

VOLUME – XIII
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

(2015)

**CENTRE FOR INNOVATIONS, RESEARCH
AND DEVELOPMENT (CIRD)**

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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 and Mrs. Ruchi Manchanda. The efforts of Ms. Gurpreet Kaur in typing the material are very much laudable.

Editor-in-Chief

Dr. Vivek Kohli

Principal

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ACKNOWLEDGEMENTS

“Educational Research ” a Peer Reviewed (Refereed) International Journal is one of the most effective media for communicating and disseminating research findings and latest development in education among the academic world around. I am extremely happy to place before you Educational Research Volume – XIII which portrays 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. Ruchi Manchanda for rendering her 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

COMPARATIVE STUDY OF SELF-PERCEIVED AND SUBORDINATE PERCEIVED LEADERSHIP BEHAVIOUR OF PRINCIPALS OF SENIOR SECONDARY SCHOOLS OF AMBALA DISTRICT

**Babita Gupta*

INTRODUCTION

Everywhere, there is a great need of leadership. The destiny of a nation depends upon its leaders, so highly skilled leadership is required. The leader has to provide a good morale to the followers. The essence of leadership is interpersonal influence, which affect the behaviour through communication. Leadership can be defined as the activity influencing people to co-operate towards some goals, which they find desirable.

Everybody cannot lead and every person cannot effectively handle the situation in the organisation. The first and important job of a leader is to guide and direct the group. He acts as a friend, philosopher and guide to his follower and takes the lead in all activities. He provides advice and counsel. He uses his power in the best interest of his group. Various factors are responsible for the successful leadership. Some are related to the qualities of the leader and some to the psychology of the followers. It means that the concept of leadership differs from society to society. In the field of education the head of the institution occupies the position of the leader. The goal of the leader as well as the followers should be the same.

Leadership plays an important part in a group. Leadership is not as dominance. Dominance implies when a man commands and other obey. On the other hand, a person may exercise his authority because he is accepted as a model by others. Leadership is a process of mutual stimulation where the leader influences the group and the group influence the leader.

Modern educational organisation has grown more complex. There is requirement for intelligent guidance and supervision which only talented and creative people can give. In order to develop high morale among people the leader governs his own actions. He creates confidence in his followers in the purpose of the groups, and in the plan of actions designed for the purpose. The essence of leadership is interpersonal influence which involves the influence in an attempt to affect the behaviour of the influence through communication. A good leader is not only able to command but also able to govern their abilities and aptitudes.

Principal of a school is like the sun as all the activities taking place in the school revolves around him. So, it is expected that the principal should convince his colleagues so

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significance innovative practices and win the confidence of the students. As a leader of the school, the principal must have some qualities such as knowledge of group psychology, academic efficiency, sense of responsibility etc. Therefore, the principal of a school must provide a skilful leadership, so that progress may take place with minimum stress and strain.

STATEMENT OF THE PROBLEM

Comparative study of self-perceived and subordinate perceived leadership behaviour of principals of senior secondary schools of Ambala District.

OBJECTIVES OF THE STUDY

1. To study the relative difference between self-perceived and subordinate perceived leadership behaviour of principals of Ambala District on the basis of initiation of structure
2. To study the relative difference between self-perceived and subordinate perceived leadership behaviour of principals of Ambala District on the basis of consideration.
3. To study the relative difference between self-perceived and subordinate perceived leadership behaviour of principals of Ambala District as a whole.

HYPOTHESES

1. There is no significant difference between self-perceived and subordinate perceived leadership behaviour of principals of Ambala District on the bases of initiation of structure.
2. There is no significant difference between self-perceived and subordinate perceived leadership behaviour of principals of Ambala District on the bases of consideration.
3. There is no significant difference between self-perceived and subordinate perceived leadership behaviour of principals of Ambala District as a whole.

METHODOLOGY

Method Used

Normative survey method was used by the investigation to assess the leadership behaviour of Principals of different schools.

Tool used

Leadership Behaviour Descriptive Questionnaire (LBDQ) was used for collection of data. Out of its 12 dimensions with 100 items only two dimensions with 20 items were taken into consideration. These dimensions are **Initiation of structure** and **Consideration**.

Sample

Fifteen Principals and seventy five teachers of different schools of Ambala District.

Data collection

Data was collected by personal contact with the respondents.

Statistical techniques used

Mean and standard deviation were calculated for the two dimensions separately and t-ratio was calculated to compare the self-perceived and subordinate perceived leadership behaviour of Principals.

FINDINGS

The data was analysed and interpreted into three parts. In part-A, self-perceived leadership behaviour of principals was analysed by calculating mean and standard deviation on the two dimensions and as a whole. In part-B, subordinate's perceived leadership behaviour of principals was analysed by calculating mean and standard deviation on the two dimensions and as a whole. In part-C, the self-perceived and subordinate perceived leadership behaviour of principals was compared by using t-test.

Part-A

The mean value and standard deviation, on Initiation of Structure, is 45.03 and 2.68 respectively, when it was analysed and interpreted on the basis of five point scale. It was seen that the principals of school on initiation of structure dimension perceived by themselves that they always clearly defined their own role and always let their subordinates know what is expected to them.

The obtained mean value and standard deviation, on consideration basis, was 42.83 and 2.59 respectively, when analysed and interpreted on five point scales. The obtained mean was 42.83 which suggested that principals often regarded the comforts, well being status and contribution of followers. It was also found that most of the principals were very friendly and approachable to their subordinate happy.

Mean value and standard deviation calculated on the basis of data formed 'As a whole' as perceived by themselves (self-perceived) is 87.63 and 3.82 respectively. It

suggests that the leadership behaviour of principals of senior secondary schools included in study as a whole is distributed normally in both aspects.

Part – B

The obtained mean scores and standard deviation, on initiation of structure, was 38.86 and 3.89, when it was analysed and interpreted on five point scale. The mean value was 38.86 which suggests that the principals of schools as perceived by their subordinates always clearly defined their own role and let their followers know what is expected of them but not as much as they (principals) perceived.

The obtained mean value and standard deviation was 37.51 and 3.08 respectively, on consideration, which suggested that principals included in study, on the whole often regard the comforts, well being status and contribution of their followers as perceived by their teachers.

Mean and standard deviation was calculated 74.35 and 4.57 respectively. The obtained value suggests, the leadership behaviour of principals included as a whole is distributed normally.

Part – C

Comparison of self-perceived and subordinate perceived leadership behaviour of principals on two dimensions and then as a whole.

The t-value (7.52) was significant at 0.05 levels (1.99) and 0.01 levels (2.63). Since, $t_{\text{calculated}} > t_{\text{tabulated}}$. So it is suggested that principals included in the study differ significantly on **initiation of structure**.

The t-value (13.58) was significant at 0.05 levels and 0.01 levels. Since, $t_{\text{calculated}} > t_{\text{tabulated}}$. So it is suggested that there was significant difference between self-perceived and subordinate perceived leadership behaviour on **consideration**.

The t-value (11.86) was significant at 0.05 levels and 0.01 levels. Since, $t_{\text{calculated}} > t_{\text{tabulated}}$. This suggests that there was significant difference between self-perceived and subordinate perceived leadership behaviour **as a whole**.

CONCLUSION

Therefore it is concluded that there was significant difference between self-perceived and subordinate perceived leadership behaviour of principals as for as two dimensions and as a whole.

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E-LEARNING: A REVOLUTION IN EDUCATION

**Kamini*

INTRODUCTION

Today students feel school is not challenging or interactive enough. It has been said that there are two reasons why we learn; some learning is essentially forced on us while the other is what we sit back and enjoy. E-Learning has brought back the joy in learning through its innovative and interactive content and delivery. The idea of "classroom" is being transformed, and the role of "learning community" is emerging. The shift in paradigm is experienced at times as both evolutionary and revolutionary. It is "evolutionary" by promoting instructional best practices, shared standards, and greater access to resources. It is "revolutionary" by advances that are discontinuous and disruptive — as in the phrase, "*The internet changes everything!*" The Internet opened new possibilities and now any type of learning content, be it for school, graduate or masters level, employee training, research activity or any other type of academic offering is called e-Learning. E-learning services have evolved since computers were first used in education. There is a trend to move towards blended learning services, where computer-based activities are integrated with practical or classroom-based situations.

With fast paced changes in Education and Training methodology, E-Content is now the most preferred solution for learning effectiveness. Whilst, the changes in environment are also forcing a shift from the conventional methods of imparting learning to E-learning. A major consequence of such a change has been the spread of higher education to a huge base of people from various age groups, income classes and different geographical regions.

E-Learning: Meaning

The letter "E" in E-learning stands for the word "electronic" so E-Learning means "electronic learning" — it refers to a wide range of applications and processes designed to deliver instruction through electronic means. E-learning would incorporate all educational activities that are carried out by individuals or groups working online or offline. E-learning can be [CD-ROM-based](#), Network-based, Intranet-based or Internet-based. It can include text, video, audio, animation and virtual environments. E-learning is essentially the computer and network-enabled transfer of skills and knowledge. It can be a very rich learning experience that can even

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surpass the level of training you might experience in a crowded classroom. It's self-paced; hands-on learning.

Future learning is now focusing on learning beyond the classroom and curriculum. By designing content via e-Learning methods both time and money are saved. The innovative method is also self promoting as it increases the curiosity level of individuals for self promotion and career enhancements.

Approaches to E-learning services

Computer-based learning

Computer-based learning, sometimes abbreviated to CBL, refers to the use of [computers](#) as a key component of the educational environment. While this can refer to the use of computers in a [classroom](#), the term more broadly refers to a structured environment in which computers are used for teaching purposes.

Computer-based training

Computer-based trainings (CBTs) are self-paced learning activities accessible via a computer CBTs are often used to teach. . The term Computer-Based Training is often used interchangeably with Web-based training (WBT) with the primary difference being the delivery method. Where CBTs are typically delivered via CD-ROM, WBTs are delivered via the [Internet](#) using a [web browser](#). CBTs can be a good alternative to printed learning materials since rich media, including videos or animations, can easily be embedded to enhance the learning. . Assessing learning in a CBT usually comes in form of multiple choice questions, or other assessments that can be easily scored by a computer such as drag-and-drop, radio button, simulation or other interactive means.

Types of E-learning

There are fundamentally two types of e-learning: synchronous training and asynchronous training.

1. Synchronous :

Synchronous training is done in real-time with a live instructor facilitating the training. Everyone logs in at a set time and can communicate directly with the instructor and with each other. You can raise your cyber hand and even view the cyber whiteboard. It lasts for a set amount of time from a single session to several weeks, months or even years. This type of training usually takes place via Internet Web sites, audio- or video-conferencing, [Internet telephony](#), or even two-way live broadcasts to students in a classroom.

- a) **Virtual classroom** Virtual classroom duplicates the features of a real classroom online. Participants interact with each other and instructors online .instant messaging, chat, audio and video conferencing etc.

2. Asynchronous :

Which means "not at the same time," allows the participant to complete the WBT at his own pace, without live interaction with the instructor. . It involves self-paced learning, either CD-ROM-based, Network-based, Intranet-based or Internet-based. It may include access to instructors through online bulletin boards, online discussion groups and e-mail. it may be totally self-contained with links to reference materials in place of a live instructor.

- a) **Embedded learning** Embedded learning is information that is accessible on a self-help basis, 24/7. It can be delivered to the place of work, or to mobile learners. The advantage is that embedded learning offers learners the information they need whenever they need it.
- b) **Courses** Participants can get the training they need at any time. This can include just-in-time training where a participant gets exactly the training he or she needs to perform a task.
- c) **Discussion groups** A discussion group is a gathering of conversations that occur over time. They are also called message boards, bulletin boards and discussion forums. Discussion groups can be used to support a group of participants taking the same class or can be used to support participants performing related tasks. A discussion group is a very competent way to supply expert answers to a large group people. A single answer to a common question can help many.

Most people prefer to use a mix of both synchronous and asynchronous e-learning methods according to their requirement which is known as Blended learning.

Uses of Blog in E-learning

Blogs are playing a big role in the e-learning environment these days. Instructors as well as learners are using blogs to exchange, communicate and assist in learning. Blogs are increasingly being used by researchers, teachers, and students. There are millions of blogs on the web, hosted both by instructors and learners alike, they present an opportunity for anyone and everyone to join in the e-learning revolution which is being increase bog by blog.

E-learning developments in India

In under developed country, e-learning can raise the level of education, literacy and economic development. The adoption of e-learning in all spheres corporates, schools, universities etc, is low

at present. Elearning in India is more successful in the corporate segment where it is seen as a means of achieving business goals and motivating employees. The government of India has always considered the use of information and communication technologies as means of mass education. From the use of satellite in early 1970s to the present in a dedicated satellite for education (EDUSAT). The e-learning came into existence from National Task Force on Information Technology and Software Development constituted by the Prime Minister of India in 1998. In 1999 the Indira Gandhi National Open University (IGNOU) started Virtual Campus Initiatives (VCI) with 2 programmes –

a) The Bachelor of Information Technology (BIT)

b) Advanced Diploma in Information Technology (ADIT) in collaboration with Edexcel, UK and the Government of India, Ministry of Information Technology.

The Yashwantrao Chavan Maharashtra Open University (YCMOU) used e-learning for its Electronics Engineering Diploma Programme (EEDP) in 2002.

Tamil Virtual University established in 2000, to provide Internet -based resources for the Tamil Communities living in different parts of the globe and others those who are interested in learning Tamil.

Indian Institute of Management, Bangalore (IIM-B) used e-learning to supplement face-to-face teaching.

The University Grants Commission (UGC) organized a dialogue on “Enhancing Higher Education through E-learning” in collaboration with the Common Wealth of Learning (COL) Vancouver from 17-19, November 2003 at New Delhi. now a days in In India E-learning is increasingly becoming popular with majority of students opting for it. Lots of Indian educational institutions have introduced e-learning. E-learning is the latest buzz in Indian educational system.

E-learning System Design

Generally, the basic components of an e-learning system are:

- 1. Students:** People, who are using e-learning system to achieve the learning goals.
- 2. Tutors:** People, who are using e-learning system that monitor, guide, help and assist students when trying to achieve learning goals
- 3. E-content:** E-content presents learning goals and should describe the way, how that goals can be achieved. E-content should provide students with all important information, and the ways of self-evaluation. Computer based presentation enables to enhance e-content with multimedia and interactive elements.

4. Technology: In an e-learning environment, education includes a PC and a digital projector, and maybe a digital blackboard. Also e-learning environment should be accessed using a web browser over the internet or intranet. To fulfill its task E-learning environment should provide different ways of interaction, communication and collaboration among all participants in E-learning in the following ways:

- **Access** **readings**
 Course instructors can post their links to readings on a secure website. Readings can be in the form of WebPages, PDFs, Word documents, PowerPoint presentations, etc.
- **Listen/watch** **audio** **or** **video**
 Instructors can post audio or video files on a website for students . These files can be either of formal lectures or additional informational resources. Audio or video files can be in the form of You Tube, pod casts, Real audio, Flash, etc.
- **Email** **or** **upload**
 Students can be given the functionality to participate online by being able to:
 - a) send instructor questions via email or a web form
 - b) upload assignments (e.g, Word Docs, PowerPoints, spreadsheets, videos, photographs, etc.)
- **Chat**
 Chat can be in the form of text-only or audio. Video chats are also possible.
- **Interactive** **quizzes** **or** **tests**
 Students can view questions on the screen and provide their answers online. Options include assessing or grading their answers automatically in real-time or by instructors.
- **Educational** **online** **games/experiences**
 There are a huge variety of educational games, but they normally are animated with sound and allow the student to interact and receive feedback from the game.
- **Online** **discussions**
 Discussions are the mainstay of e-learning. The technology gives the functionality for someone to start a specific topic and then others can reply in a specific online space for that discussion.
- **Online collaboration**
 Students work collectively on course assignments. Assignments can be in the form of an essay, presentation, etc. There are many tools to enable group collaboration online, including wikis, Goggle Docs, or simply email.

➤ **Virtual classrooms**

A private virtual reality space can be built to resemble a traditional classroom or any desired venue. Students and instructors create online representations of themselves and gather online simultaneously in the virtual space. The instructor can then lead a traditional-style lecture or Q&A session or enact an entirely new, multimedia event.

E-learning Pros and Cons need to be considered in equal measure. . In some situations it is advantageous for them to use other forms of e-learning instead of the traditional training. Other times it is disadvantageous. There are many advantages to online and computer-based learning when compared to traditional face-to-face courses and lectures.

Advantages of e-Learning

- Learners may have the option to select learning materials that meets their level of knowledge and interest
- It allow learners to work at their own pace
- Learners can study wherever they have access to a computer and Internet
- E-Learning can accommodate different learning styles and facilitate learning through a variety of activities
- E-Learning is flexible and can be customized to meet the individual needs of the learners.
- E-learning complements the process and can help reach out the masses.
- E-learning lies in its ability to cover distances.
- The consistency that e-learning provides, e-learning is self-paced, and learning is done at the learners.
- One can make use of, and link into other resources available on the internet.
- It is easy to track learner activity and progress.
- It is interactive and can serve as a substitute for a classroom teaching environment.
- Learners are able to find information relevant to their personal situations and interest.

Disadvantages of e-Learning

- The student and tutor need reliable access to a computer and internet.
- The student and tutor need basic information technology skills.
- Training is required for both tutor and student.
- Instructor may not always be available on demand

- Some courses such as traditional hands-on courses or lab work can be difficult to simulate.
- Students may feel isolated and unsupported while learning.
- Instructions are not always available to help the learner so learners need to have discipline to work independently without assistance.
- Learners with low motivation or with poor study habits may fall behind
- Slow Internet connections or older computers may make accessing course materials frustrating
- Managing computer files and online learning software can sometimes seem complex for students with beginner-level computer skills.

Conclusion

E-Learning has created a new dimension in education, both within and beyond the curriculum and is still looking at further opportunities of becoming more useful via new emerging technologies. We are really on the threshold of new opportunities and this is just the beginning of a new horizon of education. E-learning is commonly referred to the intentional use of networked information and communications technology in teaching and learning. It refers to educational processes that utilize information and communications technology to mediate asynchronous as well as synchronous learning and teaching activities. E-learning would incorporate all educational activities that are carried out by individuals or groups working online or offline, and synchronously or asynchronously via networked or standalone computers and other electronic devices. Many higher education institutions [for-profit](#) now offer on-line classes. By contrast, only about half of private, [non-profit](#) schools offer them. Private institutions may become more involved with on-line presentations as the cost of instituting such a system decreases. Properly trained staff must also be hired to work with students on-line. These staff members need to understand the content area, and also be highly trained in the use of the computer and Internet. Online education is rapidly increasing and online doctoral have even developed at leading research universities.

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A STUDY OF GENDER DIFFERENCES IN THINKING STYLES OF GOVERNMENT SCHOOL AND GOVT. AIDED SCHOOL TEACHERS

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Abstract

It has been well documented in educational literature that effective learning takes place if the whole brain is involved in learning. This paper introduces a model for understanding thinking styles and the important role that it has in teaching and learning. In our society, the recognition of talent depends largely on idealized and entrenched perceptions of academic achievement and job performance. In this paper, we will come to know that ability often goes unappreciated and uncultivated not because of lack of talent, but because of conflicting styles of thinking and learning. This paper aims to explain why aptitude tests, school grades in classroom performance often fail to identify real ability.

INTRODUCTION

Our life depends on 'how we' think and learn of all the factors that influence an individual, his styles of learning and thinking plays a major role. Parents and teachers are able to perceive children and their natural tendencies of how they think, act and learn in different ways and in different situations. e.g. one child may perform tasks in an orderly and systematic manner and another may perform tasks in an unsystematic pattern. This is due to individual differences in their style of learning and thinking. A person can achieve with the help of his thinking and it is different from person to person.

Thinking is the act or practice of one that thinks; thought or a way of reasoning; judgment. Thought generally refers to any mental or intellectual activity involving an individual's subjective. It can refer either to the act of thinking or the resulting or arrangements of ideas. In common language, the word to think covers numerous and diverse psychological activities. The success of our life depends on how well we are able to organize the thoughts in order to take effective decisions in life. Among the various factors that determine the quality of life of an individual, one of the most important is –'Thinking'. The tension between the individual's thinking in specific situations and their general preferences for thinking has been the topic of a long debate in Education and Psychology.

A style is a preferred way of thinking or performing. A style refers to how some one likes to do something. People do not have a style, but rather a profile of styles. They show varying amount of each style but are not locked into any one profile. People may be particularly identical in their abilities and yet have very different styles. Styles can be varied to different tasks and situations. Styles are not fixed but fluid. Various styles are not good or bad but only different. There are various types of thinking styles that exist within the world to help people make sense of why people make the decisions that they do in different situations. Every person has a primary style of thinking that is used most to help in his or her decisions.

Thinking Styles might be the source of unexplained variations of ability tests about future performance. Thinking Style is a preferred way of thinking. It is not ability but rather a preferred way of using the abilities one has. Personality differences influences the performance of people in all fields they engage. But personality is not the entire answer. So an interface between ability and personality was needed. The notion of styles is also an outcome of the need to explain the individual differences in performance. Thinking Styles help us understand why with given equal abilities, one person chooses one career and another person chooses another career.

There are different dimensions of thinking styles which are as follows:

Dimensions of Thinking Styles

| On the basis of | Thinking Style Dimensions | Characterization |
|------------------------|----------------------------------|--|
| Functions | <i>Legislative</i> | These people like to create, invent, design, and do things in his or her own way. |
| | <i>Executive</i> | These people like to follow directions, do what he or she is told, be given structure. |
| | <i>Judicial</i> | These people like to judge and evaluate people and things. |
| Forms | <i>Monarchic</i> | These people like to do one thing at a time, devoting to it almost all energy and resources. |
| | <i>Hierarchic</i> | These people like to do many things at once and set priorities how much time and energy to devote. |
| | <i>Oligarchic</i> | These people like to do many things at once, but have trouble setting priorities. |
| | <i>Anarchic</i> | These people like to take a random approach to problems. |
| Levels | <i>Global</i> | These people like to deal with big picture, generalities, abstractions. |
| | <i>Local</i> | These people like to deal with details, specifics, concrete |

| | | |
|-----------------|---------------------|--|
| | | examples. |
| Scope | <i>Internal</i> | These people like to work alone, focus inward, be self-sufficient. |
| | <i>External</i> | These people like to work with others, focus outward, be inter-dependent. |
| Leanings | <i>Liberal</i> | These people like to do things in new ways, defy conventions. |
| | <i>Conservative</i> | These people like to do things in tried and true ways, follow conventions. |

Hence, One can conclude that everyone of us use a variety of thinking styles in our daily lives, but we tend to favour some and rarely use others. The need for determining different styles of thinking is to assess one's own behavior pattern or even helps to understand others. Thinking styles are positive habits that contribute to better critical thinking, problem solving and decision making. While no one thinking style is better than another, a balance of various types results in better decision making.

Nature of Thinking Styles

1. Styles are preferences in the use of abilities, not abilities themselves.
2. A match between styles and abilities creates synergy that is more than the sum of its parts.
3. Life choices need to fit styles as well as abilities.
4. People have profiles (or patterns) of styles, not just a single style.
5. Styles are variable across tasks and situations.
6. People differ in the strength of their preferences.
7. People differ in their stylistic flexibility.
8. Styles are socialized.
9. Styles can vary across the life span.
10. Styles are measurable.
11. Styles are teachable.
12. Styles valued at one time may not be valued at another.
13. Styles valued in one place may not be valued in another.
14. Styles, on average, are not good or bad - it's a question of fit.

RATIONALE

Thinking styles can transform communication and ability to distinguish or choose the right style of thinking for any situation. It is an art that can help people achieve goals, influence others, and avoid making errors, while enhancing every area of their life. The Art of Thinking will expand their repertoire of strategies for asking questions, making decisions, getting along with people and solving problems. By learning why they think the way they do and gaining surprising new insight into the thinking styles of others, they will be able to get past obstacles, turn conflict into cooperation, and enjoy more success in everyday life, includes a test to determine their own style of thinking.

It has been well documented in educational literature that effective learning takes place if the whole brain is involved in learning. Cognitive functions are accommodated when teaching activities are constructed to comply with a learner's preferred mode of thinking. A variation in delivery approaches by educators would facilitate the development of the full potential of a learner. This will not only accommodate teacher's thinking preferences. It will help teachers in determining their own thinking preferences and evaluate their own teaching practice.

Wang et al. (2005) conducted a study on using agents and simulation to develop adequate thinking styles. **Richmond et al. (2006)** in his study on the thinking styles of online distance education students, evaluated the thinking styles of 160 undergraduate students. **Vance et al. (2007)** conducted a study on understanding and measuring linear-nonlinear thinking style for enhanced management education and professional practice. **Albaili (2007)** examined the differences in thinking styles among low-, average-, and high- achiever United Arab Emirate College students. **Sladek et al. (2008)** conducted a study on thinking styles and doctors' knowledge and behaviours relating to acute coronary syndromes guidelines. **Zhang (2008)** conducted a study on thinking styles and emotions **Ratnasingam (2008)** in her research on "The Contribution of Team Working, Thinking Styles and Innovation to Knowledge Management" **Chaturvedi et.al (2009)** conducted research on "Literacy, Negotiable Fate, and Thinking Style among Low Income Women in India.". **Sulaiman (2009)** studied the Cross- Cultural Studies and Creative Thinking Abilities. **Andreas Moutsios-Rentzos, Adrian Simpson (2010)** conducted a study on The Thinking Styles Of University Mathematics Students. **Khalid, et.al. (2010)** studied the relationship between Tenth Grade Jordanian Students'. But the investigator could not find any research study conducted on thinking style and government & govt. aided school teachers. This has motivated her to undertake the present study.

STATEMENT OF THE PROBLEM

"A STUDY OF GENDER DIFFERENCES IN THINKING STYLES OF GOVERNMENT SCHOOL AND GOVERNMENT AIDED SCHOOL TEACHERS OF AMBALA"

OBJECTIVES OF THE STUDY

The study was be based on following objectives:

- ❖ To study the difference in thinking styles of Government School and Government Aided School Teachers.
- ❖ To study the difference in thinking styles of Male and Female Government School Teachers.
- ❖ To study the difference in thinking styles of Male and Female Government Aided School Teachers.
- ❖ To study the difference in thinking styles of Male Government School teachers and Male Government Aided School Teachers.
- ❖ To study the difference in thinking styles of Female Government School teachers and Female Government Aided School Teachers.

NULL HYPOTHESES

The study was based on following hypothesis:

- ❖ There was no significant difference between thinking styles of Government School and Government Aided School Teachers.
- ❖ There was no significant difference between thinking styles of Male and Female Government School Teachers.
- ❖ There was no significant difference between thinking styles of Male and Female Government Aided School Teachers.
- ❖ There was no significant difference between thinking styles of Male Government School teachers and Male Government Aided School Teachers.
- ❖ There was no significant difference between thinking styles of Female Government School teachers and Female Government Aided School Teachers.

DELIMITATIONS OF THE STUDY

The study was delimited in terms of sample size of 100 school teachers, i.e. 50 teachers from Government schools and 50 teachers from Government Aided schools of Ambala.

SAMPLE

For the present study, a total sample of 100 teachers i.e 50 teachers teaching in Govt. Schools and another 50 teachers teaching in Govt. Aided Schools was selected.

TOOLS USED

Indian Adaptation of Sternberg & Wagner Thinking Style Inventory, SWTSI by Saxena & Aggarwal, 2010 was used to collect the data.

STATISTICAL TECHNIQUES USED

Mean, SD, Percentages, Bar Graphs, Correlation, t-test and other appropriate techniques was used.

FINDINGS

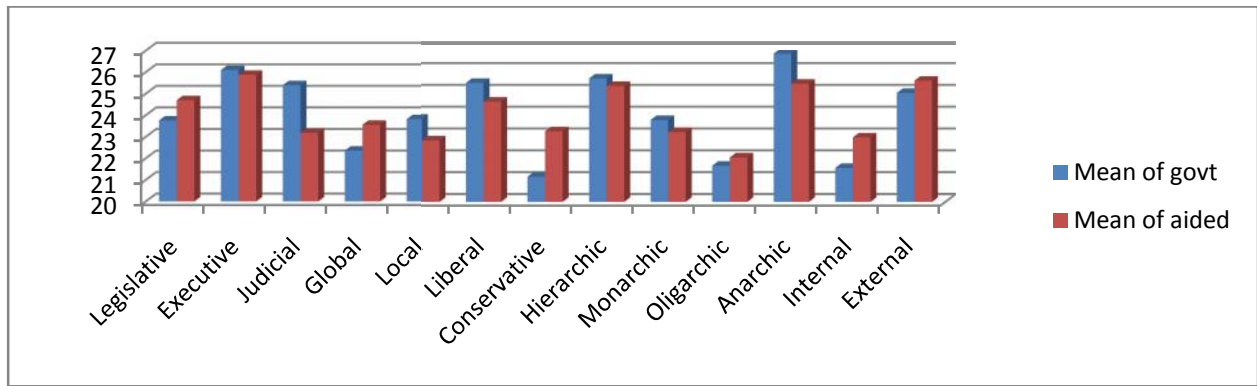
Hypothesis 1: There was no significant difference between thinking styles of Government School and Government Aided School Teachers.

t-value Table:

| Group | Government | Government Aided | t(98df)value |
|---------------|-------------------|-------------------------|---------------------|
| Mean | 312.5 | 312.48 | .0027 |
| S.D | 42.42 | 29.60 | |
| Sample | 50 | 50 | |

***not significant**

The obtained value of t is (.0027) is less than the table value (1.98) at 0.05 levels for 98df. It shows that there is no significant difference between Thinking Style of Government and Government Aided School Teachers. So, the first hypothesis was accepted.



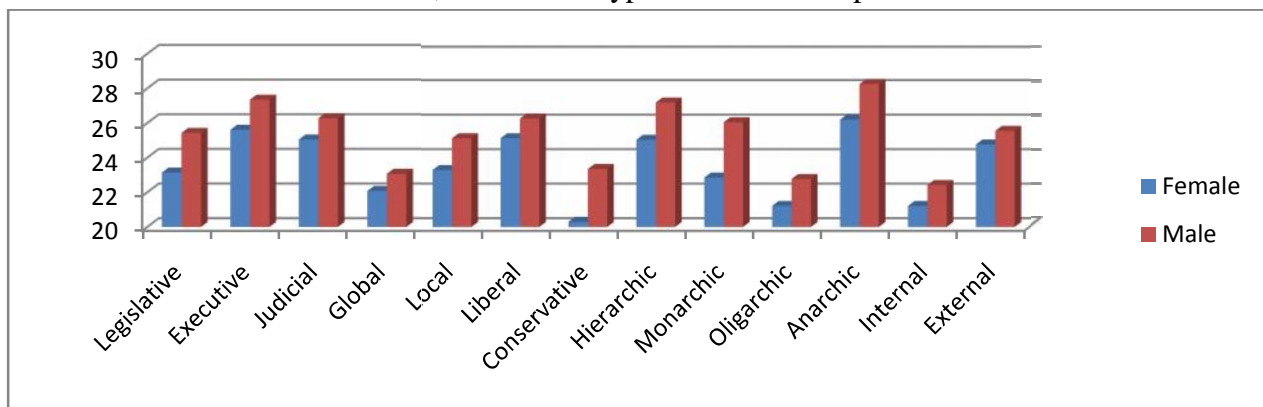
Hypothesis 2: There was no significant difference between thinking styles of Male and Female Government School Teachers.

Table showing t value:

| Group | Female of Govt. Schools | Male of Govt. Schools | t(48df) value |
|--------|-------------------------|-----------------------|---------------|
| Mean | 306 | 329.28 | 1.39 |
| S.D | 42.71 | 56.49 | |
| Sample | 36 | 14 | |

***not significant**

The obtained value of t is (1.39) is less than the table value (2.01) at 0.05 levels for 48df. It shows that there is no significant difference between Thinking Style of Male and Female of Government School Teachers. So, the second hypothesis was accepted.



Hypothesis 3: There was no significant difference between thinking styles of Male and Female Government Aided School Teachers.

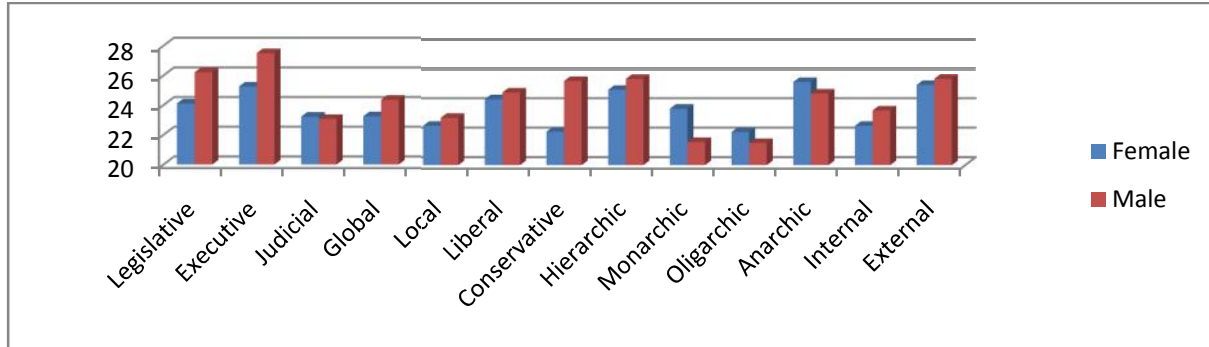
Table showing t value:

| Group | Female of Govt. Aided Schools | Male of Govt. Aided Schools | t(48df) value |
|-------|-------------------------------|-----------------------------|---------------|
| Mean | 310.19 | 318.57 | .596 |

| | | | |
|---------------|-------|-------|--|
| S.D | 29.46 | 49.29 | |
| Sample | 36 | 14 | |

***not significant**

The obtained value of t is (.596) is less than the table value (2.01) at 0.05 levels for 48df. It shows that there is no significant difference between Thinking Style of Male and Female of Government School Teachers. So, the third hypothesis was accepted.



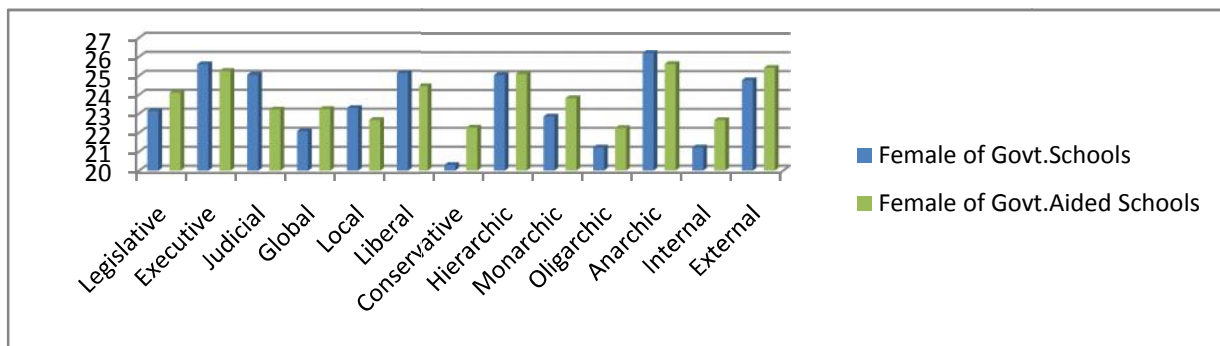
Hypothesis 4: There was no significant difference between thinking styles of Female Government School teachers and Female Government Aided School Teachers.

Table showing t value:

| Group | Female of Govt. Schools | Female of Govt. Aided Schools | t(df) value |
|---------------|-------------------------|-------------------------------|-------------|
| Mean | 306 | 310.19 | 0.48 |
| S.D | 42.71 | 29.46 | |
| Sample | 36 | 36 | |

***not significant**

The obtained value of t is (0.48) is less than the table value (2.00) at 0.05 levels for 70df. It shows that there is no significant difference between Thinking Style of Female of Government and Government Aided School Teachers. So, the fourth hypothesis was accepted.



Hypothesis 5: There was no significant difference between thinking styles of Male Government School teachers and Male Government Aided School Teachers.

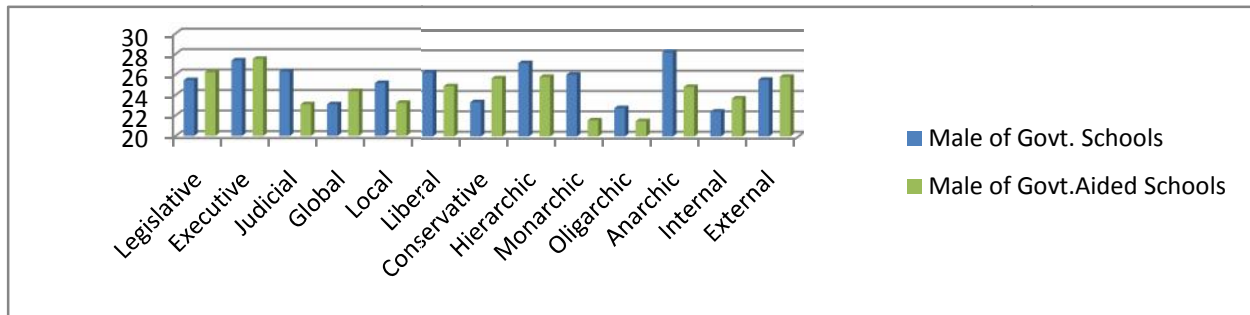
Table showing t value:

| Group | Male of Govt. Schools | Male of Govt. Aided Schools | t(df) value |
|-------|-----------------------|-----------------------------|-------------|
| | | | |

| | | | |
|---------------|--------|--------|-------|
| Mean | 329.28 | 318.57 | 0.534 |
| S.D | 56.49 | 49.29 | |
| Sample | 14 | 14 | |

***not significant**

The obtained value of t is (0.534) is less than the table value (2.06) at 0.05 levels for 26df. It shows that there is no significant difference between Thinking Style of Male of Government and Government Aided School Teachers. So, the fifth hypothesis was accepted.



CONCLUSIONS

1. There is no significant difference between thinking style of Govt. and Govt. Aided School Teachers but it is observed that Government School Teachers have high Anarchic, Liberal and Executive thinking styles whereas Govt. Aided School Teachers have high Executive, Anarchic and Hierarchic thinking styles.
2. There is no significant difference between thinking style of Male and Female Government School Teachers. It is observed that in Female Government School Teachers Anarchic, Hierarchic and Judicial thinking styles are most prevalent.
3. There is no significant difference between thinking style of Male and Female of Government Aided School Teachers. It is observed that in Female of Government Aided School teachers Executive, Hierarchic and External thinking styles are most prevalent.
4. There is no significant difference between Thinking style of Female government school teachers and Government Aided School teachers. It is found that in Female of Government School teachers Executive, Anarchic and Liberal thinking styles are most prevalent.
5. There is no significant difference between Thinking styles of male of Government and Government Aided School teachers. It is observed that in Male of Government School teachers Anarchic, Hierarchic and Executive thinking styles are most prevalent.

EDUCATIONAL IMPLICATIONS

Every individual has its own thinking styles. By knowing the thinking styles of an individual we can judge the nature of individual whether he is conservative, liberal, internal and external. Team

work demands that we have an understanding of how others think. Good team work ensures compatibility among team members in terms of style of thinking. Diversity of thinking styles creates opportunities for producing better results of group efforts. By having knowledge of our thinking styles, we can understand better how we learn, take decisions, come out of problems and why a particular decision was taken. Thinking style represents the way of solving the problems. Thinking style is the characteristic way of processing information. It's the way of acquiring knowledge, organizing thoughts, form views and opinions, apply values, solve problems, make decisions, plan, and express yourself to others.

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ROLE OF TEACHERS IN VALUE ORIENTED EDUCATION

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Abstract

We are facing at present with the challenge of erosion of human values and it is high time to rise to the occasion and make conscious efforts to improve the situation. With globalization, higher education in India has integrated itself with the rest of the world. Thus, Indian education system evolved into knowledge based society. Knowledge Based Education (KBE) is no doubt a big threat to the traditions, morals, ethics, individualism and way of life of students. The technological advancement is not properly integrated with cultural values and ethics. The students get all the more confused about the kind of life they have to lead and the lifestyle they have to emulate. The problem is that their parents will proffer them with one set of values, the teachers and the school environment with a different set of values and religion with another set of values. This type of misdirected education can promote only negative qualities like envy, abhorrence and enmity rather than gentleness, empathy and truthfulness. There should be equilibrium between the knowledge and skills that science and machinery bring with the values and insights of ethics. In present Education system the teachers are to be able to give proper value oriented training to our students. Value oriented education needs to be realistically achievable in consonance with the academic framework of a school. Judicious combination of academics, culture and value education will be an ideal approach to education and value education needs to be integrated within the school curriculum.

INTRODUCTION

The first step in the direction of changing the world is to take the needed steps for radical change in the human consciousness. One of the most important means to achieve this end is value orientation of education. This will help human beings to conduct themselves in the more desirable directions, and to shape their life patterns by strengthening their beliefs and by integrating facts, ideas, attitudes and actions. This will also help clarify their aims in life as well as the process to achieve them. In the modern context of our commitment to

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secularism and other such related Constitutional provisions, value education is considered much wider so as to transcend the boundaries of religions and encompass ethical, social, aesthetic, cultural and spiritual values. This broadened concept has many implications for value education programmes at the school stage and without an effective value oriented education the country will face crisis of character, adversely affecting the quality of life and relationship, in turn leading to tensions and strifes.

With a view to equipping children of today, who will be the citizens of tomorrow, education has to be reoriented and revamped altogether. What a sculptor is to a block of marble, education is to the human soul. The philosopher, the saint, the hero, the wise and the good or the great, very often lie hidden and concealed in the sand of anonymity, which a proper education might have brought to life. The present era of education is very significant and crucial in terms of changes as well as quality. On the one hand, there has been an unprecedented expansion of education at all levels, and on the other there are insurmountable obstacles to value improvement. New hopes and aspirations in the minds of people have emerged. This has posed new challenges and new problems in re-orientation and re-energisation of education in values at all stages. Education has also assumed increasing importance in reshaping as well as gearing up the age-old education anew. A Chinese saying rightly points out,

“If you are planning for one year, plant grains; if you are planning for ten years, plant trees; if you are planning for a hundred years, plant men”.

Education has to be directed to the full development of the human personality and to the strengthening of respect for human rights. It should promote values like understanding, tolerance and friendship. Continuous and constant attempts have to be made at all levels for universalising and reinforcing education. The youth have to be given opportunities to develop individual excellence through values and contribute to the progress of the society. Education has to be an effective means to achieve this goal.

Children are our future. If we sit down and analyse how the future could be remoulded and recast, it is certainly through the children of today, the leaders of tomorrow, to face, lead and guide the world of future. It is to be borne in mind that this education needs to be practical and realistically achievable, in consonance with the academic framework of the school. A judicious combination of academics, culture and value education (transformation) will be an ideal approach. This would indeed give the child's personality an added dimension, both in his inner values of life and also in outer objective success, making him proficient to meet the challenges of life, and the values inculcated would mould him to become a better person in the society. The

parents and the teachers have to work in close contact and coordination, the school has to be an extension of the home.

Educational system of India was a rich repository culture and expressions fulfilling human beings' needs to communicate, to express and relate to others. Every community and region has its own means of expression in a variety of forms and these continue to play a role within the social group. With globalization, higher education in India has also integrated itself with the rest of the world. Thus, Indian education system evolved into a knowledge based society.

KNOWLEDGE BASED EDUCATION (KBE)

The knowledge based educational system is imposing an additional challenge to the educational system in India. In many of these institutions, the course structure, plan, syllabus and examination will not fall within the purview of the national or state outline. They only cater to the demands of the international corporate sector. Knowledge Based Education (KBE) is no doubt a big threat to the traditions, morals, ethics, individualism and way of life of students. Here student is a centre of power and faculty is scrawny. Faculty lacks the position, control and independence that they conventionally enjoy. The technological advancement is not properly integrated with cultural values and ethics resulting in a lopsided generation. The students get all the more confused about the kind of life they have to lead and the lifestyle they have to emulate. The problem is that their parents will proffer them with one set of values, the teachers and the school environment with a different set of values and religion with another set of values. This type of misdirected education can promote only negative qualities like envy, abhorrence and enmity rather than gentleness, empathy and truthfulness. The study of moral and ethical values that make us a perfect individual can be measured by value based education. Supporters of value based education argue that educating Student's values is more important than just teaching them science or Information Technology.

VALUE BASED EDUCATION (VBE)

There should be balance between the knowledge and skills that science and machinery bring with the values and insights of ethics. Value Oriented Education is now a days becoming a well-liked theme in the fields of higher education. The loss of moral and social values among students is creating a conflict in the world. KBE can be transferred, but VBE can be only

transformed. VBE is more teacher and environment based than text books or ethical syllabus based. The values are standards considered significant in life. They can come from within and also from training. Values from within mainly includes love, sympathy, kindness, and understanding. Value to be practiced includes punctuality, obedience, respect, actions, behaviour and personality. Values give a person his individuality and character. It acts as a directive and tells us what we should do and what not. It is the responsibility of parents, teachers and educational institutions to impart values to students. Educational institutions act as a link between home and society. Hence, it is in schools and colleges that a good value system can be nurtured to the students.

TYPES OF VALUES

Different authors give their classification of values in many ways. Basically the values are of four types as follows:

| Social values | Moral values | Cultural values | Secular values |
|------------------------|-------------------------------|--------------------------|------------------------------------|
| ➤ Social Conformity | ➤ Honesty | ➤ Faith in God | ➤ Mutual understanding |
| ➤ Discipline | ➤ Truthfulness | ➤ Spiritualism | ➤ Mutual cooperation |
| ➤ Social Sensitiveness | ➤ Moral Stability | ➤ Tolerance | ➤ Appreciation of universal truths |
| ➤ Altruism | ➤ Good Character | ➤ Simplicity | ➤ Character |
| ➤ Tolerance | ➤ Compassion | ➤ Social Service | ➤ Humanitarianism |
| ➤ Social Adjustment | ➤ Self Discipline | ➤ Dignity of manual work | |
| ➤ Social Loyalty | ➤ Non-violence | ➤ Niskama Karma | |
| ➤ Social Justice | ➤ Good manners | ➤ Courtesy | |
| ➤ Respect for others | ➤ Simple living high thinking | ➤ Brotherhood of man | |
| ➤ Team Work | ➤ Purity | | |

Present Scenario: Value Education in Society

(i) Erosion of values: We are going through a crisis of values in our social and political life. Disregard shown to basic values like honesty and integrity, for example, in personal and public life, has become a matter of grave concern. Crime, violence, cruelty, greed and apathy to human suffering have spread to all aspects of our life— political, economic and social. Pursuit of material wealth and selfish ends at any cost has become ultimate aim of life.

ii) Education as Transmission of Knowledge: Education is a process of initiating the learner to good life. But today in education primary importance is given to transmission of knowledge and cultivation of occupational skills. But in the present day system of education there seems to be a “moral vacuum”. As Gandhi ji pointed out, education without character, leads to criminality; educated persons have wider opportunities to indulge in crimes and that too committing them most efficiently and technically

(iii) Degraded Culture: The value of truth, selflessness and service to fellow human beings are vanishing from our life. People started believing that “might is right” and through physical force alone problems could be solved.

(iv) No Social Concern: Sensitivity to sufferings of fellow human-being is lacking in most of us and it is very rare to see people with social concern. Our physical environment – rivers, mountains, forests, plant and animal life-is getting increasingly polluted, and depleted of its resources.

All these problems cannot be effectively tackled through narrow piece meal efforts. What we need under the present circumstances is a drastic change in our very outlook on life, which could be brought about by value education, imparted systematically right from the primary level.

Role of Teacher in Value Oriented Education

In present Education system the teachers are to be able to give proper value oriented training to our students. Teachers’ value based thinking can best be moulded by discussions, supportive interactions and presentations of higher level of reasoning. The education policy document by UGC has laid stress on the imparting of value oriented education. Their recommendations are:

1. The need of the hour is to inculcate human values in the University students like quest for peace, adherence to truth and right conduct, non-violence compassion, love for all living beings, respect for the motherland and the glory of its culture and traditions.
2. It is desirable that human values should permeate and form part of the teaching in all disciplines and subjects.
3. The UGC may work towards evolving a syllabus for a compulsory paper of appropriate credits at under graduate level of all disciplines, to stress human values and the duties laid down in the constitution (Art,51-A).
4. Due to specific role of teachers, it would be desirable to impart them the necessary skills and insights in to value education by devising suitable orientation courses.
5. Human values should be the guiding parameters for governance processes at higher education institutions.

Value Based Education at School Level

The first requirement for VBE is trained, dedicated and spiritually moved teachers. VBE does not require any set of syllabus; but the whole system should be based on VBE. Everyone can understand it and follow it involuntarily and optimistically.

Values to be inculcated at primary and secondary school levels are courage, truth, universal love, respect for all religions, respect for elders, dignity of manual work, service, purity, peace, joy etc. Values are to be lived. Like a science course, as in a laboratory, they have to be practised at home. As swimming cannot be taught merely by lectures and a good teacher of swimming has to be a swimmer himself, similarly a teacher of values should himself be a seeker and aspirant of values. The general strategies for inculcation of values are awareness, debate, rational concept and game strategies. It is for the teacher to decide which strategy to follow depending upon the situation, environment and the level of students.

The school can make plans as per suggestions given below:

1. There should be integrated approach in education programme. Instead of tackling piecemeal as awareness of ecology, environmental problem, community development, productivity etc. They should be handled in a comprehensive manner under the broad spectrum of social responsibility and inner development of human personality.
2. The consciousness of values must permeate the whole curriculum ,formal or non-formal, starting with assembly, the curricular and co-curricular activities, the celebration of festivals, work experience, team games and sports, subject clubs, social service programmes etc. At present the school atmosphere only conducts such activities as a routine with the purpose of giving information, knowledge and skills without exposing the underlying values inherent in them.
3. All teachers are teachers of value education, whether they are formally involved or not in the programme.
4. The school atmosphere, the personality and behaviour of teachers, the facilities provided in the school—all are important in developing a sense of values.
5. Interaction to appreciate and understand innovations and initiatives as voluntary efforts. Those working voluntarily for the deprived and the downtrodden could be invited.
6. Utilisation of available folklore, national monuments, folk culture etc. to imbibe a sense of belonging.

7. A certain credit may be assigned at the time of assignment for some of the values like honesty, social service etc.
8. All functions, programmes, celebrations, gatherings etc. Need to ensure that no group or community feels neglected or isolated.
9. Inviting persons of character, creative abilities, literary tastes and scholarly activities whose mere presence could inspire children.
10. To make the school responsive to emergent situations like quake, floods, fire or droughts.
11. Visits to institutions, establishments, centres of creative arts, museums etc. and to homes for the aged, blind and handicapped not only enhance knowledge and understanding but also genuine appreciation and empathy.
12. The teachers should discuss among themselves, during lunch or recess, new incidents in schools that should form 'case histories' for value education programme based on real life situations.
13. To innovate new techniques and methods to understand changes taking place in the society. They need to be monitored and the value inculcation programme suitably modified.
14. Cleanliness within school helps in a long way. Development of aesthetic sensibilities is a basic imperative. They create lasting impressions.
15. Teachers, principals and other staff should take formal oath to the ethics of their profession like other professions.

PROGRAMME IMPLEMENTATION FOR INCULCATION VALUES

“A journey of a thousand miles begins with one step”. The school assembly, the curricular and co-curricular activities, the celebrations of festivals, work experience, team games and sports, subject clubs, social service programmes – all help in inculcating the values of cooperation and mutual regard, honesty and integrity, discipline and social responsibility.

These values have a special significance in Indian society today. This should habituate children in right modes of conduct, thus strengthening their character.

Various activities and programmes, to be taken up daily or on special days, could be:

- (i) Thought for the day should be regular feature of the institute;
- (ii) Morning assembly to inspire the students;
- (iii) Meditation, prayer, yoga;
- (iv) Story telling, group singing;

- (v) Study of great literature and books;
- (vi) Value oriented magazine;
- (vii) Celebration of National and international days;
- (viii) Special projects and exhibitions related to values;
- (ix) Sports and games for learning to live together and team spirit;
- (x) Social work and self-reliance programme;
- (xi) Presentation of documentaries and films;
- (xii) Music and drama, elocution and debates;
- (xiii) Attitude development and role play;
- (xiv) Summer courses and spiritual retreats and;
- (xv) School clubs etc.

CONCLUSION

Values are determined by the notion of individuals and also by the circumstances in which he lives. Values relate to the aims of human life, for the achievement of aims men frame certain notions and these notions are called values. Our conduct is motivated by our values. The greater the consideration and importance of values, the better is that social group. Values aim at perfection, self realisation, satisfaction, development, integrity and cohesion etc. It is recognised that it is neither possible nor desirable to promote values through “book and birch” and “chalk and talk” methods alone. Values are inculcated in the students through the daily life of teachers, parents, neighbours, friends and society. Judicious combination of academics, culture and value education will be an ideal approach to education and value education needs to be integrated within the school curriculum.

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A STUDY OF POLITICAL ATTITUDES OF UNIVERSITY LAW STUDENTS IN RELATIONS TO THEIR INVOLVEMENT IN POLITICS GENDER AND AREA

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RATIONALE

Attitude is a component of mental life. It is a predisposition to respond to some attitudinal object. An attitudinal object may be social or political or some other factor. In the context of politics it may be said that political attitude is a preparation for political behavior of a person. It is the result of the past experiences and actions related to politics which help individuals to develop political attitudes which exert a motivating force to guide the political behavior of individuals.

Only a few studies on political attitudes have been attempted in India (Reddy (1980) , Bharti and Wadhwa (1993). It is a rare attempt to make an investigation on political attitudes. It will be helpful to study the nature of political attitudes on one hand and the political behavior of university law students who constitute the important section of the society on the other. The study will provide some suggestions to improve the political situation in India based on attitudes for which our educational institutions can play a vital role.

OBJECTIVES

1. Selection of the measure/measures of political attitudes.
2. Construction of a background questionnaire for deriving data on independent variables.
3. To study the relationships between the dependent attitudinal measures and the independent variables on involvement in politics, gender and area.
4. To administer the background questionnaire and the attitude scale on the students of law of M.M. University, Maullana.
5. To organize the data on the dependent measures with respect to independent variables.
6. To apply 2x2x2 factorial analysis of variance technique to study the political attitudes measures.
7. To test the assumptions of analysis of variance concerning normality and the homogeneity of variance.

TOOLS USED

Allitude scale measuring political attitudes constructed and standardized by Wadhwa and Bharti has been used for administration on 2nd year law students of Maullana University law department. The scale was developed by following the four factor approach used in New Left Scale by Gold, Christie and Friedman. The factors were Goals, World View, Tactics, Political Functioning.

MAIN FINDINGS

It has been found that on the Goals factor of Political Attitudes there is significant difference between the Law Students who take part in Political Activities and their Politically Inactive counterparts. On the Goals factor Male law students differ significantly from their Female counterparts, Politically Active Female differ significantly from their male counterparts.

The Political Inactive rural females also score higher in comparison to politically inactive males from rural areas however, the trend is reverse in the case of urban males and females.

1. On the Worls Factor of Political Attitudes there have not been found any significant differences.
2. On the Tactics scale of Political Attitudes the Law students do not differ significantly with respect to the three variables and the two way and three way interactions.

EDUCATIONAL IMPLICATIONS

As in olden days politics was part and parcel of the educational set up. The students were given training in politics and the kings and emperors used to come to universities and educational institutions. Even today the same system of education can be used to improve the system.

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A STUDY OF AWARENESS ABOUT ENVIRONMENT RELATED PROBLEMS IN ELEMENTARY SCHOOL CHILDREN

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****Vandana**

RATIONALE

Today the eco system of our planet is facing danger of destruction. In the mad rat race of money & growth, man has made environment more worse than before. The unholy alliance of industrialization, agricultural growth, horizontal & vertical expansion of urbanization transportation & technology is a general criterion of development of any nation. However with the advancement in the technology and industrialization such undesirable materials are being added into the environment that disturbs the ecological balance. Today everything is polluted due to toxic effluents (water) been thrown into rivers, lakes & seas.

As it has been started in the rigveda, **“The dust of mother earth and light of father sky should remain associated with full brightness for our welfare.”** But the situation is reverse because the environment has become a source of sorrow & unhappiness because dust of earth, light & air of sky have adverse effect on human beings at this is very common to find warning at public places reading as, **“Air unfit for breathing”, “Water unfit for drinking”, “Do not eat fish caught here”** & so on because mad not race among the nations over the globe for development has Jeopardized the health of man itself and the hazardous effects of the world developmental activities initiated world over a number of environmental problems erupted in critical sectors like climatic changes, depletion of forests, pollution, shortage of water etc. & this particularly threatened human health, energy resource, soil productivity, rain & water resources and due to which there is immanent danger to earth’s life supporting system. Keeping in mind these issues the investigator has taken the study awareness about environment related problems in elementary school children.

OBJECTIVES

- ◆ To study the awareness about environment related problems in elementary school children.
- ◆ To compare the awareness about environment related problems among students studying in class VI, VII & VIII.

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- ◆ To compare the awareness about the environment related problems between boys & girls studying in elementary school.
- ◆ To compare the awareness about the environment related problems between urban & rural boys studying in elementary school.
- ◆ To compare the awareness about environment related problems between urban boys & urban girls studying in elementary school.
- ◆ To compare the awareness about environment related problems between rural boys & rural girls studying in elementary school.

HYPOTHESES

- There exists no significant difference in the awareness about environment related problems among the students studying in class VI, VII & VIII.
- There exists no significant difference in the awareness about environment related problems in boys & girls studying in elementary school.
- There exists no significant difference in the awareness about environment related problems in urban boys with rural boys studying in elementary schools.
- There exists no significant difference in the awareness about environment related problems in urban girls with rural girls studying in elementary school.
- There exists no significant difference in the awareness about environment related problems in urban boys & urban girls studying in elementary school.
- There exists no significant difference in the awareness about environment related problems in rural boys & rural girls studying in elementary school.

SAMPLE

In the present study a sample of 135 elementary school students studying in class VI, VII & VIII studying in different schools of Ambala was taken. Among them 63 students were girls & 72 students were boys group.

STATISTICAL TECHNIQUES TO BE USED

Appropriate descriptive statistics like mean, mode, median, standard deviation and f-test was used for classifying the data into various groups.

MAIN FINDINGS

1. There exists a significant difference in the mean scores about environment related problems among three different elementary classes at 0.01 level of significance. However those children who are studying in classVII have better understanding about environmental awareness.
2. There exists a significant difference in the mean scores about environment related problems in boys and girls studying in elementary school. Girls have slightly better awareness about environmet related problems than boys.
3. There exists no significant difference in the mean scores about environment related problems in urban and rural boys. So urban boys and rural boys have almost same level of awareness about environment related problems.
4. There exists a significant difference in the mean scores about environment related problems in urban and rural girls. So urban girls have slightly better awareness than the rural girls.
5. There exists no significant difference in the mean scores about environment related problems in urban boys and urban girls studying in elementary school. So urban boys and urban girls have slightly better awareness about environment related problem.
6. There exists a significant difference in the mean scores about environment related problems in rural boys and rural girls studying in elementary school. So rural girls have slightly better awareness than rural boys.

EDUCATIONAL IMPLICATIONS

- Awareness and sensitivity about the environment and environmentally challenges.
- Knowledge and understanding about the environment and environmental challenges.
- Attitude concern for the environment and help to maintain environmental quality.
- Skills to mitigate the environmental problems.
- Participation for exercising existing knowledge and environmental related programmes.

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A SEMANTIC DIFFERENTIAL ANALYSIS OF ENGLISH LANGUAGE EDUCATION AS PERCEIVED BY ENGLISH TEACHERS OF SENIOR SECONDARY SCHOOLS

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***Seema Sharma*

RATIONALE

Concepts are basic essential in all human thinking Semantic Differential technique was invented by **Osgood**. He used this technique to measure connotative meanings of concepts as points in semantic space. Concepts have common cultural meanings. These are the meanings shared by people. Sometimes the people don't know the conceptual meanings but they talk about these concepts .They may not be able to define these concepts but they know what these concepts mean to them.The Semantic Differential (SD) is bipolar scale which includes the concepts to be described in terms of perception made by individuals with respect to spaces between the bipolar adjective pairs. An Semantic Differential (SD) generally consists of concepts to be described on seven point (seven spaces between an adjective pair say good-----bad). The study is quite useful from the point of view of the society as one can work out the classification of the different concepts by using distance cluster analysis into different groups and can find out the most desirable concepts which need more attention on the part of the teachers. What are the concepts which are close to each other and on the other hand which are at larger distances? The relevant concepts can be selected and suggestions concerning the teaching and learning of English language can be made. Many researchers Heise did semantic differential profiles for 1000 most frequent English words; Rothman (1975) did semantic differential analysis of science. But, a very few studies have been done on semantic differential analysis of English language education as perceived by English teachers. So, the investigator undertook the present study.

OBJECTIVES

1. To select the concepts i.e. the components of English language education.
2. To select the adjective pair scales from Evaluation (E), Potency (P) and Activity (A) components.
3. To develop the Semantic differential (S.D.) using the selected concepts and the adjective pair scale.

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4. To administer the Semantic Differential measure on an appropriate sample of senior secondary school teachers.
5. To prepare the data sheets for each subject (Senior Secondary school teacher)
6. To find out the distances among the concepts.
7. To cluster the different concepts on the basis of the distance among them.
8. To name the cluster according to the nature of concepts in cluster.
9. To interpret the clusters.

CONSTRUCTION OF THE SEMANTIC DIFFERENTIAL SCALES AND THEIR ADMINISTRATION:

In the construction and use of the Semantic Differential the first step is to make a selection of various concepts of English Education. The concepts of English Education chosen in the present investigation were: (1) Class room work in English, (2) English Language Lab work, (3) Home work in English, (4) Correction of Home work, (5) Study of Literature by students of English, (6) Exercises in Grammar, (7) Curriculum of English, (8) Evaluation of students in English, (9) Use of communicative approach in teaching of English, (10) Oral Work in English, (11) Participation of students in literary activities, (12) Discussion on general topics in English, (13) Linguistic skills, (14) Value Education through English, (15) English Language Games, (16) English Teacher, (17) Spoken English, (18) Reading English passages, (19) Creative Writing. While selecting the concepts it was assumed that the concepts would elicit varied responses from different individuals and would also cover semantic spaces to some extent. Selection of appropriate adjective pair scales is the next step in the construction of the Semantic Differential. In the present investigation the adjective pairs selected were: Good-Bad, Rigid-Flexible, Active-Passive, Improper-Proper, Strong-Weak, Slow-Fast, Organized-Disorganized, Democratic-Autocratic, and Valuable-Worthless. The seven spaces (or the seven point scales) have been used between each of the nine adjective pairs. In order to administer the semantic differential scales 30 English teachers from different schools, of Ambala were selected randomly.

The data obtained on the nineteen concepts rated by 30 English Teachers on nine seven point scales were subjected to distance cluster analysis to determine how close or far away are the nineteen concepts from each other.

MAIN FINDINGS

1. The Semantic Differential consists of nineteen concepts and nine bipolar adjective pair scales.
2. The classification of the nineteen concepts with nine scales gives three categories concepts.
 - (i) Class Room Teaching in English
 - (ii) Functional Assignment in English
 - (iii) Teacher Student Interactive Approach

The first cluster includes seven concepts, the second one includes five concepts and the third cluster is made up of seven concepts.

3. The nineteen concepts of English Language Education elicit varied responses from different English Teachers.

It may be noted that all the above results given in the form of conclusions have direct educational implications and are quite useful for teaching and learning of English.

EDUCATIONAL IMPLICATIONS

It is admitted that the English Teacher can play an effective role in inculcating the values among the students by properly planning the class-room work. The English teacher should give Functional Assignments to the students to channelize their energies towards proper direction and may remain active recipients of knowledge throughout the period of completion of the assignments and may use and enhance their creativity in doing the activities involved. The English Teacher should give emphasis on Teacher Student Interactive Approach so that it develop active participation of the students and develop interest towards English Literature and enriches vocabulary of the students and the skills of spoken English.

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A-Q STUDY OF THE RECREATIONAL ACTIVITY FOR THE STUDENTS OF B.Ed CLASS

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****Ashok Kumar**

Rationale

A study of recreational activities using perceptions of teacher trainees is quite interesting and useful as it is an application of Q-methodology developed by Stephenson which has both heuristic and exploratory strengths. These recreational activities have direct impact upon the personality of the student. By analyzing these recreational activities of teacher trainees in relation to teaching learning process will be helpful in strengthening the favourable recreational activities among the teacher trainees at the training stage on one hand and suggesting programmes to inculcate the value of these recreational activities on the other. The present investigation is an attempt to develop Q-sorts to study the clustering of recreational activities.

WHAT IS Q-METHODOLOGY?

The term Q- methodology was used by Stephenson to characterize philosophical, statistical and psychometric ideas oriented to do research on individuals. Q-technique is a set of procedure to implement Q-methodology . It involves ipsative procedure of sorting decks of cards called Q-sort by using built in systematic restraints.

Q-SORTING TECHNIQUE:

Q- technique uses a rank order procedure of sorting into a number of piles. A set of objectives recreational activities or statements is given to an individual (teacher trainees). Then the individual is asked to arrange these statements or recreational activity statement into 7 piles according to degree of preference. This distribution used (according to degree of preference) is known as Q-sort distribution used which is rank continuum (from most approve to least approve) with varying degree of preference between the two extremes.

| | | | | | | | |
|----------|---------|--------|--------|---------|---------|---------|---------|
| | Most | | | | | | Least |
| | Approve | | | | | | Approve |
| | 1 card | 3cards | 5cards | 7 cards | 5 cards | 3 cards | 1 card |
| Pile No. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Score | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

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In the present investigation 25 cards of the recreational activities are used. These cards kept into 7 piles.

STATEMENT OF THE PROBLEM

The problem has been stated as:

“A Q-study of the Recreational Activities for the Students of B.Ed Class”.

Meaning of different terms used in the statement of the problem have been given as follow:

“Q-study”-The given problem is technique based Problem. “Q-methodology” which has already been described and has been applied. Unstructured “Q-sort” has been developed with a rank order Continuum from most approve to least approve Using symmetrical “Q-sort” distribution .

Recreational Activities: These are the recreational activities which a teacher trainer should imbibe in him / her. The are used for entertainment and enjoyment.

Teacher trainer: It means the student of (B.Ed).

OBJECTIVES

- To select /workout the Recreational Activities to be Investigated.
- To apply the “Q- sorting” procedure on Recreational Activities.
- By using the approval / disapproval continuum.
- To select the sample of the teacher trainees for the sorting Of The Recreational Activities into piles.
- To prepare the data paper for the sorters (for each teacher trainees).
- To do personal analysis using the method of co-relation. It is a method of defining inter person correlation to form Groups of persons.
- To classify the Recreational Activities on the basis of Statistical analysis using mean of preferences (approval/disapproval).

HYPOTHESES

The researcher’s broader hypothesis concerning relatedness of recreational activities is that some of recreational activities are highly co-related while the others having lower values of co-relation coefficient.

EVALUATION OF THE PROBLEM

The problem has heuristic and exploratory strengths.

- The problem is quite interesting and is directly related to the field Of education.
- The investigator has the ability to make an application of the “Q-methodology”.
- Though, it is not possible to apply this technique on a large Sample, yet the investigator will be able to take data of 30 Teacher Trainees.
- The problem is quite useful as it deals with an analysis of The Recreational Activities of Teacher Trainees.
- The investigator is also familiar with the statistical techniques to be used for the analysis of the data.

METHODOLOGY

Sample

A sample of 30 teacher trainees of Sohan Lal D.A.V.College of Education, Ambala city.

Statistical Techniques Used

Product moment co-relation technique is used to analysis the Q-values.

Organigation of data

The data were organized by giving Ranks or score to the items placed in each pile. The data were organized in table Form by giving scores on the 25 recreational activities (items) by 30 teacher trainees and by giving serial no. 1to 30 to persons or 1to 25 to recreational activities.

MAIN FINDINGS

Interpretation of the results within the framework of the investigator involves subjectivity on the part of the investigator. It is, however ,based on the objectivity of the data which may or may not satisfy those who have worked or are presently working in the area of the present investigation. The results and the data are therefore given in the test of this research report and one is free to interpret .In the present investigation 25 recreational activities have been used and the data of 30 teacher trainees on these recreational activities using the ipsative Q-sorts have been obtained and used to obtain 7 groups of persons using inter-person correlations. It shows that most of the teacher trainees can be divided into 7 different groups who differ from each other in their perceptions with respect to 25 recreational activities. The groups differ with respect to their preferences on the 25 recreational activities. The differences may probably be

attributed to the recreational activities, they advocate and they prefer to adopt in their life style or it may be a part of their life style. In order to corroborate further, the recreational activities preferred highly by these 7 groups of teacher trainees have analysed. As to which of the recreational activities they prefer most and which of them they prefer least were of concern. The items have been classified into two factors on the basis of higher values of means of the preference scores.

FACTOR-I

This factor contains eight of the twenty five recreational activities selected to be included in this category on the basis of higher mean preferences. Reading of Books is the activity which generates knowledge. Activities next in order are Singing Songs, Poetical Recitation, cultural Programmes and Writing Poems which are generally conducted in educational institutions in order to inculcate cultural spirit among the students. The other activities of recreation included in this category have been Class-Room Decoration, Watching Sports Items, Video Games and these are group/individual activities. Therefore the factor has been dubbed as Cultural and Social Activities. Thus recreational activities are most important in the study of the teacher trainees.

FACTOR-II

The second factor that has been dubbed as Leisure Time Recreational Activities includes sixteen of the twenty five Recreational Activities. The Factor has been so named as most of these activities are performed as a part of the Leisure Time Pursuit. For teacher trainees as far as their perceptions are concerned a good number of Recreational Activities have occurred in this category. Photography is first such activity which is done when a person is in a gathering and has sufficient time. Visit To Places Of Historical Importance, Painting, Internet Surfing, Picnic Of Students, are other such activities which can be conducted when we have sufficient time at our disposal. Performing Musical Instrument, Dancing, Craft Work, Drama, Magical Items Video Films, Exhibitions, Musical Items, Watching T.V. Programmes, Social Networking and Making Pen Friends are also involves a lot of time and cost.

EDUCATIONAL IMPLICATIONS

The present investigation is very important from educational point of view as it is directly related to the field of education. The investigator has analysed the perceptions of the teacher trainees by using their Q-sorts on 30 recreational activities and is in a position to suggest that

there are TWO important factors to be taken into consideration while deciding about Planning of different co- curricular activities. The teacher trainees consider that Recreational Activities form a part of the total atmospheric approach of inculcation of values among the students. Activities constitute an important part of the life of an institution (school or college). Without recreational activities life becomes dull. If the students participate in the various activities along with the study, their achievements are high. The attitude of the students towards society, students, teachers, nation etc is also changed. With the help of these recreational activities education becomes worthwhile.

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ATTITUDE OF SENIOR SECONDARY SCHOOL TEACHERS TOWARDS TEACHER LEADERSHIP IN RELATION TO GENDER AREA AND MARITAL STATUS

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*** Ratan Jyoti*

RATIONALE

Teacher Leadership involves continuous professional growth of the teacher leader and the other teachers who help in the making of the leader amongst teachers. It is of much significance as it is concerned with school improvement. A teacher leader besides his regular class room teaching performs the roles of the leader.

The teacher leadership has its first concern to make improvements in class room teaching. The other concerns of it are development of the curriculum and its enrichment, teaching competency, teacher behavior, taking part in school management for the improvement of its performance. The main purpose of teacher leadership is improvement in teaching and learning environment. It means giving power to the teacher to lead the other teaching faculty in various activities and performance of certain important roles. The role of teacher leader is to involve other teachers to have concern for the students, to make use of democratic functioning, involve them in discussion and action research projects. It is the teacher leader who makes his contribution towards keeping the school well organized for the achievement of institutional and national goals.

A very few studies have been done on attitude of senior secondary school teachers towards teacher leadership in relation to gender area and marital status. So, the investigator undertook the present study.

OBJECTIVES

1. To select an attitude scale to measure attitude of Senior Secondary School Teachers towards Teacher Leadership.
2. To develop a Background Questionnaire to collect data on independent variables Gender, Area and Marital Status.
3. To Administer the Background Questionnaire and the Attitude Scale on an appropriate sample of Senior Secondary School Teachers.
4. To organize the data.
5. To formulate hypotheses concerning the relationships among the independent variables and the dependent measure.

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6. To develop the design of the study in terms of independent variables and dependent measure of attitude towards Teacher Leadership.
7. To study the relationships between independent variables and the dependent measure by using appropriate statistical techniques.
8. To test the hypotheses concerning relationships among independent variables and the dependent measure of Attitude towards Teacher Leadership.

HYPOTHESES

1. There is no significant difference between the means of scores of Male and Female Senior Secondary School Teachers on the Attitude Scale to measure their attitude towards Teacher Leadership.
2. There is no significant difference between the means of scores of Rural and Urban Senior Secondary School Teachers on the attitude scale to measure their attitude towards Teacher Leadership.
3. There is no significant difference between the means of scores of Married and Unmarried Senior Secondary School Teachers on the attitude scale to measure their attitude towards Teacher Leadership.
4. The interaction Gender x Area does not contribute to any significant differences between the groups of Senior Secondary School Teachers on the attitude scale to measure their attitude towards Teacher Leadership.
5. The interaction Gender x Marital status does not contribute to any significant differences between the groups of Senior Secondary School Teachers on the attitude scale to measure their attitude towards teacher leadership.
6. The interaction Area x Marital Status does not contribute to any significant differences between the groups of Senior Secondary School Teachers on the attitude scale to measure their attitude towards teacher leadership.
7. The interaction Gender x Area x Marital Status does not contribute to any significant differences between the groups of Senior Secondary School Teachers on the attitude scale to measure their attitude towards Teacher Leadership.

METHODOLOGY

(a) Sample

Sample consisted of 122 Senior Secondary School teachers selected randomly by using lottery method from of Seven Schools of Haryana.

(b) Tools Used

Attitude Scale to measure the attitude towards Teacher Leadership developed and standardized by Wadhwa and Parveen Kumar.

MAIN FINDINGS

1. The mean and standard deviation of 122 Senior Secondary School Teachers have been found to be 165.975 and 16.995 respectively. The mean score of an item is 5.5 which is between slightly agree and somewhat agree response categories. On the whole Senior Secondary School Teachers agree with the notion of Teacher Leadership.
2. The independent variable Gender and the Attitude toward Teacher Leadership are related to each other. Male Teachers of Senior Secondary Schools are more dominating and more inclined towards Teacher Leadership are their attitude toward Teacher Leadership are on the favourable (Agreement side) side of the psychological continuum (Strongly disagree to strongly Agree response continuum). The Teacher Leadership has much significance for Male Teachers of Senior Secondary Schools in Comparison to their Female Counterparts.
3. The other variable which is related to the attitude of Teacher toward Teacher Leadership is the Marital Status. Married Teachers display more liking and involvement for Teacher Leadership in comparison to their unmarried counterparts. This result may be due to the fact that the Married Teachers of Senior Secondary Schools are more mature and understand the implications of involvement in activities and behaviours related to Teacher Leadership in comparison to the unmarried Teachers.
4. The three variables Gender, Area and Marital Status in combination have been found to show significant differences as the interaction Gender x Area x Marital Status has been found to have significant F-ratio. It implies that the independent variables selected by the investigator are quite relevant as for as the relationships of these variables with the Dependent Variable (Attitude toward Teacher Leadership) is concerned. So in

Combination the three variables Gender, Area and Marital Status give rise to variation in attitude of teachers towards Teacher Leadership.

EDUCATIONAL IMPLICATIONS

The present investigation is concerned with the relationship between independent variables Gender, Area and Marital Status and the dependent measure attitude of Senior Secondary School Teachers towards Teacher Leadership. The problem is quite useful from Educational point of view. Teachers with positive attitude toward Teacher Leadership can display leadership qualities and can also guide the students properly they can solve the problems related to the teachers effectively. The teachers with leadership qualities can handle the difficult students. The problem of indiscipline and student leadership can also be tackled effectively.

The present study has shown that Male Teachers of Senior Secondary Schools are more positive and inclined toward Teacher Leadership in comparison to Female Teachers of Senior Secondary Schools. The administrator can use this leadership quality in the teachers for the effective functioning of the school and can assign the duties to the teachers accordingly.

Methods like Team Teaching can be effectively used to display Teacher Leadership qualities. A Teacher with leadership qualities can effectively handle this method of teaching the students.

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CONSTRUCTION AND STANDARDIZATION OF AN ATTITUDE SCALE TO MEASURE ATTITUDE OF TEACHER TRAINEES TOWARDS TIME MANAGEMENT

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***Neelam Insan*

RATIONALE

A time management system is a well designed combination of process, tools techniques and methods. Time Management is necessary for individuals or institutions in order to be successful in achieving the goals. Time management is used in the form of time table in the school. It puts the teachers and students to do planning in advance and preparation for various courses and activities.

An attitude is a state of mind which serves as an abstraction in describing overt behavior in a social set-up. According to Allport “an attitude is a mental or neural state of readiness organized through experience exerting a directive & dynamic influence upon individual’s response to all objects and situations with which it is related”. Attitudes 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 Thurstone method of attitude scaling. The present investigation is concerned with the construction and standardization of attitude scale to measure attitude of teacher trainees toward Time Management. Significance of constructing an attitude scale to measure attitude lies in the development and its standardization as it is important to construct a measuring instrument to study an aspect of personality of which study of attitudes constitute an important aspect as it will help in determining the behavior of the subjects under investigation.

OBJECTIVES

1. To work out the characteristics of the psychological object time management.
2. Construction of the items of Likert type attitude scale to measure attitude towards time management (preliminary draft of the attitude scale).
3. To draw a random sample of teacher trainees.
4. To administer the preliminary draft of the attitude scale on the sample of teacher trainees drawn randomly.
5. To organize the data obtained by the administration of the attitude scale.
6. To find out internal consistency along the attitude scale.

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7. To select the items for the final draft of the attitude scale to measure attitude towards time management on the basis of finding the internal consistency along the attitude scale.
8. To find the reliability of the final draft of the attitude scale to measure attitude towards time management.
9. To find out the validity of the final draft of the attitude scale to measure attitude towards time management.

INTERPRETATION OF RESULTS

1. Internal consistency along the attitude measure has been found to be gratifying and quite satisfactory. Thirty six out of sixty items were finally selected to form a Likert type attitude scale to measure the attitude of the teacher trainees towards time management. These thirty six items have part whole correlations 0.33 (except one item which has $r_{pw} = 0.32$
2. Split half reliability of attitude scale has been found to be very high.
The reliability of the half length scale has been found to be 0.72. The reliability of the full length scale using Spearman – Brown formula has been found to be quite high 0.84.
3. As no standard attitude scale to measure attitude toward Time Management was available, contrasted group method of finding the validity has been used. Two known groups, one loved to manage time and the other hated to manage time were selected on the basis of the following items:

Do you like (love) Time Management? Yes () No ()

Do you hate Time Management? Yes () No ()

The subjects who loved Time Management were found to be high scorers, while those who hated the concept of Time Management got low scores. The t-test applied to the difference between the two means were found to be highly significant $p < 0.01$. It shows the investigator was measuring the attitude of the teacher trainees toward Time Management. It reveals that attitude scale is valid for the measurement of attitude toward Time Management.

CONCLUSIONS

The following conclusions have been drawn from the results obtained in the last section.

1. The Likert method of attitude scaling based on verbal reports of introspection works well with in the phenomenological realm.
2. The internal consistency of the selected items ranges between 0.32 & 0.84.
3. The reliability of Likert type full-length attitude scale is very high.
4. The attitude scale has been found to be a valid measure of attitude towards Time Management.

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A STUDY OF SPECIFIC ERRORS COMMITTED BY THE MIDDLE CLASS STUDENTS IN LEARNING MATHEMATICS AND THEIR REMEDIES

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*** Parneet Kaur*

RATIONALE

God has created so many things like plants, animals and human beings. But man is the most beautiful creation of God and it is only Education, which makes him best and teaches him the realities of life as life is a continuous process of learning and adjustment of interacting between the individual and his environment.

The school is an important agency of education which has ever lasting effect on personality of a child. From the home, the child is sent to the school for receiving formal type of education.

Different subjects find an important place in curriculum of school education. Out of these subjects Mathematics is the only subject that holds a prominent position not only as a subject in school education but also in day-today life. Mathematics is the base of all essential knowledge and progress in science and technology and is taught as an important subject in the school. It provides opportunity for the intellectual gymnastic of the man's inherent powers. It is an exact science and involves high cognitive abilities and powers.

Many researchers Gupta and Geetanjali studied the errors committed by the students in various subjects. But, a very few studies have been done on study of specific errors committed by the middle class students in learning mathematics and their remedies. So, the investigator undertook the present study.

OBJECTIVES

1. To study the errors committed by middle class students in multiplication.
2. To study the errors committed by middle class students in calculating H.C.F. and L.C.M.
3. To study the errors committed by middle class students in calculating simple interest and percentage, etc.
4. To study the errors committed by middle class students in fraction.

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5. To suggest remedial measures for the improvement of specific errors committed in Mathematics.
6. To study the errors committed by middle class students while writing units.

HYPOTHESES

1. There is no significant difference in number of correct responses of boys and girls of sixth class.
2. There is no significant different in number of errors committed by boys and girls of sixth class

METHODOLOGY

Sample

The random sample of 100 students had been taken from four schools of Ambala Cantt and Ambala City.

Tools Used

Self-made questionnaire was used by the investigator.

Statistical Techniques Used

The investigator used percentage and t-test for analysis and interpretation.

MAIN FINDINGS

- It was found that 77% of the students responded correctly to ‘addition’ and 91% of the students responded correctly to ‘decimal’.
- It was found that 89% of the students responded correctly to ‘subtraction’ and 82% of the students responded wrongly to ‘number of days’.
- It was found that 95% of the students responded correctly to ‘multiplication’ and 47% of the students responded correctly to ‘rate of interest’.
- It was found that 65% of the students responded wrongly to ‘division’ and 95% of the students responded correctly to ‘fraction’.
- It was found that 77% of the students responded correctly to ‘profit and

loss' and 81% of the students responded wrongly to 'sale and purchase'.

- It was found that 19% of the students responded correctly to 'square root' and 87% of the students responded correctly to 'price'.
- It was found that 34% of the students responded correctly to 'distance and time' and 22% of the students responded correctly to 'number of days'.

EDUCATIONAL IMPLICATIONS

- Teacher should help the students to read and write the numerical correctly.
- Teacher should make them clear the adjustments of carrying in case of addition, subtraction, multiplication and division.
- While adding or subtracting decimal numbers, the decimal of the next digit should be placed under the decimal at previous digit.
- The students should be guided in solving money problems including profit, loss and calculating simple interest. The examples can be taken from daily life.
- The students should be made familiar with square.
- The students should have ample practice of drawing geometrical figures with the help of ruler.
- Teacher should follow play - way method to teach Mathematics.
- Students must get enough practice in Mathematics.
- Teacher should allow the students to ask questions in the class.

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Jh vjfoUn d'Ûk egkdkO; ^lkfo=h* esa fufgr nk" kZfud rRoksa dk v/;;u ,ao "kS{kf.kd fufgrkFkZ

*Jherh js.kq pUnz
xgykSr

**fiz;kaxuk

v/;;u dh vko";drk

orZeku le; esa Hkkjrh; lekt dh n"kk dkQh fofp= cuh gqbZ gSA vkt ds rdZoknh ;qx esa euq'; fujarij }a} esa viuk thou O;rhr dj jgk gSa ftlds ifj.kke Lo:i orZeku lekt ds lHkh oxZ o eq[; :i ls fo|kFkhZ oxZ dk fodkl fujarij iÿkksUeq[k gSA ckgj ls ge oSKkfud lk/kuksa dks erkuqlkj iz;ksx djds thou dh lqfo/kkvksa dk mi;ksx djrs gq, lq[ke; thou O;rhr djuk pkgrs gSaA ijUrq Hkhrj ls ge vius LokFkksZa] va/kfo"oklksa] ladh.kZrkvksa ds dkj.k /keZ&IEiznk;] tkrh;] ?k'.kk&}s'k vkfn ifjLFkfr;ksa ls f?kjs lekt esa fur ubZ lkekftd leL;kvksa dks tUe nsdj ikjLifjd Li/kkZ rFkk la?k'kZ ls f?kjs gSaA ftl dkj.k orZeku euq'; fpark o rukoxzLr thou O;rhr dj jgk gS

blfy, "kks/kdÿkkZ dks Jh vjfoUn d'ÿk egkdkO; ^lkfo=h* ij v/;;u djus dh vko";drk o ftKklk dk vuqHko gqvka

v/;;u ds mn~ns";

- 1- Jh vjfoUn ds thou vkSj dk;ksZa dk v/;;u djukA
- 2- Jh vjfoUn ds n"kZu&"kkL= ds eq[; fl)karksa dk v/;;u djukA
- 3- Jh vjfoUn dh dkO; jpuk & ^lkfo=h* dk v/;;u djukA
- 4- Jh vjfoUn dh dkO; jpuk ^lkfo=h* esa fufgr nk" kZfud rRoksa ¼rRo feekalk] Kku feekalk ,oa ewY; feekalk½ dk v/;;u djukA
- 5- Jh vjfoUn dh dkO; jpuk & ^lkfo=h* ds "kS{kf.kd fufgrkFkksZa dk v/;;u djukA

v/;;u dh fof/k

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- 1- “kks/kdYkkZ us izdkf”kr o vizdkf”kr nksuksa lkefxz;ksa o v[kckjksa vkfn dk v/;;u fd;kA
- 2- Jh vjfoUn ds thou] thou n”kZu vkSj dk;ksZa dk v/;;u fd;kA
- 3- Jh vjfoUn d’r egkdkO; ^lkfo=h* esa fufgr nk”kZfud rRoksa dk v/;;u fd;kA

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- 4- Jh vjfoUn d’r egkdkO; ^lkfo=h* esa fufgr “kS{kf.kd fufgrkFkksZa dk v/;;u fd;kA
- 5- “kks/kdYkkZ us Hkfo’; esa v/;;u ds fy, fu’d’kZ rFkk lq>koksa dk fuekZ.k fd;kA

fu’d’kZ

Jh vjfoUn d’Yk egkdkO; ^lkfo=h* ds ek/;e ls O;fDr o lekt esa izse] bZ”ojh; o vkReh; Kku] lkaLd’frd ewY;ksa vkfn dk fodkl fd;k tk ldrk gSA ^lkfo=h* egkdkO; }kjk Jh vjfoUn dk y{; euq’; esa mijksDr rF;ksa] R;kx] lgkuqHkwfr dh Hkkouk o v/;kfRedrk dk fodkl djuk gSA D;ksafd muds vuqlkj v/;kfRed fopkjksa ds }kjk gh v/;kfRedrk dk fodkl tuHkkouk esa laHko gSA

euq’; ds v/;kfRed fodkl ds fy;s Jh vjfoUn ;ksx] /;ku] czãp;Z o lk/kuk dks egRo nsrs gSaA Jh vjfoUn ds vuqlkj bu lcdk y{; euq’; dks viuh {kerkvksa ds vuqlkj Lo;a dk laiw.kZ v/;kfRed fodkl djuk gSA tks leLr euq’; tkfr o leLr lekt dks izHkkfor djs o mudk lokZaxh.k fodkl djus esa lgk;d gks ldsA

Jh vjfoUn d’r egkdkO; ^lkfo=h* esa izse] IR;] Kku] ewY;ksa] thou&e’R;q] l’fV] vkRek] eks{k o tUe&tUekarj dh ;k=k vkfn egRoiw.kZ rF;ksa dk v/;;u fd;k x;k gS ftlds vk/kkj ij “kks/kdrkZ us O;fDr o lekt dks

v/;kfRedrk] lkekftd laca/kksa o ewY;ksa dh vksj vxzlj djrs gq, dqN egRoiw.kZ iz"uksa ¼tks fd izLrkouk es mYysf[kr½ ds mYkj izLrqr fd;s gSa tks fuEufyf[kr gSa &

1- izse dk thou esa D;k egRo gS\

mYkj & izse ân; esa jgus okyk e| vkSj fo'k gS] vkSj bls gh nsoyksd dk ve'r ekuk tkrk gS vkSj fi;k tkrk gSA izse dh ân; dh dksbZ Hkw[k ugha gS] ekal feV~Vh dh dksbZ ykylk ugh gSA ;g vk;k gS izHkq ds ikl ls vkSj izHkq ds ikl okfil tk;sxA izse vpkud izdV gksrk gS rc euq'; ,d lw;Zyksd ea izos"k djrk gS vkSj bls fy, lHkh vn~Hkqr cu tkrk gSA

2- l'f'V D;k gS\ D;k ;g dsoy ek;k dh ,d Nk;k gS\

mYkj & l'f'V dsoy ek;k dh ,d Nk;k u gksdj] izHkq ds fu;eksa ds vuqlkj euq'; ls euq'; cuus dk Øe gSA ;g ,d NksVs ls cht ls fo"kkky o' {k dk fuekZ.k gSA

,d tjk ls "kqØk.kq esa ls fo"o dk fotsrk tUerk gS] ijeKkuh iq:'kkorkj vkjEHk gqvk gSA blfy;s izHkq gh lkjh l'f'V vkSj izd'fr gSA

3- vkRek dk fnO; rRo D;k gS\

mYkj & vkRek dk fnO; rRo ije izse gSA

4- eqfDr ;k eks{k dh izkflr D;k gS\

mYkj & eqfDr ;k eks{k dh izkflr vkRek dk ijekRek esa yhu gksuk gSA

5- e'R;q D;k gS\

mYkj & e'R;q tUe&tUekarj dh ;k=k dk vafre iM+ko gSA

6- tUe&tUekarj dh ;k=k dk vafre iM+ko D;k gSA

mYkj & tUe&tUekarj dh ;k=k dk vafre iM+ko eks{k gSA

7- IR; D;k gS\

mÿkj & IR; uaxs iRFkj tSlk vkSj e' R;q tSlk dBksj gSA

8- ^lkfo=h* egkdkO; dk f''k{kk esa D;k egRo gS\

mÿkj & egkdkO; ^lkfo=h* Is izsfjr f''k{kk orZeku dh fujFkZd f''k{kk iz.kkyh dks vFkZiw.kZ cuk ldrh gSA vkt dh f''k{kk dsoy euq'; ds O;olkf;d m`is"; dks iwjk djrh gS vkSj O;fDr esa O;fDr ds izfr izse] lgkuqHkwfr] R;kx] leZi.k o Lo;a esa vk;/kfRed uSfrd] pkfjf=d vkfn xq.kksa dks lekIr dj jgh gSA egkdkO; ^lkfo=h* Is izsfjr f''k{kk dks ;fn orZeku f''k{kk iz.kkyh dk ,d egRoiw.kZ cuk;k tk;s rks ge vius ns" k ds Hkfo'; dks xrZ esa tkus Is cpk ldrs gSaA

IanHkZ xzUFk lwph

- 1- Jh vjfoUn ¼1994½AβJh vjfoUn vius fo’k; esaP Jh vjfoUn vkJe V^aLV] ikafMpsjhA
- 2- R;kxh] pUnz lqjs”k ¼1994½ A βJh vjfoUn vkLFkk vkSj izsj.kkP Jh vjfoUn lkSlkbZVh izknsf”kd lfevr] mrj izns”kA
- 3- xq|rk] lq’ek ¼1996½A βIkfo=h ikSjfk.kd xkFkk dk izrhd&IR;P Jh vjfoUn vkJe] V^aLVA
- 4- “kekZ] ljdk ¼1997½A βIkfo=h IkjlafgrkP Jh vjfoUn vkJe] V^aLV ikaMpspsjhA
- 5- dqekj] vt; ¼2009&10½A βJh vjfoUn ds vk/;kfRed fopkjksa dk orZeku Hkkjrh; f”k{kks esa ;ksxnku vkSj izklafxdrkP v/;;u dsUnz] lksgu yky Mh- , - oh- f”k{k.k] egkfo|ky;] vEckyk “kgjA

A STUDY OF EFFECTIVENESS OF METHODS USED FOR MODIFICATION OF PROBLEM BEHAVIOUR OF MENTALITY CHALLENGED CHILDREN

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*** Anju Bala Sharma*

RATIONALE

The study of problems of mentally challenged children has developed greatly in recent years and their treatment is often a matter of concern not only for specialists but also for educationist. Teachers should at least be able to detect serious cases which should be referred to the psychologists and to discuss the same in the parent teacher meetings.

In the modern changing scenario, life has become quite complex. It is even more difficult for the mentally challenged individuals to cope with the challenges of life. This gives rise to many problems of behaviour such as adjustment, anxiety, insecurity feeling, temper tantrums, over activity, specific fears and shyness, lying, hyperactivity, jealousy etc.

Methods used for modification of problems behaviour for such children can make a difference in the adjustment level and the quality of life in the day to day routine of these children.

Many researchers Mash (1983), Seth (1979) studied the Maternal Attitude towards Mentally Retarded Children. But, a very few studies have been done on study of effectiveness of methods used for modification of problem behavior of mentality challenged children. So, the investigator undertook the present study.

OBJECTIVES

- * To study the problem behaviour in mentally challenged children
- * To study the methods used for modification of problem behaviour in mentally challenged children.
- * To know the difference in the level of intensity of problem behaviour among mentally challenged children after having used methods for modifications of problem behaviour.
- * To know the difference in the level of frequency of problem behaviour among mentally challenged children after having used methods for modifications of problem behaviour.

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- * To know the effects of different methods used for modifications of problem behaviour in mentally challenged children.

HYPOTHESIS

- There is a significant difference in the level of intensity of problem behaviour of mentally challenged children after having used method for modification of problem behaviour.
- There is a significant difference in the level of frequency of problem behaviour of mentally challenged children after having used method for modification of problem behaviour.
- Modifications methods have an effect on frequency and intensity of problem behaviour in mentally challenged children.

METHODOLOGY

Sample

The sample of present study consisted of 15 mentally challenged children of Awwa Asha School, Ambala Cantt. Random sampling technique was employed by investigator to select the sample.

Tools Used

- Check list of problem behaviour by Mehta et al (1991).
- Check list of methods for modifications of problem behaviour by Mehta et al (1991).
- Self prepared questionnaire for collection of demographic data.

MAIN FINDINGS

- There was a significant difference in the level of intensity of problem behaviour of mentally challenged children after having used methods for modification of problem behaviour.
- There was a significant difference in the level of frequency of problem behaviour of mentally challenged children after having used methods for modification of problem behaviour.

- Modification methods had an effect on frequency and intensity of mentally challenged children.

EDUCATIONAL IMPLICATIONS

1. These children should be kept in well equipped hospital cum school. Capable nurses and doctors should be appointed for them. These children cannot do their daily chores and need to live in such institutes.
2. Very often parents fail to understand their children and prefer to keep the mentally retarded children at home. But they have to develop a right and positive attitude for bringing them up.
3. The special schools are considered very practical and more beneficial than residential schools. The child goes to school for fixed time only and he makes social progress too. The division of class in these schools is on the basis requirement level of ability and age separately.
4. Arrangement for special classes should be made where proper education and training facilities are available. A separate homogeneous class system is more effective. It becomes easier for the teacher to modulate the curriculum, and educational materials according to the needs of the child and the child progress accordingly.
5. These children require specially trained teachers with consideration for their main specialties, commensurate with their speed of development, which is generally very slow. It is, therefore, necessary that the teacher should have thorough knowledge of child psychology and the various teaching methods and techniques.

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A COMPARATIVE STUDY OF ENVIRONMENTAL AWARENESS AMONG SCIENCE AND ARTS STUDENTS OF DEGREE COLLEGES

**Mrs. Ruchi Manchanda*

***Rekha Rani*

RATIONALE

Today the environment crises has reached such massive proportions that if we continue with our rate of destruction, the future generation would not have a liveable environment, they would be faced with shortage of everything, of most of the essential commodities. In the wake of an environment crisis of such massive proportions a need for an integrated approach to the problem of human environment has become apparent and is being today emphasized in the developed world. Even in the developing countries such a need is felt.

Awareness of physical, social, aesthetic aspects of environment, actual situations in real life, protection and sustainable forest management are very important part and parcel of Environmental Education. This knowledge should be disseminated at primary, lower/senior secondary and higher education levels. Creative awareness for environmental management among the people is a prerequisite of the day. The scanning of previous researches reveals that the studies on environmental awareness of prospective teachers, secondary school teachers are available. However, a less number of researches have been done on the comparative study of the environmental awareness among Science and Arts students of degree colleges. So, the investigator got interested to find out the awareness level of Science and Arts students towards environment.

As such the environmental protection and preservation has been urgent need of the hour. Realizing its importance, the India states have also enshrined it into constitution which require both the state and citizen to **“Protect preserve and improve the environmental.”**

Now environmental problems are the problems of whole world and it is awareness and cultivate environment friendly attitude and behavioural among masses particularly among youth. This has inspired the investigator to undertake the present study.

OBJECTIVES

- ❖ To study the environmental awareness of Science students of degree colleges.
- ❖ To study the environmental awareness of Arts students of degree colleges.

- ❖ To compare the awareness level of Science and Arts students towards environment.
- ❖ To compare the awareness level of boys and girls of Science towards environment.
- ❖ To compare the awareness level of boys and girls of Arts towards environment

HYPOTHESES

- ❖ There exists significant difference in the mean scores of environmental awareness of Science and Arts students.
- ❖ There exists significant difference in the mean scores of environmental awareness of boys and girls of Science.
- ❖ There exists significant difference in the mean scores of environmental awareness of boys and girls of Arts.

METHODOLOGY

Sample

A random sample of 100 students were taken from two colleges of Ambala District. Among them, there were 50 males and 50 female students.

Tool Used

For the present study, investigator used a standardized scale of Environmental Awareness Ability Measure by Praveen Kumar Jha.

MAIN FINDINGS

1. There exists no significant difference in the mean scores of environmental awareness of Science and Arts students. It means that Science and Arts students have same level of environmental awareness.
2. There exists no significant difference in the mean scores of awareness of boys and girls of Science. It means that boys and girls of science have same level of environmental awareness.
3. There exists no significant difference in the mean scores of Env. Awareness of boys and girls of Arts. It means that boys and girls are equally aware.

EDUCATIONAL IMPLICATIONS

Teachers should create the awareness among students by giving them knowledge about environment and its degradation.

- Teacher should organize **various competitions** regarding Environmental such as **Essay Writing Competitions, Slogan writing competitions Declamations etc.**
- Community can play an important role in saving environment by **reducing pollution** and other activities that are harmful for the environment.
- Responsible actions leading to **pollutions reductions could save money, protect resources, improve health,**and lead to an overall **higher quality of life.**
- Community should also propagate the idea of conservation of **nature resources,** with the help of educational institutions, mass media, NGO's and other sources.
- Government can forcefully take up the steps of implement several policies which save **Mother Earth.**

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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 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Building is fire safety- proof | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Building is disabled friendly | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Common Room for boys | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. Common Rooms for girls | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 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: | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 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 have 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 | 3 rd in University |
| Rukshi Chawla | 4 th in University |
| Sarvjeet Manchanda | 7 th in University |
| Swati Maheshwari | 9 th in University |
| Rubina | 10 th 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 | 1 st in Kurukshetra University |
| Surbhi Arora | 557/750 | 4 th in Kurukshetra University |
| Pinky Bhargava | 545/750 | 11 th in Kurukshetra University |
| Neelam Devi | 544/750 | 12 th in Kurukshetra University |
| Meera Sethi | 542/750 | 13 th 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, Shweta 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 librarians 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, research and faculty members in the shortest possible time. It has the following 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 the 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 |

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| 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-credited) Ambala City, the premier institute of DAV College Managing Committee, New Delhi, has been catering to the 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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