1. **Re-Observations references** :- (A study of pre-researches)

1. Sinha, H.C. (1971) “researches on format of the diagnostic tests for Haryana’s class 6 Bangru speaking students” topic. He found that there were three objectives to study Hindi Grammar, Pronunciation and Sentence formation. In the first condition. The students of class 6 from four different school the 589 answer sheets of annual examination of 1969. Class 6 were taken from 4 different schools in which Bangru speaking students studies. In these answer sheets, language spellings, Grammar and sentence formation errors were identified in Thereafter these students were made to go through plenty diagnostic tests for analysis.

2. Bhutani, K. (1972) A study of the effects of some cognitive and personality factors on attitude change. The major findings were (1) those with higher cognitive consistency were less prove to attitude change than those with less cognitive consistency (2) samples with higher cognitive complexity were more prove the change than those with less cognitive complexity (3) there was no significant differences in change in the attitude of cognitively complex boys and girls.

3. Suri S.P. (1973), A study of differential personality traits in intellectually superior, average and below average students, The major findings of the study were (1) The superior, students different form the average and below average (2) the average students were found to e more intelligent, more assertive and relaxed the below average student (3) below average boys were obedient, conscientious and tender minded as compare to below average age girls.
4. Karmyogi, R.P.(1974), An Investigation into the Problems of Educational Administration in Madhya Pradesh from 1947 with reference to Secondary Education, The aim of the investigation was to study the problems of (i) educational administration, namely, integration of services, pay scales, administrative procedures, size of educational divisions, number of schools, work load, appointments, promotions, transfers, and training.

5. Tiwari, S.N. (1977) A comparative study of personality of high school boys and girls, Findings. (1) Boys were found excelling girls and urban students were superior to then rural counterparts in intelligence (2) Boys were more adjusted in comparison to girls (3) boys were superior to girls in industriousness (4) to regards discipline, no significant differences was found either in sex or area.

6. Sharma M.K. (1978) A critical survey of the environmental factors in the education of the secondary school students, The main aim of the study was to identify important environmental factors that seem to have a bearing on education and suggest ways and means to improve them. The study revealed (1) there was positive significant co relation between academic achievement and socio economic status (2) Reliability co efficient of the achievement scores ranged from 0.50 to 0.87 (3) reliability co efficient of the socio metric scores ranges from 0.50 to 0.87 (4) choices process was completed stable choice pattern was quite reliable (5) academic achievement was partly responsible for popularity.

7. Gupta, G.P (1978). Leadership behaviour of secondary school headmasters in relation to their personality and the climate in relation to their personality and the climate of their schools,
The major findings of the study were as follows: (1) Out of the 100 schools 15, 15, 14, 20, 26 and 10 schools were perceived by their respective staff as open, autonomous familiar, controlled, paternal and closed respectively (2) headmasters of different climate type schools were found to differ significantly on eight dimensions of L.B.D.Q. viz. Demand reconciliation, tolerance of uncertainty, initiation of structure, tolerance of freedom, role, assumption, consideration, production emphasis and superior orientation.

   The major findings were (1) there was no significant relationship between the administrative behaviour principals and organization climate of the school (2) the organizational climate tended to be more closed than open (ii) there was significant relationship between the climate of the schools and the morale of the teachers.

   Major findings of the study were - The environmental variable of co-curricular activities provided (CCAP), educational facilities provided (EFP), coherence, environment, democratic climate.

10. The research work of Sodhi Raman (1983) on “A comparative study on emotional problems of educational achievements and achievement motivation between minority and Hindu students” was studied in this process. A random selection of 300 students (150 from the minority community and 150 Hindus) as a specimen was done in this study. The following results emerged in this research – No any
considerable difference was found in the level of emotional imbalance of both minority group and Hindu students but useful differences in their sample of emotional imbalance was found. The positive correlation of educational achievements and achievement motivation was found between both communities students on the other hand. The negative co-relation on the fruitfulness of the emotional imbalance and achievement motivation was found.

11. Saroj Bela (1983) on “A study of advantageous co-relation with educational Achievements of students highly studies habits and Aptitude” was studied. She got that there is no negative co-relation between educational achievements and high study habits and aptitude of students. She got an other result also as factors of influence students study i.e. excessive home work given by teachers, excessive various works at students home, poor financial condition of the students etc.

12. PATIL, G.G. (1984), A Differential Study of Intelligence, Interest and Attitude of the B.Ed. College Students as Contributory Factors towards Their Achievements in the Compulsory Subjects, (Ph.D. Edu., Nag. U.). Patil found in his research that: (i) There was no significant difference between the achievements of male and female, graduate and postgraduate, and inexperienced and experienced pupil-teachers in four compulsory subjects. (ii) There was a significant difference between the scores of male and female and inexperienced and experienced pupil-teachers in respect of intelligence but no significant difference in intelligence was found between graduate and postgraduate teachers. (iii) Male and experienced pupil-teachers
appeared more intelligent than female and experienced pupil-teachers.

13. Mishra, R.K (1987) Certain personality correlates of need for achievement. The findings of the study were (1) a person with high need for achievement was less authoritarian, reacted to frustration by stressing the obstacles in the way to his goal, were less anxious and possessed good adjustment. On the Rorschach test and TAT he reflected himself as a person with a rich in life and realistic relationship between his capacities and his goals (2) on many indices the male and the female subjects showed just the opposite trends, this reinforcement the idea that the need achievement operated differently in the two sexes and was rooted in different types of the socio cultured demand made upon males and females.

14. A research work by Gupta, M.A. (1987) on “A study of educational achievements of Hindi medium school students influenced by anxiety and it’s control” was done. He found that in a Hindi medium school there is negative co-relation between educational achievements and anxiety of arts and science students”.

15. A research work by Jindal M. (1987) on “A study of educational achievements of English medium school students influenced by anxiety and it’s control” was made. He got as result that in any English medium school there is negative co-relation between educational achievements and anxiety of arts and science students.

16. A research of Sinha, Kumar (1990) on “The effect of wise learning Tactics on the achievement self confidence and attitude of English subject’s students” was carried out. It was found in this study that the wise learning tactics are more effective than the concept model or the
traditional method. The students showed better achievements in “concept attainment model” than “traditional method”. In the development of self confidence process. The wise learning tactics are better then wise learning tactics are more beneficial for students to improve interest level in Hindi subject also. In English subject also, The concept attainment model is more beneficial to improve interest.

17. The research of Agarwal Hariom (1990) on “A practical study of the effect of Demonstration practical method and student action method in error elimination of Mathematics few topic” is studied. The results were found that the Demonstration practical method and student action method were beneficial to error elimination in Mathematics few topic.

18. Budhisagar, Meena and Sansanwal, D.N. (1991) Achievement of B.Ed, students: Effect of treatment, intelligence, attitude towards teaching profession and their interaction. Budhisagar, Meena and Sansanwal conducted a study to find out influence of intelligence, attitude towards the teaching profession and teaching methods-Programmed Learning Material (PLM), Advance Organiser Material (AOM) and the Traditional Method (TM) on achievement of students. The treatments were randomly assigned three groups. The study was conducted stages wherein instructional material developed for 109 and 139 arts and science graduates admitted during the academic sessions 1983-84 and 1984-85 to the University Teaching Department of Education, Devi Ahilya Vishwavidyalaya.

19. Dev, Madhu, Grawal, Hardyapal on “A study between the Home science last year graduation girl students study habbits and educational achievements” is studied. The result was found-
fruitful co-relation between girl students study habits and educational achievements. The girl students study habits and their interest affect their educational achievement.

20. Burwani, Rupa G. (1991), An enquiry into the nature of self-concept in the area of competence and its impact on mental health and academic achievement. The researcher found that: (1) Real self-concept scores, ideal self-concept scores, real-ideal discrepancy scores and mental ill-health scores were found to be more or less normally distributed in the sample, and the three groups did not differ significantly among themselves in respect of distributions of scores on these variables. (2) Real self-concept and ideal self-concept were highly correlated.

   Major Findings: (1) Attitude towards profession job satisfaction and personal, inter personal and social adequacy were found to be significantly related to the administrative behaviour of secondary school heads (2) the educational qualification and the administrative experience of the head were found to have a significant effect on their administrative behaviour.

22. Kumari, Nanda (1992) on “The diagnostic study of Madras state’s central schools secondary level students errors in writing” is studied. She got result that the most grammatical errors percentage extent approximately 15 of 40 students percentages was found 8 schools of Kerala and 6 schools of Tamilnadu related to central education and fruitful difference in mean of obtained errors extent based on high
average and low achievements in Non Hindi students and in Hindi of Kerala’s students.

23. “Standardization and formation of a achievement test for New Delhi’s class 8’s English”. The result are following – There were taken 84 Girl students 106 Boys students for Reliability test and class 7’s 123, class 8’s 128 class 9’s 82 students for validity test those were representative of 1932 Boy students and 1538 Girl students. Sample was randomly taken. Co-relation was calculated, Standard was decided. Reliability in this test was 89 which was on 88 persons Reliability by spearman and Brown’s formula was 93. Two principals were used for validity objectives. The average obtained marks from the class 7 to class 9 was gotten by this test. When we study the co-relation in obtained marks between this test and the teachers made test, then this test’s validity opposed the teacher’s made test by 69.

24. “A study related to standardization and formation of the diagnostic test of Hindi oral in primary classes”. The research work on the topic’s results are following – In the formation of diagnostic test of class 3,The 100 steps were formed which were readable very rapidly and these were divided into 5 parts. In Utter Predesh, 327 students from class 3 of 6 reasons schools were taken both from villages and urban areas. The diagnostic test pattern was based on changes serial number of a word, words from vocabulary fill in the blanks, missing words. The current validity of this test was obtained 69. Reliability was developed by 9.

25. The research on “A practical study of authenticity and achievement motivation of results of on English dictionary formation, the outcomes of this research are – The sample was taken as 334 Boys students
and girl students from Meerut’s two English medium inter colleges, Meerut. A of 2x2x3 was made. For immediate and late motivation were used, in achievement motivation low, average and high motivation were used. For achievement motivation, Rao’s English letter and for theoretical examination was headed. There were two sample prepared for by researcher. The results were analyzed by T test.

26. Nisha (1991), A study of adolescent alienation in relation to personality, values, adjustment, self-esteem, locus of control and academic achievement. The researcher found that: (1) Females and adolescents of 13 to 14 years of age scored significantly higher on total alienation as well as on social isolation, powerlessness and normlessness. (2) Adolescents high on alienation differed significantly from those who were low on alienation on the scores of all the dimensions of personality, aesthetic values, home, social, emotional and total adjustment and self-esteem.

27. Chand, S. K. (1992), A study of personal values of adolescent boys and girls in relation to socio-economic status and academic achievement. The conclusions of this study are: There was no significant correlation between socio-economic status and religious, democratic, economic, knowledge, hedonistic, power and family prestige values, but there was significant relationship between socio-economic status and social, aesthetic and health values. The correlations were found to be positive but low for social and aesthetic values but it was found to be negative and low for health value.

28. A research work on “A Study of instructions for prices determination of middle school’s English language subject by Anbarsu, M (1992)
The outcomes of this research work are a very low awareness for books prices in class 6 and 7’s students.

29. Burns, Dawn Alicia (1996) A descriptive study of the perceptions of rural teachers and rural building level administrators concerning the Oklahoma Education Reforms Act House Bill 1017. The completed research examined the perceptions or rural teachers and rural building level administrators and provided a knowledge base of concern associated with education reform and state mandated change in rural school districts. The perceptions expressed by rural teachers and rural building level administrators indicated that state reform is mandated with little regard to the needs of the individual school districts or communities. Rural teachers and rural building level administrators expressed the major impacts of state mandated reform on rural school districts as issues dealing with class.

30. Killion, Rocky Dee (1996) Methods and resources used by administrators in Indiana secondary schools for handling student discipline. The purpose of the present study was to investigate the methods and resources used by Indiana secondary school principle for handling student discipline problems. This study was designed to provide information to administrators about methods and resources that are and are not effective in dealing with student misbehavior. Selected administrators from Indiana were surveyed by questionnaire and interviewed by telephone in order to obtain information about current discipline problems and how these problems are being handled. The survey instruments were designed, pretested, and sent to eighty-eight randomly selected Indiana secondary school administrators. A total of seventy-four questionnaires were returned,
providing a return rate of 84 percent. Respondents were offered the opportunity in the survey to participate in a telephone interview. Of the seventy-four administrative who completed a survey, fifty-one of them (64 percent) said they would participate.

31. Dubey (2000) “A comparative study of achievement, values and attitude of B.Ed. students learning through distance and conventional methods”. The sample of present study was 643 students (553 in the distance education and 90 in the traditional mode) of B.Ed. course. Major findings were: (i) B. Ed. Students of conventional mode were found significantly higher on attitude towards teaching profession than distance education at the time of entry in B.Ed. (ii) Out of ten dimension of attitude towards teaching profession conventional mode students attitude were higher on 7 dimension than distance mode students at end of the course.

32. “A study on job satisfaction, values and mental health of teachers working in Hindi and English medium schools”. Named title was researched by Shrivastav, B. (2003). The outcomes of this research are following :-
1. Awareness was found about health values in English medium school’s teachers.
2. The lady teacher awared about knowledge and social values. The Hindi medium schools teachers awared about patriotism and financial values.
3. The job satisfaction of Hindi medium school teacher negative co-related with their financial and health values.

33. A research work by Shrivastav B. (2003) titled “ A study of job satisfaction, values and mental health of teachers working in Hindi
and English medium schools” provides outcomes that the English medium school teachers are health aware.

34. A research work by Shrivastav, Suhasine (2004) titled by “A comparative study about life values of the Hindi & English medium schools studied under some conditions”. This research provides the following outcomes. The cognitive values was at the top rank in the English medium schools students. The value of patriotism was at the top rank in Hindi medium schools students. The value of health was at the last rank in Hindi medium schools boys students and the value of beauty was at the last rank in Hindi medium schools girls students. The girl and boys students of English medium schools ranked highly most of the values of life. This outcomes was seen that difference of values of life can not be affected by only the mode of language in education. The most affecting determiners were social, financial conditions and family environment.

35. Dubey, Ruchi (2007) “Relationship between Emotional Intelligence and Academic achievement of undergraduate students.” Ph.D. work, The major findings of the study were:- It was found that there is not relationship between emotional Intelligence and academic achievement of undergraduate students of Arts and science stream. The only exception is the mathe group where there was significant positive relationship between Emotional Intelligence score and total aggregate marks.

36. Patrica, A. Jenning and Mark T. Green (2008) “The pro social classroom: teacher social and emotional competence in relation to students and classroom outcome” at Ph.D. level And concluded the research has demonstrated that many teachers deal with highly
stressful emotion situation in ways that compromise their ability to develop and sustain healthy relationship with their students effectively managed their classroom and support students learning. We purpose that attention be directed to a research agenda that explore the links in this model. Finally, we propose the testing of variety of possible interventions that may have the potential to promote teacher SEC.


The findings revealed that female administrators perceived gender regimes related to family culture, school culture, sexually and power and authority. All female administrator had developed strategies to change the gender regimes that disadvantaged girl’s education. These perceptions and strategies indicated that gender regimes were part of the vision of female administrators, but insufficient evidence was collected to determine the degree they were part of their strategies goal. Their finding are significant because of these female administrators can change the gender regime at play in their schools, they will make a significant contributions to providing equitable education to their students.

38. Byers Iaua K. (2009) Cultural variance in personality traits structure. The NEOPI-r and Haitians. Decent research in support of universal personality traits structure as measured by socta and mc crac’s 1992 NFO personality traits can be measured across cultures, and traits are displayed with the same approximate frequency across culture. Recent research indicates however, that some cultures have shown
slight but measurable differences for particular personality facts on the VEO PIR. The current study validated the EWOPIR for use with Haitians secondly, measurable variances in facts A I (trust) and A s (straight forwardness) were found for Haitians as compared to African Americans and Caucasians. It was also found that first generation Haitian Americans scored most like Haitians on the NEO PIR, rather than scoring like other American born individuals.

39. Shaw, Brain C. (2009) Impact of leadership styles on school climate. The purpose of this study is to investigate the relationship between leadership style and school climate and to determine whether a specific leadership style promotion a positive school climate. The study administered the organizational climate description questionnaire (DCDQ-RE and OCDQ-RM) and the leadership behavior description questionnaire from XII (LBDB) to teacher and principals. The analysis of LBDQ and the OCDQ data reveals that school leadership style and school climate have a weak relationship. The directive principal behavior “leadership slight category of the OCDQ is most strongly related to school climate.

40. Misco, Thomas, Castaneda, Martha E. (2009) :- To prepare a form of new syllabus/curriculum after re-consideration on curriculum of social studies for trainee of English language. There are challenges of social studies curriculum and training. Along with there is a challenge How to adjust the students of English medium schools in this training. The outcome of the study was in session 68% growth in number of admission of 1993-94 to 2004-05 English medium schools students. Before the growth rate was 51%. But most of the new students were non-English medium schools and they were adjusting in English
medium schools due to their wish (will) and they joined N.C.E.R.T. English medium curriculum. These students were not capable to speak in English language. Thus the effort was on progress to provide education in English medium. This kind of teaching is a controversial issue itself. These students required a special training programme to learn English language.

41. Maureen, P. Walsh (2011)- “Employers’ perceptions of transition programming for students with emotional disturbances” studied and that showed a link between the skills employers desired from their employees and skills needed for students with emotional disturbances to be successful. Employers’ recommendations included measures to address prior to program implementation and ways to create strong support systems for students with disabilities.

42. Sharma, Rame (2012) research on “An analytical study of English subject’s text book of class 10th. She got outcome that the analysis of poems are based on language and its style (pattern). There are study of stories’ values, inspirations and morels for educational concerns. The entire text book is studies as the basis of interlink. In the context of education by researching new insight has emerged.

43. Joshi, Rajneesh (2013) research on “A study of secondary level students difficulties in English Grammar and their reasons” provides outcome that the difficulty level in English Grammar of government schools students was average. So the above hypothesis accepted. The average level’s reasons exists behind learning difficulties in English Grammar of the students of government schools. The difficulties in learning of English Grammar of the students of non-government schools are also average level.