BIBLIOGRAPHY

BIBLIOGRAPHY

I. BOOKS

1. Ausubel,D.P. (1963). The Psychology of Meaningful Verbal
    Learning. New York : Grune & Stratton.

2. Ausubel,D.P. (1967). Learning Theory and Classroom
    Practice. Ontario : The Ontario Institute for Studies
    in Education.

3. Ausubel,D.P. (1968). Educational Psychology : A Cognitive
    View. New York : Holt, Rinehart and Winston.

4. Ausubel,D.P. (1985). Learning as Constructing Meaning,
    in New Directions in Educational Psychology : Learning
    and Teaching, Noel Entwistle, ed., London : The Falmer
    Press.

5. Ausubel, D.P., Novak, J.D. and Hanesian, H. (1978).
    Educational Psychology, A Cognitive View. 2nd Ed. New
    York : Holt, Rinehart and Winston.

6. Bloom,B.S. et al. (1956). Taxonomy of Educational
    Objectives. Handbook 1: Cognitive Domain. New York:
    David McKay Co.

7. Brady, L. (1985). Models and Methods of Teaching
    Melborne : Prentice Hall.

8. Campbell,D.T. and Stanley, J.C. (1963). Experimental and
    Quasi-Experimental Designs · for Research on Teaching in
    Handbook of Research on Teaching, N.L.Gage, Ed. Chicago:
    Rand McNally and Company, 1963.

9. Dewey,J. (1916). Democracy in Education. New York : Mac Millan, Inc.

10. Eggen,P.D., Kauchak, D.P., and Harder, R. J. (1979). Strategies for Teachers. Englewood Cliffs,N.J. : Prentice Hall.

11. Elton,L. (1987). Teaching in Higher Education : Appraisal and Training. London : Kogan Page.

12. Farnham-Diggory, S. (1972). Cognitive Process in Education: A Psychological Preparation for Teaching and Curriculum Development. New York : Harper and Row.

13. Flanders,N.A. (1970). Analyzing Teaching Behaviour. Reading, Mass : Addison-Wesley.

14. Gage,N.L. (1963)."Paradigms for Research on Teaching", in Handbook of Research on Teaching, N.L.Gage, ed. Chicago: Rand McNally and Company, 1963, pp. 94-141.

15. Garrett,H.E. (1966). Statistics in Psychology and Education. Bombay : Vakils, Feffer and Simons Ltd.

16. Good, Carter. V., ed. (1959). Dictionary of Education. New York : MgGraw Hill Company.

17. Gronlund, Norman. E. (1981). Measurement and Evaluation in Teaching. 4th Ed. London: Collier MacMillan Publishers.

18. Gunter,M.A., Estes, T.H., and Schwab, J.H. (1990). Instruction : A Models Approach. Boston : Allyn and Bacon.

19. Hough,J.B. and Duncan,J.K. (1970). Teaching: Description and Analysis. London : Addison-Wisely Pub.Co., Inc.

20. Joyce,B.R. and Weil, M. (1972). Models of Teaching. Englewod Cliffs, New Jersey : Prentice Hall.

21. Joyce,B., and Weil, M. (1980). Models of Teaching (2nd Ed.). Englewood Cliffs, N.J.:Prentice-Hall.

22. Joyce,B.R., Weil, M. and Showers,B. (1992). Models of Teaching. (4th ed.) New Delhi : Prentice-Hall of India Pvt.Ltd.

23. Keller,F.S. (1974). "The History of PSI", in the Keller Plan Handbook, Keller,F.S. and Sherman, J.G. (eds.) Philipines : W.A. benjamin, Inc.

24. Koul,L. (1986). Methodology of Educational Research. New Delhi : Vikas Publishing House Pvt Ltd.

25. Likert,R. (1932). A Technique for the Measurement of Attitudes. Arch. Psychol. No. 140. Quoted in Methodology of Educational Research, Lokesh Koul, Vikas Publishing House, New Delhi, 1986.

26. Murphy, G. and Likert, R. (1937). Public Opinion and the Individual, Quoted in Edwards, L.A. Techniques of Attitude Scale Construction, Vákils, Feffer and Simans Pvt. Ltd. Bombay.

27. Raven,J.C., Court, J.H. and Raven,J. (1983). Standard Progressive Matrices. London: H.K. Lewis & Co. Ltd.

28. Skinner,B.F. (1968). The Technology of Teaching. New York : Meredith Corporation.

29. Smith,F. (1975). Comprehension and Learning. New York :
Holt, Rinehart and Winston.

30. Weil, Marsha and Joyce, Bruce. (1978). Information Processing
Models of Teaching. New Jersey : Englewood Cliffs. Prentice-
Hall, Inc.

II. ARTICLES AND JOURNALS

1. Allen,D.I. (1969). Some Effects of Advance Organizers on
the Learning and Retention of Written Social Studies
Material. Quoted in Barnes, B.R., and Clawson, E.U., Do
Advance Organisers Facilitate Learning? Recommendations
for further Research on An Analysis of 32 Studies. Review
of Educational Research, Vol. 45, No.4, 1975, 637-659.

2. Anderson,R.C., Spiro, R.J. and Anderson,M.C. (1978).
Schemata as Scaffolding for the Representation of Information
in Connected Discourse. American Educational Research
Journal, 15, 433-439.

3. Ault,C.R. (1985). Concept Mapping as a Study Strategy in
Earth Science. Journal of College Science Teaching. 15,
38-44.

4. Ausubel,D.P. (1960). The Use of Advance Organizers in the
Learning and Retention of Meaningful Verbal Material.
Journal of Educational Psychology, Vol. 51, pp.267-272.

5. Ausubel,D.P. (1961). In Defence of Verbal Learning.
Education Theory, 11, 15-25.

6. Ausubel,D.P.(1980). Schemata, Cognitive Structure, and Advance Organizers : A Reply to Anderson, Spiro, and Anderson. American Educational Research Journal, Vol.17, No. 3, 400-404.

7. Ausubel,D.P. and Fitzgerald, D. (1961). The Role of Discriminability in Meaningful Verbal Learning and Retention. Journal of Educational Psychology, Vol. 52, pp. 266-274.

8. Ausubel,D.P. and Fitzgerald,D. (1962). Organizer, General Background and Antecedent Learning Variables in Sequential Verbal Learning. Journal of Educational Psychology, Vol.53, pp. 243-249.

9. Ausubel,D.P. and Youssef, M. (1963). Role of Discriminability in Meaningful Parallel Learning. Journal of Educational Pscyhology, Vol. 54, pp. 331-336.

10. Barnes,B.R. and Clawson,E.U. (1975). Do Advance Organizers Facilitate Learning? - Recommendations for further research based on an analysis of thirty-two studies. Review of Educational Research, Vol. 45, 637-659.

11. Barron,R.R. (1971). The Effects of Advance Organizers upon the Reception Learning and Retention of General Science Contents. Quoted in Barnes,B.R. and Clawson,E.U., Do Advance Organizers Facilitate Learning? Recommendations for Further Research Based on an Analysis of 32 studies. Review of Educational Research, Vol. 45, No.4, 1975, 637-659.

12. Clawson,E.U. and Barnes,B.R. (1973). The Effects of
    Organizers on the Learning of Structured Anthropology
    Materials in the Elementary Grades. Journal of Experimental
    Education, Vol.42, Number 1, 11-15.

13. Dunn,R.S., and Dunn, K.J. (1979). Learning Styles/Teaching
    Styles: Should They...... Can They..... Be Matched? Educational
    Leadership, Vol. 34, No.4, 238-244.

14. Ellis,S.S. (1979). Models of Teaching : A Solution to the
    Teaching Style/Learning Style Dilemma, Educational
    Leadership, Vol. 34, No.4, 274-277.

15. Feller,W.A. (1973). The Effects of Two Types of Advance
    Organizers and Two Types of Spaced Questions on the Ability
    of a Selected Group of Tenth Grade Biology Students to
    Recall, Comprehend and Apply Facts from Written Science
    Material. Quoted in Barnes,B.R. and Clawson, E.U., Do
    Advance Organizers Facilitate Learning? Recommendations for
    Further Research Based on an Analysis of 32 Studies, Review
    of Educational Research, Vol. 45, No.4, 1975.

16. Fischer,B.B., and Fischer,L. (1979). Styles in Teaching
    and Learning. Educational Leadership, Vol.34, No.4, 245-254.

17. Gardner,P.L. (1980).The Identification of Specific Difficulties
    with Logical Connectives in Science among Secondary School
    Students. Journal of Research in Science Teaching, 17(3),
    223-229.

18. Grewal,S.S. and Kaur, R. (1987). A Comparison Between Bruner and Ausubel Model for Learning of Concepts in Science. Perspectives in Education, Vol.3, No.3, pp. 181-185.

19. Grotelueschen, A. and Sjogren, D.D. (1968). Effects of Differentially Structured Introductory Materials and Learning Tasks on Learning and Transfer. American Educational Research Journal, Vol. 5, pp.191-202.

20. Healy,V.C. (1989). The Effects of Advance Organizer and Prerequisite Knowledge Passages on the Learning and Retention of Science Concepts. Journal of Research in Science Teaching, Vol. 26, No. 7, pp. 627-642.

21. Holzman,T.G., Allen, S.A., and Layne, B.H. (1982). Advance Organizers as Aids for Reading: Nature of the Learner and the Learning. Journal of Experimental Education, Vol. 50, No.2, pp. 77-82, 1981-82.

22. Hoz,R. (1987). Dimensions of Teachers' Knowledge Structures and their Identification by Concept Mapping. Washington D.C. Paper Presented at the Annual Meetings of the American Education Research Association. Quoted in J.D.Novak, Concept Maps and Vee Diagrams: Two Metacognitive Tools to Facilitate Meaningful Learning, Instructional Science, 19: 29-52; 1990.

23. Kahle,J.B. and Rastovac,J.J. (1976). The Effect of a Series of Advanced Organizers in Increasing Meaningful Learning. Science Education, 60(3): 365-371.

24. Kastrinos,W. (1965).A Study of the Retention of Biological
    Facts by High School Biology Students. Science Education, 49,
    487-491. Quoted in D.P.Ausubel et al·, Educational
    Psychology A Cognitive View, New York: Holt, Rinehart and
    Winston, 1978.

25. Kelley, L. (1939). The Selection of Upper and Lower Groups
    for the Validation of Test Items. Journal of Educational
    Psychology. XXX, 17-24.

26. Kozlow,M.J. (1978). A. Meta-Analysis of Selected Advance
    Organizer Research Reports from 1960-1977. Unpublished
    Doctoral Dissertation, Ohio State University, In A Meta-
    Analysis of Advance Organizer Studies, C.L.Stone, Journal of
    Experimental Education, Vol. 51, No.4, 194-199, 1982-83.

27. Lawton,J.T. (1977). The Use of Advance Organizers in the
    Learning and Retention of Logical Operations and Social
    Studies Concepts. American Educational Research Journal
    Vol. 14, No.1, pp. 25-43.

28. Lawton,J.T. and Wanska,S.K. (1977). Advance Organizers
    as a Teaching Strategy: A Reply to Barnes and Clawson.
    Review of Educational Research, 47, 233-244.

29. Lawton,J.T. and Wanska, S.K. (1979). The Effects of
    Different Types of Advance Organizers on Classification
    Learning. American Educational Research Journal, Vol.16,
    No. 3, 223-239.

30. Lehman,J.D. Carter,C. and Kahle,J.B. (1985). Concept
    Mapping, Vee Mapping, and Achievement : Results of a

Field Study with Black High School Students. _Journal of Research in Science Teaching_, 27(7), 663-674.

31. Livingston,S.A. (1970). Simulation Games as Advance Organisers in the Learning of Social Science Materials. Quoted in Barnes,B.R. and Clawson, E.U., Do Advance Organizers Facilitate Learning? Recommendations for Further Research Based on an Analysis of 32 Studies, _Review of Education/Research_, Vol. 45, No.4, 1975, 637-659.

32. Luiten, J., Ames,W., and Ackerson. G (1980). A Meta-Analysis of the Effects of Advance Organizers on Learning and Retention. _American Educational Research Journal_, Vol.17, No. 2, 211-218.

33. Mayer,R.E. (1979). Twenty Years of Research on Advance Organizers : Assimilation Theory is Still the Best Predictor of Results. _Instructional Science_, 8, 133-167.

34. McEneany,J.E. (1990). Do Advance Organisers Facilitate Learning? A Review of Subsumption Theory. _Journal of Research and Development in Education_, Vol. 23, No.2, 89-96.

35. Moore,W.D., Barnes,B.R. and Barnes,P.J. (1975). The Effects of Organizers on the Learning of Structured Anthropology Material in the Elementary Grades. Quoted in Barnes,B.R. and Clawson, E.U., Do Advance Organizers Facilitate Learning? Recommendations for Further Research Based on Analysis of 32 Studies. _Review of Educational Research_, Vol.45, No.4, 1975, 637-659.

36. Neisworth,J.T. (1968). The Use of Advance Organizers with the Educable Mentally Retarded. Quoted in Barnes, B.R., and Clawson,E.U., Do Advance Organizers Facilitate Learning? Recommendations for Further Research Based on an Analysis of 32 Studies. Review of Educational Research, Vol. 45, No.4, 1975, 637-659.

37. Neisworth, J.T. (1967) . Influences of an Advance Organizer on the Verbal Learning and Retention of Educable Mentally Retarded. A Comparison of Educable Mentally Retardeds and Intellectually Normal Performers. Quoted in Barnes,B.R. and Clawson,E.U., Do Advance Organizers Facilitate Learning? Recommendations for Further Research Based on an Analysis of 32 Studies, Review of Educational Research, Vol. 45, No. 4, 1975, 637-659.

38. Novak,J.D. (1961). An Approach to the Interpretation and and Measurement of Problem Solving Ability. Science Education, 45 (a), 122-131.

39. Novak,J.D. (1990). Concept Maps and Vee Diagrams : Two Metacognitive Tools to Facilitate Meaningful Learning. Instructional Science, 19, 29-52.

40. Novak,J.D., Gowin,D.B. and Johansen,G.T. (1983). The Use of Concept Mapping and Knowledge Vee Mapping with Junior High School Science Students. Science Education, 67, 625-645.

41. Okebukola,P.A. (1990). Attaining Meanginful Learning of Concepts in Geneticsand Ecology : An Examination of the Potency of the Concept Mapping Technique. Journal of Research in Science Teaching, Vol. 25, No.5, pp.493-504.

42. Pizzini,E.L. and Gross,M.P. (1978). Utilizations of Advance Organizers in Environmental Education. Science Education, 62(4), 563-569.

43. Ring,D.G. & Novak,J.D. '1971). The Effects of Cognitive Structure Variables on Achievement in College Chemistry. Journal of Research in Science Teaching, 8(4), 325-333.

44. Saugstad,P. (1955). Problem-solving as Dependent upon Availability of Functions, British Journal of Psychology, 46, 191-198.

45. Saugstad,P. & Raaheim, K. (1960). Problem-solving, past Experience, and Availability of Functions. British Journal of Psychology, 51, 97-104.

46. Scandura, J.M. and Wells,J.N. (1967). Advance Organizers in Learning Abstract Mathematics. American Educational Research Journal. Vol. 4, pp. 295-301.

47. Schulz,R.W. (1966). The Role of Cognitive Organizers in the Facilitation of Concept Learning in Elementary School Science. Quoted in Barnes,B.R. and Clawson,E.U., Do Advance Organizers Facilitate Learning? Recommendations of 32 Studies, Review of Educational Research, Vol.45, No.4, 1975, 637-659.

48. Singh,L.C., and Jaimini, N.C. (1989). Teaching Methodology-Changing Dimensions. Media and Technology for Human Resources Development, Vol 1, No.4, 9-14.

49. Stewart, J., Van Kirk., and Rowell, R. (1969). Concept Maps : a Tool for use in Biology Teaching. The American Biology Teacher, 41(3), 171-175.

50. Stone,C.L. (1983). A Meta-Analysis of Advance Organizer Studies. Journal of Experimental Education, Vol. 51, No.4, 194-199.

51. Weisberg,J.S. (1970). The Use of Visual Advance Organizers for Learning Earth Science Concepts. Journal of Research in Science Teaching, Vol. 7, 161-165.

III. THESES, DISSERTATIONS

1. Anderson,B.W. (1973). The Effect of Pre-versus Post-Organizers upon Retention of Economic Concepts at the Collegiate Level. Dissertation Abstracts International, Vol 34, 1973, p. 3819-A.

2. Andreozzi,P.P. (1975). The Effects of Advance Organizers and Written Verbalizations on Learning and Retention of Selected Algebraic Concepts. Ph.D. Dissertation, Dissertation Abstracts Internaional, Vol. 36, No.4, 1975, p. 2154-A.

3. Avalos,C.A. (1986). Improving Student Learning by Using Advance Organizers and Organizers at the Middle and End of Textbook Chapter. Ph.D.Dissertation, The University

of Chicago. <u>Dissertation Abstracts International</u>, Vol.47, No.5, 1986, p.1587-A.

4. Baggett,J.L.Jr.(1993). A Comparison Between the Use of Different Concept Maps as Advance Organizers to Supplement a Unit on Photosynthesis in a Community College Biology Course. Ph.D. Dissertation, <u>Dissertation Abstracts International</u>, Vol.54, No.8, Feb 1994, p. 2969-A.

5. Baker,R.L. (1974). The Use of Informational Organizers in Ninth Grade Social Studies. Ed. D. Dissertation Syracuse University, <u>Dissertation Abstracts International</u>, Vol.36, No.10, 1976, p. 6629-A.

6. Barik, A.K. (1987). Effect of Oral and Written Advance Organizers on Learning from Text by Eighth Graders. Unpublished M.Phil Dissertation, DAVV, Indore.

7. Barnes ,B.R. (1972). The Effects of the Position of Organizers to Facilitate Learning of Structured Anthropology Materials in the Sixth-Grade.Ed.D.Dissertation, University of Georgia, <u>Dissertation Abstracts International</u>, Vol 33, No.9, 1973, 5027-A.

8. Biswal,B. (1980). Developing Strategies for Effective Utilisation of School Broadcast Programmes in Orissa. <u>Unpublished Doctoral Thesis</u>, CASE, M.S.University, Baroda.

9. Borer,G.S. (1981). Effect of Advance Organizers and Behavioural Objectives on Reading of Sixth Graders with

Selective Attention Deficits. Ph.D. Dissertation, Fordham University, <u>Dissertation Abstracts International</u>, Vol.42, No. 03, 1981, p. 1052-A.

10. Borine,R.L. (1982). The Effects of Advance Organizers of Varying Length on the Comprehension and Retention of Seventh Grade Students. Ph.D. Dissertation, the University of Wisconsin, <u>Dissertation, Abstracts International</u>, Vol. 43, No.7, 1983, p.2215-A.

11. Bowyer,B.J. (1979). The Effects of Verbal and Visual /Verbal Organizers on Cognitive Learing from Films in Seventh Grade Life Science. Ed.D. Dissertation, University of Virginia, <u>Dissertation Abstracts International</u>, Vol. 40, No. 6, 1979, 3061-A.

12. Brune,P.A. (1982). Effects of Advance Organizers on Listening Comprehension Among Learning Disabled and Non-Learning Disabled Adolescents. Ed.D. Dissertation, The University of Alabama, <u>Dissertation Abstracts International</u>, Vol.44, No.02, 1983, p.456-A.

13. Buddhisagar,M. (1979). A Study of Whole versus part Presentation of Advance Organizer in Text in relation to Intelligence, <u>Unpublished M.Ed. Thesis</u>, DAVV,Indore.

14. Buddhisagar, M. (1986). Development and Comparison of Instructional Material developed by using Advance Organiser Model and Operant Conditioning Model for Teaching Educational Psychology to B.Ed. Students.

Ph.D. Edu.,DAVV, Indore, in <u>Fourth Survey of Research</u>
<u>in Education</u> (Vol. II), M.B. Buch (ed.) , New Delhi :
NCERT, 1991.

15. Cahall, L.J.B. (1985). The Effect of Advance Organizers
When Used in Teaching a Course in Epidemiology. Ed. D.
Dissertation, University of Cincinnati, <u>Dissertation</u>
<u>Abstracts International</u>, Vol. 47, No. 2, Aug 1986, p.397-A.

16. Camacho,R.A. (1987). The Effects of a Motion Picture Advance
Organiser on the Learning of Information in Alcohol
Education. Ph.D. Dissertation, Boston College, <u>Dissertation</u>
<u>Abstracts International</u>, Vol. 49, No.2, 1988, p.192-A.

17. Caponecchi.W.P. (1973). A Comparative Study of An Advance
Organizer in Mathematics to Determine its Effectiveness
on Knowledge Acquisition and Retention. Ph.D. Dissertation,
University of Oklahoma, <u>Dissertation Abstracts International</u>
Vol 34, No.8, 1973, p. 4077.

18. Chang,M.K. (1982). The effects of Filmic Advance Organizers
on Acquisition of Facts and Concepts Learned from A Sound
Film by Regular and Mainstreamed Educable Mentally Retarded
Children. Ed.D. Dissertation, The University of Tennessee,
<u>Dissertation Abstracts International</u>, Vol. 43, No.9, 1983,
p. 2872-A.

19. Chitriv,U.G. (1983). Evaluating Differential Effectiveness
of Ausubel and Bruner Strategies for Acquisition of Concepts
in Mathematics. Ph.D., Edu., Nag. University in <u>Fourth</u>
<u>Survey of Research in Education</u> (Vol.II), M.B.Buch, ed.,
New Delhi : NCERT, 1991.

20. Clawson,E.U. (1972). A Comparison of the Effects of
Organizers on the Learning of Structural Anthropology
Materials in the Third Grade. Ed.D. Dissertation,
University of Georgia, <u>Dissertation Abstracts International</u>, Vol. 33, No.9, 1973, 4788-A.

21. Cliburn, J.W. (1985). An Ausubelian Approach to Instruction:
The Use of Concept Maps as Advance Organizers in a Junior
College Anatomy and Physiology Course. Ph.D. Dissertation,
University of Southern Missippi, <u>Dissertation Abstracts
International</u>, Vol. 47, No.3, Sept. 1986, p. 852-A.

22. Crook,J.C. (1978). A Comparison of the Effects of
Advance Organizers and Adjunct Guestions on the Comprehension
of Key Elements of the Short Story at the Secondary Level.
Ph.D.Dissertation, Case Western Reserve University,
<u>Dissertation Abstracts International</u>, Vol. 39, No.6,
1978, p. 3464-A.

23. Dana,C.M. (1980). The Effects of Using a Graphic Advance
Organiser Before, During and After Rea ing on the
Comprehension of Written Text : A Study Conducted with
Sixth-Grade Students. Ph.D. Dissertation, The University
of Wisconsin, <u>Dissertation Abstracts International</u>,
Vol. 41, No.10, 1981, p. 4344-A.

24. Darrow,D.R. (1980). The Relative Effectiveness of an
Advance Organizer on the Meaningful Verbal Learning and
Retention of Junior High School Students in Industrial
Arts. Ph.D. Dissertation, The Ohio State University,

Dissertation Abstracts International, Vol. 41, No.10,
1981, p. 4315-A.

25. Dennis, F.H. (1984). The Effects of Advance Organizers
and Repetition on Achievement in a High School Biology
Class. Ph.D. Dissertation, The University of Alabama,
Dissertation Abstracts International, Vol.45, No.7,
1985, p. 2056-A.

26. Dolan,M.V. (1978). The Effects of Advance Organizers,
Interspersed Questions and Expanded Organizers on the
Reading Comprehension of Eighth Grade Social Studies
Pupils of Three Levels of Reading Ability. Ph.D.
Dissertation, University of Missouri-Kansas City,
Dissertation Abstracts International, Vol.39, No.7, 1979,
p. 3932-A.

27. Doyle,W.H. (1981). Using an Advance Organizer to Anchor
a Subsuming Function Concept to Facilitate Learning,
Transfer, and Retention in Remedial College Mathematics
Ph.D. Dissertation. The Ohio State University, Dissertation
Abstracts International, Vol.42, No.5, Nov. 1981, p.2006-A.

28. Elkin,M.L. (1980). Graphic Advance Organizers and Reading
Performance. Ed D. Dissertation, Yeshiva University,
Dissertation Abstracts International, Vol.41, No.4
October 1980, p. 1370-A.

29. Ewing,B.P.(1977). The Effects of Advance and Nonorganizers with Restricted and Unrestricted Modes for Eighth-Grade Students at Three Cognitive Levels of Learning and Retention Using Selected Materials in the Arts. Ed.D. Dissertation, State University of New York at Albany, Dissertation Abstracts International, Vol. 38, No.3, 1977, p. 1196-A.

30. Forsythe,A.D. (1982). The Efficacy of Combining Advance Organizers and Behavioural Objectives in Biology Instruction. at the Community College Level. Ph.D. Dissertation, Boston College, Dissertation Abstracts International, Vol.43, No.2, Aug. 1982, p. 350-A.

31. Geiger,F.L. (1978). The Effects of Advance Organizers Format and Learner Personality in the Learning and Retention of Verbal Material. Ph.D. Dissertation, University of Southern California, Dissertation Abstracts International, Vol. 39, No.5, 1978, p. 2721-A.

32. Ghosh,S.K. (1986). Effects of Variation in Advance Organisers on the Cognitive Subsumption in Life Sciences. Ph.D. Ed., Cal. University in Fourth Survey of Research in Education (Vol.II), M.B.Buch, ed., New Delhi: NCERT, 1991.

33. Gonzales,R.F. (1982). A Comparison of the Effects of Advance Organizers on Retention of Technical Content. Ph.D. Dissertation, Purdue University, Dissertation Abstracts International, Vol.43, No.7, 1983, p. 2260-A.

34. Gupta,Suman.(1991). Effectiveness of Advance Organiser Model of Ausubel in Developing Teaching Competence of Student Teacher and Their Attitude Towards Teaching - An Experiment. Unpublished Ph.D.Thesis, Agra University, Agra.

35. Haghighi, F. (1981).The Effects of Underlined Cues, Advance Organizers and Post-Organizers on Meaningful Prose Learning Ph.D. Dissertation, The University of Texas, Dissertation, Abstracts International, Vol. 42, No.3, September, 1981.

36. Hanclosky, W.V. (1985). A Comparison of Task Analysis, Advance Organizer, and Concept Elaboration Methods in Teaching Concepts and Principles. Doctoral Dissertation, Kent State University, Dissertation Abstract International Vol. 46, No.6, December 1985. p. 1498-A.

37. Hartje,H.C.Jr. (1974). An Investigation of the Effects of Using Advance Organizers on the Achievement and Retention of Selected Mathematical concepts from Elementary Group Theory. Ed.D.Dissertation, University of Georgia, Dissertation Abstracts International, Vol.35, No.10, April 1975, p.6550-A.

38. Heide,S.D. (1992). The effects of an Advance Organiser on Cognitive Structuring of Content Accessed from a Computer Hypertext. Ph.D. Dissertation, University of Pittsburgh, Dissertation Abstracts International, Vol. 53, No.9, 1993, p. 3180 - A.

39. Jangira,N.K. (1972). Classroom Behaviour Training of Teachers and its Relationship with Some Selected Measures of Pupils'

Criteria of Teacher Effectiveness. Ph.D., Edu., MSU, in
A Survey of Research in Education, M.B. Buch, ed., Baroda:
Centre ofAdvanced Study in Education, 1974.

40. Johnson,D.E.S. (1980). The Differentiated Effects of Advance
Organizers on the Reading Recall of Adults With Varying
Reading Abilities. Ph.D. Dissertation. The University of
Texas, Dissertation Abstracts International, Vol. 41, No.11,
May 1981, p. 4666-A.

41. Joseph,D.F. (1989). The Effects of Visual Structural
Overviews and Advance Organizers on Deaf Students' Reading
Comprehension. Ph.D. dissertation, University of Minnesota,
Dissertation Abstracts International, Vol. 51, No.2, 1990,
477-A.

42. Kaushik, N.K. (1988). The Long Term Effect of Advance
Organizers upon Achievement in Biology in relation to
Reading Ability, Intelligence, and Scientific Attitude.
Unpublished Ph.D. Thesis, DAVV, Indore.

43. Kersten,T.L. (1976). The Effect of An Advance Organizer on the
Learning and Retention of Selected College Algebra Concepts.
Ph.D. Dissertation, University of Minnesota, Dissertation
Abstracts International, Vol.37, No.6, Dec. 1976, p. 3577-A.

44. Kneen,M.J. (1979). A Comparison of the Effects of Two Types
of Advance Organizers on Comprehension of a Reading Task.
Ph.D. Dissertation, The University of Toledo, Dissertation
Abstracts International, Vol.40, No.8, 1980, p.4386-A.

45. Kuhn,D.J. (1967). A Study of Varying Modes of Topical Presentation in Elementary Biology to Determine the Effect of Advance Organizers in Knowledge. Unpublished Doctoral Dissertation, Purdue University. Quoted in D.P. Ausubel et al., Educational Psychology A Cognitive View, New York: Holt, Rinehart and Winston, 1978.

46. Lantz,H.B.Jr. (1982). The Effects of Advance Organizers and Subsumers on the Understanding ofSolar Energy Concepts by Eighth Grade Students. Ed.D Dissertation, University of Virginia, Dissertation Abstracts International, Vol.43, No.10, 1983.

47. Little,David (1986). An Investigation of the Effects of Cooperative Small-Group Instruction and the Use of Advance Organizers on the Self-Concept and Social Studies Achievement of Third-Grade Students. Unpublished Ed.D. Dissertation, University of Albama, Dissertation Abstracts International, Vol. 47, No.8, Feb 1987, 2872-A.

48. Livingston,M.E.E. (1984). The Effects of Advance Organiser and Direct Instruction Pre-Instructional Passages on Learning and Retention for Eighth-Grade Students. Ed.D. Dissertation, Dissertation Abstracts International, Vol.45, No. 12, 1985, p. 3533-A.

49. Lucas,S.B. (1972). The Effects of Utilizing Three Types of Advance Organizers for Learning a Biological Concept in Seventh Grade Science. Ph.D. Dissertation.The Pennsylvania State University, Dissertation Abstracts International, Vol. 33, No.7, 1973, 3390-A.

50. Lulla, T.P. (1974). An Investigation into the Effects of Teacher's Classroom Behaviour on Pupil's Achievement, Ph.D, Edu., MSU., in *Second Survey of Research in Education*, M.B. Buch, Ed., Baroda. Society for Educational Research and Development, 1979.

51. Mahajan, J. (1992). A ComparativeStudy of the Effectiveness of Two Models of Teaching Viz. Bruner's Concept Attainment Model and Ausubel's Advance Organiser Model on Teaching Abilities of Student Teachers and on Achievement of Students in Various Schools. *Unpublished Ph.D. (Edu) Thesis*, Bombay : SNDT University.

52. Mahar,C.L. (1992) Thirty Years After Ausubel : An Updated Meta-Analysis of Advance Organizer Research. Ph.D. Dissertation, University of Illinois, *Dissertation Abstracts International*, Vol.53, No.1, 1992, p. 56-A.

53. Maher,P.R. (1975). The Effects of Advance Organizers on the Interpretive Level of Reading Comprehension of Selected Fourth and Sixth Grade Students. Ph.D. Dissertation, University of Akron, *Dissertation Abstracts International*, Vol. 36, No.5, 1975, 2615-A.

54. Malik, M. (1985). Effect of Advance Organizer upon Learning of Advantaged and Disadvantaged Students. *Unpublished M.Ed. Dissertation*, DAVV, Indore.

55. Mc Adaragh,M.K. (1981). The Effect of Background Experience and An Advance Organizer on the Attainment of Certain Science Concepts. Ph.D. Dissertation, The University of Michigan, *Dissertation Abstracts International*, Vol.42, No.2, 1981, p. 642-A.

56. Menon,M.B. (1984). Evolving a Multi-media Approach to Teaching at Post-Graduate Level, Unpublished Doctoral Thesis, CASE, M.S.University, Baroda.

57. Oppong,J.E. (1978). A Study of the Advance Organizer and its Effects on Achievement of Ninth Grade Social Studies Students. Ed. D. Dissertation, University of Georgia, Dissertation Abstracts International, Vol.39, No.12, 1979, p. 7275-A.

58. Padma, M.S. (1976). Teaching Patterns and Pupil's Attainment, Ph.D., Edu., MSU, in Second Survey of Research in Education, M.B.Buch, ed., Baroda: Society for Educational Research and Development, 1979.

59. Panda,B.B. (1986). A Comparative Study of the Effect of Advance Organizer and Set Induction on Learning. Unpublished M. Phil (Edu.) Thesis, DAVV, Indore.

60. Pandey,S.N. (1986). Effectiveness of Advance Organizer and Inquiry Training Models for Teaching Social Studies to VIII Class Students. Ph.D., Edu., B.H.U., in Fourth Survey of Research in Education (Vol.II), M.B.Buch, ed., New Delhi: NCERT, 1991.

61. Patel,B.K. (1987). A Study of Relative Effectiveness of Training Strategies in Advance Organizer Model in terms of Competency in the Model. Unpublished M.Phil (Edu.) Thesis, DAVV, Indore.

62. Pearson,C.L.P. (1992).The Comparison of the Effects of Three Prereading Advance Organizers on the Literal Comprehension of Fifth-Grade Social Studies Materials. Dissertation Abstracts International, Vol.53, No.3, 1992, 706-A.

63. Priddy,E.J. (1989). Improving Comprehension : Comparing the
    Effects of Two Types of Advance Organizers on Passage Compre-
    hension. Ed.D Dissertation, Ball State University, Dissert-
    ation Abstracts International, Vol. 50, No.8, 1990, 2442-A.

64. Quaraishi, Z.M. (1972). Personality, Attitudes and Classroom
    Behaviour of Teachers. Ph.D., Edu., MSU, in A Survey of
    Research in Education, M.B.Buch, ed., Baroda: Centre of
    Advanced Study in Education, 1974.

65. Rajoriya, R. (1987). Comparison of AOM with Traditional
    Method for Teaching Science to Class VIII Students with
    Different Residential Background. Unpublished M.Phil (Edu.)
    Thesis, DAVV, Indore.

66. Righi, C. (1988). Using Advance Organizers to Teach Basic
    Programming to Primary grade Children. Ph.D. Dissertation,
    Dissertation Abstracts International, Vol.49, No.8, 1989,
    2186-A.

67. Ring,D.G. (1969). An Analysis of the Cognitive Influence of
    High School Chemistry Instruction on College Chemistry
    Achievement. Unpublished Doctoral Dissertation, Cornell
    University. Quoted in D.P.Ausubel et al., Educational
    Psychology A Cognitive view,New York: Holt, Rinehart and
    Winston, 1978.

68. Roka,S.D. (1976). A Comparative Study of Verbal Teaching
    Behaviour Patterns and Student's Achievement in Terms of
    Instructional Objectives. Ph.D., Edu., MSU, in Second Survey
    of Research in Education, M.B.Buch, ed., Baroda: Society for
    Educational Research and Development, 1979.

69. Roy,S.(1979). Classroom Questioning and Pupil Achievement :
    An Inquiry into Teaching Style. Ph.D., Edu., MSU, in Second
    Survey of Research in Education, M.B.Buch, ed., Baroda:
    Society for Educational Research and Development, 1979,

70. Ruangruchira, N. (1992). The Effects of Advance Organizer
    on Student Achievement in General Chemistry. Dissertation
    Abstracts International, Vol. 53, No.6, December 1992,
    p. 1859-A.

71. Russell,E.L. (1991). The Effects of Learning when Using a
    Lecture Advance Organizer on Field Dependent and Field
    Independent Nursing Students: An Experimental Study. Ph.D.
    Dissertation, Dissertation Abstracts International,Vol.53,
    No.2, Aug. 1992, p. 379-A.

72. Saretsky,A.A. (1975). The Facilitative Effect of Advance
    Organizers on Learning with Readers of Differing Reading
    Ability Levels for Topically Different Prose Passages. Ed.D
    Dissertation, Indiana University, Dissertation Abstracts
    International, Vol.36, No.9, 1976, p. 6047-A.

73. Satpathy,B.N. (1987). Relative Effectiveness of Wholist,
    Partist and Partist First Demonstration Approaches in
    Training Student Teachers in AOM. Unpublished M.Phil (Edu.)
    Thesis, DAVV, Indore.

74. Senapati, S. (1986). The Effect of B.Ed. Students'
    Personality Characteristics on Achievement Taught Through
    Programmed Learning Material, Advance Organizer Material
    and Traditional Method. M.Phil Dissertation, DAVV, Indore.

75. Skinner,M.L. (1986). The Effects of A Modified Cloze
Procedure and Graphic Organizer upon content Scores when
used in Direct Instruction in Secondary United States
History Classes.Ed.D.Dissertation, Auburn University,
Dissertation Abstracts International, Vol. 47, No.7, 1987,
p. 2534-A.

76. Sood, K. (1990). Comparison of Advance Organizer and
Reception Strategies for Acquisition of Language Concepts
in relation to Cognitive Style, Intelligence and
Creativity. Unpublished Ph.D Thesis, Panjab University,
Chandigarh.

77. Steinbrink,J.E. (1970). The Effectiveness of Advance
Organizers for Teaching Geography to Disadvantaged Rural
Black Elementary Students. Ed. D.Dissertation, University
of Georgia, Dissertation Abstracts International, Vol.31,
No.10, 1971, 5949.

78. Tamthai,P.P. (1982). The Effect of Advance Organizer on
Science Learning Achievement of Eighth Grade Thai
Demonstration School Students with Average Academic
Ability. Ph.D. Dissertation, Indiana University,
Dissertation Abstracts International, Vol.42, No.12,
1982, p. 5098-A.

79. Thomas,V.D. (1987). A Study of the Organisation and
Effectiveness of Humanistic Classroom. Unpublished Ph.D.
(Edu.) Thesis, CASE, MSU, Baroda.

80. Vardhini,V.P. (1983) Development of a Multi-media Instructional Strategy for Teaching Science (Physics and Chemistry) at Secondary Level. Unpublished Doctoral Thesis, CASE, M.S.University, Baroda.

81. Welker,W.A. (1989). The Effects of Conceptually Oriented Advance Organizers on the Learning and Retention of Short Story Prose by Students in Seventh Grade. Ed.D. Dissertation, The University of West Virginia, Dissertation Abstracts International, Vol. 50, No.10, 1990, p.3146-A.

IV. REPORTS

1. Barenholz, H. and Tamir, P. (1987). The Design, Implementation and Evaluation of a Microbiology Course With Special Reference to Misconceptions and Concept Maps. In J.D. Novak (Ed.), Proceedings of the Second International Seminar on Misconceptions and Educational Strategies in Science and Mathematics (Vol.1: 32-45). Ithaca, NY : Department of Education, Cornell University.

2. Novak,J.D. et al. (1981). The Use of Concept Mapping and Gowin's "V" Mapping Instructional Strategies in Junior High School Science. A Project Report. New York: Department of Education, Cornell University.

3. Passi,B.K., Sansanwal,D.N. and Singh,Ajit (1988). Models of Teaching - Relative Effectiveness of Different Training Strategies - A Report. New Delhi : NCERT.

4. Passi,B.K., and Sansanwal,D.N. (1991). Research in
    Teaching : A Trend Report. in Fourth Sruvey of Research
    in Education (Vol. II) M.B.Buch, ed. New Delhi : NCERT.

5. Passi,B.K., Singh,L.C., and Sansanwal, D.N. (1991).
    Models of Teaching : Report of the Three Phase Study
    of CAM and ITM. New Delhi : NCERT.