VOLUME – XI

EDUCATIONAL RESEARCH

CENTRE FOR INNOVATIONS, RESEARCH AND DEVELOPMENT

(C I R D)

SOHAN LAL DAV COLLEGE OF EDUCATION

ISO-9001:2000 certified   NAAC 'A' Grade re-accredited (CGPA 3.54)

AMBALA CITY – 134002

HARYANA (INDIA)

Premier Institute of Education established in 1939

(2013)

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ITEMS

Foreword Preface
Acknowledgement

FOREWORD

Education plays a vital role in the development of any nation. Therefore, there is a premium on both quantity and quality of higher education. Deterioration in relevance, standard and excellence of academic programme could have adverse effect on a variety of stake holders like students, society and finally the nation as a whole. So it is highly important for maintaining quality assurance and sustenance activities. There is constant need of updating it through Innovation, Research and Development.

I am pleased to know that the developments in the educational strategies around the globe, Sohan Lal DAV College of Education has been envisioned to develop into strong centre for providing total quality in Teacher Education. This premier Institute of Education is catering the needs of 21st century of Modern India in Teacher Education. This institute has carved a niche in the field of teacher education by producing teachers, teacher educators, administrators and educationists of great repute. The uncountable benchmarks (like- A+ Grade in NAAC (old Methodology), excellent results in University, selected by UGC for sponsoring Major Research Projects in Environment Education, and establishing a centre for Sri Aurobindo Studies) and many more achievements in the field of teacher education reflect collective wisdom of the faculty under the dynamic leadership of Principal, Dr. Vivek Kohli.

It is appreciable to note that for advancing Frontiers of Knowledge through research and transmission, Dr. Kohli is releasing "Educational Research" a peer Reviewed (Refereed) International Journal regularly through 'Centre for Innovations, Research and Development' (CIRD) of the college.

I am sure this issue would be rich in information as well as in-depth that would lend insight to the researchers, practitioners, policy makers and other professionals involved in the field of teacher education.

I wish the release of the issue a great success.

Poonam Suri
President
DAV College Managing Committee
New Delhi

PREFACE

India is now the largest education system in terms of enrolment after China. Managing such a large educational system effectively and efficiently is indeed a biggest challenge before our education system. So in order to meet the challenge in this era of global knowledge, the role of teacher education institutions has become more important and crucial for enhancing quality education in school and subsequently in Higher Education. The higher education can become more meaningful and stronger if it is supported by potential issues, research findings and latest development in education.

In this background, Centre of Innovation, Research and Development (CIRD) of our College promotes and disseminates research by publishing "Educational Research" a Peer-Reviewed (Refereed) International Journal. The basic motive of this journal is to address the extraction of educational resources and knowledge processing that ultimately leads to the desired effect on learning and opening new vistas of research to be undertaken. This volume focuses on different aspects of education through theme papers as well as research findings at different levels

Here, I would like to appreciate and extend my thanks to the efforts of Dr. Sushma Gupta, Coordinator, Dr. Neelam Luthra, Assistant Coordinator and the entire editorial board including Dr. Narender Kaushik, Dr. Satnam Kaur, Dr. Nirmal Goyal, Dr. B.S. Wadhwa, Mrs. Ruchi Manchanda and Mrs. Sheetal Batra. The efforts of Ms. Gurpreet Kaur in typing the material are very much laudable.

<div align="right">

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ACKNOWLEDGEMENTS

"Educational Research " a Peer Reviewed (Refereed) International Journal is one of the most effective media for communicating and disseminating research findings and latest development in education among the academic world around. I am extremely happy to place before you Educational Research Volume – XI which portraits the changing scenario in Teacher Education depicting Innovative ideological approaches that can be used in spreading environmental awareness, teaching effectively in the era of communication, role of ICT, function of media in Teacher Education institutions etc.

At the outset I thank the Almighty to bless us with opportunity to work in the shadow of august leadership of Hon'ble Sh. Poonam Suri**,** President, DAV College Managing Committee, New Delhi. I am extremely grateful to him for acting as a constant oasis of ideas and passion in improving quality of life, quality of teacher education and thereby, improving the quality of nation.

I take the opportunity to place on record my sincere gratitude and overwhelming indebtedness to Dr.S.K. Sama**,** and Sh. Rajinder Nath, Senior Vice Presidents, DAV College Managing Committee, New Delhi for their dexterous guidance and valuable suggestions for accomplishing this perspiring task.

I gratefully acknowledge the contribution of Sh. R. S. Sharma, General Secretary, DAV College Managing Committee, New Delhi. He is a man of permanent source of encouragement for us.

I shall even remain grateful to Sh. Satish Sharma**,** Director (Colleges), DAV College Managing Committee, New Delhi for illuminating dark recesses of our minds with his clear thinking and excellent spirit.

I express my gratitude to Dr. Vivek Kohli, Principal and Editor-in-Chief for his invaluable suggestions and unflinching encouragement in the publication of this Journal.

DEVELOPMENT AND STANDARDIZATION OF INDEPENDENT LEARNING SCALE

* Dr. Sushma Gupta   ***Ms. Shakshi*

Abstract

This paper explains the procedure of developing and standardizing an independent learning scale constructed by the researcher to measure the independent learning skills of IX class students ranging between the age group of 13 to 15 years. The scale has been constructed by using Likert's method of summation to obtain a five point judgment on each item. After critical study of the related literature of independent learning, three dimensions viz. Self Motivation, Time Management and Reflection were selected for construction of the scale. The pilot study had 47 items, related to all the three dimensions mentioned above. The reliability of the scale was calculated by split-half method followed by the use of Spearman- Brown Prophecy formula and test-retest method. The scale had face validity, content validity as well higher intrinsic validity.

INTRODUCTION

Independent learning is a method or learning process where learners have ownership and control of their learning - they learn by their own actions and direct, regulate, and assess their own learning. The independent learner is able to set goals, make choices and decisions about how to meet his learning needs, take responsibility for constructing and carrying out his own learning, monitor his progress toward achieving his learning goals, and self-assess the learning outcomes. (Livingston). The purpose of the scale is to measure the independent learning skills of IX class students ranging between the age group of 13 to 15 years. The scale covers the following three dimensions:

SELF MOTIVATION

Self-motivation is the force that keeps pushing us to go on; it's our internal drive to achieve, produce, develop, and keep moving forward. Self-motivation is linked to our level of initiative in setting challenging goals for ourselves, our belief that we have the skills and abilities needed to achieve those goals and our expectation that, if we put in enough effort, we will succeed in improving.

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Self-motivation includes the following three components:

Optimism: The ability to look at the brighter side of life and to maintain a positive attitude even in the face of adversity. It assumes a measure of hope in one's approach to life.

Achievement drive: The ability to set and achieve goals, to have a sense of direction in life and to strive to realise your potential despite obstacles and setbacks from time to time. Achievement drive is an ongoing, dynamic process of striving towards maximum development of one's abilities, capabilities and talents. This factor is associated with persistently trying to do one's best and trying to improve oneself in general. This leads to feeling of self-satisfaction.

Contentment: The ability to enjoy yourself and others and have a positive approach to life. This contributes to the emotional energy required to get things done. Contentment stems from self-satisfaction. It involves the ability to enjoy various aspects of one's life and life in general. It is associated with a general feeling of cheerfulness and enthusiasm. This is also an important by-product and indicator of one's overall degree of emotional and social functioning. Contentment fuels the energy required to increase one's motivational level to get things done.

TIME MANAGEMENT

Time management refers to the use of a range of skills, tools and techniques used to organize or manage time when accomplishing specific tasks, projects and goals. Effective time management is underpinned by a range of additional skills which include planning, allocating, goal setting, delegation, monitoring and analysis of time spent, organizing, scheduling and prioritizing.

Time management is the capability to properly plan and organize time to maximize productivity and efficiency. It denotes the ability to use time consistently well to complete immediate tasks and to work towards long term goals. Time management is both a skill and an attitude; it requires the skill of knowing and using time management techniques, but is also dependent on being motivated and driven in order to put the plan into practice.

REFLECTION

Reflection is a process of self-examination and self-evaluation. Reflection is a mental activity aimed at investigating one's own action in a certain situation and involving a review of the experience, an analysis of causes and effects, and the drawing of conclusions concerning future action. (Woerkom, 2003). Reflection is a mental process which, applied to the act of learning, challenges students to use critical thinking to examine presented information, question its validity, and draw conclusions based on the resulting ideas. This ongoing process allows the

students to narrow possible solutions and eventually form a conclusion. The result of this struggle is achieving a better understanding of the concept.

ITEM FORMULATION

Before formulating the statements the investigator thoroughly studied the related literature**.** The statements were formulated from different sources i.e. relevant literature, discussions with the research scholars working in the related fields, opinion of school teachers, and deliberations held with the experts in the field of psychology, education and technology. In this way, 81 items were framed to assess independent learning skills among the school students. These statements belonged to three dimensions of independent learning viz. Self-Motivation, Time Management, and Reflection. There are 5 alternatives against each statement each viz. Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D) and Strongly Disagree (SD).

ITEM SELECTION

The list of the statements so prepared, was reviewed. Firstly, the statements were judged from language point of view by a language expert. The statements which were having ambiguity were either modified or dropped out. After this, the list of statements was given to the experts in the field of psychology, education and technology. The statements were modified in the light of their suggestions. After this, the scale was administered to a small group of school students (15 students) falling in the age group of 13-15 years to know whether they properly followed these statements or not. The statements which were not properly interpreted or followed were dropped out.

In this way, 73 statements were retained in the first draft of the scale.

Table -1

Distribution of items on various dimensions in the first draft of the of Independent Learning Scale

S. No.	Dimensions	Item Numbers	Total
1	Self Motivation	1,2,3,4,5,6,8,9,10,12,13,16,17,19,22,24,26,27,28,29, 30, 38,41,50,51,52,54,56,70,71	30
2	Time Management	7,15,18,21,23,25,31,32,33,34,35,36,39,40,44,45,46,47,48 ,66,67,	21
3	Reflection	11,14,20,37,42,43,49,53,55,57,58,59,60,61,62,63,64, 65,68,69,72,73	22
		Total	**73**

Table-2

Distribution of Positive and Negative Statements in the first draft of the independent Learning Scale

Sr. No.	Dimensions	No. of Items	Positive Statements	Negative Statements
1	Self Motivation	30	1,2,4,5,9,10,12,17,22,24 ,26,38,41,50,51,52,54,5 6,70,71	3,6,8,13,16,19,27, 28,29,30
2	Time Management	21	7,15,18,21,23,25,31, 32,33,35,40,44,46,66,67	34,36,39,45,47,48
3	Reflection	22	11,14,20,37,42,43,49,55 ,57,58,59,60,61,63,64,6 8,69,72,73	53,62,65
	Total	**73**	**54**	**19**

Pilot study

After obtaining due permission from the concerned authorities of the school, the scale was administered to class IX students in a group of 40 students in the respective school premise by the investigator herself. Usual requirements for proper test administration like quite, comfortable and well-lit room with ample space for each respondent to work were ensured. The instructions and the purpose of the scale were explained to the respondents by the investigator. They were asked to tick any of the five answers appearing in the five point scale. There was no time limit for completing the scale. Generally a student completed the scale within one hour.

Scoring

The scoring of the scale was very easy and of quantitative type. The responses of the subject were rated on a five point scale ranging from Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. The scoring was done by awarding 4 scores to Strongly Agree, 3 scores to Agree, 2 to Undecided, 1 to Disagree and 0 to Strongly Disagree for positive items and vice versa for negative items respectively. The scoring procedure has been clearly illustrated in the following table:

<div align="center">**Table-3**</div>

<div align="center">**Scoring Procedure for independent learning scale**</div>

Sr. No.	Alternatives	Positive Statements	Negative Statements
1.	Strongly Agree	4	0
2.	Agree	3	1
3.	Undecided	2	2
4.	Disagree	1	3
5.	Strongly Disagree	0	4

ITEM ANALYSIS

Item analysis of the scale was done by calculating the Coefficient of correlation between the item and the whole test score. The coefficient of correlation 'r' of all the items is shown in the table below;

<div align="center">**Table-4**</div>

Item No.	Correlation	Remarks	Item No.	Correlation	Remarks
1	0.324	S	38	0.433	S
2	0.489	S	39	0.386	S
3	0.719	S	40	0.251	NS
4	0.325	S	41	0.271	NS
5	0.334	S	42	0.467	S
6	0.539	S	43	-0.020	NS
7	0.154	NS	44	0.047	NS
8	0.472	S	45	0.465	S
9	0.201	NS	46	0.137	NS
10	0.210	NS	47	0.552	S
11	0.383	S	48	0.588	S
12	0.256	NS	49	0.327	S
13	0.517	S	50	0.407	S
14	0.433	S	51	0.228	NS
15	0.377	S	52	0.571	S
16	0.457	S	53	0.658	S
17	-0.004	NS	54	0.324	S
18	0.154	NS	55	0.339	S
19	0.578	S	56	0.442	S
20	0.274	NS	57	0.521	S
21	0.251	NS	58	0.269	NS
22	-0.046	NS	59	0.428	S
23	0.528	S	60	0.437	S
24	0.044	NS	61	0.433	S
25	-0	NS	62	0.399	S

26	0.371	S	63	0.207	NS
27	0.577	S	64	0.256	NS
28	0.266	NS	65	0.225	NS
29	0.255	NS	66	0.514	S
30	0.601	S	67	0.452	S
31	0.030	NS	68	0.405	S
32	0.389	S	69	0.382	S
33	0.496	S	70	0.393	S
34	0.519	S	71	0.483	S
35	0.158	NS	72	0.311	S
36	0.585	S	73	0.418	S
37	-0.077	NS			

S= Selected

NS = Not selected

Items with 'r' values less than 0.30 were rejected. According to de vaus (2004), anything less than 0.30 is a weak correlation for item analysis purposes. In this way 7,9,10,12,17,18,20,21,22,24,25,28,29,31,35,37,40,41,43,44,46,51,58,63,64 and 65 were rejected from the preliminary draft. As many as 47 statements having the 'r' value greater than 0.30 were chosen in order to form the final scale.

The final form of the scale consisted of 47 items as shown in the following table

Table-5

Distribution of items on various dimensions of the of Independent Learning Scale

Sr.No.	Dimensions	Item Numbers	Total
1	Self Motivation	1,3,4,6,9,10,12,13,16,17,19,22,24,26,27,29,30,	17
2	Time Management	7,15,21,23,25,28,32,35,36,38,39,41,44,47	14
3	Reflection	2,5,8,11,14,18,20,31,33,34,37,40,42,43,45,46	16
		Total	**47**

Table-6

Distribution of Positive and Negative Statements in the independent Learning Scale

Sr. No.	Dimensions	No. of Items	Positive Statements	Negative Statements
1	Self Motivation	17	1,3,4,10,13,16,19,22,27,30	6,9,12,17,24,26,29
2	Time Management	14	7,21,25,28,38,39,41,47	15,23,32,35,36,44
3	Reflection	16	5,8,11,14,18,20,31,34,37,40,42,43,45	2,33,46
	Total	**47**	**31**	**16**

Reliability

To test the reliability of the scale both Split-Half method and Test-Retest method were used.

(i) Split-Half Reliability Coefficient

In this method, odd and even items were splited and their correlation was computed by applying product-moment coefficient of correlation. The reliability coefficient of the whole test was computed with the help of Spearman-Brown Prophecy formula:

$$r_{tt} = 2r_{hh}/ 1+r_{hh}$$

where, r_{tt} = reliability of the whole scale

r_{hh} = coefficient of correlation between the two halves of the scale.

The reliability of the whole (test) scale came out to be 0.95. Thus the test was highly reliable.

(ii) Test-Retest Reliability Co-efficient

After four weeks time interval the scale was administered to same 40 students. The test-retest reliability co-efficient indicating the stability of measurement over a period of time came out to be 0.78. Thus it shows that the test was highly reliable.

Validity

A technique or test is valid if it measures what it claims to measure. The validity of the scale was calculated through face validity, content validity and intrinsic validity.

(i) Face Validity

The face validity of the scale was fairly high. There was a close agreement among the judges and experts to ensure its face validity.

(ii) Content validity

Content validity was examined to determine whether the scale covered all the items adequately from which all the aspects of independent learning was to be assessed. The judges were in consonance with the view that the contents were covered in the test in all the items.

(iii) Intrinsic Validity

Intrinsic Validity was calculated by using the following formula:

Intrinsic Validity = Reliability

$V_{tt} == r_{tt}$

= 0.97

Coefficient of V_{tt} was quite high. Thus it shows that the test was valid.

CONCLUSION

The independent learning scale developed and standardized by the researcher can be used to measure the independent learning skills of IX class students ranging between the age group of 13 to 15 years. This can also be used to find out and analyse various factors associated with independent learning so that necessary steps can be taken to create an environment to develop independent learning skills among students.

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REACTIONS OF THE STUDENTS OF B.Ed. (DISTANCE EDUCATION) TOWARDS PERSONAL CONTACT PROGRAMME

*Dr. Narender Kaushik

The true concept of teaching has broken the myth of a walled classroom and has taken flights to open platforms and distant corridors. The recent exploration of knowledge, the mounting pressure for the use of mass-media and the latest advances in science and technology have bought into focus the need for distance education to enable the recipients to exploit the abilities and capacities to the better side of his improvement.

The concept of distance education has been universally accepted as an alternative to the institutional teaching to provide a second chance for doing higher education to those who missed the opportunity of doing the same at their normal stage. Distance education is the method of learning at one's own pace in one's own time, without the boundaries of the formal presence of the teacher.

In India there are many universities which are running correspondence courses keeping with the spirit of Open University system and in accordance with the National Policy of Education, which lays emphasis on containing and distance education, Maharshi Dayanand University and Kurukshetra University Kurukshetra, established the Directorate of Distance Education and started distance education course.

Personal Contact Programme plays vital role in distance education because simply sending informational material is not sufficient in the distance education. There should be contact between teacher and the Distant learners.

During Personal Contact Programme the distant learners get an opportunity Of discussing their individual problems directly with the teachers. They get a sense of active participation in the classroom situations. They can get information about study material related to the different courses. No exclusive study has been conducted to know about the reactions of the distance learners towards Personal Contact Programme till now. Keeping this in mind, the inverstigator chose this topic to study the reactions of the students of B.Ed. (Distance Education) towards Personal Contact Programme.

OBJECTIVE OF THE STUDY

To study the reactions of the students of B.Ed. (Distance Education) towards Personal Contact Programme.

*Associate Professor, Sohan Lal DAV College of Education, Ambala City

DESIGN OF THE STUDY

Sample:100 students(male and female) of B.Ed. (Distance Education) who have attended Personal Contact Programme at different centers organised by Directorate of Distance Education Kurukshetra University Kurukshetra, formed the sample of the present study.

The subjects were chosen randomly from different Personal Contact Programme centers running in Haryana.

TOOLS USED

A questionnaire developed by the investigator containing questions related to different aspects of Personal Contact Programme, was used to study the reactions of the students of B.Ed. (Distance Education) towards Personal Contact Programme.

PROCEDURE OF THE STUDY

The investigator visited the different Personal Contact Programme centres running at different places in Haryana and met the distant learners personally and collected the required informations and relevant data.

Statistical Tool Used: Percentile technique was used to analyses the data.

The obtained results were presented in the following table 1 to 6.

Table No. 1 Showing the reactions of B Ed distance learners about the teaching efficiency of teachers.

Sr. No.	Reactions about	No. of Students	No. of Students with 'Yes' Response	No. of Students with 'No' Response
1	Teaching Method	100	98	2
2	Well Prepared	100	91	9
3	Curriculum	100	55	45
4	Problem Solving	100	79	21
5	Use of Examples	100	90	10
6	Class Control	100	89	11
Total		600	502	98
Mean		100	83.67	16.33

Table-1 exhibits that overall teaching efficiency of teachers, who were teaching during the P.C.P.'s, was praiseworthy. Teaching methods used by the teachers were very effective most of teachers came to deliver the lessons with full preparation. They were very keen and anxious to

solve the problems of the students. They made efforts to make the teaching more and more effective with the help of suitable examples. The class control was very good but due to shortage of time they could not be able to finish/cover the whole syllabus.

Table No.-2

Showing the reactions of B.Ed. distance learners related to their own behavior during P.C.P.'s

Sr. No.	Areas	No. of Students	No. of Students with 'Yes' Response	No. of Students with 'No' Response
1	Attendance	100	88	12
2	Interaction	100	97	13
3	Understanding	100	91	9
4	Lesson Prepared during simulated teaching	100	89	11
5	Use of Teaching Aid	100	60	40
6	Record of Attendance	100	96	4
	Total	600	511	89
	Mean	100	85	15

Table No-2 exhibits that the distance learners, who were attending the P.C.P., were very careful during personal contact programme. They attended the P.C.P. regularly except any emergency. They took active participation during classroom teaching. Due to this, they could be able to understand the subject matter easily. They also prepared the lesion plans and used teaching aids during simulated teaching. Record of attendance was maintained by the organizers during P.C.P. so that the students may be regular.

Table No.-3

Showing the reactions of B.Ed. distance learners related to classroom situations.

Sr. No.	Areas	No. of Students	No. of Students with 'Yes' Response	No. of Students with 'No' Response
1	Discipline & Environment	100	46	54
2	Seating Arrangement	100	45	55
3	No. of Students	100	66	34
4	Teaching through Hindi medium	100	26	74
5	Teaching through English medium	100	9	91
6	Both Hindi & English medium	100	88	12
Total		600	280	320
Mean		100	46.67	53.33

Table No.-3 overall shows that classroom situations during P.C.P. were not satisfactory. The students had to face many problems during P.C.P. like discipline could not be maintained while teaching due to over loaded class. Most of the students were forced to remain standing during class due to lack of chairs and benches mixed medium of teaching was used which was harmful for the students because some of them were having English medium and others were having Hindi medium.

Table No.-4

Showing the reactions of B.Ed. distance learners related to the subject matter of compulsory papers.

Sr. No.	Areas	No. of Students	No. of Students with 'Yes' Response	No. of Students with 'No' Response
1	Subject Matter	100	77	23
2	Language	100	90	10
3	Helpful critical thinking	100	55	45
4	Teaching from whole syllabus	100	66	34
5	Effective Teaching	100	81	19
6	Repetition of important lessons	100	40	60
Total		600	409	191
Mean		100	68	31

It can be seen from the table no. 4 that the distant learners were satisfied about the subject matter of the delivered lessons in respect of compulsory papers. It was presented in a simple and clear language but it could not be helpful in invoking the critical thinking among the students. The main weakness of the P.C.P. was observed that the important lesions could not be repeated in the end due to shortage of time.

Table No.5

Showing the reactions of the B.Ed. distance learners during P.C.P. related to subject matter of the teaching subjects.

Sr. No.	Areas	No. of Students	No. of Students with 'Yes' Response	No. of Students with 'No' Response
1	Teaching of Both subjects	100	97	3
2	Teaching Practice	100	82	18
3	Discussion Lesson	100	81	19
4	Interaction of students during discussion lesson	100	79	21
5	Supervision	100	75	25
6	Feedback	100	65	35

Total	600	479	121
Mean	100	80	20

Table No.5 exhibits that the subject matter of both the teaching subjects was taught during the P.C.P. Teaching practice was done by the distant learners and the discussion lessons were prepared and delivered. Other students also asked / shared the questions to the pupil teacher. During the discussion lesson, lesson plans were prepared by the students and checked by the superiors. Feedback was also given after the end of the discussion lesson.

Table No.6

Showing the reactions of B.Ed. distance learners related to the information given about work experience at during P.C.P.

Sr. No.	Areas	No. of Students	No. of Students with 'Yes' Response	No. of Students with 'No' Response
1	Information about Work experience	100	52	48
2	Information about B.B.W.	100	52	48
3	Information about (viii) 'A' & 'B' paper.	100	55	45
4	Related to Experience	100	84	16
5	Note Book Preparation	100	52	48
6	Checking of Notebooks	100	40	60
Total		600	325	265
Mean		100	56	44

Table No.6 exhibits that information and guidance given by the teachers about work experience, blackboard writing and paper (viii) 'A' and 'B' were not sufficient. The practice notebooks of work experience were prepared by the students having information from other sources but the teachers did not take keen interest to check these notebooks.

Table No.-7

Showing the reactions of the students of B.Ed. distance learners related to general views of students

Sr. No.	Areas	No. of Students	No. of Students with 'Yes' Response	No. of Students with 'No' Response
1	Achievements	100	96	4
2	No. of P.C.P.'s	100	97	3
3	Utility	100	99	1
4	Goal Attainment	100	62	38
5	Liking/ Disliking	100	93	7
6	Future of P.C.P	100	99	1
Total		600	546	54
Mean		100	56	9

Table No. 7 exhibits that most of the distant learners liked P.C.P. and felt that they were really benefitted . 97% learners demanded that more P.C.P. should be organized so that these can be more useful and could be more helpful to goal attainment. 99% students were in favour of the organization of personal contact progress in future.

CONCLUSIONS

This study concludes that the distant learners were fully satisfied with the teachers who taught them during P.C.P. All the distance learners and the teachers were punctual. Students were taking keen interest during classroom teaching. Simulated teaching was done by the students while classroom conditions were very poor. There were lack of rooms, chairs and benches in the institutions where P.C.P. were being run by the directorate of distance education. Number of students allotted to the centre was very high. Due to this the discipline could not be maintained. Medium of instruction used by the teachers was mixed which created difficulties to the students having English or Hindi medium. The subject matter of the delivered lesion related to compulsory and teaching subject was sufficient and presented in a simple and clear language but due to lack of time revision of important lesson could not be done. The discussion lessons were prepared and delivered by the students with the help of teaching aids. Feedback was also given to the students after the end of the discussion lesson. Main drawback of the P.C.P. was that the teachers did not give the information and guidance properly about the work experience. Students prepared the notebooks related to work experience with the help of friends and their own experience. Teachers did not take interest to check their notebooks

Overall students got some useful experience through P.C.P. They liked P.C.P. and requested to arrange P.C.P. for the course in future.

This study is the answer of that question which was raised in 1850when William Sewell of Exeter College in England stated, "Though it will be impossible to bring the masses requiring education to the university, may it not be possible to carry the university to them."

This study also favors' the views of M.C. Intosh (1976) and Glatter and Weddle (1971). When they throw some light on the reasons why students have chosen distance study instead of other types of adult education.

This is why, it can be stated that during distance education Personal Contact Programme plays   vital   role   for   the   distant   learners.

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ASSESSING COLLEGE TEACHERS' AWARENESS OF CONCEPTS AND PRACTICES OF TEACHING

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Teaching is a complex skill involving a wide range of activities and practices. The teacher has to interact with groups of students and he has to use various concepts and practices in order to disseminate the knowledge about the subject and to make the teaching and learning process interesting. Moreover, the growth of the teacher is reflected in his beliefs, philosophy, and attitude. College education is a highly intellectual pursuit and the degree college teachers do not often get a chance to chisel their own skills for teaching and using modem technologies. There is a dearth of pre service preparation for teachers of degree colleges leading to a lack of their required mental orientation. Hence it was thought important to assess their awareness of concepts and practices which are imperative in teaching in the modem Indian scenario. The present paper focuses on two major objectives:

1. To assess the extent of awareness of teachers of degree colleges about some educational concepts
2. To determine the use of selected educational practices by teachers of degree colleges of Ambala Distt

Methodology

The study was carried out by randomly selecting 50 teachers from various degree colleges of Ambala affiliated to Kurukshetra University, Kuruksetra. A questionnaire on Teachers' understanding about some concepts of education, desirable qualities of a successful teacher, components of a good lesson, use of selected classroom practices by college teachers such as techniques of motivating students, use of Audio-Visual media, problems faced in using Audio-Visual media, group-methods used by teachers and some general problems faced by them while teaching. The questionnaire was analysed by calculating percentages.

Discussion of Results:

1. Awareness of College Teachers about some concepts of teaching

The college teachers were assessed for their awareness on some key instructional concepts like education, educational technology and the goal of teaching their respective subject in

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Indian scenario. Their responses were got evaluated by the experts in the field of education and were categorized as Not Clear, Narrow perspective and Comprehensive.

Table-I

Teachers' Awareness of Some Concepts of Education

Summary of Response	Concepts					
	Edu.	%	Edu. Tech.	%	Goal of Teaching	%
Not Clear	20	40%	22	44%	19	38%
Norrow Perspective	18	36%	20	40%	21	42%
Comprehensive	12	24%	8	16%	10	10%

As shown in the table above a majority of the college teachers (40%) were assessed not clear in their concept of education, 36% had a Narrow perspective and only 24% had a comprehensive awareness on the concept of education. In the same way most of the teachers 44% were not clear and 40% of the respondents showed a limited perspective and only 16% showed a comprehensive knowledge of educational technology. Regarding the goal of teaching their subject also 38% of the teachers were not clear. 42% had a Narrow view and only 10% had a comprehensive awareness about the goal of teaching.

2. Desirable Qualities of a Good Teacher

Qualities of Successful Teachers

The second item in the questionnaire focused on the desirable qualities of a good teacher. Most of the teachers 58% considered knowledge of subject as the most desirable quality. A lesser number of teacher 22% felt communication skills as the most desirable quality.

Table-2

List of Qualities of Preferred	Frequency	Percentage of Teachers
Knowledge of Subject	29	58%
Communication Skills	11	22%
Good Teaching Methods	5	10%
Pleasant Personality	5	10%

10% teachers felt that we of good teaching method is the most preferred quality and 10% teachers felt that a pleasing personality is most desirable quality. The data shows that know ledge

is still being considered as the most desirable quality of a teacher. Communication Skills, good teaching methods and a pleasing personality enjoy lesser priority.

3. **Components of a good lesson**

The college Teachers were asked to indicate the components of a good lesson. The table is given below:

Table-III

Components	Frequency	Percentage
Covering main ideas	18	36%
Use of ICT	15	30%
Concluding Statement	5	10%
Objectives of the lesson	4	8%
Motivational Strategies	3	6%
Sectional Recapitulation	3	6%
Introductory Statements	2	4%

The responses of the 36% college teachers show that covering main points is the most significant and most preferred component, followed by use of Information & Com., Technology (30%). Concluding statement is also most preferred by 10% respondents followed by objectives of the lesson as a most preferred component indicated by 8% respondents, motivational strategies and sectional recapitulation is given the same weightage by 6% respondents. Introductory statement is preferred by only 4% respondents.

4. **Use of techniques for motivating students.**

Table-IV

Technique/strategy	Frequency	Percentage
Intersting remarks	21	42%
Raising Questions	12	24%
Sectional Recapitulation	10	20%
Organizing Demonstration	7	14%

Most of the teachers (42%) reported that they preferred intersting remarks as the most preferred strategy. Raising questions during the lesson was most preferred by 24% teachers,

Sectional recapitulation was again used by 20% and demonstration/activity was used as a strategy by 14% teachers for motivating their students.

5. Use of Audio-Visual Material:

Table-V

Name of AV Material

Technique/strategy	Frequency	Percentage
Use of Computers	19	38%
T.V. Programmes	13	26%
Internet	8	16%
Photographs	5	10%
Overhead Projector	3	6%
Charts	2	4%

Use of computer PPT's is the most preferred by 38% respondents, which is a good sign that teachers are using computers in c1ass rooms followed by a lesser percentage (26%) of teachers for T.V. programmes. Internet is used by 16% and photographs are used by 10% followed by 6% teachers preferring for overhead projector and only 4% prefer to use charts.

6. Problems faced by Teachers while using A.V. Materials:

Table-VI

Problem Type	Frequency	Percentage
Complex Procedure for using AVM	20	40%
Lack of facilities	14	28%
Less motivation from Authorities	9	18%
Paucity of time	7	14%

Table 6 reveals that complex procedure is the most challenging problem in the way of using Audio Visual material as reported by 40% of the teachers. Lack of A.V. facilities was reported by 28% teachers. Only 18% of the respondents feel that less motivation from authorities also is a challenging problem and paucity of time was reported to be most challenging problem by 14% the college teachers.

7. Use of Group Methods of Learning:

Table-VII

Name of the Group Method	Frequency	Percentage
Seminars	19	38%
Group Discussion	16	32%
Field Trips	7	14%
Work Shops	5	10%
Conducting Group Research Projects	3	6%

Organising seminars was most preferred by 38% of the respondents followed by 32% respondents who preferred group discussions. 14% of the teachers reported that Field Trips were most preferred and 10% said that Workshops were most preferred. Only 6% felt that group research projects were most preferred.

8. General Problems of Education

Table-VIII

Type of the Problem	Frequency	Percentage
Lack of good infrastructure	19	38%
Obsolete curriculum	17	34%
Lack of In-service Training	11	22%
Invasion of Technology in Modern Life	3	6%

Most of the teachers (38%) strongly agreed that lack of good infrastructure was one of the basic problems of modern/education. 34% strongly agreed that obsolete curriculum is the problem, 22% strongly believed that the lack of in-service training is the major problem and 6% respondents felt that overuse of technology by students is the major concern of modern education.

CONCLUSION

The present study points out the college teachers' awareness of basic concepts of education. Knowledge is still considered the most desirable quality of a successful teacher which is not in tune with the demands of changing modern society, where the teacher is considered only

a facilitator of information. Use of ICT and Internet are still given lesser preference by teachers. Use of motivational strategies, sectional recapitulation, opening and concluding statements are given focus by a very less percentage of teachers. Procedural complexity for the use of Audio-Visual material has been identified as one of the most alarming problems faced by teachers while their teaching. Inservice Training from time to time is also an important issue to be given due attention by the authorities. Change in curriculum according to the changing demands of society is also an indicator of teachers' awareness about the need of the same. The degree college teachers get a lesser chance for regular training courses, hence such courses should be organized by the colleges for responding to the need of updating the knowledge of the teachers.

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QUALITY ASSURANCE IN TEACHING AND LEARNING

Dr. Satnam Kaur

The present paper examines the aspect of Quality Assurance in the process of teaching and learning in educational set up of the country. Excellence in education for all round development depends upon quality education ensured by the teacher who uses new methods, innovations and technology to make him accountable to the society and to bring radical changes in educational system.

The term Quality Assurance means that Quality be maintained in different types of institutions and improvements in the system be a continuous process. It refers to the planned, systematically evaluated and performed value oriented activities so that quality requirements for a process product or services can be ensured. It is a systematic measurement, comparison with respect to a standard, monitoring of processes and an associated feedback schedule which can be used for improving the system. This can be achieved through quality enhancement focused on process and product. The following paradigm reveals the meanings of the terms used for letters in the two words QUALITY and ASSURANCE
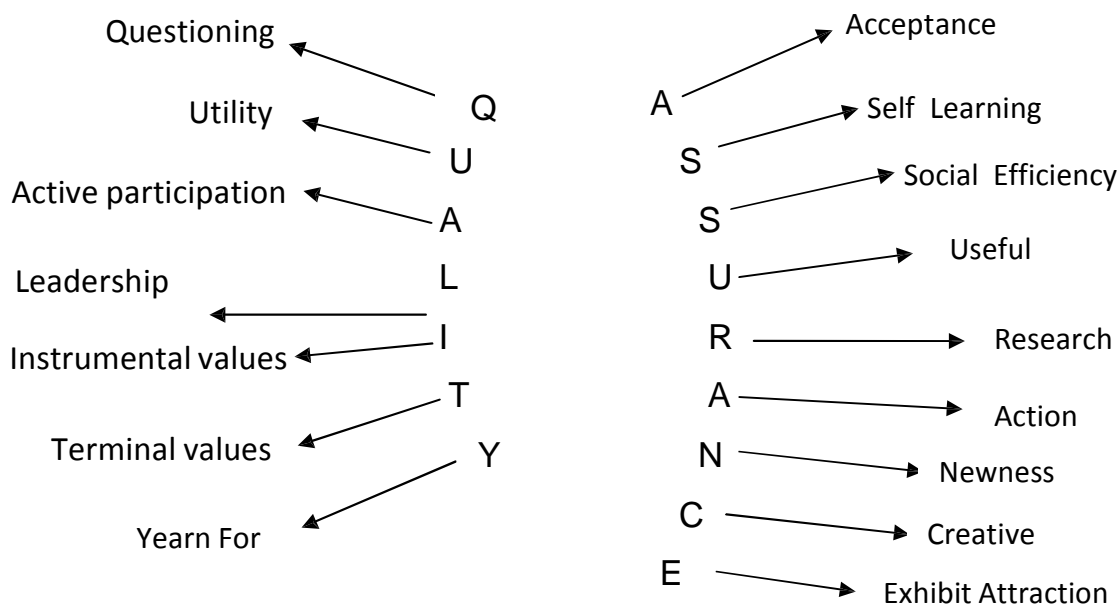
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Educational institutions are expected to do potential improvement in different areas of educational concern which should be continuously identified by the education personnel. However, educational reforms are often not well implemented. This result in wastage of finances, human resources and potential or the efforts put to make reformation.

Quality maintenance in teaching and learning process requires radical changes to be made with the passage of time.Change may be described as the adoption of an innovation where the ultimate goal is to improve outcomes through an alteration of practices. However the process of change is complex. Further there are number of differing strategies which can be used for implementing these changes.

Swenson (1997) notes that "globalization" of the society has produced an imperative for continual reappraisal of practices in order to maintain a competitive edge. In educational terms, this may be interpreted as the need to update practices in keeping with the findings of international research, so as to continually conform to national trends in the fields of education and keep pace with changing world in these areas.

Internal to the educational set up curricular reforms are of much concern as the educational reforms are taking place with an accelerated pace in the whole world. Further change in teacher-student relationships from teacher centered to student centered teaching and learning create the need for modification of teaching practices, policies and procedures to support more meaningful educational experiences as curriculum is basically the totality of experiences. A pragmatic attitude is necessary for changes or reforms to be attempted in different aspects of the curriculum related issues. Curriculum transaction should involve methodologies that emphasize collaborative/team teaching, that involve collective efforts to be made in teaching and thereby promoting greater social cohesion, social inclusion and educate students in desirable behaviour in order to resolve conflicts and contradictions.

As educational institutions have unique cultures, practices and traditions, it is self evident that cultural spaces of students be taken into consideration in making planning of teaching. The style of the administrator will to a large extent determine the types of changes that are likely to be introduced together with the ultimate success of their implementation and subsequent improvement in learning outcomes. Lincoln (1987, 16), states that a whole school approach is necessary, with the need for shared decision-making and collaborative practices being of paramount importance. The whole school approach demands the use of strategies like team teaching or collaborative teaching when all the teachers teach and update the knowledge.

It may be hoped that by individual taking risks by developing educational practices that embrace the concepts of information literate learning communities, gradual change to some of the barriers may occur, thereby laying the foundations for a whole school approach. Innovations involve the risk of making proper applications. Current educational practices do not support unsuccessful outcomes (Santos, 1999). The nature of accountability in government schools determines to a large extent the school principal's response to suggestions concerning innovation at the local school level. However, these "unsuccessful experiments" are part of the learning process itself.

The NPE 1986 Visualises that Higher Education should become dynamic as it was never before. The quality assurance also requires that education should be dynamic in nature as it is a means of radiation and change. According to programme of Action 1992; some of the main features of the policy are:

➢ Development of Autonomous Colleges and Departments (P.112)

➢ Redesigning of courses

➢ Training of teachers (Teacher Leadership P.119)

➢ Strengthening Research

➢ Finances

Excellence in education for all round development of the nation depends to a great extent on the quality and efficiency of the teacher.

Development in Technology has generated demands on the part of the educational system to inculcate among students the importance of lifelong learning, to have critical and independent thinking, to take initiatives and to keep pace with the abrupt advancement taking place in the changing world. From the point of view of quality assurance, ICT facilitates learning by shifting from information receiving to searching, gathering and synthesizing relevant information, and making applications of the information to problem-solving and communicating ideas effectively. By using different softwares students can be evaluated in more than one subject area and in several skills. Scientific approach can be effectively used to generate a scientific outlook and temperament and for providing solutions to problems of different areas of education which demands attention of students and teachers in order to generate new knowledge in the classroom through constructivism to ensure quality in the educational system. Constructivism is very essential these days so as to bring radical changes in the system and to bring out new knowledge.

Constructivism represents one of the big ideas in education. Its implications for how teachers teach and learn to teach are enormous.

Constructivism is a learning theory that states that people learn by actively constructing their own knowledge, based on previous knowledge. It is a process of active construction and transformation of knowledge.

The teacher and the students should also make planning for values to be inculcated along with teaching of the subject matter so that the traditional and new values should form a part of the educational system. Value orientation is an important factor to be taken into consideration. Another important aspect of quality enhancement is to provide citizenship education to all the students whosoever take admissions in educational institutions. Political socialization is of paramount importance as the students of today will be the teachers of tomorrow.

Education of teachers is not only responsible for improvement of school education but also for preparing competent, committed and professionally well qualified teachers who can meet the demands of a system. Viewed in their perspective a high quality teacher must imbibe the four aspects of education as mentioned in the Jacques Delor's, "Learning the Treasure within" (1996). Which are

- Learning to Know
- Learning to Do
- Learning to Live together
- Learning to be

A good teacher must imbibe the following elements within his personality

➢ Competence
➢ Commitment
➢ Confidence
➢ Creativity
➢ Collaboration
➢ Constructivism

In nutshell Quality assurance is of much significance as has already been advocated in the present paper. Different kinds of reforms are therefore, needed to excellence within the educational system. Today learning of the students is more important than instruction and teaching. So the teacher and stakeholders should work in collaboration. The methods like constructivism, critical inquiry approach, total atmospheric approach, use of ICT, value

orientation and value planning must be ensured in order to bring radical ensure changes within the system of education, we must open the gate of successful teaching and learning.

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A STUDY OF RELATIONSHIP BETWEEN CREATIVITY AND ACHIEVEMENT OF STUDENTS IN MATHEMATICS

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RATIONALE

Creativity has been proposed as one of the major component to be included in the education of the 21st century (**Mann, 2005**). The creativity in mathematics has been accepted as the insurance for the growth of the field of mathematics. Some theoreticians and teachers have believed that only creative mathematics can be successful at contributing to the growth of the field of mathematics. But as the students progress through the educational ladder their interest in mathematics diminishes. Yet there is an ever increasing need within the workforce for individuals who possess talent in mathematics. The literature suggests that mathematical talent is most often measured by the speed and accuracy of a student's computation with little emphasis on problem solving and pattern finding and no opportunities for students to work on rich mathematical tasks that require divergent thinking. As a result children's natural curiosity and enthusiasm for mathematics reduces and only solution to it is to keep students interested and engaged in mathematics by recognizing and valuing their mathematical creativity. Moreover, generally it is believed that the students who are good academically are more creative as compared to those who are not good academically. So, the investigator got interested to find out the relationship between mathematical creativity and achievement.

Many researchers focused their attempts to study the relationship between general creativity and academic achievement (Habibollah, Rohani, Tengku and Jamaluddin, 2009 ; Asha,C.B., 1980) relationship between Personality, creativity and academic achievement among undergraduate students (Behroozi,1997). But the studies on relationship between creativity and achievement of students in mathematics are limited; hence the present study has been taken up.

OBJECTIVES

1) To find out the significant difference between the creativity of girls and boys in mathematics.
2) To find out the significant difference between the achievement of girls and boys in mathematics.
3) To find out the significant difference between the creativity of high achievers and low achievers in mathematics.
4) To find out the relationship between creativity and achievement in mathematics.

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HYPOTHESES

1) There exists no significant difference in the creativity scores of girls and boys in mathematics.

2) There exists no significant difference in the achievement scores of girls and boys in mathematics.

3) There exists no significant difference in the creativity scores of high achievers and low achievers in mathematics

4) There exists no significant relationship between creativity and achievement of students in mathematics.

METHOD USED

In the present study, survey method was used.

SAMPLE

In the present study, a sample of 90 students studying in class 6th and 7th was taken from a C.B.S.E school of Ambala district.

TOOL USED

In the present study, a scale to measure the Creativity of students in mathematics, constructed and standardized by the investigator herself was used.

STATISTICAL TECHNIQUES USED

In the present study, Mean, S.D., t-test and Karl's Pearson Correlation were used by the investigator to analyze the data.

FINDINGS

TABLE 1

The significance of the difference between the means of the creativity scores of girls and boys in mathematics.

Group	N	Mean	S.D	S.Ed	T	Significance
Boys	49	55.4	18.3			Not Significant at 0.01 level
Girls	41	54.5	17.5	3.8	0.23	

df = 88

From table 1 it is clear that the 't' value calculated from the mean creativity scores of boys and girls is 0.23 which is less than the table value of 't' at 0.05 and 0.01 level of significance, which indicates that there is no significant difference in the creativity scores of boys and girls in mathematics.

TABLE 2

The significance of the difference between the means of the achievement scores of boys and girls in mathematics.

Group	N	Mean	S.D	S.Ed	T	Significance
Boys	49	59	15			Not significant at 0.01 level
Girls	41	65	14.8	2.78	2.15	But significant at 0.05 level

df =88

From table 2 it is clear that the 't' value calculated from the mean achievement scores of boys and girls is 2.15 which is less than the table value of 't' at 0.01 level of significance and greater than the table value of 't' at 0.05 level of significance, which indicates that there no significant difference in the achievement scores of boys and girls in mathematics at 0.01 level but there is significant difference in the achievement scores of boys and girls in mathematics at 0.05 level .

TABLE 3

The significance of the difference between the means of the creativity scores of high achievers and low achievers in mathematics.

Group	N	Mean	S.D	S.Ed	T	Significance
High achievers	23	75.4				Significant at 0.01 level
Low achievers	16	35.2	12.1	3.8	10.5	

df = 37

From table 3 it is clear that the 't' value calculated from the mean creativity scores of high achievers and low achievers is 10.5 which is greater than the table value of 't' at 0.05 and 0.01 level of significance, which indicates that there is significant difference in the creativity scores of high and low achievers.

TABLE 4

The Pearson's Correlation between creativity scores and achievement scores in mathematics.

Creativity scores(X)	Achievement scores(Y)
X = 4950	Y = 5555
$X^2 = 300732$	$Y^2 = 363295$
XY = 324852 , N =90	r = 0.80

df = 88

From table 4 , it is clear that the pearson's correlation coefficient (r) is 0.80 which is greater than the table value of 'r' at both 0.01 and 0.05 levels of significance. Thus, there exists significant positive relationship between creativity and achievement of students in mathematics.

CONCLUSION

On the basis of above findings following conclusions were drawn:

1. There exist no significant difference in the creativity scores of boys and girls in mathematics.
2. There exist significant difference in the achievement scores of boys and girls in mathematics. As the mean achievement scores of girls (65) is greater than the mean achievement scores of boys (59), so it can be concluded that the girls are academically good in mathematics than boys.
3. There exist significant difference in the creativity scores of high and low achievers in mathematics. As the mean creativity scores of high achievers (75.4) is greater than the mean creativity scores of low achievers (35.2), so it can be concluded that the high achievers are more creative than low achievers in mathematics.
4. There exists significant positive relationship between creativity and achievement in mathematics.

Keeping in mind the importance of mathematical creativity, efforts should be made by the teachers to develop the creative thinking of the students by providing them the environment of problem solving. Teachers should also encourage the students to participate in various quiz competitions, debates and competitive exams in mathematics. Teachers should appreciate the students who tries to give a novel idea in the class to solve a mathematical problem. A teacher should himself be creative and give problems different   from   the   text   book   to   solve.

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A STUDY OF THE RELATEDNESS OF ACADEMIC ACHIEVEMENT, TEST ANXIETY, AND INTROVERSION USING PARTIAL AND MULTIPLE CORRELATIONS

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RATIONALE

A study of the relatedness of variables Academic Achievement, Test Anxiety and the personality trait of Introversion of School Students of 9th Class is important as it uses the methodology of partial and multiple correlations. The three variables are of much significance as the investigator is interested in dealing with these variables using the methodology in which effects of certain variables are either partialed out or one variable is associated with a team of variables.

Many researchers Singh (1986) and Pandey (1973) studied the academic achievement of adolescent students of Rural and Industrial area in relation to their introvert-extrovert attitudes and certain other personality characteristics. But, a very few studies have been done on study of the relatedness of academic achievement, test anxiety, and introversion using partial and multiple correlations. So, the investigator undertook the present study.

The present investigation studied the relationships between Academic Achievement and Test Anxiety on the one hand, Academic Achievement and Introversion on the other. The study had thrown the light on the effect of anxiety and introversion on the academic achievement of the students. The study revealed whether there are any significant relationships among the above said variables or not.

OBJECTIVES

1. To select the tests to measure Academic Achievement, Test Anxiety and Introversion of the   students of 9th Class.
2. To administer the test on an appropriate sample of the students of 9th class.
3. To do scoring of the data obtained after administering the test.
4. To organize and analysis the data using appropriate statistical methodology.
5. To workout the correlations among the variables to be subjected to the finding of partial and multiple correlations.

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6. To formulate the hypotheses to be tested to arrive at generalizations.

7. To interpret the relationships among the variables on the basis of the testing of the hypotheses and to arrive at conclusion of the investigation.

8. To develop the educational implication of the investigation.

9. To give the suggestions for further investigations on the basis of the results obtained in the present investigation.

HYPOTHESES

1. There is no significant relationship between the variables Academic Achievement and Test Anxiety of the students of 9th class.

2. There is no significant relationship between the variables Academic Achievement and Introversion of the students of 9th class.

3. There is no significant relationship between the variables Test Anxiety and Introversion of the students of 9th class.

4. There is no significant relationship between Academic Achievement and Test Anxiety when Introversion is held constant.

5. There is no significant relationship between Academic Achievement and Introversion when Test Anxiety is held constant.

6. There is no significant relationship between Test Anxiety and Introversion when Academic Achievement is held constant.

7. There is no significant relationship between Academic Achievement and the team of variables Test Anxiety and Introversion.

8. There is no significant relationship between Test Anxiety and the team of variables Academic Achievement and Introversion.

9. There is no significant relationship between Introversion and the team of variables Academic Achievement and Test Anxiety.

METHODOLOY

Sample

A random sample of 150 students of class 9th were taken from two public schools of Ambala City.

TOOLS USED

1. Achievement Test in Mathematics for 9th Class by Mandeep Kaur.

2. Test Anxiety Scale by V.P. Sharma.

3. Eysenck's Maudsley Personality Inventory by Jalota and Kapoor.

Statistical Techniques

1. Product Moment method of finding Linear Correlation among the variables was used to study the correlation between any two of three variables.

2. Method of correlations was used.

3. Multiple Correlations between a variable and a team of variables were used for the present investigation.

4. Kolmogorov-Smirov test was used to test the normality of the distribution of scores on Academic Achievement.

5. Kolmogorov-Smirov test was used to test the normality of the distribution of scores on Test Anxiety.

6. Kolmogorov-Smirov test was used to test the normality of the distribution of scores on Introversion.

Main Findings

It has been found that Academic Achievement of ninth class students in the subject of Mathematics and their Test Anxiety are related to each other. The correlation between the two variables is moderate but negative. The variations of the two variables are in the opposite direction. If Academic Achievement increases, Test Anxiety decreases and vice versa. The higher the Test Anxiety the lower the Achievement. It reflects that if Academic Achievement is high the Test Anxiety will be at low level. As the third variable Introversion is held constant the correlation between Achievement and Test Anxiety decreases by about negligible amount but remains negative which reflects that even if Introversion is held constant the correlation remains almost the same. So the effect to Introversion on the relatedness of Academic Achievement and Test Anxiety is negligible.

There is almost no difference between the correlations between Academic Achievement of ninth class students with Introversion without holding and by holding Test Anxiety constant which clearly reflects that there is no effect of the variable Test Anxiety on the relatedness of the

variables Academic Achievement and Introversion. Whatever variation has occurred may be attributed to chance.

In the same way it has also been found that the variables Test Anxiety and Introversion are not related to each other and by keeping Academic Achievement constant there is not much effect on the relationship between the two variables. As the data has been taken on 9th class students and the age level is 14 + it may be possible that whatever results has been derive for these students may not be the same as that in the case of higher class students. In the present case there is almost no relatedness between the variables Test Anxiety and Introversion and the variable Academic Achievement also is not having any effect on this relationship.

There is significant relatedness between the variables Academic Achievement and Introversion which may be due to the reason that those who are more introverted may not be doing better in the studies that is why their Academic Achievement scores are in direction opposite to the direction of scores of Introversion.

The Multiple Correlation between Academic Achievement and the variables Test Anxiety and Introversion working as a team (in combination through regression equation) is significant (.3972) at .01 level of significance which shows while Test Anxiety reduces Achievement and Introversion also reduces Academic Achievement, Test Anxiety and Introversion have their scores almost at an angle of approx 90° to each other as the correlation between them is nearly zero (.0542).

The Multiple Correlation between Test Anxiety and the team of variables Academic Achievement and Introversion $R_2(13)$ is significant but lower in comparison to the Multiple Correlation $R_1(23)$ which is an indication that relatedness of Academic Achievement gets enhanced with Test Anxiety and Introversion working in combination while the relatedness of Test Anxiety with Academic Achievement and Introversion in combination gets reduced. The result needs a revision to get pertinent support by deriving data on a larger sample.

EDUCATIONAL IMPLICATIONS

The study is concerned with the relatedness of Academic Achievement in Mathematics, Test Anxiety and Personality characteristic of Introversion using the methodology of Partial and Multiple Correlations. The relationship between Academic Achievement and Test Anxiety as measured by standardized Tests has been found to be negative and significant which shows that to improve the achievement test scores the element of Test Anxiety should be eliminated by using different means. In order to reduce test anxiety the students be frequently given tests in the

form of weekly, fortnightly, monthly and terminal tests. If the students take a number of tests there will be no fear of examination in them and the anxiety of pending examination will also be reduced to a larger extent.

The teachers can effectively reduce these syndromes in the students by keeping them involved in various types of activities. Teachers should develop in the students the habit of hard work on one hand and provide challenging situations to solve difficult problems on the other.

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ATTITUDE OF STUDENTS BELONGING TO GENERAL AND RESERVED CATEGORIES TOWARDS THE POLICY OF RESERVATION

*Dr. Narender Kaushik   ***Pooja*

Rationale

There are many social problems existing in our society. One of the problem is regarding the existence of the weaker section of the society. They remained neglected throughout history and have lived isolated from the main stream of the socio political life of country. To assimilate them in to our national life, reservation is a nationally accepted principle.

Keeping in mind the problem in our society reservation can be considered as one of the way of eradicating unsocialibility. Our constitution provides certain measures to keep the backward section to come up the some level with the rest of the nation as well as certain permanent safeguard for the protection of the cultural linguistic and similar rights of any section of the community who might be said to constitute minority from the numerical not communal point of view in order to present the democratic machine from being used as an engine of oppression by the numerical majority.

It is therefore clear that reservation can help in easing the tension regarding various social problems like untouchables, social inequality exploitation etc. Many researchers Math & Khadi (1991) studied factors influencing jobs involvement of jobs reservation among women teachers. But, a very few studies have been done on attitude of students belonging to general and reserved categories towards the policy of reservation. So, the investigator undertook the present study.

STATEMENT OF THE PROBLEM
"ATTITUDE OF STUDENTS BELONGING TO GENERAL AND RESERVED CATEGORIES TOWARDS THE POLICY OF RESERVATION"

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OBJECTIVES

1. To develop attitude scale to measure the attitude of students belonging to general & reserved categories towards the **Policy of Reservation.**

2. To study the attitude of male students belonging to general & reserved categories towards the **Policy of Reservation**.

3. To study the attitude of female students belonging to general & reserved categories towards the **Policy of Reservation**

HYPOTHESES

1. There is no significant difference between the attitude of students belonging to general & reserved categories towards the **Policy of Reservation**.

2. There is no significant difference between the attitude of male students belonging to general & reserved categories toward the **Policy of Reservation**.

3. There is no significant difference between the attitude of female students belonging to general & reserved categories toward the **Policy of Reservation.**

Methodology

METHOD USED

The method used for this research work was 'survey method'.

SAMPLE

Stratified random sampling method was adopted for the selection of 160 students of general and reserved categories.

TOOL USED

For the present study the investigator used self prepared attitude scale for collection of data. The scale consisted of 30 questions regarding the attitude of general and reserved category students towards the policy of reservation.

Main FINDINGS

(1) It was found that general category students and reserved category students have similar attitude towards the policy of reservation implemented by Government of India. People belonging to both categories feel that reservation policy is more a problem than a solution. They were of the opinion that reservation should not be limited to service only but should be provided at all stages only on the basis of economic condition of the people.

(2) It was found that male students belonging to general and reserved category students have similar attitude towards the policy of reservation implemented by Government of India. Male students belonging to both categories feel that reservation policy does not bring equality but increases the problem of untouchability. They were of the opinion that reservation policy creates moral and social conflicts which can divide India into two parts.

(3) It was found that female students belonging to general and reserved category students have similar attitude towards the policy of reservation implemented by Government of India. Female students belonging to both categories feel that reservation should be given to women, as women reservation is a way for uplifting the standard of the women in the

society. They also feel that reservation given on the basis of caste creates moral and social conflicts. They were of the opinion that reservation policy decreases the interest in study habits of reserved category students and increases the problem of unemployment for general category.

EDUCATIONAL IMPLICATIONS

1.   Reservation policy has uplifted the standard of the weaker sections of the society.

2.   Social conditions of reserved category people has improved a lot, now they can move freely and equally in the society with general category people.

3.   Economic conditions of reserved category people has also improved a lot. Now a days these people get jobs and then promotions quickly as compared to general caste people, which has helped in making them economically sound. Government also provides special loan facilities to them. Housing facilities are also available for them.

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A Study of Attitude of Teacher Trainees towards Four Aspects of Value Oriented Education – Discipline, Development, Dedication and Personal Service in Relation to Gender, Area and Subject

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RATIONALE

In a value oriented system of education, values should be at centre and they should constitute a centrifugal force with full control over the objectives , content , methodology and management of education . Values determine the intensity and continuity of a particular human behaviour. The welfare of the individual and society depends upon the system of values which is based upon ethical cultural configuration. Har Dayal has divided ethics into two sections : a) personal ethics which deals with the individual and family , and b) state ethics which deals with state and its institutions .He has further divided personal ethics into three mansions: Discipline, development, dedication .

Discipline is negative and it aims at the control of the passions, impulses and appetites. Development is growth. Unfoldment of body , mind and soul , expansion and enrichment of personality to the utmost extent. It is positive . Dedication consists in the consecration of the disciplined and developed personality in the service of humanity. State ethics , on the other hand , depends upon personal ethics as we can reform the politics and economic institutions by reforming the individual. It is , therefore , important to develop an individual personal ethics as essentially to be taught to the children. Another aspect that joins personal ethics with state ethics is personal service and all men and women should participate in it. Setia (1988) studied the attitudinal structure of teachers towards four aspects of value oriented educaton – Discipline, Development, dedication and Personal Service. But, a very few studies have been done on Attitude of Teacher Trainees towards Four Aspects of Value Oriented Education – Discipline, Development, Dedication and Personal Service in Relation to Gender, Area and Subject. So, the investigator undertook the presence study.

OBJECTIVES

1. To select an attitude scale to measure attitude towards four aspects of value oriented education – discipline , development , dedication and personal service.

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2. To prepare a background questionnaire to collect data on independent variables.

3. To administer the background questionnaire and attitude measure on a sample of teacher trainees.

4. To organize the data concerning independent variables and the dependent variables of measures.

5. To specify the design of the investigation with respect to the independent variables.

6. To formulate the hypotheses concerning relationship between independent variables and the dependent measures.

7. To study the relationship between independent and the dependent variables on the basis of the design.

8. To test the hypotheses on the basis of the data obtained on teacher trainees to derive the generalization.

9. To make an interpretation of the results using the objectivity of the data and to arrive at the conclusions of the investigation.

10. To make suggestions for the further investigations.

HYPOTHESES

1. There is no significant difference between male and female teacher trainees on 16- item attitude scales towards Discipline , Development ,Dedication and Personal Service.

2. There is no significant difference between the rural and urban teacher trainees as far as their attitude towards Discipline , Development , Dedication and Personal Service is concerned.

3. There is no significant difference between science and humanities teacher trainees on 16-item attitude scales towards Discipline , Development ,Dedication and Personal Service.

4. The interaction gender x area does not contribute to any significant difference on 16-item attitude scales.

5. The interaction area x subject does not contribute to any significant difference on 16-item attitude scales.

6. The interaction gender x subject does not contribute to any significant difference on 16-item attitude scales.

7. The interaction gender x area x subject does not contribute to any significant difference on 16- item attitude scales.

METHODOLOGY

Sample

The investigator selected the random sample of 120 teacher trainees from the Sohan Lal D.A.V College of Education, Ambala City.

Tools Used

An attitude scale to measure attitude towards four aspects of value oriented education – discipline , development , dedication and personal service , constructed and standardization by Wadhwa and Setia had been used.

MAIN FINDINGS

1. Discipline is equally important for both Male and Female Teacher Trainees.

2. Rural type Teacher Trainees consider Discipline somewhat more important as compared to their Urban counterparts.

3. Teacher Trainees from humanities stream are more positive towards Discipline in life in comparison to their science counterparts.

4. Male Teacher Trainees have been found to attach more importance with the Developmental aspect than the Female Teacher Trainees due to their more progressive attitudes. However , the difference is not significant.

5. Urban Teacher Trainees are found to have more positive outlook towards Development in comparison to their rural counterparts.

6. Male Urban Teacher Trainees have more positive outlook towards Development in comparison to other groups of teacher trainees.

7. On the Dedication Attitude Measure most of the groups can be equally placed as there have not been found any significant differences.

8. The Personal Service Attitude Measure reveals that some difference exist between the teacher trainees having humanities in comparison to their science counterparts which probably is due to the fact that the teacher trainees develop the habit of doing personal service because they have more time besides their studies than do the teacher trainees with science.

CONCLUSION

Value oriented education is today need of hour. Only value oriented education can promote individual and social welfare, love, peace, goodwill and understanding. As the teacher-trainees are the future teachers so they must have value oriented outlook. It is rightly said that the key factor in any shceme of value-oreinted education is "the impact of the personality of theloving and honest teachers who endevour to practice sincerely the fundamental values of life. If the teachers who practice these values in their own persons and inculcate them among their students, society and the parents will also take care of itself".

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A STUDY OF RELATEDNESS OF ATTITUDE TOWARDS THE USE OF SCIENTIFIC APPROACH, ACHIEVEMENT IN SCIENCE AND TIME SPENT IN STUDYING SCIENCE OF STUDENTS OF B.SC FINAL CLASS USING PARTIAL AND MULTIPLE CORRELATIONS

***Dr. B.S. Wadhwa*   *Madhu Chopra*

RATIONALE

The scientific approach is a special systematized form of all reflective thinking and inquiry. Dewey in his famous analysis of reflective thinking, 'How We Think' has given a general paradigm of problematic inquiry. The present discussion of the scientific approach is based on Dewey's analysis. Dewey's treatment however is altered somewhat to suit the scientific framework in which we are working. The term "Science" refers to the body of systematic and organized knowledge which makes use of the scientific method of analysis to advance knowledge in a particular field of enquiry. It refers to clear concepts, theory and other accumulated knowledge developed by the application of the Scientific methods and by the testing of the hypotheses. The Scientific method is a method of systematic analysis leading to observations, propositions, testing of hypotheses and contributes to the organized body of knowledge. The Scientific method deals with both theory and fact. Theory provides the basis for the Scientific method. Theory-based studies are strong in the conceptual framework and classification of facts, enabling the researcher to crystallize the problem and choose the data relevant to it.

Thurstone and Chave (1929) described the method of constructing equal appearing interval scales Edwards and Kenny (1946) made comparison of the Thurstone and Likert methods of attitude scale construction. Edwards (1957) described the various methods of measurements of attitudes. Robinson and Shaver (1969) have made an investigation into the construction of attitude measures with in social psychological framework.

OBJECTIVES

1. To select an attitude scale to measure attitude towards the use of Scientific Approach.
2. To prepare a background questionnaire to derive data on variables Achievement in Science and Time Spent in Studying Science.
3. To select appropriate Sample of B.Sc. class students of Degree Colleges for the collection of data.

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4. To administer the tools Attitude scale and background questionnaire on the sample.

5. To organize the data on the variables mention above.

6. To find correlations among the variables.

HYPOTHESIS

1. There is no significant relationship between Achievement in Science and Time Spent in Studying science of students of B.Sc. class when the attitude towards the use of Scientific Approach is held constant.

2. There is no significant relationship between Achievement in Science and attitude of students of B.Sc. class, when the Time Spent in Studying science is held constant.

3. There is no significant relationship between Time Spent in Studying science of students of B .Sc. class students and Attitude towards the use of Scientific Approach, when the Achievement in Science is held constant.

4. The Multiple Correlation between the Achievement in science and the team of variables Time Spent in studying science and Attitude towards the use of Scientific Approach by the students of B.Sc class is not significant.

5. There is no significant relationship between Time Spent in studying science and the team of variables Achievement in Science attitude towards between the use of Scientific Approach by students of B. Sc. class.

6. There is no significant relationship between attitude towards between the use of Scientific Approach and the team of variables Achievement in Science and Time Spent in studying science by the students B.Sc class.

METHODOLOGY

Sample

A random sample of 70 B.Sc Final year students from the following colleges have been selected for the organization and analysis of the data

(i) S.A. JAIN COLLEGE

(ii) D.A.V. COLLEGE

EDUCATIONAL IMPLICATIONS

The study reveals that the variables Academic Achievement of the students of science at B.Sc level, Time spent in studying Science and the Attitude of these students towards the use of

scientific approach in teaching science are the most important factors at the stage when the students have attained certain level of maturity. Academic Achievement and the position held by the students in the subject science predicts success in life. Time spent by the B.Sc final year students in studying science subjects is also of much significance as there is need for time management for its proper utilization. Attitude towards the use of scientific approach determines the likeness and dislikeness of the students in science.

The increase in relatedness of Academic Achievement and Time spent in studying science when the Attitude of the students towards the use of scientific approach is held constant reflects that Academic Achievement and Time spent in studying science are effectively related to each other. The students should properly utilize their time in studies so that they are able to attain their academic goals.

In the same way the attitude development for the use of scientific approach is valuable in life. So the three variable approach followed by the investigator to study the relationships is useful to investigate the partial and multiple correlations among the above said variables.

The educational implications of the present investigation are also reflected in the items of the attitude scale to measure attitude towards the use of scientific approach in teaching science. Some of the items are given here

1. Use of scientific approach in teaching science in schools generates critical thinking among the students. (S.V=2.4, Q=1.856)

2. Use of scientific approach in teaching science in school makes student logical. (S.V=1.5, Q=1.33)

3. Use of scientific approach in teaching science in schools arouses interest among the teachers. (S.V=2.955, Q=1.732)

4. Use of scientific approach in teaching science in schools is the revolutionary step towards improving knowledge of the learners. (S.V=3.5, Q=1.875)

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A STUDY OF CLASSIFICATION OF INDIAN VALUES USING SEMANTIC DIFFERENTIAL METHODOLOGY

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INRODUCATION

The values in India are about living life with a zest and observing the belief that there is one God prevailing despite so many religions.

In order to reveal the connotative meaning of these different values and to evaluate the effectiveness of these values it will be appropriate to use Semantic Differential techniques. In the present investigation, classification of values in terms of their semantic spaces will be done. What is the concept of Indian values? What are their semantic structures? How closer the different values are in their meaning? How can we classify these values? It is through Semantic Differential Analysis of these Values that one can find answer to these questions. The Semantic Differential is bipolar scale which includes the concept to be described in terms of perceptions made by individual with respect to spaces between the bipolar adjective pairs. An SD scale generally consists of a concept to be described on seven points. The basic dimensions as found by Osgood et.al. are Evaluation, Potency and Activity each of these dimensions including a large number of adjective pairs.

A very few studies have been done on study of classification of Indian values using semantic differential methodology. So, the investigator undertook the present study.

OBJECTIVES

- To study the connotative meanings of values.
- To workout the "Indian Values" to be used as concepts in the present study.
- To use Methodology of Semantic Differential measure.
- To develop "A Semantic Differential" using Concepts of Indian Values and Scales as adjective pairs relevant to the Indian Values.
- To select a sample of about 30-35 senior secondary school teachers.
- Administration of Semantic Differential (S D) on the sample of Senior Secondary School Teachers.
- To organize the data in the form of semantic spaces of Senior Secondary School Teachers.

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- To find out the distances among the concept.
- To cluster the values using the criterion of closeness in terms of distances among the concepts.
- Naming the clusters of values so obtained and their Interpretation.

SAMPLE

A sample of 30-35 teachers will be taken from a Senior Secondary Schools and will be used to obtain the desired data. Since the method cannot be applied to large samples, each individual teacher will be approached to study their Semantic Spaces for each concept on each of the Adjective Pairs.

CONSTRUCTION OF SEMANTIC DIFFERENTIAL SCALE AND THEIR ADMINISTRATION

The first step in the construction and use of the Semantic Differential scales is to select the various concepts. The requirement for making selection of the concept is that it must not be irrelevant i.e it should not bring out only the midpoint rating from the individuals and they should produce larger variances. This aspect was kept in view while making selection of the relevant concepts. The different values were taken as the appropriate ones which are expected to give larger variance. These concepts are: Values as:

1) Passion,2)Bliss,3)Love,4)Kindness,4)Truth5)Soul6)Dharma7)Artha8)Kama9)Moksha10)Duty11)Discipline,12)Dedication13)Personal Service14)Altruism15)Religion16)Socialization17)Ethics18)Morality19)Non violence20)Receptivity

These are the twenty-one concepts which have been selected for classification of values. As the concepts are controversial they will produce variations with respect to their meanings. The concepts seem to be quite relevant.

HYPOTHESES

➢ The Semantic Differential Methodology is reliable and valid method to cluster the concepts of values.

➢ The adjective pairs selected for the development of Semantic Differential will be relevant to the concepts in terms of values relevant to the problem which can be given in operational terms as that they produce large variance as far as the semantic spaces of the senior Secondary School teachers are concerned.

INTERPRETATION OF THE RESULTS

➢ Interpretation of results is a subjective matter. However, it depends on the objectivity of the data obtained and the accuracy with which the results have been obtained.

➢ The first cluster of Value that has been obtained using the criterion of closeness of distances has been found to consist of seven values

➢ (1) Duty (K)

➢ (2) Kindness (D)

➢ (3) Ethics (R)

➢ (4).Moksha (J)

➢ (5) Bliss (B)

➢ (6) Artha (H)

➢ (7).Kama (I)

These Values have been found to be closer in meaning. The cluster of value can be dubbed as Ethics related values. If an individual does his duty well keeping in mind the concept of right and wrong, he will be serving the ethics. Kindness in another value to be inculcated among the members of the society. It is ethical to serve the ethics. There are many values associated with the goal of attaining the Moksha i.e. following the path of spiritualism is also associated with the serving the ethics. Bliss or The Aananda is important in life and Artha should be used properly. One should not use corrupt. The last value is the Kama which practices involves regulation and discipline and the sublimation of ones desires .Energy must be channelized in proper direction. Man, therefore should serve the ethics associated with the value system given above.

In the second cluster also consist of nine values. Which are given as under

➢ (1) Soul

➢ (2) Socialization

➢ (3) Discipline

➢ (4) Truth

➢ (5) Dharma

➢ (6) Passion

➢ (7) Receptivity

➢ (8) Love

➢ (9) Dedication.

➢ It has been found that the values Soul and Socialization are close to each other in meaning. It therefore reflects that when socialization takes place it is because of the interaction of the two souls. The process of socialization is through education which is the influence of the mature person upon the immature. The other value included in this cluster is on the basis of the Semantic Differential Analysis are Discipline, Truth, Dharma, Passion, Dedication, Receptivity and Love. The factor can be dubbed as Spiritualism related values as most of these values are concerned with this aspect. Almost all of these values lead a man toward Spiritualism.

➢ In the third cluster of Values have been found to be consist of the following four values

➢ (1) Personal Service

➢ (2) Religion

➢ (3) Altruism

➢ (4) Morality.

➢ The cluster can be termed as Religious and Moral Values as most of the values in this cluster are of this nature.

➢ The fourth cluster consists of only one value which is non violence. As the concept Non violence is at larger distances with respect to most of the other concept, so the name Non violence related values can be given to this cluster. It presents the democratic view of life.

EDUCATIONAL IMPLICATION

The student must be taught to serve Ethics related values. They should know what is right and what is wrong. They should be taught to perform their duty well. Upanishads assign six duties to the students which are not to neglect truth, not to neglect virtue, not to neglect welfare, not to neglect prosperity, not to neglect study, and not to neglect teaching.

The present investigation also stress for the inculcation of truth, discipline, dedication and kindness and observance of Dharma, Artha, Kama and Moksha for the achievement of the ultimate goal of life. The religious and moral values are of much significance from educational and   social   point   of   view.

The four cluster classification of values which is an important contribution of the present investigation should form a part of the curriculum and the subjects matter should be developed for the inculcation of these values among the students.

The teachers should use approaches like critical inquiry or total atmosphere for the inculcation of values. Value planning will also help in spreading values among the students.

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ATTITUDE OF ELEMENTARY SCHOOLTEACHERS TOWARDS CABLE TELEVISION IN RELATION TO GENDER , MARITAL STATUS AND TIME SPENT ON CABLE TELEVISION

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RATIONALE

Mass media are the most effective means of communication these days. These include newspapers, magazines, radio and television which are designed to reach a large audience. Television is a wonderful means of mass communication. Cable Television is one of the most important mass media which has educational and cultural values. It is part of leisure time pursuit.

The significance of the present investigation to measure attitude of Elementary School Teachers towards Cable Television lies in predicting behaviours of the School Teachers on one hand the study the influence of the Cable Television on a particular group of subjects on the other. A study of the relatedness of attitude towards Cable Television and independent variables Gender, Marital Status and Time Spent per day on the Cable Television is important because Cable Television has many characteristics and people are using it as a means of information, recreation and entertainment. In this way the investigation is concerned with studying these characteristics of Cable Television in relation to the variables Gender, Marital Status and Time Spent per day with it which help in predicting behaviour and influence of Cable Television on Elementary School Teachers. Moreover, many resrachers Waraich (2002), Kaur (2006) studied the attitude the teacher-trainees towards cable television. But very few studies have been done on the attitude of elementary school teachers towards cable television. So, the investigator undertake the persent study.

OBJECTIVES

1. To Select a reliable and valid attitude scale to measure the attitude of Elementary School Teachers towards Cable Television.
2. To prepare a Background Questionnaire to take data on the independent variables i.e, Gender, Marital Status and Time Spent on Cable Television.
3. To administer the Background Questionnaire and the Attitude Measure on an appropriate sample of Elementary School Teachers.
4. To organize the data.

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5. To describe the design of the investigation.

6. To test the assumptions of the parametric techniques.

7. To formulate the hypotheses of the investigation.

8. To apply the parametric techniques to study the relationships between independent variables and the dependent measure.

9. To test the hypotheses of relationships to arrive at the generalizations.

10. To draw conclusions concerning generalization relational statements.

HYPOTHESES

1. There is no significant difference between male and female Elementary School Teachers as far as their attitude towards Cable Television is concerned.

2. There is no significant difference between married and unmarried Elementary School Teachers on the attitude scale measuring attitude towards Cable Television.

3. There is no significant difference between two group of Elementary School Teachers formed on the basis of Time Spent on Cable Television on the attitude scale measuring attitude towards Cable Television.

4. The interaction Gender X Marital Status does not contribute to any significant differences on the attitude scale measuring attitude towards Cable Television.

5. The interaction Gender X Times Spent on Cable Television does not contribute to any significant differences on the attitude scale measuring attitude towards Cable Television.

6. The interaction Marital Status X Times Spent on Cable Television does not contribute to any significant differences on the attitude scale measuring attitude towards Cable Television.

7. The interaction Gender X Marital Status X Times Spent on Cable Television does not contribute to any significant differences on the attitude scale measuring attitude towards Cable Television.

METHODOLOGY

Sample

A random sample of 126 Elementary School teachers was taken for the present study.

Tools Used

The investigator selected the attitude scale Constructed and standardized by Wadhwa and Navneet which measures attitude towards Cable Television. The scale is Likert type Summated Rating Scale.

MAIN FINDINGS

The following are the conclusions of the present investigation.

1. Male and Female Elementary School Teachers don't differ significantly from each other as far as their attitude towards Cable Television are concerned. The two groups are consistent in responses on the attitude measure to measure attitude towards Cable Television.

2. Marital Status is also not related to the Attitude Scale are there have not been found any significant differences on the attitude scale to measure attitude towards Cable Television.

3. The independent variable Time spent on Cable Television has been found to be the most important variable which has produced differences on the attitude measure. So Time Spent on Cable Television has, therefore, been found to be an important factor which develops a positive attitude towards Cable Television. Sometimes the T.V. programmes are so effective that the individual spends more time in watching Cable Television.

4. Some effects on the attitude has been found with respect to variables Gender and Time spent on Cable Television in combination. It has been found that Female Elementary School Teachers have more liking for watching Cable Television and thereby develop attitude of love for Cable television but the differences have not been found to be significant.

EDUCATIONAL IMPLICATIONS

Mass media have great impact on the life of people. Cable Television has played a significant role in changing the life style of the people. The present study has been undertaken by the investigator to study the attitude of Elementary School Teachers towards Cable Television with respect to the variables Gender, Marital Status and Time spent on Cable Television. It has been found that the variable Time spent on Cable Television is the most important factor which contributes to significant differences. As this factor important in shaping the attitude it is necessary that educational programmes can be shown to the students at schools. It will supplement the task of the Teacher. In a week the schools can show to the teachers and the students educational programmes which are interesting and thought provoking. When the teacher

has to teach history teacher the programmes related to the subject of History can be can be shown to the students and the Teachers. For elementary school Children and Teachers such programmes should be made available.

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A STUDY OF MAJOR ENVIRONMENTAL ISSUES IN BUILDING ENVIRONMENTAL ATTITUDE AMONG SECONDARY SCHOOL STUDENTS

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RATIONALE

It is well known since Vedic period that Nature and Human kind form an inseparable part of life support system. This system has five elements –Air, Water, Land, Flora, and Fauna which are inter-connected, inter-related, inter-dependent and are co-adapted.

Environment is a holistic view of the World as it functions at any point of time, with a magnitude of spatial elemental and socio-economic systems distinguished by quality and attributes of space and mode of behaviour of physical and biological form. But, now the scenario has completely changed. Our planet is in danger unless we realize our folly and take urgent remedial measures to save the planet for future generations as they too have the right to a wholesome Environment.

It's never too late to start changing things for the better. Modern man can establish an unbroken link with nature and with life. Sustainable living is the only way out of the present crisis facing us. Keeping in mind this view the investigator releated study of major environmental issues in building environmental attitude among secondary school students. So, the investigator undertook the present study.

OBJECTIVES

a. To study the concept of Environment.
b. To study the concept of Environment and Environmental Issues.
c. To study Major Environmental Issues in Building Environmental Attitude among Secondary School Students.
d. To develop Instructional programme for Building Environmental Attitude among Secondary School Students.
e. To study the effectiveness of Instructional programme used for Building Environmental Attitude among Secondary School Students.

HYPOTHESES

1. There exists no significant difference between Environmental Attitude of Experimental Group and Control Group before Intervention Programme.

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2. (a) There exists no significant difference between Environmental Attitude of Experimental Group and Control Group after Intervention Programme.

    (b) There exists no significant difference between Environmental Attitude of Experimental Group before and after Intervention Programme.

METHODOLOGY

Sample

A random sample of 50 students of class-8th of D.A.V Public School, AMBALA CANTT was selected by the investigator.

Tools Used

The following tools have been used for the present study-

a. 'Pre-Test' (T_1) to test the performance of the students before the 'Intervention Programme' and after the 'Intervention Programme' as 'Post-Test' (T_2) were based on the major Environmental Issues.

b. 'Intervention Progamme' was used after the 'Pre-Test' (T_1) for 'Experimental Group'.

Statistical Techniques Used

a. 'Descriptive Statistical Techniques' like Mean, Median, Standard Deviation and Standard Error were used.

b. 't-test' was employed to study the significance of difference between the mean of 'Experimental' and 'Control' group.

MAIN FINDINGS

1. There is no significant difference between Environmental Attitude of 'Experimental Group' and 'Control Group' after 'Intervention Programme'. It reflects that the 'Intervention Programme' had no effect on the Environmental Attitude of the Secondary School Students.

2. There exists no significant difference between Environmental Attitude of 'Experimental Group' before and after 'Intervention Programme'.

EDUCATIONAL IMPLICATIONS

The most outstanding characteristic of any research is that it must contribute something new towards the development of the area concerned. The present piece of research has its Educational Implications   for   teachers,   parents,   individuals   and   society.

Role of Teacher

❖ Narration of events, experience and stories

❖ Assignments and Projects

❖ Field Trips and Visits

❖ Formation of Eco-clubs, National Green Corps, Nature Clubs, etc.

Role of Parents

❖ Help children in understanding the local Environmental problems and finding out their solutions,

❖ Keeping the local Environment clean and healthy,

❖ Using natural resources in judicious manners,

Role of Individual

❖ Turn off the lights and fans when not in use.

❖ Use 'Green power' electricity that is generated from renewable energy sources such as wind and the sun.

❖ Use water judiciously and efficiently.

❖ Use CNG based vehicles that produce a few green-house gases.

Role of Society

❖ Stop deforestation and practice afforestation on a large scale.

❖ Disposal of garbage should be at an appropriate place.

❖ Place two kinds of disposal bins in the society compound-green color for organic waste and blue for chemical and plastic waste.

❖ Solar energy panels or solar energy gadgets can be planted in the society.

❖ Drains and sewerage should be properly covered.

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ATTITUDE OF GOVERNMENT MODEL HIGH SCHOOL STUDENTS TOWARDS CO-CURRICULAR ACTIVITIES

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RATIONALE

Education enables man to realize higher values of life which are essential for him to become roof and crown of all the creation. It aims at shaping an individual in to a free full and perfect man. Education can also serve as the safe and stable foundation on which we can raise an imposing and abiding sublimity of our cultural and national heritage.

The system of educationahs been varying form time to time and place to place in relation to the environment and the stage of human experience.

It is through education that man transformed into human, social moral and spiritual being. Co-curriculum activities all called extra co-curricular activities. Today, aim of education in no more mere imparting of bookish knowledge bu to make the youth good citizens by bringing about their mental, physical and social development.

Education is not confined to 3R's. it is all round development of a person. In modern times the knowledge of 3R's. only is considered incomplete education. Now, anything nad everythind that goes on in the school campus within school hours of after school hours comes within the purview of school activities. None of those activities is taken as extra. All those activities are considered part and parcel of school curriculum.

Many researchers   studied of   . But, a very few studies have been done on attitude of government model high school students towards co-curricular activities. So, the investigator undertook the present study.

NEED OF THE STUDY

Education shapes the present and future of the students. It is given through curricular and co-curricular activities. Now a day's much emphasis is given on the organization of co-curricular activities. Co-curricular activities are of immense value in present day. There are various and numerous advantages of co-curricular activities. Co-curricular activities satisfy the psychological needs of the pupils. Through participation in co-curricular activities, the studenst learn the value of discipline. The become self disciplined. Co-curricular activities play an important role in the training of emotions and helps in the creation of many wholesome sentiments, interest and

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aptitudes. Co-curricular activities are varying necessity and process great education value. No system of education is complete in their absence. So the reserahcer felt the need to study the attitude of the students of high school.

OBJECTIVES

1. To study the attitude of government model high school students towards co-curricular activities.
2. To study the attitude of girls towards co-curricular activities.
3. To study the attitude of boys towards co-curricular activities.
4. To compare attitude of the girls and boys towards co-curricular activities.

HYPOTHESES

1. There exists significant difference between attitude of girls and boys towards co-curricular activities.

METHOD

1. The method used for this research work is generally known as survey method.

METHODOLOGY

Sample

Random sample of 100 students was taken from Government Model High School of Chandigarh.

Tool Used

- The investigator designed and constructed attitude scale.
- Strong Agree (S.A.)
- Agree (A)
- Undercided (UD)
- Disagree (D)
- Strongly Disagree (S.D.)

Statistical Technique

➤ 't' test was used to study the significane of difference between the attitude of boys and girls.

MAIN FINDINGS

After applying the 't' test, the value obtained is significant at .01 and at .05 level. The 't' value is significant at both the levels. Thus, at Govt. school, the co-curricular activities play a dominant role and result in physical, mental and intellectual development of children.

EDUCATIONAL IMPLICATIONS

1. This study will prove beneficial for further studies on co-curricualr activities.

2. This study will provide feedback about positive and negative view of Govt. Model School Students regarding co-curricualr activities; accordingly improvements of change can be brought in co-curricular activities.

3. With the help of co-curriuclar activities studnest of different coross-section can be taught simultaneously.

4. By co-curricular activities students get knowledge about different cultures and specialities of different parts of the country.

5. Co-curricular activities are beneficial for all students residing in urban as well as rural areas. There is definitely impact of co-curricular actiiites on the personal and educational developments of students. No doubt co-curricular activities have both advantages and disadvantages but it is in own hands how we use a thing-for a good or a   bad   purpose.

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v/;;u ds mns'; %&

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➢ MkW- Hkhejko vEcsMdj vkSj Jh vjfoUn ds ÓSf{kd fopkjksa dk v/;;u djuk A

➢ MkW- Hkhejko vEcsMdj vkSj Jh vjfoUn ds nkÓZfud fopkjksa dk v/;;u djuk A

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cky dsfUnzr fÓ{kk ds #i esa %&

MkW- Hkkhejko vEcsMdj vkSj Jh vjfoUn nksuksa gh cky dsfUnzr fÓ{kk ds leFkZd Fks A

thou dsfUnzr fÓ{kk ds leFkZd ds #i esa %&

MkW- Hkkhejko vEcsMdj vkSj Jh vjfoUn nksuksa gh thou dsfUnzr fÓ{kk ij tksj nsrs Fks A nksuksa gh fÓ{kk dks thou i;ZUr vkSj fujUrj ekurs Fks A

fdz;kRed fof/k ds leFkZd %&

MkW- Hkkhejko vEcsMdj vkSj Jh vjfoUn nksuksa gh fdz;kRed fof/k ds leFkZd FksA

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MkW- Hkkhejko vEcsMdj vkSj Jh vjfoUn th us O;fDrRo ds fodkl ds fy, fÓ{kk esa O;kolkf;d mns'; dks Hkh egRoiw.kZ LFkku fn;kA

fÓ{kk ds mns'; %&

MkW- Hkhejko vEcsMdj vkSj Jh vjfoUn th ds }kjk crk, x, fÓ{kk ds mns';ksa esa lekurk ikbZ xbZA nksuksa us O;fDr ds Ókjhfjd] ekufld] uSfrd vkSj pkfjf=d fodkl ij cy fn;kA

fÓ{k.k fof/k;kaW %&

MkW- Hkhejko vEcsMdj vkSj Jh vjfoUn th dh fÓ{k.k fof/k;kas esa Hkh lekurk gS A nksuksa us fÓ{kk izklIr djus ds fy, ,dkxzrk fof/k dks egRo fn;k A blds lkFk&lkFk fopkj foeÓZ djuk] rdZ&fordZ djuk] fpUru djuk rFkk Lok/;k;u fof/k ij Hkh cy fn;k A

lkoZHkkSfed rFkk vfuok;Z fÓ{kk %&

MkW- Hkhejko vEcsMdj vkSj Jh vjfoUn th us lkoZHkkSfed rFkk vfuok;Z fÓ{kk dk leFkZu fd;kA

ukjh fÓ{kk %&

MkW- Hkhejko vEcsMdj vkSj Jh vjfoUn nksuksa gh ukjh fÓ{kk ds leFkZd Fks A

vlekurk ds rRo %&

MkW- Hkhejko vEcsMdj vkSj Jh vjfoUn th ds ÓSf{kd fopkjksa esa lekurk ds lkFk&lkFk vlekurk ds rRo Hkh gSa A ftudk o.kZu bl izdkj gaS %&

ikB~;dze esa Hksn %&

MkW- Hkhejko vEcsMdj th }kjk crk, x, ikB~;dze dk mns'; yksxksa esa uSfrdrk vkSj pfj= fuekZ.k dh Hkkouk dks iSnk djuk vkSj jkstxkj ds ;ksX; cukuk Fkk rkfd os nwljs ij fuHkZj u jgsa A tcfd Jh vjfoUn us lkfgR;] jk"Vªh; bfrgkl] LokLFk; foKku] tho foKku] fo'o ,dhdj.k vkfn foÔ;ksa ij cy fn;k A

vuqÓklu eaas fHkUurk %&

MkW- Hkhejko vEcsMdj n.M eas fo'okl ugha j[krs Fks A os Lo&vuqÓklu esa fo'okl j[krs FksA mudk ekuuk Fkk fd cPps LorU= vkSj [kqÓ jguk pkgrs gSa A tcfd Jh vjfoUn dk er Fkk fd lHkh ckydksa esa vkUrfjd ÓfDr;ksa fo|eku gksrh gSa A os fo|kfFkZ;ksa dks bUnzh; la;e }kjk vkUrfjd vuqÓklu ij cy nsrs gq, utj vkrs gSa A

v/;kid ds LFkku eas Hksn %&

MkW- Hkhejko vEcsMdj us fÓ{kk esa v/;kid dks cgqr T;knk egRo fn;k ijUrq Jh vjfoUn us fÓ{kk esa v/;kid ds LFkku dks xkS.k crk;kA

fÓ{kk ds vFkZ eas Hksn %&

MkW- Hkhejko vEcsMdj us dgk fÓ{kk dk mns'; euq"; dks fuHkZ;h cukuk] ,drk fl[kkuk] mlds tUe fl) vf/kdkjksa vkSj euq"; dks vktknh dh yM+kbZ yM+uk fl[kkuk gS A

Jh vjfoUn dh n'f"V esa fÓ{kk og gS tks ekuo dh vUrfuZfgr leLr ÓfDr;ksa dks fodflr djds mls IQy cukus esa lgk;rk iznku djrh gS A

LorU=rk lEcU/kh Hksn %&

MkW- Hkhejko vEcsMdj fÓ{kk eas LorU=rk ds lÓDr leFkZd FksA vjfoUn th us MkW- Hkhejko vEcsMdj dh rqyuk eas fo|kFkhZ dks lhfer   LorU=rk   esa   gh   j[kkA

IUnHkZ xzUFk lwph

&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&
&

^^lksÓy vkbZfM;ksykth vkWQ MkW- Hkhejko vEcsMdj** ,l-vkj-cDÓh

^^MkW- Hkhejko vEcsMdj eSu ,.M eksjy** Mh-vkj- nÙkok

^^vEcsMdj fQykWlQh vkWQ fjyhft** Mh-vkj- nÙkok

feJk vkRekuUn ^^Hkkjrh; fÓ{kk ds izorZd**

^^Jh vjfoUn dh nÓZu Hkwfedk** fo'ofo|ky; izdkÓu] okjk.klh

^^Jh vjfoUn dk fÓ{kk nÓZu** Jh vjfoUn v/;;u dsUnz lksgu

yky] Mh-,-oh- fÓ{k.k egkfo|ky;] vEckyk Ógj A

lq[kchj vk;Z ^^Jh vjfoUn psruk /kkjk** ikaMspsjh

A STUDY OF RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION AND SELF-CONFIDENCE OF SECONDARY SCHOOL STUDENTS

*Mrs. Ruchi Manchanda   ***Sukhbir*

RATIONALE

In this age of science and technology, there is a cut throat competitions and to get success one has to be well adjusted, self-confident and a successful achiever. So achievement motivation and self-confidence plays an important role in one's life. Group and organizations of all sort are liable to survive and succeed under a proper motivation. Without proper motivation even students cannot achieve their aims and goals of life. In the present age the concern with the self-confidence and achievement motivation has becomes prominent becomes of the increased demand for creative talent in every sphere of the life. Today, there is competition in every field of life and only a self-confident person is able to get success in this world of competition. A very few studies have been done on study of relationship between achievement motivation and self-confidence of secondary school students. So, the investigator undertook the present study.

OBJECTIVES

1. To study the level of achievement motivation of secondary school students.
2. To study the self-confidence of secondary school students.
3. To compare the level of achievement motivation of male and female secondary school students.
4. To compare the level of self-confidence of male and female of secondary school students.
5. To study the relationship between achievement motivation and self-confidence of secondary school students.

HYPOTHESES

1. There exists no significant difference between achievement movtivation of male and female secondary school students.
2. There exists no significant difference between self confidence of male and female secondary school students.

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*Assistant Professor, Sohan Lal DAV College of Education, Ambala City
**M.Ed. Student

3. There exists no significant relationship between achievement movtivation and self confidence of secondary school students.

Methodology

SAMPLE

In the present study, a random sample of 100 students of class 9th and 10th was taken from two secondary schools of Ambala city.

TOOLS USED

    A. **DEO - MOHAN** Achievement motivation scale by **DR. (MRS.) PRATHIBHA DEO** and **ASHA MOHAN.**

    B. **AGNIHOTRI'S** self-confidence inventory (ASCI).

MAIN FINDIGS

1. There exists no significant difference in the means scores of Achievement motivation of male and female students. This means that achievement motivation scores are independent of sex.

2. There exists no significant difference in the Self-Confidence of male and female students. Thus, Self-Confidence is independent of sex.

3. There exists significant positive relationship between achievement motivation and self-confidence of secondary school students. It means that increase in achievement motivation scores leads to increase in self-confidence scores and vice-versa.

EDUCATIONAL IMPLICATIONS

1. Teacher will come to know about the relationship between achievement motivation and self-confidence.

2. Teacher can easily solve the classroom problems like problem of indiscipline etc.

3. Teacher will come to know about the level of self-confidence of the students.

4. Teacher can motivate the students to achieve their goals.

5. Teacher can increase the confidence level of the students by organizing different activities in the class-room.

6. Students will come to know about the relationship between achievement motivation and self-confidence.

7. Teacher can modify his teaching keeping in mind the confidence level and achievement motivation of students.

8. Teacher can organize extra classes for students having different abilities.

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About the College

<u>Sohan Lal DAV College of Education</u>

<u>Ambala City</u>

Sohan Lal DAV College of Education, Ambala City is a premier institute of education catering to the needs of Northern India in teacher education. This esteemed institution was established at Lahore in 1939 by a great Geographer and Educationist-**Rai Bahadur Sohan Lal**, who himself was the Founder Principal. It was rehabilitated at Ambala City in 1954 after Independence and later handed over to the DAV College Managing Committee, New Delhi. Since then, this institution has carved a niche in the field of teacher education by producing teachers of great repute. The college strives to maintain the ideals of its founding father Rai Bahadur Sohan Lal and articulate the ancient Vedic wisdom in the modern context. Lala Bhagwan Dass was the first Principal of the college at Ambala who was succeeded by Dr. R.L. Ahuja (1957-64), Shri A.R. Sharma (1964-74), Dr. V.B. Taneja (1975-77), Dr. V.K. Kohli (1977-91) and Dr. D.P. Asija (1991-2007). Dr. Vivek Kohli is admirably heading the institution since 2008. The detail is as under:

Name of the College:

Sohan Lal DAV College of Education, Ambala City, Distt: **Ambala, Haryana**

NCTE-Recognition: letter No.:

M.Ed. F. No. F-3/HR-8/M.Ed./2000/4658   Dated: **25-7-2000**
B.Ed. F. No. F-3/HR-18/B.Ed./2000/4630   Dated: **25-7-2000**

University affiliation: **Kurukshetra University, Kurukshetra**

Sanctioned Intake: **M.Ed. 70;**   **B.Ed. 250**

Year of Start of College: **1939 in Lahore, 1954 at Ambala**

Category: **Govt. Aided**

<u>OUR VISION</u>

To be one of the Centres of excellence in teacher education based on Indian vedic culture and ethos coupled with modernity.

OUR MISSION

- ❖ Generation, Preservation and Transmission of knowledge
- ❖ Building core competencies and adaptability among prospective teachers
- ❖ Disseminating skills for life long learning and information processing
- ❖ Developing creative and critical thinking in prospective teachers
- ❖ Initiating and experimenting innovations in teacher education
- ❖ Undertaking action research at grass roots level
- ❖ Keeping pace with information and communication technology
- ❖ Cultivating human & spiritual values

OUR COMMITMENT

C – Creating Knowledgeable and Human Society

O – Organisational Pride

M – Mutual Trust and Democratic Sharing

M – Modernity Blended with Tradition

I – Information Technology

T – Total Quality in Teacher Education Programme

M – Materialism Coupled with Spirituality

E – Empowerment of Teachers

N – Nurturing Vedic Values

T – Teacher Competency Focus

OBJECTIVES OF THE COLLEGE

-
    1. To provide new frontiers of knowledge to teachers at Pre- service and In-service levels.

2.   To interact with teachers, administrators, policy planners and the community and to formulate/ design need based teacher education programme for both at the elementary and secondary level.

3.   To develop instructional material for schools.

4.   To bring examination reforms in school system.

5.   To encourage action research at the grassroot level in relation to the process of teacher training and functioning of school system.

Land

       Land Identification (Khasra No.): Khasra / 307-313
       Land Area in Sq Mt.: 24576 Sq. mt

Building

		Yes	No
1.	Construction of building is complete	√	
2.	Building is fire safety- proof	√	
3.	Building is disabled friendly	√	
4.	Common Room for boys	√	
5.	Common Rooms for girls	√	

6.	Date of completion of building	1954
7.	Covered area in Sq. mt.	3440 Sq.mt
8.	Number of Auditorium	1
9.	Number of Classrooms	8
10.	Number of Tutorial Rooms	8
11.	Number of Laboratories	11
12.	Number of Seminar Rooms	1

13. Number of Conference Rooms   1

14. Number of Committee Rooms   3

Library

                                                        Yes   No

1. The library has separate reference section/
Journal section and reading room: [√]   [ ]

2. Number of books in the library: 24313

3. Total number of educational
Journals/periodicals: 70

4. Number of encyclopedias available in the library: 50

5. Number of books available in the reference
Section of the library: 5825

6. Number of Multimedia Literature: 90

7. Seating capacity of the Library Reading Room: 100

Instructional Facilities

1. Details of laboratories available: (i)   Language Laboratory

                                                             (ii)   Social Science Laboratory

                                                             (iii)   Mathematics Laboratory

                                                             (iv)   Computer Laboratory

                                                             (v)   Psychological Laboratory

(vi)   Work Experience Lab

(vii)   Home Science Laboratory

(viii)   Science Discovery Center

(xi)   Women Study Center

(x)   Music Room

(xi)   Patanjali Yog Kendra

2. **Arrangement made for Practice Teaching:**

    Students go to different Schools for practice teaching

3. **Names of Schools for Practice Teaching:**

    1. DAV Sr. Sec Public School, Ambala City

    2. A. S. Sr. Sec School, Ambala City

    3. Govt. Sr. Sec. School, Baldev Nagar, Ambala City

    4. Sohan Lal Girls Sr. Sec School, Ambala City

    5. S.A. Jain Vijay Ballabh School, Ambala City

    6. Majar R.N. Kapoor DAV Public School, Ambala Cantt

    7. DAV Public School, Model Town, Ambala City

    8. Govt. Sr. Sec. School, Model Town, Ambala City

    9. K.P.A. K. School, Ambala City

    10. Govt High School, Prem Nagar, Ambala City

    11. Govt. Sec Sec. School, No.7, Ambala City

    12. Govt School, B.C Bazar, Ambala Cantt

    13. Police DAV Public School, Ambala City

Facility for Games & Sports

	Yes	No
1. Own Playground	√	
	√	

2. Playground of another Institution on sharing basis

3. Gymnasium / Multipurpose hall √ ☐

4. Facilities for gymnasium √ ☐

5. Facilities for athletics √ ☐

6. Facilities for Indoor Games √ ☐

7. Facilities for Outdoor Games √ ☐

Other Facilities available:

	Yes	No
1. Auditorium facilities	√	☐
2. Guest House facilities	√	☐
3. Cubicles/Rooms for Teachers	√	☐
4. Common Rooms for Teachers	√	☐
5. Canteen facilities	√	☐
6. Medical facilities	√	☐
7. Hostel facilities (For Girls only)	√	☐

• ACHIEVEMENTS OF THE COLLEGE

In order to realise the objectives of this college, many sustained efforts have been made. The following benchmarks in the field of teacher education reflect the

collective wisdom of the faculty under the dynamic leadership of the former Principals and the present incumbent.

(i)   The college has the credit of being approved and recognized by the National Council for Teacher Education (NCTE), a statutory body established by an Act of Parliament.

(ii)   It enjoys the proud privilege of being the first DAV College to be awarded **A+ Grade** by National Assessment and Accreditation Council **(NAAC)** with 93% marks. Out of all colleges of Education across the country, in that particular year this is the first College of Education which was graded as A+by NAAC.

(iii)   The college has received an **ISO 9001-2000** certification.

(iv)   This college enjoys the privilege of being one of the Colleges and Departments of Education of the country which has been selected by **UGC** for conducting **Innovative programmes**.

(v)   The University Grants Commission **(UGC)** has established a Centre for **Sri Aurobindo Studies** which is the only one created in a College of Education Northern India.

(vi)   This is the only college in the North India which could has successfully competed in the nationwide contest for the best Integration of Technology in Education. Governor of Punjab Gen. (Retd.) SF Rodrigues bestowed this honour to the college. The honour includes an award of Rs. 50,000/- and a citation.

(vii)   A major research project titled 'Effect of Different Teaching Strategies on the development of Environmental awareness, Attitude building and Implementation of Action Programme in Rural Youth of Haryana has been Sanctioned to Dr. Sushma Gupta, Associate Professor of the college by UGC with a grant of Rs. 6.88 Lakhs.

The Principal of the college, Dr. Vivek Kohli is a well-known seasoned Principal and educationist. His contribution in teacher education is viewed

with respect. He has the vision and judgment of an administrator par excellence. The college has a great future under his stewardship.

EDUCATIONAL RESEARCH (ISSN No. 0976 9994)

An e-journal of the College

In order to make experiments on innovative ideas, carry out action research at grassroot level and develop reading material, the college has established a Centre For Innovations, Research & Development (CIRD).

The Centre plans programmes under the direction of Programme Advisory Committee (PAC) having distinguished academicians, principals, innovators, researches from different universities, institutes, NGOs on its body.

A Steering Committee (SC) having senior members of the faculty of the College executes the programmes undertaken by the CIRD.

The college publishes Research Journals regularly and the faculty members contribute in it.

Volumes published are as under:

- Research in S.L.College - Vol. I covering the period from 1978-79

- Educational Research - Vol. II covering the period from 1980-85

- Educational Research - Vol. III covering the period from 1986-90

- Educational Research - Vol. IV covering the period from 1991-95

- Educational Research - Vol. V covering the period from 1996-2000

- Educational Research - Vol. VI covering the period from 2001-05

- Educational Research   -   Vol. VII covering the period from 2006-07

- Educational Research   -   Vol. VIII covering the period from 2007-08

- Educational Research   -   Vol. IX covering the period from 2008-09 (e-journal)

- Educational Research   -   Vol. X covering the period from 2009-10 (e-journal)

- Educational Research   -   Vol. XI covering the period from 2010-11 (e-journal)

Extension Activities of the College

Following educationists delivered extension lectures on different aspects of education.

i) **Dr.G.S.Murthy**, Former Chairman, Deptt. Of Chemistry, Andhra University Hyderabad.

ii) **Dr.M.R.Chilana**, Former Field Advisor, NCERT, New Delhi.

iii) **Mr.S.N.Panda** Director, Regional Institute of Mgt. & Tech., Mandi Gobindgarh.

iv) **Sh. S.N.Shrivastava**, Ex-President, Rotary Club, Ambala Central.

v) **Dr. Khushvinder** Kumar, Principal B.C.M College of Education, Ludhiana.

vi) **Mrs. Renu Dhawan** on Yogic Value.

vii) **Shri Ram Nath Sharma** Retd. Head Master delivered extension lecture on Vedic Mathematics.

COLLEGE RESULTS

Year 2011-12

The result of M.Ed. class for the session 2011-2012 was excellent. The detail is as under:

Namit Kumari	3rd in University
Rukshi Chawla	4th in University
Sarvjeet Manchanda	7th in University
Swati Maheshwari	9th in University
Rubina	10th in University

The result of B.Ed class was 100%. Our student Ravindra stood IInd in All India DAV Moral Education Examination.

Year 2010-11

The result of M.Ed. class for the session 2010-2011 was 100%. 33 out of 35 students of M.Ed class have been placed in First Division. Our following students got Merit Positions in the Kurukshetra University:

Monika Sharma	585/750	1st in Kurukshetra University
Surbhi Arora	557/750	4th in Kurukshetra University
Pinky Bhargava	545/750	11th in Kurukshetra University
Neelam Devi	544/750	12th in Kurukshetra University
Meera Sethi	542/750	13th in Kurukshetra University

Our following B.Ed. Students got positions in the college (2010-11):

Monika Sharma	699/1000	I Position

Anita Rana   697/1000   II Position

Pooja Gupta   695/1000   III Position

Year 2009-10

For the session 2009-2010, all the students of M.Ed. class have been placed in First Division. Our following students got positions in the Kurukshetra University:

Deepika Gupta   First in University

Ruchy Sharma   Second in University

Jaspreet Kaur   Third in University

Aarti Sharma   Third in University

Shivani Mahajan   Fourth in University

Kanchan   Seventh in University

Raj Pal   Eighth in University

Swati Bajaj   Ninth in University

Harpreet Kataria   Eleventh in University

Manpreet Kaur   Thirteenth in University

Shashi Bala   Fifteenth in University

Jaspreet Singh   Sixteenth in University

Poonam Bist   Eighteenth in University

Dharmender Kashyap   Nineteenth in University

The result of B.Ed. class for the session 2009-2010 was also 100%. Our following students got position in the college.

Amarjeet Kaur   First

Pooja Goyal   Second

Bharti Chopra	Third
Jyoti Kapoor	Fourth
Shelly Bhalla	Fifth
Shivali	Sixth
Neha Gupta	Seventh
Shivani Sharma	Eighth
Shelly Sharma	Ninth
Hemant Chaudhary	Ninth
Neha Gupta	Tenth

The institution ensures participation of students in various curricular, extra-curricular, and co-curricular activities by providing facilities and opportunities leading to the harmonious development of the individual. The institution provide specific platform to participate in various competitions and students and students not only participate but bring Laurel and the College.

Our B.Ed. student Tarun Kaushal was conferred National Youth Award by Vice President of India for his Outstanding Contribution to National Development and Community Services.

This year 25 students participated in various competitions organized at State Level. Out of whom, 8 students obtained first position and 4 got second position and 6 got third position. Four B.Ed. students of our college got the opportunity to participate at International level in 'Yuva Meet 2010' organized by 'The Energy Resources Institute (TERI) in collaboration with ministry of Youth Affairs and Sports, Government of India and British Council, U.K.

Year 2008-09

In the area of academics, our college is always on the top. Keeping up the traditions set by the students of last sessions, our M.Ed. students have reached another

milestone by securing all the first fifteen positions in the University examinations held in May 2009 which is a unique record set by our students.

Among the colleges of education with M.Ed. seats, this is the only institution that stands with a victory flag in hands. Preeti Kalsia, a M.Ed. student bagged the Gold Medal by getting 586/750 marks followed by Garima Batra who secured second position with 584/750 marks. Amrita Sawhney of our college got the third position in the university with 576 marks. Other position holders are Shweta Raina, Rajni Khurana, Pooja Gaba, Esha Sekhri, Deepti, Rajni Dhiman, Kiran Deep, Nivedita Rai, Geeta Bali, Veenu Saini, Meenu, Kamini Jain, Harvinder Kaur have bagged 4th to 15th position respectively. Only 16th position is shared by our Deepa Rani with a student of another college of Kurukshetra University. The detail is as under:

Priti Kalsia	First in University
Garima Batra	Second in University
Amrita Sahney	Third in University
Shweta Raina	Fourth in University
Rajni Khurana	Fifth in University
Pooja Gaba	Sixth in University
Esha Sekhri	Seventh in University
Deepti	Eighth in University
Rajni Dhiman	Ninth in University
Kirandeep	Tenth in University
Nivedita Rai	Eleventh in University
Geeta Pali	Twelfth in University
Veenu Saini	Thirteenth in University
Meenu	Fourteen in University
Kamini Jain	Fifteenth in University
Harvinder Kaur	Sixteenth in University

Deepa Rani   Seventeenth in University

Our ten students Priti Kalsia,Garima Batra, Shweta Rana, Rajni Khurana, Esha Sekhri, Deepti, Geeta Poli, Sushil Kumar, Pardeep Kumar, Anil have cleared NET examination held in 2009-10. Out of these four students namely Garima Batra, Shaweta Rana, Esha Sekhri and Anil have been awarded junior Research Fellowship by UGC besides clearing NET examination.

Result of NET examination conducted by UGC in June 2010 is awarded. Hopefully ten more M.Ed students of this College will clear Net examination held in June 2010. Net examination is held in June and December every Year.

The number of students clearing NET examination gain importance in view of the fact that the sanctioned intake capacity of M.Ed Course is 25 only.

Co-Curricular Activities

The institution ensures participation of students in various curricular, extracurricular and cocurricular activities by providing facilities and opportunities leading to the harmonious development of the individual. The institution provide specific platform to participate in various competitions and students not only participate but bring Laurel and the College.

Our B.Ed student Tarun Kaushal was conferred National Youth Award by Vice President of India for his Outstanding Contribution to National Development and Community Services.

This year 25 Students participated in various competitions organised at State Level. Out of whom, 8 students obtained first position and 4 got second position and 6 got third position. Four B.Ed students of our college got the opportunity to participate at International level in 'Yuva Meet 2010' organised by 'The Energy Resources Institute (TERI) in collaboration with ministry of Youth Affairs and Sports, Government of India and   British   Council,   U.K.

YEAR 2007-08

For the last seven consecutive years, M.Ed. students of this College have secured First position. Bharti Alagh got 569 marks out of 750 and topped the list of successful candidates. Baljeet Singh, Preetinder Kaur, Sanjeev have got Sixth, Seventh and Ninth positions respectively. Result is cent percent. All the students have been placed in First division.

Garima Batra B.Ed Student got second position in university securing 779 marks out of 1000. Nivedita Rai and Neetu Bhandari have got Eighth and Twelfth position in Merit List of B.Ed Students declared by Kurukshetra University, Kurukshetra respectively.

Our Twelve students Bharti Alagh, Ila, Sonia Yadav, Baljeet Singh, Naina, Preetinder Kaur, Neeru, Budh Singh, Sanjeev, Vandana, Angrej Singh and Seema have cleared NET examination held in 2008-09. Out of these three students, namely Naina, Preetinder Kaur and Angrej Singh have been awarded Junior Research Fellowship by UGC besides clearing NET examination.

YEAR 2006-07

For the last six consecutive years, M.Ed. students of this College have secured First position. This year Mrs. Sheetal Batra got 574 marks out of 750 and topped the list of successful candidates. Ruchi Mehta, Nisha Singh, Reetika have got Second, Fifth and Seventh positions respectively. Result is cent percent. All the students have been placed in First division.

Our eleven students Sheetal Batra, Ruchi Mehta, Reetika Dhingra, Parvinder Kaur, Vaishali, Supninder Kaur, Priya Dhingra, Ravinder Siani, Avnish Kumari, Gaurav Saini and Suman have also cleared NET examination held in December, 2006. Out of these three students, namely Sheetal Batra, Ruchi Mehta and Reetika Dhingra have been awarded Junior Research Fellowship by UGC besides clearing NET examination.

POTENTIALS OF THE COLLEGE

Sohan Lal DAV College of Education, being a premier college of teacher education, is doing its best in giving training to prospective teachers, who will in turn shape the future of the nation in their classrooms. Over the years, the college has seen its contours of development. In the process, it could familiarize itself with its strengths to be exploited for its growth to the optimum extent. The following potentials of the college as a resource have been taken into cognizance for its future growth:

(i)   Deep-rooted philosophy of the institution for human emancipation

(ii)   Well-established and visionary Managing Committee

(iii)   Adequate physical infrastructure and resources

(iv)   Dedicated, committed and professionally well qualified personnel

(v)   Sound financial back up of the college

(vi)   Qualified and well placed Alumni of the College

(vii)   Progressive Parent Teacher Association

(viii) Community and Industry support available to the college

(ix)   Established centres, cells and subject associations/societies in the College

RESOURCES OF THE COLLEGE

With sustained efforts and clarity of purpose, the college has mobilized its rich resources that have resulted into the establishment of well built physical infrastructure and conducive learning climate. A brief description of these resources is given here in order to understand the present status of the college and possibility of its future growth and development. The resources are:

(i)   Double storeyed Main Building, an Auditorium, Fine Arts Block, Health & Sports Block and Administrative Block

(ii)   Grassy lawns and play grounds

(iii)   Well established library with modern facilities (automation)

(iv)   Science laboratories-Physical & Life Sciences, Home Science

(v)   Home   Science   Laboratory

(vi)   Social Science Laboratory

(vii)   Mathematics Laboratory

(viii)   Fully Air- conditioned Library

(ix)   Fully Air- conditioned Computer Laboratory

(x)   Psychology Laboratory

(xi)   Work Experience Laboratory

(xii)   Patanjli Yoga Centre

(xiii)   Audio-visual Lab-Hardware equipment and Software

(xiv)   Language Laboratory

(xv)   Training, Placement and Counselling Cell (TPCC)

(xvi)   Centre for Sri Aurobindo Studies

(xvii)   Centre for Innovations, Research and Development (CIRD)

(xviii)   Vocational Guidance Centre (VGC)

(xix)   Women Study Cell (WSC)

(xx)   Science Discovery Centre

(xxi)   Science Park

(xxii)   Reprography Centre

(xxiii)   Muscle Zone (Health, Sports and Gym Centre)

(xxiv)   Planning & Development Board

(xxv)   Refreshment Corner

LIBRARY

This college is marching ahead in serving the cause of teacher education and library has assumed great heights under the dynamic leadership of Principal Dr. Vivek Kohli and able and energetic librariran Dr.Nirmal Goyal and the staff.

It is proud of its rich, well-equipped, computerized Library and Information Center with all modern facilities; It is the first of its kind in the entire Northern India. Both the staff and the students can now get the required information at the press of

button and click of the mouse. It provides stimulus to reading by procuring and displaying materials on Internet for study and research, and organizing library resources in a scientific way. The Library and Information Centre meets the diverse scholastic needs of students, resear and faculty cbers in the shortest possible time. It has the follow characteristics features:

(i) <u>BASIC INFORMATION</u>:

The Library and Information Centre has a seating capacity of 125 readers. It has a circulation counter, Newspaper Section; separate reading sections for B.Ed. and M.Ed students and faculty members. It has about 24000 books on education, and other disciplines and 500 bound volumes of journals. It subscribes to 70 journals, 8 Newspapers and has 80 CD's on different subjects like Mathematics, Social Science and technology and separate reference section it has separate section books journals and newsletters on Sri Aurobindo (Related to Centre for Sri Aurobindo Studies), which can be viewed on computer.

(ii) <u>LIBRARY AUTOMATION</u>:

The library is fully automated. The various house keeping operations i.e. Acquisition of books, cataloguing, classification, circulation of books, inquiry, etc are in practice. The college library has purchased a new software package from an Australian based concern M.S soft link Asia Pvt. Ltd., Faridabad. It has electronic cataloguing resource management tools to simplify the library administrative tasks. Following are the modules with their brief application, which the library has purchased.

- ➢ **<u>STANDARD MODULES:</u>** Management, Periodicals, Inquiry.
- ➢ **<u>ADVANCED MODULES:</u>** Acquisition, Periodicals.
- ➢ **<u>FEATURES OF THE SOFTWARE:</u>** the main Features of the software for readers are:-

> **INQUIRY:**

The readers can use this software himself/herself just like catalogue and can seek inquiries on various fields such as Author, Title, and Publisher, Accession no, Bar code no, Call no, and Subjects.

The inquiry is not only for books but also for the Periodicals, Reports or any other material contained in the college library. With the help of this software, Reports regarding each module can be taken at the shortest time.

> **CIRCULATION COUNTER:**

Circulation Counter remains open from 9:30 a.m. to 4 a.m. for issue and return of books. Library has also introduced a Barcode System for circulation of books. All he books and the borrowers will have their own barcode given on the book and library card. With the help of Barcode Scanner the required books get issued easily to members without wasting their time.

> **CLASSIFICATION SYSTEM:**

Books in the library are classified according to the Dewey Decimal system and shelved numerically according to their Call Numbers. Reference books, denoted by R before the accession no, are shelved separately in the Reference Section.

> **TECHNICAL PROCESSING:**

The library uses the following tools for technical processing of books and journals, so as to facilitate the members to locate documents easily.

1. DDC: 19th edition for Classification.
2. Cutter's Table for assigning Book Numbers.

List of Periodicals/Journals

Educational Journals

Sr. No.	Name	Frequency
1.	Anweshika	Biannual
2.	Aryan Hertige	Monthly
3.	Bhartiya Aadhunic Shiksha(NCERT)	Quarterly
4.	Current Science	Fortnightly
5.	Dream (2047) Vigyan Prasar Samachar	Monthly
6.	Education New Horizons : A Research Journal	Quarterly
7.	GCTE Journal of Research & Extension in Education	Biannual
8.	Indian Psychological Review	Quarterly
9.	Indian Jl. Of Open Learning (IGNOU)	Quarterly
10.	Indian Educational Review	Half-Yearly
11.	Indian Educational Abstract (NCERT)	Quarterly
12.	Inside Outside (Home Sc.)	Monthly
13.	Journal of all India Association for Educational Research	Quarterly
14.	Journal of Indian Education (NCERT)	Quarterly
15.	Journal of Progressive Education - Gyanodaya	Half-Yearly
16.	Junior Science Refresher	Monthly
17.	Jls. Centre of Advanced Study in Education	Half-Yearly
18.	i-manager's Journal of Educational Technology	Quarterly
19.	Journal of Community Guidance and Research	Quarterly
20.	Miracle of Teaching (JL. of Teaching Profession)	Quarterly
21.	NCTE News	Biannual
22.	Pushap Gandha	Quarterly
23.	Edu- SEARCH Journal of Educational Research	Biannual
24.	Haryana – Sanvad	Monthly
25.	Edu – tracks	Monthly
26.	Perspectives in Education	Quarterly
27.	Primary Shikshak (NCERT)	Quarterly
28.	Primary Teacher (NCERT)	Quarterly
29.	Recent Researches in Education & Psychology	Quarterly
30.	Sanatan Sarthi	Monthly
31.	School Science	Quarterly
32.	Shiksha Vimarsh	Quarterly
33.	The CTE National Journal	Quarterly
34.	The Book Review	Monthly
35.	University News	Weekly
36.	University Today	Fortnightly
37.	Yoga the Science	Monthly
38.	Yojana	Monthly
39.	Ayurveda for Holistic Health	Biannual
40.	Ram – Eesh Journal of Education	Biannual

Journals of Sri Aurobindo Ghosh

Sr. No.	Name	Frequency
1.	Advent	Quarterly
2.	Agni Shikha	Monthly
3.	Purodha	Monthly
4.	All India Magazine	Monthly
5.	Awakening	Monthly
6.	Bulletin of Sri Aurobindo International Center of Education	Quarterly
7.	Gavasana	Annually
8.	Mother India	Monthly
9.	Namah	Quarterly
10.	Sri Aurobind' Action	Monthly
11.	World Union	Quarterly
12.	Bulletin of Sri Aurobindo	Quarterly

FUTURE PLANS:

Library and Information Centre has earlier organized a INFLIBNET Regional Training Programme for Librarians from Nov. 1-3, 2003 In this Programme, 38 Librarians from various states like U.P., Haryana, Chandigarh and participated. The college library is going to add Web Inquiry (OPAC) and Online Public Access Catalogue in to use the documents of other libraries also.

IMMEDIATE GOAL OF THE COLLEGE

As a logical consequence of the developments of the college, recommendations of the National Assessment and Accreditation Council (NAAC) and the policy of DAV College Managing Committee, the college is heading towards attaining complete autonomy in its structure and functioning to realize its goals. The autonomy of the college would culminate into the formation of Deemed University of Pedagogical Sciences to serve the country with its best capacity and strength.

FEATURES OF THE CENTRE

Innovation	Research	Development

❖ **Exploring new ways for improving teacher education**

❖ **Initiating and experimenting innovations in teacher education**

❖**Pooling and disseminating innovations in teacher education**

❖**Developing creative and critical thinking**

❖ **Undertaking action research at grass-root level**

❖**Consolidating researches and building new models/structures for further study**

❖ **Developing long-term thrust areas in research**

❖**Application of innovations and research findings for development**

❖**Development of instructional/reading material**

Our Mission

Sohan Lal DAV College of Education (NAAC 'A' Grade re-accredited) Ambala City, the premier institute of DAV College Managing Committee, New Delhi, has been catering to te needs of teacher education since 1939, firstly at Lahore and then after partition at Ambala City. It is marching ahead to translate the ideals of Rai Bahadur Sohan Lal Ji, the founder of the college for producing excellent teachers. In this background the college solemnly declares to build human resource devoted and dedicated to the cause of education. This task is being taken up in response to Indian ethos and culture coupled with science and technology, thus meeting the needs and challenges of third millennium.

For Restricted Circulation Only