the classes in positive aspects of language whereas language of middle

class students showed least number of errors. (iii) Boys' language facility score were better than girls. (iv) There was a significant interaction effect between caste and class on speaking fluency. (v) Caste and sex have interaction effect on noun, verb, and total language score, output of compound complex sentences and adverb component of language. (vi) interaction effect also emerged between class and sex on noun and pronoun scores.

27. Code: BHU/RE/1982/TLC-0028

**Katiyar, B. (1982). *Personality Traits and Attainment of Skills through Microteaching* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor :** Dr.S.S. Srivastava

**Area of Research:** Teacher Education

**Keywords:** Personality Traits, Attainment of Skills, Microteaching

**Abstract:** The major objectives of the study were: (i) to find out the differential personality factors of high, average and low achievers in the teaching skills of reinforcement, explaining and stimulus variation, (ii) to find out the relationship between the 16 personality factors and the acquisition of the three teaching skills viz. reinforcement, explaining and stimulus variation and (iii) to develop specification equations for prediction of these skill acquisition scores. The researcher employed experimental method using two tools namely (a) Teacher Personality Measurement tool; and (b) Microteaching Skills Measurement (i.e. three appraisal guides) .Tools were administered on the sample of 130 (65 male and 65 female) student-teachers of B.Ed. course in the Department of Education, Banaras Hindu University (BHU). The sample was divided equally into ten groups of 13 student-teachers each and a common procedure was followed. 16 PF test was administered on the entire sample in five group of 20-25 each. Data were analyzed by use of statistics like mean, median and Standard deviation, chi-square test and Product Moment correlation coefficient. The study reported that (i) high and average achievers in the skills of reinforcement scored significantly higher in comparison to low achievers on the factor F and O. (ii) High scores in the skill of explaining scored significantly higher in comparison to low achievers on factors F and L. (iii) In the skill of stimulus variation, high achievers scored significantly higher in comparison to average and low achievers on factor C and N. (iv) In the skills of reinforcement, high achieving group differed significantly from the general population with respect to 3 personality factors out of 16, among which high achievers were having more astute, polished, socially aware and shrewd skills in comparison to general population. (v) The average achievers were more significantly venturesome and socially bold (H+), more astute, polished and socially aware. (vi) In the skills of reinforcement, the low achieving groups were significantly more super-ego strength (G+) and more Shrewdness (N+) in comparison to the general population. (vii) In the skills of reinforcement and explaining, it was not possible to differentiate among high, average, and low achievers on the basis of their personality profiles and patterns similarity coefficient (rp) because the patterns of their personality profiles were significantly similar.

28. Code: BHU/RE/1986/TLC-0029

**Bagchi, J. P. (1986). *A Comparative Study of Attainment in Selected Learning Outcomes of Higher Secondary Students in School following different Biological Science Curricula* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor :** Prof. T. S. Rao

**Area of Research:** Pedagogy of Life Science

**Keywords:** Attainment, Learning Outcome, Biological Science Curricula.

**Abstract:** The major objectives of the study were (i) to find out and compare the attainments in student's learning through different biology curricula, (ii) to find out difference if any in attitude towards science of students with different science curricula and (iii) to find out the effect of the types of curriculum on the understanding of the nature of science and its processes. The researcher employed experimental method using three tools namely (a) Achievement Test in biology, (b) Scientific Attitude Inventory and (c) test on understanding of science, biology classroom index, general mental ability test and socioeconomic index administered on the sample included 296 for ISC board, 300 from inters board, and 304 from CBSE of grade 12<sup>th</sup> male and female students of moderate facility at home. Data were analyzed employing Regression methods, ANCOVA, multiple regression statistics. The study reported that (i) the inter board students consistently showed a better performance in content mastery (i.e. functional information, understanding and application) over the other two curricula. (ii) The CBSE and ISC were found equally superior to Inter-board and possess higher cognitive in the last three levels of bloom taxonomy, (iii) The students' attitude of Inter board showed superior to CBSE and ISC board. In comparisons to performed, ISC and CBSE students better than the Inter-board, (iv) CBSE students possess highest achievement score and inter board have the lowest achievement score. (v) There was cumulative significant difference between CBSE students and Inter-board students. (vi) The performance of CBSE, ISC and Inter-board Student was uni-dimensional. a

29. Code: BHU/RE/1986/TLC-0030

**Singh, C. H. (1986). *Problems and Adjustment Patterns of Children Living in Destitute Homes in Uttar Pradesh* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor :** Dr. Sahab Singh

**Area of Research:** Psychology of Education

**Keywords:** Adjustment Patterns, Destitute Homes

**Abstract:** The major objectives of the study were (i) to study the problems of children living in destitute homes as perceived by them, (ii) to study the problems of these children as perceived by their superintendents, teachers and the heads of the institutions where these children studied, (iii) to compare the problems of boys and girls as perceived by their superintendents and their teachers and (iv) to study the adjustment patterns of destitute home children as perceived by them as well as by their heads of institutions. The researcher used a descriptive survey method using self developed three tools namely (a) Guidance need questionnaire (student form) with reliability and validity, 0.76 and 0.81 respectively, (b) Guidance need questionnaire (teacher/superintendent form), and (c) Interview schedule and one standardized questionnaire of adjustment (vyaktitvaparakhPrashnawali) and were administered on the sample of 410 (209 boys and 201 girls) in 25 destitute homes of Uttar Pradesh. For selection of sample, cluster sampling method was employed. Statistics of Chi-square test of independence and t-test were used to analyze the data. The study revealed that (i) the general condition of the destitute home children was not very satisfactory. (ii) due to meagre facilities for prevention, treatment and care of disease available in the destitute homes, they were facing health hazards. (iii) Living conditions in the destitute homes were not congenial. (iv) due to malnutrition, inadequate accommodation and indifference care, the personality development of the children was not retarded. (v) Superintendents along with the teachers had shown concern for their reluctance in paying attention in sports and games. (vi) Curricular and co-curricular programmes did not adequately meet the needs of the children in school situation; (vii) school environment was not conducive to learning in the destitute homes. (viii) The children possessed lack in self-confidence and self-esteem.



30. Code: BHU/RE/1986/TLC 0031

**Pandey, S. (1986).** *Effectiveness of Advance Organizer and Inquiry Training Models for Teaching Social Inquiry Training Models for Teaching Social Studies to 8<sup>th</sup> Class Students* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.

**Supervisor :** Dr. Tribhuwan Singh

**Area of Research:** Technology of Educational

**Keywords:** Social Inquiry Training Models, Advanced Organizer Model, Inquiry Training Model.

**Abstract:** The objectives of the study were to compare the effect of advance organizer model, inquiry training model and conventional teaching regarding pupil achievement in social studies; to compare the effect of advance organizer model, inquiry training model and conventional teaching in terms of pupils' attitude towards social studies; and to study the pupils' reaction towards the use of advance organizer model and inquiry training model in teaching Social Studies.. The study followed Experimental research design. Tools used for data collection were Samanya MansikYogyata Pariksha, Socio-Economic Status Index, Uplabdh Parikshan, Samajik Adhayayankeprati Chhatraabhivriti Talika, Shikshanke prati Chhatra Pratikriya Suchi. The sample included 86 eighth class male students from Junior High School of Azamgarh. The study comprised of 3 groups: Advance Organizer Model (AOM), Inquiry Training Model (ITM) Group and Control Group. The AOM group was taught through advance organizer model, the ITM group was taught using Inquiry Training Model and the Control group was taught through using through conventional teaching. Statistical techniques used for analysis of data were F-ratio and t-test were applied for significance and Chi-square was applied for student reactions. The findings revealed that there was a significant difference among the means of gain achievement scores of pupils in social studies taught through advance organizer model, inquiry training model and conventional teaching. The conclusion reflected that Advance organizer model was found to be more effective in terms of pupil's achievement in social studies in comparison to conventional teaching. Favourable reactions of pupils towards advance organizer model and inquiry training model were found.

31. Code: BHU/RE/1985/TLC-0032

**Ram, B. (1986).** *Kashi Hindu Vishvavidyalaya ke Adhyayanrat Anusuchit Jaati ke Chatra-Chatrao ke Rahen- sehen avum Adhyayan ki Stithi ka Vishleshanatmak Sarvekshan* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.

**Supervisor :** Dr. Tribhuwan Singh

**Area of Research :** Sociology of Education

**Keywords :** Living style, Scheduled Caste

**Abstract :** This study is an analytical study of living ways and learning status of scheduled caste male-female students of Banaras Hindu university (BHU). The objectives of the study were : to find out the number of Scheduled Caste (SC) students entering different organizations, to know their problems, to know their thought regarding education, to find out the condition of their living style during their study, to know their attitude towards study, to know solutions to remove the deficiencies; and to analyze the social and financial conditions of the SC students. Survey method was used for this study. The population constituted of the male and female SC students studying in BHU out of which 300 students were chosen as sample. Four self made tools were used namely – Social, financial and educational status questionnaire, Attitude scale towards study, Problem diagnosis questionnaire, and Thought towards education checklist. The data collected through the tools was analyzed through statistical measures of mean, standard deviation and t-test. The analysis of the data it

was found that : (i). The percentage of scheduled caste students enrolled in BHU was 7.40 percent, (ii). 54.7 percent family members of these students were found to be literate, (iii). Newspapers, magazines were not available to the houses of 84.33 percent SC students, (iv). Difference in attitude of SC students enrolled in BHU was found. Majority of students had negative attitude towards study, (v) 29.33 percent of students were found to study with the support of students' scholarship, (vi). 88.46 percent students perceived their financial condition as the chief obstacle in their educational development.

32. Code: BHU/RE/1986/TLC-0033

**Dubey, V. K. (1986). *Factorial Nature of Numerical Aptitude and its Bearing on Mathematical Learning* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. C.P.S Chauhan

**Area of Research:** Mathematics Education

**Keywords:** Factorial Nature, Numerical Aptitude, Mathematical Learning.

**Abstract:** The objectives of this study were : to identify the number of basic factors underlying numerical aptitude; to identify the nature of those basic factors in terms of psychological constructs; to study the contribution of subtests of numerical aptitude battery to achievement in arithmetic, algebra and geometry; and to study the contribution of numerical aptitude tests and factors underlying them to achievement in mathematics. The population of the study consisted of the class 10<sup>th</sup> students of Varanasi. 300 students were selected as sample from eight intermediate schools of Varanasi. Two tools were constructed for the study, namely "Numerical aptitude test" and "Achievement Test in Mathmatics". The data was analysed under four major steps, mean, median, S.D., Skewness, and kurtosis were computed first so as to know the nature of score distribution. Secondly, to study the factorial nature of numerical aptitude, the principal factor analysis was calculated followed by Varimax rotation and regression analysis and lastly to examine the bearing of factor structure of numerical aptitude on achievement in mathematics, a stepwise regression analysis was carried out. The study revealed that all the subtests of the numerical aptitude test battery were significantly correlated with one another except variable 8 (Number-operations). The factor analysis of twelve subtests of numerical aptitude test battery led to the emergence of three common factors: "Numerical Reasoning", "Numerical Facility" and "Visualization of Numerical Patterns". The first factor numerical reasoning was best represented by four sub tests of numerical aptitude, Arithmetic Operational Sequence, Number-Relations, Number Correlates And Group Member Identification. The second factor, Numerical Facility, was characterised largely by the subtests of number operations which was purely a test of computational ability. The third factor, Visualization of Numerical Patterns, was characterised by subtests–problem solving and number matrices which were based on identifying implicit numerical systems or patterns. The multiple regression analysis of achievement test in arithmetic on the subtest of numerical aptitude test battery reported that best predictors of achievement in arithmetic were showed by three subtests, group member identification, number matrices and number group property. For achievement test in algebra, the best predictors were found to be subtest arithmetic-operational sequence, number correlates and number operations. The multiple regression analysis of the combined achievement test in mathematics on the factors scores of numerical aptitude was also carried out and only two factors, numerical reasoning and numerical facility, were found to be best predictors of achievement in Mathematics.

33. Code: BHU/RE/1986/TLC-0034

**Pandey, R. S. (1986). *A Study of the Attitudes of Secondary School Teachers towards Modernization* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Prof. S.N. Singh

**Area of Research:** Psychology of Education

**Keywords:** Modernisation, Attitude, Secondary School Teachers.

**Abstract:** The objectives of this study were: to identify the highly modernized and less modernized secondary school teachers; to observe the relation of modernization in relation to teachers' discipline of study and teaching; to find out the relationship between sex and modernization; to find out the relationship between socio-economic status and modernization; to observe the difference in modernization in relation to rural-urban settings; to find out the relationship of academic achievement and modernization; to observe the relationship of maximum level of family education and modernization; and to find out the relation between teaching experience and modernization. A sample of 987 secondary school teachers was drawn randomly from 50 schools of Varanasi. Descriptive Survey Method was used. The two tools were used namely - Attitude Towards Modernization Scale (ATM) prepared by the investigator himself and a Socio-Economic Status Index prepared by R.P. Varma and P.C. Saxena (1977). The reliability and the validity of the self-made tool were 0.87 and 0.92 respectively. Mean, median, S.D., skewness and kurtosis were calculated from data. For testing the hypothesis, analysis of variance, C.R. value, coefficient of correlation and t-test were applied. The findings revealed that, the secondary school teachers having the level of modernization at 138 or below were enumerated as less modernized whereas teachers having level above 167 were considered as more modernized. Science teachers were found to be more modernized than commerce teachers and commerce teachers were found to be more modernized than agriculture teachers. Female secondary school teachers were found to be more modernized than male teachers. High positive correlation was found between socio-economic status and level of attitudes towards modernization. The urban teachers were more modernized than the rural teachers. Regarding achievement, high achievers were more modernized than the low achievers. Average negative correlation was found between teaching experience and the levels of attitudes towards modernization.

34. Code: BHU/RE/1987/TLC-0036

**Dutta, A. (1987). *Relative Effectiveness of Inductive and Deductive Teaching Methods for Learning Biological Concepts* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. T.S. Rao

**Area of Research:** Pedagogy of Life Science

**Keywords:** Relative effectiveness, inductive & deductive teaching methods, biological concepts.

**Abstract:** The objectives of the study were to check which one of the two - inductive and deductive teaching methods was more conducive to efficient concepts attainment in biology for the secondary school students; whether the appropriateness of the two methods of teaching was level specific, and was specific for the difficulty level of concepts; and whether inductive and deductive teaching methods were differentially appropriate for two levels of concept attainment of the concepts of different difficulty levels. By purposive sampling technique, the sample was selected which included 20 biology teachers of secondary and higher secondary schools of Varanasi in first phase, 4 biology teachers out of 8 secondary and higher secondary school forms the sample in second phase. Descriptive survey method was used for the present study. Self-made tool by the researcher

called 'Concept Attainment Test' was used. The t-test was used for statistical analysis. It was found that at formal level of concept attainment, inductive method was superior to deductive method. In case of different set of concepts, inductive method and deductive method of teaching were found to be equally effective. For easier set of concepts at classificatory level, there was no difference between inductive method and deductive method of teaching. In case of earlier set of concepts at formal level, inductive was superior to deductive method of teaching. In case of different set of concepts at formal level, inductive method and deductive methods of teaching were found to be equally effective.

35. Code: BHU / RE / 1986 / TLC-0037

**Rai, M. (1986). *Pandit Madan Mohan Malaviya ke Shaikshik Vicharo ka Adhyayan* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. Tribhuwan Singh

**Area of Research:** Philosophy of Education.

**Keywords:** Educational Thoughts, Madan Mohan Malaviya

**Abstract:** The educational thoughts of Pandit Madan Mohan Malaviya were explored under this study. The objectives of this study were : to study the family background and societal background of Malaviyaji, importance of education according to him, aims and form of study, progress of Hindi language and as medium of study, curriculum in his perspective, religious thought and women education in the contemporary times. This research explored the educational thoughts of Malaviyaji related to : aim of education, character development, moral develop, today development, national aim of education, primary education, secondary education university education, business education, agricultural education, celibacy, patriarchy, religiousness, discipline, obedience. This study reflected that Malaviyaji gave equal place to the study of all subjects in the curriculum such as- ancient Sanskrit literature, Veda, Upanishad, Philosophy, Physics, Chemistry and Technology.

36. Code: BHU/RE/1987/TLC-0038

**Kumari, S. (1987). *Effectiveness of Concept Attainment and Biological Science Enquiry Models for Teaching Biological Sciences in VIII class Students* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. Tribhuwan Singh

**Area of Research:** Technology of Education

**Keywords:** Effectiveness, Concept Attainment, Science Enquiry Models

**Abstract:** The study was conducted with the objectives - to study the effect of concept attainment model based teaching on pupil achievement; to study the effect of biological science enquiry model based teaching on pupils' achievement; and to compare the effectiveness of concept attainment, biological science inquiry models and conventional teaching on pupils' achievement. Other objectives were to study the effect of Concept Attainment Model based teaching on pupils' attitude towards biological science; to study the effect of Biological Science Enquiry Model based teaching on pupil's attitude towards biological science; and to study the difference in change of attitude towards biological science when taught through different models of teaching. With the help of purposive sampling technique, 78 students were selected from Central Hindu Girls' School of Varanasi City. The study was experimental in nature. However Descriptive Survey method was also used. Tools developed by the researcher and used were – Samanya Mansik Yogyata Parikshan by M.C. Joshi; Socio Economic Status Index Scale by Verma and Saxena. Uplabdh Prikshan and Jeev Vigyan ke

PratiChhatra Abhivriti Mapan Suchi . ANOVA and t-test were used to analyse the data. Findings revealed that concept attainment model was effective for teaching the biological sciences to VIII class students, and biological science enquiry model was effective for teaching biological sciences to VIII class students. It was concluded that Concept Attainment Model, Biological Science Enquiry Model and Conventional teaching have different effect on pupils' achievement in biological science. Concept Attainment Model was more effective than Biological Science Enquiry Model whereas Biological Science Enquiry Model was found more effective than Conventional teaching. When students' achievement were measured, Concept Attainment Model was found effective to make the pupils attitude favorable towards biological sciences. Biological Science Enquiry Model was also found effective in changing the pupil's attitude favorably. When the effect of Concept Attainment Model and Biological Science Enquiry Model was compared for the pupils gain scores in attitude, Concept Attainment Model was found more effective than conventional teaching for changing the attitude of pupils towards biological science no significant difference between Biological Science Enquiry Model and Conventional teaching was found in terms of pupil's attitude towards biological science.

37. Code: BHU/RE/1987/TLC-0040

**Agrawal, R. R. (1987). *A study of the Psychological Characteristics of the Disadvantaged Female Learners* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Prof. R.P. Verma

**Area of Research:** Psychology of Education

**Keywords:** Psychological Characteristics, Disadvantaged Female Learners.

**Abstract:** The specific objectives of the study were: to find out the intelligence level of the disadvantaged female learners; to find out the nature and level of sense of deprivation among them; to find out the anxiety level, need-achievement, level of aspiration and level of educational aspiration in disadvantaged female learners; to find out how much of the given values were possessed by the disadvantaged female learner; and to find out the academic achievement of the female learners. By multistage random cluster sampling technique sample was drawn. The 86 disadvantaged and 100 advantaged female learners constituted the criterion and reference groups. Those disadvantaged girl students were taken into account whose per-capita monthly income of the family was Rs.150/- or less where those advantaged female students were taken into account whose per-capita family income was Rs.500/- and above. Descriptive Survey method was followed. The tools used were Socio-economic Status Index by R.P. Verma and P.C. Saxena, Samanya Mansik Yogyata Parikshan (A verbal test) by M.C. Joshi, Self-Expression Inventory by Upadhyay, Anxiety scale by D.N. Sinha, Thematic Apperception Test (TAT) by P. Mehta and L.A. coding test by A. Ansari and G.A. Ansari. A tool for measurement of values was developed by the researcher. The data collected were analyzed using statistical measures of t-test, non-parametric K-S two sample tests, product-moment coefficient of correlation and multiple regression analysis. In findings, the intelligence level of disadvantaged female learners was found to be below average. Except in numerical ability component, the advantaged female learners had scored significantly higher than the disadvantaged female learners on every other ability. The mean anxiety score of the disadvantaged female learners was 40.79. Only 19 percent of disadvantaged learners were having normal range of anxiety. Regarding sense of deprivation, the disadvantaged female learners did not have a very severe sense of deprivation. The achievement of disadvantaged female learners was very low. Regarding educational aspiration, disadvantaged female learners who had unrealistic aspirations did not perform well and they were also having significantly lower educational aspiration than advantaged counterparts. The

disadvantaged female learners were found more money minded. Intelligence, achievement and educational aspiration were positively related to academic achievement of disadvantaged female learners while anxiety, sense of deprivation and incentive values were significantly and negatively related to academic achievement.

38. Code: BHU/RE/1987/TLC-0041

**Mishra, Y. P. (1987). *Dimensions of Rural Development and Adult Education Programme* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Prof. Rajeshwar Upadhyay

**Area of Research:** Sociology of Education

**Keywords:** Dimensions, Rural Development, Adult Education

**Abstract:** The major objectives of the study were : (i). to find out various dimensions of rural development; to find out attitude of villagers towards adult education; (ii). to identify the kinds of education on priority basis which will sustain their interest and need; (iii). to find out relationship between education and rural development; (iv). to study the economic aspect of adult education in a particular area; (v). to make suggestions for implementing various programmes of adult education for the villagers; and (vi). to have a picture of socio-economic conditions of the villagers. The researcher used a descriptive survey method using three self developed tools namely (a) "Gram Vikas ke Aayamon se sambandhit" for identifying the different dimensions of rural development; (b) an Adult Education Attitude Inventory (AEAI) along with comprehensive (c) 'Interview schedule' related to dimensions of rural development. These tools were administered on the sample of 400 adults (within 15-35 age group) from Chirgaon and Kashi Vidhyapeeth blocks of Varanasi districts. Out of sixteen dimensions, only 10 dimensions were considered to be important dimension for rural development in relation to the two blocks. The study revealed that (i) education was one of the important dimensions of rural development and other dimensions were stimulated by means of education. (ii) The attitude towards adult education was found positive which i.e. adult education could prove successful for promoting the cause of rural development. (iii) Education had significant positively correlated with different dimensions of rural development. (iv) Further, This study showed that 1% respondents of C block and 75% respondents of K block gave importance to education and 75% of C block and 84% of K block people preferred self-employment. (vi) Five most important suggestions (viz. proper education, means of irrigation, village and small scale industries or scope for business, progress of agriculture, fertilizer and transportation) were given for rural development by the villagers of C-block and suggestions (viz. transport facilities and construction of new roads; means of irrigation, advantage of water and electricity; proper education, means of recreation, and medical facilities and hospital) were given by K-block.

39. Code: BHU/RE/1987/TLC-0043

**Singh, A. K. (1987). *Learning Styles of Advantaged and Disadvantaged High School Students in relation to their Academic Achievement* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. Sahab Singh

**Area of Research:** Psychology of Education

**Keywords:** Learning Style, Advantaged, Disadvantaged, Academic achievement,

**Abstract:** The major objectives of the study were : (i). to prepare learning style profile of different groups; (ii). to compare the learning styles of advantaged high achievers, advantaged average

achievers and advantaged low achievers; (iii). to compare the learning styles of disadvantaged high achievers, disadvantaged average achievers, and disadvantaged low achievers; (iv). to study the differences between the learning styles of advantage boys and disadvantaged boys; advantage girls and disadvantaged girls; boys and girls; urban and rural students; high and low achiever; and between the learning styles of advantaged and disadvantaged high school students. The researcher used a descriptive survey method using self developed tool namely (a) Information Blank, (b) Learning Style Inventory (LSI) of Dunn and Price which was translated into Hindi by the researcher and (c) Socio-Economic Status Index developed by R. P. Verma and P. C. Saxena that was administered on the sample of 600 students (viz. 300 boys and 300 girls) of high school and intermediate colleges of Varanasi region i.e. from Varanasi, Jaunpur, Ghazipur, Ballia, and Mirzapur districts. The marks scored in percentage by the students in high school classes were used as their academic achievement index. For data analysis, t- Test was used. The study revealed that, (i). advantaged high achievers and average achievers differed significantly in self motivation. (ii). Advantaged high achievers were highly self-motivated, as well as they preferred cooler atmosphere and morning time to learn, to learn in pairs whereas advantaged low achievers were less inclined towards their peers during studies. (iii). Disadvantaged high achievers required less informal settings and they preferred more dim light and less cool temperature than their counterparts. (iv). Advantaged and disadvantaged students both preferred to have quiet atmosphere during study. (v). Advantaged students were motivated by themselves and by adults whereas disadvantaged students required less motivation by adults showing less responsibility and less team spirit. (vi). Auditory and visual preferences of advantaged achievers were stronger than the disadvantaged achievers. (vii). Girls from Advantaged and disadvantaged both liked to study in quiet atmosphere, bright light, cool temperature, and they were self-motivated but the perceptual preferences of disadvantaged girls were not clear. (viii). Girls were more self-motivation and liked group-work than boys. (ix) Rural students were more persistent in their studies than urban students. (x). For intake, high achievers reflected less preference than low achievers.

40. Code: BHU/RE/1987/TLC-0044

**Pandey, N. N. (1987). *Operational Reasoning and Concept Attainment in Physics* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. S. B. Bhattacharya

**Area of Research:** Pedagogy of Physical Science

**Keywords:** Operational Reasoning, Concept Attainment, Physics

**Abstract:** The major objectives of the study were: (i). to study the distribution of Piagetian development stages among XI grade science students; (ii). to study the relationship of operational reasoning and logical thinking with concept attainment of XI grade students in physics; (iii). to compare the concept attainment in physics of XI grade students at concrete and formal operational stages of cognitive development; (iv). to study the combined and relative contribution of logical thinking, general intelligence and achievement motive towards concept attainment of XI grade students in physics; (v). to find out the interaction effect of achievement motive and stages of cognitive development on concept attainment of XI grade students in physics. The researcher used ex-post facto method using self developed tools such as- (a) four concept attainment tests on Couple and Total Internal Reflection (TIR) and Force and Atom, (b) Hindi version (i.e. TarkikChintanPrikshan) of Cognitive Development Test of Longet; (c) Group Test of General Mental Ability by Joshi and were administered on sample of 240 XI grade science students selected by Incidental and purposive sampling techniques from 4 intermediate colleges of Varanasi city. The data were analyzed by unweighted mean, t-test, percentage, partial correlation, one-way ANOVA



and multiple regressions. The study revealed that: (i). 71% science students of class XI were functioning at concrete-operational level whereas only 29% students showed formal operational thinking. (ii). In physics, various aspects of operational reasoning and their total logical thinking were highly related ( $r=0.430$  to  $0.799$ ) with total concept attainment of class XI students. (iii). Formal operational students were found to possess high capacity to attain concept than concrete operational students. (iv). Multiple correlation of total concept attainment in physics with general intelligence, logical thinking, and achievement motive was found to be  $0.836$  i.e. all make significant contribution towards prediction of total concept attainment in physics. (v). Multiple correlation of total concept attainment in physics with general intelligence, achievement motive and various aspects of operational reasoning were found to be  $0.847$  and  $71.74$  percent of the variance in total concept attainment scores in physics. (vi). A significant interaction effect of achievement motive and stages of cognitive development on total concept attainment in physics was found.

41. Code: BHU/RE/1985/TLC-0046

**Devi, R. (1985).** *Anusuchit Jaati Ke Chatron Ki Prarambhik Shiksha Me Badhaaye Kuch Saikshik Karano Ka Adhyayan* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.

**Supervisor:** Prof. R.P. Verma

**Area of Research:** Sociology of Education

**Keywords:** Scheduled Caste, Primary Education, Educational Achievement

**Abstract:** The main objectives of the study were: (i). to study the educational level of scheduled castes in primary schools of the district, (ii). to study how and to which extent the schools were hindering the education of scheduled castes; and (iii). to study the effect of home environment on education. The researcher used descriptive survey method. A sample of 10 primary schools including 6 in rural and 4 in urban areas from Akbarpur block of Faizabad district were selected. The investigator developed following tools for the study- School knowledge test, Home environment schedule, Student health sheet, Teaching work survey performa, Interview schedule; and the Individual study performa. To confer the results of the investigation, questionnaire, survey, interview techniques were used. Using above tools the information was tabulated and statistically analyzed with help of percentage, mean, mean deviation and t-test. The analysis of the data revealed that : Students of basic education had low educational achievement, Male students were found to have higher educational achievement than female students, the conditions of the schools were pitiable. Very fewer schools had campus. The school buildings were depilated. There was less direct discrimination found among student-teacher relationship of students belonging to scheduled castes.  $81.25$  percent students were found to be generally unfit due to the negligence on part of parents due to not paying attention to cleanliness. Students were found absent due to sickness. The result of the study implied that scheduled caste male and female students studying in district primary schools had low educational achievement and the condition of the schools was also poor. This study is useful in highlighting problems of primary education of the scheduled caste students. It informs us about the status of their condition.

42. Code: BHU/RE/1987/TLC-0048

**Gupta, R. (1987).** *A Study of Political Interest and Political Efficacy among Undergraduate Students* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.

**Supervisor:** Dr. Uma Varshney

**Area of Research:** Sociology of Education

**Keywords:** Political Interest, Political Efficacy, Undergraduate Students.

**Abstract:** The major objectives of the study were: (i). to know the political interest and efficacy among undergraduate students; (ii). to ascertain the difference in political interest and political efficacy between undergraduate student coming from politically affiliated families and politically non-affiliated families; male and female graduates students; students from different caste groups; students from different socio-economic status; and among undergraduate students enrolled in arts, science, and commerce disciplines in various universities and degree colleges in Varanasi city. The researcher employed descriptive survey method using a self made tool of Political Interest and Political Efficiency scale as well as Socio-Economic Status Index prepared by Verma and Saxena. Tools were administered on the sample of 2557 undergraduate students from various degree colleges and universities of Varanasi city selected through cluster sampling. By calculating correlation matrix and t-values data were analyzed. The study revealed that: (i). female undergraduate students were at par with the male undergraduates regarding the political interest; (ii). The undergraduates students coming from Brahmin, Rajput and Bhumihaar caste groups were significantly more interested in politics than the Kayastha and Vaishya undergraduate student; (iii). Students with average, low and very low socio-economic status were less interested in politics than the students with very high socio-economic status; (iv). Arts students were more interested than science and commerce in politics; (v). Students coming from non-political families were more politically efficacious than students from political family; (vi). Male undergraduates were politically less efficacious than female undergraduates; (vii). Brahmin caste undergraduate students were politically more efficacious than the Kayastha students; (viii). Kurmi caste's undergraduates were politically more efficacious than Kayastha students; and (ix). Undergraduate students of Arts were politically more efficacious compared to science and commerce undergraduate students. This study is among few studies dealing with students political interests carried out in the field of education.

43. Code: BHU/RE/1987/TLC-0049

**Giri, A. N. D. (1987). *Prediction of Achievement of High School Students from the Measures of Motivation, Personality and General Mental Ability* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. S.S. Srivastava

**Area of Research:** Psychology of Education

**Keywords:** Achievement, Motivation, Personality, General Mental Ability.

**Abstract:** The major objectives of the study were: (i). to find out the relationship between personality factors and academic achievement along with its different areas (Science, Mathematics, Social Studies and Language) among high school students; (ii). to find out the relationship between motivational and academic achievement along with its different areas (Science, Maths, Social Studies and Language) among high school students; (iii). to find out the relationship between intellectual ability and academic achievement along with its different areas; and (iv). to find out the relative and absolute contribution of personality, motivation and intellectual ability in the prediction of school achievement. The researcher employed descriptive survey method using self prepared and standardized tests such as (a) School Motivation Analysis; (b) Junior High School Personality Questionnaire by Kapoor, Srivastava and Srivastava; and (c) M.C Joshi's (1969) test of General Mental Ability. Tools were administered on the sample of 290 students including 133 boys and 157 girls selected by purposive sampling technique. Statistics, like- correlation, stepwise multiple

regression analysis were employed for analysis. The study revealed that: (i). on the motivational factors, high school girls students were differ only on 4 motivational factors (viz. assertiveness, mating, fear and self sentiment) in comparison to male counterparts; (ii). Personality factors had shown that only four personality factors (viz. affectothemia, surgency, superego strength and permsia) differentiate the two sexes; (iii). The male high school adolescents were more intelligent than their female high school adolescents; (iv). Female high school adolescents who were interested in school activities and attached to their teachers achieved better in science, social studies and total achievement in comparison to those who lack in their motivational factor; (v). Motivational factor of protectiveness was correlated negatively with social studies but positively with total achievement; and (vi) Motivational and personality both factors contributed almost equally to the variance in academic achievement.

44. Code: BHU/RE/1988/TLC-0050

**Singh, P. (1988). *Construction and Standardisation of a Test of Scientific Attitude* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. R.P. Verma

**Area of Research:** Science Education

**Keywords:** Standardisation, Scientific Attitude.

**Abstract:** The major objectives of the study were: (i). to construct and standardise a test of scientific attitude; (ii). to measure scientific attitude precisely; and (iii) to assess individual and group difference of scientific attitude and its change. The researcher adopted Descriptive survey method by using self developed tool namely “Kriya-Bhaw-Bicharshailee Prashnawali” that was administered on a randomly selected sample of 1035 Students of 8<sup>th</sup>, 9<sup>th</sup> 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> classes. The test comprised of three parts and with 54 items. The first part of the test was related with the action component, second part of the test was related with the emotion component and third part of the test was related with the cognition components of the scientific attitude. The calculated reliability of the test was found to be 0.85. This study revealed that: (i). the scientific attitude scores were nearly normally distributed (with mean 55.08 and standard deviation 13.10) and peak was platykurtic; (ii). The mean of scores 55.08 was about 51% of the maximum scores possible i.e. there was slightly more concentration towards lower end; (iii). The mean scientific attitude score was vary among the students with respect to different variables (viz. sex, rural–urban, grade, age, caste, family income, course of study and medium of instructions). (iv) Female students were found to be scientific in outlook than male students; (vi). Urban students were found to be more scientific than rural students; (vii). Mean of scientific attitude scores of the science students was higher than the commerce and humanities students; (viii). The mean scientific attitude scores of students were increasing with age and class and higher with respect to upper caste students than lower caste students; (ix). Mean scientific attitude scores of the wards who belonged to very poor family were lower than the wards of family that had higher income; and (x). The test was found to be potentially valid because the results of the measurement of scientific attitude were quite plausible. The thesis is a good piece of research work in that it provides a rich resource for researchers with detailed outline of test construction. Further the Scientific Attitude scale developed through this work is in wide use by researchers.

45. Code: BHU/RE/1988/TLC-0051

**Joshi, S.(1988). *A Study of the Attitude, Values and Level of Aspiration of In-Service and Pre-Service Teachers at Primary Level* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. M.K. Tripathi

**Area of Research:** Value Education

**Keywords:** Attitude, values, level of aspiration, Primary Level Teachers

**Abstract:** The objectives of this study were: (i).to compare the attitudes, values and level of aspiration of in-service and pre-service teachers at primary level;(ii). to find out the effectiveness of B. T. C. training program in bringing out modification in the attitude, values and level of aspiration of pre-service primary teachers; (iii). to find out correlation among attitudes, values and level of aspirations of in-service and pre-service primary teachers; and (iv).to observe the change in attitudes and values of in-service and pre-service primary teachers belonging to different groups of sex, qualification and level of aspiration. Using the descriptive survey method, the researcher administered three tools namely:Teacher Attitude Inventory (TAI) by Ahluwalia (1978),Personal Value Questionnaire (PVQ) by Verma and Sherry (1973), and L. A. Coding Test of Ansari and Ansari (1963). For the In-service teachers, the population consisted of all primary teachers working in Basic primary schools of Varanasi and Allahabad districts.For pre-service teachers, the population consisted of all the Basic Training Schools for boys and girls which are situated in Varanasi and Allahabad districts. Quota and Incidental sampling techniques were used to draw sample of 320 in-service teachers and 160 pre-service teachers.The findings revealed that- the pre-service and in-service teachers didn't differ significantly, B.T.C. training course revealed a very little change in a wide range of attitudes of pre-service primary teachers, In-service primary teachers' attitudes were not correlated with their level of aspiration, Pre-service primary teachers' attitude was not correlated with their level of aspiration, and the interaction between sex and attainment discrepancy level did not show any significant variation in values of both in-service and pre-service teachers.

46. Code: BHU/RE/1988/TLC-0052

**Singh, S. (1988).** *Effect of Simulated Teaching on the Acquisition and Retention of General Teaching Competence, Attitude towards Teaching and Reduction of Anxiety among Pupil Teachers* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.

**Supervisor:** Dr. Tribhuvan Singh

**Area of Research:** Technology of Education

**Keywords:** Simulated Teaching, General Teaching Competence, Reduction of Anxiety.

**Abstract:** The main objectives of the study was to find out whether simulated teaching is more effective in developing (a) teaching competence, (b) attitude of teaching, and (c) reducing the anxiety of the student teachers. Experimental design was used in this study by forming a control group and an experimental group.The sample for the experimental group were the students of Udai Pratap College which was affiliated to Gorakhpur University .There simulated teaching was compulsory at that time. The Kamala Nehru Institute, which was affiliated to Avadh University constituted the control group. Each group had 40 students. The tools used for collecting data included - The Teacher Attitude Inventory (TAI), General Teaching Competence Scale (GTCS), and Sinha W-A Self Analysis Form (Anxiety Scale). Each variable was measured thrice- at pre-treatment level, at middle stage and at the end of the entire practice teaching program.The study revealed that simulation technique is more effective way of training and helpful for long term retention of teaching competence as compared to the traditional practice technique.The simulated teaching technique had a favorable effect on the pupil teachers' attitude towards teaching. It was found that simulated teaching helps in reducing pupil teachers' anxiety level.

47. Code: BHU/RE/1988/TLC-0053

**Singh, D. (1989). *Developing Self Learning Material and Trying-out its Efficacy for Teaching Techniques of Teaching to B.Ed. Students* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. Tribhuwan Singh

**Area of Research:** Teacher Education

**Keywords:** Self-Learning Material, Teaching Technique.

**Abstract:** The objectives of this study were: (i). to study the effect of self-learning strategy and traditional teaching method; (ii). to compare the effectiveness of self-learning strategy and traditional teaching method on students' achievement; and (iii). to study the students' reactions towards self-learning strategy. Experimental design was used for the study. The control and experimental groups were matched on the basis of intelligence and B.Ed. entrance test marks. Purposive sampling technique was used to select sample. The B.Ed. students of batch 1987-88 from the Faculty of Education, Banaras Hindu University, Varanasi constituted the sample. The 70 students of both sexes included 38 in experimental and 32 in control group. The findings of the study revealed that both the self-learning strategy and traditional method were effective as teaching techniques for teaching B.Ed. students. On comparison it was found that the self-learning strategy was more effective than the traditional techniques considering the students' achievement. Students' attitude was found favorable towards self-learning strategy.

48. Code: BHU/RE/1988/TLC-0054

**Singh, G. (1989). *Teachers' Perspective of Scheduled Caste Students and their Scholastic Achievement* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Prof. R.P. Verma

**Area of Research:** Sociology of Education

**Keywords:** Perspective, Scheduled Castes, Scholastic Achievement.

**Abstract:** The objectives of this study were : (i). to find out the perception of SC and Non-SC students towards SC students; (ii). to find out distance between Non-SC teachers and Non-SC students, also between SC teachers and SC students and non-SC students and between both category of students in semantic space of non-SC and SC teachers respectively; and (iii). to find out the relationship between teachers' perception of SC students and their scholastic achievement. The teachers and the students of secondary schools of Varanasi district which are recognized by the Board of High School and Intermediate Education, Uttar Pradesh were the population. The sample included 5 schools from urban and 5 schools from rural group selected out of 57 schools in Varanasi using random number table. The sample consisted of one section of students of class IX and one section of class XI students selected randomly with the help of name chits. The three tools used were namely - Osgood's Semantic Differential Scale, Verma and Saxena's Socio-Economic Status Index and M.C. Joshi's Verbal Test of General Mental Ability. The findings revealed that, teachers' perception of SC students of class IX and XI was found unfavourable on evaluative and potency dimensions but favourable on activity dimension. When effects of socio-economic status and intelligence were partialled out, then there was no significant relationship between self-perception and scholastic achievement of SC students. Both types of students and both types of teachers had positive self perception. Both types of students perceived their teachers positively on all dimensions of perception. Considering the distance in semantic space, the SC students were three times farther away from non-SC teachers as compared to non-SC students. The study further reported that SC

teachers had higher perception of SC students as compared to non-SC students. Non-SC teachers had higher perception of Non-SC students than the SC students. The Non-SC teachers were found to maintain larger distance between the SC and non-SC students than the SC teachers. The Non-SC students had higher scholastic achievement than SC students. Non-SC teachers' perception towards SC students was directly related to scholastic achievement of SC, but SC teachers' perception of SC students was inversely related to the scholastic achievement.

49. Code :BHU/RE/1988/TLC-0055

**Chaudhary, K. K. (1988).** *Faizabad mandal ke gramin madhyamik vidyalayo mein bhugol shiksha ek stithi sarvekshan* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.

**Supervisor:** Prof. R. P. Verma

**Area of Research:** Pedagogy of Social Sciences (Geography)

**Keywords:** Rural school, secondary education, Geography education.

**Abstract:** The status of Geography Education in Faizabad commisionary was studied through this research work. The objectives of this study were : to get knowledge regarding the Geography education, to study the achievement of students, collect knowledge of the qualifications of the Geography teachers, to know about the teaching – learning materials available and used at these schools, and to study the teaching skills used by the teachers. Descriptive survey was used in this study. The population of the study included the secondary schools where Geography was taught at secondary level in Faizabad Commissionary. The sample included 27 such schools. Stratified random sampling technique was used. Following tools self-constructed by the researcher were used: Geography teaching skill observation schedule, Geography teaching at secondary school level – a questionnaire for the teachers, Geography teaching material checklist for class X and Geography teaching material checklist for class XII. The data collected through these tools were subjected to the statistical treatments like – mean, standard deviation and Spearman correlation coefficient. The study revealed that the condition of geography education in the rural secondary school was not proper. The teaching learning materials used in high school and class 11<sup>th</sup> were not available in appropriate numbers. The educational qualifications of the teachers were not proper. The teachers did not get much opportunity to participate in seminars. Although the teachers had to perform much duty yet they had good relation with the students. The condition of Geography education in schools of this commisionary was not satisfactory.

50. Code: BHU/RE/1988/TLC-0056

**Singh, A. (1989).** *Scientific Temperament among Post- Graduate Students of Different Religions in India* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.

**Supervisor:** Dr. H.K. Singh

**Area of Research:** Science Education

**Keywords:** Scientific Temperament, Post- Graduate Students, Religions

**Abstract:** This study was carried out with the objectives to study the difference in the Scientific Temperament of Post-Graduate students belonging to different religions (as Hinduism, Islam, Christianity, Buddhism) with respect to their residential areas (Urban/Rural), courses of study, consistency of securing First, Second and Third divisions in all the three examinations (High School, Intermediate and Graduation), types of family (Joint/Single), socio-economic status (Low, Average, High), parents' educational status, parents' science backgrounds and sex (Male/Female). This study

was based on descriptive survey method. The population comprised of all the post-graduate students of different castes, creeds, religions, sexes, and socio-economic status studying in various Indian Universities. The sample of 25 universities were selected randomly out of 132 universities India at that time. During sample selection, it was kept in mind that the selected universities represent different zones of India such as East, West, North and South. The sample size was 1037 students, selected using Random, Stratified, Cluster and Purposive sampling techniques. To measure the scientific temperament, a Scientific Temperament Inventory (STI) was constructed by the researcher. The findings of the study reflected that the scores of scientific temperament of students being Hindus and Christians were higher than Muslims and Buddhists. While the mean scores between Hindus and Christians, and between Muslims and Buddhists did not vary among themselves. Students from urban areas and single families scored higher than rural and joint families respectively. Students of average SES groups scored highest followed by high and low SES groups. The students of post-graduate parents scored highest and those having science background parents scored significantly higher. The students of medical obtained highest mean followed by students of Technology, Science, Agriculture, Commerce and Arts. The students consistently securing first and second division; and first and third division varied significantly but those securing second and third division did not. It was also found that the Male and female post-graduate students did not vary significantly.

Thus this study shows us the ground reality of scientific temperament among people having different religions.

51. Code: BHU/RE/1989/TLC-0057

**Singh, A. (1989). *A Comparative Study of Self Concept and Adjustment of Advantaged and Disadvantaged Secondary School Students* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. Sahab Singh

**Area of Research:** Psychology of Education

**Keywords:** Self Concept, Adjustment, Disadvantaged Secondary School Students.

**Abstract:** The objectives of the study were: to compare the self concept and adjustment pattern of the advantaged and disadvantaged students studying in high school class; to find the relationship between self concept and adjustment of the advantaged and disadvantaged students studying in high school. The study was based on Descriptive Survey Method. The population comprised of secondary school students. Sample of 762 secondary school students were selected from the population by simple random method. Three tools were used to collect data, namely- Socio-Economic Status Index by Verma and Saxena (1976), 2) Adjustment Inventory by Saxena (1962), and Self Concept Inventory by Singh and Singh (1981). The findings of the study reflected that the advantaged students have better self concept. However, the study reported that both advantaged and disadvantaged students fall within the range of average. Advantaged students were less adjusted in school situation than disadvantaged ones.

52. Code: BHU/RE/1989/TLC- 0058

**Verma, M. K. (1989). *Adult Education in Developing Countries- A Comparative Analysis* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Prof. R.P. Verma

**Area of Research:** Adult Education

**Keywords:** Adult Education, Developing Countries, Comparative Analysis.

**Abstract:** The objectives of the study were: to compare four countries (India, China, Vietnam and Pakistan) with respect to their historical, social and political backgrounds; to study concepts, purpose, content and priority target groups, agencies, teaching personnel, use of electronic media, motivation and commitment, finances, major achievements and post-literacy follow-up programmes; and to locate the factors as they emerge from the comparative analysis responsible for the low literacy rate in India. The sampling design employed for the study was descriptive comparative type based on published literature about adult education in India, China, Vietnam and Pakistan. The facts and data were first juxtaposed and then compared. Post comparison, similarities and differences were found in the various dimensions of adult education in all the countries. Then reasons bringing out differences were also found and interpreted. The study revealed that almost same concept of literacy was present in all countries, though India and Pakistan showed a lack of specific measurable criteria of literacy. Priority target groups varied with respect to selections of population, age of target population, from time to time, and country to country. Political philosophy pervading in all the four countries dictated the purpose of adult education. In all the four countries, most adult education instructors were matriculate. Though China and Vietnam involved a highly educated persons but then also on a voluntary basis. Vietnam did not use electronic media in adult education at all. In adult education, personnel as well as illiterate learners were highly motivated in China and Vietnam. History of adult education of four countries revealed that these countries realized the need of education prior to the independence. All the countries faced financial problem in dealing with adult education. As a solution China and Vietnam, linked adult education with formal education.

53. Code: BHU/RE/1989/TLC-0060

**Parveen, N. (1989).** *Unnisavi sadi ke Muslim Shikshavido ka Adhunik Bharatiya Shiksha me Yogdan - Ek Aitihasik Adhyayan* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.

**Supervisor:** Dr. Harikesh Singh

**Area of Research:** History of Education

**Keywords:** Muslim Educationists, Modern Indian Education, Historical Study

**Abstract:** The Indian and foreign philosophers and thinkers belonging to various religions and social classes/ castes have had their impact on modern Indian education. Keeping this perspective in mind, the effect of Muslim thinkers on Indian thought/philosophy and structure cannot be unseen. Therefore the investigator selected this topic to historically analyze the contribution of 19<sup>th</sup> century Muslim educationists on modern Indian education. In this research, the main objectives of the study were to know about educational movements and their emergence and educational contributions by Sir Saiyad Ahmad Khan , H.Qasim Nanautavi and Maulana Allama Shibli Nomani , along with historical analysis of their impact on Indian education and the critical analysis of changes made by these educationists in contemporary Indian education; to study the perspective of these Muslim educationists towards religious and western education; to study about the educational philosophy, curriculum, teaching methods, student teacher relationship etc. proposed by these educationists, and to critically study their educational achievements; and to give educational suggestions. The nature of the study was historical and books written by three educationists were taken up as secondary source of information. After analysis and interpretation of the data following results were found: (i). Sir Saiyad brought out Muslim education from the close premises of makhtabs and madrasas to base them as modern educational institutes, (ii). H. Qasim Nanautavi tried to end Muslim bigotry and encouraged the use of religious knowledge in new situations which was concrete in the Deoband Educational Movement, (iii). M.A. Shibli Nomani combined both Aligarh and Deoband Educational



Movements to modernize Muslim education in such a way that Indian muslim society/ community is able to maintain its excellence by use of knowledge in the resolution of social problems and also to be helpful in being able to accept the needs of life,(iv). These muslim educationists contributed as being very liberal and having humanitarian perspective in terms of the customs in Modern Indian society. Sir Saiyad reinstated the Muslim knowledge, modernized the stagnant education system and its aspects like curriculum, education system, text-book prescription, discipline and evaluation etc..They were designed with respect to new situations/conditions.(v) H.Qasim Nanautavi wanted that in any society education should be provided in the mother tongue. This was believed to be an important step in diminishing the impact of Christianity.(vi).M.A. Shibli Nomani on the one hand accepted the western modern education and on the other hand supported the use of Islamic education system. He strongly believed that Muslim society without gaining the technological and vocational education cannot move forward. These three educationists have provided social basis to their educational philosophy. (vii).It was also found that the Curriculum was modernized, institutions were brought in direct use, on the basis of new educational experiments/ researches,new teaching approaches were used. (viii). The medium of instruction was clearly to be given in mother tongue, principles of discipline were given importance and vocational education was given the place/ importance of religious and moral education. These educationists, in the end gave their contribution to the Indian education by employing very liberal and humanistic approach. This study is basically helpful in understanding the role of 19<sup>th</sup> century Muslim educationists in modern Indian education.

54. Code: BHU/RE/1989/TLC-0061

**Pandey, K. P. (1989). *Factors Affecting Peoples' Participation in National Adult Education Programme: A Study of Varanasi District* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Prof. Rajeshwar Upadhyay

**Area of Research:** Adult Education

**Keywords:** Peoples' Participation, National Adult Education Programme.

**Abstract:** The major objectives of the study were : (i). to construct a participation scale for adult learners; (ii). to identify factors responsible for participation and non-participation of adults in an adult education programme;(iii). to find out attitude of persons directly involved in adult education programme; and (iv).to.suggest measures for its acceleration and improvement. The researcher employed descriptive analytical survey method by using self- developed two tools namely - Interview Schedule for village elites and adult education functionaries, and Adult Education Participation Scale (AEPS); and adopted Y. P. Mishra's Adult Education Attitude Scale (AEAS).Tools were administered on a sample of 400 illiterate persons (age group15-35) by using stratified random sampling as per convenience from Dhanapur and Chahaniya blocks of Varanasi district.The findings of this study revealed favourable attitude towards AEP but even then most persons were reluctant to participate in it. It was found that the psycho-social and economic factors were responsible for peoples' participation while tradition and unprofitability factors were responsible for their non-participation.Some suggestions which came up for the improvement of Adult Education Programme were- need of a regular supply of teaching learning materials and inputs, effective follow-up and post literacy programme organization, preparation of Primers for learners , scheme of rural development should be given publicity, areas of social awareness should be taken up in adult education centres, programme functionaries should be equipped better, and improvement of states of functionaries involved at different levels .

55. Code: BHU/RE/1989/TLC-0062

**Sharma, B. R.(1989). *Sense of Responsibility among College and University Teachers* (Unpublished Ph.D. Thesis). Banaras Hindu University ,Varanasi, India.**

**Supervisor:** Dr. R.P. Verma

**Area of Research:** Teacher Education

**Keywords:** Sense of Responsibility, University Teacher

**Abstract:** The major objectives of the study were: (i). to find out the nature and extent of sense of responsibility among the college and university teachers; (ii). to find out the present status of sense of responsibility vis-à-vis institutions where they work, sex, locale, religion, qualification, grade, caste, residence during student days and family occupation; and (iii). to construct a scale to assess the sense of responsibility among teachers. The investigator employed descriptive survey method by using a Teacher Behavior Questionnaire that was administered on randomly selected sample of 400 teachers from affiliated colleges of Avadh, Allahabad, and Gorakhpur Universities. The study revealed that teachers narrated average sense of responsibility in discipline, guidance and counselling, supervision, students' welfare and co-curricular activities and less sense of responsibility towards area of administration, professional association and cooperation with colleagues and the community members. There was no significant difference between the university teachers and college teachers in sense of responsibility. Sex, grade, locale, religion, caste, residence during school days and the family occupation didn't show any significant change in the sense of responsibility of teachers except their educational qualification. It was found that Ph.D. degree holder teachers had better sense of responsibility than non Ph.D. holders. This study increases the value of educational qualification as it influences the sense of responsibility among college and university teachers.

56. Code: BHU/RE/1989/TLC-0063

**Singh, V. (1989). *Values, Aspirations, Job-Preferences and Academic Achievement of Male and Female Students at Graduate Level: A Comparative Study* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. Harikesh Singh

**Area of Research:** Value Education

**Keywords:** Values, Aspirations, Job-Preferences, Academic Achievement.

**Abstract:** The major objectives of the study were: (i). to compare the values, aspiration level, job-preferences and academic achievement of male and female graduate students with respect to their background (urban or rural) and academic achievement (low, medium or high). The researcher employed Descriptive survey method by using one self developed tool namely -a Scale on Job Preference, and two adopted tools namely- Personal Value Questionnaire (PVQ) by Sherry and Verma, and Level of Aspiration by Dr. C. B. Dwivedi. Tools were administered on a sample of 500 students (pursuing B.A. / B.Sc. / B. Com courses) selected by cluster sampling, stratified random sampling, purposive and random sampling from 18 degree colleges/ universities of Varanasi region. The study revealed that: (i). Male and female students differed significantly in religious, social, knowledge and hedonistic value, (ii). Rural male and female students differed significantly in the social value only, but in urban background, they differed in religious and knowledge values, (iii) Male and female students did not differ significantly in low, high or average level of aspiration groups whether from rural or urban background, (iv) Male and female students showed different performances for professions like Railway Service, Factory Worker and Social Worker, (v) Rural male and female students differed only in teaching and library professions while urban male and female students differed only towards police service, railway service, factory worker and social

worker, (vi) Male and female students differed significantly when compared in academic achievement but not in the low and high academic group, (vii) In aspirations, male and female students of high and medium academic achievement group did not differ significantly in any group of aspiration level (high, average, low).

57. Code: BHU/RE/1989/TLC-0064

**Singh, A. (1989).** *Education of the Ethnically Disadvantaged Children in New Zealand, Australia and India: A Comparative Study* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.

**Supervisor:** Dr. R.P. Verma

**Area of Research:** Inclusive Education

**Keywords:** Education, Ethnically Disadvantaged Children.

**Abstract:** The major objectives of the study were: (i). to find out present status of compensatory education on other special services for ethnically disadvantaged children in the three countries with respect to social, cultural, economic and political settings; (ii). to compare current situations and trends of national policies of providing increased educational opportunities to disadvantaged ethnic groups in their countries; and (iii). to find out special features by which developed countries differed from developing countries, India with respect to national policies of education for the ethnically disadvantaged children. The researcher employed the descriptive comparative design. Data was collected from the printed secondary and auxiliary sources. Three countries, Australia, New-Zealand and India constituted the total population. Four steps namely- Description, Interpretation, Juxtaposition and Comparison were used in this study. The findings reported - (i). some suggestions about motivating the parents and making them aware of the need of education of their wards, (ii). to improve parental attitude, community centred programmes should be developed, (iii). Aanganwadi, non formal and adult education centres should be opened in areas pre-dominantly inhabited by SCs and STs, (iv). The curriculum and textbooks need to be made relevant to the cultural background of Scheduled Caste and Scheduled Tribe children, (v). Tribal and local games should be introduced in extracurricular activities, (vi). Compensatory language programmes should be organised as in New Zealand and Australia, (vii). Skill based competence through play carts and physical activities should be organized, (viii) More teachers from the scheduled castes and scheduled tribes should be recruited. This study throws light on some helpful suggestions for making the world a better place for the ethnically disadvantaged children by adopting small suggestions which may lead to big differences.

58. Code: BHU/RE/1989/TLC-0067

**Tripathi, S. (1989).** *Perception of Social Problems and Value Patterns of Students Belonging to Different Religious Groups* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.

**Supervisor:** Dr. Kamala Rai

**Area of Research:** Value Education

**Keywords:** Social Problems, Value Patterns, Religious Groups

**Abstract:** The major objectives of the study were: (i). to find out the difference on the basis of sex, religious group, socio-economic status in the value and social perception of students; (ii). to find out the impact of educational level of students and their parents on values and social perception of students; and (iii). to find out impact of SES on the social perception of students belonging to different religious groups. The investigator employed descriptive survey design by using two adopted

tools namely - Socio-Economic Status Index by Verma and Saxena (1976), and Personal Value Questionnaire by Verma and Sherry (1973). The tools were administered on purposively selected sample of 860 urban students of age range 17-24 years. They were chosen from Varanasi and Lucknow cities and belonged to four different religious groups namely -Hindus, Muslims, Sikhs and Christians. The study revealed that (i). Male and female students differed significantly in terms of different values, (ii). Christians and Hindus didn't differ significantly at any value, (iii). Sikh female students differed significantly on values only with their Christian counterparts At high and middle SES level, (iv). At middle SES level, male and female students of Muslim religion were found higher in the values than their Christian counterparts, (v). High SES was found to decrease religious values but increase social and economic values among Hindu male students, (vi). Hindu, Sikh and Christian male students were found to be significantly higher in their perception of technology but low towards education. All of them had lower perception of status of women, (vii). The greatest impact of SES and educational level were found on perception of Christian female students, and (viii). Highly educated female students were significantly higher in their perception of democracy and environment but lower in politics. One interesting finding of the study revealed that Hindus and Christians did not differ significantly at any value.

59. Code: BHU/RE/1989/TLC-0068

**Mehrotra, P. (1989). *Adjustment Patterns, Career Aspirations and Academic Achievement of Advantaged and Disadvantaged High School Students of Varanasi City* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. Sahab Singh

**Area of Research:** Psychology of Education

**Keywords:** Adjustment Patterns, Career Aspirations, Academic Achievement, Disadvantaged.

**Abstract:** The major objectives of the study were: (i). to prepare profiles of different groups of students belonging to advantaged and disadvantaged categories with respect to their adjustment patterns, career aspirations and academic achievements; (ii). to prepare integrated profiles of advantaged and disadvantaged students as well as boys and girls; (iii). to compare different groups of students belonging to these categories; and (iv). to find out relationship between adjustment patterns, career aspirations and academic achievement of these students. The investigator adopted Ex post facto research design by using two tools namely - Socio Economic Status Index, and Personality Adjustment Inventory. The tools were administered on a randomly selected sample of 600 advantaged and disadvantaged students studying in the secondary schools and intermediate colleges falling within the limits of Varanasi City. The Study revealed that 88 percent advantaged students had satisfactory to excellent adjustment and 12 percent exhibited maladjustment, and in the disadvantaged group it was 55 percent and 45 percent respectively. (ii) 81 percent boys and 68 percent girls showed satisfactory to excellent adjustments from combined groups. No student from the disadvantaged group had very good or excellent adjustment. 31 percent boys and 53 percent girls from advantaged and 6 percent boys and 37 percent girls from disadvantaged aspired for professional occupations. 26 percent, 69 percent and 5 percent of advantaged students were high, medium and low achievers respectively whereas from disadvantaged group, it was 2 percent, 79 percent and 19 percent respectively. According to integrated profiles, majority of advantaged students were found to be well adjusted. The high and average achievers aspired for professional occupations, ownership, managerial and official occupations, clerical and kindred works.

60. Code: BHU/RE/1988/TLC-0069

**Srivastava, K. (1988).** *A Study of Job Satisfaction, Adjustment and Socio-Economic Status of Professional Women in Varanasi* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.

**Supervisor:** Dr. S. B. Bhattacharya

**Area of Research:** Psychology of Education

**Keywords:** Job satisfaction, Adjustment, Socio-Economic Status, Professional Women.

**Abstract:** The major objectives of the study were: (i). to find out the percentage of job satisfied and dissatisfied women working in different professions and differences in their level of satisfaction before and after controlling the effect of adjustment; (ii). to find out the relationship among job satisfaction, adjustment and socio-economic status of women in different professions with respect to their age, educational qualification, pay and professional experiences; and (iii). to find out the level x interaction effect of adjustment and socio economic status on job satisfaction of women working in different professions. In this research Ex post facto design was used by the researcher. Data were collected with three tools namely Job Satisfaction Inventory, Vyaktitva Parakh Prashnavali, and Socio-Economic Status Scale that were administered on purposively selected sample of 630 professional women belonging to teaching, medical, and banking / insurance professions of Varanasi district. Responses of only 393 professional women were found to be analyzable. The study revealed that majority of professional women were found satisfied with their jobs irrespective of the type of profession. The job satisfaction of women in all the three professions (i.e. teaching, medical, and banking / insurance) differed significantly among themselves. Women from medical group and teaching differed in their adjustment while women from teaching and banking/insurance did not differ regarding their socio economic status. Adjustment and job satisfaction of women in all the three professions were found to be significantly related. There was no significant relationship between job satisfaction and the age of women. Women in banking/ insurance narrated that increase in educational qualification resulted in decrease of job satisfaction after partialling out the effect of other variables. The pay and professional experience of women were not significantly related to their job satisfaction.

61. Code: BHU/RE/1989/TLC-0070

**Sen, N. (1989).** *A Comparative Study of Reading Characteristics of the Sighted and Blind School Students* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.

**Supervisor:** Prof. T. S. Rao

**Area of Research:** Inclusive Education

**Keywords:** Comparative, Reading Characteristics, Sight, Blind.

**Abstract:** The major objectives of the study were: (i). to determine and compare the speed of reading of blind and sighted students; and (ii). to compare the difficulty level of reading matter and their comparison, fluency and clarity, errors made by them while reading. The investigator employed experimental research design (blind students constituted the experimental group and sighted students constituted the control group) for conducting this research. A personal data sheet developed by the researcher was used to ascertain home background of blind students. A sample of 240 students from class VI to IX in blind school ( 120 blind and 120 sighted students) of both the genders were selected as sample by using stratified sampling technique. To assess reading comprehension 'Cloze Technique' was used for speed, errors, fluency and clarity of reading. The study revealed that speed of reading and comprehension of sighted students was better and their difficulty level of reading a passage was less than the blind students. The sighted students made less error while reading but, when it came to

fluency and clarity, blind and sighted students did not differ significantly. The blind students were trained to read through Braille, they were not able to come to the level of sighted students. As the students progressed the difference became larger, and the blind lagged behind the sighted group. However the study reflected that the blind students did not differ significantly from the sighted ones in case of fluency and clarity.

62. Code: BHU/RE/1989/TLC-0072

**Rai, V. K. (1989).** *A Study of Some Cognitive and Non-Cognitive Factors Affecting Understanding of Concept in Physics* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.

**Supervisor:** Dr. S. B. Bhattacharya

**Area of Research:** Science Education

**Keywords:** Cognitive and Non-Cognitive Factors, Concept in Physics

**Abstract:** The major objectives of the study were to find out the effect of sex, Piagetian cognitive developmental level, intelligence, attitude, achievement motivation, socio-economic status and personality factors on understanding of concept in physics. The research was conducted on the lines of Ex post facto investigation by using seven tools namely - General Mental Ability (Intelligence) by M.C. Joshi, Tarkik Chintan Parikshan by N.N. Pandey and S.B. Bhattacharya, Attitude Towards Physics by S.B. Bhattacharya and Vijay Kumar Rai, Bhattacharya's Achievement Motivation Inventory, HSPQ by S.D. Kapoor, S.S. Srivastava and G.N.P. Srivastava, Socio-Economic Status Index by S.B. Bhattacharya and K. Rai; and Test of Understanding of Concept in Physics by S.B. Bhattacharya and Vijay Kumar Rai. These were administered on the incidentally selected sample of 309 XI grade science students (178 boys and 131 girls) selected from the various institutes of Varanasi city. This study revealed that students of both genders did not differ significantly for understanding of concept in physics. Concrete operational level and formal operational level were found to differ significantly on Piagetian cognitive developmental level. The effect of intelligence, attitude towards physics, achievement motivation, socio economic status were found to be significantly different on understanding of concepts in physics. Out of fourteen personality factors, significant effect of only factor 'B' (Power Intelligence) was found for understanding of concepts in physics.

63. Code: BHU/RE/1989/TLC-0073

**Srivastava, S. (1989).** *Teaching Effectiveness of Secondary School Teachers in Relation to Some Environmental Catalysts* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.

**Supervisor:** Dr. Geeta Rai

**Area of Research:** Teacher Education

**Keywords:** Teaching Effectiveness, Teacher, Relation, Environmental Catalyst.

**Abstract:** The major objectives of the study were : to study the nature and extent of the teaching effectiveness, to compare the environmental catalysts of various groups (i.e. more effective, average effective and less effective), to identify the nature and extent of some environmental catalysts; and to construct a reliable and valid measure of the environmental catalysts of secondary school teachers. The researcher employed descriptive survey method by using one self developed tool namely Environmental Catalysts Scale, and three adopted tools namely- Wali's Teaching Effectiveness Scale, Rai's Teacher-Self-Concept Scale, and Sherry and Verma's Personal-Values-Questionnaire

(PVQ). Tools were administered on purposive cum-incidentally selected sample of 400 secondary school teachers from 19 institutions of Varanasi district. The study revealed that the nature and extent of environmental catalysts of secondary school teachers were positive and all the male and female secondary school teachers were rated 'Average'. Out of five measurable variables (i.e. sex, marital status, background, level of education and religion) the level of education was not favourable. Training programme was not playing any significant positive role with regards to teaching effectiveness. The organizational patterns, institutional climate and peculiar environment prevailing in the institution might be responsible in determining the teaching effectiveness of secondary school teachers in relation to their environmental catalysts. Caste of secondary school teachers did not play any significant role in determining the environmental catalysts. The environmental catalysts were significant positively correlated for 'more effective' and 'average effective' group of teachers.

64. Code: BHU/RE/1990/TLC-0074

**Pathak, R. K. (1990). *Characteristics of Highly Competent Untrained Secondary School Teachers* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Prof. T.S. Rao

**Area of Research:** Teacher Education

**Keywords:** Highly Competent, Secondary school Teachers.

**Abstract:** The major objectives of the study were: (i) to compare the untrained teachers with the trained teachers, and (ii) to study the characteristics of untrained competent teachers. The researcher employed descriptive survey method by using five adopted tools namely - The Guess-Who Inventory by Prof. J.H. Saha, General Bio-Data Sheet, Teaching Effectiveness Scale by Dr. Urmila Sinha, Teacher Attitude Inventory by S.P. Ahluwalia, and Students' Perception of Teacher Accountability Scale by NCERT. These were administered on randomly selected sample of 24 untrained and 182 trained teachers who were working in four higher secondary schools of Varanasi city. The study revealed that a large percentage of the untrained teachers were coming from upper castes, were older and more experienced than trained teachers. The untrained teachers were found to be sincere, better in teaching efficiency and had favourable attitude towards teaching and profession. The untrained teachers had higher accountability and maintained good relations with students and colleagues within the school. The untrained teachers had taken more time on their preparation than trained teacher.

65. Code: BHU/RE/1990/TLC-0075

**Agrawal, R. (1990). *A Study of Factors Influencing Political Socialization among School Students* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. Uma Varshney

**Area of Research:** Sociology of Education

**Keywords:** Factors, Political Socialization, School Students.

**Abstract:** The major objectives of the study were: (i) to study the relationship of familial factors such as socio-economic status and familial political affiliation with political socialization in general and particular; and (ii) to study the relationship of selected psychological and educational factors with political socialization in general and particular. The investigator employed descriptive survey method by using three tools namely- Political Socialization Scale, Samanya Mansik Yogyata Parikshan by M.C. Joshi, and Level of Aspiration Test by C.B. Dwivedi. They were administered on a sample of 1177 students selected by stratified sampling technique of X and XII grade Science and Arts girl

students studying in various intermediate colleges of Varanasi city. The study revealed that SES hardly had any influence on political socialization but the students coming from high SES were more efficacious, more cynical and had higher civic tolerance. Familial affiliation was neither related to the political socialization nor to any other dimensions. Intelligence was positively related to political socialization while academic achievement did not affect political socialization at all. Level of aspiration did not affect political efficacy and affect civic tolerance negatively. The three sub-groups under the educational variable (i.e. class level, subject groups and types of schools) were not found to influence political socialization.

66. CODE: BHU/RE/1992/TLC-0077

**Mishra, R. P. (1991).** *A Study of Some Personality Factors of Post- Graduate Students in Relation to their Attitude towards Modernisation* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India .PP.147

**Supervisor:** Dr. B.D. Singh

**Area of Research:** Psychology of Education

**Keywords:** Attitude, Modernisation, Personality Factors

**Abstract:** The study was focussed to find out the personality factors of post- graduate students in relation to their attitude towards modernization, and to identify whether there was any significant generalized distance between personality factors of professional rural students who were found to be high and low on attitude towards modernization when all the personality factors were considered together. Sample consisted of 600 post- graduate students of Arts, Science, commerce, Education, Medical, Engineering and Law streams. Attitude Towards Modernisation (ATM) Scale developed by Pandey (1987) was used to measure attitude and Hindi version of Cattell's Sixteen Personality Factors Questionnaire adapted by Kapoor (1970) was used as a tool for the study. For statistical analysis Mahalanobis D2-test and t- test were used to analyse the data. Findings of the study revealed that the group of professional rural male students was sober, suspicious (self- opinionated), shrewd but tensed. The group of professional urban male students was found to be sober, tender- minded, suspicious, shrewd but tensed. The group of professional rural female students was found to be affected by feelings, sober, suspicious, shrewd but tensed and the group of professional urban female students was found to be sober and tender- minded. The group of academic rural female students was found to be affected by feelings, sober, tough- minded, suspicious and critical, and the group of academic urban female students was found to be affected by feelings, sober and critical. The group of academic rural male students was found to be affected by feelings, sober, suspicious, imaginative and shrewd. The group of academic urban male students was found to be affected by feelings, suspicious, tough- minded, experimenting and shrewd.

67. CODE: BHU/RE/1992/TLC-0078

**Ram, P. S. (1992).** *Junior High School Kakshaon me Addhyayanrat Andh, Mook-Badhir avam Samanya Balako ke Samayojan, Vyaktitwa, Swasthya avam Samasyayo ka Tulnatmak Addhyayan* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 134

**Supervisor:** Dr. Shankar Sharan Srivastava

**Area of Research:** Inclusive Education

**Keywords:** Blind , Deaf and Dumb , Health, Adjustment, Problems, Junior High School .

**Abstract:** This was a comparative study of adjustment, personality, health and problems of blind, deaf and dumb and normal students of junior high school level. The study was focussed to find out



the difference among the specially abled and normal students of different categories. The study was limited to the sample of 250 blind, 218 deaf and dumb and 250 normal students from schools of Uttar Pradesh and Madhya Pradesh. Survey method was used for collection of Home work. The tools used were namely - Child Adjustment List, Eysenck Personality Questionnaire, CMI Health Questionnaire, Disabled Student Problem List, and WAIS-R Intelligence Test. ANOVA and t-test were used for statistical analysis. Findings of the study reflected that from the point of general adjustment blind students were most adjusted, deaf and dumb were least adjusted and adjustment level of normal children was moderate. From health point of view normal children were healthiest. From personal point of view, normal students suffered least in life, blind were in the middle and deaf and dumb suffered most. Thesis is in Hindi.

68. CODE: BHU/RE/1992/TLC-0080

**Singh, K. (1992).** *The effect of Islamic Educational Practice on the Indian Educational Practice in the Medieval India: A Historical study* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.345.

**Supervisor:** Dr. Harikesh Singh

**Area of Research:** Philosophy of Education

**Keywords:** Medieval India, Islamic Educational Practice, Indian Educational Practice

**Abstract:** The objectives of the study were: to study the characteristics and identification of Islamic Educational Practice in Medieval India, to study the analytical forms of various main components of educational practices in medieval India, to study the effect of Islamic Practice on the Hindu, Buddhist, and Jain Educational Practices in Medieval India, and to describe the similar and dissimilar elements by comparing the Islamic educational practice with Hindu, Buddhist and Jain's educational practices in Medieval India. Historical Method was used. Major findings of the study were: Before the Islamic period the popular educational Institutes of Hindus, Buddhist and Jains in India were – Schools, Ashrams & Gurukuls, Mathas, Vihars, Agrahars & Temples. By the effect of Islam many educational institutes were narrowed down in temples and matha. Educational centers in form of institutions were reduced in number. The medium of Islamic education was Arabic and Persian. The origin of Urdu language in India had an important impact of being the main language of administration. It became the language of the social literature. The philosophical traditions of Islamic society, people, state & religion were not more sophisticated as compared to other Indian traditions of Hindus, Buddhists and Jains.

69. CODE: BHU/RE/1992/TLC-0081

**Tripathi, R. M. (1992).** *Bharat me Addhyayanrat Tibbati Chhatro ki Shaikshik avam Rajnitik Jagrukta ka ek Addhyayan* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 179.

**Supervisor:** Dr. Umesh Chandra Rai.

**Area of Research:** Sociology of Education

**Keywords:** Academic and Political Awareness, Tibetan Students.

**Abstract:** This study is related to the academic and political awareness of the Tibetan students studying in India. It was focussed on the academic and political awareness based on different determinants of Tibetan students studying in India. Descriptive Survey Method was used for this study. Students of Tibetan origin studying in India in classes 11<sup>th</sup> and 12<sup>th</sup> in fully residential setup were taken as sample. For this study Educational and Political awareness questionnaire was developed by the researcher. For statistical testing Mean, SD & t-test were used. Findings of the study

reflected that the educational awareness of Tibetan origin students studying in the residential schools in India was of high and average level. The level of political awareness among the majority of students studying in class XI and XII in the residential Tibetan Secondary Schools in India was comparatively lower than the average level. The Tibetan female students had higher educational awareness than the male students.

70. CODE: BHU/RE/1992/TLC-0082

**Ramnandan.(1992).***Purvanchal ke Anushuchit Jati ke Chhatro ki Samasyayo ka Adhyayan* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 177

**Supervisor:** Dr. Geeta Rai **Co-Supervisor:** Dr. Sushma Tripathi.

**Area of Research:** Sociology of Education

**Keywords:** Purvanchal, Scheduled Caste, Problems

**Abstract:** This study investigated the problems faced by Scheduled Caste (SC) students in higher education in Purvanchal regarding their economic, educational, social, psychological, family, political and health issues. The objectives were: to study the nature and extent of problems of SC students of purvanchal on the basis of scores obtained from questionnaire on student related problems, to study significance of variation of the SC students' attitude in higher education in Purvanchal on the basis of different variables and to study the correlation between the problems faced by SC students in higher education in Purvanchal and their attitude towards higher education. Descriptive survey method was used in the study and the data collection was done by purposive sampling. Sample consisted of 360 male and female SC students . For this study 'Student Problem Test Questionnaire' developed by Ram Baban in 1986, and Scale for measuring Attitude towards Education developed by the researcher was used. For statistical analysis Percentage, Chi-square, Mean, SD, t-test, ANOVA, Correlation Coefficient were used. Findings revealed that the SC students in higher education in Purvanchal agreed about the problems faced in issues related to Economics, education, social, psychological, family, political, and health aspects. Based on the percentage of disagreement it was concluded (on the basis of calculation of chi-square on student problem questionnaire) that out of 60 statements 41 statements showed significant difference while 19 statements could not show any significant difference. Also the residential arrangement of SC students of Purvanchal seemed to be very disappointing and neglected in the context of current national development and prosperity. The study also revealed the efforts and initiatives taken by the government for the development of residential system for this caste in almost half-century period after independence in India.

71. CODE: BHU/RE/1992/TLC-0083

**Singh, P. (1992).***Bharat me Addhyayanrat Tibbati Chhatro ki Dharmnistha avam Adhunikikaran ka ek Addhyayan* (Unpublished Ph.D. Thesis). Banaras Hindu University ,Varanasi, India. PP. 212

**Supervisor:** Dr. Umesh Chandra Rai

**Area of Research:** Sociology of Education.

**Keywords:** Student, Dharmnistha, Modernization.

**Abstract:** This study is related to the Dharmnistha and modernization among Tibetan students studying in India. Mainly it focused to study the institution wise relationship underlying between Dharmnistha and Modernization in Tibetan students studying in India. The sample of the study consisted of 502 Tibetan origin students of class 11 and 12 studying in the residential secondary schools in India .Descriptive Survey method was used for this study. A questionnaire on

Dharmnistha prepared by the Asha Gupta and a tool on Modernization developed by the researcher was used for data collection. The data analysis was done using mean, S.D. and t-test.

Findings of the study revealed that Tibetan students studying in selected residential Tibetan secondary schools possessed sufficient Dharmnistha, and Tibetan students studying in class 11<sup>th</sup> and 12<sup>th</sup> in India had limited effect of Modernization. There was no significant correlation between the Dharmnistha and Modernization of Tibetan students studying in India.

72. CODE: BHU/RE/1992/TLC-0084

**Gupta, A. D. (1992).** *A Historical Study of the Development of Modern University Education in India (1857-1988)* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.219

**Supervisor:** Dr. Harikesh Singh

**Area of Research:** History of Education

**Keywords:** Modern University, Development, Historical Study.

**Abstract:** The objectives of this study were to find out the establishment of modern universities in India during the period 1857 to 1947, to study the development of modern universities in India after 1947, and to conduct a critical analysis of modern university education in modern India. Historical method of research was used in this study. Findings of the study revealed that from 1857 to 1858 all the Universities used to provide affiliation in numerical form in India and their role was limited to conduction of examination. It was found that since independence till 1988 there had been a numerical increase of 151 universities. There were five types of universities namely- provincial universities, residential universities, affiliated universities, open universities, deemed universities. Besides this there were autonomous higher education institutions. At the beginning of the pre-independence period entrance examination in the University education was also done. The major differences in the pre-independence and post-independence universities have been in their educational goals and curriculum.

73. CODE: BHU/RE/1992/TLC-0085

**Pathak, R. P. (1992).** *A Critical Study of the Programme of Elementary Education in Varanasi Division of Uttar Pradesh* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 228

**Supervisor:** Dr. S.S. Srivastava

**Area of Research:** Elementary Education

**Keywords:** Elementary Education, Programme

**Abstract:** The study was focussed to find out status of elementary education in Varanasi division vis-a-vis its status in the state of Uttar Pradesh with respect to the various parameters in the year 1992, and to suggest ways and means for promotion of elementary education in the division including selected blocks of Jaunpur district. Descriptive survey method was used for this study. Convenience sampling method was used for sampling. Sample consisted of fifty schools of Jaunpur district twenty five schools of educationally advanced Jalalpur block and twenty five schools of educationally backward Mungra-Badshahpur block. Sample consisted of 250 Teachers/ Headmasters, 100 guardians/parents, 100 drop-out learners, and 50 gram pradhans/ mukhias. For statistical analysis Chi-square was used. Tools prepared by the investigator were namely- Universal Elementary Education Enrolment and Retention Inventory, Universal Elementary Education Progress Checklist, Universal Elementary Education Promotion Checklist, Interview Schedule for Dropout Learners,

Interview Schedule for Parents/ Guardians, and Interview Schedule for Gramapradhan/ Mukhia. Findings of the study revealed that the growth rate of population in Varanasi division in both urban and rural areas is consistently higher than the growth rate of Uttar Pradesh. Schooling facilities and distance from villages/ habitation at Junior Basic Stage in the Varanasi division except Ballia did not compare favourably with the state of Uttar Pradesh. The advanced blocks and the backward blocks differed from each other in several respects such as - enrolment of boys and girls, enrolment ratio, male- female ratio among teachers, schooling facilities and non- formal education centers. It also indicated that the backwardness of a unit was related with the availability of facilities.

74. CODE: BHU/RE/ 1992/TLC-0086

**Sinha, N. (1992). *Autonomy in Operation in Central Universities in India: A Case Study of Banaras Hindu University* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 252.**

**Supervisor:** Dr. Harikesh Singh

**Area of Research:** Educational Administration.

**Keywords:** Autonomy, Central Universities.

**Abstract:** The objective of the study was to conceptualize the concept of university autonomy in the modern context of Indian polity, to survey the degree of autonomy in the central universities in India at present, and to find the status of autonomy in operation in different central universities, and also to identify in detail the evolution and development of existent model of autonomy in BHU. A sample of 500 academicians, administrators, non-teaching employees and students was selected randomly using cluster and quota sampling techniques. The descriptive survey method was used. An opinionnaire was constructed and standardized by the investigator. The areas included in the opinionnaire are: policy formulation, management, finance, supervision, recruitment and monitoring. ANOVA and t-test were used for statistical analysis. Findings of the study revealed that autonomy in the central universities was considered as favourably conceived and internally evolved positivistic condition for different cross-sections of the university family. The highest degree of autonomy was respectively found in Aligarh Muslim University followed by Visva-Bharti, JNU, BHU, IGNOU, Delhi University, Jamia Milia Islamia, Pondicherry University, Northern Eastern Hill University and University of Hyderabad. It was found that BHU enjoyed a better degree of autonomy after 1915. Its autonomy has been ensured more favorably during successive amendments and enquiry committees.

75. CODE: BHU/RE/1992/TLC-0087

**Dutta, M. (1992). *Development of Primary Education in Rural West Tripura District Since Independence* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 188**

**Supervisor:** Dr. S.D. Chatterjee

**Area of Research:** Elementary Education

**Keywords:** Primary Education, Wastage, Stagnation.

**Abstract:** The study was focussed on the development of primary education in rural West Tripura District with respect to the status of primary education in Tripura since independence. Descriptive survey method was used. Sample included 100 Headmasters of Tripura district. Random sampling technique was used for selection of schools. Rural Primary School Inventory-constructed by researcher was used for the data collection. Cause of wastage and stagnation schedule and suggestion regarding the cause of wastage and stagnation prepared by Education Commission -1966 was also utilized. Chi-square test was used for the statistical analysis. Findings of the study revealed that

Primary Schools of Tripura were suffering from the problem of physical facilities and trained teachers. The percentage of the untrained teachers was higher than the rest of the country. Curriculum at primary level was not related to the life and teachers. There was no provision for extracurricular activities. Primary education in rural areas of West Tripura district was suffering from the problem of non-availability of qualified teachers. Rural primary schools of West Tripura district were suffering from the problem of wastage and stagnation due to heterogeneity of the age composition of students, overcrowded classes etc.

76. CODE: BHU/RE/1992/TLC-0088

**Kumar, A. (1992). *Cognitive Development, Teaching Models and Concept Attainment in Science* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 193**

**Supervisor:** Dr. Asha Pandey

**Area of Research:** Science Education

**Keywords:** Cognitive Development, Teaching Models, Concept Attainment, Science.

**Abstract:** The objectives of this study were: to study the effect of teaching models on concept attainment in science of 9<sup>th</sup> grade students and its relationship to their cognitive development, to compare the concept attainment in science of 9<sup>th</sup> grade students at concrete and formal operational stages of cognitive development. Experimental method was used for the study. The sample consisted of 332 students of class 9<sup>th</sup> which included 162 boys and 170 girls. Stratified random sampling technique was used by the researcher. Lesson plans were developed by the investigator. Three lesson plans for each selected concept were developed. These were based on three different approaches viz.: (i). conventional type based on Harbertian five steps, (ii). plans based on syntax of the concept attainment model, and (iii). plans based on the syntax of enquiry training model. Syntax for concept attainment and enquiry training models were used as provided by Joyce and Weil (1985). Other tools used were namely - Tarkik Chintan Parikshan- Hindi adaptation of Longeot Test (1962, 1965) by Pandey and Bhattacharya (1985), Test of General Mental Ability by Joshi 1969. Analysis of variance, correlational analysis, t-test was used for data analysis. Findings of the study depicted that majority of ninth grade students were functioning at concrete operational stage, only 22 percent of students reflected formal thinking. The concept attainment model was most effective among all the three teaching models (concept attainment model, inquiry training model and traditional teaching method). There was a definite Association between concept attainment and cognitive development of a student irrespective of his/her sex. The students at formal operational level in the 9<sup>th</sup> grade performed better than concrete operational students of the same grade on total concept attainment in science. The effect of teaching model/ method was independent from the effect of cognitive development. There was no significant difference in concept attainment scores of male and female students in this study.

77. CODE: BHU/RE/1992/TLC-0089

**Bachan, S. (1992). *An Investigation of Understanding of Concept in Mathematics in Relation to Intelligence and Scientific Attitude* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 249.**

**Supervisor:** Dr. Parmanand Singh

**Area of Research:** Mathematics Education

**Keywords:** Understanding of Concept, Mathematics, Scientific Attitude.

**Abstract:** The study focussed to find out the level of Understanding of Concepts in Mathematics (UCM) of XI grade science students and factors affecting it, and to find out the relative contribution

of different factors in predicting understanding of concepts in mathematics of different groups. Descriptive survey method was used. A sample of 300 students was selected from five intermediate colleges of UP Board in Varanasi district. Random sampling technique was used. Test of General Mental Ability by Joshi (1956) and Kriya BhavVichar Shailly Prashnawali by Singh (1988) were used to collect data. Understanding of concepts in mathematics was measured by a self-constructed and standardized tool entitled as 'mathematical understanding development test'. It was delimited to the study of eight concepts namey- algebraic operation, set theory, prime and divisible number, straight line, quadratic equation, algebraic series, limit, and conic-section. Mean, median, mode, SD, quartile deviation, t-test, F ratio, regression analysis were used for statistical analysis. The findings reflected that the mean UCM scores of urban, female and 15 plus years age group of students was found to be high as compared to those of rural, male and above 15 age group of students. This meant that sex, age, and locale did affect the understanding of concepts in mathematics. The Contribution of intelligence was significant in developing UCM and contribution of scientific attitude was not significant in developing UCM. Contribution of intelligence and scientific attitude on understanding of concepts in mathematics was significant for all groups. Contribution of age factor seemed to be significant on UCM and contribution of sex and locale factors were not significant on UCM.

78. CODE: BHU/RE/1992/TLC-0090

**Bagchi, G.(1992). *A Study of Leadership Behavior and Motivational Pattern of Educational Administrators* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.124**

**Supervisor:** Dr. Asha Pandey

**Area of Research:** Educational Administration

**Keywords:** Leadership Behavior, Educational Administrators

**Abstract:** The study was focussed to find out the leadership styles of educational administrators as perceived by their subordinates, and to find out the difference in effectiveness of different leadership styles of educational administrators. Survey type research method was used with ex-post facto design. Sample consisted of 49 principals of secondary and senior secondary government aided schools, government and public schools of Delhi region. Another part of sample consisted of 245 teachers consisting of 5 teachers per school. Three tools were developed by the investigator namely- Leadership Behavior Questionnaire (LBQ), Affiliation Motive Inventory, and Power Motive Inventory. For statistical analysis Median test, phi coefficient, point bi-serial coefficient, Kruskal-Wallis and ANOVA were used. Findings of the study revealed that about 50 percent of principals were not conforming to particular styles of leadership behavior as perceived by the teachers and they may be designated as flexible leaders. The leadership styles of the principals were determined through LBQ. The result showed that 47 percent judged themselves not to be strictly adhered to a particular behavioral style and were placed in the flexible style. In 84 percent cases the leadership style perceived by the principals and by the subordinate teachers was in perfect agreement. The Kruskal-Wallis test of ANOVA by ranks yielded highly significant difference in the effectiveness of the different leadership styles. There was no distinct difference between motivational pattern of highly effective and ineffective principals. They differed in achievement motives only.

79. CODE: BHU/RE/1992/TLC-0091

**Singh, A. (1992). *Relative Contributions of Attitude towards Life, Self-Dependence and Locus of Control as Predictors of Adjustment of Handicapped Children* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 212**

**Supervisor:** Dr. Harikesh Singh

**Area of Research:** Inclusive Education

**Keywords:** Attitude towards life, Handicapped Children

**Abstract:** The objectives of the study were: to find out the adjustment, attitude towards life, self-dependence and locus of control of the handicapped children based on the gender, type of family and category of disability. Descriptive survey method was used. 500 handicapped children belonging to three categories i.e., blind, deaf and dumb and orthopedically handicapped from 12 institutions of four cities namely- Allahabad, Varanasi, Lucknow and Pratapgarh were chosen. Purposive sampling technique was used by the investigator. Attitude towards life scale, self-dependence scale, adjustment inventory, PGI locus of control scales were used in this study for collection of data. Data analysis was done with the help of t-Test, Partial correlation, multiple correlation, simple regression analysis and multiple regression analysis. Findings depicted that male/ female handicapped children do not differ significantly in respect of attitude towards life and self-dependence. The orthopaedically handicapped children were comparatively well adjusted than deaf and blind children. In case of the blind and deaf children, self-dependence reflected greater relationship with adjustment followed by attitude towards life and locus of control; but in case of the orthopedically handicapped children attitude towards life reflected greater relationship followed by locus of control and self dependence. The multiple regression analysis reflected that the contribution of self dependence was higher in the adjustment of handicapped children followed by their attitude towards life and locus of control.

80. Code: BHU/RE/1992/TLC-0092

**Pandey, A. (1992). *Distance Education: Present Strategies and Prospects* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.131**

**Supervisor:** Dr. GeetaRai

**Area of Research:** Distance Education

**Keywords:** Distance Education, Strategies

**Abstract:** The main objective of the study was to find out the strategies and prospects of Distance Education (DE). In order to find out the nature and extent of opinions concerning present strategies and the prospects of DE with the help of DEO and DEOS/DEIS) descriptive normative survey method was used. A sample of 250 respondents consisted of distance learners and staff engaged at the ten study centers of IGNOU situated in the various cities of Uttar Pradesh (U.P.). Incidental-cum -purposive sampling technique was used. The tools used in this study for data collection were : (i) Distance education opinionnaire (DEO) constructed and standardized by the investigator, and (ii) Distance education observation schedule (DEOS)/ interview schedule (DEIS). Findings revealed the fact that, in a vast country like India it is much more important that for successful running of distance education institutions be sufficient equipped, properly funded and have sound atmosphere so that they could rise to the needs, hopes and aspirations of learners. It was observed that least imagination was shown by the universities as well as Central and state government regarding the establishment of distance teaching institutes and framing of courses. Geographically, the imparting institutes are unevenly distributed over the length and breadth of the country. Hence, the region wise imbalance in the establishment of distance education institutes must be evenly maintained. Regarding the attitude of beneficiary group of DE, the strongest backing for this system was found in the form of hardworking and motivated students finding Distance education system (DES) a better means of gaining education than conventional system. It reflects the social acceptability of this system. There was no evidence for decline of quality in distance education.

81. CODE: BHU/RE/1992/TLC-0093

**Kumar, R. (1992).** *Some Psycho-Physiological Correlates of Poor and Excellent Achievers at University Level: A Comparative Study* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.144

**Supervisor:** Dr. Harikesh Singh, **Co-Supervisor :** Dr. Ravi Prakash

**Area of Research:** Psychology of Education

**Keywords:** Psycho-physiological Correlates, Excellent Achievers

**Abstract:** The study was focused to find out the the relationship of Mental Health with academic achievement of poor and excellent achievers and the relationship of locus of control with academic achievement of poor and excellent achievers, to compare the strength of relationship of locus of control with academic achievement among poor and excellent achievers, and to study the relationship of EEG amplitude and frequency with academic achievement of poor and excellent achievers. For this study descriptive survey method was used. The sample consisted of 603 students of Banaras Hindu University (BHU) in Arts (257), Commerce (131) and Science (215). Purposive sampling technique was used by the investigator. The tools used to measure and collect data were - Middlesex Hospital questionnaire by Srivastava and Bhatt(1974) used to measure the mental health of the subject in the study, PGI locus of control scale developed by Menon et. Al (1988) used to measure the locus of control of the subject in the study, The test of general mental ability developed by Joshi used to measure the intelligence, and EEG- machine was used to record amplitude and frequency. Data was analyzed with the help of Kurtosis and Skewness for the nature of data, 't' Test, rank order correlation, simple correlation and multiple correlation coefficient. Findings of the study depicted that Poor Mental health was in general detrimental to the academic achievement of the both- poor and excellent achievers. Negative relationship between mental health as well as its dimensions and academic achievement were statistically equally strong in both poor and excellent achieving group of students. Poor achievers were significantly more somatic and depressive than excellent achievers. No significant relationship between locus of control and academic achievement between poor and excellent achievers was found. The amplitude of the frontal, temporal and occipital lobes of the right hemisphere of poor achievers were significantly higher than that of the excellent achievers. The amplitude of the central, parietal, temporal and occipital lobes of the left hemisphere of poor achievers was significantly higher than that of the excellent achievers. The frequency of the central, parietal and occipital lobes of right and left hemisphere of excellent achievers was significantly higher than that of the poor achievers.

82. CODE: BHU/RE/1992-1993/TLC -0094

**Yadav, V. C. (1992).** *Impact of Formal Education on Rural Life: A Study of Shahgarh Nyaya Panchayat of Azamgarh District in Uttar Pradesh* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.211

**Supervisor:** Dr. Geeta Rai

**Area of Research:** Sociology of Education

**Keywords:** Formal Education, Rural Life.

**Abstract:** The study was focussed to find out the impact of formal education on domains such as - religious belief, political awareness, achievement motivation, social mobility, sex role, social distance/relation, modern Outlook, and socioeconomic status. It also focussed to find out the sex difference, community difference and caste difference on domains like religious belief, political awareness, achievement motivation, social mobility, sex role, social distance/relation, modern outlook, and socioeconomic status. Ex-post facto method was used here. The sample consisted of



1430 respondents. Purposive- cum- Incidental sampling technique was used by the investigator. Following tools were used in this study for Collection of data:(i) formal education survey inventory(FESI), and (ii) socio-economic status index(SES)- constructed by verma and Saxena. For data analysis t-Test and ANOVA were used. Findings of the study depicted that the nature and extent of the impact of formal education on rural life (on the group under study) is positive as the mean score is 37.51. Sex role, achievement motivation, modern Outlook, social distance in comparison to religious belief, social mobility and political awareness were the important factors/ domains while considering the impact of formal education on rural life. Regarding impact of formal education on rural life with 7 domains on the basis of community, not any significant difference was noted in relation to political awareness, achievement motivation, social mobility, whereas most significant difference was noted regarding sex role ,social distance, religious belief and modern Outlook. Impact of formal education concerning religious belief on rural life was more remarkable in the educated group.

83. CODE: BHU/RE/1992/TLC-0095

**Singh, M. (1992). *Moral and Spiritual Values of Advantaged and Disadvantaged High School Students* (Unpublished Ph.D. Thesis). Banaras Hindu University ,Varanasi, India.PP.122**

**Supervisor:** Dr. Sahab Singh

**Area of Research:** Value Education

**Keywords:** Moral Values, Spiritual Values, Disadvantaged Students.

**Abstract:** The study was focussed on the the nature and extent of moral values in high school students based on gender, locality and spiritual values. In this study Descriptive Survey method was used. The students of class IX and X constituted the population. The sample consisted of 600 high school students selected randomly from the five districts of Varanasi City of Uttar Pradesh. Socio-economic status index developed by Verma and Saxena (1976) and Test of Moral and Spiritual Values (1986) constructed by the investigator were used as tools for the data collection. Findings of the study revealed the fact that students had a keen sense of moral and spiritual values. The Socio-economic status, advantaged and disadvantaged status of students, sex and location did not seem to make much difference between the groups. In case of spiritual values , majority of the students had exhibited a good sense of spiritual values with respect to socio-economic status, sex and location. It was found that the urban students had better sense of self sacrifice and patience than the rural students.

84. CODE: BHU/RE/1993/TLC-0099

**Dwivedi, V.(1993). *Effect of Health Education on Knowledge ,Opinion, and Practices regarding Immunization amongst Rural and Urban Slum Women in Varanasi District* (Unpublished Ph.D. Thesis). Banaras Hindu University ,Varanasi, India.PP.232**

**Supervisor:** Dr. Asha Pandey

**Area of Research:** Health Education

**Keywords:** Health Education, Slum Women

**Abstract:** The study was focussed on the existing knowledge, opinion and practices of rural and urban slum women regarding six vaccine preventable diseases of children/infants and immunization, and to develop a health education programme with special reference to six vaccine preventable diseases of children/infants and their related immunization. Also to study the effect of health education on the knowledge, opinion and practices of rural and urban slums' women regarding six vaccine preventable diseases and immunization. In this study Descriptive Survey method was used.

Population of the study included rural and urban areas of Varanasi district. The sample of 945 women respondents was selected following random sampling. Experimental method, pre-test assessment and post-test assessment was done. The tools used to measure knowledge, opinion and practices regarding six vaccines preventable diseases were constructed by the investigator. Statistical data analysis was done by applying mean, standard deviation (SD), and test of significance. Findings of the study revealed that: During Pre-Evaluation the rural women showed better basal knowledge and practices. The existing opinion of the urban slums' women about utilization of available facilities was better. The health education programme was successful in imparting knowledge to respondents of both areas. Health education changed the opinion of both groups but the urban slums' women improved their opinion more positively. As the effect of health education, observable difference was found in practices of both areas respondents. Definite and positive changes in practices towards immunization were also observed.

85. CODE:BHU/RE/1993/TLC-0100

**Singh, V. P. (1993). *Predictive Efficiency of Intellectual and Mathematical Creative thinking Abilities for Mathematical Problem Solving Performance of High School Students* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.163**

**Supervisor:** Dr. Bhoodev Singh

**Area of Research:** Mathematics Education

**Keywords:** Predictive Efficiency, Mathematical Creative thinking

**Abstract:** The study was focussed to find out the predictive efficiency of intelligence and mathematical achievement solving performance of high school students, to search out predictive efficiency of mathematical creative thinking ability in mathematical problem solving performance of high school students, and to find out the contribution of intelligence, mathematics achievement and mathematical creativity when all variables were considered together in the development of mathematical problem solving performance of high school students. Descriptive Survey method was followed. Population were students studying in high school classes in various higher secondary schools and intermediate college of Awadh region. The sample consisted of 715 high school students selected randomly. Raven's Standard progressive Matrices, Mathematical Creativity Test, Hindi Adaptation of Krutetski's Mathematical Problem Solving Performance Test, and Academic Achievement in Mathematics were used as the tools in this study. Doolittle method was used to analyze the data. The study revealed that intelligence and mathematics achievement contributed more than mathematical creativity in the development of mathematical problem solving performance of high school students. The contribution of mathematical creativity in the development of mathematical problem solving performance was not found significant.

86. CODE:BHU/RE/1990/TLC-101

**Das, B. C. (1990). *Effectiveness of Self Learning Material for the orientation of University and College Teachers* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP 106.**

**Supervisor:** Dr. H.C.S Rathore

**Area of Research:** Distance Education

**Keywords:** Effectiveness, Orientation Programme, Self Learning Material, University Teachers.

**Abstract:** The study was based on the effect of self learning material on teacher attitude towards orientation programme, professional awareness and academic achievement, to study the effect of

traditional teaching on teacher attitude towards orientation programme, professional awareness and academic achievement.,to compare the effectiveness of self learning material and traditional teaching method in terms of gain scores in teacher's attitude towards orientation programme, professional awareness and academic achievement.Quasi experimental Design No .10 (Campbell & Stanley, 1996) was followed. The population consists of all the male and female teachers that come under the purview of Academic Staff College, Banaras Hindu University. Sample consisted of 98 teachers who had undergone the 5<sup>th</sup>,6<sup>th</sup> ,7<sup>th</sup>, and 8<sup>th</sup> orientation course. Attitude towards orientation programme scale & Teachers professional Awareness scale were used All the statistical computations in this study were performed by the EC MICRO-78 computer. Findings shows the fact that the traditional face to face teaching approach adopted at the Academic Staff College, BHU is effective for the professional orientation of the university and college teachers as it results in significant changes in the attitude, professional awareness and academic achievement of the teachers in a positive direction. The teaching through self learning material is significant better than the traditional face to face teaching method for the orientation of the university and college teacher as the changes brought in the attitudes, professional awareness and academic achievement of the teachers are significantly more positive than those brought about by the face to face teaching.

87. CODE: BHU/RE/ 1990/ TLC-102

**Mishra, K. K. (1990). *Comparision of the Effectiveness of Schutz Awareness and Yogic Training Model for fostering Awareness among mentally Retarded Children*(Unpublished Ph.D. Thesis). Banaras Hindu University ,Varanasi, India. PP 278**

**Supervisor:** Dr. S.S.Srivastava

**Area of Research:** Inclusive Education

**Keywords:** Awareness, Mental Retardation, Schutz Awareness, Traditional training technique.

**Abstract:** The stusy focussed to find out the effectiveness of Schutz Awareness Model, yogic awareness model and Traditional training techniques for fostering awareness of mentally retarded children and the comparison of these three models. Pre and Post test experimental design was followed. Three samples were drawn by employing incidental purposive sampling technique for the three distinct phases of the study. Firstly a sample of 50 normal students of standard I and standard II was drawn. Secondly a sample of 200 mentally retarded of mental age 4.6 to 8.7 years was drawn from the various institutions of Varanasi, Allahabad and Lucknow cities of Uttar Pradesh. Administered Awareness Assessment Battery to the subjects and recorded their awareness scores, Awareness Training Schutz Model, Awareness training through Yoga Model,Taught and trained in traditional training technique was used as a tool for the study Median test has also been employed for analyzing the data.Findings of thestudy shows that Both the Schutz awareness and yogic training models could be considered as better strategies for fostering awareness among mentally retarded children in terms of their bodily functioning and total awareness in comparison to the traditional technique of training.As far as comparative effectiveness of these two Schutz awareness and Yoga training Model has been established its superiority for fostering and enhancing personal functioning, interpersonal relations and societal relations in the dimensions of bodily functioning and awareness in total, the effect of the yogic training model may be said to be equal in comparison to the Schutz awareness model.Thus, an average one can say that art of all these three selected strategies of fostering awareness among mentally retarded children the system of ancient Indian Yogic training is to be worth of mentioning and declaring us relatively superior and effective procedure.

88. CODE: BHU/RE/ 1992/ TLC-103

**Singh, G. (1991). *Barriers to Girls Education: A Critical study of Varanasi Region* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 219.**

**Supervisor:** Dr. Sahab Singh

**Area of Research:** Contemporary Issues in Education

**Keywords:** Barriers, Girls Education

**Abstract:** The main objective of this study was to identify different barriers in education of girls in Varanasi region. Descriptive survey method was used for this study. 800 girls from high school and intermediate level were chosen from different districts through simple random sampling. The tools used were- questionnaire, interview, observation, circulars and leaflets, checklist and score board etc.. Chi-square test was used for statistical analysis. Findings of the study revealed that low income and poverty is a significant barrier in girls' education. Economic backwardness is a significant barrier. Girls education preferred to that of boys cannot be accepted out rightly. Educated girls who become impertinent and self willed and cannot adjust themselves in the family are now found irrelevant. Non availability of trained teachers was still identified as a problem.

89. CODE: BHU/RE/1991/TLC-0104

**Ram, K. D. (1991). *A Study of Constitutional Values among Higher Secondary Students of Varanasi* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. Parmanand Singh

**Area of Research:** Value Education

**Keywords:** Constitutional values, Higher Secondary Students

**Abstract:** The study is confined to constitutional values as described in the constitution of India with reference to higher secondary students and factors affecting it. Descriptive survey method was used here. 1280 Higher secondary students were taken as sample from class 9<sup>th</sup> to 12<sup>th</sup> class from ten intermediate colleges of U.P. Board in Varanasi district. The tool named -Samvaidhanik Moolya Vikas Prashnawali was developed by the researcher. Data analysis was done with the help of t- test, stanine scores, S.D., quartile deviation, kurtosis, skewness and the mean. Findings reflected that democratic value occupies the first place and respect to number of articles, social, cultural, national, secular and international values respectively occupy 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup>, place. The mean constitutional value score of Male students was slightly higher than female students. Constitutional value of urban female students was higher as compared to urban male students. There was no significant difference between the constitutional values of Arts Male and Arts Female Students. There was no significant difference between Arts and Commerce stream male students.

90. CODE: BHU/RE/1991/TLC-0105

**Srivastava, K. (1991). *Effect of some Personal and Institutional Factors on Role Performance of Secondary School Principals* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 220.**

**Supervisor:** Dr. Asha Pandey

**Area of Research:** Educational Administration

**Keywords:** Personal and Institutional Factors, Role performance, Principals.

**Abstract:** This study was focused on identification of essential roles of school principals, identification of school climate, and to find out the effect of some personal factors like - age, sex,

scholastic achievement level(SAL), and experience on the performance of all the identified roles of school principals. It also focused on studying the effect of some selected institutional factors on the role performance of principals, like - nature of management, student clientele, size of school in terms of students' strength, and institutional climate. Descriptive survey method was used for this study. Sample of the study consisted 48 male and female Principals and 370 teachers selected randomly from 48 schools. Incidental purposive sampling method was used. Tools used were -Role Performance Questionnaire, and adopted- Organizational Climate Description Questionnaire by A.W. Halpin and Croft D.B. (1963). Data analysis was done using mean, median, S.D, t-test, normalized sten score, product moment correlation coefficient. Findings revealed that the performance score of Principals between the age group 41-50 years with respect to planning activities were significantly higher than those belonging to age group 30-40 years. The Principals belonging to scholastic achievement level had significantly high performance than those belonging to average and high scholastic achievement level. The Principal belonging to average experience group and high experience group did not differ significantly in respect of their indulgence. The Principals of girls' schools appeared to be more involved in the promotion of co-curricular activities as compared to those of boys' schools. The principals of Government's institutions were observed to be significantly more involved than those of private institutions. The size of institutions were also found to have significant effect on the performance of some crucial roles. The organizational climate were most powerful factor to exert influence on the role performance of school principals. Different climates differed significantly in respect of their influence on the performance of all the nine role.

91. CODE: BHU/RE/1991/TLC-0106

**Shukla, J. P. (1991). *Motivation, Learning Style and Academic Achievement of Creative and Non-creative High School Students* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 156**

**Supervisor:** Dr. S.S. Srivastava

**Area of Research:** Psychology of Education

**Keywords:** Motivation, Learning Style, Achievement, Creative, Non-creative, High School Students.

**Abstract:** The study was done to find out the learning styles, motivational pattern and achievement of creative and non-creative high school students. The sample of this study consisted of 409 high school students of biology group studying in class X (age range 14-17 years) from five randomly selected schools of Pratapgarh city. Tools used in this study were- Torrance Test of Creative Thinking (Torrance, 1966), Learning Style Inventory (Aggrawal, 1983), School Motivation Analysis Test (Catell and Krug, 1970) and Achievement Test in Biology constructed by the Researcher. The findings of the study revealed that creative students had flexible learning style, preferred visual learning style, field independent, environment-oriented learning style and had long attention span. The non-creative students had non-flexible learning, oral, environment-free, field dependent learning style and short attention span. The creative students were found to have more assertiveness, less pugnacity motivational factors, more self-sentimental, greater school sentiment and home sentiment as compared to non-creative students. The achievement of creative students was also better than their non-creative counterparts.

92. Code: BHU/RE/1991/TLC-0107

**Singh, U. (1991). *A Study of Reliability and Validity of Entrance Test introduced for Admissions in Banaras Hindu University* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 260**

**Supervisor:** Dr. Sahab Singh

**Area of Research:** Higher Education

**Keywords:** Reliability, validity. Entrance test, Admission

**Abstract:** The main focus of this study was to find out the reliability and validity of the entrance tests for admission of students in various departments and faculties of Banaras Hindu university (BHU) in terms of chosen measures; and to study relative effectiveness of the entrance tests and the academic indices for predicting future performance in the courses pursued by students at BHU. Ex-post facto design and Evaluative case study was used in this research. Sample was chosen from three consecutive years i.e. 1987, 1988 and 1989 which included all the Bachelor Degree courses selected in purposive and stratified random manner. Findings revealed the fact that high reliability coefficients of all the entrance tests evidenced their well development by experts. Concurrent and predictive validity of the tests were proved by the correlation coefficients. All reliability coefficients were positive. Total marks on entrance tests had significant relationship with future performance except in Faculty of Law for the years 1988 and 1989. Combination of the two components of entrance tests increased the correlation coefficients. Except some exceptions the entrance tests of B.H.U. were suitable to measure the previous performance of students in a significant manner.

93. CODE: BHU/RE/1991/TLC-0108

**Srivastava, R. S. (1991).** *Factorial Structure of Figural Ability and it's bearing on Mathematical Learning* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 245.

**Supervisor:** Dr. S.S. Srivastava

**Area of Research:** Mathematics Education

**Keywords:** Factorial structure, figural ability, and mathematical learning

**Abstract:** The study was focused to identify the number of basic factors underlying figural ability and contribution of basic factors underlying figural ability to the achievement in arithmetic, algebra and geometry. It also identified whether general intelligence affects the predictive capacity of figural ability factors for mathematics achievement; and the implications of the factorial structure of figural ability for learning of mathematics hence to make suggestions for mathematics education. Descriptive survey method was used. 465 Boys were chosen from class X of different schools of Varanasi by the incidental purposive sampling technique. Figural Ability Test (Developed by the Researcher), Achievement Test in Mathematics (Dubey, 1986) and General Intelligence Test (Tondon, 1970) were used as the tools for the study. For statistical analysis mean, median, mode, standard deviation, range, skewness, kurtosis and 17x 17 inter-correlation matrix were used. Findings of the study revealed that all subjects share something in common which forms a basis for factor analysis of figural aptitude. First factor figural relation was best represented by four variables of the study. The Figure classification test, figure relation completion of figural series and figure system all are more or less based on the ability to establish relationship between the figures. Second factor 'factor pattern' was characterized by subject, figural reasoning, figures by paper work and figural assembly. All these tests need the ability to visualize in figural pattern. On multiple regression analysis of achievement to estimate the subject of figural ability test, the subjects found to be the best predictors of achievement in arithmetic were: figure assembling test, figure similarity test, figural reasoning test and the figural rotation test. All the figural aptitude tests highly correlated with intelligence tests, therefore when the intelligence test was added the picture was blurred and difficult to interpret.

94. Code: BHU/ RE/ 1992/ TLC0109

**Rai, A. P. (1992).** *Mirzapur aur Sonbhadra Janpado ki Janjatiyo ke unnayan hetu kiye gaye Shaikshik Prayaso, unki Samajik va Arthik Prasthiti avam Mahatvakankshao ka Addhyayan* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 166.

**Supervisor:** Dr. Madhukanta Tripathi

**Area of Research:** Sociology of Education

**Keywords:** Tribes, Educational Effort, Socio-economic status, Aspirations, Scheduled Castes

**Abstract:** This study was mainly related to the tribals of Mirzapur and Sonbhadra districts of Uttar Pradesh in India. It was conducted to find out and analyze the educational efforts done for their upliftment. It also studied their socio-economic status, compared the educational participation of boys and girls, studied their educational and economic aspirations, and also found the measure community related barriers for age group 5-12 year children in achieving them. The tribals were selected from both districts blocks which were having 50 percent population of Scheduled Castes (SC) or Scheduled Tribes (ST) from rural areas. The basis of selection were published and unpublished documents related to them. The sample was selected at two levels i.e. at the level of area and at the level of villages. Purposive sampling was used for the selection of the sample. Ex-Post facto method was used for the study. Data collection tool was an Interview Schedule which had three parts namely village related index, family education related index, and tribal interview schedule. The data were analyzed using frequency, percentage and chi-square. The finding of the study revealed that the tribal dominated areas were very backward in terms of educational facilities and educational participation of ST at the primary level. It was found to be low. At the upper primary level, in Mirzapur district the Majwah block and in Sonbhadra district the Myotpur block was found to be very backward. At the primary school level the situation was not found to be satisfactory. The family heads of the tribal families were illiterate and did not give much importance to education. There was no educational center in the village. The stage of childhood was spent in concerns for bread and butter. Tribal people considered girls as others' property hence did not give importance to their education. Regarding the educational and economic upliftment the main hindering factor was their inability to take risk by giving up the traditional vocations. The other reason was situatedness of tribal localities in remote areas. Hence they did not opt for new vocations.

95. CODE: BHU/RE/ 1988/ TLC 110

**Singh, R. B. (1988).** *Personality, Achievement Motivation and Socio-Economic Status of Sportsmen and Non-Sportsmen: A Comparative Study* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.

**Supervisor:** Prof. T.S. Rao

**Area of Research:** Psychology of Education

**Keywords:** Achievement Motivation, Socio-Economic Status

**Abstract:** The study was undertaken with the objectives: to compare the personality traits of sportsmen and non-sportsmen; to compare the achievement motivation of sportsmen and non-sportsmen; to compare the socio-economic status of sportsmen and non-sportsmen; and 4) to locate the structural relationship of personality traits, achievement-motivation and socio-economic status among sportsmen and non-sportsmen. Population comprised of graduate and post-graduate students of Varanasi city. The investigator used purposive sampling technique to select 400 students of graduate and post-graduate level in the field of Arts, Social Science, Agriculture, and Commerce. Out of the selected sample 200 students belonged to sports group and remaining 200 students

belonged to non-sports group. Tools of the study were: Cattell's 16PF (R.B. Cattell and Herbert W. Eber, 1962), Achievement Motive Inventory (Gandhi, 1983), and Socio-Economic Status Index (Verma and Saxena). The study revealed that sportsmen differ significantly with non-sportsmen in their emotional stability. Other traits of sportsmen which were found significantly observable were obedience, independence, relaxed temperament and practicability. Their counterpart non-sportsmen were emotionally less stable, tense and less humble. Inferentially, sportsmen had better personality dimensions than non-sportsmen. Sports group and non-sports groups differed in terms of second order personality factors. Sportsmen had higher achievement motivation as compared to non-sportsmen. Non-sportsmen group had higher socio-economic status score as compared to the group of Sportsmen.

96. CODE: BHU/RE/ 1992/ TLC- 0111

**Singh, K. N. (1992).** *Ivan Illich ke Shaikshik Vicharo ki Prasangikta :Adhunik Bhartiya Shaikshik Sandarbh Me* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 195.

**Supervisor:** Dr. Harikesh Singh

**Area of Research:** Philosophy of Education

**Keywords:** Ivan Illich, Educational Thoughts

**Abstract :** This study reflects the relevance of the educational thoughts of Ivan Illich in Modern Indian educational context. The main focus of this study was to conduct content analysis of the writings of Ivan Illich to find out his educational thoughts, to find out the universal relevance of educational thoughts of Ivan Illich, and to find out the relevance of educational thoughts of Ivan D. Illich in resolving the contemporary educational problems in India. This is a theoretical study where the primary and secondary sources related to the writings of the thinker were used to achieve the objectives of the study. Ivan d. Illich has reflected that modern educational institutions have failed to promote the development of human freedom, equality and progress of fraternity. He has given a new dimension to education where an individual can learn independently and contribute to development of a new society. On one side Illich has emphasized the development of a cheerful society where he wanted to propose wide borders of human freedom. He wanted to bring cultural revolution in society through different means. The analysis of thoughts of Illich reflected that for excellence in education he believed in the flexibility of the curriculum, emphasis on the curriculum, development of parenting capacity in the teacher, enriching curriculum with psychological aspects, developing awareness about the responsibility and challenges, developing child into a human unit instead of a tool, bringing out education from the artificiality of learning and enriching it with reality, establish qualitative evaluation in place of quantitative, and including activities for making education more effective. Educational thoughts of Ivan Illich were found to be philosophically more similar to the thoughts of Rabindra Nath Tagore and Mahatma Gandhi. The concept of Illich which states that the process of standardization in the industrial society turns the educational aims to narrowness. Ivan Illich has turned out to be impractical regarding contemporary Indian Educational structures. His analysis regarding deschooling appeared to be appropriate to the researcher however with reference to social planning and development the pre-deschooling was perceived as impractical particularly in the Indian context.

97. CODE: BHU/RE/ 1992/ TLC -112

**Prasad, R. S. (1992).** *A Study on the Application of Statistical Methods in Educational Researches* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 173



**Supervisor:** Dr. Parmanand Singh

**Area of Research:** Research in Education

**Keywords:** Application, Statistical Methods, Educational Research

**Abstract :** This study was focused on the objectives such as to classify the Ph.D theses in different areas of education on the basis of the nature of various variables like statistical methods applied at Ph.D. level in tool development, in data analysis, and errors done in application of statistical methods. Descriptive survey method was used for this study. 'A checklist for measuring the quality of empirical researches' developed by the researcher was used. The sample consisted of 155 empirical nature of Ph.D theses which were submitted from the year 1970 to 1990 in the Departments of Education of Banaras Hindu University, Gorakhpur University, Allahabad University, Lucknow University and Sampurnanand Sanskrit University. The sample was selected by stratified random sampling technique. Frequency distribution, percentage and Chi-square test were used. The nature of researches in different areas in last 20 years were learning, motivation and personality (21.29 percent), teaching and teacher behavior (16.77 percent), correlates of Achievement (16.13 percent), Educational Evaluation and examination (13.55 percent), Teacher Education (12.90 percent), curriculum, methods and textbooks (07.10 percent) Test measurement and administration (1.94 percent) and educational technology (1.29 percent). It was found that the poor quality of tools (with unsystematic item analysis, reliability, validity) were used for generating necessary data. The maximum number of investigators (74.48 percent) did not test the nature of distribution of scores. Researchers lacked proper insight regarding selection of the research problems and use of statistical work during the research work.

98. CODE: BHU/RE/ 1993/ TLC -113

**Singh, N. K. (1993). *A Psycho-social Study of the Deprived and Non-deprived Adolescents* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 144**

**Supervisor:** Dr. Tribhuwan Singh

**Area of Research:** Sociology of Education

**Keywords:** Psycho-social, Deprived, Non-deprived Adolescents

**Abstract:** The study was focused to study the values, aspiration levels and academic achievement of the deprived and non-deprived high school students. Descriptive survey method was used for the study. The sample consisted of 500 students. It included two colleges each from the districts of Varanasi, Ghazipur, Ballia, Jaunpur, and one college each from Mirzapur and Sonbhadra. Random sampling technique was used. Tools used in the study were deprivation scale developed by Prof. S.K. Pal, Dr. K.S. Mishra & Dr. Kalplata Pandey, Personal Value Questionnaire developed by Dr. G.P. Sherry and Dr. R.P. Verma, and Level of Aspiration Test developed by Dr. C.B. Dwivedi. Major findings reflected significant difference in means between the deprived students and non-deprived students on the ten dimensions of value (religious, social, democratic, aesthetic, economic, knowledge, hedonism, power, family prestige and health). The actual difference between the mean was 2.64 where as the C. R value was 4.80. Academic achievement scores of deprived students were  $M_1 = 41.7$ ,  $S.D_1 = 81.12$  and non-deprived students were  $M_2 = 56.68$ ,  $S.D_2 = 7.07$  and C.R value was 15.64. Accordingly regarding the aspiration levels and the academic achievement various values reflected no significant difference between the deprived and non-deprived high school students.

99. CODE: BHU/RE/ 1993/ TLC 114

**Sharma, D. K. (1993).***Madhyamik Vidyalyo me Anushuchit Jati avam Samanya Jati ke Vidyarthi ki Manokankshaon ka unki Samajik-Arthik Prasthiti ke Aadhar par Tulnatmak Addhyayan* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 236

**Supervisor:** Dr. Shankar Sharan Srivastava

**Area of Research:** Sociology of Education

**Keywords:** Aspirations, Socio-economic Conditions, Scheduled Caste, General

**Abstract:** The study conducted in hindi was a comparative study of the aspirations and socio-economic conditions of general and scheduled caste students of secondary schools. It was mainly focused to find out the mutual differences between aspirations of scheduled caste (SC) and general caste students of secondary schools. The sample consisted of 310 boys and 290 girls totaling to a sample of 600 secondary school students from urban and rural areas. Simple Random Sampling technique was employed. The Descriptive Survey Method was used for this study. Tripathi Personal Preference Schedule (T.P.P.S.) & Socio-Economic conditions Index were been used by the researcher. Mean, Standard Deviation, Test-Retest Method, and Two way ANOVA were used for the statistical analysis. It was found that there was a dominant self related and hetero-sexual aspiration in students of SC category while in students of General caste category nurturing aspiration and mixing up tendency was dominant. In gender based groups nurturing, and in hetero-sexual groups aspirations differed and there was a significant difference in attitude of humility, exhibition, dominance and inferiority aspirations. In urban and rural groups there was perceptible essence of achievement, good organization and internal inhibition. There was interactive relationship in dispositions of change, tolerance, hetero-sexuality and aggressiveness; and also in the gender based groups dependency, inferiority, aggressiveness and aspirations for change were noticed.

100. CODE: BHU/RE/ 1993/ TLC-115

**Singh, G.P. (1993).***Kashi ke Teen Vishwavidyalayo ka Vyaktivritta* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 414

**Supervisor:** Dr. Tribhuwan Singh

**Area of Research:** Higher Education

**Keywords:** Case study, Universities, Kashi

**Abstract:** This study was conducted as a case study of three Universities (Banaras Hindu University, Kashi Vidyapith and Sampurnanand Sanskrit University) of Kashi in Uttar Pradesh state of India. It was mainly focussed to evaluate the working of these Universities from the point of view of the teachers and students. The main objectives were- to conduct a comparative study of the three universities in their working and also to evaluate the working of these universities from the standpoint of teachers and students. In the sample three Universities of Kashi (also popularly known as Varanasi in present times) as given above were selected. From Banaras Hindu University (B.H.U) 85 teachers and 665 students, from Kashi Vidyapith 95 teachers and 1105 students were selected as sample. Purposive sampling method was employed. Case study method was used. Interview, Observation and a Questionnaire were used. Findings of the study reflected that BHU was able to fulfill its some objectives in terms of establishment and some in general ways however some of its objectives were not achieved. However majority of students (60 percent) and teachers (75 percent) accepted that the objectives were largely being fulfilled specially through various curricular and co-curricular activities. Most of the respondents (70 percent) reflected that Kashi Vidyapeeth was also able to achieve its establishment objectives, some of the objectives were achieved in simple way and

in achieving some of its objectives (mainly foundation related) it was not successful. Sampurnanand Sanskrit University was also actively achieving most of its establishment objectives, and some in general way only.

101. CODE: BHU/RE/ 1993/ TLC 116

**Ram, R.K. (1993).** *Katipay Pristhabhumik Karko ke Paripekshya me Anusuchit Jati ke Chhatro ki Shaikshik Uplabdh* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 270.

**Supervisor:** Dr. Shankar Sharan Srivastava

**Area of Research:** Sociology of Education

**Keywords:** Scheduled Caste, Educational Achievement.

**Abstract:** It was a study of educational achievement of scheduled caste (SC) students in the perspective of some factors. The study aimed to find out the family conditions, family socio-economic conditions, family political conditions and family educational conditions of SC students in relation to the educational achievement of first year Higher Secondary students and subject-wise educational achievement of sub-caste students. 527 Class XI students enrolled in Arts, Science, Commerce and Agriculture in the Patna and Magadh divisions were chosen as sample. In this research random sampling was used. Descriptive Survey Method was used for this study. The tool for data collection was Socio-economic condition Index developed by Prof. R.P. Verma and P.C. Saxena (1977). For statistical analysis mean and CR (Critical Ratio) were used. The findings of the present study indicated the effect of the efforts made in respect of educating the people of SC community in the past four decades. In the last four decades the socio-economic, educational and political progress of SC people was found to be not satisfactory due to the indifference and misuse of governmental and non-governmental agencies. The study reflected that the higher socio-economic status of students was related to their higher educational achievement.

102. CODE: BHU/RE/ 1993/ TLC – 0117

**Yadav, B. B. (1993).** *Differential Personality Traits of High School Students in relation to their Parental Education, Income and Religion* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 250

**Supervisor:** Dr. Shankar Sharan Srivastava

**Area of Research:** Psychology of Education

**Keywords:** Personality Traits, Parental Education.

**Abstract:** The objectives of this study were: to compare the personality traits of high school students of various religious groups viz. Hindu, Muslim, Sikh and Christian, to compare the personality traits of high school students of various income category groups among different religious groups, to compare the level of parental education of high school students of different religious groups, and to compare the personality traits of high school students of different religious groups having similar income and education level. Total sample of 1000 students (460 Hindus, 300 Muslims, 150 Sikhs, 150 Christians) of high school studying in Class 10<sup>th</sup> were selected from 14 schools. Sample was selected through incidental purposive sampling technique. Analytical survey design was used. Tools used were Junior High School Personality Questionnaire (Hindi) by Kapoor, Srivastava and Srivastava (1975,) and Background Data Questionnaire prepared by the researcher. Mean and t-test were used for statistical analysis. The major findings revealed that there were distinct differential personality traits among Hindu, Muslim, Sikh and Christian students of high school. It was also

found that the levels of income and education reflected changes in personality pattern of high school students among all the four religious groups.

103. CODE: BHU/RE/1993/TLC-0118

**Bageshwar, S. (1993). *Value Profile and Self Concept of Women Teachers* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 252**

**Supervisor:** Dr. Uma Varshney

**Area of Research:** Value Education

**Keywords:** Value Profile, Self Concept Women Teachers

**Abstracts:** The objectives of this study were mainly: to study the value profile of women teachers at the three levels primary, secondary and higher level, to study the factors affecting the value profiles of women teachers, to study the self concept of women teachers at the three levels primary, secondary and higher level, to study the factors affecting their self concept, and to find out the relationship between values and the self concept of women teachers. Normative survey method was employed. Sample comprised of 600 women teachers teaching at different levels of education, 200 each from primary, secondary and higher level. The stratified random sample technique was used. Tools used in the present study were - Personal value questionnaire by Dr. R.P. Verma, and Teachers self-concept scale (TSCS) by Dr. Geeta Rai. Mean, S.D., t-test, multiple correlation, regression coefficient and correlation for different groups were calculated. Findings reflected that the value preference given by women teachers in hierarchical order were knowledge, social, aesthetic, democratic, health economy, religion, hedonism, family prestige and power. The self concept of women teachers was high having highest mean on character and lowest mean on aspiration. Women teacher at all three levels had high self concept. The women teachers in the age group 21-30, 31-40 and 41-50 had above average self concept where as women teachers of age group of 51-60 had high self concept. The coefficient of correlation between the TSCS scores and ten values suggest that the values were correlated with the self concept of women. The health, knowledge, social and democratic values had significant positive effect on the self concept of women teachers.

104. CODE: BHU/RE/ 1992/ TLC -0119

**Choudhuri, R. (1993). *Effectiveness of Activity Training Program among Mentally Retarded Children in Integrated and Segregated Settings* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 244.**

**Supervisor:** Dr. G.C. Bhattacharya

**Area of Research:** Inclusive Education

**Keywords:** Mentally Retarded, Integrated Setting, Segregated Setting

**Abstracts:** The objectives of this study were : to study the effect of activity training program on Mentally Retarded (MR) children, to study the effect of the activity training program on the mild and moderate MR children, to study the effect of the activity training program on the mild MR and moderate MR children in integrated setting, to study the effect of activity training program on the adaptive behaviours of mild and moderate MR children in integrated setting, to study the effects of the activity training program on the mild and moderate MR children in the segregated setting, and also to study the effect of activity training program on the adaptive behaviours of mild and moderate MR children in segregated setting. The experimental design was used for this study. The sample included MR children of chronological age group 12 to 18 year range and mental age range of 4 to 13.5 years. For the mild MR mental age range 6 to 13.5 years and those of moderate

MR the age was 4 to 9 years. The sample was selected through the stratified random sampling technique. The tools used for this study were: two adapted tools i.e. SES Index, and Intelligence Test ; and one tool namely 'Functional Ability Assessment Scale (FAAS)' was developed by the researcher. Non parametric statistics were used for the data analysis. The result revealed that the activity training program was effective for teaching MR children of mild as well as moderate categories. For the mild MR children program was effective in development of all the skills except those of sensory motor domain, whereas the moderate MR children were able to develop skills concerned with all the domains effectively. It was also found that when taught through the activity training program both mild and moderate MR children learn equally well in integrated as well as segregated settings. The mild MR children reflected a significant change in the adaptive behaviour in the field of communication skill, reading writing, number arithmetic and time money measurement skills but the moderate MR children exhibited significant change in all dimensions of adaptive behaviour. Further as compared to the conventional technique the activity training program was more effective for both categories of the MR children in both the integrated and segregated settings.

105. CODE: BHU/RE/ 1992/ TLC - 0120

**Jaiswal, A. (1994). *A Study of Socio-Economic Status, Values, Self-Concept and Academic Achievement of Higher Secondary Students* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 127.**

**Supervisor:** Dr. M.K. Tripathi

**Area of Research:** Psychology of Education

**Keywords:** Values, Self-concept, Academic Achievement, Higher Secondary

**Abstracts:** The main focus of this study was to find out the Socio-Economic Status, Values, Self-Concept and Academic Achievement of Higher Secondary Students studying in the Varanasi city.

Descriptive survey method was used for the study. Quota random sampling technique was used for selection of students. The tools used for data collection were namely Personal Value Questionnaire (PVQ) by Sherry and Verma, Swatva Bodh Parikshan (SBP) by Sherry, Verma and Goswami, and the Socio Economic (SES) Scale by Abha Rani Mantri. Result of present study revealed that self-concept correlated positively with academic achievement of male and female students. Academic achievement of students correlated positively to S.E.S.. Further, S.E.S. also correlated positively to self-concept. In case of male students the SES was also positively related to the aesthetic and the knowledge value whereas in case of females it was correlated positively with democratic, aesthetic and knowledge value. It also reflected that the SES plays a vital and significant role in the development of values, self concept and thereby their academic achievement.

106. CODE: BHU/RE/1994 TLC- 0121

**Srivastava, J. P. (1994). *Jain va Bauddha Shiksha Pranali ka Tulnatmak Addhyayan* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 273**

**Supervisor:** Dr. Tribhuvan Singh

**Area of Research:** Philosophy of Education

**Keywords:** Educational System, Jain, Bauddha

**Abstracts:** This was a comparative study of Jain and Bauddha educational systems. The objectives of the present study were to: to analyze the educational elements of Bauddha Dharma from the Bauddha literature; to analyze the educational elements of Jaina Dharma from the Jaina literature; to compare the curriculum of Bauddha and Jaina education; to compare the rights and duties of students and teachers in Bauddha and Jain educational systems; to compare the system of discipline in both

educational systems; and to discuss the relevance of the identified educational elements of both dharmas in the modern educational system. Historical method was used for this study. The findings of the study revealed that the sole aim of education is to achieve the purest state of the soul and to do holistic development of self abilities. Education should be such that one can get rid of his own miseries and also do away the miseries of the society. It should enable one to get rid of self lust, lust for riches and emotions and enable one to develop physical, mental, intellectual powers and character. The curriculum should include subjects like biology, psychology, social science, worldly science, geography, maths, and human sciences etc.. The subjects in Bauddha and Jain educational system were based on the aims of education. Teacher had a high place in the system of education. Students had a respectable place for teacher, education and society. On the whole this study presents only a overview of the educational systems.

107. CODE: BHU/RE/ 1992/ TLC 122

**Mondal, H. O. (1992). *An Investigation of Teaching Effectiveness and Students' Achievement in Mathematics* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. Parmanand Singh

**Area of Research:** Mathematics Education

**Keywords:** Teaching Effectiveness, Students' Achievement, Mathematics

**Abstracts:** The objectives of this study were: to identify the basic factors underlying teaching effectiveness in mathematics; to identify the basic factors of teaching effectiveness that affect students' achievement in mathematics; and to find out the exact proportion of students' achievement in mathematics that was attributable to teaching effectiveness with its correlates in mathematics. Descriptive survey method was used for collecting the data with the help of seven tools namely - Edwards Personal Preference Schedule (EPPS); Value Reflecting Questionnaire (VRQ); Teacher Attitude towards Mathematics Teaching (TATMI) constructed by researcher; Teacher Personal Data Sheet (TPDS); Job Satisfaction Inventory (JSI); Teaching Effectiveness Scale (TES); and Mathematics Achievement Test (MAT) constructed by researcher. The finite population consisted of primary school mathematics teachers and primary class VII pupils of Nakuru Municipality, Kenya. The sample was drawn from the research population by the random sampling techniques. The 32 identified variables were found to have some relationship with teaching effectiveness. There was a significant relationship between teaching effectiveness, some of its correlates; and the teaching effectiveness together with its three identified significant correlates had some relationship with students' achievement in mathematics. There was a significant relationship between teaching effectiveness and student achievement in mathematics. The family type and the interest on job had no significant relationship with students' achievement in mathematics.

108. CODE: BHU/RE/1995/TLC- 0123

**Dubey, A.K. (1995). *A Study to Examine the relationship between Creativity Developments and Problems of Scheduled Tribe Children in Early Schooling* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 146.**

**Supervisor:** Dr. B.D.Singh

**Area of Research:** Pre-school Education

**Keywords:** Early Schooling, Creativity Development, Scheduled Tribe

**Abstracts:** This study focused to study the relationship between creativity developments and geographical problems, family problems, school problems of Scheduled Tribe(ST) children in early

schooling and the contribution of geographical problems, family problems, school problems in creativity developments of scheduled tribe children in early schooling. Multi Variable Design was used in the study. Descriptive Survey Method was used and the sample for this study consisted of 313 early schooling scheduled tribe children of 3 to 8 years age group. The data were collected from Gonda, Bahraich and Mahrajanj districts of Utar Pradesh (U.P.) by random sampling technique. The tools used for this study were: Shishu Srijnatmak Parikshan (Verbal) developed by Singh (1989), and Problems Identification Test developed by the Investigator. Multiple correlations, Beta coefficient, Regression Weights and Index of forecasting efficiency among geographical, family and school problems of S.T. children were computed. Multiple regression equation between creativity and problems of scheduled tribe children were developed. Findings of the study revealed the fact that no suppression variable was found in the creativity developments of early schooling S.T. children of 3 to 5 years age group. Both family and school problems were found suppression variable in creativity developments of S.T. girls of above 5 to 8 years age group. It was found that the Geographical problems inhibit creativity development of early schooling of S.T. children of above 5 to 8 years age group. It seems that parents of scheduled tribe children consider their sons as an asset and their daughters as liability.

109. CODE: BHU/RE/1995/TLC-0124

**Singh, S. (1995). *Educational Needs, Relevant Curriculum and Rehabilitation Expectations of Handicapped children* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 295.**

**Supervisor:** Dr. Harikesh Singh

**Area of Research:** Inclusive Education

**Keywords:** Educational Needs, Rehabilitation Expectations, Handicapped Children

**Abstract:** The study was focused on the educational needs of different groups of handicapped children vis-à-vis visually, orthopedically and hearing and their combined group in the form of profiles, relevance of existing curriculum(s) for the handicapped groups in the form of opinions of the handicapped students, their parents, their teachers and some teacher-educators and afterward to purpose the relevant curriculum on the basis of desirability of the components as expressed by opinions of these group w.r.t. rehabilitation expectations of the three above mentioned handicapped groups and their combined group. Apart from the main objectives of the present study the subsidiary objective was to construct appropriate tools for identifying educational needs, assessing relevant curriculum and rehabilitation expectations of handicapped children. Descriptive survey Method was used and sample of the present study comprises 450 handicapped children belonging to three categories vis-à-vis V.I.(Visually Impairment), H.I.(Hearing Impairment), O.H(Orthopaedically Handicapped) of Impaired children of the KAVAl towns of U.P., studying in classes from 1 to 5, 30 teachers and 30 parents of these children were randomly selected; and 30 randomly selected teacher-educators working on problems of special education were selected. For the study four different tools namely- General Educational Needs (GENs): Checklist, Special Educational Needs (SENs): Checklist, Curriculum Relevance Analysis Scale (CRAS), and the Rehabilitational Expectations Measuring Inventory (REMI) were developed by the researcher. Only Summation, Ranking and Chi-square were used for data analysis in this study. Findings of the study revealed that the educational needs of all the handicapped children are not alike rather their educational needs are different. The three groups of handicapped children have shown different profiles of their general and special educational needs. Class-wise and subjective analyses of the relevance of the curriculum reveal that unnecessary overload of curriculum should be minimized. The repetition of the same contents in

science, social science and General knowledge was found irrelevant. The handicapped children were having different rehabilitation expectations, H.I. group children expected rehabilitation in personal business and teaching. O.H. group expected rehabilitation in medical only, V.I. group expected rehabilitation in writing poem and teaching whereas total sample expected its rehabilitation in teaching and teaching only.

110. CODE: BHU/RE/1996/TLC-0125

**Singh, R. (1996).** *An Investigation of the Relationship between Values and Communal Attitude among University Students and Teachers* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 252.

**Supervisor:** Dr. Parmanand Singh

**Area of Research:** Value Education

**Keywords:** Values, Communal Attitude, University Students and Teachers

**Abstracts:** The objectives of this study were: to study the development of communal attitude of university students and teachers, to study the development of values among university students and teachers, and to study the relationship between values and communal attitude among university students and teachers. The Descriptive Survey Method was used for this study. Sample consisted of 100 teachers and 400 students drawn randomly from the educational institutions under the four universities namely Banaras Hindu University (BHU), Kashi Vidyapith, Sampurnanand Sanskrit University, and Purvanchal University in Varanasi city. Two tools were used for data collection: Value Reflecting Questionnaire (VRQ) by Dr. Parmanand Singh, and the Communal Attitude Inventory (CAI) developed by the researcher. The statistics used for the data analysis were t-test and multiple regression analysis. Findings revealed that the educational variables like grade, course of study and the university, and the demographic variables like sex, locale and the status affect the development of communal attitude of university teachers and students. The educational and the demographic variables in this study were related with the values of university teachers and students. The communal attitude was related to the values of university teachers and students. There was a relationship between values and communal attitude of university teachers and students. Duration and the type of secular courses seemed to be significant in development of communal attitude and they also affected the values of university teachers and students. Religion, income and university type contributed significantly towards development of the communal attitude. All groups reflected knowledge value to the most and extravagant value as least preferred. Several differences were also found in the values and communal attitude of some religious groups, upper strata of society and also among the students of various universities under sample of the study.

111. Code: BHU/RE/1992/TLC- 127

**Pandit, R. P. (1992).** *A Study of Learning Disabilities in Mathematics among Grade-V Primary School Children in Central Region of Nepal* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 315.

**Supervisor:** Dr. H.C.S. Rathore

**Area of Research:** Inclusive Education

**Keywords:** Learning Disabilities, Mathematics, Primary School

**Abstracts:** The objectives of this study were: to study the incidence and the achievement of children with learning disabilities in Mathematics among Grade-V primary school children in central



region of Nepal in relation to their sex, age and rural/urban schooling background; and to identify the areas of disability for learning disabled (LD) in Mathematical operations of Grade-V. Descriptive Survey method was used in this study. The Random cluster sampling technique was used for data collection. Sample consisted of 198 urban and rest 385 rural students situated in the mountain, hills, terai and valley areas of central region of Nepal. For data collection Students' Biodata Proforma (SBP) and Mathematics Achievement Test (MAT) were developed by the researcher. For statistical data analysis chi-square test, Z score discrepancy were used to examine the nature of the distribution of errors. Findings revealed that the incidence of learning disabilities in mathematics among grade V children in CRN in the central region of Nepal was 9.01 percent. Among boys LD was 9.58 percent and among girls 8.38 percent but was not significant enough. Their age was not significantly related with learning disabilities in mathematics whereas the rural/urban setting was significantly related. The LD and Non-LD children were found to be equally disabled in mastery of primary addition facts and reading-writing fractions. Further in seven major areas of arithmetic operations the boys and girls did not differ significantly. Thus the study reflected significant findings related to mathematics learning at primary level among LD children of Nepal.

112. Code: BHU/RE/1997/TLC-129

**Singh, M. (1997). *Development of a CAI Tutorial Package for B.Ed. Students* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.66.**

**Supervisor:** Dr. Asha Pandey

**Area of Research:** Technology of Education

**Keywords:** Development, CAI, Tutorial Package, B.Ed. Students

**Abstract:** The main focus of this study was to develop a CAI tutorial package for the B.Ed. students. Researcher developed CAI tutorial package for the study. The rating given by students for the package was encouraging. As revealed it was easy to comprehend and had no overall difficulty in understanding of concepts. However some students had problem in the language and also expected it to be in Hindi instead of English. Owing to non availability of software and skilled programs in Hindi the expectation of students was not possible. Students appreciated the comprehensiveness of the concepts but expected inclusion of more topics. All the topics were not chosen by the researcher so the suggestion was not practical. Students also said that it took a long time to run the program, therefore the duration was decreased by the researcher. The inductive approach used by the researcher was appreciated by the students. The students did not seem to mind the text mode graphics of the DOS based version. They also preferred the WINDOWS based graphics. The students found the questions difficult before going through the package but once they went through the package they did not find the same questions difficult. All the technical terms related to the chapters were found in the package. The glossary was comprehensive and appreciated by students. The help-screen and the cues provided were useful in navigation within the program. They preferred mouse over the keyboard. The two main shortcomings pointed were- windows based version was a bit slow to run. and the transactions between the screens of the DOS based version were not smooth. On the whole students found the package satisfactory and interactive in overall understanding.

113. Code: BHU/RE/1997/TLC-130

**Singh, S. K. (1997). *Feedback to Students in Distance Education: An Ex-Post Facto Study* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 234.**

**Supervisor:** Dr. H.C.S. Rathore

**Area of Research:** Distance Education

**Keywords:** Distance Education, Feedback, Feedback strategy, Ex- post Facto study.

**Abstract:** This ex-post facto study was focused on the study of the feedback system for students of Indira Gandhi National Open University (IGNOU) in India. The main objectives of the study were: to find out the utilization of the six feedback strategies namely Tutor Marked Assignments (TMAs), Computer Marked Assignments (CMAs), Voluntary Contact Sessions (VCS), Individual Contact (IC) at the study centres and the Group Seminars (GS) organized as part of compulsory Personal Contact Programs (PCPs), student initiated Personal Postal Correspondence by the students of IGNOU to get feedback for their studies at distance; and course wise quality of feedback through six different feedback strategies as perceived by the students of IGNOU. The comparison of the course wise students' satisfaction with feedback through the six feedback strategies at IGNOU, and the course wise cost-effectiveness (CE) of feedback through the six feedback strategies as perceived by the students of IGNOU were also studied. Cluster Random Sampling technique was used to collect sample from students enrolled in 18 programs offered during the year 1992 to June 1995 by IGNOU and had completed atleast two semesters as an active student. A tool named 'Feedback to Students in Distance Education Questionnaire' developed and standardized by the investigator was used for data collection from 2652 students of IGNOU through postal correspondence. The returned and fully usable questionnaires were used finally. Frequency, percentage, ranking, chi-square, chi-square matrix were used for the data analysis. The findings of this study revealed that TMA was the most utilized feedback strategy followed by IC, CMA, VCS and the GS respectively. The CMA feedback in the courses in which it is provided was not found even of average quality. The students could not be said to be satisfied with this as per the highest mean satisfaction score. Further it was also found that the students of different Academic Grades did not differ in their perception about quality of feedback through TMAs. Students with higher Academic Grades had better perception about quality of feedback through CMAs. Students of different academic grades did not differ in their perception about quality of feedback through personal correspondence. Students with lower academic grades had better perception about quality of feedback during IC and VCS and GS. This study was the first study of its type undertaken comprehensively for various programs of IGNOU.

114. Code: BHU/RE/1983/TLC- 0131

**Rai, G. (1983). *A Study of the Self-Concept of the Prospective Teachers* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 130.**

**Supervisor:** Dr. Sarojini Varshney

**Area of Research:** Teacher Education

**Keywords:** Self-Concept, Prospective Teachers

**Abstract:** This study was focused to study the nature and the extent of the self-concept of prospective teachers based on the seven socio-economic variables: sex, marital status, background (rural/urban), level of education, religion, institutions and caste in relationship to the Intelligence and the self-concept of prospective teachers, the Adjustment and the self-concept of prospective teachers, and the Intelligence and Adjustment. Purposive-Cum-Incidental sampling method was used to draw the sample. A sample of 600 prospective teachers were selected from the seven teacher-training institutions of Varanasi through purposive, incidental sampling method. The descriptive normative survey method was used for the study. The tools used for the data collection were - Joshi's Group Test of General Mental Ability (Intelligence), Vyaktitva-Parakh-Prashnavli (MA-62) constructed and standardized by M.S.L. Saxena, and Teacher Self-Concept Scale (TSCS) constructed and standardized by the investigator. The statistical analysis was done using t-test, Analysis of Variance (ANOVA and

Regression Equation. This study revealed that sex, marital status, level of education, religion seem to be important correlates of self-concept along with the institutional climate, organizational patterns and the peculiar environment prevailing in the institutions. They were visualized to be responsible in determining the self-concept of the prospective teachers whereas caste was not found to be significant in determining it. Intelligence and Adjustment influence Self-Concept simultaneously as reflected in the findings of this study. Further as per findings, self-concept could be predicted on the basis of the level of intelligence and the pattern of adjustment.

115. Code: BHU/RE/1986/TLC-0133

**Singh, V. K. (1989). *Uttar Pradesh ke Vishwavidyalayo me Prachalit B.Ed Pathhyakram ki Prasangikta* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. Thribhawan Singh

**Area of Research:** Teacher Education

**Keywords:** B.Ed. Curriculum, Relevance, Uttar Pradesh

**Abstract:** This research conducted in Hindi is related to the relevance of B.Ed curriculum prevailing in the universities of Uttar Pradesh. The objectives of this investigation were :to analyze the prevailing B.Ed curriculum in universities of Uttar Pradesh, to compare the opinion of different educational groups regarding the objectives of Secondary Level Teacher Education as given by National Council of Teacher Education (NCTE) , and to compare the B.Ed. curriculum given by National Council of Teacher Education (NCTE) and the curriculum prevalent in different universities. The descriptive survey method was used in this study. The population of the study consisted of the fully residential and non-residential schools, secondary schools, education departments and the universities with their affiliated colleges in Varanasi and Gorakhpur mandals of Eastern Uttar Pradesh. The sample consisted of B.Ed curriculum of 13 universities from the region. This included 20 Teacher Training Institutes of Eastern Uttar Pradesh. The sample comprised of 304 teacher-trainees, 200 Teacher Trainers from secondary schools and 250 teachers and 87 Education Officers of Education Departments of different districts .They were selected using purposive sampling technique. The tool developed by the researcher for this study was ‘ B.Ed Prasangikta anusuchi’. The data analysis revealed that the prevailing B.Ed curriculum in universities helped in development of the abilities and skills like guidance, counselling, health, physical education, games, entertainment activities, increase of work experience, skills, interests, understanding of skills and attitudes, teaching on the basis of principles and development of teaching abilities. There was no difference in the opinion of secondary school teachers and educational administrators regarding relevancy of the curriculum, however as compared to teachers the pupil teachers , and as compared to secondary school teachers other teachers’ opinion were found more relevant. It was also found that most of the content defined by NCTE was included in all the universities however some contents were not included in one of the university. It was found that in the B.Ed curriculum, the papers which were given more importance were - Education and Teacher in the contemporary Indian society, Psychological bases of Education, Methods of instruction, Measurement Evaluation and Statistics, Educational Administration and Management and Specialization in any one specific field.

116. Code: BHU/RE/1999/TLC-0136

**Tiwari, S. (1999). *A Study of Students’ Occupational Preference in relation to their Parents’ Expectation and Manpower Need of the Society* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 199.**

**Supervisor:** Dr. Pradeep Chandra Shukla

**Area of Research:** Economics of Education

**Keywords:** Occupational Preferences, Parents' Expectation, Manpower

**Abstract:** This study was aimed to study the association and agreement between the occupational preference of students, parents' expectation and manpower need of the society as perceived by the teachers with reference to gender, socio-economic status and their background. Descriptive Survey was used for this study. Population of the study consisted of 300 students of class XI and class XII students in sessions 1995-96 and 1996-97 along with their parents and teachers. Tools used for the study were: Students' Occupational Preference Scale, Parents' expectation scale, Manpower need ranking scale, and Socio-Economic status scale developed by the investigator. To find out the occupational preferences of the students and their parents' expectation percentage was used. Percentage, Kendall coefficient of concordance and chi square test were used for the data analysis. Findings of the study reflected that there was no significant association between students' occupational preferences and their parents' expectations. There was no significant association between the occupation preferences of urban students and their parents' expectations. The students' occupational preference of lower SES group and of the upper SES group had no association with their parents' expectations for their occupation however for middle SES students and their parents' expectation for occupational group of engineering and technical and teaching were significantly associated. Significant degree of agreement was also found between the manpower need as perceived by the teachers, students' occupational preference and parents' expectations. On the basis of gender students were similar regarding their preference for teaching and miscellaneous occupations whereas males and female students differed in their preferences for all other occupations.

117. Code: BHU/RE/2000/TLC-0138

**Prasad, R. (2000).** *Attitude of Students of Higher Education towards Examination System (Unpublished Ph.D. Thesis).* Banaras Hindu University, Varanasi, India. PP. 166.

**Supervisor:** Dr. Deepa Rani Saxena

**Area of Research:** Higher Education

**Keywords** Higher Education, Outlook, Examination, Attitude

**Abstract:** The objectives of this study were: to study the attitude of students of higher education towards examination system, and to suggest measures for improving the examination system. Descriptive survey method was used for this study. An Attitude scale towards examination system, and the Examination System Schedule developed by the investigator were used as tool for the study. For statistical data analysis means, standard deviation and t-test were used. The students and the teachers in different colleges and universities in Purvanchal Region of Uttar Pradesh were chosen as sample using the stratified random sampling. Findings of the study showed that the mean attitude towards examination system (ATES) score was found to vary according to the course of study, institution, and the locale. The variables like sex and locale were also found to affect the attitude of higher education students towards examination system. According to teachers the important weakness of the examination system were related to teaching according to the syllabus, disparity in teaching of students belonging to rural and urban area, role of moderators, setting of questions papers, honesty of persons dealing with exams. It was also suggested to avoid frequent changes in the curriculum and method of questioning in the question papers during the examinations, role of moderators should be research oriented.

118. Code: BHU/RE/2000/TLC-0139

**Saha, S. (2000).** *A Comparative Study of Academic Achievement of Disabled and Non - disabled Students with reference to their Self-Concept and Locus of Control* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.304.

**Supervisor:** Dr. Pradeep Chandra Shukla

**Area of Research:** Psychology of Education

**Keywords:** Academic Achievement, Disabled Students, Self Concept, Locus of Control

**Abstract:** The study was focussed to find out the difference between disabled and non-disabled students on academic achievement (AA), self concept, locus of control (LOC) and socio economic status (SES), to find out the difference between disabled and non-disabled students of various SES categories on AA, self concept and LOC, to find out the contribution of self concept and LOC to AA of disabled and non-disabled students, to find out the contribution of self concept and LOC to AA of disabled and non-disabled students with SES as covariate, and to find out the relationship between the self concept and LOC of disabled and non-disabled students. Descriptive survey method was used for this study. Disabled (N=196) and non- disabled students (N=395) of age group 13-21 years were chosen as sample through random sampling technique .Five tools were used to achieve the objectives namely : Self concept questionnaire by Saraswat ,Multi dimentional LOC scale, Socioeconomic status scale, Manifested academic ability scale and the Personal data sheet developed by the investigator . t-test ANCOVA, Regression Analysis and correlation were used to analyze the data. Findings revealed that with regard to A.A disabled and non disabled students did not differ significantly. With regard to self concept, non disabled students were found to be have a significantly higher total self concept than disabled student. With regard to self concept, LOC and academic achievement of disabled and non-disabled students belonging to all category of SES were found to be have significant difference. No significant impact of gender, birth order, caste on academic achievement of both disabled and non disabled student was found. A significant impact of self-concept and LOC was found for disabled and non-disabled when SES was controlled. This study also compared the Visually Disabled (VD) and Hearing Disabled (HD) students on various measures under study .The congenital VD and non-congenital VD students were also compared where the former were superior to later on AA, self concept and LOC.

119. Code: BHU/RE/2000/TLC-140

**Singh, K.M. (2000).** *Development of Communality among the Students of Higher Secondary School* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.161.

**Supervisor:** Dr. Paramanand Singh

**Area of Research:** Sociology of Education

**Keywords:** Communality, Constitutional Values, Higher Secondary

**Abstract:** The objectives of the study were: to study the development of communality among higher secondary students and factors affecting it, to study the development of constitutional values among higher secondary students and factors affecting it, and to predict communality among higher secondary students .The sample consisted of 650 higher secondary students of grade IX to XII of twenty four U.P. Board affiliated Intermediate Colleges of Varanasi city .The sample was drawn using stratified sampling technique. Descriptive survey method was used. Two tools namely-Vichar Shailee Prashnawali by researcher, Samvaidhanik Moolya Vikash Prashnawali by Dr. P.N.Singh and K.D. Ram were used for data collection. For data analysis Mean, Pearson coefficient of correlation, t-test, F-test and regression analysis were used. It was found that the mean communality score was

varied according to the course of study, parents' education, religion and caste. As compared to the arts and science group students the mean communality score of commerce group students was higher. A significant difference was found between Muslim and Christian, Muslim and Sikh, Sikh and Christian, and Sikh and Hindu group of students. The mean communality score of backward and general caste students was higher than the scheduled caste and general caste students. As compared to the Hindu, Muslim and Christian students the mean constitutional value score of sikh students was higher. The multiple regression analysis reflected that course of study, parents' education, caste and constitutional values combined in least square sense in the regression equation account for 58.73 percent of the predicted variable community. The correlation between constitutional values and communality was found to be in the inverse relationship ( $r = -0.71716$ ).

120. Code: BHU/RE/2000/TLC-141

**Kumar, P. (2000).** *A Critical Study of Educational Philosophy of Dr. B.R. Ambedkar* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.194

**Supervisor:** Dr. Paramanand Singh

**Area of Research:** Philosophy of Education

**Keywords:** Dr. B.R. Ambedkar, Educational Philosophy

**Abstract:** The objectives of this study were: to study the philosophical thoughts of Dr. B.R. Ambedkar, and to critically study the educational thoughts of Dr. B.R. Ambedkar. The historical method was used and case study was also utilized. The literature related to B.R. Ambedkar was used for analysis. Findings showed that Ambedkar's political and constitutional thoughts were based on the philosophy of social democracy. His economic thoughts were based on human welfare. His philosophy was based on love for man. It was influenced by Buddhism, democracy and socialism. The basic purpose of his educational philosophy was to serve the country and the downtrodden people. It was broad based and focused on the slogan 'Educate, Agitate and Organize'. It was his ideal message to all depressed classes in India. He believed that education should promote intellectual, moral, social and democratic values. Right to learn should be the fundamental right. He said that learning without character is dangerous. His educational thoughts are relevant to promote education for all. He believed that nothing is infallible and binding forever is a binding guideline for the curriculum. He also recommended use of scientific method in the teaching learning process. His thoughts also considered the financial and the administrative aspects of education. His educational message is important for bringing social change. His social message incorporates three cardinal principles of equality, liberty and fraternity. Spiritual message is in the form of trinity of Buddha, Dharma and Sangha. Thus his philosophy was broad based and comprehensive in nature.

121. Code: BHU/RE/2000/TLC-0142

**Singh, P. (2000).** *A Study of Educational Thoughts of J. Krishnamurti* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.213.

**Supervisor:** Dr. Paramanand Singh

**Area of Research:** Philosophy of Education

**Keywords:** Educational Thoughts, J. Krishnamurti

**Abstract:** The objectives of this study were : to study the relevance of philosophical thoughts of J. Krishnamurti, to study the educational thoughts of J. Krishnamurti, and to study the relevance of his thoughts in the present social context. Historical method was used. Philosophical method of inquiry was also used. Primary sources for the study were the original literature of

J.Krishnamurti namely- commentaries on living, education and significance of life, letter to school, Krishnamurti to himself and Krishnamurti on education – books which were written by him. Findings revealed that Krishnamurti wanted to establish peace in the world through education. He attacked the narrow and isolating thoughts related to self, family and even nation. He wanted to eradicate violence. He believed and promoted the idea of universal brotherhood. Educational thoughts of J. Krishnamurti appealed to both who are related to education as well to those who are concerned with well being of society. His works may not be underestimated because his views provide novel way of thinking. His thoughts also reflect discontent against organized religion. Individuals and religious authorities need to undergo self contemplation regarding various issues and go for transformation. His dream was to develop virtues like goodness, truthfulness, austerity, honesty and humility among citizens and society. However he was not satisfied with all pre-established thoughts in the society. He believed that redefining and reexplaining is deeply needed. Krishnamurti shows a new path to establishment of values. His approach was humanistic and also reflected influence of Dr. Annie Besant. His path has to be traced more deeper by the thinkers to let a new picture of education emerge for future.

122. Code: BHU/RE/ 2001 /TLC-0143

**Neupane, S.R. (2001). *Mathematics Achievement of Primary School Children of various Ethnic Groups in Nepal* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.162.**

**Supervisor:** Dr. Bhoodev Singh

**Area of Research:** Mathematics Education

**Keywords:** Mathematics Achievement, Primary school Children.

**Abstract:** The study was aimed to find out the mathematical achievement of primary school children of various ethnic groups in Nepal with reference to gender, ecological belts, parent involvement; to ascertain the predictive efficiency of parent's involvement variable in achievement of primary school children of various ethnic groups; to ascertain the predictive efficiency of biological characteristics in achievement of primary school children of various ethnic groups; and to develop the regression equation between mathematics achievement in one hand and parents' involvement and biological characteristics on the other hand. Sample of this study were 500 students of grade-V of public schools and their parents/guardians who were selected from five districts of western development region in Nepal. Samples were selected by multi stage stratified random sampling technique. Descriptive survey method was used. The tools used for data collection were namely : Mathematics Achievement Test, and the Student Questionnaire both developed by the researcher. The statistics used were- Kruskal-wallis one way analysis of variance, Mann - Whitney U-test, multiple correlation beta coefficients, regression weights, index of forecasting efficiency etc.. The mean percentage of mathematics achievement of Newar, Gurung, Kumal, Magar and Tharu children were calculated. The Newar children were better than Magar, Gurung, Tharu and Kumal children. The Gurung children were found to be significantly better achievers in area of mathematics than Magar, Tharu and Kumal children. Boys were found to be significantly better than girls in the area of mathematics. Hill ethnic children were found to be better achievers in the area of mathematics than tarai children. The effect of parents' involvement variables help homework, discussion, participation in school activities. It was found significantly in all sample groups except Magar. Parents' education and occupation was considered more important and expected to place high value to education, emphasize on reasoning and guide rather than giving physical punishment. Their involvement in the education of their child depended upon their education and occupation.

123. Code: BHU/RE/2000/ TLC - 0144

**Singh, P.P.(2000). *A Financial Study of Teachers' Training College Situated in Varanasi* (Unpublished Ph.D. Thesis) Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. H. C. S. Rathore

**Area of Research:** Teacher Education

**Keywords:** Financial Study, Teachers' Training College, Varanasi

**Abstract:** The objectives of the study were: to study the income of teachers' training college during the period 1993-1994 to 1997-1998 with reference to following two categories: income from various sources and their share to total income & percentage increase in income from different sources; to study the institutional costs of B. Ed. Course during the period 1993-1994 to 1997-1998 with reference to following: combined average institutional cost of all the teacher training college taken in the sample & college wise institutional cost and percentage increase in different heads; to study the unit institutional cost of teachers' training college during the period 1993-1994 to 1997-1998 with reference to: overall unit institutional cost and the rise in them over a period of five years & head wise unit institutional costs and rise in them over a period of 5 years; to study the internal efficiency of the selected teachers' training college; to study college wise the unit private costs of doing B. Ed. Course in Varanasi city; and to study the relationship of unit private costs with B. Ed. Students: age, sex, residential background, parental occupation and annual family income. The study was carried out through descriptive survey method. Purposive sampling technique was used to select the teachers' training college in Varanasi city. For collecting the data a tool was used namely Biodata Sheet. The findings of the study revealed that there were three major sources of income: government and UGC grants, tuition fee and other sources. 90% of the total income was granted by the government, that increased on an average 32% from 1993-1994 to 1997-1998. 98% of the income was spent as salary costs to teaching and non teaching staff. The institutional unit costs were observed to increase from 95% to 97% from 1993-94 to 1997-98 with the variation in the teachers student ratio. The highest unit private cost was Rs. 14420 at the U. P. College. With reference to unit private costs on various items of expenditures significantly differences were found among four teacher training college on all the items. With reference to the relationship of unit private costs with students' personal factors such as age, sex, residential background, parental occupation and annual family income of the students were all found to be significantly related with unit private costs of doing B. Ed. Course at Varanasi.

124. Code: BHU/RE/2001/ TLC - 0149

**Sah, D.K.(2001). *Prospects and Applicability of Computer in Education in the Secondary Schools of Eastern U.P.* (Unpublished Ph.D. Thesis) Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. Geeta Rai

**Area of Research:** Technology of Education

**Keywords:** Prospects. Applicability, Computer, Education, Secondary School, Eastern U.P.

**Abstract:** The objectives of the study were: to assess the facilities available for computer in education in the secondary schools of Eastern U.P.; to identify the prospects and applicability of computer in education in secondary schools of eastern U.P.; to survey the nature and extent of opinion of various concerned groups on the basis of personal variables namely: Course, Sex, Inhabitation, marital status, family pattern, SES, distinction and block. Descriptive survey method was applied. Students and teachers of secondary school were selected as sample through simple random, purposive cum incidental sampling technique. Two tools were used to collect the data



namely: checklist regarding computer application (CLCA) and computer information opinionnaire (CIO). The findings of the study revealed that there were only six schools having computer facilities out of 25 schools in 8 blocks. There was 76% demand of computer facilities in education for improving the quality of secondary schools. It was realized that educational technology would improve the quality of education by replacing the traditional teaching modes and supplementing the teacher student interaction. The variables like maintenance, equipment, lack of oral practice opportunity of the methodology, proper use and application in classroom situation and dearth of trained teachers to provide computer instruction were proved to be significant while language ability, independent thinking, creativity and emotional relationship were found not significant. The negative notion towards computer applications were projected by respondents with reference to economic insufficiency in terms of high fee and cost, lack of human intelligence, improper maintenance of infrastructure and description. Overall respondents had positive opinion towards the use of computer in the secondary school. The consequences of SES were not relevant for the variation of opinion in case of students.

125. Code: BHU/RE/2002/ TLC - 0150

**Narayan, P. (2002). *A Study of Early Childhood Education Programmes in Nepal* (Unpublished Ph.D. Thesis) Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. Bhoodev Singh

**Area of Research:** Pre-School Education

**Keywords:** Early Childhood Education, Programs, Nepal, Policies, Practices, Nepal.

**Abstract:** The objectives of the study were: to identify existing practices regarding program approaches in early childhood education in Nepal; to identify infrastructural facility, admission procedure and assessment practices of early childhood education institution in Nepal; to identify infrastructural strategies adopted by early childhood education program in Nepal; to assess curricular practices adopted by early childhood education program in Nepal and to explore strategic measures for the improvement of early childhood education program in Nepal. Descriptive survey method was used for the study. Children, teachers and head teacher of the preschool, district level, national level personnel, experts, policy makers and implementers were the sample for the study. Stratified random sampling technique was used for selecting the sample. Seven tools were used for collecting the data namely: school survey form, instructional strategy record form, teacher's interview form, parent's interview form, head teacher's questionnaire form, district level education personnel's questionnaire form and focus group discussion. The findings of the study revealed that majority of the teachers and head teachers did not have clear concept and understanding of early childhood education (ECE) as reflected in their acceptance of ECE as a preparatory activity for primary education. Parents viewed as a school readiness program that would help their children perform better in the upper grades. School management committees were more effective in managing financial resources and teachers as well as selecting appropriate place for ECE program than in doing other activities like the NGOs/INGOs/CBOs, which were more effective in providing teacher training and instructional materials than in supporting the infrastructural facilities and collecting financial resources. The private school teachers were found to emphasize more on academic exercise and repressive discipline whereas the public school teachers emphasized on child friendly and interactive classroom instruction. There were diverse curricular practices reflected by practices of public, NGO and private schools' use of government made, school made and NGO made ECE curriculum. Failure in the use of government made ECE curriculum by half of the public schools and excessive dependence of the private schools on school/NGO made curriculum was indicative of the need of uniform national framework for the ECE curriculum. The criterion of admission was the verification of the minimum

age of children by the ECE programs. 2 years of the ECE programs was an appropriate duration with 4 years of age as an eligible age for admission. Assessment practices in all types of schools were heavily dominated by the use of written and oral tests which was at the cost of the use of non-teaching devices and continuous and liberal promotion policy.

126. Code: BHU/RE/2002/ TLC - 0151

**Mishra, S.N. (2002). *Predictors of Mental Health of Students of Working and Non-working Mothers* (Unpublished Ph.D. Thesis) Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. P. C. Shukla

**Area of Research:** Psychology of Education

**Keywords:** Predictor, Mental health, Working, Non-working mother.

**Abstract:** The objectives of the study were: to identify the predictors of mental health of students of working and non-working mothers; to find out difference in predictors of mental health of students belonging to working and non-working mother; to find out the impact of sex, class, caste, medium of study, sibling position, mothers education and profession of mothers on predictors of mental health of students; to find out correlation among predictors of mental health of students belonging to working and non-working mothers. Descriptive survey method was used for the study. Students studying in class IX to XII in the school of Varanasi city were the population for the study. 500 samples (125 from each male and female, working and non-working mother) were selected through simple random sampling. The data was collected through the three tools namely: mental health scale (S.P.Anand), Socio-economic status scale (Shukla & Saha) and family environment scale (K.S.Mishra). The findings of the study revealed that there was significant difference between the students belonging to working mother and non-working mother with respect to two dimensions SES and friction only. The impact of sex difference was found significantly for humanistic thrust, hindrance, control, empathy, cohesiveness, democratic orientation, compulsion, spirit, insecurity, formality, apathy tension, acculturation, conformity, competition, hostility, reward, neglect and mental health. Cast difference was found significant for the students belonging to working mother. Cast difference was found significantly for insecurity, apathy, competition and hostility in case of students belonging to non-working mother. Age difference was found significantly for empathy, apathy, competition and neglect for the students belonging to both the groups working and non-working mother. Medium of study differed significantly for the both the group of students belong to working and non-working mother. The common area was SES. Similarly birth order also differed both the groups but the common area of difference was apathy and SES. With reference to mothers education both group differed significantly and the common area of difference was formality and SES. There was no significant impact of mothers education on mental health of students belonging to working and non-working mother.

127. Code: BHU/RE/2002/ TLC - 0152

**Bharati, A. (2002). *A Study of relationship between Environmental Awareness and Scientific Attitude among Higher Secondary Students of Varanasi City* (Unpublished Ph.D. Thesis)**

**Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. Parmanand Singh

**Area of Research:** Science Education

**Keywords:** Environmental Awareness, Scientific Attitude, Higher Secondary Students.

**Abstract:** The objectives of the study were: to study the nature and extent of the environmental awareness among higher secondary school; to study the factors affecting environmental awareness;

to study the relationship environmental awareness and scientific attitude among higher secondary students of Varanasi city. The study was carried out through descriptive survey method. Students studying the higher secondary schools of Varanasi city were the population. 360 students were selected as sample through simple random sampling technique. Two tools were used to collect the data namely: environmental awareness test and scientific attitude test. The findings of the study revealed that there was significant difference between the environmental awareness of higher secondary students belonging to arts group and science group. There was significant difference between the environmental awareness of higher secondary students belonging to different parent's income group. There was significant positive correlation between the environmental awareness and different dimensions of scientific attitude namely: aversion to superstition, suspended judgement, open mindedness, objectivity, rationality and curiosity. It was found that higher secondary students have developed a considerable amount of environmental awareness among them. It was also revealed that science students belonging to high parental income group have developed more environmental awareness as compared to their counterparts in other groups.

128. Code: BHU/RE/2002/ TLC - 0153

**Dwivedi, G.K.(2002). *A Comparative Study of Normal and Handicapped Students with respect to their Socio-Economic Status and Personality* (Unpublished Ph.D. Thesis) Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. P. C. Shukla

**Area of Research:** Inclusive Education

**Keywords:** Handicapped Student, Socio-Economic Status, Personality.

**Abstract:** The objectives of the study were: to find out the level of mental health of normal and handicapped student; to compare the mental health of normal and handicapped students; to compare the mental health of normal and handicapped students on the basis of their personal variables namely: socio-economic status, types of disability, dimensions of personality, age and sex; to find out the relationship between mental health and socio-economic status of normal and handicapped students. The study was carried out through descriptive survey method. Simple random sampling was applied to select the representative sample from the population of students having age group 13 to 21 studying in the secondary and senior secondary schools of Uttar Pradesh. The findings of the study revealed that normal students have good mental health. Normal male and female students belonging to middle socio-economic status (SES) were found to be having good mental health in comparison to other students belonging to different SES. A significant difference was found between the mental health of normal and handicapped students. There was significant difference among the mental health of middle SES normal, lower SES normal, middle SES handicapped and lower SES handicapped students. There was no age related significant difference among the mental health of students having different types of disability. No sex difference was found in the mental health of normal and handicapped students belonging to age groups 13-16 years and 17-21 years. There was significant difference among the mental health of different handicapped groups. The ill mental health was found associated more with handicapped students of lower SES. Normal students having moderate mental health were higher on neuroticism. The ill and moderate handicapped students were different on psychoticism.

129. Code: BHU/RE/2003/ TLC - 0154

**Mishra, B.K. (2003). *Effect of Population Education on Knowledge, Attitude and Values of Pupils* (Unpublished Ph.D. Thesis) Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. Asha Pandey

**Area of Research:** Contemporary Issues in Education

**Keywords:** population education, knowledge, attitude, values.

**Abstract:** The objectives of the study were: to study the effect of population education through lecture method and self learning approach on the knowledge, attitude and values of the students; to compare the effect of population education on knowledge, attitude and values of the students. This research was an experimental research. Purposive sampling technique was used to select the sample of IX grade students. The findings of the study revealed that post test score means of both the lecture and self learning group were significantly higher than pre test score means. There was no significant difference between the pre test score and post test score of control group. Lecture group was not significantly different from the self learning group. Self learning approach for teaching population education for IX grade students was effective on the population related knowledge of the students. Similarly lecture method was also effective for the knowledge of the students. There was no significant difference between the lecture method and self learning approach for the population related knowledge of the students. Lecture method was found effective in the case of attitude measurement while self learning approach was not significantly effective for attitude. Similarly lecture method was significantly effective for value measurement while self learning approach was not significantly effective.

130. Code: BHU/RE/2002/ TLC - 0155

**Ojha, S.(2002). *A Comparative Study of Anxiety, Level of Aspiration and Locus of Control of Students of different Disciplines* (Unpublished Ph.D. Thesis) Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. P. C. Shukla

**Area of Research:** Psychology of Education

**Keywords:** Comparative study, Anxiety, Level of aspiration, Locus of control.

**Abstract:** The objectives of the study were: to find out anxiety level, level of aspiration & locus of control of students of different discipline; to compare the anxiety level, level of aspiration & locus of control of students of different discipline. Descriptive survey method was used for the study. The population of the study was postgraduate and undergraduate students of agriculture, arts, commerce, engineering, management, medical and science faculties. The samples were selected through stratified simple random sampling technique. Three tools for three variables namely anxiety, level of aspiration and locus of control were used for the collection of the data. The findings of the study revealed that the students have lower level of anxiety, average score on locus of control and higher level of aspiration. There was no significant difference in the anxiety level of the students of different disciplines. Students of engineering faculty as well as science faculty have significantly different level of aspiration (LOA) from agriculture, management and medical faculty students. The LOA of medical students was significantly different from commerce and management students. Management and arts students had significantly different LOA. Agriculture student had significantly different LOA from arts and commerce. There was no significant difference in the anxiety level, LOA and Locus of control of male and female students. Students of low and average LOA group of science, medical, management, agriculture, arts and commerce disciplines were similar in their Locos of Control (LOC). In inter disciplinary comparison of LOC, engineering students were found significantly different on low LOA group. Arts students having external and internal LOC were

found to be significantly differently in their anxiety. In inter-disciplinary comparison of anxiety on external LOC medical, commerce, arts students were found significantly different.

131. Code: BHU/RE/2002/ TLC - 0156

**Dwivedi, D.K. (2002).** *A Study of Awareness and Attitude towards Guidance among Teachers and Students at Higher Secondary Level* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.

**Supervisor:** Dr. S. D. Chatterji

**Area of Research:** Psychology of Education

**Keywords:** Awareness, Attitude, Guidance, Teachers.

**Abstract:** The objectives of the study were: to study the awareness of teachers and students towards guidance; to study the attitude of teachers and students towards guidance; to study the awareness and attitude of students towards guidance with reference to their sex, medium of education, permanent residential locality ; and to study the awareness and attitude of teachers towards guidance with reference to their sex, medium of education, permanent residential locality, nature of job and training status. Descriptive survey method was applied. 520 teachers and 180 students from 20 higher secondary schools were selected as sample through the cluster sampling technique. The population was students and teachers of higher secondary schools in Varanasi district. The data was collected through the researcher developed two scales namely: Awareness towards Guidance Scale (AWTGS) and Attitude towards Guidance Scale (ATTGS). The findings of the study revealed that there was significant difference in the awareness towards guidance among the students on the basis of their sex, medium of education and residential locality. Male in comparison to female, Urban in comparison to rural and English medium students in comparison to Hindi medium students have significantly higher awareness. Similarly there was significant difference in the awareness of teachers on the basis of their personal variables. Male in comparison to female, Urban in comparison to rural, English medium in comparison to Hindi medium, government in comparison to non-government, trained in comparison to untrained teachers have significantly higher awareness towards guidance. The attitude of the students showed the same inference i.e. male in comparison to female, urban in comparison to rural and English medium students in comparison to Hindi medium students had significantly higher attitude towards guidance. There was no significant difference between the attitude of male and female teachers as well as rural and urban teachers while there was significant difference in the attitude of teachers with reference to medium of education, Nature of job and training status. English medium in comparison to Hindi medium, Government in comparison to non-government and trained in comparison to untrained teachers had significantly higher attitude towards guidance.

132. Code: BHU/RE/2002/ TLC - 0157

**Singh, S.(2002).** *A Study of Communication Behavior of Prospective Teachers* (Unpublished Ph.D. Thesis) Banaras Hindu University, Varanasi, India.

**Supervisor:** Dr. Asha Pandey

**Area of Research:** Teacher Education

**Keywords:** Communication Behavior, Communication Skill, Prospective Teacher.

**Abstract:** The objectives of the study were: to study the interpersonal communication skill and communication behavior during teaching of prospective teachers; to compare the predominant classroom communication behavior of teachers corresponding to the components of their interpersonal communication skill. The study was carried out through descriptive survey method.

The prospective teachers in the eastern Uttar Pradesh were the population. 298 samples were selected from four universities namely: DDUGU, Purvanchal University, MGKVP, BHU. Two tools namely: interpersonal communication inventory & Observation Schedule for Communication behavior were used to collect the data. The finding revealed that there was significant difference between the interpersonal communication behavior of male and female prospective teachers. There was also significant difference between male and female over four components of communication behavior namely: self concept, difficulties in copying with angry, feelings & self disclosure while there was no significant difference over the component good listener and clarity of expression. There was significant difference between the total score of interpersonal communication behavior of arts and science prospective teachers as well as undergraduate and postgraduate prospective teachers. There was significant difference in the use of communication behavior in classroom teaching between graduate and post graduate prospective teachers and also between the science and arts prospective teachers. There was no significant difference in the use of communication behavior in classroom teaching on the basis of gender and scholastic achievement.

133. Code: BHU/RE/2004/ TLC - 0158

**Vashistha, J. Nee Dwivedi, J. (2004). *Emotional Intelligence of Prospective Teachers in relation to their Classroom Behaviour* (Unpublished Ph.D. Thesis) Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. Sunil Kumar Singh

**Area of Research:** Teacher Education

**Keywords:** Emotional Intelligence, Prospective Teachers, Classroom Behavior.

**Abstract:** The objectives of the research were: to study the emotional intelligence (EI) of prospective teachers with respect to their gender, residential background, educational qualification, nature of B.Ed. course, teaching subject and institution; to study the classroom behavior (CRB) of prospective teachers with respect to their gender, residential background, educational qualification, nature of B.Ed. course, teaching subject and institution; to study the relationship between emotional intelligence and classroom behaviour (positive CRB and negative CRB) of prospective teachers. random sampling techniques was used to select the representative sample from the institutions in Varanasi city. Two tools namely: classroom behaviour measurement scale and emotional intelligence were used to collect the data. Finding of the research revealed that: there was no significant difference between the emotional intelligence of prospective teachers with respect to their gender, residential background, educational qualification, nature of B. Ed. Course, teaching subject and institution. There was no significant difference between the positive classroom behavior of prospective teachers with respect to their gender, teaching subject and educational qualification. There was significant difference between positive classroom behavior of prospective teachers with respect to their residential background, nature of B. Ed. Course and institution. There was no significant difference between the negative classroom behavior of prospective teachers with respect to their gender, residential background, educational qualification and teaching subject while there was significant difference between the negative classroom behavior of prospective teachers with respect to their institution and nature of B. Ed. Course. There was positive but negligible correlation between emotional intelligence and positive classroom behavior and there was negative but negligible correlation between emotional intelligence and negative classroom behavior.

134. Code: BHU/RE/2005/ TLC - 0160

**Pandey, G.(2005).** *A Study of Classroom Cohesiveness, Students' Mental Health and their Attitude towards Teacher in relation to 'PET' phenomenon* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.

**Supervisor:** Dr. P. C. Shukla

**Area of Research:** Psychology of Education

**Keywords:** Classroom Cohesiveness, Mental Health, Attitude, PET phenomenon

**Abstract:** The objectives of this research were: to study the classroom cohesiveness in relation to PET phenomenon in the classroom; to study the student's mental health in relation to PET phenomenon in the classroom; to study the students attitude towards teacher in relation to PET phenomenon in the classroom. Descriptive survey method was applied for the study. Students of class VIII to XII studying in the secondary schools of Varanasi city in the session 2000-2001 were the population for the study. Systematic random sampling technique was used to select the representative sample. Four tools were used to collect the data namely: Sociometric Questionnaire for identification of teachers PET, classroom cohesiveness questionnaire, attitude towards teacher scale and mental health scale. The study revealed that PET phenomenon was observed frequently in different types of schools. Percentage of PET classroom was higher than no-PET classroom. Variation in classroom cohesiveness was observed in different type of PET classroom. It was found to be related with classroom PET phenomenon. There was no relationship with student's mental health and PET phenomenon. There was significant relationship between student's attitude and PET phenomenon. Variations in student's attitude towards teacher were found that in different type of classroom. Student's attitude towards teacher was more favourable for no-PET classroom than the both other classroom.

135. Code: BHU/RE/2005/TLC-0161

**Rani, A. (2005).** *Perception of Teacher Educators and Educational Managers about the Role-Efficacy of The National Council For Teacher Education (NCTE)* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.

**Supervisor:** Prof. Harikesh Singh

**Area of Research:** Teacher Education

**Keywords:** Perception, Teacher Educator, Educational Managers, Role-Efficacy,NCTE.

**Abstract:** The objective of this study were: to study the perceptions in the form of opinion of teacher educators and educational managers about the successful performance of the expected/ assigned role of NCTE in granting recognition to Institution of teacher education, in making norms for admission and eligibility criteria for different courses of teacher education, in setting of guidelines for the duration of the course, course contents and curriculum of a teacher training course, to deciding staff pattern and staff qualification of a recognised Institution, in deciding norms for starting new courses of training by a recognised Institution, in giving direction to the teacher training Institution for providing physical and instructional facilities, in fixing the tuition fees and other fees chargeable by recognised institution, in preventing commercialization of teacher education, in evolving policies and norms in teacher education through distance mode and role of directional intervention of the NCTE. Objectives included were to compare the perception of teacher educators and educational managers about the role efficacy for the above mentioned 10 rolls; to make an appraisal of the role efficacy of the NCTE in terms of successful roll performance perceived by the teacher educators and educational managers in the forms of their opinions; to collect the worthwhile recommendation of the educational

managers and teacher educators for the improvement in the roll efficacy of the NCTE as perceived by them. The major findings of this study revealed that majority of the respondent to be having disagreement with the successful performance of the the expected/assigned role of NCTE in granting recognition to Institution of teacher education. Respondent did not feel hindrance if the right of recognition to the Institution of the teacher education rest with NCTE. The representative of the NCTE should inspect the teacher training institution at least once in each session. The NCTE authorities should annually interact face to face with the educational managers, principals, teacher educators and the prospective teachers. Ncte should inspire to the teacher training institutions for optimum use of modern technology. The NCTE should ensure timely circulation of the journals/monthly magazines/newsletters to appraise the teacher training institutions of the prescribed norms. The Ncte should organise orientation and refresher courses for teacher educators and also arrange competence to deliver resource lectures, and recognised only the teacher training institution having the model schools for practice teaching.

136. Code: BHU/RE/2005/TLC-0162

**Rai. A. (2005). *A Study on Identification and Remediation of Learning Disabilities in English among Junior High School Students* (Unpublished Ph.D. Thesis), Banaras Hindu University, Varanasi, India.**

**Supervisor:** Prof. H.C.S. Rathore

**Area of Research:** Inclusive Education

**Keywords:** Remediation, Learning Disabilities, Junior High School Students.

**Abstract:** The objective of this study were: to study the incidence of children with learning disabilities in English among grade 8<sup>th</sup> student in Varanasi; to relate the incidence of the learning disabilities in English with children's sex, to relate the incidence of the learning disabilities in English with the category of the school (management basis); to study the reading difficulties of learning disabled children with respect to their reading speed, accuracy and comprehension ability; to study the reading difficulties of learning disabled children with respect to their accuracy in copy writing, dictation and free composition; to study the effectiveness of a multi- sensory small group instruction program for remediating the identified learning disabilities in reading and writing performance of learning disabled student's vis-a-vis traditional normal classroom teaching. The population delimited to include only CBSE board school of Varanasi. Random cluster sampling technique was used for sample selection. Three tools were used for data collection namely- Achievement test in English and personal information blank designed developed by the investigator, the non-verbal Group Test of Intelligence developed by atmanand Sharma, Emotional Stability Test (EST) for children developed by Sen Gupta and Singh (1985). The major findings of this study revealed that out of 564 students 90 were found as learning disabled. The prevalence rate of LD in English in Varanasi is 15.97% . When sex factor was considered the incidence of LD in English boys was 16.60% and in girls was 15.90%. Statistically the observed difference was not significant. When the category of school was considered, the incidence of LD in English was found to be significantly more in government school than in primary school. The LD and non-LD deferred significantly in terms of oral reading speed. The LD was significantly slow in reading the given passage as compared to non- LD. The LD students read less accurately in comparison to non-LD. The difference was statistically significant. The LD students answered very few questions correctly as compared to the non-LD. The group deferred significantly in term of comprehension of the read passage. The LD and non-LD didn't significantly differ in term of errors of copy writing. The LD and non-LD students deferred significantly in terms of number of accurate words in writing of the dictation. The



composition writing by LD students was short in length as compared to the non-LD. The difference between quality of composition writing by LD and non-LD students was significant. After receiving multi-sensory small group instruction the gain (pre-test post test difference) in reading accuracy of experimental group was found to be significantly more than that in the control group. This revealed as effectiveness of the remediation treatment in improving the reading accuracy of the LD students. The treatment was also found effective for improving reading skill of the LD students. The experimental group made significant gain over the control group after receiving the multi-sensory small group instruction.

137. Code: BHU/RE/2007/TLC-0163

**Gardia, A. (2007).** *A Study of Some Determiners of Democratic Values Among Higher Secondary Students* (Unpublished Ph.D. Thesis), Banaras Hindu University, Varanasi, India.

**Supervisor:** Dr. Sunil Kumar Singh

**Area of Research:** Value Education

**Keywords:** Democratic Values, Higher Secondary Students.

**Abstract:** The objective of this study were: to explore the status of Democratic values among Higher Secondary students; to find out the relationship of Democratic values with following personal and environmental variables: Family involvement, School environment, Occupational Aspiration, Emotional Adjustment, Socio-Economic status. The sample of 620 Higher Secondary students was selected through the random cluster sampling technique. The tools administered for quantify dependent and independent variables were: Test of Democratic Values(TDV) developed by researcher, Family Environment Scale developed by Joshi and Vyas (1997), School Environment Inventory developed by Mishra (1984), Emotional Adjustment Inventory developed by R. V. Patil (1995), Adolescent's Emotional Adjustment Inventory, Occupational aspiration scale- Kaliath's S.E.S. Inventory (1999). The major findings of this study revealed that Higher Secondary students possessed an identifiable and measurable degree of Democratic values. Democratic value of Higher Secondary students were not significantly related with their cohesive family environment and independent family environment and creative stimulation in school environment and permissive school environment, occupational aspiration, emotional adjustment, and socio-economic status. There was no significant relationship among 'Dignity of Individual' and cohesive family environment and independent family environment, creative stimulation in school environment and permissive school environment, occupational aspiration, emotional adjustment, socio-economic status of Higher Secondary students. There was no significant relationship among the value 'Liberty' and independent family environment, creative stimulation in school environment, permissive school environment, occupational aspiration, emotional adjustment, socio-economic status of Higher Secondary students. There was no significant relationship among the value 'Equality' and cohesive family environment, independent family environment, creative stimulation in school environment, permissive School environment, occupational aspiration, emotional adjustment, socio-economic status of Higher Secondary students. There was no significant relationship among the value 'Justice' and cohesive family environment, independent family environment, creative stimulation in school environment, permissive School environment, occupational aspiration, emotional adjustment, socio-economic status of Higher Secondary students. There was no significant relationship among the value 'Co-operation' and cohesive family environment, independent family environment, creative stimulation in school environment, permissive School environment, occupational aspiration, emotional adjustment, socio-economic status of Higher Secondary students. There was no significant relationship among the value 'Tolerance' and cohesive family environment, independent family

invironment, creative stimulation in school environment, permissive School environment, occupational aspiration, emotional adjustment, socio-economic status of Higher Secondary students. Democratic value among Higher Secondary students were not significantly determined by their cohesive family environment, independent family environment, creative stimulation in school environment, permissive School environment, occupational aspiration, emotional adjustment, socio-economic status of Higher Secondary students. Cohesive family environment did not significantly determine the value of 'Dignity of individual' of Higher Secondary students. Independent family environment did not significantly determine the value of 'Dignity of individual' of Higher Secondary students. Creative stimulation in school environment did not significantly determine the value of 'Dignity of individual' of Higher Secondary students. Permissive school environment, occupational aspiration, emotional adjustment, socio-economic status of Higher Secondary students did not significantly determine the value of 'Dignity of individual' of Higher Secondary students. Independent family environment did not significantly determine the value of 'justice' of Higher Secondary students.

138. Code: BHU/RE/2007/TLC-164

**Wamutitu, J.M.(2007).***A Study on Imparting Environmental Education through Secondary School Geography Curriculum in Kenya* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.,PP.232.

**Supervisor:** Prof. G.C.Bhattacharya

**Area of Research:** Environmental Education

**Keywords:** Environmental Education. Secondary School, Geography Curriculum,Kenya.

**Abstract:**The objectives of this study were :to find out the difference in environmental perception of secondary school geography teachers in relation to their age, gender, locality, qualification/training level and teaching experience; to find out if the secondary school geography curriculum is imparting environmental education in terms of environmental achievement of the secondary school geography students with reference to their age, gender and locality;and to determine the relationship between the secondary school geography student's environmental achievement and their awareness with reference to their age, gender and locality. Descriptive survey method was used in this study. Purposive sampling technique was used for sample selection.It included secondary schools in Kenya (Public and private) and 475 Geography students from 15 secondary schools, teachers sample included 32 Geography teachers.The three tools used developed by the researcher were namely - Environmental Perception Scale (EPS), Environmental Achievement Scale (EAT),and Environmental Awareness Scale (EAS).The statistics used for analysis included mean, median, S.D., t-test, and ANOVA.The major findings revealed in this study were : the demographic and educational variables of age , gender, locality , qualification/ training level and teaching experience were not significantly affecting geography teacher's environmental perception.The environmental achievements scores of the secondary school geography students aged 18 years was found the lowest and highest for those aged 17 years and below. The mean score of male students and students of urban areas was found significantly higher than female and rural students respectively.The coefficient of occupation between the secondary school geography students' environmental achievement and their environmental awareness with reference to their age, gender and locality were not significant.It was also found that the the environmental education (EE) content covered in the secondary school Geography curriculum was not adequate in terms of objectives of EE, principles of curriculum construction and practicability of the content.

139. Code: BHU/RE/2006/TLC-0165

**Pandey, A. (2006). *Impact of Personality, Learning Environment and Science Interest on the Scientific Attitude* (Unpublished Ph.D. Thesis), Banaras Hindu University, Varanasi, India.**

**Supervisor:** Prof. P.C. Shukla

**Area of Research:** Psychology of Education

**Keywords:** Personality, Learning Environment, Science Interest, Scientific Attitude.

**Abstract:** The objective of this study were: to study the relationship between personality and scientific attitude; to study the impact of learning environment on the scientific attitude; to study the relationship and impact of science interest on the scientific attitude; and to find out the relationship, if any, between the scientific attitude and personality, learning environment and Science interest. Descriptive survey method was used for this study. The population was comprised of students studying in Secondary School of Varanasi. Cluster sampling technique was used for sample selection. There were four tools used: Vaigyanik abhivritti prashnavalli developed by Mishra, Learning Environment Inventory developed by Mishra, Science Interest Test developed by Dubey and Dubey (1983), and Jr-Sr High School personality questionnaire (Cattle) (Hindi) developed by Srivastava and Srivastava (1975). The statistical technique such as T- test and Pearson correlation 'r' was used to analyse the data. The major finding of this study revealed that scientific attitude of students did not differ in almost all the factors except G. Students who were conscientious, moralistic and stronger in superego strength had greater scientific attitude than the ones who disregarded rules and were weaker in superego strength, warm-hearted students did not differ from reserved students in their scientific attitudes. Less intelligence students did not differ from more intelligence students in their scientific attitude. Emotionally stronger students did not differ from students affected by feeling in their scientific attitude. Undemonstrative students did not differ from excitable students on their scientific attitude. Scientific attitude is not associated with obedience or assert. Sober student did not differ from enthusiastic students on their scientific attitude. No significance relationship was found between personality factors and scientific attitude except factor G.

140. Code: BHU/RE/2008/TLC-166

**Singh, A. (2008). *Development of an Efficacious Module of Fundamental Science Concepts for Primary School Children* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.140.**

**Supervisor:** Prof. Asha Pandey

**Area of Research:** Elementary Education

**Keywords:** Efficacious Module, Fundamental Science, Concepts

**Abstract:** The objectives of this study were : to develop a module to teach basic science concepts to primary grade children; to study the efficacy of this module in terms of the concept attainment of primary grade children; and to study the variance in students concept attainment if any caused due to their sex and residential locale (Rural/Urban). Experimental method (Pretest- posttest control group design) was used in this study. The sample consisted of four groups of 40 students (2 rural and 2 urban) from class -V students each from two divisions ( 2 different sections ) of the same institutions from Gorakhpur selected through Purposive sampling technique . Two tools developed and used by the researcher were namely -Concept Attainment Test, and Learning Module. The statistics used for data analysis were mean, S.D., S.E.<sub>M</sub> and t-Test. The major findings reflected that the learning through this type of module showed positive gain in learners' mastery. Module was the new method for the students so they looked keenly interested in going through it, this might have possibly the

cause of effectiveness. The module developed by the investigator was effective for rural as well as urban students. The module was effective for boys as well as girls. Thus the module equally inspired both boy and girl students to be inquisitive, attentive and they are equally tempted to gather knowledge from some other source also. The concept attainment through the module was similar in both the groups.

141. Code: BHU/RE/2008/TLC-0167

**Gupta, D.L. (2008).** *A study of Emotional Intelligence in relation to Frustration Tolerance, Logical Thinking and Academic Success of class-IX Students* (Unpublished Ph.D. Thesis). Banaras Hindu University. Varanasi, India. PP.119.

**Supervisor :** Dr. Kamakshi Agnihotri

**Area of Research:** Psychology of Education

**Keywords:** Emotional Intelligence, frustration tolerance, logical thinking, academic success.

**Abstract:** The objectives of this study were : to construct the standardized tool of emotional intelligence; to study the relationship of emotional intelligence with frustration tolerance of class-IX students; to study the relationship of emotional intelligence with logical thinking of class-IX students; and to study the relationship of emotional intelligence with academic success of class-IX students. Descriptive survey method was used. Sample consisted of 1000 class-IX students of Eastern Uttar Pradesh selected by the random sampling technique. The tools namely Emotional Intelligence Scale developed by the researcher, Frustration Tolerance Measurement Scale developed by S.N.Rai, Logical Reasoning Test (LRT) developed by Ratna Mala Arya were used to measure different aspects of students. For assessing academic success, the term-end marks obtained in the 8<sup>th</sup> class of every subject were used. The statistical technique/s used were t-test, mean, SD, frequency, Pearson product moment co-relation technique. The correlational research design was used to study the emotional intelligence in relation to frustration tolerance, logical thinking and academic success of class-IX students by the investigator. The major findings showed that the Emotional Intelligence was found to be significantly correlated with frustration tolerance of class-IX students. Emotional Intelligence was not found to be significantly correlated with logical thinking of class-IX students. Emotional Intelligence was found to be significantly correlated with academic success of class-IX students

142. Code: BHU/RE/2009/TLC-0168

**Rai, A. K. (2009).** *Students' Understanding of Nature of Science: An Exploration* (Unpublished Ph.D. Thesis), Banaras Hindu University. Varanasi, India.

**Supervisor:** Dr. Anjali Bajpai

**Area of Research:** Science Education

**Keywords:** Nature of Science, Exploration

**Abstract:** The objective of this study were: to explore the different ways in which the students understand nature of science; to explore the different ways in which the students understand the tentative nature of scientific knowledge; to explore the different ways in which the students created nature of science; to explore the different ways in which the students understand the theory and nature of scientific exploration. Purposive sampling technique was used for sample selection and 104 Students of class-X with high achievement in science were selected. Tools of the study included: a three dimensional scale of 15 items termed as 'Views on Nature of Science Scale' to gather the quantitative data; Science Reflection Questionnaire was used to collect the qualitative data from the participants; Science Reflection Questionnaire was an open- ended questionnaire that comprised of

six open-ended questions and the background knowledge of the students and the follow up their response on Science Reflection Questionnaire was attained through a semi-structured interview. The major findings of this study revealed that the understanding of the three dimensional model of nature of science by the high achieving science students was inconsistent, fragmented, compartmentalized and contextualised with the majority of them possessing a mixed understanding of the nature of science. Thus, it was inferred that the normal students' understanding of nature of Science of class 10<sup>th</sup> students in general were more likely to be fragmented and inconsistent. The majority of this group of high achieving Science Students agreed with the tentative nature of scientific knowledge and the creative nature of science. However, their views were dichotomous and even fragmented with respect to the theory laden nature of scientific knowledge. Some class 10<sup>th</sup> students in general were even likely to find it inconvenient to discuss about nature of science. A majority of this group of high achieving Science students believed in discovery of new facts due to technological advancements and better instruments as the primary contributing factor leading to change in scientific theories and that knowledge based on experiments were absolute in nature. Majority of high achieving Science Students believed in empiricist stand with respect to observation and interpretation during scientific experiment and theory but failed to understand the theory-laden nature of scientific exploration. It implied that most likely the students of class-X students in general were unable to understand the subjectivity involved in scientific experiments.

143. Code: BHU/RE/2009/TLC-0169

**Singh, P. (2009).** *Academics' Perception about the Credibility of the National Assessment and Accreditation Council (NAAC)* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.

**Supervisor:** Dr. Seema Singh

**Area of Research:** Higher Education

**Keywords:** Perception, Credibility, Assessment, Accreditation, NAAC.

**Abstract:** The objective of this study were: to study the perception in the form of opinion of academics about the successful functioning of the NAAC pertaining to (a) self-evaluation by the institution, (b) external peer assessment and (c) final accreditation by the Council; to study the perceptions of academics about the successful functioning of the NAAC pertaining to (a) self-evaluation by the institution, (b) external peer assessment and (c) final accreditation by the council with regard to type of Institution; to compare the perceptions of academic about the successful functioning of the NAAC pertaining to (a) self-evaluation by the institution, (b) external peer assessment and (c) final accreditation by the council; to study the perceptions of academics about the successful functioning of the NAAC pertaining to (a) self-evaluation by the Institution (b) external peer assessment and (c) final accreditation by the council with regard to designation held; to study the perceptions of academics about the successful functioning of the the NAAC pertaining to (a) self-evaluation by the institution (b) external peer assessment and (c) final accreditation by the council with regard to disciplinary background; to make an appraisal of the credibility of the NAAC in terms of successful functioning as perceived by the academics in the form of their opinions; to collect worthwhile recommendations of the academics for improvement in the functioning of the NAAC as perceived by them. Descriptive survey method was used for this study. The population involved academics of social science, arts, commerce and Science of universities and colleges accredited by NAAC of Varanasi city. Purposive sampling technique was used for sample selection. Two tools were constructed by the researcher namely- Opinionnaire for measuring the credibility of the NAAC and a schedule viable recommendations for improvement in the functioning of the NAAC. Non-

parametric statistical techniques such as Chi-square was used to analyse the data. The major finding of this study revealed that majority of the respondents had strong disagreement with the successful functioning of the NAAC pertaining self evaluation by the institution, regarding external peer assessment and regarding the final accreditation by the council. There were significant difference between the responses of University and College teachers related to self evaluation by institution, external peer assessment and final accreditation by the council. There were significant difference between the responses of professors, readers and lecturers related to self evaluation by institution, external peer assessment and final accreditation by the council. There were no significant difference between the responses of academics, belonging to arts, social science, science and Commerce related to self evaluation by institution, external peer assessment and final accreditation by the council. Respondents were found to opine to moderate value of successful functioning of NAAC but not to very high degree. Responders gave recommendations such that NAAC team should be without fixed calendar, random and informal manner, a separate evaluation of each department and NAAC should expand the national panel of assessors through further training.

144. Code: BHU/RE/2008/TLC-0171

**Srivastava, V. (2008). *Perspective of Girls with Visual Disabilities on their Education In Context of Empowerment* (Unpublished Ph.D. Thesis), Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. Rashmi Choudhuri

**Area of Research:** Inclusive Education

**Keywords:** Visual Disability, Empowerment.

**Abstract:** The objective of this study were: to study the empowerment process as occurring in schools from the perspective of girls with visual disabilities; to study the strength and weakness of school as perceived by girls with visual disabilities and to know their suggestions in context of empowerment; to study the awareness of girls with visual disabilities about rights and facilities concessions under government programs provided for persons with disabilities; to study the changes depicting empowerment, which girls with visual disabilities perceive in themselves as a result of school education; and to find out if the self confidence of girls with visual disabilities was significantly more at present than it was in the past. Phenomenological approach of qualitative research was used for this study. Purposive sampling technique was used for sample selection and total 38 girls with visual disabilities were selected. Four tools were constructed by the researcher namely- Interview schedule for girls with visual disabilities, teachers and parents; Observation schedule; Self confidence scale for girls with visual disabilities (SCS-GWVD) and Decision making scale for girls with visual disabilities (DMS-GWD). The major findings of this study revealed that among the 18 participants 14 participants were familiar with the term empowerment and considered regular School as an important facilitator of empowerment. All the participants stated that knowledge was made accessible to them. Responses from 17 participants confirmed that school empowered them by various capacity building programmes. Both regular and special schools developed mainly two types of capacities, i.e. capacity of verbal expression and artistic expression and sport talents. The 17 participants acknowledged the strength of regular school in terms of providing knowledge, availability of Peer Company and help, support and motivation from teachers. The weakness of regular School as identified by the participants were related to problems of personal, books, examination, lack of computer and vocational training and other miscellaneous problems. Out of 18 participants 9 came out with this suggestions to solve the problems faced by them in regular school. Out of 18 participants, responses came from 17 participants who illustrated that they were aware about some of the constitutional rights and educational facilities travelling through bus or train. Out of 17 participants 16 informed that regular school created awareness, 17 told that special school kept

them informed and 13 told that other sources created awareness about rights and facilities. All the 18 participants perceived changes in themselves due to school education. Changes was perceived by them in area of knowledge, awareness about rights and facilities, skilfulness in work, self expression and communication abilities, self confidence, decision making, social living, goal orientation, values and development. The past self confidence of GWVD was less than present self confidence. The past decision making ability of GWVD was less than the decision making ability in present.

145. Code: BHU/RE/2008/TLC-0172

**Rinki.(2008). *A Study of Students' Interest in Science in relation to Science Teachers' Communication Behavior and Use of Multimedia* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.PP.178.**

**Supervisor:** Dr. Anjali Bajpai

**Area of Research:** Science Education

**Keywords:**Communication Behavior, Multimedia, Interest, Science.

**Abstract:**The objectives of the study were :to study the relationship between communication behavior of science teachers and students' interest in science. 2. To study the relationship between use of multimedia by science teachers and students' interest in science.3.To study the relationship betweencommunication behavior of science teachers anduse of multimedia by them. 4.To predict the students' interest in science with the help of communication behavior anduse of multimedia by science teachers. 5.To study students' interest in science in relation to their (a) gender (b) father's occupation (c) mother's occupation (d) socio-economic status (e) type of school (board of schools). A descriptive survey method was used for this study.Sample consisted of 592 students of class-IX and 44 science teachers teaching in class-IX from 10 schools. Among 44 science teachers, 20 science teachers (2 from each school) were interviewed by adopting informal conservational interview.Incidental/purposive sampling technique was employed to draw the sample.The tools used in the present study to collect data from students and teachers were namely - Relevance of Science Education (ROSE) Interview Questionnaire, Teacher Communication Behavior Questionnaire (TCBQ), and Use of Multimedia Questionnaire (UMQ). The informal conversational interview was also conducted.Statistical techniques like mean, median, SD, skewness, kurtosis, Pearson correlation coefficient (r), regression, ANOVA, t-value were used.The major findings reflected a high positive correlation between communication behavior of science teachers and students' interest in science. The value of correlation coefficient between science teachers' communication behavior scores and students' scores of interest in science were 0.779, which was significant at 0.05 level of significance. A very low positive correlation was found between communication behavior of science teachers and students' interest in science. The value of correlation coefficient between science teachers' communication behavior scores and students' scores of interest in science were 0.099, which was significant at 0.05 level of significance. A very low positive correlation was found between communication behavior of science teachers and their use of multimedia. The value of correlation coefficient between science teachers' communication behavior scores and use of multimedia scores was 0.100 which was significant at 0.05 level of significance.Regression analysis showed that 60.5 percent variance of students' interest in science may be explained by science teachers' communication behavior and use of multimedia. F-value 454.127 at df 2 and df 589 was significant at 0.05 level of significance, which showed that the overall relationship was significant. The overall prediction for students' interest in science was significant. It was found that female students do not differ significantly from male students in their interest in science. Students having father in job and students having father in private business differed significantly in their interest in science.The students having working mother and students having housewife mother differed significantly in their

interest in science. The students of different socio-economic status differed significantly in their interest in science. The C.B.S.E. school students and I.C.S.E. school students did not differ significantly in their interest in science.

146. Code: BHU/RE/2008/TLC-0173

**Bhattacharya, S. (2008).** *Identification of Moral Values in the Folk Literature and Formulation of Value Module for the Primary Schools of West Bengal* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.200.

**Supervisor:** Dr. Anjali Bajpai.

**Area of Research:** Value Education

**Keywords:** Moral Value, Folk Literature, West Bengal, Value Module.

**Abstract:** The objectives of this study were :to identify the moral values present in the collected folk literature of Bengal; to identify the units of folk literature which can facilitate the identified values for the learners at primary level; and to construct a value education module of moral values consisting of the selected units of Bengali folk literature for the primary schools of West Bengal. It was a survey cum documentary analysis based study. A sample of 31 in-service primary teachers were selected from six districts of West Bengal. On the other hand, a sample of 227 units of folk literature were selected from the Bengali folk literature. For selecting sample from population of in-service primary teachers, a purposive sampling technique was adopted. Six districts of West Bengal were selected randomly. Content analysis was used to analyze the folk literature for the identification of moral values. Out of different types of content analysis, conceptual analysis technique was adopted in the study. The statistical techniques used were percentage and Fleiss kappa. The major findings revealed that total 227 Bengali folktales were analyzed for moral values. There 85 different moral values were found after final analysis of stories. But only 43 significant moral values were selected as they were present in finally selected stories. Those stories were selected which had more than or equal to 33 percent agreement in an average for the proposed value education module. It was found that only 27 stories were selected for the prescribed module. The prepared value education module consisted of four parts namely – aim, content, instructional process and evaluation pattern. Aim of the module was set on the direction such as - importance of folktales and importance of values. Both were presented in the form of aim in the module explicitly. The module also set the theme of the story as the specific objective (in implied form). Selected 27 stories constituted the content part of the module. For instructional process of the proposed module, about 14 teaching methods on the basis of the previous researches were proposed. While the opinion of the in-service teachers' proposed 7 teaching methods. These methods were arranged into two groups – direct teaching method and indirect teaching method (activity). The method and area of the study is of significance in Indianising value education.

147. Code: BHU/RE/2008/TLC-174

**Ojha, S. (2008).** *A Comparative Study of Values, Interests and Occupational Attitude of Higher Secondary Students studying in different Boards* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.231.

**Supervisor:** Prof. P.C. Shukla

**Area of Research:** Psychology of Education

**Keywords:** Values, Interest, Occupational Attitude, Higher Secondary Students

**Abstract:** The objectives of this study were :to compare the students of three educational boards with regards to six values, seven areas of interest and occupational attitude; to compare the male and



female students of three educational boards with regard to values, seven areas of interest and occupational attitude; and to compare the rural and urban students of three educational boards with regard to values, seven areas of interest and occupational attitude. Descriptive survey method was used for this study. The sample consisted of 593 secondary students from different schools of Varanasi city affiliated to U.P. Board, C.B.S.E. Board and I.C.S.E. Board. Purposive sampling technique was used to select the sample for the study. Tools used were namely - Occupational Attitude Scale (OAS) developed by the researcher, For study of value: Adapted version of Allport, Vernon and Lindzey, revised and modified by S.P. Kulshrestha (1998), and the Interest Parisuchi-Developed by S.P. Kulshrestha (1971). The statistics used were mean, S.D., and t-Test. Major findings related to six values revealed that all three Boards were having significant difference on Theoretical, Aesthetic, Social, Political and Religious values, while on Economic value no significant difference was found. With regard to the seven areas of interest students of U.P. Board and I.C.S.E. Board were found significantly different in Arts and Humanities. Students of C.B.S.E. Board had significant difference in Science and Technology while students of I.C.S.E. Board had significant variation in Home-Science. When male and female were compared, it was found that male students of all three boards were found that male students of all three boards were found significantly different in Agriculture and Technology. Urban students of U.P. Board and C.B.S.E. Board were found significantly different in Commerce and Fine Arts while urban students of I.C.S.E. Board were higher in Home-Science. The rural students of U.P. Board were found significantly different in Arts and Humanities, Science & Agriculture. With regard to Occupational Attitude, students of three boards had significant difference in comparison to their counterparts. Female students of all three boards were found significantly high on Occupational Attitude. In case of urban and rural students significant difference were found between two groups i.e. C.B.S.E. Board (urban) & U.P. Board (rural) and I.C.S.E. Board (rural) & C.B.S.E. Board (rural).

148. Code: BHU/ RE/ 2008 /TLC - 175

**Choomponla, C. (2008). *Study of Learning Condition Obstacles and Success in Science of Primary Class Students in the Northeast of Thailand* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.209.**

**Supervisor:** Dr. Sunil Kumar Singh

**Area of Research:** Science Education

**Keywords:** Learning Condition Obstacles, Learning Condition Success, Science, Thailand

**Abstract:** The objectives of this study were :to identify learning condition obstacles in science of primary class students in the Northeast of Thailand; and to identify learning condition success in science of primary class students in the Northeast of Thailand. Descriptive survey method was used in this study. The sample from the Northeast province of Thailand included 50 science teachers teaching class 6 from unsuccessful primary schools, 50 science teachers teaching class 6 from successful primary schools, 150 students of class 6 who were unable to achieve pass marks in science from unsuccessful primary schools, and 150 students of class 6 who were able to achieve pass marks in science from successful primary schools. Stratified random sampling technique was used in this study. Tools used for collection of data from science teaching and students. The tools were developed by the researcher after through review of related literature and results of pilot survey for assessment of learning conditions in science. The tools were - Teacher's questionnaire for assessment of learning condition in science subject (TQALCS), and Student's questionnaire for perception of learning condition in science subject (SQPLCS). Simple calculation of mean, standard deviation, frequencies and percentage was done according to the type of subjects responses to the statements/ items in the

questionnaire. In addition chi- square were used to compare the frequencies, t- test was also used. The major findings reflected six obstacles and success areas namely -Science teacher personal factors, Students' personal factors, Teaching learning process, infrastructural facilities, science teachers' perception towards students and students' perception towards science, teaching-learning process and science teacher. Further it was found that the learning condition obstacles in science were due to male and untrained teachers, parents' level of education, their occupation and income. Students' personal disliking of subject, lack of preparation of plans, use of traditional methods of teaching and lack of personal interaction between students and teachers. The reasons for success as revealed in the study were female teachers with more teaching experience, parents' level of education upto secondary level, parent's education, students' liking of the subject and their wish to study it in future also, teachers' use of plans with innovative methods, their interaction with students, use of evaluation procedures, better infrastructural facilities, better perception of teachers towards students and students' positive opinion towards the subject of science.

149. Code: BHU/RE/2008/TLC-177

**Kumar, R.(2008). *A study of Educational Stress, Family Support and Adjustment Patterns of Secondary and Higher Secondary Students* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.234**

**Supervisor:** Prof.P.C.Shukla

**Area of Research:** Psychology of Education

**Keywords:** Educational Stress, Family Support, Adjustment Patterns.

**Abstract:** The objectives of this study were : to compare the educational stress of students with respect to their educational board, residential background, and gender; to compare the family support of students with respect to their educational board, residential background, and gender; and to compare the adjustment pattern of student with respect to their educational board, residential background, and gender. Descriptive research design is used in this study. The sample consisted of 685 secondary and higher secondary students from 25 different schools of Varanasi district affiliated to U.P. Board and CBSE Board. The male and female students having rural and urban background were included in the study. Stratified random sampling was used in this study.

Tools used for data collection were - Educational stress scale and Family support scale for students developed by the investigator; and the Adjustment inventory for school students developed by Sinha and Singh (1993). The data was analyzed with the help of mean, S.D., t- test, correlation and regression. The major findings revealed that the students of CBSE board were found to be having a significantly higher educational stress in comparison to U.P. board students. No significant difference was found between students of rural and urban residential background on educational stress. With regard to educational board, it was found that students of U.P. board perceived significantly higher family support than their counter parts. No significant difference was found between students of rural and urban residential background regarding family support. Regarding adjustment no significant difference was found between students of CBSE board and U.P. board. The rural and urban background students did not vary significantly in adjustment patterns.

150. Code: BHU/RE/2009/TLC-0178

**Bhakethong, P.S. (2009). *The Buddhist Ways of Education in Indian and Thai Tradition: A Comparative Study* (Unpublished Ph.D. Thesis), Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. Alka Rani

**Area of Research:** Philosophy of Education

**Keywords:** Buddhist Ways, Education, Comparative Study.

**Abstract:** The objective of this study were: to review the Buddhist ways of education in Indian tradition and in Thai tradition; to compare the Buddhist ways of education in India and in Thai tradition juxtapositionally with regard to aim of education, curriculum, methods of teaching, discipline, student-teacher relationship, order (agency) evaluation, management etc. Historical and survey method was used for this study. It was a document literature based study only. The major finding of this study revealed that like Vedic tradition, in the Indian, Buddhist in its abstraction aimed at pure consciousness. The pedagogy of the pure consciousness was scientific in nature and based on the theory of causation. The Buddhist ways of education in Thai tradition is the modified form of Indian Buddhism but basic ingredients were the same.

151. Code: BHU/RE/2008/TLC-179

**Yadav, L.D. (2008).***A Study of Values developed among the Students of Secondary Schools as described in the Universal Declaration of the Human Rights* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.PP.220.

**Supervisor:** Prof.P.N.Singh

**Area of Research:** Value Education

**Keywords:** Values, Universal Declaration of Human Rights.

**Abstract :** The objectives of this study were :to study the development of values related to human rights among secondary school students and factors affecting it; to study the development of scientific attitude among secondary students and factors affecting it; and to predict the development of values related to human rights among secondary students with the help of educational, demographic variables and scientific attitude. Experimental (one group pretest-posttest) design was used for this study.Sample was taken from class IX, X, XI and XII class students of secondary schools in Varanasi city, governed by C.B.S.E and U.P. Board. 800 students of 10 colleges of U.P Board and C.B.S.E Board were selected through purposive sampling.The tools used were - Manavadhikar-Moolya-VikasPrashnavali (MMVP), and (ii) Kriya-Bhav-Vichar-Shaili-Prashnavali (KBVSP) developed by the researcher. Statistical techniques used were mean, median, S.D., regression and ANOVA.The major findings reflected that the mean value scores related to human rights were found to vary among the sample according to some demographic and educational variables. The demographic and educational variables like sex, locale, caste, income, grade, parent's education and type of institutions were significantly affecting the development of values related to human rights of the respondents.The mean scores related to human rights of XII class students was found to be higher as compared to the lower class students .There was significant difference between IX class/XII class, X class /XII class and XI class / XII class group of students at 0.05 level of significance.The mean value scores related to human rights of highly educated parents group of students were found higher as compared to average and non-educated parents group of students. The mean scientific attitude scores of upper parent's income group of students were found higher as compared to lower parent's income group of students. The mean scientific attitude score of students belonging to government institutions were found higher as compared to students belonging to semi and non- government institutions.

152. Code: BHU/RE/2008/TLC-0180

**Srivastava, A. (2008).***Reservation Policy-Perception of Students and Other Cross-Sections of the Society: An Empirical Study* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.PP.165.

**Supervisor:** Prof. Asha Pandey

**Area of Research:** Sociology of Education

**Keywords:** Reservation Policy , Cross-Sections of Society, Students.

**Abstract :** The objectives of this study were :to find the perception of students and other cross-sections of the society about reservation policy;to compare the perception of different categories of students about reservation policy and its variation in relation to the caste, socio-economic status, level of education, educational streams, level of awareness and gender;to compare the perception of teachers about reservation policy and its variations subject to their caste, socio-economic status, level of awareness and gender;to compare the perceptions of parents about reservation policy and its variations subject to their caste, socio-economic status, level of awareness and gender; and to compare the perceptions of non-teaching employees about reservation policy and its variations subject to their caste, socio-economic status, level of awareness and gender. The descriptive survey was done in this study. The sample of the study consisted of 1009 individuals from 5 schools and 7 colleges selected randomly from the list obtained from DIOS and BSA office in Varanasi city using simple random sampling and purposive random sampling method. Three tools were used namely- Reservation policy and you- An awareness test, a socio-economic status scale, and a personal data sheet. For data analysis t-test, F-test and F-test were used. The major findings revealed that the mean value of total sample on perception, score was below 50 percent of maximum possible score. Among students, teachers, parents and non-teaching employees, parents showed high degree of agreement towards the existing reservation policy followed by teachers and non-teaching employees respectively. Caste was proved to be an important factor influencing the perception of students, teachers, parents and non-teaching employees on all the four dimensions of reservation policy. Socio-economic status affected the perception of students, parents and non-teaching employees on different dimensions of reservation policy. The perception of teachers was not affected by their SES. In case of students the perception scores differed significantly only on social and professional dimension, whereas parents differed on all other three dimensions except the professional one. In case of non-teaching employees SES affected the perception on all dimensions.

153. Code: BHU/RE/2010/TLC-0181

**Chaturvedi, R. K. (2010). *Emotional Intelligence and Value Orientation of Research Scholars* (Unpublished Ph.D. Thesis), Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. Seema Singh

**Area of Research:** Psychology of Education

**Keywords:** Educational Intelligence, Value.

**Abstract:** The objective of this study were: to study the emotional intelligence of research scholar with respect to their gender, streams of study, institution; to study value orientation of research Scholars with respect to their gender, streams of study, Institution; to study the relationship between emotional intelligence and value orientation of research scholars. Descriptive survey method was used for this study. The population was consisted of the research scholars of central universities situated in North India only. Multistage sampling technique was used for this study. In the first stage three Central Universities namely- Jawaharlal Nehru University, Allahabad University and Banaras Hindu University were randomly selected. The major finding of this study revealed that the female research scholars were able to read emotions in faces of people more accurately than their male counterparts. Simultaneously, the female research scholars were more entrepreneur than the male research scholars. The research scholars of science were more empathetic than the research scholars

of Social Sciences. Conclusion was that research scholars of JNU were more expressive than research Scholars of Allahabad University, while research Scholars of JNU were fewer entrepreneurs than research Scholars of BHU and Allahabad University. Research Scholars of science stream were more democratic, progressive and scientific than their counterparts in Arts stream though there was no difference between research Scholars of science stream and Research Scholars of Social Science. Entrepreneurship caused emotional management while venture some research Scholars were more expressive.

154. Code: BHU/RE/2009/TLC-0183

**Dwivedi, A.K. (2009).** *Effect of Computed Assisted Instruction in Biology on Achievement, Attitudes and Self Concept of 10+2 Students* (Unpublished Ph.D. Thesis), Banaras Hindu University, Varanasi, India.

**Supervisor:** Prof. Bhoodev Singh

**Area of Research:** Technology of Education

**Keywords:** Computer Assisted Instruction, Achievement, Attitude, Self Concept.

**Abstract:** The objective of this study were: to find out the effect of CAI in biology on students' achievement at 10+2 level; students' attitude towards Biology at 10+2 level and students' self concept in Biology at 10+2 level. The population was consisted as the Science students of 11th standard studying Biology as an elective subject in different schools following CBSE syllabus during the academic session 2004-05. The sample consisted of 74 male students studying in Central Hindu Boys' School in Varanasi city. Purposive sampling technique was used for sample selection. Three tools were used for data collection namely- Biological Achievement Test (BAT) developed by the investigator (2004), Biology Attitude Scale (BAS) developed by Russell and Hollander (1975), Biology Self Concept Scale (BSCS) developed by the investigator. The major finding of this study revealed that Computer Assisted Instruction (CAI) in biology did contribute significantly in the development of comprehension and application level of objectives as well as the overall achievement in biology but it did not contribute significantly in the development of knowledge level of objectives in Biology among 11<sup>th</sup> grade students. Computer Assisted Instruction (CAI) in biology did not contribute significantly in the development of attitude towards biology among 11<sup>th</sup> grade students. Computer Assisted Instruction (CAI) in biology did not contribute significantly in the development of self concept in biology among 11<sup>th</sup> grade students.

155. Code: BHU/RE/2010/TLC-0185

**Jaiswal, S. (2010).** *A Comparative Study of Scientific Literacy and Scientific Attitude Of Higher Secondary Students of Different Medium Schools* (Unpublished Ph.D. Thesis), Banaras Hindu University, Varanasi, India.

**Supervisor:** Dr. Anjali Bajpai

**Area of Research:** Science Education

**Keywords:** Scientific Literacy, Scientific Attitude, Higher Secondary Students.

**Abstract:** The objective of this study were: to compare the scientific literacy and scientific attitude of Higher Secondary Science students of English and Hindi medium students; to study the relationship between scientific literacy and scientific attitude of Higher Secondary Science students of different medium schools. Scientific literacy and scientific attitude were also compared on the basis of the variables gender, stream of study and parent's income. Descriptive survey method was used for this study. Higher secondary school students of Varanasi city studying in science stream constituted the population and sample was consisted of 934 students of class 11<sup>th</sup> and 12<sup>th</sup> of Higher

Secondary students studying science from Varanasi. Random sampling technique was used for sample selection. Tools used were 'Action-Feeling-Thinking Style Questionnaire' by Dr. Parmanand Singh (1998), and Scientific Literacy Questionnaire developed by the researcher. The major finding of this study revealed that higher secondary science students of English medium differed significantly from Hindi medium students in the mean scores of scientific literacy. English medium students score better on the scientific attitude than their Hindi medium counterparts.

156. Code: BHU/RE/2010/TLC-0186

**Ghosh, S. (2010).** *A Comparative Study of the Learning Problems of the Normal Students and the Students Suffering from Congenital Heart Defect* (Unpublished Ph.D. Thesis), Banaras Hindu University, Varanasi, India.

**Supervisor:** Prof. P.C. Shukla

**Area of Research:** Psychology of Education

**Keywords:** Learning Problems, Normal Students, Congenital Heart Defect.

**Abstract:** The objective of this study were: to compare the learning problems of normal students and the students suffering from congenital heart defects; to compare the learning problems of the students who underwent operation and those who did not undergo operation of the congenital heart defects; to compare the learning problems of the students with acyanotic and cyanotic congenital heart defects. Causal comparative research method was used for this study. The population included normal students and students suffering from congenital heart defects of the age group of 7-11 years studying in the primary schools and belonged to Kolkata. Purposive sampling technique was used for sample selection and 184 normal students and 83 of those with congenital heart defects was selected. Nonparametric statistical technique such as Mann- Whitney U test was used to analyse the data. The major finding of this study revealed that there were significant differences in General Intelligence, visual motor perception, emotionality and short term memory between normal students and the students suffering from congenital heart defects. There were significant differences in general intelligence, visual motor perception, emotionality and short term memory among the students who underwent operation of the congenital heart defects and those who did not undergo any such surgical interventions. However, no significant difference was observed in emotionality between these groups. There were no significant differences in general intelligence, visual motor perception, emotionality and short term memory of the students belonging to two broad categories of CHDs namely the acyanotic and the cyanotic congenital heart defects. It also revealed that the normal students significantly varied in general intelligence from students suffering from congenital heart defects.

157. Code: BHU/RE/2010/TLC-0187

**Upadhyay, V. (2010).** *Role of Print Media in Generating Educational Awareness of Disability* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.

**Supervisor:** Dr. Seema Singh

**Area of Research:** Inclusive Education

**Keywords:** Print Media, Educational Awareness, Disability.

**Abstract:** The objective of this study were: to find out total number of published news and advertisement related with disability and persons with disabilities (PWD) in print media; to find out the structures of news articles related with disability and PWD in print media; to find out the total coverage of issues related with rehabilitation of PWD in print media. This study was of qualitative in

nature. Content analysis was used in order to achieve the objectives of the study. The population of the study was news articles and advertisement of newspaper circulated in Varanasi city. Purposive sampling technique was used in this study. Statistical technique such as Fleiss' Kappa was used to calculate reliability. The major finding of this study revealed that a total of 585 news, 1527 articles and 58 advertisements related with disability were collected from selected four newspapers. The structures of news articles were analysed on the basis of page number, number of columns, section and photographic presentation. It was found that locomotor impairment covered 188 (36 percent) i.e. maximum numbers of news articles were followed by 'Disability in general term' was 157 (30 percent).

158. Code: BHU/RE/2010/TLC-0188

**Prasad, L. (2010). *Leadership Behaviour and Motivational pattern of Principals in relation to Teachers' Morale* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Prof. Asha Pandey

**Area of Research:** Educational Administration

**Keywords:** Leadership Behaviour, Motivational Patterns, Teachers' Morale, Principals.

**Abstract:** Researcher keeping in view that leadership was pivotal in functioning of organizational system, and the climate, performance, morale and solidarity of the organization were highly dependent on the quality of leadership framed objectives of the study to find out the leadership behaviour of the principal with respect to their gender, age, academic qualifications, types of school, area of school, administrative experience and teaching experience; to find out the leadership behaviour as perceived by their teachers; to find out the difference between leadership behaviour as perceived by themselves and as perceived by their teachers; to compare the affiliation motive, power motive and achievement motive of principals performing different leadership behaviour, to find out the difference of teacher's morale working under high and low affiliation motive, principal; to find out the difference in teacher morale under high and low power motive principals. Survey method was adopted for collecting the related data by use of the judgment sampling technique to extract sample from the population. Finding of the study showed that the age of school principals did not appear to have any significant relation with their leadership behaviour. The gender of school principals, the level of experiences and the quantification of school principals did not seem to have any influence on their leadership behaviour on both scales. Morale of teachers exhibited significant relationship with leadership behaviour of school principals.

159. Code: BHU/RE/2011/TLC-194

**Kumar, J. (2011). *Implementing Inclusive Education: Attitude of Stakeholders and Teacher Efficacy* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.169.**

**Supervisor:** Dr. Alok Gardia

**Area of Research:** Inclusive Education

**Keywords:** Inclusive Education, Attitude, Stakeholders, Teacher Efficacy

**Abstract:** The objective of this study were: to study the attitude of educational stakeholders towards inclusive education, To study teacher efficacy inclusive education; to study the effect of following personal and environment variable on the attitude of teachers, principal, parents, students towards inclusive education; to study the effect of following personal and environmental variables on teachers efficacy in context of inclusive education; to construct attitude scale for measuring attitude of

educational stakeholders towards inclusive education; to construct a scale for measuring efficacy in context of inclusive education. Descriptive survey method was used for this study. The sample consisted of 25 U.P. board schools and 25 C.B.S.E. board schools totaling 400 teachers and 750 students. Random cluster sampling technique was used for sample selection. Two tools were constructed by the researcher namely - Stakeholders attitude towards inclusive education scale (SATIES) structured interview schedule for NGOs, and Teacher efficacy in context of inclusive education scale (TEIES). For data collection Parametric and non- parametric statistical techniques such as mean, median, mode, S.D., skewness, kurtosis, t-test, ANOVA, Mann-whitney U test was used to analyze the data. The major findings of this study revealed that teachers, principal, parents and students were having positive attitude towards inclusive education. Teachers were found to have good sense of efficacy to perform responsibilities of inclusive education in their classroom. It was inferred that post-graduate teachers' attitude, rural students and the teachers having 0-10 years of experience were more favourable towards inclusive education. It was found that teachers having experience of 0-10 years had highest sense of efficacy. It also concluded that special teachers were having higher level of efficacy to deal in inclusive classroom in comparison to general teachers.

160. Code: BHU/RE/2010/TLC-0195

**Ray, U. (2010). *Curriculum Preference, Level of aspiration and academic Achievement of Normal and Special Children* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. Seema Singh

**Area of Research:** Inclusive Education

**Keywords:** Curriculum Preference, Level of Aspiration, Academic Achievement, Special Children

**Abstract:** The main objectives of this study were: to find out the subject preference of normal and special children of grade VIII; to find out the preference of teaching activities of four groups of subjects by normal and special students of grade VIII; to find out the preference of the students for various examination patterns; to find out the correlation between the level of aspiration and scholastic subject preference by normal and special students of grade VIII. Mixed method approach and embedded design were applied. The targeted population involved the students in affiliated schools of ICSE, CBSE, and UP board of Kanpur, Varanasi, Allahabad and Lucknow of Uttar Pradesh in the session 2008-09. Multilevel mixed sampling method was used. 'curriculum preference questionnaire', description of level of aspiration test and interview schedule was developed by investigator. The major finding revealed that Non-scholastic type of subject was preferred more than the 'scholastic' type. The much-demanded subject in the 'academic subject' categories were computer, mathematics and English while cricket was most popular among sports. The visually impaired children preferred academic subjects while the hearing-impaired students showed a greater tendency towards professional subjects, Sanskrit among the normal students was the most popular subject suggested for replacement whereas computer, physics, and English were the subject that also enjoying high rate of acceptance. The visually impaired had suggested the subjects of science group for replacement and gave much acceptance to the subjects of language group whereas the hearing impaired suggested the subjects of language group for replacement and accepted mathematics more. the prime reason for liking any subject was the intrinsic value of the subject. With regards to teaching activities normal and special students preferred enriched visual and direct exposure in the science classes, learning by doing in mathematics classes and preferred both static and dynamic visual aids and field visit in social science classes. In the aspect of preferred for examination pattern, time constraint and long questions were not preferred by students. Students preferred assessment to be



based on both on academic performance. Normal students wanted to be evaluated by external along with internal examinees, whereas special students preferred it to be judged by their own.

161. Code: BHU/RE/2011/TLC-196

**Astalin, P.K. (2011).** *A Study of Environmental Awareness in relation to Awareness towards Social Duty among Higher Secondary Students* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.155

**Supervisor:** Dr. Prem Shanker Ram

**Area of Research:** Sociology of Education

**Keywords:** Environmental Awareness, Social Duty, Higher Secondary Students

**Abstract:** The objectives of this study were: to study environment awareness among higher secondary students and factors affecting it; to study the awareness towards social duty among higher secondary students and factors affecting it; and to predict the environment awareness among higher secondary students with the help of awareness of social duty, educational and demographic variables. Descriptive Survey Method was used for the study. The sample of the study consisted of 608 students studying in IX and XII standards in Varanasi city out of which 280 were males and 328 females. Cluster random sampling technique was used for sample selection. Two tools developed by the researcher were used namely-Paryavaran Jagrukta Prashnavali (PJP), and Samajik kartavya Jagrukta prashnavali. For data analysis t-test was used. The major findings of this study revealed that , that there was a positive ( $r=.594$ ) relationship between environmental awareness and awareness towards social duty of higher secondary school students. This meant that students with better awareness towards social duty were more aware towards environmental awareness and vice-versa. About 35.3 percent of the environment awareness scores of the students accounted due to the awareness towards social duty scores of the higher secondary students. Variables like course of study, parents occupation and parents education contributed significant role in environmental awareness and awareness towards social duty. It was concluded that besides awareness of social duty some other educational, demographic and psycho-social variables may be important correlates of environment awareness.

162. Code: BHU/RE/2011 TLC-197

**Singh, A.(2011).** *Citizenship Education Climate of Higher Secondary Schools and its relationship with Selected Student Outcomes* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 177.

**Supervisor:** Dr. Deepa Mehata

**Area of Research:** Citizenship Education

**Keywords:** Citizenship Education, Higher Secondary Schools, Student Outcomes

**Abstract:** The objectives of this study were: to study the status of citizenship education climate of higher secondary schools; to study the effect of school related variable on citizenship education climate of higher secondary schools; and to study the different patterns of citizenship education climate of higher secondary schools. This study was conducted through descriptive survey method. Sample of the study consisted of 400 teachers and 750 students selected by random cluster sampling technique. Data were collected through two tools constructed and standardized by the researcher namely - School citizenship education climate scale (SCECS). The data were analyzed with the help of parametric and non-parametric statistical techniques such as - mean, median, mode, S.D., skewness, and kurtosis. This study revealed that the higher secondary schools were found to be at average level in terms of maintaining citizenship education climate (CEC). It also mentioned that a large variation was found between highest and lowest score. School citizenship education climate

was significantly associated with students' social cohesion, sense of responsibility and sense of patriotism. The educational board (UP and CBSE) and type of school (government, private, gender segregated and co-education) did not affect the relationship between school citizenship educational climate (SCEC) and selected students outcomes (i.e. social cohesion, sense of responsibility and sense of patriotism).

Evaluatory remarks:

163. Code: BHU/RE/2010/TLC-0198

**Manas, S.B. (2010).** *A Study of Relationship between Environmental Awareness and Environmentally Ethical Behaviour of Undergraduate students of Banaras Hindu University Undergoing U.G.C. Course of Environmental Education* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.

**Supervisor:** Dr. Anjali Bajpai

**Area of research:** Environmental Education

**Keywords:** Environmental Awareness, Environmentally Ethical Behaviour, Environmental Education.

**Abstract:** The objective of the study were to study the level of environmental awareness and environmentally ethical behaviour of U.G. students of B.H.U.; to study the effect of gender, age, locality, family type, parent's occupation; parent's income, and course of study on environmental awareness and environmentally ethical behaviour of undergraduate students of B.H.U. undergoing U.G.C. course of environmental course; and to study the relationship between environmental awareness and environmentally ethical behaviour of these students. Descriptive survey method was implied. The population was comprised of all the undergraduate students of B.H.U. and sample was consisted of 996 undergraduate students selected in clusters from 19 departments and randomly selected 135 departments of 15 Faculties of B.H.U. Two tools were developed by the researcher, namely environmental awareness test and environmental ethical Behaviour Scale (EEBS). It was found that environmental awareness and environmentally ethical behaviour of the U.G. students of B.H.U. were significantly related and also related with respect to their gender, age, locality, parents' occupation, income and course of study. The students showed high level of environmentally ethical behaviour.

164. Code: BHU/RE/2010/TLC-0199

**Shashibala (2010).** *A study of Cognitive Styles among Creative Secondary School Students in relation to their Home and School Environment* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.

**Supervisor:** Prof. P.C. Shukla

**Area of Research:** Psychology of Education

**Keywords:** Cognitive styles, Creative Secondary School, Home and School Environment.

**Abstract:** This research was an attempt to study cognitive style of the student's relation to their home and school environment. The objectives of the study were to find out the cognitive styles among high and low creative secondary school students; to find out the cognitive styles among high and low creative secondary school students in relation to their home environment, and to find out cognitive styles among high and low level creative secondary school students in relation to their school environment. Secondary school students studying in 11<sup>th</sup> class in the school of Varanasi district comprised the population of the study. 722 students of secondary schools in Varanasi district were selected through cluster random sampling technique. Four tools namely Group Embedded figure test

(GEFT) by Witkin et al. (1971), Verbal test of creativity thinking by Baqur Mehdi (1973); Home environment Inventory (HEI) by K.S.Misra (1989); and school environment inventory (SEI) by K.I. Misra were adapted by the investigator. Finding indicated that high creative secondary school students were more field independent than their counterparts. High creative secondary school students having between control, protectiveness, conformity, reward and nurturance at their homes were more field independent than their counterpart high creative students having high level of protectiveness and conformity components of home environment were more field independent than low creative students having poor level of these home environmental components. High creative secondary school students having better creative stimulation, cognitive arrangement and acceptance components at school environment were more field independent than low creative students having poor levels of these school environment components. The high creative secondary school students perceiving better cognitive encouragement and acceptance at their schools were more field independent than their counterparts perceiving poor cognitive arrangement and acceptance in their school environment.

165. Code: BHU/RE/2011/TLC-200

**Singh, N. (2011). *A Study of School Social Climate and Drop-Out at Elementary Level* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.PP.317.**

**Supervisor:** Dr. Meenakshi Singh

**Area of Research:** Elementary Education

**Keywords:** School Social Climate, Drop-out, Elementary Level

**Abstract:**The main objectives of this study were: to find the factor of school social climate in relation to drop-out at elementary level;to compare the perception of persistence and drop- out students at elementary level with regard to school social climate and its factors; and to study the association of the factors of school social climate with drop-out at elementary level. The ex-post facto method was used for this study .The sample of present study consisted of 676 respondents in total which included 496 persisted and 180 drop-outs using one stage cluster sampling technique. Data were collected through the School social climate scale (SSCS) constructed and standardized by the researcher. Various statistical techniques, like t-test, one way ANOVA and Chi-Square test of independence were used for analyzing the data. Major findings of this study revealed that a positive perception of the school social climate was essential for the retention of children in school.When school social climate was perceived positively children remained in schools.Unfriendly school social climate was a major cause for drop-out from schools. A cohesive friendly environment among the students of the schools contributed to the persistence of students.

166. Code: BHU/RE/2010/TLC-0202

**Kumari, S. (2010). *A Study of Development of Female Education among Tribal Communities of Jharkhand* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Prof. Asha Pandey

**Area of Research:** Contemporary Issues in Education

**Keywords:** Female Education, Tribal Community

**Abstract:** Researcher considered elementary education to have been included as a fundamental right in the constitution of India and so it become the governments' obligation to provide education to all the citizens of country. And so, framed objectives of the study were to study the development of education of tribal women in India after independence; to study the development of tribal education

in Jharkhand; to make an intra-state and inter-district comparative study for Jharkhand; to analyse the steps taken by state government to strengthen the educational base of scheduled tribe women; to analyse the role of NGOs in the education development of schedule tribe women; and to offer remedies for the educational development of the schedule tribe women's education in Jharkhand. Mixed method was followed to conduct the study. Population was defined as all the ST women of Jharkhand, the government documents, report & documents of the commissions and committees constituted for the development of schedule tribes. All the NGOs working for the educational development of STs, households of STs having girl child of 6-14 years age group in the khunti district of Jharkhand state constituted the sample. Interview schedules both structure and semi structure were prepared based on objectives. The major findings of the study were, the total literacy rate of the STs was found to be increased almost five times (8.53 percent to 47.10 percent) from census 1961 to 2001 but still it was far less than the literacy rate of SCs in 2001. Female literacy among the STs had increased but it was still far behind the male literacy rate. Female literacy rate was always the lowest. The overall literacy rate among the STs in Jharkhand increased from 27.5 percent to 40.7 percent in 2001 census, but it was much below the same of national level (74.1 percent). Gender gap in percentage enrolment of STs at primary level significantly reduced in all the districts over the period 2005-06 to 2008-09. There were two kinds of NGOs: field based and knowledge based. There were a range of externally founded programmes that fell halfway between NGOs and the government. There seemed to be some correlation between numerical presence of STs in the district and higher literacy attainments.

167. Code: BHU/RE/2011/TLC-203

**Gupta, T. (2011).** *Electronic Media ka Uchch Prathmik Star ke Vidyarthio ke Sangvegic Samayojan va Vidyalayi Nishpadan se Sambandh* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.PP.127.

**Supervisor:** Dr.Sunita Singh

**Area of Research:** Psychology of Education

**Keywords:** Electronic Media, Emotional Adjustment, School Performance

**Abstract:** This research was related to the study of relationship of emotional adjustment of students of upper primary level and the school performance with the electronic media. Accordingly the main objectives of this study were :to study the use of electronic media by the students of upper primary level; to study the emotional adjustment of students of upper primary level; to study the relationship between the time devoted by students for the use of electronic media and their emotional adjustment; and to study the relationship between the emotional adjustment of upper primary level students and the school performance. Descriptive survey method was used for this study. The population of students from all types of social, economic background were taken from 47 schools and were divided into three categories according to the tuition fees realized from the students in the school. From every category four schools each were chosen by purposive sampling. The tools developed by the researched were used for the study which were namely- Electronic Media Questionnaire, Emotional Adjustment Scale, Semi-structured interview schedule, and School Performance Record. The data analysis was done through use of median, percentage, Chi-square test and t-test. The findings revealed that most of the students of upper primary level use their half of the leisure time on electronic media. While use of electronic media they use most of their time playing video games and programs based on violent background, accordingly they are more attracted to it. Highest percentage of students were found in the category of using electronic media for seeing violent programs. 46.11 percent students of upper primary level had average emotional adjustment. No

significant relationship was found between the time spent by these students on electronic media and their emotional adjustment as well as their school performance. Further no significant relationship was found between the emotional adjustment of upper primary level students and their school performance. Therefore this study is of special contemporary significance in the age of use of electronic media and the concern of parents, teachers, administrators and policy makers.

168. Code: BHU/RE/2011/TLC-204

**Kumar, A. (2011).** *Vittaposhit avam Swavittaposhit Mahavidyalayeey Adhyapak Shiksha Karyakram ke antargat Shaikshik Stithi ka Tulnatmak Addhyayan* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.203.

**Supervisor:** Dr. Ajeet Kumar Rai

**Area of Research:** Teacher Education

**Keywords:** Financed, Self-financed, Colleges, Teacher Education

**Abstract:** This research was a comparative study of Teacher Education Programs being run in the financed (aided) and self-financed colleges. The objectives of the study were: to study the status of financed (aided) and self-financed colleges running Teacher education Program in light of NCTE norms; to find out the teacher attitude of teachers in teacher education programs of financed (aided) and self-financed colleges; to compare the teacher education programs of financed (aided) and self-financed colleges in light of NCTE norms; and to compare the teacher attitude in teacher education programs of financed (aided) and self-financed colleges. Descriptive survey method was used for this study. Sample included 8 financed and 28 self-financed B.Ed. Colleges chosen by stratified random sampling method. 36 Heads of the Departments, 176 teacher educators and 328 trainees were chosen purposive sampling. The tools used were namely- Shaikshik Stithi Prashnawali and Mahavidyalayeey Samsadhan Anusuchi for Heads and Teacher Educators in Hindi developed by the researcher; and the Shikshak Abhivritti Mapni by Ahluwalia (1971). For data analysis percentage, Chi-square and t-test were used. The findings revealed that the weekly working days of financed (aided) and self-financed B.Ed. colleges and the status of the Heads of financed (aided) B.Ed. colleges was as per norms. However the everyday working for 6 hours in the institution, compulsory presence in the institutions, and compulsory teaching of two pedagogy classes in case of compulsory subjects was not as per norm of NCTE. The comparison of financed (aided) and self-financed B.Ed. colleges revealed that the status of self-financed B.Ed. colleges was pathetic. The teacher attitude in both type of institutions was significantly different and was more positive in case of financed B.Ed. colleges. However it was found that various other norms were not fully adhered to in the financed (aided) and self-financed B.Ed. colleges. This study reflects the contemporary status of B.Ed. colleges.

169. Code: BHU/RE/2011/TLC-205

**Dwivedi, S. (2011).** *An Evaluation of Educational Programs run by NGOs for Special Need Children* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 381.

**Supervisor:** Dr. Meenakshi Singh

**Area of Research:** Inclusive Education

**Keywords:** Educational programs, NGO, Special Need children

**Abstract:** The objectives of this study were: to identify the NGOs which are working in the area of primary education of special need children; to identify the types of education programs being run by these NGOs with regard to their functional modality and type of curriculum; to evaluate the effectiveness of the educational programs in the terms of facilities provided by the NGOs, school

climate; to assess and compare the proficiency of students; to assess the intelligence, mental maturity and development of special needs children and each sub-group selected in the study with regard to their gender. Descriptive Survey method was used for data collection. The sample of this study consisted of 377 students of class-V who had cleared class-IV. The two tools constructed by the researcher were namely - structured interview schedule for NGOs, structured interview schedule for students of NGOs. Besides these the tests used for the summative evaluation of the Minimum Level of Learning of children studying in the NGOs which included – the test of reading, the test of writing, the test of mathematics- all developed by the investigator, drawing test namely Draw-A-Man Test for Indian children developed by Dr. Pramila Pathak (1987). Parametric and non-parametric statistical techniques such as mean, percentage, Chi-square test, t-test, were used to analyze the data. The major findings of this study reflected that there were 38,067 NGOs registered in society registration department and almost 9000 worked in Varanasi city alone, however only a few NGOs were working in the area of education for Special Need Children (SNC). Most of the NGOs were not available on their given address. The NGOs which were functional worked for the eradication of illiteracy and the facilities provided by them to the SNC were school fees, uniform, notebook and stationery, mid day meal, regular health check-up, shelter, clothes and playing equipment. In all the NGOs the student teacher ratio was appreciable which was likely to be instrumental in the facilitation of individual attention by the teachers. There was not a good school environment for SNC for their wholesome development. The intelligence, mental maturity and mental development of SNC were not according to their chronological age. The SNC boys and combined group of child labourer, street children and slum dweller boys had better drawing ability than their counterparts but among child labourer students the girls had performed better than the boys.

170. Code: BHU/RE/2011 TLC-206

**Rai, R. (2011). *Effectiveness of Concept Mapping in Geography Teaching at Elementary Level* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.166.**

**Supervisor:** Dr. Rashmi Choudhuri

**Area of Research:** Pedagogy of Social Science (Geography)

**Keywords:** Concept Mapping, Geography Teaching, Elementary Level.

**Abstract:** The objectives of this study were: to find out the effectiveness of teaching through concept maps in comparison to the traditional method in terms of concept attainment; to find out the difference in student's concept attainment due to the two methods with regard to their gender, academic anxiety and socioeconomic status; to find out the significant difference in concept attainment of the experimental group student who differ in their gender, academic anxiety and socioeconomic status; and to find out the effectiveness of teaching of Geography concepts through concept maps in comparison to the traditional method in terms of concept retention of students, to find out the effectiveness of teaching of Geography concepts through concept maps in terms of concept retention of students. A total of 68 Students were taken as sample from school of CBSE board of Varanasi city located within 5 km radius of BHU campus. Non-Randomized pre test- post test control group quasi experimental design was used for this study. Three tools were adopted namely- Mixed group test of intelligence (Hindi version) of Dr. P.N. Mehrotra, Academic Anxiety Scale of Dr. S.K. Pal, Prof. K.S. Mishra and Prof. Kalplata Pandey, and Kalliath Socioeconomic inventory. Some other tools were developed by the researcher namely - Concept Difficulty Rating Scale, Geography Concept Attainment Test (GCAT), Concept Maps and, an Opinionnaire. Mean, median, mode, standard deviation, kurtosis, skewness, t-test, One way ANOVA were used for analysis of obtained data. Major findings of this study were: the experimental group performed better

that the control group in the attainment of the concepts of Geography. This led to the conclusion that, for students of class VII of CBSE board the concepts maps were more effective in attainment of concepts of Geography than the traditional method. The concept attainment of the standard VII students using concept maps differed with their gender, academic anxiety and socioeconomic level. The concept maps were more effective for the students of medium and low academic anxiety than the students of high academic anxiety. The intelligence had a role to play in the concept attainment of the students in the experimental group. The concept were more effective for the above average intelligence students than the below average intelligence students.

171. Code: BHU/RE/2012/ TLC-207

**Ngunjiri, M.(2012).** *A Study of Motivation to learn Mathematics in relation to Students' Self Concept, Students' Self-Efficacy, and Teachers' Self Efficiency in Mathematics among Secondary School Students in Kenya* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.317.

**Supervisor:** Prof. P.N. Singh

**Area of Research:** Mathematics Education.

**Keywords:** Motivation, Self Concept, Self Efficacy, Self Efficiency, Kenya.

**Abstract:** The study was carried out under the objective of finding the level of motivation to learn mathematics and factors affecting it. It also studied about self concept, and self efficacy of students and teachers of secondary schools regarding mathematics in Kenya. One more objective was to construct a tool for measuring students' self efficacy in mathematics of secondary level. Descriptive research method was used to carry out the study. Simple random sampling was used to select 493 students from Secondary level from Kenya. Tools namely -Motivation to learn mathematics scale, Mathematics self concept scale, Students' self efficacy scale, Teachers' self efficacy scale were developed by the researcher to collect data. Pearson Product Moment Correlation coefficient and regression were used to determine the degree of relationship between the selected variables. Major finding of the study was that students' motivation to learn mathematics appeared to be significantly related to students' self concept, students' self efficacy and teachers' self efficiency among the secondary school students of Kenya. Contribution of gender, locality appeared to be significant in development of motivation to learn mathematics among secondary school students of Kenya.

172. Code: BHU/RE/2011 TLC-208

**Mane, K.H. (2011).** *A Study of Reading Comprehension Ability of Visually and Hearing Impaired Students with reference to their Academic Achievement and Early Identification* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 216.

**Supervisor:** Prof.P.C.Shukla

**Area of Research:** Inclusive Education

**Keywords:** Reading Comprehension Ability, Visually and Hearing Impaired, Academic Achievement

**Abstract:** The objectives of this study were: to find out the relationship between academic achievement and reading comprehension ability of visually and hearing impaired students; to find out the difference in reading comprehension ability and visually and hearing impaired students; to find out the difference in reading comprehension and ability of early and late identified visually and hearing impaired students; and to compare the academic achievement of early and late identified visually and hearing impaired students. Descriptive survey method was used for this study. Incidental-cum-purposive sampling technique was employed to draw the sample. Sample of the

present study consisted of 88 visually impaired and 126 hearing impaired students. Data were also collected through two tools constructed and standardized by the researcher namely - Reading Comprehension Study, Students Inventory. The data analysis was done using t-test, F-test, and coefficient of correlation. Major finding of this study reflected that the Reading Comprehension Ability and the Academic Achievement of the visually impaired students were positively and significantly correlated. This was clear indication that the Academic Achievement of visually impaired students largely depended on the Braille reading and writing ability. Visually impaired students were superior in reading comprehension ability than the hearing impaired students. The hearing impaired students, who were early identified and intervened, had advantage of language over late identified students. Hence, early identified students were significantly higher in the reading comprehension than late identified students.

173. Code: BHU/RE/2011 TLC-209

**Pathak, P. (2011).** *Influencing Factors of Citizenship Qualities among Higher Secondary Students* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.199.

**Supervisor:** Dr. Alok Gardia

**Area of Research:** Citizenship Education

**Keywords:** Citizenship Qualities, Higher Secondary Students

**Abstract:** Main objectives of this study were: to study the status of citizenship qualities among higher secondary students; and to study the extent to which factors like family, school, variables related to teacher, friends, religion, media, co-curricular activities etc. affect the citizenship qualities among students. This study employed field survey method to collect data. Stratified Random Cluster Sampling Technique was used to select the schools. In this way, 650 higher secondary students were chosen for administering tools of the study. For the present study tools namely-Citizenship Qualities Test (CQT) and Influencing Factors of Citizenship Qualities Test (IFCQT) were developed by the researcher. Various statistical technique such as mean, median, mode, quartile deviation, standard deviation, skewness and kurtosis, t-test, F-test and principal component analysis had been employed appropriately to test the different hypothesis. Finding showed that Private school students were found to be better in many citizenship qualities. Private schools were found to be autonomous and responsive to students and their parents as compared to government schools. In terms of cultural activities, debate on current issues, co-curricular activities, more flexibility in choosing curriculum was found in the private schools. They also provided short terms courses in swimming, music, internet etc. which enhance students. Further it was found that family cohesion and family conflict resolution were the influencing factors of citizenship qualities whereas families' independence and intellectual cultural orientation in the family were not the influencing factors of citizenship qualities. Acceptance of school environment and controlled school environment were the factors that affected the citizenship quality among students.

174. Code: BHU/RE/2012/TLC/-210

**Singh, J.(2012).** *A Study of the Effect of Factors Affecting the Quality of Elementary Education in Urban Slums of Varanasi City* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.190.

**Supervisor:** Prof. Bhoodev Singh

**Area of Research:** Elementary Education.

**Keywords:** Quality, Elementary Education, Urban Slums.



**Abstract:** The objectives of this study were: to develop the tool for assessing the school and home factors affecting the quality of elementary education in urban slums of Varanasi city; to identify the effect of school factors and home factors in the quality of elementary education in urban slums of Varanasi city; to compare the quality of elementary education in government elementary school with quality of private elementary school in urban slums of Varanasi city; and to compare the quality of elementary education in urban slums of Varanasi city with quality of elementary education at national level. Descriptive method was used for this study. The sample was selected through multistage stratified random sampling technique. It initially consisted of 67 elementary schools (32 governments and 35 private), 67 Headmasters /Principals, 32 governments schools and Headmasters and 35 private school Principals, 67 teachers teaching in class V, 67 classes of standard V, 670 students of class V. The study actually involved 595 students (265 students from government schools and 330 students from private schools). The four tools developed by the researcher namely -School Questionnaire, Teacher Questionnaire, Home Environment Questionnaire, and Classroom observation form were used; and one other competency based mathematics and language (Hindi) test developed by the Department of Educational Measurement and Evaluation, NCERT was used for data collection. For data analysis, multiple linear regression analysis scattered, diagram, percentage, grouped-bar-diagrams and Mann Whitney 'U' test were used. Findings of the study revealed that the five school and home factors significantly affect the quality of elementary education in urban slums of Varanasi city. These factors were instructional methods adopted by teacher in curriculum transaction, basic facilities available in the schools teacher's behavior in classroom, physical natural environment of classroom and socio-economic status of the family. Five other factors affecting quality positively but not significantly were school community co-operation, co-curricular activities organized in schools, teacher satisfaction and interest in profession, evaluation procedure adopted by teacher and home teaching learning environment available to the children. Some school factors that seem to be inhibiting the quality of elementary education in slums areas of Varanasi city were teaching material in school, teachers' qualification and maintenance of school record. The quality of private elementary schools was better than that of government elementary schools in slum areas of Varanasi city. Quality of elementary education provided at national level was also better than the quality of deprived sections in slum areas of Varanasi city.

175. Code: BHU/RE/2011/TLC-0211

**Banerjee, P. (2011).** *A Critical Evaluation of Objectives of Teaching and Curricula of Secondary Physical Science Courses* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.

**Supervisor:** Prof. S.B. Bhattacharya

**Area of Research:** Science Education

**Keywords:** Objective of Teaching, Curricula, Physical Science.

**Abstract:** The Main research objective were to find out the strength and weaknesses of the physical science curricula of NCERT at planning, product, and implementation level and further to suggest modification in the light of findings of the previous objective. For ensuring a deep probing into the problem situation, investigator was not approached linearly, but was carried out in a whole-part-whole approach and was divided into some smaller independent studies. To pin point the studies in different parts, relevant embedded research questions were framed to operate on every specific part of the study. Sample of the study involved NCF, NCERT website, documents provided by NCERT through personal communication through RTI act, 1321 secondary level science teacher from KVS (574), JNV (266), and other (481) schools. Strategies like document analysis and content analysis

were applied. Self-made schedule, checklist, structure and unstructured self-made questionnaires were applied as a toll. Data was analysed qualitatively by mode of qualitative logical analysis, percentage analysis, etc. Major findings of the stud were: the strength at planning level were curriculums developed out of national consensus. Product level strength was that reduced content load in the national curriculum to facilitate constructivism and activity centred approach to science learning in the classroom. Implementation level strengths were that teachers appreciated content reduction in the textbook and curriculum. The content validity for both rural and urban learners were reflected in the textbook. The main weakness at planning level was that it was based on a framework that was just the reformulation of the earlier effort and confusion, and that did not have an inbuilt feedback system. The weakness at product level was that there was an absence of the categorically stated objectives in the syllabus. Objectives which were interactive and especially developed for the learners were not found. Important suggestion regarding curriculum reform was that there should be through research before any curriculum reform within a period of not more than five years and many more.

176. Code: BHU/RE/2012/TLC-212

**Sharma,K.(2012).***Effectiveness of Concept Mapping Strategy for Teaching Organic Chemistry in terms of Achievement in Organic Chemistry at 10+2 level* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.PP.126

**Supervisor:** Dr.Meenakshi Singh

**Area of Research:** Pedagogy of Physical Science

**Keywords:** Concept Mapping, Concept Retention, Concept Attrition.

**Abstract:** The main objectives of this research were: to study the effectiveness of concept mapping strategy in comparison to the conventional method in terms of achievement in Organic Chemistry of class XII science students;to study the concept retention in Organic Chemistry of class XII science students being taught through concept mapping strategy and by conventional method; to study the concept retention in Organic Chemistry of class XII science students being taught through concept mapping strategy and by conventional method over a period of time after termination of treatment. Quasi-experimental design was used for this study. Purposive sampling was used to select the sample from XII class students (two sections selected) studying in CBSE English medium schools in Varanasi city.56 concept maps were developed by the investigator. Tools used for the study included- Criterion Referenced Test in Organic Chemistry developed by the researcher, and Mixed Group Test of Intelligence by Dr. P.N. Mehrotra.Data analysis was done using ANOVA, ANCOVA and t-test.ANCOVA was used to judge effectiveness of teaching methods. The finding of study revealed that the concept mapping strategy was significantly more effective than conventional method for the improvement of achievement and concept retention in Organic Chemistry of class XII science students.

177. Code: BHU/RE/2012/TLC-213

**Gaur, K. (2012).** *A Study of Academic Achievement and Adjustment of Higher Secondary Students with respect to their Sense of Humour and Social Competence* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.PP.176.

**Supervisor:** Prof.P.C.Shukla

**Area of Research:** Psychology of Education.

**Keywords:** Academic Achievement, Adjustment, Sense of Humour, Social Competence.

**Abstract:** The major objectives of the study were: to find out the relationship among academic achievement, sense of humour and social competence of higher secondary students; to compare the adjustment of higher secondary students having different level of sense of humour; to compare the academic achievement of higher secondary students having different level of social competence. The higher secondary students were also compared with respect of humour dimensions and social competence dimensions in relation to demographical variables namely - gender, SES, board, caste, religion, and family type. The researcher had adopted simple descriptive survey method. A total sample of 1500 higher secondary students from 5 schools (U.P board and C.B.S.E board) were selected by simple random lottery method. Three tools namely - Multidimensional sense of humour scale (MSHS), Adopted version of Thorson & Powell (1993), Social competence scale (SCS) developed by the researcher and Adjustment inventory for scholar students developed by Sinha and Singh (1971) were used in this study. Statistical techniques like Pearson  $r$ , mean, standard deviation, ANOVA and t-test were used for analysis of data. The study revealed that sense of humour and social competence were positively correlated with academic achievement and adjustment of individual with a high level of sense of humour and high level of competence and significantly higher achievement and higher adjustment. No significant difference was found between any of the humour dimensions with respect to gender, SES, caste and religion. Similarly no significant difference was found between the one dimension of humour i.e creation of humour and Board of higher secondary students. In contrast of this significant difference on the other dimensions of humour and board was observed. With regard to family type joint families had a significantly higher level of all the dimensions of humour than nuclear families.

178. Code: BHU/RE/2014/TLC-0214

**Singh, M.K. (2014).** *Functioning of Village Education Committees with reference to the Inclusion of Children with Special Needs at Primary Level of Education in Varanasi (Unpublished Ph.D. Thesis).* Banaras Hindu University, Varanasi, India.

**Supervisor:** Prof. Sunil Kumar Singh

**Area of Research:** Inclusive Education

**Keywords:** Village Education Committees, Children with Special Need, Primary level, Inclusion.

**Abstract:** Major objectives of the study were to study the awareness of village education committee (VEC) members towards inclusion of children with special needs (CWSN); to find out the functioning status of VEC to aware villagers towards inclusion of CWSN; to study the programmes run by VESs to aware villagers towards inclusion of CWSN; to study the programmes run by VESs to aware villagers towards inclusion of CWSN; to study the programmes run by VESs increasing the enrolment and retention of CWSN; to find out the strategies adopted by VECs regarding extension of facilities by primary schools to CWSN. Descriptive survey method was adopted. The universe of the study was comprised of all village education committee members of Varanasi district of Uttar Pradesh. Purposive sampling method was used. Major finding declared that the VES member of Varanasi district were aware of itinerant teacher, tricycle, teaching learning material, audiometer, sign language, BRC, RCI act 1992, Braille script and PWD act 1995. The VEC members were working effectively for awareness programmes and PTA, encouragement of CWSN for plantation, discussion on world disabled day, knowing the cause of absence of CWSN in exam and ramp and toilet for CWSN. The VEC members were working properly in disability wise identification and assessment of CWSN medical camp, in discussion household survey for the special education, strategy for evaluation of answer copies of CWSN after examination, use of Scholl development grand for CWSN, aids and appliances for CWSN was distributed.

179. Code: BHU/RE/2012/ TLC-215

**Rawani, D. (2012).** *A Study of Reading and Writing Disabilities of Scheduled Caste and Scheduled Tribe students studying in Elementary Schools of Jharkhand State* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.200.

**Supervisor:** Prof.P.C.Shukla

**Area of Research:** Inclusive Education.

**Keywords:** Reading Disability, Writing Disability, Scheduled Caste, Scheduled Tribe.

**Abstract:** The major objectives of the study were: to find out the incidences of reading disability and writing disability among scheduled caste (SC) and scheduled tribe (ST) students of Elementary Schools of Jharkhand State; to compare the incidences among scheduled caste and scheduled tribe students of Elementary Schools of Jharkhand State on the basis of sex, habitat and literacy of parents. The reading and writing disability among scheduled caste students were also compared on the basis of their sex, habitat and literacy of parents. It was also compared among Scheduled tribe students. The researcher used descriptive survey method and selected 459 students (ST-331 and SC-128) from 25 schools situated in three districts (Sindega, Gumla and Rameli) by Random Sampling Technique. Tools namely- Ravens' standard Progressive Matrices (1938) developed by Raven, Standardized achievement Test by the Researcher, Diagnostic material for writing and Reading disability by the researcher, Gray and Reading test revised, the Gilmore oral reading test, The formal Reading inventory, the gates-Mckillop- Horowitz Reading Diagnostic test, the Durrell analysis of reading difficulty and the standardized reading inventory were used. Mean, Standard Deviation and Chi-Square were used for data analysis. The major findings of the study revealed that no significant differences were found in the incidences of reading disabilities among SC and ST students, similarly no significant differences were found among the incidences of reading disability and writing disability among SC and ST students at elementary level in Jharkhand with respect to the variables like sex, habitat, and literacy of parents.

180. Code: BHU/RE/2013/TLC-0216

**Mishook, J. (2013).** *Development of coursework based on Yoga as holistic Education and its effect on Concentration, self-efficacy and relaxation of IV and V grade students in South Korea* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.

**Supervisor:** Prof. P.N. Singh

**Area of Research:** Contemporary Issues in Education.

**Keywords:** Holistic Education, Yoga, South Korea

**Abstract:** The objectives formulated were to develop coursework based on Yoga as holistic education for class IV and V grade students of South Korea; to find out the effectiveness of Yoga course in Improving self- efficacy as holistic education on holistic education for class IV and V grade students of South Korea; to find out the effectiveness of yoga course in improving self-efficacy as holistic education for class IV and V grade students of South Korea; and to find out the effectiveness of Yoga course in Improving relaxation as holistic education for class IV and V grade students of South Korea. A quasi-experimental pre test- post test control group design was applied. The accessible population was comprised of all the IV and V grade students studying in Kwang Ju M.H. Elementary school at Kwang Ju city in South Korea. A total of 68 students were selected following random sampling technique. Three tools were adopted for data collection namely Harris and Harries' concentration grid (1984), self-efficacy scale by (Hwang, (2007) and the Smith relaxation state

inventory Korean version (Park, 2008). The finding indicated that concentration score improved significantly over time for Iv and V grade students who received Yoga course. Self-efficacy scale scores improved significantly over time for IV and v students who received Yoga course. The experimental group of IV grade students improved between than the controlled group of IV grade students in relaxation scores. The Yoga course was effective in improving the relaxation and reducing stress of V grade students.

181. Code: BHU/RE/2012/ TLC-217

**Pandey, C. (2012). *Economic Literacy and Attitude towards Economics of Senior Secondary Students and Teachers* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.PP.190.**

**Supervisor:** Prof. S.B. Bhattacharya

**Area of Research:** Economics of Education.

**Keywords:** Economic Literacy, Attitude, Economics, Senior Secondary Students.

**Abstract:** The major objectives of this study were to find out the level of economic literacy among students as well as among teachers of senior secondary schools; to find the attitude of students as well as of the teachers of senior secondary schools towards Economics as a subject; to compare the economic literacy of senior secondary teachers as well as students with and without Economics as a subject; and to find out the differences in attitude towards economics as a subject of senior secondary students as well as teachers with and without economics as a subject. It was a descriptive study. Here incidental sampling technique was used. Students as well as teachers of senior secondary i.e. 11<sup>th</sup> & 12<sup>th</sup> standard were taken as the sample. Tools namely -Economic literacy test (ELT) and Attitude scale towards Economic as a subject (ASES) were developed by the researcher and used to collect the data. Tool used had four dimensions i.e. Basic economic, microeconomics, macroeconomics and international economics. The findings of the study revealed the poor state of economic literacy among students. The economic literacy state of teachers was not very poor but not satisfactory at all. Teachers with economics performed better in comparison to teachers without economics on all four dimensions, however both the groups of the teachers were ignorant particularly in microeconomics and international economics. Students' mean score and teachers' mean score both showed favourable attitude towards Economics as a subject.

182. Code: BHU/RE/2013/TLC-0218

**Samathi, P.T. (2013). *Students' Perspectives of effective Teaching in Mhamakut Buddisht University* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. Rashmi Choudhuri

**Area of Research:** Teacher Education

**Keywords:** Effective Teaching, Students Perspective, Buddhist University.

**Abstract:** The major objectives were to identify the characteristics which contribute to effective teaching from students' rating; and to compare students' ratings in different dimension of effective teaching characteristics with regards to their status, class, years, faculty, campus and average grade. The population comprised 3529 undergraduates' students enrolled in four campuses of Mahamakut Buddhist University in academic year 2011-12. A proportionate stratified random sampling technique was used to select students as sample. The two tools, Effective teaching characteristics rating scale and Most-liked teacher checklist, were constructed and used by the researcher. Major findings were as follows: the characteristics which students of Mahamakut Buddhist University considered important foreffective teaching, in sequential order, were dressing appropriate by

teachers, in dept knowledge, no smoking, considering the content for thorough preparation, preparing instructional media, set good example to students, dutifully takes every class. Four factor that influenced students' perception of effective teaching characteristics were: status (monk, male, female) of the students, class year; faculty and campus; and average grades of the students. Most of these differences were reflected in the dimension of teachers' personality in as many as 6 out of 17 items.

183. Code: BHU/RE/2012/ TLC-219

**Singh, J.P.(2012).***Impact of Yogasanas on Memory Span of Children with Intellectual Impairment in the Age Group of 8-15 Years* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.212

**Supervisor:** Dr. Sunita Singh

**Area of Research:** Inclusive Education.

**Keywords:** Yogasanas, Memory Span, Intellectual Impairment.

**Abstract:** The objective of this study were- to assess the present status of memory span of children with intellectual impairment in age group of 8-15 years ; and impact of yogasanas on the memory of these children. Experimental research method was adopted for the study. Single subject research design was used to select sample of 10 children with mild intellectual impairment (I.Q 50-70). Four tools which used to collect data were Draw-A-Man Test, developed by Pramila Pathak(1987) originally developed by Florence Good enough(1926), Vineland Social Maturity Scale was adopted which was originally developed by E.A Dall(1935), Behaviour Assessment Scale for children with mental Retardation developed by Reeta Peshawaria and S. Venkatesan of National Institute of Mentally Handicapped Secunderabad (1992) and a Memory span tool developed by researcher. Five simple yogasanas( Tadasana, UrdhvaHastasana, Utkatasana, Uttanasana and Virabhadrasana-I were selected to carry out the post- test of the experiment. The study reported that memory span of all children with intellectual impairment increased due to yogasana practice. Memory span in case of edible object was maximum as compared with that for letters. Overall it was concluded that yogasanas have positive impact on memory span of children with intellectual impairment in age group of 8-15 years.

184. Code: BHU/RE/2013/TLC-0221

**Vandana. (2013).***Worldview, Self-concept, and Educational Aspirations of Muslim Girls: Role of Secular Education* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.

**Supervisor:** Dr. Madhu Kushwaha

**Area of Research:** Sociology of Education

**Keywords:** Worldview, Self-concept, Educational Aspirations, Muslim Girls, Secular Education

**Abstract:** The major objectives were to study and compare its worldview, self-concept and educational aspiration of Muslim girls studying in Madarsa and secular system of education; and to study the role of secular education in developing the worldview, self-concept and educational aspirations of Muslim girls. Population was comprised of all the Muslim girls studying at higher secondary level in state, CBSE and Halima in Urdu board in the school and Madarsa of Varanasi city. Total four Madarsa and eight schools were taken as the sample through convenience sampling technique. For selecting girls, mixed method sampling technique was applied. Total 109 Muslim girls having 75 girls from Madarsa and 34 girls from secular system of education were selected. The qualitative-quantitative concurrent design was applied in this exploratory field study. Tools applied

were 'Worldview Assessment Instrument', the general interview guide Approach, Children's self-concept scale developed by S. P. Ahluwalia (2005), Semi-structured Interview Schedule to assess the educational Aspirations of the girls. Finding led to infer that secular system of education and Madarsa system had certain differences regarding the organisational habitus and ethos and those factors intervened potentially in framing the self-concept, educational aspirations and worldview of Muslim girls. The secular education was found to contribute more to shape the initial worldview and consequently affect girls' educational aspiration, used as a toll for upward social mobility. Existing ethos of secular system of education was found to provide girls as broader outlook towards world and life compared to girls studying in Madarsa who could see their utility within their community and family.

185. Code: BHU/RE/2013/ TLC-0222

**Tiwari, G. (2013).** *A Study of Emotional Intelligence and Teaching Behaviour of Primary School Teachers* (Unpublished Ph.D. thesis). Banaras Hindu University, Varanasi, India.

**Supervisor:** Prof. Asha Pandey

**Area of Research:** Psychology of Education

**Keywords:** Emotional Intelligence, Teaching Behaviour, School Teachers.

**Abstract:** Major objectives were to compare the classroom verbal behaviour of primary school teachers having different level of emotional intelligence; and to find out the effect of level of EI by gender, training, stream and school type on teacher influence in the classroom. Explanatory and descriptive research method was employed. Teachers teaching in the government run primary schools, government aided primary school and private schools in Varanasi district constituted the population of the study. Multi-stage random sampling technique was employed for drawing sample of 91 teachers. Tools applied were Flanders interaction Analysis category system, emotional intelligence test developed by N.K. Chadha and Dalip Singh and an observation schedule for classroom teaching behaviour developed by investigator. Based on finding, it was concluded the frequencies of thought provoking question, praising and encouraging students, initiation and responding were likely to increase, if teachers were to have higher level of emotional intelligence, teaching behaviour constructivist elements were observed as embedded in teaching style of teacher of EHE group who were found to be indirect in their teaching style. Exerting Indirect and direct teacher influence was depended on level of emotional intelligence of teachers irrespective of sex, stream and training teachers. Emotional intelligence had been found to affect classroom interaction pattern significantly. They were capable to perceive and understand feeling and emotional of students.

186. CODE: BHU/RE/2013/TLC-0223

**Ranjan, S. (2013).** *A Study of Behavioral Problems of Primary School Children of Working and Non-working Mothers* (Unpublished Ph.D. Thesis) Banaras Hindu University, Varanasi, India. PP. 171.

**Supervisor:** Prof. Asha Pandey

**Area of Research:** Elementary Education

**Keywords:** Behavioral Problem, Primary School Children, Working Mother, Non-Working Mother

**Abstract:** The main objectives of the study were : to identify the primary school children with behavioral problems; to compare behavioral problems in children of working and non-working mothers; to compare behavioral problems in their different dimensions in children of working and non-working mothers; to compare behavioral problems in primary school children on the basis of

sex, family type mother's education level, mother's job type, number of sibling and sibling position; and to study the relation of behavioral problems and academic achievement of primary school children. The descriptive survey method was used in this study. The primary school children studying in class-IV and V of Varanasi district were taken as population. By using multi-stage random sampling ten primary schools were selected from which all the children of class 4<sup>th</sup> and 5<sup>th</sup> were taken into sample totaling to 1500 students. Tools developed and used by the researcher for data collection were namely- Rating scale of behavioral problem for primary school children and the Personal data sheet. Mean, Median, mode, quartile deviation, kurtosis and skewness were calculated to assess the normality of the data, inferential t-test and one way ANOVA had been applied to test the hypothesis and to know relationship product moment correlation was used. The major findings of the study revealed that the 23.66 percent of children were identified with behavioral problems. Mother's working status made a significant difference in the behavioral problem of primary school children. Mother's educational level also affected the behavioral problem of primary school children on all dimensions except for social one. The negative correlation (-0.47) was found between behavioral problems of primary school children and their academic achievement

187. Code: BHU/RE/2012/TLC-224

**Singh, N.V. (2012). *A Study of the Factors Determining Achievement Motivation among Higher Secondary Scheduled Caste Students of Allahabad District* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.170.**

**Supervisor:** Dr.Meenakshi Singh

**Area of Research:** Psychology of Education.

**Keywords:** Achievement Motivation, Higher Secondary Students, Scheduled Caste, Allahabad.

**Abstract:** The major objectives of this study were: to find the dimensions and level of achievement motivation and higher secondary Scheduled Caste (SC) students of Allahabad city; to find out of relationship of achievement motivation with factors like family environment, academic achievement, study habit and socio-economic status; and to find the contribution of above factors in determining the achievement motivation of higher secondary SC students of Allahabad district. The sample consisted of 565 scheduled caste students of Allahabad district. Sampling units were selected from the government and government-aided schools of Allahabad district. Multistage sampling was used for sample selection and in the second stage eight schools were selected through random selection and in the second stage eight schools were selected through stratified selection. In the third stage of sampling each student of scheduled caste in the XI class of the selected school was chosen. Two tools adopted by the investigator were used namely - Family environment scale by Prof.M.C. Joshi and Dr. Om Prakash 'R' Vyas(1997), and School environment inventory by K.S.Mishra(1997) .Besides that the achievement motivation test ,study habit inventory, socio-economic status scale were developed by the researcher. Major findings of this study revealed that there were ten factors like risk taking behavior with status orientation, confidence in success competitiveness, flow internality, independentitive flaw and internality interdependence, persistence, fearlessness with eagerness to learn and self-control achievement motivation of SC students of Allahabad district which were found normally distributed in the population. Certain aspects of the family environment were found to have a positive impact on the achievement motivation of the SC while some aspects had a negative impact. Achievement motivation and family environment were highly positively correlated. School environment was highly related to SC student achievement. Acceptance of feeling create a positive impact on SC students. Achievement motivation of SC students were found to be significantly



associated with their academic achievement. Students who had higher academic achievement had greater achievement of student. Achievement motivation of SC students were highly associated with study habit but residence and gender did not had any effect .Achievement motivation of SC students who opted science was significantly higher than the art and commerce group of students.

188. Code: BHU/RE/2013/TLC-0225

**Srivastav, M.K.(2013). *Determination of Unit Cost of Higher Education in relation to Some Socio-Economic Aspects: A Case Study of Banaras Hindu University* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.139.**

**Supervisor:** Prof. Asha Pandey

**Area of Research:** Economics of Education

**Keywords:** Higher Education, Unit Cost, Socio-Economics Aspects.

**Abstract:** This research was related to analysis of unit cost of education. It aimed at breaking down the total cost into components namely, private and institutional cost. It enabled the researcher to compare the cost of the some elements in the post productive level of different Faculties of Banaras Hindu University (BHU). The objective of the study were: to determine Unit Cost of Education (UCE) for different Faculties of BHU; to compare UCE in private domain due to different residential status of students, different cast category of students, different level of parental education of students, different parental occupation of students ; and to conduct comparative analysis of institutional unit cost and interpersonal unit cost from the view point of each Faculty. This was a case study in which mixed sampling design was employed. Faculty were selected by purposive sampling while simple random sampling technique was used to select 247 post-graduate students of five faculties. One questionnaire to determine the unit cost in the private domain and a semi- Structured interview for the parents were developed and used for data collection. Data were analyzed with descriptive statistics, chi-square and t- test. Major finding of the study revealed that the nature of course contributes in unit cost in private domain and ultimately raised the total unit cost of each faculty, which was buttressed by highest total unit cost in Faculty of science in BHU; different in unit cost in private domain was likely to be predicated on social economic aspects of students in addition to nature of faculty. Income, resident, education of parents, and category of students and structure of family based disparity underlying socio-economic aspects were likely to be major stumbling blocks in the way to realizing the aims of higher education. The major chunk of the amount allocated to Faculties in BHU was utilized in the salaries of teaching and non-teaching.

189. Code: BHU/RE/2013/TLC-0226

**Singh, S. (2013). *Development of Module of Education for Democratic Citizenship and Study of its Effectiveness on Students of Class VII* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.175.**

**Supervisor:** Prof. H.C.S. Rathore

**Area of Research:** Citizenship Education

**Keywords:** Module, Civic Sense, Democratic Citizenship

**Abstract:** The Main objectives of the study were: to develop a module of education for democratic citizenship for the students of class VII; and to study the effect of Module on Civic Sense and Democratic Value of students of class VII. Non-equivalent pretest- posttest quasi experimental design was used in this study. 69 Students of B.L.J. Intermediate college, Mirzapur, U.P. were selected purposively. Tools namely- Loktantrik Mooly Mapni and Nagrik Bodh Parikshan developed

by investigator were used. In the present study the descriptive statistic and inferential statistic like ANCOVA were used for the analysis. The major findings of the study reflected that the student who were taught by modular teaching method ( $M=35.10$ ) had significantly higher civic sense scores controlling for the effect of their civic sense pretest score (covariant) than those students who were taught by traditional method ( $M=27.53$ ). Students who were taught by modular teaching method ( $M=180.69$ ) had significantly higher understanding of democratic values, controlling for the effect of their democratic value pretest (covariant) than those students ( $M=146.48$ ) who were taught by traditional method. Thus developed module of education for democratic citizenship was found to be effective for students of class VIII in terms of developing civic sense and understanding of democratic values.

190. Code: BHU/RE/2014/TLC-0227

**Singh, A. (2013).** *A Study of Burnout and Organizational Commitment among Secondary School Teachers* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.205.

**Supervisor:** Dr. Seema Singh

**Area of Research:** School Organization and Management.

**Keywords:** Burnout, Organizational Commitment, Secondary School Teachers.

**Abstract:** Objectives of the present study were: to find out the level of burnout and organizational commitment among Secondary School Teachers (SSTs). Researcher also compared burnout and organizational commitment of SSTs with respect to their personal variables like- Age, Gender, Marital status, Teaching experience and Nature of appointment. It was a descriptive type field research and included composite characteristics of comparative and correlational survey research design. The population of the study comprised of all the teachers teaching in government, aided and private secondary school in Varanasi city. Total 460 SSTs were selected with the help of stratified random technique. Tools namely - Teacher Burnout Scale by Dr. Tripte Hatwal (1995), and Teacher Organizational Commitment Scale were used for data collection. Product moment correlation and t-test, F-test were used for data analysis. The major findings revealed that 32.17 percent teachers showed low level of burnout, 60 percent teachers shows moderated level of burnout and 78.30 percent teacher showed high level of burnout in secondary school in Varanasi city. 23.05 percent teachers showed high level of organizational commitments and 54.78 percent teacher showed moderate level of organizational commitment. 22.7 percent teacher showed low level of organizational commitment in secondary schools of Varanasi city. The burnout of SSTs did not differ in respect to age, marital status, teaching experience and nature of school but gender and nature of appointment differed. Organizational commitment of SSTs did not differ in respect of their age, gender, marital status, teaching experience but nature of appointment and school type significantly differed and government teachers had more commitment to aided and private school teachers. Further CBSE school teachers were more committed than their UP board counterparts. The burnout and the organizational commitment of SSTs were negatively correlated to each other.

191. Code: BHU/RE/2014/TLC-0228

**Rai, A.S. (2013).** *A Study of Inclusion of Children With Special Needs (CWSN) under Sarva Shiksha Abhiyan (SSA): Role of Panchayati Raj Institutions (PRIs) in Eastern U.P.* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.183.

**Supervisor:** Dr. Sunil kumar Singh

**Area of Research:** Policy research.

**Keywords:** Inclusion, CWSN, SSA, PRIs, Eastern U.P.

**Abstract:**The Major objectives of this study were:to identify the intervention strategies adopted by the PRIs;to identify the role being played by PRIs; to study community perception about role being played by PRIs in enrolment, retention and providing facilities for education of disability.Descriptive survey method was adopted for this study. Multistage sampling method was adopted to select the sample of five districts of five divisions of Eastern Uttar Pradesh (U.P) in the first stage. Blocks from each selected district were selected randomly. In the next stage10 percent of total number of gram panchayats from selected blocks have been selected randomly .Final respondent of the study included 126 representatives of gram panchayat level, block level and zila panchayat level and 510 villagers who were interviewed to obtain the information. Regarding role play by PRIs in inclusion of children with special needs under SSA researcher used questionnaire and structured interview schedule for data collection. Descriptive statistic were used for analysis of data. The findings revealed that 41 percent public representatives and 35 percent government representative at village level, 29 percent public as well government representative at block level. 20 percent public & government representative reported regarding survey to identify children with special needs. On role and responsibilities of PRIs member regarding assessment of CWSN no satisfactory work had been done. Further district level members were not taking proper action for the enrolment of CWSN.Further no satisfactory work had been done by PRIs to improve retention status of CWSN. Government representative were being more active in creating awareness than PRIs and government officials. 54 percent villagers reported that the teachers provide information regarding SSA, 32 percent reported that the information was provided in the Gram Sabha meetings.Only 2 percent reported that Gram Pradhan gave information to members of village education committee (VEC) . Not a single villager of sample reported that Gram Pradhan takes action in case if right of CWSN were violated were violated. None of the villagers reported that PRIs member had made any efforts to ensure availability of resource rooms. None of the respondents reported that PRIs helped to create self-help group of disabled and home base training for CWSN.This study reflects the status of inclusion as well as the status of implementation of policies related to CWSN.

192. Code: BHU/RE/2012/TLC-0229

**Triphati, K.K. (2012). *Role Efficacy of Village Education Committees in the Management of Elementary Education under Panchayati Raj Institutions* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.PP.230.**

**Supervisor:** Dr. Anjali Bajpai

**Area of Research:** Policy Research

**Keywords:** Role Efficacy,Village Education Committees (VECs),Panchayati Raj Institutions (PRIs)

**Abstract:**This study was focused on role-efficacy of the VECs in selected gram panchayats of the Sandalpur Block;to evaluate functioning of VECs in the Sandalpur Block on the basis of administrative,educational and financial tasks assigned to the VECs;to find out the opinion of the school teachers about management and prospects of elementary education under PRIs;to find out the level of awareness of guardians regarding structure and functioning of VECs; and to find out the status of school infrastructure and educational facilities in the schools of block. Evaluative survey method was adopted for the study. A sample of 137 stakeholders (teachers and guardians) through incidental sampling (Two gram panchayats were selected purposively from each cluster resource center of Sandalpur block) were selected from the Sandalpur Block of Kanpur Dehat district of Uttar Pradesh.For data collection the Observation Schedule and Interview Schedule developed by the

researcher were used for the data collection. The major findings of the study revealed that, out of 20 Village Heads 09 were male and 11 were female. People from SC communities were also representative in the VECs. Female members of VECs said that they had never visited school. In majority guardian members were representing in VECs since last five years. 15 percent Chairpersons and 17.5 percent guardian members were illiterate. 30 percent Chairpersons and 7.5 percent members were having educational qualification of graduation and above. 50 percent members were engaged in agriculture. 17.50 percent were labourers, 15 percent were self-employed, only 5 percent members were in job. Due to this members involved themselves in their professions and could not manage time for school meetings. Out of 20, only 4 Chairpersons sent their wards to government school. It had been observed that the local needs were not taken in to account during formation of VECs as well as in the general meetings of gram panchayat. The villagers were not aware about the structure and function of VECs. Among members also it was revealed that only 01 member, 02 Chairpersons, and 01 villager were aware about role of the VECs. Role efficacy of the VECs in terms of financial matters was found to some extent but not as per the directions. This study also implies that owing to lack of awareness among various stakeholders appropriate participation and functioning could not be ensured.

193. Code: BHU/RE/2012/TLC-0230

**Rai, A. (2012). *Judicial Intervention in Teacher Education: An Analysis of Uttar Pradesh High Court Decisions before and after Inception of NCTE* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.233.**

**Supervisor:** Prof. H.C.S. Rathore

**Area of Research:** Teacher Education.

**Keywords:** Judicial Intervention, Teacher Education (TE), High Court, NCTE.

**Abstract:** The objectives of this study were: to compare the number of cases in teacher education in U.P. (India) before and after the establishment of NCTE in 1995; to compare the nature of cases in teacher education in U.P. before and after the establishment of NCTE; to study the nature of disputes in teacher education in U.P.; and to analyze the outcomes of the cases in terms of NCTE norms and regulations. The historical Method of research was adopted here. The collected case reports were used as a primary source. Content analysis method was used for extracting inferences from the data and conventional and summative content analysis approach was used to find the nature of disputes. The summary of major findings reflected that- after inception of NCTE Judicial intervention in the field of TE had increased drastically (1715 cases after NCTE, 11 Cases before). Out of total write 99 percent were filed after enactment of NCTE. Prior to the establishment of NCTE only students had approached the court for their grievances related with admissions or results, whereas after the establishment of NCTE management of self-financed institutions, various government institutions, state governments had also approached the judiciary for their grievances related to issues like recognition and admission. After 1998 the special BTC course had raised maximum dispute causing large number of writ petitions in the High Court. The Judgments in the cases prior to the enactment of NCTE were delivered on the basis of the law of equality and justice. After NCTE Act, the court had accorded decision largely on the basis of the government orders and the NCTE Act. Admissions in BTC had been found to be biggest area of disputes. Issues of recognition were resolved by the Court. Lack of coordination of NCTE Act with other Acts and regulations was also a cause of Judiciary intervention in TE.

194. Code: BHU/RE/2013/TLC-0231

**Shandilya, S.(2013). *A Student of Suicidal Ideation among Higher Secondary Students in relation to Curriculum Load and Career Uncertainty* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.175.**

**Supervisor:** Dr. Alok Gardia

**Area of Research:** Psychology of Education

**Keywords:** Suicidal Ideation, Curriculum Load, Career Uncertainty, Higher Secondary students.

**Abstract:** The objectives of this research were: to find out the level of suicidal ideation among higher secondary students; to study the experiences of curriculum load among students; to study the feeling of career uncertainty among students; and to study if suicidal ideation is related with curriculum load and feeling of career uncertainty among students. Mixed method design was used in the present study. Phenomenological approach was used for this qualitative study and field survey method was adopted. The sample of this study consisted of 666 higher secondary students by random sampling from cluster of the schools of Varanasi city in first stage of the study and 23 students who were found to be having high suicidal ideation were interviewed for the investigation of the relationship of suicidal ideation with curriculum load and carrier uncertainty in the second stage of the study. The data were collected by administration of Aatmhatya Vyavhar Prashnawali (AVP) at first stage and Interview at second stage. Data obtained from the first phase of the study were analyzed with the help of non-parametric statistical techniques. Finding derived after analysis revealed that the 53.3 percent students had zero suicidal ideation, 37.23 percent had nominal level of suicidal ideation, 4.9 percent students had average level and 4.5 percent students had high level off suicidal ideation. All the 100 percent student had felt curriculum load. 73.19 percent students reported that curricula was difficult and beyond their mental level. 91.30 percent students were found to had feeling of career uncertainty. 43.47 percent students felt family expectations' pressure. Higher secondary students having suicidal ideation reported that they thought about killing themselves. Due to pressure of students 9 out of 23 students who were found to have suicidal ideation shared that their parents constantly made pressure for meeting higher career expectations which was like a big burden for them. Comparison made by parents with other children regarding study also worked as a reason for suicidal ideation. The financial problem and unsupportive nature of parents inn case of career uncertainty also worked as a reason for frustration of students leading to suicidal ideation. However all this could not be fixed as the only reason/s for such ideation.

195. Code: BHU/RE/2013/TLC-0232

**Sah, B.L. (2013). *Math Learning among Musahar Children in Nepal* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.167.**

**Supervisor:** Prof. Bhoodev Singh

**Area of research:** Mathematics Education.

**Keywords:** Math, Musahar Children (MC), Learning, Nepal.

**Abstract:** The objectives of this study were :to study the use of traditional mathematical knowledge by Musahar Children (MC) in learning Mathematics; to identify sex differences, rular-urban difference with respect to the childrens' opinion towards parents' involvement in Mathematics teaching; to study various approaches used by teachers in teaching Mathematics to MC; and to study the Mathematics achievement of the MC. Mixed research method under Ethnographic approach was used in this study. Multistage Purposive Sampling was followed to choose the fifth grade 343 MC

from Saptari district of Nepal. Focus group discussion, interview, classroom observation checklist, participant observation checklist, perceived parental involvement scale and Mathematics achievement test were used to collect the data. SPSS package were used for analysis of the data. Finding of the study revealed that - Musahar Children (MC) of Saptari district of Nepal had their own traditional systems of measurement and numeration. These children used physical objects for counting, used hand and fingers for measuring length. Weight was measured in 'sher', 'paseri', 'pauwa' etc. The idea of geometry was used in structure of houses. Male MC were found to have higher achiever in Maths than the female MC. Parents' involvement in teaching Math to their sons was also found significantly higher than that of their daughters. Most of the teachers were found practicing lecture method of teaching in their classroom. They were not using any teaching learning material. The MC played various games in their communities like ghupi- ghupi and team division and used them to learn mathematical concepts of addition, subtraction and division.

196. Code: BHU/RE/2011/TLC-0234

**Chauhan, R. S. (2011). *Construction and standardization of test battery for the Evaluation of Teaching Effectiveness* (Unpublished Ph.D. thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Prof. P.C. Shukla

**Area of Research:** Teacher Education

**Keywords:** Standardization, Test battery, Evaluation, teaching effectiveness.

**Abstract:** Objectives of the study were to find out the various tools of teaching effectiveness available in the literature; to identify the various attributes, activities and characteristics of teaching effectiveness with the help of existing tolls and interview; to find out the attributes and activities of teaching effectiveness; and to construct and standardize the test battery for the evaluation of teaching effectiveness. The population was consisted of all male and female teachers of lower primary, upper primary, secondary and higher secondary school of both Hindi and English medium of eastern U.P. cluster sampling technique was adapted to extract sample. For making the test battery more valuable for society the researcher prepared a manual to make its use easy. General introduction along with reliability, validity and comparative norms were written in easy language.

197. Code: BHU/RE/2013/TLC-0235

**Singh, A. (2013). *Development of a Module of Environmental Ethics Education for Pupil Teachers* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.121.**

**Supervisor:** Dr. Sunil Kumar Singh

**Area of Research:** Environmental Education

**Keywords:** Environment Ethics Education (EEE), Module, Pupil Teachers.

**Abstract:** The objectives of this study were :to develop a module of Environment Ethics Education (EEE) for pupil teachers;and to Study the effect of the developed module of EEE on pupil teachers. Pretest- posttest nonequivalent group of quasi experimental design was used for this study. The sample of the study consisted of the pupil teachers and the teacher educators in B.Ed. college of Siddharthnagar in Uttar Pradesh(U.P.).Accordingly 32 teachers and 100 pupil teachers were selected purposively for administration of the developed module. The Environment Ethics Education (EEE) Module of 25 periods duration was developed by the researcher. This module had units related to the sustainable development, philosophical bases of environmental ethics, and ethical solution of environmental problems and solutions thus on the whole contributing to EEE. After administration of this module on the selected sample data were analyzed using frequency, mean, Chi-square etc. It was

found that the developed EEE Module was effective in terms of pupil teachers' ability to recognize environmentally unethical situations and their ability to recognize environmentally ethical behaviour after studying the module. This module is itself a beginning in the area of EEE in the contemporary times. It is appropriate for use in teacher education programs like B.Ed.

198. Code: BHU/RE/2015/TLC-236

**Dubey, P.K. (2015) *College Teachers' Life Satisfaction in Relation to their Spiritual Intelligence and Job Satisfaction* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.193**

**Supervisor:** Dr. Sanjay Sonkar

**Area of Research** Psychology of Education

**Keywords:** Spiritual Intelligence, Life Satisfaction, Job Satisfaction, College Teachers.

**Abstract:** The objective of this study were: to study the level of spiritual intelligence, life satisfaction and job satisfaction of College teachers; and to study the life satisfaction of college teachers in relation to their spiritual intelligence and job satisfaction. Descriptive survey method was used in this study. The sample of the study consisted of 40 colleges out of which 15 were from Ghazipur, 10 from Varanasi and 15 from Jaunpur district of Varanasi Mandal in Uttar Pradesh (U.P.). Multi stage random sampling was used. Tools used for this study were namely-Life satisfaction measurement scale (LSMS) and Spiritual intelligence measurement scale (SIMS) both developed by the researcher; and Teachers job satisfaction scale by the Yudhvirendra Mudgil, I.S. Muhar and P.Bhatiya (1991). Statistics used for data analysis were t-test, ANOVA and ANCOVA. The major findings of this study revealed that the college teachers of Varanasi Mandal had average level of spiritual intelligence, life satisfaction and job satisfaction. Life satisfaction of college teachers was effected by spiritual intelligence, job satisfaction, nature of job and sex of college teachers. They were the key determinants of life satisfaction independently and nature of job also affected it. Independently these two were not interacting with each other to affect their life satisfaction. Spiritual intelligence and nature of job both affected life satisfaction independently but they didn't put any interaction effect in life satisfaction.

199. Code: BHU/RE/2015/TLC-237

**Mandal, P.K. (2015). *An Investigation into Impediments and Impetuses of Education of Madheshi Girls in Nepal* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.271**

**Supervisor:** Dr. Seema Singh

**Area of Research:** Inclusive Education

**Keywords:** Impediments, Impetuses, Madheshi Girls, Nepal

**Abstract:** The objective of this study in a nutshell were: to assess the present status of education of Madheshi girls of Nepal; to find out whether some major impediments were affecting educational development of Madheshi girls; to explore impetuses which helped to reduce the impediments and improve the education of Madheshi girls in Nepal. Mixed method approach was used in this study. Multi stage sampling technique was used. The data was collected from the selected sample of 78 government aided secondary school in Siraha district, and 8 government aided secondary schools in Siraha district of Nepal. Opinionnaire was used to study the impediments of education of Madheshi girls in Nepal and Interview schedule was also used. The tools were constructed and standardized by the investigator. The data analysis was done using mean, S.D, Pie-chart, bar chart, percentage distribution and chi-square. The major findings revealed that the status of girls and women's

education was less satisfactory as a whole compared to male population in Sihara district of Nepal .The major impediment for less satisfactory position of women and girls of Madheshi community of Nepal was the system of patriarchy. Their aggravating impediments were the perceived accessibility, facilities available in school, lack of female teachers, lack of trained teachers, lack of friendly environment in school and medium of instruction. As a solution the government of Nepal may organize training programs for teachers and formulate policy to maximize the use of mother tongue for medium of instruction, for better understanding of subject matter taught in the class. At least one female teacher should be appointed at each level in all schools, to make the school girls friendly innovative gender focused initiatives and programs are needed to be implemented.The findings of this study may contribute towards making the education of Madheshi community girls more inclusive in Nepal.

200. Code: BHU/RE/2015/TLC-238

**Yadav, M.K.(2015). *Achievement of Higher Secondary School Students in Biology in relation to their Conjunctive Concepts, Scientific Attitude and Self-Efficacy* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.PP.356.**

**Supervisor:** Dr. Vinod Kumar Singh

**Area of Research:** Psychology of Education

**Keywords:** Conjunctive Concepts, Scientific Attitude, Self-Efficacy, Biology, Achievement.

**Abstract:** The objective of this study were: to construct and standardize tools for measuring achievement of students in Biology; to find out the achievement in Biology of grade -XI students and the factors (demographic) affecting it;to predict the achievement scores in Biology with the help of subset of variables conjunctive concepts, scientific attitude and self–efficacy; to find out the relative contribution of different factors in predicting achievement in Biology of different groups;and to find out the pure achievement scores in Biology (after removing the effect of conjunctive concepts, scientific attitude and self –efficacy) and their variations over the groups. Descriptive survey method was used in this study. The sample of this study consisted of 300 boys and girls studying in grade-XI pulled out from six higher secondary schools of Varanasi city affiliated to CBSE board and under the administration of either CBSE board or Banaras Hindu University (B.H.U.). Tools used for this study were namely -Achievement test in Biology,Conjunctive concept test in Biology,A students self-efficacy scale in biology all three developed by the investigator ,Action–Affection- Thinking style questionnaire (AATSQ) by Singh, P.N (1988) adopted by the researcher. Data analysis was done using mean, median, mode, standard deviation, quartile, skewness, t-test, Chi-square test, F-ratio and regression analysis. The major findings of this study revealed that, in the formal operational stage a large portion of achievement of students in Biology might be accounted for by conjunctive concepts related with the cognitive aspects of the psyche.Therefore, better achievement in Biology at formal operational stage development of cognitive aspects of the psyche should be given importance through teaching learning process. Contribution of demographic variables like gender, locale, age and caste did not matter in the achievement of Biology at formal operational stage when the effects of conjunctive concepts, scientific attitudes and self-efficacy were removed.

201. Code: BHU/RE/2015/TLC-239

**Kumar, R.(2015).*Bal Apradhiyon ke Unnayan hetu kiye gaye Shaikshik Prayas, unki Samajik Arthik Prstithi avam Mahatvakankshaon ka Addhyayan* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.PP.206.**

**Supervisor:** Dr.P.S.Ram



**Area of Research:** Inclusive Education

**Keywords:** Delinquent Children, Socio-economic Status, Educational Effort, Ambitions

**Abstract:** This research work undertaken in Hindi medium focused to study the socio-economic status and ambitions of delinquent children and also to study the educational efforts done for their development. The main objective of this study were: to assess, analyze and discuss the efforts done for the educational development of delinquent children; to compare the socio-economic status and educational status of delinquent girls and delinquent boys; to analyze the economical and educational ambitions of delinquents; to analyze the main causes behind delinquency; to study the ambitions of delinquent girls and delinquent boys; and also to compare urban delinquent girls and rural delinquent regarding their various ambitions. Sample of the study included randomly selected 140 delinquents including 100 boys and 40 girls. They were chosen from delinquent homes in Varanasi district. Tools namely- Educational social-educational status interview schedule, Ambition interview schedule both developed by the researcher were used for data collection. The data analysis was done using mean, median, S.D., SE, percentage and t-test. The findings revealed that arrangements for primary and vocational education were done for delinquent children however some denied them due to their non-interest in them. Not getting pocket money was not a reason for becoming delinquent. However number of family members, home environment, environment of neighbourhood, lack of education of parents promote towards delinquency. The delinquent girls were found to be from better families as compared to the delinquent boys. Irrespective of locality-rural or urban the socio-economic status of delinquents was similar. The children with high and low monthly income groups both were found as delinquents. Their ambitions included equality with high class people, respect, higher income, costly flats. Car and own business. However no significant difference was found between rural and urban delinquents. This study is significant towards developing better policies towards inclusion of delinquent children.

202. Code: BHU/RE/2013/TLC-0240

**Singh, R. (2014).** *Uttar Pradesh ke High School Utrina aur Anuttrina Vidyarthiyo ke Parivarik Sambandh, Samvegatmak Buddhi avam Awasthiti me Sahsambandh* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.180.

**Supervisor:** Dr. Prem Shanker Ram

**Area of Research:** Psychology of Education

**Keywords:** Pass and Fail Students, Family relation, Emotional Intelligence, Locus of control

**Abstract:** This research work undertaken in Hindi medium focused to study the relationship among the family relations, emotional intelligence and locus of control of high school pass and fail students of Uttar Pradesh (U.P.). The main objectives of the study were: to study the difference between high school pass and failed students of UP with reference to their gender and permanent residential locality, family relationship, emotional intelligence and locus of control; to find out the relationship between variables namely Family relationship, emotional intelligence, family relationship, locus of control, of High School pass and fail students of UP. This study was carried out through survey method. High school pass and fail students of U.P Board studying in Jhansi District in the session 2011-2012 constituted the population and among them 260 high school pass and 205 high school fail students were selected as sample through simple random sampling technique. For the purpose of data collection three tools were used namely- Family Relationship Questionnaire (Sherry and Sinha), Emotional Intelligence Scale (Singh and Ram, 2014), and Locus of Control Scale (N. Hussain and D.D. Joshi). The obtained data were analysed through use of mean, standard

deviation, correlation coefficient and t-test. The findings of the study revealed a significant difference in family relationship of high school pass and fail students of U.P Board with reference to their gender and permanent residential locality (PRL). A significant difference was also found in the emotional intelligence (EI) of high school pass and fail students with reference to gender and PRL but no significant difference was found in EI in high school fail boys and girls. A significant difference was found in locus of control of high school pass and fail students but there was no significant difference on the basis of gender and PRL. Acceptance and Concentration dimension of family relationship were positively correlated significantly with EI (0.69 and 0.61 respectively). There was also significant correlation with locus of control and with acceptance and concentration (0.57 and 0.46 respectively). There was also a positive correlation between locus of control and EI.

203. Code: BHU/RE/2015/TLC-241

**Tripathi, N.C. (2015).** *Allahabad Janpad ke Prathamik Vidyalayo ki Prashasnik Stithi tatha unke Vidyalayee Vatawaran ka Addhyayan* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.157.

**Supervisor:** Dr.Lalta Prasad

**Area of Research:** School Organization and Management

**Keywords:** Administrative Status, School Environment, Allahabad

**Abstract:** This research work was conducted through Hindi medium to find out the administrative status and the environment of primary schools in Allahabad district of Uttar Pradesh (U.P.). Major objectives of the study were to: to find out the status of administration, educational status and school environment of government and non government rural and urban primary schools. Descriptive survey method was used for this study. The sample of the study consisted of 200 teachers and 400 students through purposive sampling. The three tools used for this study were namely-Prashasnik Stithi Mapni developed by the researcher, Samanya Kakshagat Uplabdh Parikshan by Dr. Sengupta and Dr.A.K. Singh, and Vidyalayi Pariwesh Mapni by Dr. Anita Soni and Dr.Ashok Sharma. Data analysis was done using mean, median, S.D. and t-test. The findings revealed that there was no significant difference in administrative status between the government and non-government primary schools hence both were similar. The educational status of non-government primary schools was better than the government schools. There was no significant difference between rural and urban primary schools. The environment of village schools was found better than the urban schools.

204. Code: BHU/RE/2015/TLC-242

**Singh, K.(2015).** *A Study of Awareness among School Teachers towards Child Rights with reference to Child Friendliness of School* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 268.

**Supervisor :** Prof. Deepa Rani Saxena

**Area of Research:** Contemporary Issues in Education

**Keywords:** Awareness, School Teachers, Child Rights, Child Friendly School

**Abstract:** The objective of this study were: to find out the level of child rights awareness among school teachers, to study the child friendliness of school, to find out the effect of child rights awareness among teachers on child friendliness of school, and to study the lived experiences of students with their teachers. The research design adopted by the researcher was qualitative phenomenological research. The sample of the study consisted of 34 secondary schools of Varanasi district and 600 Secondary School teachers of these schools. Simple random sampling and purposive

sampling were used in this study. For this study investigator developed two tools namely-Shikshak Baal Adhikar Jagrukta Prashnavali (SBAJP) for teachers, and Child Friendly School Opinionnaire for Students (CFSOS). For the analysis of data mean, standard deviation, t-test ,One way ANOVA, Mann-Whitney U test and Krushkal - Wallis test were used. The major findings of this study revealed that a large number of percentages of teachers are having low level of awareness towards child rights. Teachers are more aware towards positive rights than negative rights. Some personal and demographic variables affect the child rights awareness among school teachers and some do not. Most of the schools are not child friendly. Variables like locale of school, board of school and type of school significantly affect the child friendliness of school. The urban schools, CBSE board schools and co-education schools were found more child friendly than their counterparts. Teachers' child rights awareness significantly affected the child friendliness of school. Subsequently, it may also be said that more child rights awareness among teachers leads to more child friendly school and students experience with their teachers are less likely to be positive. Most of the students had very negative experiences with their teachers. Experiences of the students from less child friendly school, and boys' schools were more pathetic than the experiences of the students from fairly child friendly schools and girls' schools respectively. This research is significant for policy perspective of Child Rights.

205. Code: BHU/RE/2015/TLC-243

**Srivastava, S. (2015). *Cognitive Approaches of Children towards Realistic Mathematics Word Problems in Relation to their Social Class* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Dr. Madhu Kushwaha

**Area of Research:** Sociology of Education

**Keywords:** Social Class, Cognitive Approaches, Realistic Mathematics, Word Problems

**Abstract:** The objective of this study were to study the cognitive approaches of managerial class and working class students to realistic mathematics word problems; to study the social class differences in their cognitive approaches to solve realistic mathematics word problems; to explore the phenomenon of disconnecting /connecting everyday knowledge from school knowledge by the students in relation to their social class; and to study the weather school mathematics practices facilities /hinder students transition from being contextual to textual. The sample of the study consisted of the working and managerial class children studying in class V of various government and private schools of Varanasi. The sample was selected using multiple purposive techniques which involve use of more than one qualitative technique for sample selection. For the purpose of the study three tools were used namely Raven's standard progressive matrices (adopted by the researcher), A test on realistic mathematics word problems (adopted by the researcher), and Task based Interview developed by the researcher. In the interview the task comprised of the realistic mathematics word Problems to study the approaches. Apart from these testing techniques other non-testing techniques used were : Observation of the mathematics class to understand the instructional process, and Informal talks with the mathematics teachers and children. The major finding of this study revealed that the managerial class children's cultural capital emphasized schooling as an activity and their out of school knowledge of mathematics was limited and also more academic because of their parent's pedagogic work. The working class children's cultural capital on the other hand had rich experience of authentic problem solving, thus they acquired the everyday or spontaneous concepts through the daily interaction at their work place. It was concluded from the study that strategies and approaches of the children for solving realistic word problems had the effect of social class. The cultural capital

of the children that resulted from their social class defined how the children approached the problem. It could also prove that schooling too shaped the strategies and approaches of the children from both the social classes. The teacher was the institutionalised authority who socialised children in classroom culture and legitimised certain knowledge by asserting it as appropriate and right or wrong.

206. Code: BHU/RE/2015/TLC-244

**Yadav, B.S. (2015).** *A Study of Communal Attitude in Relation to Scientific Attitude and Attitude towards Science* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.282.

**Supervisor:** Dr. P.N. Singh

**Area of Research:** Science Education

**Keywords:** Communal Attitude, Scientific Attitude, Attitude Towards Science.

**Abstract:** The objectives of this study were: to construct and standardize a tool for the measuring attitude towards science, to find out the level of communal attitude of XI- grade students and factors (educational and demographic) affecting it, to predict communal attitude scores with the help of subset of variables scientific attitude and attitude towards science, to find out the relative contribution of different factors in predicting communal attitude of different groups, and to find out pure communal attitude scores (after removing the effect of scientific attitude and attitude towards science) and their variations over the groups. Descriptive survey method was used in this study. The sample consisted of 506 students, studying in grade XI, chosen out from twelve Intermediate colleges of Hamirpur district affiliated to U.P. board, Allahabad. The sample was selected by random sampling technique. The data analysis was done using mean, median, mode, standard deviation, quartile deviation, kurtosis, skewness, graph, Pearson-r, t-test, F-test, Chi-square test, and regression analysis. The major finding of this study revealed that the communal attitude as dependent variable seemed to be related with scientific attitude and attitude towards science. Only one variable scientific attitude had significant ratio for its contribution to prediction of communal attitude, contribution of course of study factor seemed to be significant in the development of communal attitude when the effect of scientific attitude and attitude towards science had been removed from the communal attitude scores. This study also revealed that age, type of family, locale and course of study play significant role in developing communal attitude among students.

207. Code: BHU/RE/2013/TLC-0245

**Singh, A.K. (2014).** *Shiksha ka Adhikar Adhiniyam 2009 ke Kriyanavyan me Vidyalaya Prabandh Samiti ki Bhumika ka Adhyayan* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.188.

**Supervisor:** Prof. H.C.S.Rathore

**Area of Research:** Policy research

**Keywords:** Shiksha Ka Adhikar Adhiniyam, Vidyalaya Prabandh Samiti

**Abstract:** This research conducted in Hindi medium was related to the study of School Management Committee (SMC) in implementation of Right to Education Act-2009. It also focused to study the awareness towards the provisions of the organization of the committee, and the income related challenges in implementation of presumed right to education act 2009 by school management committee on the basis gender, age and method used. In this research the selection of sample was done by cluster random sampling to select 36 primary schools of Varanasi district and all 540 members of SMC from those schools. Two tools related to the awareness regarding provisions of

organization of school management committee by Singh and Rathore (2014), and the Shiksha ka Adhikar Adhiniyam- 2009 me Vidyalaya Prabandh Samiti ki bhumika ke sambandh me samiti ke sadasyon hetu prashnawali developed by Singh and Rathore (2014). For the purpose of data analysis t-test was used. The major findings of the study revealed that the representation of females was more than males. The age group 30-40 years had highest representation and more than 51 years age group had lowest representation in the school management committee. Regarding educational qualification (EQ) maximum members were high school or less educated, very few members were post-graduate (PG) or more qualified. Maximum members were aware about the committee. Regarding the responsibilities and challenges it was found that there was lack of information, conflicts in relations, lack of cooperation, lack of parental inactivity and lack of maintenance.

208. Code: BHU/RE/2015/TLC-246

**Kumar, A. (2015).** *Madhyamik star ke Chhatra Chhatraon me vyapta Vidyalayee Hinsa ka Vishleshanatmak Addhyayan* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP,192.

**Supervisor:** Dr.Lalta Prasad

**Area of Research:** Contemporary Issues in Education

**Keywords:** School Violence, Secondary Level.

**Abstract:** This research conducted in Hindi medium was aimed to analyze the status of violence among secondary level students (boys and girls). Some major objectives were : to find out the prevalence of school violence, physical violence, mental violence, physical and mental violence behaviours among secondary level students (boys and girls) and to compare them; and also to study their reactions/responses related to the school violence. The descriptive survey method was used. The sample of this study consisted of 703 secondary level students (boys and girls) chosen through cluster random sampling. The tool used for the study was - Vidyalayee Hinsa Mapni Manak developed by the researcher. Mean, median, S.D., percentage and t-test were used for the data analysis. Findings of the study revealed that the level of school violence in secondary level schools was of medium level. On the other hand in the co-educational institutions, institutions of U.P. Secondary Board of education, Private Schools, three students' group of general-Scheduled Caste-Scheduled Tribe, families with 2-4 and 9 members, persons involved in agriculture and some business, families with income of Rs.10000/-20000/ the level of this violence was higher. The level of physical violence in secondary schools was of medium level whereas it was at a higher level in co-educational institutions, Private Schools, families with 9 members, and persons involved in agriculture and some business. The level of mental violence in secondary schools was of medium level whereas it was at a higher level in the co-educational institutions, institutions of U.P. Secondary Board of education, Private Schools, families with 2-4 and 9 members, and persons involved in agriculture and some business. The physical violence behaviour and the mental violence behaviour were also of medium level in secondary level schools. Some other variables also influenced the violence behaviours. It was also found that 87.34 percent students were interested in always attending the school. Differences in interests were also found among various other categories of students. On the whole this research may help policy framers to take cognizance for reduction of various types of violence in secondary schools as revealed in the study and further to develop programs of peace education.

209. Code: BHU/RE/2014/TLC-0247

**Kumar, A. (2014).** *Study of Teaching Effectiveness of Higher Secondary School Teachers in Relation to their Self Concept and Adjustment* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.187.

**Supervisor:** Prof. R. P. Shukla

**Area of research:** Psychology of Education.

**Keywords:** Teaching Effectiveness, Self-Concept, Adjustment.

**Abstract:** The main objectives of this study were: to find out the relationship between self-concept and adjustment, Self-concept and teaching effectiveness, Adjustment and teaching effectiveness of Higher Secondary School Teachers (HSST). Descriptive survey method was used for the study. Senior Secondary School teachers of Mau District of Uttar Pradesh (U.P.) constituted the population of the study. The randomly selected sample consisted of 328 senior secondary school teachers. The tools used for the data collection were namely - Teachers' self-concept scale by Dr. Geeta Rai, Teacher adjustment inventory and Teacher effectiveness scale by the researcher. Inferential statistics were used for data analysis. Findings of the study revealed that self-concept of HSST were significantly and positively correlated with their adjustment behaviour. Teaching effectiveness was accounted by the self-concept of the teachers. The relationship between self-concept and teaching effectiveness was significant and positive. There was low variance between self-concept and teaching effectiveness of HSST. Adjustment of teachers was significantly correlated with their teaching effectiveness. Teaching effectiveness of HSST did not differ on the basis of gender, job nature but variables like teaching experience and type of institution played significant role in effectiveness.

210. Code: BHU/RE/2014/TLC-0248

**Chaudhari, B.(2014).** *An Investigation of the Conceptual Understanding in Mathematics in Relation to Intelligence, Self-Concept, and Self-Efficacy* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.167.

**Supervisor:** Prof. P.N. Singh

**Area of Research:** Mathematics Education.

**Keywords:** Mathematics, Conceptual Understanding, intelligence, self-concept, and self-efficacy

**Abstract:** The main objectives of this study were: to find out the level of understanding of concepts in Mathematics of class VIII students and the factor effecting it; to find out the relative contribution of different factors in predicting in Conceptual Understanding in Mathematics (CUM) of different groups; and to construct and standardized a tool for measuring in CUM. Descriptive survey method was used in this research. Students of VIII class of CBSE board in Varanasi city constituted the population of the study, from which 349 students were selected randomly. Relevant data were collected with help of the tools namely- Mathematics Achievement Test- Conceptual understanding in Mathematics (MAT-CUM) developed by the researcher, Group Test of Intelligence by G.C. Ahuja (1976), Self-Concept Scale of Opachich and Kadijevich (1998), and the Self-Efficacy scale by Usher and Pajares (2008). Correlation, multiple regression and ANOVA were used for data analysis. The criterion validity with help of product movement correlation coefficient was found .66, Intrinsic Validity was found .73, and content validity was established. They were used for validation of MAT-CUM. Standardization of the test was done on a sample of 349 students. Reliability of the test was found 0.69. The main findings of the study revealed that there was no significant between CUM of Male (M=13.22) and Female (M=11.45) students. The CUM of rural (M=14.93) and Urban (M=11.88) students were not found significant. The Age factor had no effect on CUM of Students. CUM as dependent variable seemed to be related with intelligence, self-concept, and self-efficacy. Only one variable intelligence had significant ratio for its contribution in the predication of CUM. Contribution of gender and locality seemed to be significant in development of CUM, when the Effect of intelligence, Self-concept were removed.

211. Code: BHU/RE/2014/TLC-0249

**Neelam . (2014). *A Study of Job Satisfaction among Primary School Teachers in Relation to Teaching Work Motivation, Stress Coping Strategies and Emotional Intelligence* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.PP.187.**

**Supervisor:** Dr. Rashmi Choudhuri

**Area of Research:** Psychology of Education.

**Keywords:** Job Satisfaction, Teaching Work Motivation, Stress Coping Strategy, Emotional Intelligence.

**Abstract:**The main objectives of the study were : to study the relationship between teaching woks motivation and job satisfaction, stress coping strategies and job satisfaction, emotional intelligence and job satisfaction, among Primary school teachers (PSTs); and to find out the extent to which the three independent variables contribute together on the prediction of job satisfaction among primary school teachers.Descriptive survey method was used in this study. All the fulltime teachers of Parishadiya Schools in Varanasi district constituted the target population of the study. Among them 240 (21.82 percent) primary school teachers of Kashi Vidyapeeth block were taken by using multi-stage random sampling.The tools used for the study were namely- Job Satisfaction Scale for primary teachers by Dr.M. Dixit (1993), Teaching work motivation inventory by Dr. K.S. Mishra (2002), Test of Emotional Intelligence by Dr. K.S. Mishra (2010) and Stress coping strategy scale for primary teachers developed by investigator. The collected data were analyzed using product moment correlation, multiple regression, regression analysis, ANOVA and t-test with the help of SPSS.The findings revealed that the Teaching Work Motivation ( $r=.16$ ) , Stress Coping Strategy ( $r=.13$ ), and Emotional Intelligence ( $r=.39$ ) were positively influenced by the Job Satisfaction among PSTs. Teaching work motivation, stress coping strategy and emotional intelligence each of them contributed significantly. Difference on mean scores of job satisfaction among PSTs was found significant with respect to the group of teachers and their age, job experience and monthly income.

212. Code: BHU/RE/2015/TLC-250

**Singh, P. K. (2015).*Career Maturity of Senior Secondary Students in Relation to their Self Efficacy and Locus of Control* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.308**

**Supervisor:** Prof. R.P. Shukla

**Area of Research:** Psychology of Education

**Keywords:** career maturity, self efficacy, locus of control, senior secondary students

**Abstract:**The main objectives of the study were : to study the career maturity, self efficacy and locus of control of senior secondary students, to find out the relationship between career maturity and self efficacy, career maturity and locus of control and self efficacy and locus of control of senior secondary students, and to compare the career maturity, the self efficacy and the locus of control of senior secondary students with respect to their gender, locality, types of institution and studying stream.It also focused to study the career maturity of senior secondary students with respect to different levels of self–efficacy and locus of control, to find out the contribution of self efficacy and locus of control to career maturity of senior secondary students. The sample of the study consisted of 19 schools selected randomly from all the government and private senior secondary institutionsamong them 792 students of standard XII were chosen randomly. Tools used for this study were namely - Career Maturity Inventory developed by the researcher,Self efficacy scale developed by the T. Mehta,and Rotter’s Locus of control scale (in Hindi -the Indian adopted version) . Descriptive survey method was used in this study.The data analysis was done using mean,

SE of mean, median, range, S.D, Variance, skewness, Kurtosis, percentage, t-test, and ANOVA. The major findings of this study revealed that the career maturity of boys, urban students, private students, commerce and science students was respectively better than the girls, rural students, government students, arts students. The boys were more self-efficient than girls. Urban, private, commerce and science students were more self-efficient than their counterparts. Boys were having more internal locus of control than girls, Urban, private, commerce and science students were having more internal locus of control than their counterparts. Significant differences were found on dimension-wise career maturity of senior secondary students with respect to their gender, locality, types of institution, and study stream. Locus of control of senior secondary students differed significantly with respect to their gender, locality, types of institution and study stream. Significant contributions were found with respect to self-efficacy and locus of control of senior secondary students in enhancement of their career maturity. The career maturity of senior secondary students was highly positively correlated with the self efficacy of senior secondary students; and career maturity of senior secondary students was highly positively correlated with the locus of control of senior secondary students. The self-efficacy of senior secondary students was highly positively correlated with the locus of control of senior secondary students. Locus of control of senior secondary Students and self efficacy was also highly positively correlated with locus of control of senior secondary students.

213. Code: BHU/RE/2015/TLC-251

**Chaubey, P. (2015).** *Perspectives of Women in Higher Education in Nepal towards Women Empowerment* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 157  
**Supervisor:** Prof. Seema Singh

**Area of Research:** Contemporary Issues in Education

**Keywords:** Perspectives, Women Empowerment, Higher Education, Nepal

**Abstract:** The major objectives of this study were: to study and compare the perspective of women in higher education in Nepal towards women empowerment, to study the change in their empowerment, to study how time given in higher education affects the perspective of women in higher education in Nepal towards women empowerment, and to find out the dimensions of women empowerment in which women are showing empowerment after joining higher education. Mixed research method was used in this study. Sample of the study consisted of 4 universities out of six universities of Nepal and 125 female students selected from each of those 4 universities. Multi stage and purposive sampling techniques were used. Tools used for this study were namely Woman empowerment perspective scale, Change in empowerment scale, and Interview schedule constructed and standardized by the investigator. Statistical techniques such as t-test, ANOVA and ANCOVA Mean, median, mode, standard deviation, kurtosis, skewness were used to analyze the data. The major findings of this study revealed that the Urban women of Nepal have a more favourable perspective towards women empowerment as compared to rural women. Residential background and ethnicity contributes in the development of perspective towards women empowerment. Family structure is a vital determinant of the perspective towards women empowerment. Women of Nepal are showing very less empowerment on political dimension of women empowerment after acquiring higher education.

214. Code: BHU/RE/2015/TLC-252

**Yadav, A. (2015).** *Effectiveness of Peer Tutoring on Elementary School Students' Achievement in Science* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 101



**Supervisor:** Prof. Anjali Bajpai

**Area of Research:** Science Education

**Keywords:** Effectiveness, Peer tutoring, Elementary School Students, Achievement in science

**Abstract:** The major objectives of this study were: to identify a suitable model of peer tutoring for Indian school situations, to study the effectiveness of peer tutoring method in contrast to traditional method on students' achievement in science at elementary level, to study the experience of elementary level students regarding peer tutoring method. The researcher had conducted this experiment only in three schools which cooperated and from them two sections of each school were selected randomly for this study. Purposive sampling was used to select the schools. Four tools used for this study were namely- Science Achievement Test-I, Science Achievement Test-II, Reciprocal Peer Tutoring (RPT) Module, RPT Questionnaire (RPTEQ) all developed by the researcher, and the Adaptation of a suitable model of peer tutoring for Indian school situation. Statistical techniques such as- Mean, S.D., ANCOVA were used for data analysis. The RPT model of peer tutoring strategy was found more suitable for Indian school situations than the CWPT and CAPT models in this study. RPT method of teaching was found significantly more effective in enhancing the class VII students achievement in science. Majority of the students who had been exposed to RPT method during the treatment had a positive experience regarding it and reported many benefits like enhancement of learning, improvement of communication skills etc.

215. Code: BHU/RE/2013/TLC-0253

**Sanjay. (2013). *Prathamik Vidyalyayon ke Shikshako Ke Kakshagat Shikshan Vyawahar ka Adhyayan* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 199**

**Supervisor:** Prof. Rashmi Choudhuri

**Area of Research:** Teacher Education

**Keywords:** Primary School, Classroom Teaching behaviour.

**Abstract:** This research conducted in Hindi medium was mainly related to the study of Classroom behaviour of primary school teachers. The major objectives of the study were: to study the classroom teaching behaviour and differences among B.T.C., Special B.T.C., and Shiksha Mitra of Primary School., to study the relationship between teaching behaviour and attitude towards teaching of primary school teachers. The study was carried out through descriptive survey method. Primary school teachers of Varanasi district were taken as population. 90 municipal schools from 8 blocks and 270 teachers from these schools were selected as sample. Two tools were applied on the sample for the purpose of data collection namely: Primary Classroom Observation Schedule. (Sanjay and Chaudhary, 2013), and Teachers attitude inventory (Ahaluwalia, 2006). For the purpose of data analysis mean, standard deviation, product moment correlation and t-test were used. The major findings of the research revealed that 30.74 percent teachers had lower level of teaching behaviour, 32.96 percent teachers had average and 36.29 percent teachers had higher level of teaching behaviour. There was significant difference in the classroom teaching behaviour B.T.C., Special B.T.C. and Shiksha Mitra teachers. There was very low correlation between classroom teaching behaviour and attitude of primary school teachers towards teaching.

216. Code: BHU/RE/TLC-0254

**Kumar, R. (2014). *Dristibadhit Vidyarthiyo ki Shaikshik Awashyakta, Vyawsayik Prashikshan avam Punarwas Sambandhi Rannitiya va Sambhavanyen* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 280.**

**Supervisor:** Prof. Geeta Rai

**Area of Research:** Inclusive Education

**Keywords:** Visually Impaired Students, Educational Need, Vocational Training, Rehabilitation Strategies.

**Abstract:** This research conducted in Hindi medium was related to the study of the educational needs, professional training, Rehabilitation strategies of Visually Impaired (VI) students and possibilities related to them. Some major objectives of the study were: to enquire about educational needs and available vocational training for visually impaired students. Further the study also dealt with identification of rehabilitation strategies and possibilities pertaining to rehabilitation of these students. Descriptive survey research method was used in the study. The data was collected from four districts of Uttar Pradesh (U.P.) namely Varanasi, Gazipur, Gorakhpur and Azamgarh through the purposive-cum-incidental sample selection method. Five special schools and one integrated school located in the said district was included. A sample comprising 226 visually impaired, 33 special teachers, 34 visiting teachers, 08 resource teachers, 06 principals and 25 parents was selected. The five tools in Hindi all developed by Kumar and Rai (2017) namely -Drishtibadhit vidhyarthiyo ki saikshik aavshyakta janch abhimatwali, Drishtibadhit vidyarthiyo ki oyavasayik prashikshan jaanch anusuchi, Punarvas raniti janch anusuchi, Anushangik prasangic janch anusuchi and Shiksha, vyavasaye avam punarvas anusuchi abhivavak hetu were used for data collection. Mean, S.D, correlation, t-test, F-test, percentage were used for data analysis. The findings of this study revealed that the VI students needed change in educational facility. The availability of vocational training for these students (73.58 percent) was not positive. Few of the teachers were in favour of modern training. There were (54.9 percent) experts aware about rehabilitation related strategies. The statement of 52 percent parents was not positive. Few of them were aware about Education and Rehabilitation of VI students.

217. Code: BHU/RE/2015/TLC-255

**Mishra, M.(2015).** *Chhatradhyapako (B.Ed.) ke Shikshan Kaushal Vikas me Videotape tatha Sathi Pratipusti me Tulna* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.228.

**Supervisor:** Prof.R.P.Shukla

**Area of Research:** Teacher Education

**Keywords:** Pupil Teachers, Teaching Skills, Videotape, Peer Feedback

**Abstract:** The aim of this research conducted in Hindi medium was to compare the teaching skills of pupil teachers (B.Ed.) in videotape and peer-feedback. Major objectives of this study were: to compare the teaching skills on videotape feedback, peer feedback and control group feedback and to identify the best medium of feedback; and also to compare the three groups on pre-test and post-feedback. The teaching skills taken for this study were- Holistic teaching skill, skill of introduction, skill of probing questions, skill of illustrating with examples, skill of reinforcement, skill of stimulus variation, and skill of lesson closure. The sample consisted of 5 practice-teaching centres of Faculty of Education, Banaras Hindu University (BHU) out of them 60 students of social-science subject by simple random sampling. The tools used in this study were in Hindi namely- Samagra Shikshan Kaushal Mapni, and Shikshan Kaushal Mapni. The statistics used for data analysis were mean and t-test. Findings of the study revealed that no significant difference was found among the feedback of three groups. However videotape based feedback was found to be most valuable for improvement of teaching skills.

218. Code: BHU/RE/2015/TLC-257

**Chakrawarty, S. (2015).** *Study Habits and Aggressive Behaviour of School Students in Relation to their Playing Different Electronic Games* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.PP.187.

**Supervisor:** Dr. Rashmi Choudhuri

**Area of Research:** Psychology of Education

**Keywords:** Electronic Games, Study Habits, Aggressive Behaviour

**Abstract:**The objectives of this study were: to identify the different e-games being played by school students, to estimate the percentage of school students playing e-games, to estimate the percentage of school students playing e-games in terms of number of hours in one sitting and number of years played, to estimate the percentage of school students monitored by their parents in terms of game type played by them and number of hours spent in e-gaming, to estimate the percentage of school students playing violent and non violent e-games and e-games at different levels, to estimate the overall percentage of school students on the basis of their e-games playing behaviour, to study the study habits of school students playing e-games, and to study the aggressive behaviour of school students playing e-games. The sample of the study consisted of 1346 students (boys') from Ranchi city of Jharkhand studying in class VIII of C.B.S.E and I.C.S.E. and Jharkhand board (session 2012-13). Cluster sampling was used. Tools used for this study were all developed by the researcher namely- Electronic games questionnaire, students aggressive behaviour rating scale, study habit inventory. Descriptive survey method was used in this study. Statistics like percentage and ANOVA were used to analyze the data using S.P.S.S package 19. The major findings of this study revealed that a total of 146 e-games were identified out of which 85 (58.21 percent) e-games were violent e-games and 61 (41.78 percent) were non violent e-games, it has found that 100 percent of school students in the present study were playing e-game students responded against one hour to less than three hours excluding exam day, 31.72 percent of school students responded against less than one hour. There were two broad categories of e-games played by school students i.e. violent e-games and non – violent e-games. On the basis of content graphics of games, study habits of school students did not differ on the basis of e-games. Aggressive behaviour of school students did not differ on the basis of playing different e-games. It revealed that 69.98 percent of school students were inclined towards playing violent e-games and only 30.01 percent of the school students were involved in playing non-violent e-games. During e-games playing behaviour, the percentage of school students opting mild behaviour is highest followed by non violent behaviour and violent behaviour respectively. The percentage of school students with poor study habits were highest followed by that of the school students having normal study habits, very poor study habits and good study habits in respective order. No school student was there with very good study habits. The percentage of school students having mild aggressive behaviour was highest followed respectively by low aggressive behaviour and high aggressive behaviour.

219. Code: BHU/RE/2015/TLC-258

**Singh, V. (2015).** *Student Unrest and Relevance of Student Council in its Abatement: A Case Study of Banaras Hindu University* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.PP.218.

**Supervisor:** Dr. Alok Gardia

**Area of Research:** Contemporary Issues in Education

**Keywords:** Student Unrest, Student Council, Banaras Hindu University.

**Abstract:** The main objectives of this study were: to study the level and causes of student's unrest among students of U.G, P.G, and Ph.D. Academic programs, and to study the preferential relevance of students council and student union according to students of U.G, P.G. and Ph.D. academic programs. Descriptive survey method was used in this study. The Sample of the study consisted of 1409 students chosen from Banaras Hindu University (B.H.U.) through Stratified random sampling. Tools constructed and standardized by the investigator were used for this study. They were namely - Level of student unrest scale, Causes of students unrest scale, Perception of students union or students council regarding abatement of unrest scale. For data analysis statistical techniques such as- mean, median, mode, standard deviation, quartile, kurtosis, skewness, t-test, F-test were used. The major findings of this study revealed that the undergraduate students had highest mean level of unrest, post-graduate students had lowest mean level of unrest whereas Ph.D. students are moderate level of unrest. U.G students perceived educational problems, administrative problems, educational evaluation and co-curricular activities as important cause of student unrest than their counterpart Ph.D. and P.G. students. On the problems of placement services P.G. students perceived it more important than U.G. and Ph.D. students. On behaviour of employees and transparency and students representation Ph.D. students perception was higher as a cause of student unrest. All students group were in favour of students council. It was also found that P.G. students were more in favour of students council than their two other counterparts. It was also revealed that on problems of administrative work U.G. and Ph.D. students were in favour of students union while P.G. students were in favour of student's council.

220. Code: BHU/RE/2015 TLC-259

**Sarkar, P. (2015). *A Study of Science Comprehension among Visually Impaired Children in Relation to their Cognitive Ability and Learning Style* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.154.**

**Supervisor:** Prof. Asha Pandey

**Area of Research:** Inclusive Education

**Keywords:** Science Comprehension, Visually Impaired Children (VIC), Cognitive Ability, Learning Style

**Abstract:** The main objectives of this study were: to study science comprehension of visually impaired children in class VIII; to study cognitive ability of visually impaired children studying in class VIII; to assess learning style of visually impaired children studying in class VIII; and to find out the interdependent and interaction effects of cognitive abilities and learning styles on science comprehension. The present study was conducted on lines of descriptive type with Ex-Post Facto design. In this study 'two stage random sampling' design was employed for drawing sample from the population. A total of 91 visually impaired students (66 Visually impaired boys and 25 visually impaired girls) were selected as sample of the study. For the quantification of variables of the study, the tools used were namely- An Indian Adopted version of WISC- R (Verbal) for the visually impaired children (Developed by NIVH Dehradun), Science Comprehension Test, Learning Style Inventory, both developed by the investigator. In the present study mean, median, mode, t-test, SD, percentage, chi-square, one way ANOVA and two way ANOVA statistical techniques were used for the data analysis. Findings of the study revealed that the most of the visually impaired students were identified as having average science comprehension level. Most of them were identified as having average cognitive ability. It was found that majority of visually impaired students were identified as having auditory learning style. It was found that cognitive ability and learning style may

independently affect science comprehension, but together probably they do not play major roll in science comprehension.

221. Code: BHU/RE/2015/TLC-260

**Patel, K. (2015). *Preferred Learning Style and Academic Achievement of Children with Hearing Impairment* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 193.**

**Supervisor:** Prof. Seema Singh

**Area of Research:** Inclusive Education

**Keywords:** Preferred Learning Style, Academic Achievement, Hearing Impairment.

**Abstract:** The main objectives of this study were: to find out the preferred learning style of CWHI studying at upper primary level in terms of their perceptual and science aspects of learning style; to find out the academic achievement of the Children with Hearing Impairment (CWHI) studying at upper primary level in relation to their gender, status of identification of hearing loss, type of hearing loss severity of hearing loss, type of educational settings; to compare the perceptual aspects of preferred learning style of CWHI studying at upper primary level in relation to their academic achievement; to compare social aspects of preferred learning style of CWHI studying at upper primary level in relation to their academic achievement; to compare the perceptual aspects of preferred learning style of CWHI studying at upper primary level in relation to different variable of CWHI; and to compare the social aspects of preferred learning style of CWHI studying at upper primary level in relation to different variables of CWHI. A descriptive survey method was used in this study. Purposive sampling technique was used in this study. A total of 152 children with hearing impaired were selected as sample from four special and forty inclusive schools for the present study. Various statistical techniques used for data analysis were such as mean, median, mode, SD, kurtosis, skewness. Major findings of the study revealed that with reference to its social aspect CWHI preferred to learn more in group than individual style of learning. Academic achievement of learning of children studying in special schools was found higher than that of children in inclusive educational settings. Tactile learning style was more preferred style by male CWHI than that of their female counterparts. Kinesthetic and tactile modalities are equally preferred by these children irrespective of their status of identification of hearing loss. In case of mild to moderate hearing loss children preferred auditory, tactile and individual style of learning, whereas, in case of severe to profound hearing loss they preferred visual and group learning style. Kinesthetic modality was equally preferred by all CWHI irrespective of their severity of hearing loss. CWHI enrolled in any type of educational setup, showed similar preferences for all type of perceptual and social aspects of learning style.

222. Code: BHU/RE/2014/TLC-0261

**Mishra, P. (2014). *Practices of Total Quality Management in Higher Education: A Case study of Banaras Hindu University* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Prof. Asha Pandey

**Area of Research:** Higher Education

**Keywords:** Total Quality Management, Higher Education, Banaras Hindu University.

**Abstract:** This study was undertaken with the objectives to study the perception of students and teachers separately towards the practices of Total Quality Management (TQM) in BHU; to study the effect of teachers' perception towards TQM practices and available infrastructural facilities on students perception towards TQM practices in BHU; and to suggest framework for continual

qualitative improvement of education within the administrative framework of BHU. Population was consisted of students and teachers of all faculties and institutes of BHU. Stratified random sampling design was employed for drawing sample. Three tools namely Students' institutional perception scale, Teacher Institutional perception scale, and Observational schedule for physical infrastructure were used. Major findings of the study were- students studying in different facilities of BHU differed significantly in their perception towards the practices of TQM, therefore, different faculties should be treated as per their nature. Teachers teaching in different faculties of BHU differed significantly in their perceptions towards the practice of TQM 'Existing infrastructural facilities and teachers'. Perception towards TQM practices affect students' perception towards TQM practices. The research considered the teachers and students as very important stakeholders of the university, and suggested to fulfil their expectations for overall quality of the institution.

223. Code: BHU/RE/2015 TLC-263

**Rai, A.K. (2015). *A Study of Multimedia Package used by CBSE Schools for Social Science at Upper Primary Level* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.PP.173.**

**Supervisor:** Dr. Anjali Bajpai

**Area of Research:** Technology of Education

**Keywords:** Multimedia package, CBSE schools, Social Science, Upper Primary Level

**Abstract:** The main objectives of this study were: to list out the names of various companies developing multimedia package for CBSE schools (Especially for class VI, VII, VIII in social science); to study the conformity of the content of the package with content of text books of social science of class VI, VII, VIII; to study the opinion of teachers and students of social science of upper primary level about the multimedia package; and to list out suggestions to make social science multimedia package more efficient. The descriptive survey method was used for the study. The sample consisted of 702 students of upper primary level and 42 social-science teachers teaching in upper primary classes of CBSE schools situated in Udham Singh Nagar district (Uttarakhand). CBSE schools were selected purposively and students were selected by incidental sampling method. Three tools were used for collecting the data namely -Social Science Checklist (SSCC), Multimedia Package- Teacher Opinionnaire (MPTO), and Multimedia Package- Student Opinionnaire (MPSO) developed by the researcher. Frequency, percentage and chi-square test was used for data analysis. Major findings of this study revealed that the Educomp and Next Education were providing packages to CBSE schools in Udham Singh Nagar district. In this study schools using the multimedia package developed for social science by Educomp have been considered. Companies developing various multimedia packages for CBSE schools are sufficient as compare to science subject. Content of multimedia package and content of social science text books of upper primary level are not matched totally. There were some contents which were not found in multimedia package. The opinionnaire about multimedia package by the school teachers in term of dimensions- Educational Effectiveness, Integration of Multimedia Components, User Friendliness of technology, Content Availability and Student Edutainment were found Satisfactory. They admitted that by this multimedia method teaching learning process of social science would become better but proper integration of content and multimedia component was required. Students of upper primary level also got motivated by social science multimedia lessons and they looked forward for such interactive learning session.

224. Code: BHU/RE/2015 TLC-265

**Kumari, A. (2015).** *An Evaluation of Participatory Programme Management (PPM) of Sarva Shiksha Abhiyan (SSA) with special reference to Tribal Population of Dhanbad District (Unpublished Ph.D. Thesis).* Banaras Hindu University, Varanasi, India.PP.138.

**Supervisor:** Prof. R.P. Shukla

**Area of Research:** Policy Research

**Keywords:** Participatory Programme Management (PPM), Sarva Shiksha Abhiyan (SSA)

**Abstract:** The main objectives of this study were: to find out the awareness of School Management Committee (SMC) members functioning and performance in actual setting; to assess the involvement and role of the SMC members in civil works and maintenance of school buildings; to study the scheme of MDM; to analyze the documents (state report) of the Joint Review Mission in civil (5<sup>th</sup> JRM, 9<sup>th</sup> JRM, 13<sup>th</sup> JRM, 20<sup>th</sup> JRM) of Jharkhand state in terms of community participation and tribals; and to develop project design by strategy planning within monitoring and evaluation (M&E) framework. Descriptive survey method was used in this study. All the schools having sizeable tribal population were chosen out from the list provided by district project office Dhanbad and constituted the sample. Only two schools from each block were purposively selected for the study. Tool used for data collection were namely - School Management Schedule developed by researcher. Focus Group Discussion, and Document Analysis were also used for the study. Major Finding of this study revealed that - SMCs located in village communities can play important parts in affecting school inputs (including increased teacher members). They are a long way from delivering their full potential. They do not meet often enough and when they meet they seem to make only a limited contribution to their effect on schools and other aspects of the local community. However their potential is there both empirically in terms of the results shown in this study and intuitively. The legal basis for SMCs was already established. It is likely that they relate less to the formal structure. Therefore this study reflects that the focus by the Indian Government in the SSA Program to built capacity of SMCs is an appropriate policy. Such a policy also meets the current trend of promoting beneficiary ownership of projects. Participatory Program management of MDM shows that the Saraswati Vahini play formidable part in the overall management of MDM. The incorporation of participatory program management in education is often poorly conceived and the impact of stakeholder participation on an entire planning process is frequently misinterpreted or underestimated.

225. Code: BHU/RE/TLC-0267

**Singh, V. (2014).** *Viswavidyalayee Shikshako me GATTS ke Pravadhano ki Jagrukta tatha Uchha Shiksha ke Udarikaran avam Bhumandalikaran ke prati unki Abhivritti me Sambandh ka Adhyayan (Unpublished Ph.D. Thesis).* Banaras Hindu University, Varanasi, India.PP.138.

**Supervisor:** Prof. Harischandra Singh Rathore

**Area of Reserch:** Contemporary Issues in Education

**Keywords:** GATTS Provisions, Awareness, Liberalization, Globalization, University Teachers.

**Abstract:** This research conducted in Hindi medium was related to study of awareness of University teachers in Varanasi (India) regarding the provisions of General Agreement on Trade and Tariffs (GATTS) and their attitude towards liberalization and globalization of higher education. Accordingly the main objectives of this study were: to study teachers' attitude towards higher education regarding liberalization, to study the relationship between attitude of teachers towards GATTS' provisions

awareness and liberalization, and to study relationship between the attitude of teachers towards GATTS' provisions awareness and liberalization of higher education. Descriptive survey method was employed for the study. The sample consisted of 246 male and 55 female higher education teachers of different universities in Varanasi city (India). The tools used was Awareness scale based on GATTS' provision. (Singh and Rathore, 2014) and the Attitude Scale developed for the purpose. For analysis of data, mean, S.D., t-test, F-test and correlation were used. The findings revealed that there was similarity in attitude of teachers towards GATTS' provision awareness, liberalization and privatization. The teachers belonged to three universities had negative attitude towards the privatization, liberalization and globalisation of higher education.

226. Code: BHU/RE/TLC-0269

**Kumar, A. (2014).** *Bihar Pradesh me Swavittaposit Madhyamik Adhyapak Shiksha ke Shikshak-Prashikshako ki Seva Stithi, Karyatanav avam Karyasantushti ka Adhyayan* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 217

**Supervisor:** Prof. R.P. Shukla

**Area of Research:** Teacher Education

**Keywords:** Teacher Educators, Job-satisfaction, Work-stress, Self-financed.

**Abstract:** This research conducted in Hindi medium was related to study of service status, work-stress and Job-Satisfaction of Teacher Educators of self-financed secondary level teacher education institutions in state of Bihar (India). The major objectives of the study were: to find out the level of work-stress, Job-satisfaction and service status of Teacher Educators; and to find out the relationship between the work-stress and job-satisfaction of Teacher Educators. The descriptive survey method was used for this study. The sample consisted of 350 Teacher Educators of 50 self-financed B.Ed. institutions selected through simple random sampling. The tools used to collect data were namely- Teacher Educator job satisfaction questionnaire (Kumar and Shukla, 2014), Professional stress schedule (Srivastav and Singh, 1984), and Job satisfaction scale (Singh and Sharma, 1990). For quantitative analysis of data mean, S.D., t-test, F-test, etc. were used. The major findings of study revealed that 79.88 percent Teacher Educators were permanently appointed and 20.12 percent Teacher Educators were non permanently appointed in self-financed B.Ed. institutions. The stress level was found to be high in 55.92 percent, average in 20.71 percent and low in 20.71 percent Teacher Educators. There was negative relationship between stress level and Job satisfaction. Most of them were found to be unsatisfied with service status.

227. Code : BHU/ RE/ 2015/ TLC – 270

**Singh, P. (2015).** *Madhyamik Star ke Shikshako ki Shikshan Dakshata ka unke Atma- sampratyay va Samvegatmak Buddhi ke sandarbh me Addhyayan* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 200

**Supervisor:** Prof. Geeta Rai

**Area of Research:** Psychology of Education

**Keywords:** Secondary Level, Self Concept, Teaching Efficacy, Emotional Intelligence

**Abstract:** This research conducted in Hindi medium was related to study of teaching efficacy of secondary level teachers with reference to their self-concept and emotional intelligence. The major objectives of the study were: to assess the teaching efficacy (cognitive and behavioural) of secondary level teachers; to identify the form of self-concept of secondary level teachers; to measure the emotional intelligence of secondary level teachers; to find out the relation between self-concept and



teaching-efficacy of secondary level teachers; and to find out the relationship between the teaching efficacy and emotional intelligence, self concept and emotional intelligence of secondary level teachers. Descriptive survey method was adopted for this study. Clustre random sampling was used for selection of 24 schools (U.P. Board and CBSE Board) and 284 teachers of these schools. Tools used were Sangyanatmak Shikshan Dakshata Mapni (CTCS), Behavioural, and Multidimensional Shikshan Dakshata Mapni (BTCS) both developed by the researcher, Adhyapak Atma –Sampratyay Mapni by Dr. Geeta Rai and Multidimensional self report Emotional Intelligence scale- revised (MSREIS-R and Dr. Tulika Anand.) by Dr. Rakesh Pandey. The data analysis was done using mean, S.D., t-test, F-test, Pearson Correlation and multivariate correlation. The findings of the study revealed that the cognitive teaching efficacy and behavioural teaching efficacy of secondary level teachers was of average level. There was high positive correlation between the cognitive teaching efficacy and behavioural teaching efficacy of secondary level teachers. The self concept of teachers was high whereas their emotional intelligence was less than average. There was average positive correlation between self concept and cognitive teaching efficacy of secondary level teachers.

228. Code : BHU/ RE/ 2015/ TLC – 271

**Yadav, J. (2015).** *Bhartiya Samvidhan me varnit Mahila adhikaro ke prati Ucchattar Madhyamik star ke Shikshako avam Vidyarthio ke Dristikona tatha Samajik Vigyan ke Pathyakramo me Mahila Adhikaro ke sthan ka Addhyayan-Vishay Vastu Vishleshan* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.143.

**Supervisor:** Prof. Deepa Rani Saxena

**Area of Research:** Curriculum Evaluation

**Keywords:** Indian Constitution, Women Rights, Social-Science Curriculum, Content Analysis

**Abstract:** This research conducted in Hindi medium was related to the study of attitude of secondary level teachers and students regarding women rights described in the Indian constitution and also a content analysis of social-science textbooks regarding place of women rights in them. The major objectives of the study were: to find out the attitude of secondary level teachers and students regarding women rights; to find out the attitude of secondary level CBSE, ICSE, U.P. Board teachers regarding women rights; and to study the place of women rights in senior secondary level social science textbooks. The sample consisted of 600 students selected through cluster random sampling. The tool named-Mahila Adhikar Anusuchi was developed by the researcher. Frequency and percentage were used for the data analysis. Findings of the study revealed that the attitude of students and teachers of secondary level regarding women rights is significant. There was a significant difference in the place of women rights in social science textbooks prescribed by different boards.

229. Code: BHU/RE/2014/TLC-0272

**Mihai, S.S. (2014).** *Impact of Yoga and creative Workshop on the Quality of Life of Special Need Children Studying in Special and Integrated Educational Settings* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.

**Supervisor:** Dr. Kisho H. Mane

**Area of Research:** Inclusive Education.

**Keywords:** Yoga, Quality of life, Special Need Children, Integrated Education.

**Abstract:** The study had objectives to examine the quality of life of children with special needs (CWSN); to find the factors that affect their quality of life; and to see impact of yoga and creative workshop on their quality of life. A phenomenological method followed with participant observation with the help of detailed filed notes and semi-structured interview schedule. The population included

all the children with intellectual disability studying in special schools of Varanasi city in India and Northwest Copenhagen city of Denmark. The study was conducted in three phases: first, observation of quality of life of the participants and took the interview of their caretaker, secondly, designing a creative workshop and Yogic Asanas and organised for 30 days on special Need children. Lastly, again she observed the quality of life of the participants and took interview of their care takers. The findings of the study showed that there was a significant improvement in the quality of life of children with special needs after creative workshop and environment, good psychological and physical health, social connectedness, communication and activity centred classroom had positive influence on the quality of life of children with special needs.

230. Code : BHU/ RE/ 2015/ TLC – 275

**Kumari, R. (2015).** *A Study of Academic Achievement, Mental Health and Adjustment Problems of Secondary School Students* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.138.

**Supervisor:** Dr. Lalita Prasad

**Area of Research:** Psychology of Education

**Keywords:** Academic Achievement, Mental Health, Adjustment Problem.

**Abstract:** The main objectives of the study were: to study the academic achievement of secondary students; to study the mental health of secondary school students; to study the adjustment problems of secondary school students; and to study the relationship of mental health of secondary school students in relations to their academic achievement and adjustment problems. The descriptive survey method was used for the study. The sample chosen through stratified random sampling consisted of 400 students of secondary schools of Patna district from Bihar. The tools were namely-Students Academic Performance Report, Mental Health Battery developed by Arun Kumar Singh and Alpina Sen Gupta, Standardized Adjustment Inventory developed by H.S. Asthana. The data was analyzed using frequency, mean, standard deviation, standard error, skewness, kurtosis, Pearson-r, t-test and one way ANOVA using SPSS 16.0. The major findings of this study revealed that there was positive relationship among mental health, adjustment problems and academic achievement of secondary school students. It was observed that the students of rural areas were poor in mental health, adjustment problems and academic achievements as compared to the urban area students. Significantly high difference was found in academic achievement between Central Board of Secondary Education (CBSE) and Bihar Secondary Education Board (BSEB) affiliated secondary school students.

231. Code : BHU/ RE/ 2015/ TLC – 278

**Srivastava, R. (2015).** *Vibhinna Shiksha Parishado dwara sanchalit Pathyakramo avam unke Nishpadan hetu apnai gai Shikshan-yuktiyon ka Kaksha Aath ke Vidyarthio ke Nagrik Bhav avam Loktantrik Mulyo se Sambandh ka Addhyayan* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.189.

**Supervisor:** Prof. Harischandra Singh Rathore

**Area of Research:** Pedagogy of Social Science

**Keywords:** Boards of Education, Teaching Strategy, Curriculum, Citizenship Feeling, Democratic Values.

**Abstract:** This research conducted in Hindi medium was related to the study of teaching strategies adopted for transaction of curriculum run under different boards of education for transacting citizenship feeling and democratic values among class-VII students. The major objectives of the study

were: to compare the citizenship feeling and democratic values related contents in class-VII textbooks of civics used by schools under different boards of education; to compare the frequency of teaching strategies used by civics teachers for teaching class-VII students; to compare the frequency of teaching strategies used by civics teachers for teaching class-VII students in schools affiliated to different boards of education; to compare the citizenship feeling of class-VII students in schools affiliated to different boards of education; and to compare the democratic values of class-VII students in schools affiliated to different boards of education. Qualitative method was adopted for the analysis of textbooks and Ex-Post Facto design was adopted for assessment of citizenship feeling and democratic values of students. Sample was selected through cluster random sampling technique. Teaching strategies were identified through Self Report technique. From chosen schools the class of social studies and 20 students from each class were selected as sample. Sampratyatmak Vishayvastu Vishleshan Vidhi was used for identification of citizenship feeling and democratic values. A checklist was also prepared by the researcher for identification of citizenship feeling and democratic values. The data analysis was done by use of percentage, mean, S.D., Chi-square-test, t-test and F-test as applicable. The findings revealed that there was inequality between content of citizenship feeling and democratic values among textbooks of three boards of education. All three boards differed significantly in the democratic value content of textbooks. The teaching strategies adopted by the civics teachers under three boards also differed. However the students under different boards of education did not differ significantly in overall citizenship feeling.

232. Code: BHU/ RE/ 2015/ TLC – 279

**Singh, S.(2015). *Effect of Integrated Process Skills and Creativity on Concept Achievement in Physics of Higher Secondary Students* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.156.**

**Supervisor:** Prof. S.B. Bhattacharya

**Area of Research:** Psychology of Education

**Keywords:** Integrated Process Skills, Creativity, Concept Achievement, Physics, Higher Secondary Students.

**Abstract:** The major objectives of this study were: to find out the effect of Gender on Students' Concept Achievement in Physics; to find out the effect of integrated process skills and creativity on students' concepts Achievement in Physics; and to find out the variance covered by integrated process skills and creativity in students' concepts achievement in physics. Ex-post facto design was used in this study. Descriptive survey method was used in this study. Two stage sampling technique was used to reach the desired sample for this study. 532 students were selected but the number got reduced to 480 (279 boys, 201 girls) after rejecting incomplete answer sheets. Two tools were developed by researcher namely – Physics Concept Achievement Test (PCAC) and Test of Creativity (adopted), and Integrated Process Skills Test -English translated version by Bhattacharya (2003). Data was analyzed using t-test, analysis of variance, Regression Analysis, Karl Pearson's product moment coefficient of correlation. The major findings of this study revealed that gender affects the students' concepts Achievement in Physics. The level of integrated process skills affects the concept achievement in physics of boys and girls both. The level of creativity affects the concept achievement in physics of boys and girls significantly. Students with higher level of creativity performed better than the students having lower level of creativity. Integrated process skills and creativity has been found to be a significant predication of physics concept achievement of boys and girls both.

233. Code: BHU/RE/2015 TLC-280

**Bhattacharya, D. (2015). *Multicultural Education: Perception, Practices and Challenges in Secondary Schools* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.PP. 260.**

**Supervisor:** Prof. Asha Pandey

**Area of Research:** Contemporary Issues in Education

**Keywords:** Multicultural Education, Secondary Schools

**Abstract:** The main Objectives of this study were: to determine the perception of teachers, parents and students of secondary level toward multicultural education; to examine the elements of multicultural education infused within the contents of textbooks of different subjects; to assess the existing practices of different institutions in context of multicultural education; to study the challenges perceived by the teachers in teaching learning process in the light of multicultural education; and to determine the aim and objective of education in the context of multicultural education. The sampling scheme of the quantitative and qualitative components of the present study was based on the nested concurrent mixed sampling design. The sample of the qualitative parts of the study (the interview of teachers) was selected incidently from the sample. The investigator purposively selected the NCERT class-IX prescribed books of English (among Languages) and History and Geography (among Social Sciences) for analyzing the elements of multicultural education infused within the content of secondary school subjects. 20 Schools, 146 teachers, 473 students and 327 parents were selected as sample. The tools developed by the researcher were namely-Perception toward Multicultural Education of Teacher, Students, Parents ; Scale of Institutional Practices ; and Interview Schedule. The data analysis was done using mean, median, mode, standard deviation, t-test, and ANOVA. Some major findings revealed that that multicultural school practices vary in different schools depending on their nature .The schools adopted the state policy and guidelines in implementing practices locally. The difference in perception toward multicultural education amongst teacher, students and parents might be due to the cultural experiences by them. The content analysis of textbooks indicated the gender biasness in English textbooks which could be observed in three ways i.e. exclusion, subordination and distortion, and degradation. This study reflects a beginning trend in multicultural education.

234. Code: BHU/RE/2015 TLC-281

**Gupta, S. (2015). *A Cooperative Study of Gifted and Average Senior Secondary Students in relation to their Goal Orientation, Learning Style and Self-Concept* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.PP. 239**

**Supervisor:** Prof. Pradeep Chandra Shukla

**Area of Research:** Inclusive Education

**Keywords:** Gifted, Learning Style, Goal Orientation, Self- Concept, Secondary Students.

**Abstract:** The major Objectives of this study were: to compare gifted and average senior secondary students on Goal Orientation, Learning style, Self-Concept, and Academic Achievement; and to find out relationship between variables namely- Goal Orientation and Learning Style, Goal Orientation and Self- Concept, Self-Concept and Learning Style. The descriptive survey method was used for the study. The sample chosen by purposive sampling technique consisted of 164 gifted and 655 average identified students from Varanasi city. The age range of the students was between 14 to 17 years. The tools used for data collection were namely- Raven's Standard Progressive Matrices Plus Version (SPM+), Goal Orientation Scale (GOS) developed by the researcher, and the Learning Style

Inventory (LSI) developed by Dr. S. C. Agarwal. Percentage, frequency, mean, standard deviation, t-test, Chi-Square test, regression analysis and correlation were used to analyze the data. The major findings of the study revealed that the gifted students differed from the average students in their goal orientation, learning style, global self-concept as well as certain dimension of self-concept. The gifted students showed higher orientation towards learning goals while average orientation towards performance approach and performance avoidance goals. The study of correlation of two variables at a time showed that goal orientation, learning style and self-concept were significantly correlated.

235. Code: BHU/RE/2015/TLC-0282

**Ali, M.M. (2015). *Some Socio-Psychological characteristics of Madrasa Teachers and Students and its relationship with the Perception of the Society* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.**

**Supervisor:** Prof. B. D. Singh

**Area of Research:** Psychology of Education

**Keywords:** Socio-Psychological, Madrasa Teachers, Perception, Society.

**Abstract:** Objectives of the study were to compare the secular attitude, sense of nationalism and non-violent attitude of Madrasa teachers and Students of different religious ideologies (Ahle Hadith, Barailwe and Deowand); and to compare the perception of the society towards socio-psychological characteristics of madrasa teachers and students with respect to sex, categories, locality, religion. Normative survey method was used. Population was all the madrasa situated in the state of Uttar Pradesh and their teachers and students. The sample was consisted of 100 madrasa teacher and 250 madrasa students, which was purposively selected from the whole population. About 300 local people in vicinity of selected madrasa were selected by purposive sampling method. Following tools were used: Secular Attitude Scale Developed by Mehari and Sinha (1992), Sense of nationalism scale developed by Dangwal (2012), non-violent Attitude scale development by Nagle (1997); Society perception Scale developed by the researcher. Findings revealed that there was a significant difference in the secular attitude, sense of nationalism and non-violent attitude of madras teachers with respect to their religious ideology, and Ahle hadith ideology teachers were found to be more secular than that of others. Bareilwe ideology teachers were found to have more sense of nationalism than that of others, deowand ideology teachers were found to be having more non-violent attitude than that of others. On the other hand, significant difference was found only in secular attitude of madras students with respect to their religious ideologies. Barailwe ideology students were found to be more secular than that of others. For the perception of the society towards socio-psychological characteristics of madrasa teachers and students, no significant difference was found with respect to their sex, categories and locality, however, significant difference was found with respect to religion.

236. Code: BHU/RE/2015 TLC-284

**Srivastava, P. (2015). *School and Home Learning Environment of Co-educational Secondary School Students with reference to Academic Achievement* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 239**

**Supervisor:** Prof. Seema Singh

**Area of Research:** Psychology of Education

**Keywords:** School, Home, Learning Environment, Co-education, Academic Achievement.

**Abstract:** The major objectives of this study were: to study the relationship between school learning environment and academic achievement; to study the relationship between components of school learning environment and academic achievement of co-educational secondary school students; and to study the relationship in school learning environment, home learning environment and academic achievement of co-educational secondary school students with respect to medium of instruction. The descriptive survey method was used in this study. The sample chosen by quota sampling technique consisted of 480 students studying in classes 6, 7, and 8 of aided and unaided co-educational secondary schools of Varanasi city. The tools used in the study were namely - School Learning Environment Questionnaire (SLEQ) and Home Learning Environment Questionnaire (HLEQ) both constructed and standardized by the researcher. Data analysis was done using the mean, standard deviation Pearson's product moment correlation coefficient analysis. The major findings of the study revealed that the school learning environment and home learning environment were positively associated with academic achievement of students. There was a positive relationship between school learning environment, home learning environment and academic achievement of co-educational secondary school students. Regarding the medium of instruction it was found that Hindi medium students scored higher in school learning environment than English medium students but the relationship was found to be non-significant. The correlation coefficients between school learning environment, home learning environment and academic achievement of school students revealed that there was significant relationship between the three variables. It showed that there was a positive relationship between all the three variables with respect to type of school.

237. Code : BHU/ RE/ 2015/ TLC – 285

**Rupali. (2015). *A Study of Vocational Aspiration of Higher Secondary Students with reference to their Academic Self-Concept and Socio-Economic Status* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP.232.**

**Supervisor:** Prof. Pradeep Chandra Shukla

**Area of Research:** Psychology of Education

**Keywords:** Vocational Aspiration, Academic self-Concept, Socio- Economic Status.

**Abstract:** The major objectives of this study were: to study the distribution of students on aspects of vocational aspiration per their performance; to compare the preferences of students on all aspects of vocational aspiration as per their academic self-concept; to compare the preferences of students on all aspects of vocational aspiration as per their socio-economic status; and to find out the association between their academic self-concept and socio-economic status. Descriptive survey method was used in this study. The sample chosen through multi stage random sampling technique consisted of 500 higher secondary students (class X and XI) of UP board. The tools used were namely - Vocational Aspiration Scale and Academic Self- Concept (ASC) Scale both developed by the researcher, Socio-Economic Status Scale (SES Scale) constructed and standardized by Shukla and Saha. ANOVA, t-test, and Product Moment Correlation were used for the data analysis. The major findings of the study revealed that to serve society has got first preference, parents' dream as second preference, social prestige/Identity as the third preference, self satisfaction as fourth preference, interest has got fifth preference, economic prosperity has sixth preference by the maximum number of students on the aspects of vocational aspiration. Further it was found that three aspects of vocational aspiration namely parents' dream, to serve society, and social prestige/Identity were preferred highly by the students and remaining four aspects of the vocational aspiration namely economic prosperity, self

satisfaction, social/ administrative power and interest were preferred lowly by the students belonging to the each category of academic self concept.

238. Code: BHU/RE/2015 TLC -286

**Kumar, R. (2015).** *School Readiness of Children with Hearing Impairment and Readiness of Schools under Inclusive Education Programme* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 163

**Supervisor:** Prof. S. B. Bhattacharya

**Area of Research:** Inclusive Education

**Keywords:** School Readiness, Children with Hearing Impairment (CWHI), Inclusive Education Programme (IEP)

**Abstract:** The major objectives of this study were: to find out the status of school readiness of CWHI enrolled under inclusive education program in terms of their perceptual ability, eye-hand coordination skills, memory skills, arithmetic reasoning skills, communication skills and social skills; to find out the dimensions of school readiness for paying more attention for CWHI before entering into the schools; to find out the status of readiness of regular schools under inclusive education program in terms of different measures such as physical measure human resource measure, curricula and curricular measures, factual measures, and evaluative measures necessary for accommodating CWHI. The descriptive survey was used for the study. The tools used were namely- School Readiness Test for children with hearing impairment (SRT-CWHI), Checklist for readiness of Inclusive Schools for Children with Hearing Impairment (CRIS-WHI). The data analysis was used using mean, median, mode, SD, skewness. The major finding of the study revealed that with reference to perceptual ability 86.5 percent of CWHI enrolled in regular school under inclusive education program were found ready for gaining their formal education because they had not developed age appropriate perceptual ability in them. With reference to eye-hand coordination skills 78.5 percent of CWHI enrolled in regular schools under inclusive education program were not found ready for gaining their formal education, because they had not developed age appropriate eye-hand coordination skills in them. With reference to memory and arithmetic reasoning skills they were not found ready for their formal education. With reference to communication skills also they were not found ready to take their formal education. With reference to social skills also they were not found ready to take their formal education. As far as the status of readiness of schools for CWHI was concerned, regular schools were not found ready to provide 61 percent essential education support to CWHI in order to accommodate them and cater their diverse unique needs under inclusive educational program. Level (Primary & Middle) and Locality (Rural & Urban) of regular schools did not significantly affect the readiness of schools in order to accommodate and cater diverse unique needs of CWHI under inclusive educational program.

239. Code: BHU/RE/2014/TLC-0291

**Ratanapant, N. (2014).** *A Comparative Study of the Basic Teaching Techniques of Thai Classical Dance and Indian Classical Dance* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 194.

**Supervisor:** Dr. Revati Sakalkar

**Area of Research:** Music Education

**Keywords:** Basic Teaching Techniques, Thai Classical Dance, and Indian Classical Dance.

**Abstract:** The main objective of this study were: to compare basic teaching technique of Thai classical dance and Bharatnatyam Indian classical dance on the basis of similarity and difference; to

collect the information of Thai classical dance and other relative documents; and to collect the basic information of Bharatanatyam Indian classical dance and other relative documents. Study the teaching techniques and juxtaposition comparison of both dance styles. The descriptive research method was used for the study. The study revealed that the similarities-in Basic teaching technique of Thai classical dance (Ramthai) at Nakhonratchasima college of Dramatic Arts, Thailand and Indian classical dance (Bharatnatyam) as taught in the Diploma class at Banaras Hindu University, Varanasi in India were similar in its teaching techniques. There was no difference found in terms of basic teaching techniques in both dance forms of two countries. Both the dances started with salutation (showing respect to God, Guru) to warm-up exercise for teaching of different basic steps and gestures and finally to teaching of basic songs for bringing perfection in dance. Here in this study an unique attempt for integrating of Pedagogy with dance forms is impressive.

240. Code: BHU/RE/2014/TLC-292

**Singh, H. (2014).** *Place of Human Rights and Fundamental Duties in Language and Social Science Text-books: A Content Analysis* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 266.

**Supervisor:** Prof. Deepa Rani Saxena

**Area of Research:** Curriculum Evaluation

**Keywords:** Human Rights, Fundamental Duties, Language. Text-books and Social Science Text-books, Content Analysis.

**Abstract:** The major objectives of the study were: to find out the place of human rights and fundamental duties in social science and language text-books of C.B.S.E. and U.P. Board of class VIII and X; and to compare between C.B.S.E. and U.P. Board class VIII and X text-books of Language and Social Science regarding human rights and fundamental duties. The Social science and language text-books of class VIII and X prescribed by C.B.S.E. and U.P. Board were considered for content analysis under population. Purposive sampling technique was used for selecting the Social science and language text-books of class VIII and X of C.B.S.E. and U.P. Board as sample. Methods of content analysis was adopted in three ways- chapter-wise, theme-wise and figure-wise. The major findings of the study revealed that the C.B.S.E Board Social Science text-books irrespective of class covered more chapters and content on human rights in comparison to U.P. Board Social Science text-books. The class-VIII Language text-books of C.B.S.E Board covered more chapters and content on human rights in comparison to U.P. Board. The class X Language text-books of U.P. Board covered more chapters and content on human rights in comparison of C.B.S.E. Board. The class-VIII Social Science text-books of C.B.S.E. Board covered more chapters and content on fundamental duties in comparison to U.P. Board Social Science text-books. The U.P. Board class-X Social Science text-books covered more chapters and content on fundamental duties in comparison to C.B.S.E Board Social Science text-books. The fundamental duties in class-VIII Language text-book of C.B.S.E Board covered more chapters and content in comparison to U.P. Board Language text-book. The fundamental duties in class-X Language text-books of U.P. Board covered more chapter and content in comparison to C.B.S.E Board Language text-book.

241. Code: BHU/RE/2014/TLC-293

**Kumar, M. (2014).** *A Study of Ethical Roles of Teachers as perceived by Students of Secondary School Level* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 160.

**Supervisor:** Prof. Deepa Rani Saxena

**Area of Research:** Value Education



**Keywords:** Ethical Roles, Teachers, Secondary School Level.

**Abstract:** The major objectives of the study were: to find out the ethical role of teachers as perceived by students of secondary school level and by the teachers themselves; to find out the ethical role of teachers with respect to gender, locale, board of education, type of school, streams of education perceived by students; and to find out the academic , administrative and evaluative role in relation to earlier mentioned variables. The students and teachers of senior secondary schools of C.B.S.E board and U.P board of Allahabad city were taken as population for the study out of which 800 students and 108 teachers were selected as sample by multi stage sampling technique. The tool used for the study were namely- Ethical Role Opinionnaire and Outlook of teachers towards their ethical role both developed by the researcher. Data analysis was done by using mean, median, mode, frequency, range, percent, percentile standard deviation, skewness, kurtosis, t-test, F-test, Karl Pearson's product moment correlation and multiple correlations. Content analysis was done to study outlook of teachers towards their ethical roles. Finding of the present study revealed that there existed discrepancy in students' perceptions for teachers' ethical role. Teachers' roles as disciplinarian, evaluator, improvement in behavior, guidance and counseling, serving community, social reformer, follow up (interaction after teaching) and co-curricular roles were highlighted by the students but humanitarian, subject specialist, liaison, public relation, ideological role and self evaluator roles were downplayed by the students. Male and female had insignificant difference in total ethical role of teachers. No significant difference was found with respect to students of rural and urban areas but with respect to two boards chosen the difference in perception existed. There was significant difference between students of Science and Commerce, and Arts and Commerce towards academic ethical role of teachers. Responses of teachers towards self evaluation role revealed that teachers believed that self evaluation was required for improvement in quality of education and enhancing their teaching effectiveness. Regarding role of the teachers as subject specialists it was reported that teachers accepted mastery over course content as it improves self confidence. The need to motivate students towards good quality was felt by the teachers as well as inculcate values among students. Few teachers advised that some mild punishment for molding behavior in right direction was needed. Teachers reported that teaching is most important for them but they also manage their time for co-curricular activities and government duties assigned during elections or census.

242. Code: BHU/RE/2014/TLC-294

**Asthana, N. (2014). *A Comparative Evaluation of Information Resource Portals for Researches in Education* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 282**

**Supervisor:** Prof. Meenakshi Singh

**Area of Research:** Technology of Education

**Keywords:** Evaluation, Information Resource Portal, Researches.

**Abstract:** The major objectives of the study were: to identify various information resource portals used by the researchers of education; to compare the usages of traditional resources with these portals and preference of traditional resources with these portals; to identify the problems faced in the use of traditional resources (library) and e- resources; to assess the need and expectations of the researchers of education from these portals; and to compare and evaluate different information resource portals for researcher in education with respect to the criteria dependent upon the need of the researcher. The research scholars and teacher educators in the Education Departments of the Central and State Universities of Eastern and Central U.P. in India constituted the population of the study. The random cluster sampling technique was used for selection of 245 research scholars and teacher educators from the four randomly selected universities of Eastern and Central U.P. as the

sample of this study. The tools developed by the researcher and used for data collection were - Personal data sheet, Questionnaire for comparative usage of e-resources with the traditional resources, Questionnaire for the need assessment of researchers from e-resources, A scoring rubric for the evaluation of information resource portals, and Structured interview schedule for interviewing library staff. The data analysis was done using frequency counts, percentage and average rank order. The major findings of the study revealed that the researchers in stream education used both the resources i.e. e- resources as well as traditional resources equally, the e-resources were used synergistically with the traditional resources and not as a substitute. Most researchers preferred to use both e- resources and traditional resources equally. A small proportion of researchers preferred to use e- resources only and only an extremely small proportion preferred to use traditional resources only. The preference was attributed to certain features of e-resources such as e- resources provided word wide information, were easy to access, could be accessed anytime, were less time taking, convenient in searching the information, provided special information about new etc.. The major drawback of traditional resources were- time restricted, limited resource, lack of updated information, many important books and journals of education missing, need of foreign journals, lack of facilities of scanning and xerox to save the matter not issued to students, being closed on holidays, search being time taking and old books and manuscripts being damage prone and delicate or having torn pages. Problems faced by the researcher in the usage of e-resources, as perceived by them were also investigated in this study. Many of the problems like lack of internet connection in library, frequent power cut, poor connectivity of internet, shortage of terminals, poor speed of internet, not having complete information and need of registration etc.. In this study many researchers perceived many of the websites to be overall good, the majority of researchers found most of these researches as average. Clearly, the researchers expected more improved features in these e- resources. The preference and rating of the websites might be dependent on the availability of matter related to their research area as well as other factors like access and awareness.

243. Code: BHU/RE/2014/TLC-295

**Kumar, T. (2014). *Mathematical Creativity, Mathematical Aptitude and Mathematical Problem Solving Performance: A Cross-Lagged Panel Analysis* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. P.P. 123**

**Supervisor:** Prof. Bhoodev Singh

**Area of Research:** Mathematics Education

**Keywords:** Mathematics, Creativity, Mathematical Aptitude, Problem Solving Performance, Cross-Lagged, Panel Analysis.

**Abstract:** The major objectives of the study were: to examine whether mathematical creativity is cause of mathematical aptitude or vice-versa, mathematical aptitude is cause of mathematical problem solving performance or vice-versa, mathematical creativity is the cause of mathematical problem solving performance or vice-versa; to examine the relationship between mathematical creativity and mathematical aptitude is symmetrical, relationship between mathematical aptitude and mathematical problem-solving performance is symmetrical, relationship between mathematical creativity and mathematical problem solving is symmetrical; and to find the relationship between the selected variables with each other and to examine whether the relationship is caused due to some undesirable third variable. All the students of class VIII studying in various middle schools of U.P were taken as the population among which sample of 480 students (83 urban male 107 urban female 118 rural male and 172 female) of class VIII of Varanasi district were selected randomly as samples. Four urban and five rural educational institutions were there which comprised five institutions of UP

Board with Hindi medium and three institution of CBSE board with English medium and were selected for the study. Cross-lagged panel analysis- a quasi-experimental design was adopted to establish the cause-effect relationship between dependent variables. Mathematical creativity test developed by Singh (1985), Hindi Adaptation of Mathematical Aptitude Test by the investigator (2013), Hindi Adaptation of Krutetskii's Problem Solving Performance test developed by Singh(1993) were the tools used to collect data. Findings of the study revealed that the Mathematical aptitude was found to be a stronger cause of mathematical creativity but equivocal relationship was found between mathematical aptitude and mathematical creativity with respect to rural students. Further mathematical aptitude was found to be a stronger cause of mathematical problem solving performance with respect to female students irrespective of their locality. Mathematical problem solving performance was found to be a stronger cause of mathematical creativity with respect to rural students but equivocal with respect to urban students. Relationship between mathematical creativity and mathematical aptitude, mathematical aptitude and mathematical problem solving performance, mathematical problem solving performance and mathematical creativity was found to be asymmetrical and not spurious. The abnormal changes between these variables were influenced by the extraneous variables which were not measured. This was stated to be due to post hoc-fallacy. The researcher has tried to work innovately in the area of Mathematics Education.

244. Code: BHU/RE/2014/TLC-296

**Singh, A. (2014). *Adolescents' Experiences of Discrimination in relation to selected Dimensions of School Culture: A Study on Subaltern Groups* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.PP. 160.**

**Supervisor:** Dr.Alok Gardia

**Area of Research:** Sociology of Education

**Keywords:** Adolescent, Discrimination, School Culture, Subaltern Groups.

**Abstract:**The major objectives of the study were: to study the status of experiences of discrimination among adolescents of following subaltern groups-girls, SC,ST and religious minorities.; to study the school culture as perceived by students and higher secondary school teachers; to study the difference in perception of school culture by adolescents and their teachers;and to study the relationship of selected dimensions of school culture as perceived by adolescents with their experiences of discrimination in relation to following subaltern groups- girls, SC,ST and religious minorities. Descriptive survey method was used in this study. Subaltern adolescents at higher secondary level of Varanasi city were defined as population. For sample, 26 schools were selected from Varanasi district through random cluster sampling technique. Among these schools 11 schools were of U.P.Board and rest 15 schools were affiliated to CBSE Board. A total of 500 subaltern students and 148 teachers were included in the study. For this study, two tools (Experience of Discrimination Scale and School Culture Scale (SCS), 2014) were constructed and used by the researcher. The data analysis was done using mean, median, mode, SD, skewness, kurtosis,t-test, ANOVA, Product- moment correlation and Rank -order correlation. The major findings of this study revealed that the girls and religious minority adolescence had moderate level of discrimination, adolescents from SC and ST communities experienced low level of discrimination, and the pattern of perception of both adolescents and teachers towards school culture was similar. Both groups perceived the norms of the school to be healthy and positive, whereas their perception toward assumptions in the schools are comparatively negative. The teachers perceived their school culture to be more positive and inclusive on all five dimensions of SCS as compared to subaltern

adolescents. Further it was also found that a healthy and positive school culture lead to discrimination free school.

245. Code: BHU/RE/2014/TLC-297

**Panichsiri, P.N. (2014).** *A Study of Quality Management of Buddhist Sunday Schools imparting Tri-Sikhha to Youth in Thailand : A Case of ROI-ET Province* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 247.

**Supervisor:** Dr. Anjali Bajpai.

**Area of Research:** School Organization and Management

**Keywords:** Quality Management, Buddhist Sunday School, Tri-Sikhha, Youth, ROI-ET province, Thailand.

**Abstract:** The major objectives of the study were: to study the conformity of the curriculum of Buddhist Sunday Schools to Tri-Sikhha (threefold training), uniformity in the curriculum, quality management, obstacles and achievement related to quality management; and to collect suggestion of stakeholders for quality management of Buddhist Sunday Schools of ROI-ET province of Thailand. The descriptive survey method was used in the study. The population for the study were the administrators, teachers, parents, and students of the 193 Buddhist Sunday Schools of 18 districts of ROI-ET province of Thailand among which the samples of 50 Buddhist Sunday Schools from 5 districts of Roi-et province was selected. Purposive method was used to select these samples. The total sample was of administrators, teachers, parents and students all totaling to 1000. A Check list for exploring the Buddhist Sunday School Program and Opinionnaire for exploring the opinion of stakeholders towards Quality Management of Buddhist Sunday School (OSQM BSS) were developed by the researcher as the tools to collect the data. Major findings of the study revealed that the obstacles of the Buddhist Sunday Schools as per opinion of stakeholders was the influence of western life style in Thai culture, spending time in useless activities like shopping, night club and online games. Most of the students did not have interest in their study in terms of Buddhism. General public had to make a living so they had no time to bring their children to enroll in Buddhist monastery. Students were packed with their regular schedule so they could not manage for Sunday schools. Thai youth were not interested in Buddhist way of study. The schools faced human resource problems i.e. they did not have sufficient teachers and administrators. As per opinion obtained in the study the achievement of these schools were students enrolled in Sunday schools. Such students showed remarkable behavior change, applied Buddhist doctrine to spend their life, and showed peaceful approach when faced problems. Regarding quality management the stakeholders opined that the department of religion affairs should be sincere to develop these schools honestly. There was a need to prepare the text-books and manual for students. The monks should be trained. Under subsidiary objectives it was found that opinion of stakeholders (administrators and teachers) regarding the quality management of planning, doing, checking, and action differed in terms of their experience, qualifications. Opinion of parents towards quality management differed in terms of their gender.

246. Code: BHU/RE/2000/TLC-146

**Singh, S. (2000).** *Mahatma Gandhi avam Dr. Bhimrao Ambedkar ke Shiksha Darshan ka Tulnatmak Addhyayan* (Unpublished Ph.D. Thesis) Banaras Hindu University, Varanasi, India.

**Supervisor:** Prof. Deepa Rani Saxena

**Area of Research:** Philosophy of Education

**Keywords:** Mahatma Gandhi, Bhimrao Ambedkar, Philosophy, Education

**Abstract:** This research basically conducted in Hindi medium was related to comparison of the educational thoughts of Mahatma Gandhi and Dr. Bhimrao Ambedkar. The major objectives were: to compare the life vision and educational philosophy of Mahatma Gandhi and Dr. Bhimrao Ambedkar; to compare their educational thoughts in light of meaning of education, curriculum, students, language problem, policy, education for women and Dalits (deprived sections); to compare their views on values and ethics related education; and to study their contemporary relevance. Historical method was used for the study. It was descriptive in nature and used primary and secondary sources for drawing conclusions. The analysis revealed that both of them had similar educational philosophy even when their life vision and environment were different. Their thoughts were based on truth and non-violence. Their educational thoughts influenced the vocational education, preface of Indian constitution, fundamental rights, freedom, fraternity and directive principles in the constitution. Mahatma Gandhi emphasized more on Buniyadi Shiksha whereas Dr. Ambedkar focused on technical and scientific education. Mahatma Gandhi focused to develop educational policies and administration on the basis of indigenous culture and emphasized on economic earning and management focused on decentralization. Dr. Ambedkar focused on development of educational administration on the basis of democratic values. He focused on the role and responsibility of state regarding providing resources and finances for education of Dalits and backward classes. Both of them were in favour of making Hindi as national language. They emphasized on the education of women and dalits and indicated towards the responsibility of government towards them.

247. Code: BHU/RE/2009/TLC-184

**Kumar, R. (2009).** *Kaksha Aath ke Vidyarthio me Sanskrit Bhasha Praveenta ke Vikas hetu Bahumadhyameey Anudeshan Abhikram ki Prabhavkarita ka Addhayayan* (Unpublished Ph.D. Thesis) Banaras Hindu University, Varanasi, India.

**Supervisor:** Prof. H.C.S. Rathore

**Area of Research:** Pedagogy of Sanskrit

**Keywords:** Sanskrit, Excellence, Multimedia Instruction, Effectiveness

**Abstract:** This research basically conducted in Hindi medium was related to study of effectiveness of multimedia instructional program for development of excellence of Sanskrit language among class-VIII students. The major objectives of this study were: to develop a multimedia instructional program for development of excellence in Sanskrit language; and to construct four criterion referenced tests (CRT) for measurement of excellence in Sanskrit language (Four aspects- Listening, Speaking, Reading and Writing). Experimental method was used for this study. The analysis of data revealed that the weakest aspect of Sanskrit language for class-VIII students was their verbal inability to express the language. It was found that the Multi media Instructional Program was significantly effective in promotion of their speaking ability as compared to the traditional methods for developing excellence. It was also found significantly effective in developing listening skill and the writing skill as compared to the traditional methods.

248. Code: BHU/RE/2010/TLC-189

**Tiwari, P.K. (2010).** *Vaidik Samhitaon me Shiksha ke Samanarthi Sampratyayo ka Vivechanatmak Addhayayan* (Unpublished Ph.D. Thesis) Banaras Hindu University, Varanasi, India.

**Supervisor:** Prof. Sunil Kumar Singh

**Area of Research:** Philosophy of Education

**Keywords:** Vaidik Samhita, Shiksha, Concepts.

**Abstract:** This research basically conducted in Hindi medium was related to the study of concepts synonymous to 'Shiksha' in Vaidic Samhitas of ancient Indian literature. The major objectives of this study were: to identify the concepts synonymous to 'Shiksha' in Vaidik Samhitas; and to discuss 'Shiksha' and its synonymous concepts in Vaidic Samhitas. It was a qualitative study in which content analysis was used along with the correlational content analysis method. Out of a total of 12 Vedic Samhitas only 05 were chosen on the basis of their importance and practical utility, with the help of experts. They were namely- One the only available from Rigvedic tradition (Shakal Samhita) and other two of Shukl Yajurvedic tradition (Madhyandin Samhita and Kanv Samhita), one of Samvedic tradition (Kauthum Samhita) and one of Atharvedic tradition (Shaunakiy Samhita). The tools developed and used by the researcher were namely- Vedic Samhita Chayan Abhimatavali, and Shiksha ke Samanarthi Sampratayo hetu Vargikrit Vivechanatmak Jaach Suchi. For data analysis percentage and Fleis Kappa method were used. The findings revealed that for the teaching-learning process the terms used are-Prama, Vidath and Veda. Four concepts namely Pragyan, Pratibodh, Vidman and Vidya have been used in form of Anubhuti for Shiksha. In form of content the terms used for education are Praket, Pragyan, Pragyana, Manman, Prama, Pravachan, Pravid, Vachasi, Vachasya, Vigyan, Vidath, Vidman, Vidya, Veda, Vedas, Suvugyan and Suveda. This study reflected that verb forms and adjectives framed with help of Shiksh dhatu are available in Samhitas but in form of a process, content and Anubhuti no cognizable word Shiksha was recognized in any of the five Samhitas undertaken here. Significantly this study is an attempt by the researcher to content analyze the ancient Indian text and see its contemporary linkage.

249. Code: BHU/RE/2010/TLC-193

**Jaiswal, P. (2010).** *Academic Staff College me Unmukhta Karyakram Pathyakram ka Labharthio ke Dristikon avam Prathmikta ke Sandarbh me Mulyankan* (Unpublished Ph.D. Thesis) Banaras Hindu University, Varanasi, India.

**Supervisor:** Prof. Sunil Kumar Singh

**Area of Research:** Higher Education

**Keywords:** Academic Staff Colleges (ASCs), Orientation Programmes, Evaluation

**Abstract:** This research basically conducted in Hindi medium was related to the evaluation of Orientation Program Curriculum of Academic Staff Colleges (ASCs) in terms of priorities and attitude of its beneficiaries. The major objectives of the study were: to compare the Orientation Program Curriculum of different Academic Staff Colleges; to find out the priorities of beneficiaries of Orientation Program Curriculum of different Academic Staff Colleges; and to find out the attitude of beneficiaries of Orientation Program Curriculum of different Academic Staff Colleges. Descriptive survey method and content analysis were used for this study. The sample of the study consisted of the ASCs in Uttar Pradesh (U.P.) only 305 teachers who were beneficiaries were purposively selected as sample. Attitude Scale developed by the researcher was used for the data collection. Frequency, percentage and Chi-square were used for this study. The findings of the study revealed that the Orientation Program Curriculum had more focus on the awareness related contents. It was also found that the beneficiaries found that the program was more relevant for personality development and development of teaching skills in particular.

250. Code: BHU/RE/2016/TLC-

**Singh, G. (2016).** *Varanasi ke Chirgaon Vikashand me Madhyamik Star par Vidarthiyon ke Namankan evam Avadharn ka Anveshnatmak Adhyayan* (Unpublished Ph.D. Thesis) Banaras Hindu University, Varanasi, India. PP.242.

**Supervisor:** Prof. Sunil Kumar Singh

**Area of Research:** Secondary Education

**Keywords:** Secondary Level, Enrolment, Retention, Chiraigaon, RMSA

**Abstract:** This research basically conducted in Hindi medium was related to the study of the status of enrolment and retention of students at the secondary level after the implementation of Rashtriya Madhyamic Shiksha Abhiyan (RMSA) in the Chiraigaon development block of Varanasi district (India). The major objectives of this study were: to find out the status of enrolment of students in the IX and X grades; to find out the status of retention of students in the IX and X grades; to find out the reason for non enrolment of students in the IX and X grades; to find out the reasons for dropout of students in the IX and X grades; and to find out the status of Rashtriya Madhyamic Siksha Abhiyan (RMSA) schemes and their implementation for ensuring Universal enrolment and Universal retention in the IX and X grades. Mixed research approach with descriptive survey method was used in this study. Stratified random and purposive sampling techniques were used in the study for the selection of secondary schools (14), parents/guardians and students (200), and teachers and administrators (60). **Three tools used for data collection were** School Record Schedule, Inventory Schedule for out of School Children Educational and Social status and Identification Schedule for the School Dropout students which were developed by the researcher. The data analysis was done using frequency, and percentage. The findings reported the decreased rate of enrolment at 9<sup>th</sup> and 10<sup>th</sup> grade students in the Schools but rate of enrolment of girls had increase with respect to boys. There was gradual increased rate of retention of 9<sup>th</sup> and 10<sup>th</sup> grades students but rate of retention of girls with respect to boys was more. Non enrolment rate was found more at 10<sup>th</sup> grade as compared to 9<sup>th</sup> grade students in the Schools. The dropout rate was higher at 10<sup>th</sup> grade as compared to 9<sup>th</sup> grades Students in the Schools. Rate of dropout was higher in girl students as compared to boys. The study concluded that the rate of enrolment gradually decreased and retention rate gradually increased after implementation of RMSA.

251. Code: BHU/RE/2016/TLC-

**Ahmad, W. (2016).** *A Study of Supervisors' Comments during Practice Teaching Programme (PTP) of B.Ed. Students* (Unpublished Ph.D. Thesis) Banaras Hindu University, Varanasi, India.

**Supervisor:** Prof. Sunil Kumar Singh

**Area of Research:** Teacher Education

**Keywords:** B.Ed., Practice Teaching, Supervisor, Comments

**Abstract:** The major objectives of this study were of :to find out the average number of supervised lesson plans of a B.Ed student during B.Ed. course after completion of Practice Teaching Programme (PTP); to analyze the comments written by supervisors in lesson plans during the PTP with reference to thirteen teaching skills namely- writing instructional objectives, introduction, questioning, probing, explaining, illustrating with examples, stimulus variation, silence and non-verbal cues, reinforcement, pupil participation, black board writing, achieving closure and recognizing attending behaviour ; and to analyze the comments written by supervisors in lesson plans during the PTP with reference to personal variables like gender, supervision experience, teaching method subject, and status of supervisor. Descriptive survey method was used for the study. Purposive sampling technique was used to select the sample of 91 Supervisors who were assigned supervision duty (University Teacher educators-30, Research Scholars-36, M.Ed. Students-25). A total of 585 supervised lesson

plan notebooks (BHU-333, MGKVP-178, SSVV-74) from teacher education university departments in Varanasi in 2011-12 academic session (One year B.Ed.) were selected among them 384 lesson plan notebooks were finally used for analysis as per availability. The tools developed by the researcher and used for data collection were namely-Supervisor's Information Sheet, and Supervisor's comment inventory record (SCIR). Finally percentage and Chi-square were used for the data analysis. Findings of the study revealed that only 70.61 percent of lesson plans for B.Ed. students were supervised during the PTP. The supervisors gave highest weightage during supervision to black board writing skill whereas writing instructional objectives was poorest considered and other skills were given average weightage. No attention was given on several components like content outline, negative non-verbal reinforcement, pausing, explaining links and rewarding attending behaviour. The supervisors' comments varied with the gender, supervision experience and teaching method subject.

252. Code: BHU/RE/2019/TLC-

**Singh, R. (2019). *Cultural Competence of Secondary School Teachers in relation to their Self Esteem* (Unpublished Ph.D. Thesis) Banaras Hindu University, Varanasi, India. PP.146**

**Supervisor:** Prof. Seema Singh

**Area of Research:** Psychology of Education

**Keywords:** Cultural Competence, Self Esteem, Secondary School Teachers.

**Abstract:** The present study finds the correlation of cultural competence and self-esteem of Secondary School teachers. Objectives of the study were as follows: - To study the cultural competence of secondary school teachers. To study the cultural competence of secondary school teachers with respect to their Gender, Mother tongue, Family Structure, Religion, Educational Qualification, Board of school, Teaching Subject and Habitat. To study the self-esteem of secondary school teachers. To study the self-esteem of secondary school teachers with respect to their Gender, Mother tongue, Family Structure, Religion, Educational Qualification, Board of school, Teaching Subject and Habitat. The sample for the present study consisted of 396 secondary school teachers of Varanasi district selected randomly from the different schools of Varanasi. The tools used for the study were self-constructed Cultural Competence Scale for Secondary School Teachers (CCSSST), Self Esteem Scale by Dr R.N Singh and Dr Ankita Srivastava (Revised Edition 2010) and interview schedule. The results revealed that there is significant correlation between Cultural Competence and Self Esteem of secondary school teachers. Difference were also found in Cultural Competence and Self Esteem of secondary school teachers with respect to mother tongue, family structure, educational qualification, board and habitat, while no difference were found with respect to gender, religion, & teaching subject.

253. Code: BHU/RE/2019/TLC-

**Gautam, M.K. (2019). *Development of Entrepreneurial Mindset Module for Awareness of Prospective Teachers* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India. PP. 183**

**Supervisor:** Prof. Sunil Kumar Singh

**Area of Research:** Teacher Education

**Keywords:** Entrepreneurial Mindset Module, Awareness, Prospective Teacher.

**Abstract:** The major objectives of the study were: to develop a Teacher Entrepreneurial Mindset Module (TEMM) for awareness of prospective teachers; to study the effectiveness of TEMM on



entrepreneurial mindset awareness of prospective teachers; to study the effectiveness of TEMM on retention of entrepreneurial mindset awareness of prospective teachers; to identify the teaching-learning methods for entrepreneurial education. This study was carried out under 'Design and Developmental Research Approach', which was divided into several phases i.e. Need Analysis Phase, Design and Development Phase; Evaluation Phase. Non-equivalent group quasi-experimental design was used in this study. It involved a pre-test, a post-test and a follow-up post-test after 30 days. Four years integrated B.Sc. B.Ed. and B. A. B.Ed. students constituted the population of the study. From the population, sixty prospective teachers were selected purposively to test the effectiveness of the TEMM. Major findings of the study were as follows: Developed Teacher Entrepreneurial Mindset Module (TEMM) consisted of three blocks and nine units. It is of 20 sessions, each of one & half-hour duration. Teacher Entrepreneurial Mindset Module (TEMM) is significantly effective for entrepreneurial mindset awareness and entrepreneurial mindset attributes of prospective teachers. Prospective teachers failed to retain cognitive aspects of entrepreneurial mindset awareness for longer time. Prospective teachers retained behavioural aspects of entrepreneurial mindset awareness i.e. entrepreneurial mindset attributes for longer time. There were eighteen teaching-learning methods identified for entrepreneurial education, some are: Case Study, Group Discussion, Role Play, Interviews with Entrepreneurs, Individual Project, Group Project, Simulations, Development of a New Venture Creation Project, Workshops, Problem-Solving, Training in an Enterprise, Scientific Visit to Businesses ventures etc.

254. Code: BHU/RE/2019/TLC-

**Singh.V.(2019).***Varanasi Janpad ke Sarkari Prathamik Vidyalayon me Kaksha Panch me Adhyayanrat Vidyarthiyon ki Shaikshik Gunvatta ka Vishleshanatmak Addhyayan* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.

**Supervisor:** Prof. Prem Shanker Ram

**Area of Research:** Elementary Education

**Keyword:** Government Primary Schools, Educational Quality, Analytical Study.

**Abstract:** The objectives of the study were to know the subject-wise educational achievement of students pursuing class fifth of government primary schools of Varanasi district; to compare the educational achievement of students on the basis of gender (Boys/Girls), school location (Rural/Urban) and cast (General, OBC, SC and ST); to study the class-room teaching-learning process which are being use by teachers; to know the evaluation process which are being use; to know the status of available infrastructure according to the norms of RTE Act 2009 and an analysis of educational quality of students on the basis of their educational achievement, class-room teaching-learning process, evaluation process being use in schools and available infrastructure. Descriptive survey method was used in the study. The sample of the study consist twenty government primary schools from five administrative block of Varanasi district on the basis of purposive sampling method. Self made achievement test, class-room teaching-learning process observation schedule, questioner to know the evaluation process and infrastructure observation schedule were used to collect data. Major findings of the study were that educational achievement of students was in average category. There was no different on the basis of gender. On the other hand there was significant different on the basis of cast. Skills used by teachers in class-room teaching-learning process were in average category. CCE pattern of evaluation system is being use in the schools. All schools have good infrastructure according to norms of RTE Act 2009. So concluding line after

analysis was that infrastructure and evaluation system of these schools were so good but there was a need to improve class-room teaching-learning process and achievement level of students.

255. Code: BHU/RE/2019/TLC-

**Vishwakarma, S. (2019).** *Perception of Teachers about Scientific Skills and their Ways to Assess them among Secondary School Students* (Unpublished Ph.D. Thesis). Banaras Hindu University, Varanasi, India.

**Supervisor:** Prof. Sunil Kumar Singh

**Area of Research:** Science Education.

**Keyword:** Scientific Skill, Assessment Technique, Teacher, Secondary School Students.

**Abstract:** The objectives of the study were- to identify the Scientific Skills, their Indicators and Assessment Techniques through Content Analysis of NCERT Science Text Book of class IX; to study the perception of Secondary School Science Teachers (SSST) about the Scientific Skills and to find out the techniques used by Science Teachers for assessment of Scientific Skills among secondary school students. The Content analysis and descriptive survey method were used for this study. The sample consisted of 175 Secondary School Science Teachers selected through two stage sampling (45 CBSE secondary schools selected randomly and 175 Science teachers selected from them purposively). The self-constructed tools used for collection of data, were namely -Scientific Skill Perception Scale for Secondary School Teachers(SSPSSST) and Scientific Skills Assessment technique Checklist (SSATC). Identification of scientific skills, indicators and assessment techniques were done through categorization, tabulation, frequency and percentage. The findings of the study revealed that a total of twenty-one scientific skills and nine assessment techniques were identified through content analysis of Secondary school Science text books. The identified Scientific Skills were categorized in five main categories with their related indicators namely- Acquisitive Skills, Organizational Skills, Laboratory Skills, Mathematical Skills and Communication Skills. Most of the Secondary School Science Teachers (SSST) had moderate perception (46.30 percent), only 4 percent SSST had highly positive perception regarding scientific skills. It was also found that Secondary School Science Teachers (SSST) did not vary on the basis of their Gender (Male/Female) and Educational Qualification (UG/PG/Ph.D.) while highly experienced Secondary School Science Teachers had high positive perception in comparison to less experienced Secondary School Science Teachers. For the assessment of scientific skills maximally used techniques were Activity Based, Observation, Project Work and Numerical Based Worksheet. Further the least used techniques were Oral Test and some other techniques such as debate, report writing, designing experiment.

256. Code: BHU/RE/2019/TLC-

**Singh, S.K. (2019).** *Making of A Great Teacher: Mahamana in his Thoughts and Deeds* (Unpublished D.Litt. Thesis). Banaras Hindu University, Varanasi, India. PP.165.

**Advisor:** Prof. R.P.Shukla

**Area of Research:** Philosophy of Education

**Keywords:** Great Teacher, Mahamana, Making, Thoughts, Deeds.

**Abstract:** This research work undertaken for Doctor of Letters was first of its type in the field of Education on Bharat Ratna Mahamana Pt. Madan Mohan Malaviya. The major objectives of the study were: to analyze the life, thoughts and deeds of Madan Mohan Malaviya; and to envision Mahamana Madan Mohan Malaviya as a Great Teacher. A 'Great Teacher' in this study referred to an individual

who has been a philosopher, has new emphases on the process of education, has novelty of ideas, has worked effectively in practice and those practices have contemporary significance. Here 'Making' means the sum total of thoughts, deeds and processes of being in one's life time from birth to death which establishes the character of the individual. 'Mahamana' refers to a great human being (Mahamanav). Here Bharat Ratna Pandit Madan Mohan Malaviya is Mahamana. It was a historical research based qualitative study. Here a total of 197 primary and secondary sources were used to draw facts for achievement of objectives. This study revealed that, Pt. Madan Mohan Malaviya was of firm belief that truth is the goal and Dharma is the soul of life. The qualities of self cleanliness in daily living, pure and vegetarian food habits, sound development of Sanskrit, Hindi and English languages, reading religious scriptures with comprehension, non-violence, purity of thought and deed, temperance, continence, patience, compassion, steadfastness, forgiveness, kindness, helping the needy, sense of sacrifice, habit of social service and patriotism were deeply inculcated in the personality of young Madan Mohan. The physical fitness earned by daily Vyayam (physical exercises), purity of mind and heart made him fearless. He had special interest with skills in music and drama. He was epitome of self pride and glory in the young age only. His wisdom led him to believe that 'Parmatma' is the basis of all creation in the Universe. Therefore, he had faith in the power of the spirit (Atmashakti), dedication to Dharma (Dharmanistha) and action according to Dharma (Dharmacharan). Valour of the spirit can be attained by these qualities only. He set new standards and established a hallmark as a teacher, journalist, lawyer, politician, social service provider, preacher and practitioner of Sanatana Dharma and set standards wherever he worked in life. Teaching was his first career in life and after that he joined other professions. He was a good teacher and believed that teacher is the best servant of the nation. The philosophy and the ideas of Malaviya Ji which were the foundation of this new university (Banaras Hindu University) and its scheme of education were based on the Gurukul System of Education in India amalgated with best inputs of modern times. Holistically the exploration of thoughts and deeds of Mahamana Madan Mohan Malaviya in this study proved him to be a 'Great Teacher' in all walks of life i.e. family, socio-cultural, national and global life. He was also a great teacher in the fields of music, dramatics, physical education, education, law, journalism, politics, communication, oratory, Dharma based and religious discourses, field of social service and so on. He was a great manager, administrator and entrepreneur. He was unparalleled teacher in every walk of life which made him 'a teacher of teachers'. All this evidently established 'Mahamana Madan Mohan Malaviya as a Great Teacher rather a teacher of teachers'. Thus he was also a 'Great Educator'. His genius as a visionary, realizer and practitioner is unfathomable. He is indeed 'Mahapragyavan' in the terminology of Indian educational heritage. His qualities have nourished his contemporaries, present generations and will continue to nourish all future generations of India and enable her to excel in the world. All his thoughts and deeds make him marvelous, charismatic and legendary human being of Modern India. Thus it can be concluded that 'Mahamana's making in thoughts and deeds will always nurture every Indian'.

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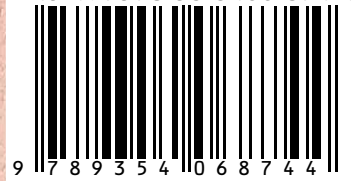
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