



**“FLANDERS’S INTERACTION ANALYSIS
SYSTEM FOR ENCODING THE DATA AS TO
ANALYSE THE ATTITUDE OF PARENTS
TOWARDS EDUCATION”.**

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"FLANDERS'S INTERACTION ANALYSIS SYSTEM FOR ENCODING THE DATA AS TO ANALYSE THE ATTITUDE OF PARENTS TOWARDS EDUCATION".

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Abstract

In this categories for classifying statements are established a code symbol. A symbol is assigned to each category by a trained observer. The trained observer acts like an automatic device highly discriminating and does without hesitation at the instant an event is recognized. An observe site on the last bench of the classroom and observe, a teacher when he is teaching. At an interval of every three seconds he writes down that category number which best represents the communication even just complete. For instance, when teacher is lecturing the observer puts 5; when he asks questions he put 4' when student replies he puts 8' the procedure of recording events goes on at the 20-25 observation sin per minute.

Key words: categories, established, observer, communication.

Introduction

Indian Society is a complex society, where tradition and modernity have co-existed. In such a complex society with plethora of problems and disparities it is not easy for the feminist movement in India to reach the desired goal in a well-defined span of time. Where a class has been suppressed and handicapped by the inhibitions of a distorted cultural heritage of several centuries using social sanctions, religious obscurantism physical-political arts, equality can become viable reality only if dynamic process are set into motion. What we need is an intense effort at conscientization and operation implementation.

Education is the only way to improve the plight of human in society as only education can change the attitude of masses regarding education.

"Education is the creation of sound mind in a sound body ... It develop man's faculty, especially his mind, so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty in which perfect happiness essentially consist."

(Aristotle)

Education is considered as an agent of social and economic development of the country. It is education that helps in developing the capacities of individuals and preparing for participation in a whole range of social and professional activities.

Inequalities between the sexes have been built in the minds of men and women right from birth through the socialization process in our family and society. Education understood to be the most significant factor influencing the status of women.

Gopal Ganesh Agarkar (1856-1895) of Maharastra strongly believed in providing equal educational opportunities to all men and women. According to him this equality was required for the progress of society. He said

"If men and women are given the same type of education, then men may have to stay at home to look after the children, wash clothes, do the cleaning up, cook and grind flour. It cannot be helped. God did not intend that women alone

should face drudgery, and, child bearing has nothing to do with such tedious chores."

This nature of mankind can be achieved through education as it induces the qualities with in and induces some desirable skills, attitudes, techniques, information and habit in the individuals.

In our Indian society a male and female enjoys several positions. She is a mother, a daughter, a sister and a savour of a family. She is a symbol of self-sacrifice. If a male and female is educated, she will do a great benefit to the nation. The child learns the best lesson of citizenship in the lap of his mother.

Review of Literature

The following are some of the works carried out by different researchers in India.

S. Dutt, (1979), conducted study on the problem of girls education in a selected district of West Bengal. This study aimed at finding the causes of backwardness in girls' education in a district of West Bengal, Purulia, the most backward district was selected initially, an appraisal of existing conditions of the primary education of girls in the age of group of 6-11 years was undertaken.

Vabunthani, (1980) investigated the development of education and consequence changes in Andhra during 1880-1920. One of the important results of the spread of education was the upliftment of women education got serious considerations of government and the missionaries in the late 19th century.

Dutt, Nand, Others (1982) studied Educational Backwardness of Girls in Haryana State. The sample of the study was two backward districts in the girl's education Sirsa (19% female literacy) and Mahendergarh (20.42% female literacy). Further 49 villages from Sirsa and 49 villages from Mahender Garh. The study investigated that for Sirsa district average drop-out rates were maximum (33.7%) for class I, average repeaters males were maximum (23.9%) for class VII, minimum 47% for class II. For Mahender Garh district average drop out rates were maximum (37.2%) for class VI, minimum (94%) for class II. The causes of girls' dropping out

as reported were teachers' behaviour, caste discrimination, poverty, helping parents in their work, looking after siblings, early marriage and non-existence of separate schools for girls in many villages. There was reported to be one college for girls in Sirsa district. Three ITIS and two B.Ed. colleges for girls in Mahender Garh district.

Rajender Singh (1983) had also studied the development of women education from 1971 to 1981 and gave following opinions:

There was huge gap in male literacy rate and female literacy rate and this was due to the following reasons:

- Illiterate parents
- Old beliefs among parents
- Non-availability of schools in rural areas.

here was very poor literacy rate in rural areas.

Number of schools was not adequate in rural areas.

Patel (1984) conducted study on development of education among tribal women. He found that the percentage distribution of tribal population in different districts of Gujarat varied from 15% in Sabarkantha district to about 93% in Dangs District. There were considerable inter-tribal and inter-district differences in economic conditions of tribals in Gujarat. Up to the end of 19th century the spread of education among tribals was insignificant and that too only at primary level. After independence there had been a waked expansion of educational institutions and enrolment of tribal students at different levels of education. In spite of a significant increase in the enrolment of tribal girls in standard 1, about 60% of school age tribal girls did not attend the school.

M. Kapoor (1984) investigated extension education programmes for women with special reference to family life education. He found that the majority of beneficiaries belonged to the age group of 15-25 (49% of total) and were married (57%).

V. Khobbagade (1985) studied educational problems of post-graduate scheduled caste women students, ITE. He found that 25 students had their primary education in cities, two in Taluka places and 23 in villages. Out of 50 students the parents of 12 were illiterate, 3 had primary education, 12 secondary, 8 colleges and 13 professionally qualified. 2 students did not answer the question. He also found that 33 students were staying with their parents, 15 in hostels and 2 with relatives. In a city, with a population of 8 laos, there were only 5056 girls liking P.G. education.

NIEPA (1986) conducted study on Male and female's Education in India. The study was conducted with a view to identify backward district in terms of female education. Keeping in view the varied pattern of female education at different stages, the study was implemented in two parts. The first part of analysis related to the identification of the level of development of female education in each district. With reference to each of 31 variables selected for the study. These variables pertained to the following aspects of female education, literacy, enrolment at primary stage, enriment at higher stage. These aspects covered variables such as urban and rural female literacy, gross enrolment ratio of girls rural and urban, share of scheduled caste girls in scheduled caste enrolment rural and urban, share of scheduled tribe girls in scheduled tribe enriment rural and urban.

In the second part, the level of education development among female for each stage as well as the overall level of education of women was worked out for each district. Only nine districts had a Very high I level of female education, two districts had a 'high level', 187 districts had a medium level, and an equal number had a lower level of female education. There were 89 districts with a 'very low' level of female education.

In the district of Jaisalmare in Rajasthan, the female literacy rate of 1.67 was the lowest in the whole India. This called for regional scheme suited to the needs of the regions districts.

Pushpa Rani Thakur (1987) had also surveyed the development of women education since 1949 to 1981. The researcher found that rate of illiteracy was maximum at primary level and at middle and high school level the quality of education was of substandard. From 1947 to 1966 number of girl students increased sharply and it grew slowly at secondary, college and university level.

Tripathi (1988) in a study of progress of labour absorption for educated persons, including women found that the increase in the educated labour force was faster than employment of educated persons due to expansion of education. The proportion of employment for the educated persons in total employment has increased other than

the increase in the proportion of employment for other than the educated.

The increase in the educated labour force has been so rapid due to expansion of higher education that employment for educated persons did not keep pace with the increasing supply of educated persons.

Material and Method

In this categories for classifying statements are established a code symbol. A symbol is assigned to each category by a trained observer. The trained observer acts like an automatic device highly discriminating and does without hesitation at the instant an event is recognized. An observe site on the last bench of the classroom and observe, a teacher when he is teaching. At an interval of every three seconds he writes down that category number which best represents the communication even just complete. For instance, when teacher is lecturing the observer puts 5; when he asks questions he put 4' when student replies he puts 8' the procedure of recording events goes on at the 20-25 observation sin per minute.

2.

TABLE 1 FLANDERS'S INTERACTION ANALYSIS SYSTEM
OBSERVATION-1

Name of the Pupil Teacher: Suman

Class: IX B

Subject: Science

Topic: Food Chain

Duration: 20 Minutes

Observer: Neelam Sharma

ENCODING

4, 6, 6, 7, 4, 4, 4, 8, 4, 8, 8, 8, 2, 5, 5, 5, 8, 10, 6, 2, 7, 6, 9, 8, 9, 8, 8, 10, 5, 6, 10, 10, 10, 4, 8, 5, 5, 5, 4, 10, 8, 2, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 4, 10, 4, 4, 7, 7, 8, 10, 10, 10, 4, 4, 4, 7, 7, 7, 10, 10, 8, 7, 7, 8, 8, 2, 2, 9, 9, 10, 5, 5, 5, 5, 5, 10, 10, 5, 5, 5, 2, 10, 10, 5, 5, 5, 5, 5, 6, 6, 4, 4, 4, 8, 8, 7, 5, 5, 5, 5, 8, 8, 8, 4, 4, 7, 6, 6, 7, 7, 4, 10, 10, 4, 5, 5, 5, 4, 8, 8, 8, 4, 4, 10, 10, 8, 2, 2, 2, 4, 4, 4, 8, 8, 3, 3, 6, 6, 2, 2, 6, 6, 4, 4, 8, 8, 8, 5, 5, 5, 5, 5, 4, 4, 4, 4, 6, 8, 8, 4, 2, 2, 5, 5, 5, 5, 5, 10, 10, 10, 4, 4, 4, 6, 6, 4, 4, 4, 8, 8, 7, 7, 7, 5, 5, 5, 5, 4, 4, 5, 5, 6, 6, 6, 7, 7, 7, 7, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 4, 4, 4, 7, 7, 5, 5, 5, 5, 5, 5, 4, 4, 10, 10, 4, 4, 8, 8, 3, 3, 3, 6, 6, 10, 10, 10, 7, 7, 7, 7, 5, 5, 5, 5, 5, 5, 4, 4, 4, 4, 8, 8, 8, 8, 9, 9, 4, 4, 4, 4, 6, 6, 4, 4, 8, 8, 6, 6, 7, 7, 7, 5, 5, 5, 5, 5, 5, 5, 4, 4, 3, 3, 4, 4, 10, 10, 8, 2, 2, 2, 2, 4, 4, 4, 4, 5, 5, 5, 10, 10, 10, 5, 5, 5, 5, 10, 10, 4, 4, 4, 10, 10, 10, 10, 5, 5, 5, 5, 10, 4, 4, 4, 4, 5, 5, 5, 5, 5, 5, 5, 5, 5, 4, 4, 4, 8, 8, 9, 3, 3, 3, 6, 6, 5, 5, 5, 5, 5, 5, 6, 6, 6, 7, 7, 8, 8, 9, 9, 10, 5, 5, 5, 5, 5, 4, 4, 8, 9, 10, 10, 2, 2, 2, 5, 5, 5, 5, 5, 4, 4, 8, 8, 2, 5, 5

DECODING

10, 4, 6, 6, 7, 4, 4, 4, 8, 4, 8, 8, 8, 2, 5, 5, 5, 8, 10, 6, 2, 7, 6, 9, 8, 9, 8, 8, 10, 5, 6, 10, 10, 10, 4, 8, 5, 5, 5, 4, 10, 8, 2, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 4, 10, 4, 4, 7, 7, 8, 10, 10, 10, 4, 4, 4, 7, 7, 7, 10, 10, 8, 7, 7, 8, 8, 2, 2, 9, 9, 10, 5, 5, 5, 5, 5, 5, 10, 10, 5, 5, 5, 2, 10, 10, 5, 5, 5, 5, 5, 6, 6, 4, 4, 4, 8, 8, 7, 5, 5, 5, 5, 8, 8, 8, 4, 4, 7, 6, 6, 7, 7, 4, 10, 10, 4, 5, 5, 5, 5, 4, 8, 8, 8, 4, 4, 10, 10, 8, 2, 2, 2, 4, 4, 4, 8, 8, 3, 3, 6, 6, 2, 2, 6, 6, 4, 4, 8, 8, 8, 5, 5, 5, 5, 5, 4, 4, 4, 4, 6, 8, 8, 4, 2, 2, 5, 5, 5, 5, 5, 10, 10, 10, 4, 4, 4, 6, 6, 4, 4, 4, 8, 8, 7, 7, 7, 5, 5, 5, 5, 4, 4, 5, 5, 6, 6, 6, 7, 7, 7, 7, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 4, 4, 4, 7, 7, 5, 5, 5, 5, 5, 5, 4, 4, 10, 10, 4, 4, 8, 8, 3, 3, 3, 6, 6, 10, 10, 10, 7, 7, 7, 7, 5, 5, 5, 5, 5, 5, 4, 4, 4, 4, 8, 8, 8, 8, 9, 9, 4, 4, 4, 4, 6, 6, 4, 4, 8, 8, 6, 6, 7, 7, 7, 5, 5, 5, 5, 5, 5, 5, 4, 4, 3, 3, 4, 4, 10, 10, 8, 2, 2, 2, 2, 4, 4, 4, 4, 5, 5, 5, 10, 10, 10, 5, 5, 5, 5, 10, 10, 4, 4, 4, 10, 10, 10, 10, 5, 5, 5, 5, 10, 4, 4, 4, 4, 5, 5, 5, 5, 5, 5, 5, 5, 5, 4, 4, 4, 8, 8, 9, 3, 3, 3, 6, 6, 5, 5, 5, 5, 5, 5, 6, 6, 6, 7, 7, 8, 8, 9, 9, 10, 5, 5, 5, 5, 5, 4, 4, 8, 9, 10, 10, 2, 2, 2, 5, 5, 5, 5, 5, 4, 4, 8, 8, 2, 5, 5, 10

TABLE 2 PAIR TABLE

Sr. No.	Pair	Sr. No.	Pair	Sr. No.	Pair	Sr. No.	Pair	Sr. No.	Pair
1	10, 4	53	5, 5	105	6, 4	157	6, 6	209	6, 6
2	4, 6	54	5, 5	106	4, 4	158	6, 4	210	6, 6
3	6, 6	55	5, 5	107	4, 4	159	4, 4	211	6, 6
4	6, 7	56	5, 4	108	4, 8	160	4, 8	212	6, 7
5	7, 4	57	4, 10	109	8, 8	161	8, 8	213	7, 7
6	4, 4	58	10, 4	110	8, 7	162	8, 8	214	7, 7
7	4, 4	59	4, 4	111	7, 5	163	8, 5	215	7, 7
8	4, 8	60	4, 7	112	5, 5	164	5, 5	216	7, 5
9	8, 4	61	7, 7	113	5, 5	165	5, 5	217	5, 5
10	4, 8	62	7, 8	114	5, 5	166	5, 5	218	5, 5
11	8, 8	63	8, 10	115	5, 8	167	5, 5	219	5, 5
12	8, 8	64	10, 10	116	8, 8	168	5, 4	220	5, 5
13	8, 2	65	10, 10	117	8, 8	169	4, 4	221	5, 5
14	2, 5	66	10, 4	118	8, 4	170	4, 4	222	5, 5
15	5, 5	67	4, 4	119	4, 4	171	4, 4	223	5, 5
16	5, 5	68	4, 4	120	4, 7	172	4, 4	224	5, 5
17	5, 4	69	4, 7	121	7, 6	173	4, 6	225	5, 5
18	4, 8	70	7, 7	122	6, 6	174	6, 8	226	5, 5
19	8, 10	71	7, 7	123	6, 7	175	8, 8	227	5, 5
20	10, 6	72	7, 7	124	7, 7	176	8, 9	228	5, 4
21	6, 2	73	7, 10	125	7, 4	177	9, 2	229	4, 4
22	2, 7	74	10, 10	126	4, 10	178	2, 2	230	4, 4
23	7, 6	75	10, 8	127	10, 10	179	2, 5	231	4, 7
24	6, 9	76	8, 7	128	10, 4	180	5, 5	232	7, 7
25	9, 8	77	7, 7	129	4, 5	181	5, 5	233	7, 5
26	8, 9	78	7, 8	130	5, 5	182	5, 5	234	5, 5
27	9, 8	79	8, 8	131	5, 5	183	5, 5	235	5, 5
28	8, 8	80	8, 2	132	5, 5	184	5, 10	236	5, 5
29	8, 10	81	2, 9	133	5, 4	185	10, 10	237	5, 5
30	10, 5	82	9, 9	134	4, 8	186	10, 10	238	5, 5
31	5, 5	83	9, 10	135	8, 8	187	10, 4	239	5, 4
32	5, 10	84	10, 5	136	8, 8	188	4, 4	240	4, 4
33	10, 10	85	5, 5	137	8, 4	189	4, 4	241	4, 10
34	10, 10	86	5, 5	138	4, 4	190	4, 6	242	10, 10
35	10, 4	87	5, 5	139	4, 10	191	6, 6	243	10, 4
36	4, 8	88	5, 5	140	10, 10	192	6, 4	244	4, 4
37	8, 5	89	5, 5	141	10, 8	193	4, 4	245	4, 8
38	5, 5	90	5, 10	142	8, 2	194	4, 4	246	8, 8
39	5, 5	91	10, 10	143	2, 2	195	4, 8	247	8, 3
40	5, 4	92	10, 5	144	2, 4	196	8, 8	248	3, 3
41	4, 10	93	5, 5	145	4, 4	197	8, 7	249	3, 3
42	10, 8	94	5, 5	146	4, 4	198	7, 7	250	3, 6
43	8, 2	95	5, 2	147	4, 8	199	7, 7	251	6, 6
44	2, 5	96	2, 10	148	8, 8	200	7, 5	252	6, 10
45	5, 5	97	10, 10	149	8, 3	201	5, 5	253	10, 10
46	5, 5	98	10, 10	150	3, 3	202	5, 5	254	10, 10
47	5, 5	99	10, 5	151	3, 6	203	5, 5	255	10, 7
48	5, 5	100	5, 5	152	6, 6	204	5, 4	256	7, 7
49	5, 5	101	5, 5	153	6, 2	205	4, 4	257	7, 7
50	5, 5	102	5, 5	154	2, 2	206	4, 5	258	7, 7
51	5, 5	103	5, 6	155	2, 6	207	5, 5	259	7, 5
52	5, 5	104	6, 6	156	6, 6	208	5, 6	260	5, 5

Sr. No.	Pair	Sr. No.	Pair	Sr. No.	Pair
261	5,5	314	4,4	367	5,5
262	5,5	315	4,5	368	5,6
263	5,5	316	5,5	369	6,6
264	5,5	317	5,5	370	6,6
265	5,4	318	5,10	371	6,7
266	4,4	319	10,10	372	7,7
267	4,4	320	10,10	373	7,8
268	4,4	321	10,5	374	8,8
269	4,8	322	5,5	375	8,9
270	8,8	323	5,5	376	9,9
271	8,8	324	5,5	377	9,10
272	8,8	325	5,10	378	10,5
273	8,9	326	10,10	379	5,5
274	9,9	327	10,4	380	5,5
275	9,4	328	4,4	381	5,5
276	4,4	329	4,4	382	5,5
277	4,4	330	4,10	383	5,5
278	4,4	331	10,10	384	5,4
279	4,6	332	10,10	385	4,4
280	6,6	333	10,10	386	4,8
281	6,4	334	10,5	387	8,9
282	4,4	335	5,5	388	9,10
283	4,8	336	5,5	389	10,10
284	8,8	337	5,5	390	10,2
285	8,6	338	5,10	391	2,2
286	6,6	339	10,4	392	2,2
287	6,7	340	4,4	393	2,4
288	7,7	341	4,4	394	5,5
289	7,7	342	4,4	395	5,5
290	7,5	343	4,5	396	5,5
291	5,5	344	5,5	397	5,5
292	5,5	345	5,5	398	5,4
293	5,5	346	5,5	399	4,8
294	5,5	347	5,5	400	8,10
295	5,5	348	5,5		
296	5,5	349	5,5		
297	5,5	350	5,5		
298	5,4	351	5,4		
299	4,4	352	4,4		
300	4,3	353	4,4		
301	3,3	354	4,8		
302	3,4	355	8,8		
303	4,4	356	8,9		
304	4,10	357	9,3		
305	10,10	358	3,3		
306	10,8	359	3,3		
307	8,2	360	3,6		
308	2,2	361	6,6		
309	2,2	362	6,5		
310	2,2	363	5,5		
311	2,4	364	5,5		
312	4,4	365	5,5		
313	4,4	366	5,5		

TABLE 3 OBSERVATION MATRIX TABLE

Category	1	2	3	4	5	6	7	8	9	10	Total
1											0
2											17
3											10
4											81
5											128
6											31
7											32
8											46
9											11
10											44
Total	0	17	10	81	128	31	32	46	11	44	400

Educational Progress in Rural India

Primary Enrolment reaches 97%. Over 80% Complete 10 years of School.

While it would hardly behoove concerned Indians to ignore the many genuine problems that plague modern India (and most other developing nations), hype and sensationalism do little to generate an informed debate on real issues and contribute even less to efficacious solutions. Unfortunately, even some very well-meaning Indians have fallen prey to the morbid fascination with exaggerating Indian "backwardness" and demeaning tangible gains. Not only has this contributed to a needless sense of pessimism or cynicism, it has also led to perfectly intelligent Indians falling for the misguided recipes of political charlatans.

Yet, more than a few recent news reports provide more than ample evidence to contradict all the shrill voices bemoaning India's "extreme" poverty. Consider first the Dec. 2018 estimate of active Indian phone connections at 385 million. Compare this with 230 million Indian households. Even a fairly conservative projection of how these connections are distributed within the population suggests that 79-82% of all Indian households must now have a phone connection, and over 60% must have more than 2 connections in their household. (In December, India added almost 11 million new cell phone users. If this trend continues, then it very likely that by the summer of 2019, 90% of all Indian households will have a phone connection.)

The second item of interest was a 2018 educational assessment survey by ASER/PRATHAM (an NGO launched with UNICEF assistance in 1994) that has been carrying out educational assessment surveys in rural India since 2005. Its most recent survey sampled households in 564 out of 583 districts to evaluate school enrollment and abilities in maths, reading, and other basic capabilities such as telling time and handling currencies.

Conclusion

The survey suggests that attendance has crossed 97% in primary school and 93% in middle school. Furthermore, over 80% of all children are completing 10 years of school (6-15). Although sampling errors might lead to some doubts about these numbers, data from state educational boards relating to eligibility and attendance in senior secondary and higher secondary board examinations in Haryana, Maharashtra and Andhra Pradesh seem to corroborate these findings.

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