

Integral education believes in awakening the Psychic, perfection of the vital, perfection of the mind and perfection of the body. Best part of the book is its description of 'the integral environment' which is a critical factor in the building of an integral school. While designing a school building we are so enamoured by its grandeur, imposing architecture and space economy that we totally forget the basic principle namely "a happy, child-friendly environment creates happy children, confident and expansive, whereas, an imposing somber, intimidating environment forces children to shrink. Openness, freedom, warmth, friendliness, a certain lightness and playfulness of character, and alongwith these, a certain degree of order, safety and comfort would be the dominant psychological needs. Warmth in cold weather and coolness in warm weather, spaces for utility and play, greenery and natural beauty, order and organisation, cleanliness and easy accessibility, convenience and comfort would be the important physical needs.

The book therefore can be termed as a milky way in the galaxy of routine books on education. Its coherent and crisp presentation leads the reader straight away to the issue and authentically deals with all its aspects. However, Aurobindonian framework brings in some subtle concepts and constructs which may require deeper knowledge and insight into the vision and works of Sri Aurobindo and the Mother. Finally, it is a welcome addition to the world of books on education and needs to be read by teachers, teacher educators and students of education at whatever level they operate.

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### **Learning Achievement of Class V Students — A Baseline Study**

**By Dalip Singh**

Response Books, New Delhi, Rs. 320.00 pages 235

The report of the Baseline Study is a voluminous publication of NCERT comprising 795 pages. It presents survey of learning achievement of Class V students. In the past, NCERT had conducted achievement surveys to assess qualitative change in pupil's achievement in basic

learning skills- reading, writing, and arithmetic. The last survey was undertaken in 1990 in language and Mathematics. Since then interventions have taken place, the present survey-cum-study of learning achievement of Class V students was initiated in 2000. The massive data were collected from 105 districts spread over 27 States and UTs comprising 4787 schools, 10,796 teachers and 88271 students. It was not only limited to assessment of learning achievement of Class V students in curricular areas — Language, Environment Studies and Mathematics but it also studied intensively the school and home factors which influenced the learning achievement.

The report is organised in three parts. The first part explains the rationale and need of the survey, describes development of tool, sampling design, administration of tools. The second part discusses the results of overall analyses at the national level. The third part presents state reports for necessary action on their part. The report also throws light on the profiles of school, teachers and pupils across the country .

The main objectives of the survey-cum-study are as follows.

1. To study the level of achievement of children in Language, Mathematics and Environmental Studies at the end of class V.
2. To study differences in achievement category wise, area wise and genderwise.
3. To study the influence of intervening variables like home, school and teacher on students' learning achievement.

The required data of the study were collected with the help of three tests in the main subjects. These tests were developed in 17 Indian languages. Each test comprised 40 multiple choice type objective test items. The coverage of these tests was comprehensive, testing concepts, relationships, generalisations and applications etc. in the three basic subjects- Language, Mathematics and Environmental Science. The tests were administered on a sample comprising 105 districts from 24 states and 3 UTs. Appropriate statistical techniques CR, t and r were used to analyse the data to study the significance of mean differences in achievement among social groups, areas and genders.

The report provides an interesting reading with colourful illustrations, diagrams, graphs and maps. The findings derived from analysis of results and their interpretations are large in number. It would have been better to draw general conclusions and print it within

box to focus attention of common reader. The results should also be compared with the previous survey findings whenever possible. Also certain specific analyses were presented especially comparison of student's achievement between and within 27 States and 3 UTs, classification of states according to the range of student's achievements, distribution of students in different ability groups. The analysis was also done to study the contribution of intervening variables of school-teacher-students. Coefficient off correlations of predictors of school related variables where the criterion variable was also worked out. In addition to multiple regression analysis ANOVA and independent t tests were also employed to examine the effectiveness of school-teachers-pupil related variables. However, detailed discussion of results in the light of socio-educational ethos and earlier researches are lacking throughout the overall as well as state specific reports. The huge data gathered may also be used to work out the 'Education Index'.

The report of this survey-cum-study is a valuable research document for the researchers, administrations, planners and policy makers. I m sure it would find place in the libraries of universities, research institutions in the field of education. It would definitely prompt future researchers to take up studies on problems of UEE and Sarva Shiksha Abhiyaan.

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**Emotional Intelligence at Work —  
A professional Guide (Third Edition) 2006**

**Volume I**

Published by

National Council of Educational Research and  
Training, New Delhi : 2007. Price: Rs. 225. Pages 299.

The book is a collection of personal experiences of the author on emotional management, personal and interpersonal management, self satisfaction and career perfection in the fields of management, administration etc. taking care of social and psychological dimensions