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VOLUME – XII

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

(2014)

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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.

Editor–in-Chief
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Ambala City-134002
HARYANA (INDIA)

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.

I am specially thankful to the members of editorial board, Dr. Neelam Luthra, Associate Coordinator, Dr. Narender Kaushik, Dr. Satnam Kaur, Dr. Nirmal Goyal and Dr. B.S. Wadhwa for their significant contribution.

I fumble for words to express my heartfelt gratitude to Mrs. Sheetal Batra and Mrs. Ruchi Manchanda for rendering their services as and when required for editing, compiling, and enriching the content of this publication.

I appreciate the hard work done by Ms. Gurpreet Kaur for typing the various drafts of this volume in time.

Once again, I would like to thank all concerned, who helped us in successful completion of this publication.

Coordinator
Dr. Sushma Gupta
(M.Sc. (Zoology), M.Ed., Ph.D. in Education)
Associate Professor in Education

A STUDY OF ANXIETY PATTERN IN RELATION TO THE MENTAL HELATH OF SECONDARY SCHOOL TEACHERS

Dr. Pooja

INTRODUCTION

In modern scenario, education has led to many advancement i.e. Technological Resources related, subject area etc whereas these advancement profit us in daily life, also arcse complexities in life. These complexities leads to tension, frustration and sometime maladjustment in the indivisual. It the situation contincuas it proves anxiety which is a psychological problem that has reached to a high level in modern world. In every aspects of human life experience, even in teaching-learning process, anxiety plays avital role. Here, mainly the secondary school teachers have great role to play in all round development of the students. They have a direct influence an the students' life.

During the past five years, the problem of mental health and anxiety of the teachers ave become an interstd area among the researchers. The teacher's anxeiy problem have caused mental health and adjustment problem to all categories of intellectual. So there is a great need to diagnosis this problem of metnal disturbance and anxiety in the present Indian Education System.

Some investigations in this field, have been conducted by various reseracers. Schwab (1981), Singh (1991) Sharma (1994), Singla (1996) and Rafftey and Ptarek (1997) found in their respective studies that there is significant relationship b/w these tow variables: Mental Health and Anxiety. But after reviening the related betrature, the investigator could not find out any conclusive and consistant directions regarding the field. So to obtain were reliable results, an endeavour has been made to study the anxiety pattern in relation to mental health of secondary school teachers.

OBJECTIVES

1. To study the level of anxiety among the secondary school teachers.
2. To study the level of mental health among the secondary school teachers
3. To study the relationship b/w anxiety and adjustment among secondary school teachers.

HYPOTHESIS

There exists a positive relationship b/w anxiety and mental health of secondary school teachers.

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

SAMPLE

A sample of 100 secondary school teachers was selected landomly from panchkula districts (including Pinjore, Kalka, Sweajpur and Panchkula) of Haryana. As per the norms of the scale and test, out of 100, 45 teachers were founded to be well mental healthy, 25 were anerage and 30 have low mental health 36 out of 100 were extremety high anxiety 34 have average and 30 have low anxiety level.

RESULTS

TOOLS:

Following tools were used:

1. Personal Data Sheet (Self-Prepared)
2. Teacher's Mental Health Scale (M.H.I.) by H.P Magotra (1980)
3. Sinha's Comprehensive Anxiety Test by Dr. A.K. Sinha and L.N.K. Sinha (1983)

RESULTS AND DISCUSSION

Product moment co-efficient of correlation b/w will mental health secondary school teachers and their anxiety scores are given below. Here small:

r1. Secondary school teachers mental health score (well mental health)

r2. Anxiety scores

N = 45

df = N-2=45-2=43

Table value at .05 level of significane = .0288

Table value at .01 level of significane = .372

Product moment co-efficienty of correlation b/w average menal health secondary school teachers and their anxiety score:

r1. Secondary school teachers mental health score (Average mental health)

r2 = Anxiety Score

N = 25

df = N-2 = 25-2 = 23

Table value at .05 level of significane = .396

Table value at .01 level of significane = .505

Product moment correlation b/w low mental health secondary school teachers and their anxiety score.

r1. Secondary school teachers mental health score (low mental health)

r2 = Anxiety Score

N = 30

df = N-2 = 30-2 = 28

Table value at .05 level of significane = .361

Table value at .01 level of significane = .451

Co-efficient of correlation b/w seconday school teachers (well mental health, average and low mental health)

Table (I)

Sr. No.	Variables	r values	Level of Significance
1.	Mental Health Score of Secondary School Teachers (well Mental Health)	.04	insignificant
2.	Anxiety score of secondary school teachers		
3.	Mental Health Socre of Secondary school teachers (Average Mental Health)	.31	insignificant
4.	Anxiety score of secondary school teachers		
5.	Mental Health Socre of Secondary school teachers (Low Mental Health)	.68	significant
6.	Anxiety score of secondary school teachers		

Table (I) indicates that the value of correlation b/w secondary school teachers' mental health (well mental health) and their anxiety score is .04. Which it shows that the value of r=0.4 is not significant at .05 and .01 level. It signifies that there is no significant relationship b/w these two variables in the case of well mental healthy teachers. So the anxiety level have little effect an their performance or faculty in education field.

The table also indicates that the average mental healthy teachers too have insignificant relationship with the anxiety pattern as the co-efficient of correlation b/w these two variables is .31 and the value of r=.31 is not significant at .05 and .01 level. So we have the similar preduction about the mental health and anxiety level in relation to well mental and average mental healthy teachers.

But the situation si quit reverse to it in the matter of low mental healthy teachers. The results in table (I) clearly leads to the conclusion that boh nariables have significant relationship. As the correlation b/w low mental health of secondary school beachers and their anxiety score is .68 which is quite significant at .05 and .01 level.

So the anxiety pattern have a intal effect an the faculty of the low mental healthy teachers. So the results of the table clearly indicates higher the anxiety level, lower the mental heath' or 'higher the mental health, lower the anxiety level'.

These two variables are contrastive to each other high level of anxiety leads to low mental health of low mental healthy paves the way for high anxiety level. And more the anxiety level, more adverse effect will be an the over all performance of the teachers in all spheres of life.

FINDINGS

From the research, we find out that the well and average mental health teachers have low anxiety level. Ther is no significant relationship b/w thse two variables in relation to well mental healthy and average mental healthy secondary school teachers. Both posses the highliable correlation with anxiety pattern.

Panda, Pradhan, Nityananda and Senapaty (1996) also suppoted the above findings thorugh their own research where they fond that menal healthy teachers were significantly more satisfied with their job as compared to mentally unhealthy teachers. Mental health had a significant effect on secondary school teachers' in their job satisfaction.

But the situation si quite different in the case of low mental healthy teachers. The co-efficient of correlation b/w low mental health and anxiety pattern is quite significant which indicates that low menal health leads to high anxiety score. Sultan (1984) also was in favour of the result find out about the low mental healthy teachers. Through his investigation he resulted that 9 out fo 13 stress factors were significantly correlated with poor health score. Even geogres Jayaratan and chess (1987) also reprpted that high level of burn out scale resulted in the high level of anxiety. As we find out the significant correlation (r=0.68) b/w low mental health and anxiety level similar were the result find out by litrell, Billingsley and Cross (1994). They found a highly significan correlation (r=0.06) b/w the stress measure and health problem.

So being the result negative b/w mental health and anxiety, the assumed hypothesis is rejected. Good mental health leads to less anxiety.

SUGGESTION

As the findigns show, mental health and anxiety have due importance in the emotional and mental development of an indivisual. So it becomes the duty of the Educational administration to maintain harmonious atmosphere among tehe teachers. Sufficient opportemities

should be provided to them to enhance or develop hygienic environment and reduce anxiety level so that it may not coress its thereshold value. Being the teacher maker of the future of the natron, conscious efforts must be made to keep teachers will mentally healthy so that they will lead the students for their harmonious development to their extent level.

ROLE OF TEACHER IN PRESENT ERA TO INCULCATE HUMAN VALUES

Dr.Mukesh Ahlawat

"If there is righteousness in the heart there will be beauty in character If there is beauty in character There will be harmony in the home When there is harmony in the home There will be order in the nation When there is order in the nation There will be peace in the world"

Education without vision is waste; education without value is crime ; education without mission is life burden; Education in our life enables us to become comfortable.and to look after our family well. But so far as the social progress is concerned, value-based education is an unavoidable necessity. "A nation with atomic power is not a strong nation ; but a nation with people with strong character is indeed a strong nation..If a nation is to be strong, then the character **of** the people of that nation needs to be elevated. For this purpose, value-based education is an indispensable device. An educational system, if it really aims at making human life peaceful and happy, ought to pay undeviated attention, special care and constant focus on thoughts, motives, attitudes, actions and finally values in the life of human beings.

Man is a unique creation in this universe that under certain parameters is free to make his own destiny. Now, if man has to make his destiny, the question of values in life comes up. He has to think naturally as to what should be the guiding norms of life process. It is therefore clear that the guiding factors for man, which provide the prime motivating force behind his thought, emotion and action, have to be moral and spiritual. The socio-cultural and spiritual life of man has to bring peace, progress and welfare for both the individual and the society.

Now we are living in the Modern, Scientific and Technological world. Science and Technology have brought enormous changes in the society. The attitudes of the people are also changes in the day to day life of human beings. In today's multi-cultural and multi-racial society, with its changing social norms and expectations, it can be difficult for a young person to know what is right. To enable young people to appreciate themselves and others, and to take greater responsibility for their actions and for the world around them. Sri Sugunendra Tirtha Swamiji of Puthige Math has said that it is necessary to give importance to human values in the present era of globalization.

'Know thyself' is what each of us needs to do, yet modern life moves at such a pace that we seldom take the time to examine ourselves. We become strangers to our own selves. We follow

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the dictates of others blindly. Why should any debate be left to a few 'experts'? Why is not critical thinking an integral part of everyday life? It must be so if we are to create a sane society. And one of the processes of knowing ourselves, of raising our awareness, is to be able to identify and clarify our values. Education in values is essential in helping each one of us directly encounter the values that we hold, understand them completely, so that we may order our relationships to the environment that lies outside us. Once we are clear about values we shall be better able to sift and control information of the natural world, make wise choices and be creative in our mental processes.

For this to happen we must be equipped to examine our values. These are our internal guideposts. Much of the great literature of the world—from Bhagavad Gita to Socrates to Hamlet—has dwelled on value choices and moral dilemmas that are bound to occur when your values are clearly defined. Values do conflict. Making value choices is not easy, but it is this very thing we must confront and make part of our lives if we are to be truly creative human beings. Moral dilemmas are only possible for those who have strongly held principles and it is through these moral dilemmas that new and revolutionary thought processes emerge and character develops. Value conflicts are the strongest test of character. Yet, today, moral dilemmas are considered a waste of time, a domain for 'losers'. Ultimately we declare all value assertions unscientific and relative, hence dispensable.

The number of values is unlimited. The NCERT listed 84 values. It is unmanageable to deal with so many values in schools. Under the Sarya Sai organization, we classified and grouped these 84 values under the five well-known Prime values of EHV programme of Sathya Sai organisation. These five are:

1 **Right Conduct,**
2 **Peace**,
3 **Truth,**
4 **Love,**
5 **Non-Violence**

These values are specific because they are in line with a human being's make up. They are also heavily interrelated (e.g. right conduct is action with love and according to conscience).These five values are inter-related and inherent in human beings, raising them above the level of the animal kingdom.

Right Conduct

Information is received through the five senses i.e. smell, taste sight, touch and hearing. When this information is referred to the conscience, the resulting action will be beneficial. Every action is preceded by thought. If the thought is consciously seen and noted, aims to help and is unselfish, the action will be good for oneself and others. If our mind is busy, or we are daydreaming, the action may be useless, clumsy or harmful to ourselves or others.

Right conduct is also concerned with how we look after and use our bodies. The body needs to careful maintenance to be strong, healthy and well co-coordinated to serve us in performing the tasks of life. Students need to understand the importance of exercise, such as gymnastics, yoga and sports combined with good rest. Good thoughts and good company (which includes everything imbibed by the five senses) are essential for healthy and well balanced development. Right conduct is taught through: Silent Sitting, Story telling and Group Activities.

Values Relate to Right Conduct

Self-help Skills : Care of Possessions,· Diet, Hygiene, Modesty, Posture, Self-reliance Tidy appearance

*Social Skills:*Good behaviour, Good manners, Good relationships, Helpfulness, Not wasting

Ethical Skills,: Code of conduct, Courage, Dependability, Duty, Efficiency,Ingenuit, Initiativ, Perseverance, Punctuality, Resourcefulness, Respect for all, Responsibility

Peace

We smile when we are happy and contented. Contentment is gained when we cease to want for us all the apparent 'good' things conveyed to us through our five senses. When our willpower is sufficiently strong to enable us to discern the difference between real needs and superfluous desires, we cease to be driven by the urge to own more and more things.

Inner agitation stops and we are left feeling peaceful. When there is peace in the individual, there will be peace in the family. When there is peace in the family, there will be peace in the community. In order to learn, self-esteem, calmness and freedom from anxiety are necessary.

These qualities are fostered by two of the Programmes components, namely silent sitting and the self-reflective exercises in some of the group activity sessions.

Values Related to Peace

Attention, Calm, Concentration, Contentment, Dignity, Discipline, Equality, Equanimity, Faithfulness, Focus, Gratitude, Happiness, Harmony, Humility, Inner silence, Optimism,

Reflection, Satisfaction, Self-acceptance, Self-confidence, Self-control, Self-discipline, Self-esteem, Self-respect, Sense control, Surrender Understanding,Virtue

Values Related to Truth:

Accuracy, Curiosity, Discernment, Fairness, Fearlessness,Honesty,Integrity, Intuition, Justice, Optimism, Purity, Quest for knowledge,Reason, Self Analysis, Self Awareness, Sincerity ,Spirit of enquiry, Synthesis, Trust, Truthfulness, Determination, Unity of thought Word and deed

Love:

Love is not an emotion, affected by the sub-conscious mind, but is a spontaneous, pure reaction from the heart.

It is the power of love which causes one person to wish happiness for another and take pleasure in their well-being. A beneficial energy (love) is directed towards the other person. As this energy flows through our own body first, it also enhances our own health.

It is the power of love which causes one person to wish happiness for another and take pleasure in their well-being. A beneficial energy (love) is directed towards the other person. As this energy flows through our own body first, it also enhances our own health. Love is unconditional, positive regard for the good of another. It is giving and unselfish. Love is essential if children are to grow up healthy in mind and body. Love is the unseen undercurrent binding all the four values.

When the mind is turned away from selfishness, the 'heart' opens, and love flows. Love is energy, not an emotion, and is inherent in every breath. It is the motive force of the physical body and is enhanced through breathing exercises. The component of group singing in the Programme promotes harmony, co-operation and joyfulness. In singing a child may experience the sweetness of love. Love may also be fostered through story telling and activities which provide young people with the opportunity to care for other people, animals, plants and objects.

Values Related to Love:

Acceptance, Affection,Care, Compassions, Consideration Dedication, Devotion, Empathy, Forgiveness, Friendship, Generosity, Gentleness Humanness, Interdependence, Kindness, Patience, Patriotism, Reverence, Sacrifice Selflessness, Service sharing, Sympathy, Thoughtfulness, Tolerance, Trust

Non-Violence:

Thinking with love is truth

Feeling with love is peace

Acting with love is right conduct

Understanding with love is non-violence

For the non-violent person, the whole world is his family When the former four values are practiced (i.e. the conscious mind is keenly aware, love is flowing, there is peace and actions are right) life is lived without harming or violating anything else. It is the highest achievement of human living encompassing respect for all life -living in harmony with nature, not hurting by thought, word or deed.

Non-violence can be described as universal love. When truth is glimpsed through intuition, love is activated. Love is giving, rather than grasping and in allowing our stream of desires to subside, inner peace develops and right conduct is practiced. This results in nonviolence i.e. the non-violation of the natural laws which create harmony with the environment.

Values Related to Non-Violence

Psychological: Benevolence, Compassion,Concern for others, Consideration Forbearance, Forgiveness, Good Manners, Happiness, Loyalty, Morality,Universal Love

Social: Appreciation of other cultures & religions, Bother/Sisterhood, Care of Environment,Citizenship., Equality, Harmlessness, National Awareness, Perseverance, Respect for Property, Social Justice.

The need for value education among the parents, children, teachers etc, is constantly increasing as we continue to witness increasing violent activities, behavioral disorder, lack of unity in the society etc. Value education means inculcating in the children a sense humanism, a deep concern for the well being of others and the nation.This can be accomplished only when we instill in the children a deep feeling of commitment to values that would build this country and bring back to the people pride in work that brings order, security and assured progress.Value education refers to a programme of planned educational action aimed at the development of value and character. Every action and thought of ours leaves an impression in our mind. These impressions determine in our behavior at a given moment and our responses to a given situation. The sum total of all our impressions is what determines our character. The past has determined the present and even so the present our present thoughts and actions will shape our future. This is a key principle governing personality development. The human values are resolved having lasting impact necessary for bringing about change in thought and conduct, in the 21st century.

The inculcation of values is by no means a simple matter. There is no magic formula, technique or strategy for this. Value education in all its comprehensiveness involves developing

a sensitivity to values, an ability to choose the right values, internalising them, realising them in one's life and living in accordance with them. Therefore, it is not a time-bound affair. It is a life long quest.In inculcating values, all human faculties such as head, heart and hand should play a role. Thus value education covers the entire domains of learning, the cognitive, affective and psychomotor."Inculcation of values is influenced by a complex net work of environmental factors such as home, school, peer group, community, the media and society at large. Home takes the highest position in the hierarchy followed by school. As the home, so the society and within the home, as the parents so the children, and within the school, **as** the teacher, so the taught, are common sayings^

In the pursuit and promotion of values, the teacher has the most vital role to play. It is the teacher who is the guide, friend and philosopher and the first interaction of children, after the parents, is with the teacher. Teachers with vision, dealing with curricular subjects such as languages, science, social science, music, art, work experience and curricular activities such as NCC, Scouts and Guides, Community Service, Red Cross,[7] field Trips, Sports and Games can develop suitable strategies and methods which would enable proper transmission of values.

The role of teachers is quiet significant in the development of society. Teachers are the real nation builders. It is the teacher community who moulds the future society. Teachers as the sections of society who can influence the future generation towards a positive attitude with a healthy value base. The extent of influence which a teacher cast upon the children is well known and understood. The teacher is the role model far the child and what they imbibe gets multiplied subsequently in the society. It is the teacher who can lead us from darkness to light, thereby, from untruth to truth and finally take us from the stages of death to immortality. Guru is an incarnation of God in human form for students. While God is universal, the guru is said personal in relationship. Kalidas, the ancient poet, speaks of the guru as, “He converts darkness into light and makes the invisible God visible”.

Today the need for good become even more pressing thanbefore. Modern science and technology have thrown up more problems than they have solved. The craze of brute materialism seems to be eclipsing everything that is noble and sacred in human personality. And to me the only remedy lies in the evolution and practice of an educational system which finds its roots in the very fundamentals of human life and in the national soil. Only such a system of education can radiate happiness and mental contentment.Therefore, we urgently and clearly need to redefine the national objective of education. Good education should always aim at the spiritual, cultural and economic advancement of the people. In the words of Swami Vivekananda

"Education is man-making, Education is the"manifestation of divinity" already existing in men, Education is "enlivening the soul and externalizing the light within". Our scriptures say "Rise, awake and realize your best". The individual should aspire not only for his own salvation, but for the salvation of all the members of society. Patriotism assumes a new meaning in a free country. It mainly means respect for duty, sincerity and the quality of selflessness;

But now a days what are the outputs from an educational system? Generally speaking, only economic, technological and job aspects of education are being emphasised, almost to the total exclusion of considerations about a sense of values and the need of inculcating the knowledge, values and outlook necessary for a civilized existence. The question is how to inculcate proper values, knowledge, outlook and attitude among students.

In the past, parents and teachers both used to make the best of their efforts to provide an atmosphere to their children congenial to the development of higher virtues and morals. But the gross social change over the last fifty years, large scale urbanization, ruthless competition for financial gains, and heavy preoccupation in everyday life deplete all time and energy from the parents, leaving behind little time or energy for them to monitor their children.But know a days whatever time they have at their disposal is consumed by newspapers, television and other recreations. As a result, the younger generation hardly gets any opportunity to share ideas with their elders or to enter into a meaningful discussion. On the other hand, this idea is gaining ground among us that education is not meant to build up better human beings, but only to get better jobs. Consequently, the students' minds are obsessed with better jobs and dreams for higher social status. Unselfishness sacrifice and renunciation are important components of Indian culture. Respect for woman and looking upon other women as their mothers are the noble characteristics of our culture. It is a clear that schools have all along considered the training ground for the development of values and desirable habits in children.

Children are like clay in a potter's hands. Just as a potter gives a desired shape to the clay in his hands, so do children become what their parents make them. This is primarily the reason why the early growing years in a child's life are the most crucial and lay the foundation for developing their nature, personality and the individual self. The family system in India has a long tradition of imparting value education. But with the progress of modernity and fast changing role of the parents it has not been very easy for the parents to impart relevant values in their wards. Therefore many institution today conduct various value education programs that are addressed to rising problems of the modern society. These programs concentrate on the development of the

children, young adults etc. focusing on areas like happiness, humility, cooperation, honesty, simplicity, love, unity, peace etc.

These days, more and more children live in a household where both parents are working and often, such children rely heavily on their teachers for help, advice and guidance. There is no denying the fact that the role of a teacher in a student's life is very crucial right from the time when a child joins a day care centre to the stage when he / she takes a step forward towards establishing a professional career.It has been rightly said that **'children are the future of any country'** and teachers play an important role in shaping their bright future

The Conceptual Framework is a "handbook" for teachers. In essence, it teaches future teachers the things they need to teach to their students. Today's teachers aren't supposed to just teach their class, they are obligated to teach the students a lot of life lessons as well. A teacher needs to be a role model, especially for those with out good ones at home. They need to be a retreat from the bad that happens at home, they need to be an escape, a good place that the students want to be. All three are very important to be a successful and good teacher. The Framework is to help teachers perform certain acts, and teach certain things, that will show students not how they are supposed to be, but what they are supposed to be. The Conceptual Framework emphasizes three closely related ideas: A focus on moral reflection, teaching for social justice, and the liberal treatment of subject matter. As a teacher you must Focus on Moral Reflection when you teach. You need to show kids what your morals are so that they can practice the same ones. You must model your values and morals through decisions, actions, and words. This needs to happen in and out of the classroom. When your teaching, when you are at the games, when your are at the neighborhood store, and when your talking to your students about how your weekend was, you need to show the kids your good morals and your values. Show them the way that you are, the way you want them to act, with good morals and values.

The role of a teacher in society is both significant and valuable.It has far-reaching influence on the society he lives in and no other personality can have an influence more profound than that of a teacher. Students are deeply affected by the teacher's love and affection, his character, his competence, and his moral commitment. A popular teacher becomes a model for his students. The students try to follow their teacher in his manners, costumes, etiquette, style of conversation and his get up. He is their ideal.

He can lead them anywhere. During their early education, the students tend to determine their aims in life and their future plans, in consultation with their teachers. Therefore, a good and visionary teacher can play a prominent role in making the future of his students

Teacher has the capacity to inculcate broad mindeness, tolerance and proper social and emotional qualities, understood in its broader sense, value education aims at training the young in the entire realm of value - physical, emotional, intellectual, imaginative, aesthetic, democratic, scientific, social, moral and spiritual which can be pursued by any individual irrespective of his practice of any religion or no religion at all. Teacher has the capacity to transform a diseased mind into a very young, fresh, innocent, healthy natural and attentive mind. The transformed mind is capable of higher sensitivity and a heightened of the evolutionary role in man and in life.

CONCLUSION

Values are concepts that conserve life, that comfort life, that promote life and protectLife.Values are attributes that spring from the sublimity of soul. They are sentiments, like love, that involve mind, feeling and will, which are strong, deep and enduring. They are like truth, reflections of reality that are not obstructed by any kind of prejudice. They are like beauty perfections in themselves in every sense of the term. They are like justice the moral constituents of a State that confer on every one what is due to him. They are attitudes that confer on man humanism and peace.**Value in one word are the divine side of man.** They are linked to the behaviour that exposes the inner life of a nation.Value in short shape the moral personality of an individual. They enhance the finer side of his potential. They help him live harmoniously and graciously with his fellowmen. They act as the conscience of the community which when kindled with torch of learning would make him realise the responsibility he owes to the society.

Value crisis is growing at a faster speed than the galloping strides of science. Hence despite man's progress and material prosperity, peace and happiness will elude him because of the inward turmoil of feelings and attitudes. In more than 90% of homes, desirable value inculcation become impossible due to various reasons. Politics, Economics, Industry and even Cultural activities are becoming more and more barren of Values. Even religious heads have slipped into the traps of materialistic temptations. Spiritual fervour has become as insignificant appendage at the periphery of Maths, Monasteries and Mosques. Schools are the only hope of sustaining Ethics in life.

It is, however obvious that success in value Education/Inculcation depends upon the enthusiasm and Commitment of Teachers and Managements/Government.

According to our Indian tradition and culture teacher is the third God. He has a pivotal role in the process of teaching and learning. He is a guide, philosopher, mother, father, god, architecture and model. Education is the solution for all types of problems. With the help of education we can solve any types of problems in the society. Through education it is easy to inculcate values in the students and in the people. Without human values we can't survive in the world in the peaceful manner and we can't enjoy life. **So give importance for human values. Let me emphasis that "VALUE EDUCATION/INCULCATION IS NOT AN ADDITIONAL SUBJECT. IT SHOULD PERMEATE ALL WORK AND ACTIVITIES IN EDUCATIONAL INSTITUTIONS LIKE A GUARDIAN ANGEL'**

EFFECT OF A MATHEMATICAL MODEL ON THE MATHEMATICS ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

***Dr. (Mrs.) Rita Chopra** ****Mrs. Sheetal Batra**

The present study is conducted to find out the effectiveness of mathematical model on the mathematics achievement of secondary school students. The experiment was conducted on 100 students of class VIII. Sample of 100 students was selected randomly from two C.B.S.E. schools of Ambala city. Simple random sampling technique employed for selecting the sample. Two groups were matched on the basis of their intelligence, previous achievement in mathematics.Out of 100 students 50 students were selected for experimental group and the rest 50 students were selected for control group. Researcher taught the experimental group with the help of mathematical model and control group with traditional method. The investigator gave a 50 days intervention programme . The findings of the present study revealed that there exist a significant difference in the mathematics achievement of students taught through mathematical model and traditional method. Students taught through mathematical model gain higher than the students taught through traditional method. Further there exists no significant difference in mathematics achievement of male and female students taught through mathematical model. It means effect of mathematical model is independent of the change of sex.

INTRODUCTION

The complex nature of modern industrial civilization and explosion of knowledge due to scientific discoveries and inventions have made the educational process very complicated. To meet the challenge of the time and the educational aspiration of society, there is a need for effective education today. For education to be effective, a clear and complete understanding of the basic concepts of the subject matter taught in school is needed. This may be achieved if stress is laid on improved classroom teaching and learning particularly by helping students to understand specific items of knowledge as prescribed in the syllabus. In the absence of particular theory of teaching the question arises as to what procedure a teacher should follow in the classroom? Should he be allowed to develop a teaching style that works in his teaching situation and stick to it for all time to come? The obvious answer to the question would be that we should

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not allow this happen in the interest of our pupils. We should endeavour to evolve theories of teaching. This move brought a shift from content based teaching methods to teacher based instructional methods. Thereafter a variety of teaching approaches have been evolved to design instruction along with teaching learning situations to achieve specific instructional objectives. Among these teaching approaches the functional and structural guidelines to design instructional material and learning environment were developed known as models of teaching. A model of teaching consists of guidelines for designing educational activities and environments. It specifies ways of teaching and learning that are intended to achieve certain kinds of goals (Joyce & Weil 1972, P.139). A model of teaching is nothing but a scientific way of presenting the subject matter. Proper model selected for teaching makes the teaching learning process more effective and successful. Therefore, in the present investigation, a mathematical model for the grade VIII was developed by the investigator .

MATHEMATICAL MODEL

The model of teaching devolved for the present study belongs to the information processing family and behaviour modification family.The aim of this model is concept development and mastery learning. The model presenting here is an adaption from the work of Hilda Taba and is also based on behavioral systems theory for academic goals i.e. mastery learning concept of Bloom. Model devolved here firstly work for developing the concepts; when the concept are fully developed, then these concepts are practiced until mastery learning is achieved.This model is used to teach students to create productive learning environment and to free themselves from aversion and engaged positively with the opportunities that education and life in general offer. Student who have developed fears about various pursuits learn to replace those fears with affirmative feelings.

Steps of mathematical model

Focus : The educational objectives of mathematical model are as

1.Content goals: (i) To acquire a new concept. (ii) To enrich and clarify known concepts.

2.Mastery learning goal : To provide mastery learning of the acquired concept.

Syntax: The syntax or phasing of the model describes the model in action. For example How do we begin? What happens next? We describe syntax in terms of sequences of activities. Each model has a distinct flow of phases.

SYNTAX OF MATHEMATICAL MODEL

Phase One	Orientation	Teacher establishes content of the lesson Teacher reviews previous learning. Teacher establishes lesson objectives. Teacher establishes the procedures for the lesson.
Phase Two	Presentation	Teacher explains/demonstrates new concept or skill. Teacher provides visual representation of the task. Teacher checks for understanding.
Phase Three	Structured Practice	Teacher leads group through practice examples in lock step. Students respond to questions. Teacher provides corrective feedback for errors and reinforces correct practice.
Phase Four	Guided Practice	Students practice semi-independently. Teacher circulates, monitoring student practice. Teacher provides feedback through praise, prompt.
Phase Five	Independent Practice	Students practice independently at home or in class. Feedback is delayed. Independent practices occur several times over an extended period.

A mathematical model has been divided into five phases. First phase is called as orientation phase in which a framework for the lesson is established. During this phase the teacher's expectations are communicated, the learning task is clarified and student accountability is established. Three steps are particularly important in carrying out the intent of this phase: (1) the teacher provides the objective of the lesson and the level of performance (2) the teacher describes the content of the lesson and its relationship to prior knowledge and experience (3) the teacher discusses the procedures of the lesson i.e. the different parts of the lesson and students responsibilities during those activities. Phase two is the presentation phase in which the teacher explains the new concept or skill through demonstrations and examples. If the material is a new concept, it is important that the teacher discuss the characteristics (or attributes) of the concept, the rule or definition, and several example. If the material is new skill, it is important to identify the steps of the skill with examples of each step. In either case, it is helpful to convey this information both orally and visually so that students will have the visual representation as a reference in the early stage of learning. This is sometimes called a visual representation of the

task (VRT). Another part of this phase is checking to see that student have understood the new information before they apply it in the practice phases.Structured practice is phase three of the strategy. In structured practice the teacher leads students through practice examples working in lock-step fashion through each steps of the problem. The students practice as a group, offering to write answers.The teacher's role in this phase is to give feedback on the student's response, to reinforce accurate responses and to correct errors. In referring to it while working the practice examples, the teacher is ensuring their semi-independent practice phase. Phase four, guided practice, presents students the opportunity to practice on their own while the teacher is still in the environment. Most of us recognize this activity as seatwork.Guided practice enables the teacher to make an assessment of the students ability to perform the learning task.Teacher's role in this phase is to monitor students work for providing corrective feedback when necessary.Independent practice is the last phase of mathematical model. It begins when students have achieved an accuracy of 85 to 90 percent in guided practice. The purpose of independent practice is to reinforce the new learning to ensure retention as well as to develop fluency. In independent practice, students practice on their own without assistance and with delayed feedback. The teacher's roles in this phase is to make sure that the independent practice work is reviewed soon.

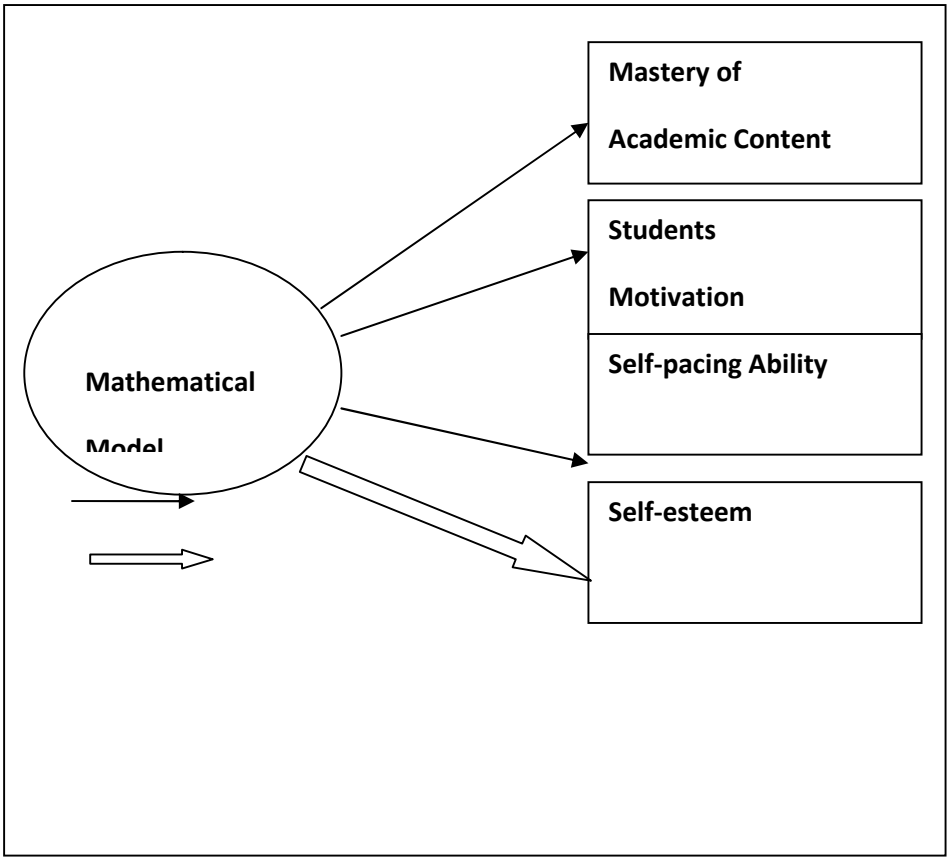
Social System: The social system describes student and teacher roles and relationships and the kind of norms that are encouraged. In the present mathematical model the social system is of highly structured. It approaches academic content systematically. Its design is shaped to generate and sustain motivation through pacing and reinforcement .Through success and positive feedback, it tries to enhance self esteem.

Principles of reaction:Principles of reaction tell the teacher how to regard the learner and how to respond to what the learner does. In this mathematical model principles of reaction are governed by the need to provide the knowledge of results, help students pace themselves and the need for reinforcement.

Support System: This element of the model refers to the additional requirements beyond the usual human skills from the teacher and facilities available in an ordinary class room.In the present mathematical model support system includes sequenced learning tasks developed by the teacher for concept development and mastery learning.

Instructional and nurturant effects: The effects of models can validly be categorized as the direct or instructional effect and the indirect or nurturant effects. The instructional effects are those which are directly achieved by leading the learner in certain directions. The nurturant

effects come from experiencing the environment created by the model The instructional and nurturant effect of the present mathematical model is summarized as



OBJECTIVES OF THE STUDY

- To develop and standardize mathematical model for secondary school students.
- To find out the difference in the mathematics achievement of students taught through mathematical model and traditional method.
- To find out the difference in the mathematics achievement of male students taught through mathematical model and traditional method.
- To find out the difference in the mathematics achievement of female students taught through mathematical model and traditional method.
- To find out the difference in the mathematics achievement of male and female students taught through mathematical model.

HYPOTHESES OF THE STUDY

- There exists no significant difference in the mathematics achievement of the students taught through mathematical model and traditional method.

- There exists no significant difference in the mathematics achievement of the male students taught through mathematical model and traditional method.
- There exists no significant difference in the mathematics achievement of the female students taught through mathematical model and traditional method.
- There exists no significant difference in the mathematics achievement of male and female students taught through mathematical model.

METHOD AND PROCEDURE

The present research work is based on experimental method in non laboratory settings. It is two groups randomized pre-test post test experimental design. The design has been followed by three operational stage viz. pretest, intervention programme and posttest. In this study a sample of 100 students of VIII grade studying in two C.B.S.E. schools of Ambala city was taken randomly. Out of 100 students, 50 students were selected for experimental group and the rest 50 students were selected for control group. Simple random sampling technique employed for selecting the sample.Treatment was conducted to see the effect of independent variable (mathematical model) on the dependent variable (mathematics achievement) by controlling intelligence,age and class as extraneous variables. The experimental group was taught through mathematical model and control group was taught through traditional method of teaching mathematics. The researcher gave 40 days intervention programme in the school.

TOOLS USED

For the present study the investigator used the following tools: Mathematical model prepared and standardized by the investigator herself.The success rate of this model calculated was 97.34 percent.Two parallel mathematics achievement test of grade VIII prepared and standardized by the investigator herself. The split half relability of the test is .82.

STATISTICAL TECHNIQUES

Statistical techniques mean,Standard Deviation(S.D.) and‘t’test has been used to find out the significant difference between Experimental and Control group students.

VARIABLES

variables under the study are as

Independent variable: Independent variable is a stimulates variable which is measured, manipulated or selected by the experimenter to determine its relationship to an observed phenomena. In the present study, mathematical model is the independent variable.

Dependent variable: The dependent variable is the response variable. It is the variable that will change as a result of variations in the independent variable. In the study, mathematics achievement is the dependent variable.

CONTROLS APPLIED

In order to partial out the effect of mathematical model on the mathematics achievement of the students, various factors which are said to be affecting it were controlled.

- First factor was time which was controlled by conducting the experiment in the month of November when there is not much pressure on the minds of students for preparing themselves for final examination.
- The second factor was socio-economic status i.e.the students selected for the sample belonged to family of government service employees.
- The third control was their intelligence level. For this students were matched on the intelligence scale by S.S.Jalota.
- The fourth control was academic achievement because of which, the students who obtained more than sixty per cent marks were selected for the sample.

RESULTS AND DISCUSSION

The data obtained from the present study was analyzed in two sections In section-1comparison between the mean pre-test scores of experimental and control group has been made for testing the group equality. Section-2 reveals the effect of mathematical model on the achievement of two groups by making comparison between the post-test scores of students of experimental and control group.

Section-1

Pre- testing of experimental and control group

The mean for the pre test score of the experimental group and control group is 20.00 and 19.30 respectively. S.D. for the experimental group and control group is 3.01 and 2.92 respectively .The calculated value of‘t’for both the groups is equal to 1.57. This value is less than the tabular value of‘t’ i.e.1.99 and 2.64 at both 0.05 and 0.01levels of significance respectively.This implies that there is no significant difference in the scores of students before the treatment.It means both the groups i.e. experimental and control are equivalent before the experiment.

Section-2

Post- testing of experimental and control group

Hypotheses-1

There exists no significant difference in the mathematics achievement of the students taught through mathematical model and traditional method. The result is presented as:

The mean for the post test score of the experimental group and control group is 57.40 and 37.70 respectively. S.D. for the experimental group and control group is 2.72 and 2.51 respectively. The calculated value of 't'for both groups is equal to 38.62. This value is much higher than the tabular value of 't' i.e.1.99 and 2.64 at both 0.05 and 0.01 levels of significance respectively. This implies that there is significant difference in the performance of students taught through mathematical model and traditional method. Students through mathematical model gain higher as compared to traditional method. It means first hypotheses is rejected.

Hypotheses-2

There exists no significant difference in the mathematics achievement of the male students taught through mathematical model and traditional method.The result is presented as:

The mean for the post test score of the experimental group and control group male students is 57.01 and 37.05espectively. S.D. for the experimental group and control group is 2.70 and 2.41 respectively. The calculated't'value for both groups is 5.773 which is higher than the tabular 't'value i.e. 2.06 and 2.80 at both 0.05 and 0.01 levels of significance respectively. Hence there exist no significant difference in the mathematics achievement of the male students taught through mathematical model and traditional method. Thus male students gain higher through mathematical model in comparison to traditional method. Therefore second hypotheses is rejected.

Hypotheses-3

There exists no significant difference in the mathematics achievement of the female students taught through mathematical model and traditional method. The result is presented as:

The mean for the post test score of the experimental group and control group female students is 58.01 and 38.02 respectively. S.D. for the experimental group and control group is 2.61 and 2.56 respectively. The calculated't'value is 4.538 which is higher than the tabular 't'value i.e. 2.06 and 2.80 at both 0.05 and 0.01 levels of significance respectively. It means there exist no significant difference in the mathematics achievement of the female students taught through mathematical model and traditional method.Thus female students gain higher through mathematical model in comparison to traditional method. It means third hypotheses is rejected.

Hypotheses-4

There exists no significant difference in the mathematics achievement of male and female students taught through mathematical model. The result is presented as:

The mean for the post test score of the male and female experimental group students is 57.40 and 57.90 respectively. S.D. for the male and female experimental group students is 2.45 and 2.84 respectively. The calculated 't'value is 0.94 which is less than the tabular't'value i.e. 2.06 and 2.80 at both 0.05 and 0.01 levels of significance respectively. It means there exists no significant difference in the mathematics achievement of male and female students taught through mathematical model. Thus achievement of male and female was almost equal when taught through mathematical model. Hence fourth hypotheses is accepted.

CONCLUSION

From the above result it was found that there exist significant difference in the mean scores of students taught through mathematical model and traditional method. Students taught through mathematical model gain higher in comparison to traditional method. The finding is according to result of Gupta(1993, p.44), Nirmala (2006, p.27),Pabla (2007, p.35),Chauhan(2008, p.37). From the further results it is clear that there is no significant difference in mathematics achievement of male and female students when taught through mathematical model. Male and female students gain almost equal when taught through mathematical model. The findings is according to result of Chakrabarti (1999, p.24), Gupta(1995, p.54), Sharma(2008, p.271).The result of present study proves into the efficiency in the mastery of mathematical model for developing mathematical concepts. Mathematics teaching based on the principles of mathematical model can develop all cognitive abilities in the students because the process mainly concentrates on the concept development rather than memorization. A concept cannot be developed meaningfully if the students have not acquired it through proper understanding. Therefore curriculum of mathematics should be developed by taking in view the concept development and mastery learning process.

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A STUDY OF VOCATIONAL PREFERENCES OF HIGH SCHOOL STUDENTS OF AMBALA DISTRICT

Dr. Dhiraj Walia

ABSTRACT

Education plays a significant role in the development of human manpower of a country. Education prepares a child to live more intelligently as citizen and understand and enjoy the life. Today life of human being is much more complex than the early time. The study of vocations is of significant importance for providing educational and vocational guidance. With the advancement of science and technology, the nature of profession, job and vocation has also changed. Today the list of vocation is so large that it is very difficult to match human resources with these. It is socialistic in the sense that according to the needs of the changing society, various vocations came to the field but proper adjustment with a particular vocation has its impact upon enrichment of life and it depends upon intelligence, aptitudes, interests and creative potentialities of an individual. In order to carry about a specialized job effectively, a sound vocational training, knowledge of vocational interest and vocational preferences of the individual are inevitable.

INTRODUCTION

There is so much increase in the number of vocations that the description of vocations has to be supplied to the pupils before they leave the school. At present, some vocations have gained the importance while some have lost in the changing circumstances. Its reason is the occurrence of changes in our assumptions, ideologies and needs etc. When a person enters to some vocation without any pre-planning then after sometime he feels that he is not suitable for that vocation. So the person's personality development ceases to occur, while proper selection of the vocation gives satisfaction to that person. The factors for the vocational choice of students are Heredity, culture, friends group, parents,

matured person, social status and the interaction with physical environment. An individual has to accept the available vocation irrespective of his liking or disliking, interest or disinterest. The study of vocations is of significant importance for providing educational and vocational guidance. According to the needs of the changing society, various vocations come to the field but proper adjustment with a particular vocation has its impact upon enrichment of life. Many young people in their teenage decide and determine what kind of work they will be fitted for. Vocational guidance should be provided to child from the very early stage when the child enters the school and continue till after a stable choice has been made. The school should take up the responsibility of helping the child in the vocational sphere of his life because vocation is not only a means of earning livelihood but also a way of life.

STATEMENT OF THE PROBLEM

"A Study of Vocational Preferences of High School Students of Ambala District."

OPERATIONAL DEFINITIONS

Vocational preferences: Vocational preferences are the choices made by the students on an open-ended questionnaire listing a number of vocations, which are available in the community, in the state and outside the state.

OBJECTIVES OF THE STUDY

The main objectives of the study were:

- To study the vocational preferences of high school students of Ambala district.
- To study the difference in vocational preferences of rural and urban high school students of Ambala district.
- To study the difference in vocational preferences of C.B.S.E. and H.B.S.E. high school students of Ambala district.

HYPOTHESES OF THE STUDY

- There is a significant difference in vocational preferences of rural and urban area students of Ambala district.

- There is a significant difference in vocational preferences of C.B.S.E. and H.B.S.E. high school students of Ambala district.

SAMPLE DESIGN

For the purpose of the present investigation, it was decided to take a sample of 240 high school student i.e. 120 rural area students and 120 urban area students of Ambala district. The 12 schools were randomly selected and the units of class X of these schools were selected.

INSTRUMENTATION

A questionnaire schedule was prepared to collect information. Questionnaire consists of the personal details and the list of vocations.

Limitations of the Study

Following were the limitations of the study: -

- The study was confined to the 10th class students of Six C.B.S.E. and Six H.B.S.E. schools of Ambala district.

Table Showing the Findings:

Vocational preferences of high school students

Sr. No.	Vocation area	No. of students	Percentage	Rank
1.	Literary	38	15.8	VIII
2.	Outdoor	60	25	V
3.	Mechanical	43	17.9	VII
4.	Scientific	189	78.8	II
5.	Persuasive	12	5	XI
6.	Social service	56	23.3	VI
7.	Artistic and constructive	179	74.6	III
8.	Clerical	22	9.2	X
9.	Administrative	233	97.1	I
10.	Teaching	104	43.3	IV
11.	Home management	24	10	IX

This table reveals that 97.1% high school students have given their first preference to administrative activities. The second vocational preference was given to the scientific activities by 78.8% students. 74.6% of students have given artistic and constructive activities to third vocational preference while the

fourth Vocational preference had been given to teaching activity by 43.3% of the students of high school of Ambala district.

From the above, it may be interpreted that:

Administration is the vocation which is preferred by majority of high school student followed by scientific, artistic and constructive vocations and teaching. It may be pointed out that teaching is ranked as number four vocation in the list of preferences, yet its percentage is very low.

CONCLUSIONS OF THE STUDY

From the data interpretation, its analysis and result so obtained, we come to the following conclusions: -

- Administration is the vocation which is preferred by majority of the high school students followed by scientific and artistic and constructive. Although teaching is ranked as number four vocation in the list of preferences, yet its percentages is very low.
- Rural and urban area students don't differ in order of their vocational preference for administrative and scientific activities. But there is difference in the third and fourth vocational preferences of rural and urban area students. Rural area students have made teaching as third preference while artistic and constructive activities have made third preference by urban students. Rural area students have given artistic and constructive activities as fourth preference while urban area students have given outdoor activities as fourth preference.
- There is no difference in the first and second vocational preferences of C.B.S.E. board and H.B.S.E. board students. The first preference of the C.B.S.E. board and H.B.S.E. board students is administrative followed by scientific activities. But there is difference in the third and fourth vocational preferences of C.B.S.E. board and H.B.S.E. board students. H.B.S.E. board students have made teaching as third preference while artistic and constructive activities have made third preference by C.B.S.E. board students. H.B.S.E. board students have given artistic and

constructive activities as fourth preference while C.B.S.E. board students have given teaching activities as fourth preference.

EDUCATIONAL IMPLICATION

Occupational information assists pupils to gain maturity in vocational maturity in vocational understanding and develop attitudes in harmony with modern and ever-changing demands of our social and economic life. Occupational information assists the pupils to make a realistic vocational selection. The present Study and its investigation have provided a right kind of occupational guidance to the adolescents to decide their career and it also help the guidance workers to know about the vocational preference of adolescents, which will help them to provide appropriate, and up to date vocational information to the students.

SUGGESTION FOR FURTHER RESEARCH

The various suggestions for the further research are as follows: -

- A comparative study can be undertaken in all other states.
- The same kind of study can be undertaken at National level.
- The same kind of study may be undertaken in relation to the factors like socio-economic status, intelligence, self concept etc at secondary school level.

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SELF MANAGEMENT TECHNIQUES FOR TEACHERS AND STUDENTS

Garima Batra

Introduction

We all manage and we all lead as Management is not just for managers, just as leadership is not just for leaders. The main focus of reforms in educational system relies on the development of quality of teachers and performance of learners/students. This development acts as an accelerating force for smooth movement of the wheels of the educational reforms. If teachers are acquainted with abilities, skills, sacrifice, patience, dream, determination and dedication during interaction with students then the students will automatically feel motivated, happy and full of enthusiasm and readiness to compete effectively in this hard competitive world.

In the same way, Sukhin (2010) has raised the problem of decreasing teachers' teaching quality because teachers are assign to cope with administrative work and other matters not related to teaching e.g. taking students to home, selling food or products, dealing with school cleaning or promoting student recruitment.

Due to this, the quality of teaching and the preparations for interactive session with students get adversely affected due to tiredness which comes from heavy work load. It also results in the problem of inadequate self management leading towards lack of self-management motive and professional growth. Self- management is an effective tool for reinforcement of our own behaviour. There are different dimensions of self management such as **self-awareness, self-belief, self-responsibility, self-discipline, self-motivation, self-resourcefulness, self-achievement, self-monitoring, self-correction and self-learning.**

Self-management Techniques for Teachers

Happiness is the key to success. Higher the self management abilities, higher is the success rate in life and interpersonal relationship. Facing the problems of life intelligently reflects the balanced state of mind and personality of a person and this ability of controlling and improvising ones behaviour and bringing stability in thoughts and emotions takes a person to a

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suitable level to live happily in social situations. Teachers should develop the qualities of self-discipline, self-control, self power, self-confidence to fight with the problems in the system of education. Some educational problems are not due to ineffective system but these can be because of those teachers' attitude who do not gain achievement motive, self-management inspiration, adequate knowledge, management and knowledge sharing opportunity. Research shows that only 20 % of contents in curriculum and textbooks is passed on, but the rest is ignored. Therefore, it becomes the need of the hour to improve teachers' quality and efficiency which is directly related with students' learning abilities and skills. The self management is a helpful technique that helps in improving work process adequately. Good planning and effective action are two qualifications of the success though it is a time consuming process but the results are fruitful as it facilitates positive, permanent and concrete changes in the individual. The qualitative performance of teachers can be brought by inculcating effective self management skills for both in -service and pre- service teacher training programmes.

The following are some practical measures for teachers to improve their functioning:

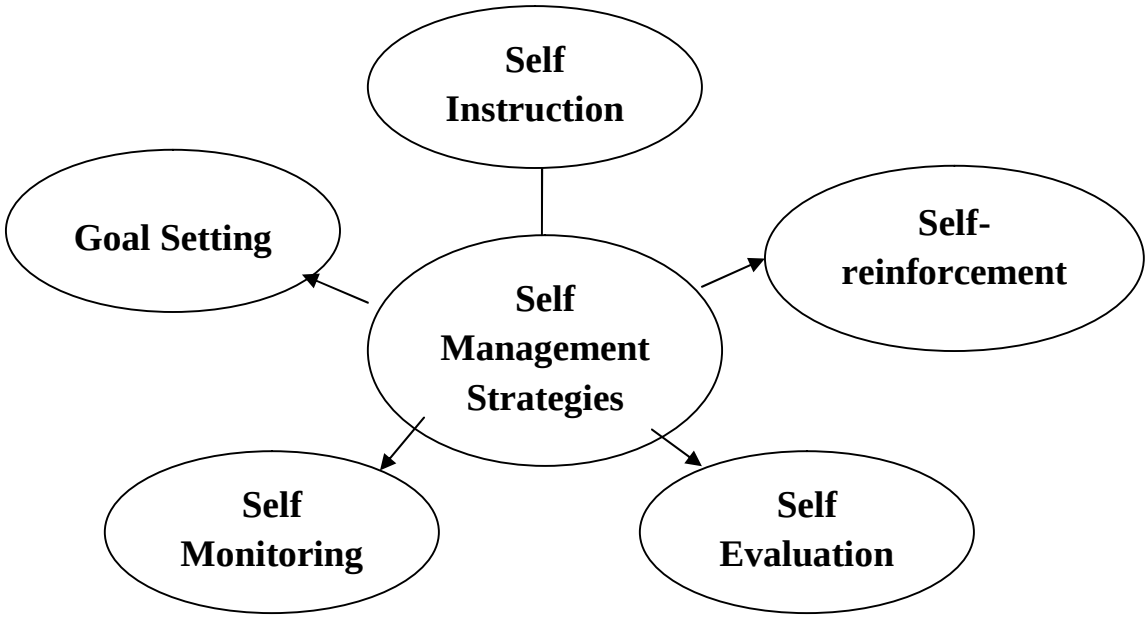
- By becoming a good orator and making only practical goals to achieve.
- By fulfilling the expectations of others to become trustworthy.
- By inculcating good habits in all respects and becoming role models.
- By inculcating ethics and values like hard work, dedication, punctuality, professionalism.
- By giving prime importance to dignity in work.
- By developing sympathetic attitude towards students and becoming nice, courteous, polite and respectful to students.
- By correlating the teaching with real life for attaining the attention of the students and making teaching learning process more interesting.
- By relating teaching with relevant examples which will add spice to their teaching.
- By following the saying: Actions speak more louder than words.
- By becoming self-disciplined and enthusiastic in work.
- By exercising their mind, body and spirit in positive spirits.

Self Management Techniques for Students

If the students want themselves to get sustained in this challenging and competitive scenario then the teachers should be fully equipped with self management techniques to foster such skills into

their students. Self- monitoring, Reinforcement and Independent learning are key components of Self-management plans which teachers should use to teach students to complete their work independently and take an active role in self monitoring and reinforcing their own behaviour. This will help the students to get themselves well prepared in advance before any problematic behaviour occur which develop mostly in growing years i.e. in adulthood stage of development. In this stage it becomes the prime duties of their teachers to teach them how to use the self management strategies effectively.

In this process of providing instructions both teachers and students have to realise their respective responsibilities. These strategies can actually help in acquiring skills as well as minimising the time required for instruction and monitoring of behaviour. It also promote generalization and maintenance of behaviours, and reinforce the cultural value of education that when students leave school, they become independent and competent (Agran, 1997). Self-management strategies include a range of strategies that students can use to change their behaviour. Five of the most common self-management strategies are given below.



1. **Self-instruction:** It involves teaching students how to take themselves through the completion of a task.
2. **Goal setting:** It can be used to promote the academic and social performance of students in relation with the goals set either independently or by teachers' consent. It

includes student motivation, monitoring their own progress, and more positive feelings about their abilities.

3. **Self Monitoring:** Self-monitoring involves student's observation for achieving target behaviour.
4. **Self Evaluation:** In self-evaluation, students provide themselves with immediate feedback for their functioning through self monitoring.
5. **Self-reinforcement:** It refers to reinforcement of their own behaviour by giving reward immediately to make themselves self motivated.

It becomes the foremost duty of a dedicated teacher that he/she should directly and individually teach students how to use the above mentioned strategies.

Self Management Techniques for Learners with disabilities

Inclusive Education is the recent trend in the system of education which means providing an equal instructional platform for normal children and children with disabilities. It is the need of the hour to teach self management skills to both categories of students to fulfil the educational objectives set by educationists and teachers. If the students with disabilities learn self-management skills then they can handle themselves with more controlled behaviour, self-dependent and can develop strong decision making powers. The development of self management skills help in the empowerment of students with disabilities and provide a ray of hope for them to improve themselves in their own behaviour.

Self-management is also considered as a necessary skill for students to make themselves more self determined and goal oriented to handle their behavioural aspects both inside and outside the school. Self-determination skill occupies an effective place in the set up of special education but self determination is incomplete without self management. Self management mingled with self determination yields fruitful results in the areas of achieving goals, improvising decision making powers and making relevant choices.

Conclusion:

The teachers should make their students realize that the three pillars of self managements can't work in isolation as Self- Evaluation, Self-Monitoring and Self- Reinforcement strategies are interrelated and interconnected. Teachers should motivate their students to set their own goals

and compare their current performances with their previous behaviour. Research studies show that self- management strategies act as a boon to improve academic performance, productivity, completion of task on time and to decrease problematic behaviour and finally eliminating the re-occurrence of problematic behaviour. The concrete and practical changes in the educational system can be made through successful inculcation of self management skills both by practitioners and learners as these skills teach a teacher an art of teaching and learner an art of learning effectively and efficiently. Moreover, these skills act as a third eye for analyzing the whole progress and henceforth keeping track over the continuous process of achieving the target behaviour set by teachers for their learners and making them more self- regulating.

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ACHIVEMENT OF +2 STUDENTS IN ANCIENT INDIAN HISTORY IN RELATION TO GENDER, AREA, AND INTEREST IN THE SUBJECT OF ANCIENT INDIAN HISTORY

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RATIONALE

Classroom teaching is of significane for school children. It affects the personality. All round development is the personality is the goal. Evaluation is done to know the lebel of achievement in different activities and the objects. In order to achieve the goal of development of personality the achievement of the students in different subjects of teaching is of greater importance as in Indian system much weight age is givento the achievement in subject of study. An achievement test measures academic performance in different subjects. Achievement signifies accomplishment or gain or performance carried out successfully.

A review of the various studies (Verma (2000) and Sarswat (1982)) conducted in the field of achievement testing reflects that only a few studies have been conducted in the subject of ancient Indian history. The significane of the present investigation can be attributed to the use of three norms referenced tests in Ancient Indian history. First test contains objective type items with factual information. Second test is visual type including pictorial items with factual questions and third is short answer type test. These test cover the wider range of the content matter.

OBJECTIVES

1. Selection of an achievement test in Ancient Indian History to measure the achievement of +2 studnets in the subject of Ancient Indain History.
2. Preparation of a Background Questionnaire concerning Gender, Area and Interest in Ancient Indian History of +2 studnets.
3. Formulation of the hypotheses concerning relationship between independent and dependent varioables.
4. To select an appropriate sample of +2 studnets for the administration of the Background Questionnaire and achievement test.
5. Administration of the background questionnaire and the achievement test.
6. Organization of the data derived by the administration of the research tools on the sample of +2 studnets.
7. To study the relationships concerning independent and dependent variables.

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*****M.Ed. Student***

8. To work out the design of the study in terms of the relationships between independent and dependent variables.
9. Testing of the hypotheses formulated by the investigator concerning the relationships.
10. To interpret the results and draw conclusions.
11. To suggest the educational implications of the present investigation.

HYPOTHESES

1. There is no significant difference between male and female students of +2 as far us their achievement in ancient Indian history is concerned.
2. There is no significant difference between rural and urban students of +2 as far as their achievement in ancient Indian history is concerned.
3. The studenst of +2 who have interest in ancient Indian history do not differ significantly from those who do not have interest in this subject on the achievement test in Ancient Indian history.
4. The interaction gender x area does not contribute to any significant difference on the achievement test in the case of the students of +2.
5. The interaction Gender x interest in ancient Indian history does not contribute to any significant difference on the achievement test in the case of the students of +2.
6. The interaction Area x interest in ancient Indian history does not contribute to any significant difference on the achievement test in the case of the students of +2.

MAIN FINDINGS

1. The study of achievement in the subject of ancient Indian history in relation to the independent varioables gender, area of residence, and the interest in the subject of ancient Indian history is a comprehensive study as it uses all the three types of achievement tests in the subjects of ancient Indian history for the study of the relationships of these independent varioables with achievement.
2. The girls of +2 have been found to score somewhat higher on the test-I (objective type) of ancient Indian history as compared to the Boys of +2 as they devote more time to the study of the subject in comparison to Bosy.
3. Urban students of +2 have scored higher on the Objective types test in ancient Indian history in comparison to rural students of +2 but in this case also the differences have

not been found to be significant. Need here is also to replicate the study to substantiate the results.

4. Interest in the subject of ancient Indian history is the most contributing factor as far as the achievement in the subject of ancient Indian history of +2 class students is concerned.
5. On the picture type achievement test there have not been found any significant differences with respect to the independent varioables gender, area and interest and their interactions.
6. On the test with short anser type (Test-III) as the students of +2 are to express themselves while attempting these questions the results show that girls of +2 class express better as compared to the boys of +2 class.
7. The significant interaction gender X intrest reflects that when gender and interst in ancient Indian history are conbined the differences become less pronounced. However, the combined affect of the three variables generators sharp differences among the eight groups on the achievement of +2 students in the subject of ancient Indian history.

EDUCATIONAL IMPLICATIONS

The study suggests that the students and teachsers of Ancient Indian History subject shoud visit palces of Histroical Interset so that they are able to see those things which have been ther in their curriculum and are used in the preparation of test items of Achievement Tests.

As differences between urban and rural students have been found. Kits of historical material should be provided for students of +2 in rural area schools. Changes in curricula, methods of teaching ancient Indian history and aims and objective should be changes from time to time so that new ways of presenting the subject matter is used to overcome the difficulties of the students in the subject of ancient Indian history.

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CONSTRUCTION AND STANDARDIZATION OF AN ATTITUDE SCALE TO MEASURE ATTITUDES OF TEACHERS TRANIEES TOWARDS EDUCATION

Dr. Sushma Gupta** ****Archana Mittal

RATIONALE

An attitude is a state of mind which serves as an abstraction in describing overt behaviour in social setup. According to Allport, "Attitude is a mental and neural state of readiness to respond organized through experience exerting a directive and/or dynamic influence on behaviour". It is an organized predisposition to think, feel, perceive and behave towards a cognitive object. Attitude as an idea charged with emotion which predisposes a class of actions to particular class of social situation. A large number of studies have been reported to deal with the problem of attitude and many of them deal with Likert and Thrustone method of attitude scaling. The present investigation is concerned with the development and standardization of attitude scale to measure attitude of teacher trainees towards Education. The study, therefore, is significant to deal with the attitudes of an important section of the society (teacher trainees) whose role is central to Education.

OBJECTIVES

1. Construction of the items of the preliminary draft of the attitude scale to measure attitude toward Education.
2. Administration of preliminary draft of the attitude scale on an appropriate sample of teacher trainees.
3. Selection of the items for the final draft of the attitude scale measuring attitude toward Education, using the methodology of part-whole correlation (Internal consistency along the attitude measure).
4. To find reliability of the final draft of the attitude scale.
5. To find the validity of the final draft of the attitude scale using known group method.

METHODOLOGY

Sample

A random sample of 60 Teacher Trainees out of 250 teacher trainees studying in S.L. D.A.V College of Education, Ambala city was taken for the administration of the attitude measures.

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****M.Ed. Student**

Main Findings

- Internal consistency along the two attitude measures has been found to be gratifying and quite satisfactory as thirty eight out of sixty items, twenty out of thirty items in the Progressive and eighteen out of thirty items in the Traditional Education scale, were found to have part whole correlations $\geq .30$. It may also be mentioned that out of the twenty items which were selected in the scale of Progressive Education, forteen items were positive and the rest six items were negative. Likewise, in the scale of Traditional Education out of the eighteen items, eleven were positive and seven were negative. Thus thirty eight items were finally selected to form two Likert type Attitude Scales to measure the attitude of teacher trainees towards Education (Progressive Education and Traditional Education).
- Split half reliability of Attitude Scales have been found to be very high. The reliability of the half length scale of attitude measure towards progressive education was found to be 0.68. The reliability of full length scale using Spearman Brown Formula has been found to be quite high i.e. 0.80. It shows that 20- item attitude scale to measure attitude towards education is highly reliable measure of the attitude.

The reliability of the half length scale of attitude measure towards Traditional Education was found to be 0.52. The reliability of full length scale using Spearman Brown formula has been found to be quite good i.e. 0.68. It shows that 18- item attitude scale to measure attitude towards education is highly reliable measure of the attitude. The reliability is a measure of accuracy with which the attitude scale measures. It therefore, reflects that the attitude scales measure attitude towards Progressive Education as well as Traditional Education with sufficient accuracy.

- The two attitude scales one measuring attitude towards Progressive Education and the other measuring attitude towards Traditional Education have been found to be valid measures of measuring attitude towards Progressive and Traditional aspects of Education. The concept of validity of the measures reveals that the two attitude scales constructed and standardized by the investigator are quite effective in measuring attitude towards the two aspects of Education.

EDUCATIONAL IMPLICATIONS

The present investigation is an attempt to measure attitude of teacher trainees towards Education within a social psychological framework. Attitude can be measured by using physiological as well as phenomenological approaches. The investigator has used phenomenological approach to measure attitude using verbal reports of introspection on a seven point scale. The present investigation is concerned with the development and standardization of attitude scale to measure attitude of teacher trainees towards education. The purpose of this investigation has been to develop a Likert type standardized attitude scale to measure attitude of teacher trainees towards education.

Education is a never ending process of inner growth and development. Education, in real sense, is to humanize humanity, and to make life progressive, cultured and civilized. It is very important for the progress of individual and society. It is through education that man develops his thinking and reasoning, problem solving and creativity, intelligence and aptitude, positive sentiments and skills, good values and attitudes. Attitude forms a very important role in teaching-learning process. Adams regards education as a bi-polar process. At one pole the teacher and at the other educand. The teacher forms an inevitable element in the process of education. Without a teacher this process is rather difficult to operate. If the teachers do not have a favourable attitude towards education, it would badly affect the teaching-learning process. So, it is very important to develop a positive attitude in teacher trainees. The present study is concerned with the development and standardization of an attitude scale to measure attitude of teacher trainees towards education.

The Likert method of attitude scaling has been found to be a good method to study attitudes. It is easy to handle because of its direct administration on the subjects whose attitudes have to be measured. So, it is appropriate to construct attitude scales using this method and measure attitudes of different groups consisting Indian Society Construction and Standardization of good measuring tool is of much significance from the point of view of determining behaviour and in making predictions concerning the psychological objects.

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Lokeh n;kuUn ljLorh vkSj Jh vjfoUn nksuksa gh thou dsfUnzr f”k{kk ij tksj nsrs FksA nksuksa gh f”k{kk dks thou gh f”k{kk dks thou i;ZUr vkSj fujUrj pyus okyh izfØ;k ekurs FksA

fØ;kRed fof/k ds leFkZd

Lokeh n;kuUn ljLorh vkSj Jh vjfoUn nksuksa fØ;kRed fof/k ds leFkZd FksA

ekr‘Hkk’kk ij tksj

Lokeh n;kuUn ljLorh vkSj Jh vjfoUn nksuksa dh bl ckr ij tksj nsrs Fks fd ekr‘Hkk’kk dks f”k{kk dk ek/;Ek cuk;k tkuk pkfg,A

O;kolkf;d izf”k{k.k ij tksj

Lokeh n;kuUn ljLorh vkSj Jh vjfoUn th us O;fDrRo ds lUrqfyr fodkl ds fy, f”k{kk esa O;kolkf;d mn~ns”; dks Hkh egRoiw.kZ LFkku fn;k gSA

f”k{kk ds mn~ns”;

Lokeh n;kuUn ljLorh vkSj Jh vjfoUn ds }kjk crk, x, f”k{kk ds mn~ns”;ksa esa lekurk ikbZ xbZ] nksuksa esa gh O;fDr ds “kkjhfjd] ekufld] uSfrd] vk/;kfRed vkSj pkfjf=d fodkl ij cy fn;kA

f”k{k.k fof/k;k¡

Lokeh n;kuUn ljLorh vkSj Jh vjfoUn th dh f”k{k.k fof/k;ksa esa Hkh lekurk gSA nksuksa us gh f”k{kk izkir djus ds fy, ,dkxzrk dks egRo fn;k gSA

Ukkjh f”k{kk

Lokeh n;kuUn ljLorh vkSj Jh vjfoUn nksuksa gh ukjh f”k{kk ds Lk”kDr leFkZd FksA

vlekurk ds rRo

Lokeh n;kuUn ljLorh vkSj Jh vjfoUn th ds “kSf{kd fopkjksa esa lekurk ds lkFk&lkFk vlekurk ds rRo Hkh gSaaA tSls%& ftudk o.kZu bl izdkj gS%&

ikB~;Øe esa Hksn

Lokeh n;kuUn ljLorh th ds }kjk crk;k x;k ikB~;Øe esa laLd‘r vkSj lkfgR; ds vfrfjDr /kkfezd f”k{kk] lkekU; f”k{kk] O;kogkfjd izf”k{k.k] T;ksfr’k “kkL=] fpfdRlk foKku] “kklu foKku

vkfn dks lfEefyr fd;k x;k gSA tcfd Jh vjfoUn }kjk crk;k x;k f”k{kk dk ikB~;Øe ;ksx f”k{kk] osnkUr vkSj mifu’knksa ij vk/kkfjr FkkA

vuq”kklu esa fHkUurk

Lokeh n;kuUn ljLorh th us f”k{kk ds {ks= esa vuq”kklu dks vR;f/kd egRo fn;k gSA mUgksaus dBksj vuq”kklu dk leFkZu fd;k gSA

Jh vjfoUn th dk er Fkk fd lHkh ckydksa esa vkUrfjd “kfDr;ka fo|eku gksrh gSaA muds fodkl ds fy, Jh vjfoUn dk fopkj Fkk fd mudks dBksj vuq”kklu esa uk cka/kk tk,A

v/;kid ds LFkku esa Hksn

Lokeh n;kuUn ljLorh th us v/;kid dks vf/kd egRo fn;k gSA muds vuqlkj v/;kid dks Kku dh izfrHkk rFkk ln~xq.kksa ,oa Lk”kDr pfj= dk Lokeh gksuk pkfg,A

fu’d’kZ

Lokeh n;kuUn ljLorh vkSj Jh vjfoUn us vius vk/;kfRed fopkjksa }kjk lh[k nh gS fd vk/;kfRed f”k{kk lalkj dh orZeku cqjkb;ksa dks tM+ ls m[kkM+ ldrh gSA ;g euq’; dks pfj=oku] bZekunkj rFkk “kfDr”kkyh cukdj mPp Lrj ij ys tk;sxhA ;g vPNh ekuork dh uhao MkysxhA ;g ?k‘.kk ds LokFkZ ij izse] LokFkZ ds LFkku ij vkRe cfynku rFkk fgalk ds LFkku ij vfgalk dks tUe nsxhA muds vk/;kfRed fopkjksa rFkk “kSf{kd n”kZu dk v/;;u djus ds i”pkr~ dgk tk ldrk gS fd lHkh v/;kidksa rFkk f”k{kk “kkfL=;ksa dks vius fo|kfFkZ;ksa ds thou esa mu fl}kUrksa rFkk fu;eksa dks <kyuk pkfg, tks Lokeh n;kuUn ljLorh vkSj egf’kZ vjfoUn ds }kjk crk, x, gSaA

lanHkZ xzUFk lwph

1- vjfoUn dk lekt n”kZu] MkW- vo/ks”k dqekjh] jk/kk ifCyds”kUl] ubZ fnYyh ¼1991½

2- ^vjfoUn vius fo’k; esa* Jh vjfoUn] vjfoUn vkJe izdk”ku foHkkx] ikafMpsjh ¼1994½

3- lwjtHkku] ^Lokeh n;kuUn ljLorh% mudk thou o dk;Z*] ubZ fnYyh ¼1978½

4- lh-th- eku] ^Lokeh n;kuUn ljLorh dk “kSf{kd n”kZu* vEckyk dSaV% Hkkjrh; ifCyds”kuA

CONTRIBUTION OF SWAMI RAMDEV IN YOGA EDUCATION FOR STUDENTS

Dr. Satnam Kaur* **Pratima Malik

RATIONALE

Today, everyone wants to become perfect in every field. In this throat cutting competition, life has become restless. Therefore, a lot of diseases are occurring, so there is need of such education which can make the human mind sound and able to think for others. This is possible by Yoga pursuit. Yoga, itself doesn't create health; rather, it creates an internal environment that allows the individual to come to his own state of dynamic balance and health. It provides the overall development for the individual.

According to Swami Ram Dev, Yoga isn't only union of man with the God, but it is also a union of different power of man which is hidden in him. So, there is a great need of the study of Yoga education in present era and the contribution of Swami Ramdev for health benefits. Therefore, investigator has selected this study.

OBJECTIVES

1. To study the Indian concept of Yoga Education.
2. To study the health benefits of Yoga Education.
3. To study the literature related to Yoga Education in the philosophies of great thinkers.
4. To study the relevance of Yoga Education in the present Era.
5. To study the contribution of Swami Ramdev in Yoga Education for students.
6. To study the educational implications of yoga education advocated by Swami Ramdev.
7. Comparison of yoga system of Swami Ramdev with other eminent yoga thinkers.
8. A critical analysis of the philosophy of Swami Ramdev.

SOURCES

This is philosophical study. The methods used in the study will be mainly descriptive and reflective based. The research will be based on intensive library research. The investigator will go through books and magazine for information. The researcher will go through the literature published and unpublished. The researcher will seek the help from the various sites on internet. Group discussion held with friends and family members.

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MAIN FINDINGS

Yoga education is highly appreciated for all age group persons. Yoga is not a therapy in the accepted sense of term. Yoga as a process of education of the total personality helps in steadying the mind and since an unsteady mind is the source of disease, it happens that the practice of Yoga helps the management of certain disease.

Sri Aurobindo engaged himself for forty five years in the practice of Yoga and developed a philosophy of complete affirmation and developed his scheme of integral education rooted in the developing soul of India. He believes in all round development. Yoganda has combined modern education techniques with Yoga training and spiritual ideals.

Swami Vivekananda showed that vedantic principles not only help a person to attain mukti bul also help him to face or solve the problems of everyday life. Rabindranath Tagore had a firm belief in the philosophy of Vedas. He believed that the God is all powerful and pervades in everything of this universe. Mahatama Gandhi emphasized perfection of spirituality as main aim of education and life. Gandhiji believe in developing the best in child and men- body, mind and spirit.

Ramdev tries to improve the education system by integrating old Patanjali yoga with the new one. He teaches yoging aasns and pranayams for the benefit of general public and youth who follow it easily. Yoga education should be made compulsory for the students because it helps them to be fit.

EDUCATIONAL IMPLICATIONS

Swami Ramdev ji has stressed the need for making yoga and ayurvedic medicines as part and parcel of life and has made it clear that the students of all Disciplines should practice and at the same time spread the message that yoga should be in the life style of everyone. His approach is quite pragmatic in dealing with the problems of health, brain, mind and soul. He has given emphasis to yogic exercises related to pranayam .From educational point of view the massage clearly reflects that the Yoga and Ayurveda are so important in life that they should be included in our educational system as a part of curricular and cocurricular activities.

CONCLUSIONS

- The main objective of yoga education advocated by Swami Ramdev is the revival of the old Indian tradition of vedic age when yoga was part and parcel of the life of the people in general and students in particular.

- Yoga education should be made compulsory for the students because it helps them to remain fit mentally and physically.
- Swami Ramdev's main focous is on making the people of India as well as of the whole world adopt yoga and ayurveda n their lifre style.

A STUDY OF THE ATTITUDE OF SENIOR SECONDARY SCHOOL TEACHERS TOWARDS THEIR EDUCATIONAL ACCOUNTABILITY

***Dr B.S. Wadhwa** ****Teena Rani**

RATIONALE

This study is significant because it helps us, to evaluate the performance of the teacher and achievement of the national goal. The teachers should be responsible for the fulfillment of their responsibilities towards their duty in relation to the school, the society and the nation. Theachers constitute an important section of the society. Teacher is a national builder and accountable for his work. The present problem is concerned with study related to ducational accountability of the teachers. What is the attitude of the teachers towards their own educational accountability? The study of attitude of he teachers will reeal their behavior in relation to their duty in and outside the school.

Lake and Colleagues, Robert Hollan of studied the attitude of parents and teachers towards Educational accountability. The present study is related to the attitude of senior secondary school teachers towards their educational accountability.

OBJECTIVES

1. To work out the characteristics of educational accountability of the teachers.
2. To construct the attitude items for the development of preliminary darft of the Likert type attitude scale.
3. To administer the preliminary draft of the Likert type attitude scale (using seven point scale) on an appropriate sample.
4. To organize the data obtained on the sample.
5. To find the internal consistency along the preliminary draft of the attitude scale.
6. To select items for the final draft of the attitude scale, to measure attitude of Senior Secondary School Teachers towards educational accountability of the teachers.
7. To find the reliability of the attitude scale using split half method along with Spearman Brown Prophecy Formula.

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METHODOLOGY

Sample

A Random Sample of about Sixty Senior Secondary School teachers will be taken from Senior Secondary Schools of Yamuna Nagar to do item analysis of the data.

Tool Used

The study is concerned with the development and standardization of an attitude scale to measure attitude of Senior Secondary School teachers towards their Educational Accountability.

METHODS OF CONSTRUCTION OF ATTITUDE SCLAES

There are basically there methods of constructing attitude scales which are:

1. Thurstone method of attitude scaling.
2. Likert method of attitude scaling.
3. Gutiman scaling method.

SELECTION OF THE ATTITUDE SCALING METHOD

Likert method of attitude scaling was finally selected by the investigator to construct and standardize the required attitude scale to measure the attitude of Senior Secondary School Teachsers towards Educational Accountability of the Teachers because of the following reasons specified in earlier studies:

1. Likert method of attitude scaling uses only positive and negative items. The purpose of using negative items is to avoid the response bais tendency of the respondents.
2. The Likert method of attitude scaling does not use the judgement phase for the selection of items for the final draft of the attitude scale.
3. The reliability of the Likert scale with the same number of items has been found by studies to be higher in comparison to other methods of attitude scaling.
4. As the time taken required for the construction of Likert type attitude scale is less in comparison to other methods. So, it solves the problem of constraints due to time factor. Practicability is ensured in this methods.

MAIN FINDINGS

1. The attitude scale is internally consistent measure of attitude towards educational accountability of the teachers.

2. The 36-item attitude scale developed and standardized by the investigator is accurte and effective measure of the Attitude towards educational accountability of the teachers. The reliability which is accuracy has been found to be high. The validity which is the effectiveness with which the attitude scale measures attitude towards educational accountability of the teachers is also quite good.

The scale therefore is quite reliable and valid measure of attitude towards educational accountability of the teachers.

EDUCATIONAL IMPLICATIONS

Construction and standardization of an attitude scale of measure attitude scale to measure attitude of senior secondary school teachers towards educational accountability of teachers is very important task from the point of view of education and social psychology. As the scale is ready for use it can be applied to study the attitudes of different groups of Senior secondary school teachers.

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CONSTRUCTION AND EMPIRICAL VALIDATION OF A LINEAR PROGRAMME ON EDUCATIONAL PHILOSOPHY OF "SANKHYA YOGA" FOR THE STUDENTS OF M.ED. CLASS

Dr. B.S. Wadhwa** * Monika Sharma***

RATIONALE

The complexity of modern education requires the application of all our understanding of instructional techniques so that the limited number of teachers will be able to provide the most thorough instructions possible for ever increasing number of students. In this, emphasis is laid on the provision for individual differences through self-pacing, small step presentation, active responding and immediate knowledge of results. Programmed instructions are based on certain mandatory principles, which are objective specifications, empirical testing and self pacing. Thus programmed learning is significantly different from conventional mode of instruction. The methodology of programmed instruction is based on science of learning. The main purpose of classroom is to decide with the help of the students and achieve the goals related to the three basic elements – teaching, learning and evaluation.

There is no other methodology of instruction in which teaching, learning and evaluation have been integrated than programmed instruction, which is based on the science of behavior where the learner uses self – instructional material to learn the subject-matter by himself without the help of the teacher. The teacher can only supplement by enriching the subject matter by using teaching aids or by developing different types of programmes. Linear, branching and mathetical type of programmes have been developed and empirically validated for the self-learning of the students at the school and college levels. The study is important and useful for the students of M.Ed. class as it is concerned with the development of self-learning material on an important topic from the syllabus of M.Ed. class. The auto-instructional material on Sankhya philosophy will be empirically validated and put to use for the students of M.Ed. class so that they are able to learn the content of the topic by themselves without the help of teacher.

6.4 SAMPLING AND TRYOUT

Tryout of the Linear Programme was done on:

1. An average student of M.Ed. class at the first stage.
2. A group of 5-8 students of M.Ed. class at the second stage.
3. A large group of 35 to 40 M.Ed. students at the third stage.

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6.5 OBJECTIVES OF THE STUDY

1. To work out the subject matter concerning the sankhya philosophy.
2. To decide about the subject- matter to be selected for the development of the linear programme.
3. To write the objectives in terms of behaviour.
4. To construct the frames of the linear programme using the behavioural objectives.
5. To provide sequences to the frames for proper sequence progression.
6. In order to give feedback to the immediate feedback given to the students just after the student has written his own response for a frame in the form of knowledge of the correct response for that frame.
7. To administer the programme usin three types of tryouts. (triout on a single average student , triout on a small group of 5-8 students, triout on a large group of 35-40 students .)
8. To do empirical validation of the programme on the basis of error rate, programme density and sequence progression.
9. Development of the critenion test on the bassis of the ojectives.
10. Administration of the critenion test on the M.Ed. students after the learning by the linear programme.
11. To organize the data.
12. To work out error rate, programme density (individual & commulative) and sequence progression.

6.6 EVALUATION OF THE PROBLEM:

An evaluation of the problem accoring to the individual and social factors reflect the following considerations:

1. The problem has been selected from the area of interest of the investigator.
2. The problem has been defined keeping in view the criteria of defining it. It can be put in the question form and it has been defined in operational terms.
3. The investigator possesses the skill to develop the linear programme provide proper learning conditions to make its tryouts.
4. Revision of the programme on the basis of data is within the reach of the investigator.

5. Social consideration indicates that the programme will be useful and have the practical value for the teachers and the students of M.Ed. class.

6.7 DELIMITATIONS OF THE STUDY

The problem is limited in the following respect:

1. The instructional material is limited to include- Meaning, Methodology and Application of Sankhya Yoga.
2. Tryout samples are limited to include:
   - -Tryout on a single student ofM.Ed. class.
   - -Tryout on a sample of 6 students of M.Ed. class.
3. The development of a Linear Programme is limited to include the topic of Sankhya Yoga for the M.Ed. class from their curriculum.

6.8 REVIEW OF RELATED LITERATURE

The studies of the different persons i.e. Skinner, K.S.Suther, I.D.Pandya, Jyoti Mukhija, Y.P.Aggarwal, Pushpa Gautam, Shah, Mullick, Sharma, Dewan, Krishnamurthy, Wadhwa, Baljeet Kaur and Moti Ram have been reported. It is clear from these studies that teaching through programming is more effective. These studies stressed upon the development and evaluation of the programme.

6.9 HYPOTHESES

1. Sequential organization of the content material produces better learning.

2. A 95 x 95 validity hypothesis will hold good in the present linear programme which states that 95% of the content matter will be successfully attempted by the 95% students included in the samples.

3. The error rate of the programme ranges between 0 to 10 percent.

4. Achievement on criterion test is expected to range between 75% and 100%.

6.10 DEVELOPMENT OF THE PROGRAMME

6.10.1 PREPARATION

i. Selection of the Topic.
ii. Selection of the programming style
iii. Planning the Instructional Material
iv. Defining Behavioural Objectives

For the purpose of stating specific learning outcomes, the following behavioural objectives has been set:

1. The student defines the term Sankhya Philosophy.
2. The student explains the basic elements of Purush.
3. The student describes the Prakriti as nature of universe.
4. The student learns about three Gunas.
5. The student describes the Ashta Sidhis
6. The student learns about three main miseries of the world.
7. The student learns about the aim of education and relate it to Sankhya Philosophy.
8. The student describes the teaching methods of today according to Sankhya Philosophy.
9. The student learns about the curriculum as described in Sankhya Philosophy.
10. The student explains the nature of teacher.
11. The student learns about the importance of individualized instruction method as compared to the Lecture Method.
12. The student describes the importance of development of child in natural environment.
13. The student elaborates the definitional aspect of Sankhya Philosophy.

6.10.2 PROGRAMME WRITING

i) Writing the Instructional Material in Frames

The instructional material was broken into small steps called frames. The frames were written in such a manner that limited amount of instructional material was carefully ordered so that the basic learning sequences are repeated. The frames are of appropriate size so that it is easy to learn with the help of the content material. Three types of frames are generally used:

a) Introductory frames;

b) Instructional frames;

c) Testing frames;

6.11 CONSTRUCTING A CRITERION TEST

A criterion test provides a way to check the competency attained by a student at the end of the instructional period. It is an important element of a programme revision. It checks the attainment of the objectives. A criterion test is a representative of all the instructional material and represents all the behavioral objectives. It checks weather objectives of instruction have been attained or not.

In the criterion test prepared for the investigation 29 items were constructed. It includes the items covering all the objectives stated in behavioral terms.

6.12 TRY- OUT OF THE PROGRAMME

The programme of 110 frames and 29 items criterion test were tried out as follows :-

1. Tryout on an individual
2. Tryout on small group
3. Tryout on large group

6.13 ANALYSIS OF DATA

The data was analysed to find out three elements :-

1. Programme density
2. Error rate
3. Sequence Progression

Programme Density

The type/token ratio is defined by Green[1] as the measure of density of programme.

No. of different responses required of the students in a section of programme

rogramme Density=----------

Total number of responses required in that section

There are two types of programme density :-

1. Independent Programme Density
2. Cumulative Programme Density

Independent Programme Density

It is the density of a section of programme. Each section is known as a 'tape' and is independent of other. A programme is therefore divided into a number of sub-sections (tape or sequences). Independent density of a tape is the number of the different responses required of a student divided by the total number of required responses on the tape.

Cumulative Programme Density

It is the density of the whole programme as a single tape. If all the tapes are combined to form a large single tape, the density calculated over this large single tape, will be cumulative density of the programme as a whole.

Error Rate

Error means an incorrect response made by a student on a frame. Error rate is the probability of making a wrong response. It is defined as :-

$$\text{Error Rate} = \frac{N_E}{N_R \times N_S}$$

N_E = Total number of errors made by all the students over a section.

N_R = Number of responses required over a section

$_s$ = Number of students

$$\text{Error Rate (percents)} = \frac{N_E}{N_R \times N_S} \times 100$$

It has been found that the errors are relatively greater on frames 16, 19, 42, 46, 63 and 73 have relatively greater errors. In the case of students , the students with identification numbers 1, 2, 3, 6, 7, 8, 12, 14, 24, 25, 28 and 34 have greater frequency of errors.

CRITERION TEST BASIS

The overall percentage of success in criterion test was found 90.8%.

CHECKINFG OF HYPOTHESIS

1. he first hypothesis that sequential organization of the subject material produces better learning seems to hold good as is clear from the error rates of the different tapes of the programmed material i.e. sequences. The error rates of sequences of sequences or tapes range between 0 and 19.44%. The error rate of the total linear programme is 2.3%. However, the error rates of frames range between 0 and 6.48%.
2. The second validity hypothesis (95x95) hold good as the successfully attempted material has been found to be 95.55x95.55.
3. The error rate of the programme ranges between 0 to 10%.

4. Achievement on criterion test is expected to range between 75% and 100%. However, an overall achievement of 90% is expected.

6.14 CONCLUSION

1. The subject matter of Sankhya Philosophy of educational research can be effectively taught to the students of M.Ed. class with the help of linear programme prepared and empirically validated by the investigator using tryout procedure and making investigation concerning Error Rate, Programme Density and Sequence Progression.
2. The sequential organization has been found to be quite effective as the investigator has followed the proper procedure of including the introductory, the presentation and the testing type frames on one hand and the whole programme as been divided into 11 tapes or sequences. The flow chart also reveals that the equential organization of the programme is gratifying. It is quite natural that in the beginning the error rate (number of errors) is higher and as the students get to know how of the programme and the subject matter there is reduction in the number of errors. The students of M.Ed. have responded actively to the linear programme.
3. The overall percentage of success on the criterion test is 90.8%.
4. Most of the objectives (13 objectives were set forth) have been achieved on an average of 79.5% which is quite satisfactory.

SUGGESTIONS FOR FURTHER STUDY

1. The present investigation is limited in scope and deals with the development of a programme of syllabus of M.Ed. class as prescribed by Kurukshetra University, Kurukshetra. The programme of other part of syllabus can also be develop.
2. Linear type programme has been developed in the present study. Programme ther than linear can also be developed.
3. Comparative study revealing the effectiveness of the programming technique can be attempted.
4. Evaluation of the programme can also be attempted on large population to have more confidence about the validity of the programme.

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A STUDY OF NEUROTICISM AND AUTHORITARIAN BEHAVIOUR OF SENIOR SECONDARY SCHOOL TEACHERS IN RELATION TO TYPE OF SCHOOL, RELIGION AND GENDER

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RATIONALE

Even though time has changed and changes have taken place in education. The system of Indian education is teacher-dominated. Teacher is still using conventional methods of teaching as well as using repressive methods of dealing with indiscipline. They behave aggressively, are tough in dealing with students, follow strict discipline, impose compulsions and are sometimes rigidly attached to traditional values.

The behaviours of neuroticism and authoritarianism are generally observed in school teachers and other groups of persons in their day to day life full of activities. The investigator was therefore, interested in studying the trait of neuroticism and authoritarian behaviour in a group of Senior Secondary School Teachers as they constitute and important section of the society. Many researchers Hettema, Neale & Myers (2006) conducted researchers on Neuroticism behavior. But, a very few studies have been done on neuroticism and authoritarian behaviour of senior secondary school teachers in relation to type of school, religion and gender . So, the investigator undertook the present study.

STATEMENT OF THE PROBLEM

"A study of Neuroticism and Authoritarian behaviour of Senior Secondary School Teachers in relation to Type of school, Religion and Gender."

OBJECTIVES

1) To select the personality inventory to measure neuroticism.

2) To select the authoritarian behaviour inventory to measure authoritarian behaviour of Senior Secondary School Teachers in relation to Type of school, Religion and Gender.

3) To study the relationship between neuroticism and authoritarian behaviour.

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4) To study the relationship between the independent variables (type of school, religion and gender) and neuroticism.

5) To study the relationship between the independent variables (type of school, religion and gender) and authoritarian behaviour.

6) To study the relationship between the interactions of the independent variables and neuroticism.

7) To study the relationship between the interactions of the independent variables and authoritarian behaviour.

HYPOTHESES

1) There is no significant difference between the means of scores of Govt. and Private senior secondary school teachers on the neuroticism measure of personality.
2) There is no significant difference between the means of scores of Hindus and Sikh teachers of senior secondary schools on the neuroticism measure of personality.
3) There is no significant difference between the means of scores of Male and Female teachers of senior secondary schools on the neuroticism measure of personality.
4) The interaction Type of school X Religion does not contribute to any significant differences on the neuroticism measure of personality.
5) The interaction Type of school X Gender does not contribute to any significant differences on the neuroticism measure of personality.
6) The interaction Religion X Gender does not contribute to any significant differences on the neuroticism measure of personality.
7) The interaction Type of school X Religion X Gender does not contribute to any significant differences on the neuroticism measure of personality.
8) There is no significant difference between the means of scores of Govt. and Private senior secondary school teachers on the authoritarian behaviour measure of personality.
9) There is no significant difference between the means of scores of Hindus and Sikh teachers of senior secondary schools on the authoritarian behaviour measure of personality.
10) There is no significant difference between the means of scores of Male and Female teachers of senior secondary schools on the authoritarian behaviour measure of personality.

11) The interaction Type of school X Religion does not contribute to any significant differences on the authoritarian behaviour measure of personality.

12) The interaction Type of school X Gender does not contribute to any significant differences on the authoritarian behaviour measure of personality.

13) The interaction Religion X Gender does not contribute to any significant differences on the authoritarian behaviour measure of personality.

14) The interaction Type of school X Religion X Gender does not contribute to any significant differences on the authoritarian behaviour measure of personality.

Methodology

METHOD USED

Survey method was used to undertake the present study.

SAMPLE

A random sample of 121 teachers of Senior Secondary School has been selected for the administration of the measures and collection of the data.

TOOLS USED

1) Eysenck's Maudsley Personality Inventory by Jalota and Kapoor.

2) Authoritarian Behaviour inventory by Wadhwa and Gill.

3) Background questionnaire.

Main Findings

1. It has been found that on the Neuroticism Measure of Personality (Eysenck's Maudsley Personality Inventory, measure) none of the differences have been found with respect to the independent variables Type of School, Religion and Gender and their interactions Type of School X Religion, Type of School X Gender, Religion X Gender and Type of School X Religion X Gender.
2. There are differences on the interaction Type of School X Religion but the differences are not significant. So the Govt. School Hindu Teachers don't differ significantly from Private

School Hindu Teachers, Govt. School Sikh Teachers and Private School Sikh Teachers on the Neuroticism Measure.

3. There are also no differences on the Neuroticism measure due to the interactions Type of School X Gender, Religion X Gender and Type of School X Religion X Gender which reveals that the different groups of Teachers are in no way different from each other as far as their Neurotic tendencies are concerned.
4. It has been found that teachers of Govt. Senior Secondary Schools don't differ significantly from their Private counterparts on the Authoritarian Behaviour measure of Personality.
5. Hindu and Sikh teachers of Senior Secondary Schools also don't differ significantly from each other as far as their Authoritarian Behaviours are concerned.
6. There is clearly no significant difference on the Authoritarian Behaviour measure of Personality between Male and Female Senior Secondary School Teachers which shows that both are equally dominating in behaviour.
7. The Type of School in combination with Religion does not have any significant difference.
8. The combined effect of the variables Type of School and the Gender is pronounced but the value of F has not been found to be significant. Somewhat greater value of F on this interaction may be due to the fact that both the variables have their effects in the same directions.
9. As Type of School and Religion are in opposite directions the F-ratio for the interaction Type of School X Religion X Gender is somewhat lower in comparison to Type of School X Gender interaction. So the overall effect of the three variables in combination reduces F-ratio.

EDUCATIONAL IMPLICATIONS

The measurements concerned with personality traits of Neuroticism and Authoritarianism are of much significance in the present set up of the society when the society is passing through a difficult phase. The complexities of life have increased. The stresses and strains have their effect on the life of man.

There are certain extreme cases of Neuroticism among the groups of Senior Secondary School Teachers. Such teachers should not remain isolated from the social set up. There are teachers who don't participate in activities of the school. They should be given responsibilities so that neurotic tendencies in them be removed or reduced to some extent.

Team teaching is another aspect which can be introduced to remove the burden of teaching load which may be the reason for the teachers to have increased neurotic tendencies.

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UNIQUENESS OF SRI AUROBINDO'S NATIONALISM DURING FREEDOM STRUGGLE AND ITS RELEVANCE TO MODERN EDUCATION IN RELATION TO NATIONAL AND EMOTIONAL INTEGRATION

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RATIONALE

The rise and fall of a nation depends upon the extent of the development of a feeling of Nationalism in its citizens. This feeling needs to be developed and strengthened by all possible ways and means. Education is most potent and effective means for the development of the feeling of Nationalism.

The researcher went to the library and went through several dissertations done on various topics. While going through the dissertations, the researcher found that not much work had been done in the field of 'Contribution of Sri Aurobindo towards Freedom Struggle'.

So, the researcher decided to do research work on **"Uniqueness of Sri Aurobindo's Nationalism during Freedom Struggle and its Relevance to Modern Education in relation to National and Emotional Integration".** Besides this, the researcher also has interest in philosophy. She had read philosophy of Mahatma Gandhi, Sri Aurobindo, Swami Vivekananda, Rabinder Nath Tagore, and Dayanand Saraswati. While studying the philosophies of various philosophers, the researcher developed a special liking for Sri Aurobindo and was impressed by his feeling of Nationalism.

OBJECTIVES

1. To study the life and works of Sri Aurobindo.
2. To study the main tenets of Sri Aurobindo's philosophy.
3. To study the uniqueness of Sri Aurobindo's Nationalism.
4. To study the uniqueness of Sri Aurobindo's Nationalism in Freedom Struggle.
5. To study the relevance of Sri Aurobindo's Nationalism to Modern Education.

PLAN AND PROCEDURE

A brief outline of the procedure of the study was given as:

1. After the selection of the topic, she started working on the dissertation. First of all a brief introduction of the topic was given.
2. Some important principles of Sri Aurobindo's philosophy were given.

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3. 'Contribution of Sri Aurobindo towards Freedom Struggle' was discussed in depth.
4. The relevance of Sri Aurobindo's Nationalism to Modern Education especially in relation to National and Emotional Integration was discussed

MAIN FINDINGS

1. Sri Aurobindo exhorted his countrymen to sacrifice everything for the nation. He considered devotion not some one aspect of life but the whole of it. For him service of the nation was a religious practice. In one of his lectures, he said, "What is Nationalism? Nationalism is not a mere political programme: Nationalism is religion that has come from God: Nationalism is creed which you should have to live …….. If you are going to be a nationalist, if you are going to assent to this religion of Nationalism, you must do it in the religious spirit. You must remember that you are the instruments of God." Besides being a true Nationalist, he was a prolific writer also.
2. Sri Aurobindo was one of the pioneers of political awakening in India. He edited the English daily Bande Mataram and wrote fearless and pointed editorials. He openly advocated the boycott of British goods, British courts and everything British. He asked the people to prepare themselves for passive resistance. He suffered imprisonment many a times because of his active involvement in the struggle for freedom.
3. Sri Aurobindo argued that the aim and principle of a true national education is not to ignore modern truth and knowledge, but to take our foundation on India's own being, own mind and own spirit. He further argued that the idea of national education challenges the sufficiency of the assumption that the modem European civilisation is a thing that we have to acquire and fit ourselves for, and so only can, we live and prosper and that is what our education must do for us.
4. The feeling of National and Emotional Integration can be developed in Modern Youth by redesigning the curriculum. Curriculum must be taught from the point of view of National needs and National achievements. Various subjects e.g. History, National Literature, Moral and Humanistic Education, etc. should be taught at various levels. Various Co-Curricular Activities e.g. Celebrating National Festivals, Reciting National Anthem, Respect for National Flag and National Symbols, Seminars Symposiums, Debates, Dramas, Exhibitions etc. should be organised for the promotion of National and Emotional Integration in Modern Youth.

CONCLUSION

The success of democracy depends upon National and Emotional Integration. It is a vital importance for the survival of the Nation. It can be developed among people by following the above given educational implications and also by removing the obstacles. Mutual co-operation between the People, Government and Educators is essential. It is impossible to improve India's future without National and Emotional Integration. The future of the Nation is dark unless a high National Character of the people is developed.

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EFFECTIVENESS OF INSTRUCTIONAL MATERIAL USED FOR TEACHING EDUCABLE MENTALLY RETARDED CHILDREN

**** Dr. Mukesh Ahlawat*** ***** Asha Rani***

RATIONALE

Modern trends in education demand to integrate the educable mentally retarded children in a normal classroom, with a view to make the greatest use of their abilities. For integrating the educable mentally retarded children to the regular classroom, the system of individually prescribed instruction should be introduced. This system gives emphasis on pupil abilities and continuous monitoring of pupil progress. Instructonal material have direct application & utility in making the teaching process more effective.

Instructional material help the educable mentally retarded children in gaining information through multisensory experiences such as seeing, hearing, tasting, smelling and working with them and this can be achieved by the use of visual, auditory, Audi-visual and activity aids. So, the researcher undertake the present study.

Among the mentally retarded the greatest number consists of educable mentally retarded, and in the category of mentally retarded children they are the most intelligent ones. They can be taught to work regularly in the absence of continuous supervision and they can learn certain elementary trades requiring simple skills. They are educable in simple reading, writing, and arithmetic and in other subjects at their own pace in a special school or class.

Many researchers Ramgopal and Madhu (1994) studied the Behaviour Disorders in Moderately Mentally Retarded Children and Their Relation to Parental Attitude. But, a very few studies have been done on effectiveness of instructional material used for teaching educable mentally retarded children. So, the investigator undertook the present study.

OBJECTIVES

- To study the performance of educable mentally retarded children.
- To develop the instructional material for educable mentally retarded children.
- To study the effectiveness of instructional material used for educable mentally retarded children.

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HYPOTHESIS

- There is no significant difference between the scores of pre test and post test of controlled group.
- There is no significant difference between the pre test scores of experimental group and controlled group.
- There is a significant difference between the pre test and posttest scores of students in experimental group.

METHODOLOGY

Sample

Sample consisted of 15 students from Awwa Asha School, Ambala Cantt.

Tools Used

- Pre - test prepared by the investigator.
- Post – test prepared by the investigator

MAIN FINDINGS

1. There exists, no significant difference between pretest score and post test scores of achievement of control group.
2. There exists no significance difference between the pre – test scores of achievement of the students of experimental group and control group. Thus, before giving treatment both the groups were with regard to achievement.
3. There exists a significant difference between the pre test score and post – tests scores of achievement experimental group.
4. There exists a significant difference between post – test scores of achievement of experimental and control group. Thus, the instructional material used for Educable mentally retarded children was effective.

EDUCATIONAL IMPLICATIONS

1. Innovating use of instructional material in the teaching – learning process can stimulate learning.
2. Instructional material provides an opportunity to create models for experimental purpose, which a student can use, discovering for him what happens in given situations.

3. Presentation of coloring schemes is also possible, different color display presented by instructional material attract the attention of learners.
4. Instructional materials create dynamic learner centered environment and provide remedial teaching to the learners.
5. Instructional material enhances divergent thanking among student.
6. Many instructional material programs can move through instruction at the students pace and keep track of the student's errors and progress.
7. Programs provide differentiated lession to challenge students who are educable mentally retarded.
8. Instructional material help in visualizing the concept by making them more clear and results in improving learning.

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ckS) nÓZu ds vuqlkj fÓ{kk ysus ls iwoZ fo|kFkhZ dks dqN laLdkj djuk gksrk gS] ftlesa fÓ"; vius xq# ds le{k fouez Hkko ls Kku gsrw mifLFkr gksrk gS A xq# mls viuk fÓ"; cukrk gS vkSj eB ;k fo|ky; esa izosÓ nsrk gS A

vuqÓklu

ckS) nÓZu ds nks izeq[k lEiznk; gSa & ghu;ku rFkk egk;ku A ghu;ku lEiznk; ckS) nÓZu ds vknÓksaZ dk vuqlj.k djus ij vf/kd cy nsrk gS] ftlds ifj.kkeLo#i ckS) nÓZu dBksj vuqÓklu ds i{k esa ekuk x;k] tcfd egk;ku esa mnkjrk rFkk O;kidrk dks egRo fn;k x;k] ftlds ifj.kkeLo#i vuqÓklu esa iztkrkfU=d ewY;ksa dks egRo fn;k x;k A

lanHkZ xazFk lwph

- ;kno] ,p-,l-] ;kno] lq/kk] tSu] ds-lh tSu] lkfgy 2010] ^fÓ{kk ds nkÓZfud] lkekftd vkSj vkfFkZd vk/kkj* ifCydsÓu VaMu] cqDl ekfdZV] yqf/k;kuk ¼iatkc½
- lpnsok] ,e-,l- ÓekZ] ds-ds- 2003] ^Hkkjrh; lekt esa fÓ{kk* ifCydsÓu] VaMu izdkÓu] yqf/k;kuk ¼iatkc½
- rksej] Mh-ih-] 2010] ^fÓ{kk ds nkÓZfud ,oa lekt ÓkL=h; vkSj vkfFkZd vk/kkj* ifCydsÓu] fou; j[kstk C/o vkj- yky cqd fMiks] esjB & 250001
- ÓekZ] vkj-,- ¼2010½ fÓ{kk ds nkÓZfud ,oa lkekftd ewy vk/kkj ifCydsÓu] fou; j[kstk C/o vkj- yky cqd fMiks] fudV jktdh; dWkyst] esjB & 250001
- ey] cgknqj 1958] ^cq) dk /keZ vkSj mifu"knh; fopkjksa esa lEcU/k* ifCydsÓu fo’okl vk;Zu vkSj oSfnd fjlpZ] ih-vks- flU/kq vkJe] gksfÓ;kjiqj ¼iatkc½
- nqvk ’;ke 2010 ^Lof.kZe thou cq)* ifCydsÓu fVuh VkWV ifCydsÓu] ,&164] lSDVj&63] uks,Mk &2013012] th-ch- uxj ¼w-ih-½

About the College

Sohan Lal DAV College of Education

Ambala City

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**

OUR VISION

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) BASIC INFORMATION:

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) LIBRARY AUTOMATION:

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.

- **STANDARD MODULES:** Management, Periodicals, Inquiry.
- **ADVANCED MODULES:** Acquisition, Periodicals.
- **FEATURES OF THE SOFTWARE:** 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.

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