

EDUCATIONAL RESEARCH

VOLUME – XVI



**CENTRE FOR INNOVATIONS, RESEARCH AND
DEVELOPMENT**

(C I R D)

(2018)

SOHAN LAL DAV COLLEGE OF EDUCATION

ISO-9001:2000 certified

Graded A by NAAC (Score 3.54/4.00)

AMBALA CITY – 134002

HARYANA (INDIA)

Premier Institute of Education established in 1939

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

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ITEMS

Foreword

Preface

Acknowledgements

Research Papers

Page No.

1.	Construction and Analysis of a Battery of Achievement tests in the subject of Science for the students of 10 th class- Dr. Vivek kohli, Anu Sharma	9-14
2	Construction and Standardization of an Attitude Scale to measure the Attitude of teacher trainees towards Self-Financing in Education- Dr. Vivek Kohli, Pooja	15-21
3.	Construction and Standardization of an Attitude Scale to measure the Attitude of Senior Secondary School teachers towards Progressive Education- Dr. Vivek Kohli, Jyoti Kapoor	22-28
4.	A study of philosophy of Socrates and its Relevance in Modern Scenario- Dr. Sushma Gupta, Anjish Massay	29-32
5.	Construction and Empirical Validation of A Linear Programme on Educational Philosophy of Buddhism for the Students of M.Ed. Class- Dr. Vivek Kohli, Tapaswani	33-38
6.	Emotional Intelligence in Relation to Mental Health of Teacher Trainees- Dr. Renu Arora, Mamta Dhiman	39-42
7.	A Study of Environmental Ethics Measure in Relation to Gender, Area, Subject and Type of School using the Perceptions of Students of Class XII- Dr. Satnam Kaur, Sonia Verma	43-48
8.	Classroom Environment and Family Environment in Relation to Achievement in Mathematics at Middle Stage- Dr. Renu Arora, Ritu Atri	49-53
9.	Attitude of Senior Secondary School Teachers towards Gender Sensitization- Dr. B.S. Wadhwa, Geeta	54-57
10.	A Study of Attitude of Students and their Parents towards Private Tutions at Senior Secondary Level-Dr. Mukesh Ahlawat, Mani Ram	58-63
11.	A Study of Attitude of Lecturers of Colleges of Education towards Education for Global Citizenship-Dr. B.S. Wadhwa, Neha	64-67
12.	Attitude of Secondary School Students towards Smart Classroom- Dr. Ruchi Manchanda, Anu	68-71
13.	Neuroticism and Extroversion of Senior Secondary School Teachers in Relation to Gender, Type of School, Area and Marital Status- Dr. B.S.Wadhwa,Saroj	72-79
14.	A Study of School Lunch Consumption Pattern & Nutritional Status and its Impact on Scholastic Achievement of Government School Children in Ambala-Ms. Garima Batra, Rubi	80-84
15.	Perception of Women in Coping with Sexual Harassment- Dr. Mukesh Ahlawat, Sonu Kaushish	85-88

FOREWORD

The world has advanced considerably throughout the decades and the need for higher education has been on the rise. It is a powerful tool to build modern, value based, knowledge based, cultural based, peaceful society which can lead the country towards super power in the world. So, there is constant need of updating it through Innovation, Research and Development. Education plays a vital role in the development of any nation.

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) 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.

Dr. Punam Suri
Padam Shree Awardee
President
DAV College Managing Committee
New Delhi

PREFACE

The quality of a nation depends upon the quality of its citizens. The quality of the citizens rests, to a large measure, upon the quality of teacher education. The quality of their education, in turn, revolves round numerous agencies like home, school, community, radio, television and other mass media. But, the most significant and pertinent of all these factors is the competence and the quality of school teachers. So 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 Innovations, Research and Development (CIRD) of our College promotes and disseminates research by publishing “Educational Research” a Peer-Reviewed (Refereed) 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, and Dr. Pooja. The efforts of Mrs. Gurpreet Kaur in typing the material are very much laudable.

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“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 – XIV 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 Dr. Punam Suri, Padam Shree Awardee, 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 Sh. Rajinder Nath, Senior Vice President, DAV College Managing Committee, New Delhi for his 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 Dr. Satish Kumar 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 and Dr. Nirmal Goyal for their significant contribution.

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

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

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

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

**CONSTRUCTION AND ANALYSIS OF A BATTERY OF ACHIEVEMENT
TESTS IN THE SUBJECT OF SCIENCE FOR THE
STUDENTS OF 10th CLASS**

*Dr. Vivek Kohli

**Anu Sharma

RATIONALE

Evaluation is a continuous process which underlies all good teaching and learning. Achievement testing in a subject is required for making predictions about the future learning in that subject. The curricula of subjects change from time to time and the achievement tests are therefore, constructed and revised accordingly. Achievement testing in different subjects is of much significance from the point of view of teaching and learning of the subject matter. A class teacher constructs tests to work out the students' performance in a subject. These tests are not standardized for regular use. Most published achievement tests are standardized achievement tests or the measures that are administered and scored by some uniform objective procedures for which norms have been established.

The norm referenced achievement tests are of much significance and have been constructed and standardized for the purpose of using them to evaluate the students of different grades. Content oriented achievement test batteries are most useful in schools that have a traditional curriculum. Construction of content oriented test batteries requires that the test items should be relevant to the subject matter of the curriculum. The items may measure recall of factual information, understanding and application.

The significance of the present investigation lies in the construction and standardization of achievement tests in the subject of science for the students of class 10th as teacher made tests

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are not very effective in making proper evaluation of the students in different subjects. The present study is concerned with planning, development and analysis of the data on three types of tests included in the battery of norm referenced tests to be constructed by the investigator and finding its norms.

OBJECTIVES

1. Construction of a battery of objective type achievement tests in the subject of science for the students of 10th class.
2. Administration of the battery of achievement tests on a representative group of students of 10th class.
3. To find out the difficulty of items of the three tests so constructed.
4. To find out the discriminating power of items of the battery of three tests.
5. To find out the reliability of the tests.
6. To find out the validity of the tests.

SAMPLE

For the present study, a random sample of 60 students of class X was selected from three secondary schools of Ambala district.

STATISTICAL TECHNIQUES USED

i) To find the item difficulty the following formula was used:-

$$\text{Item Difficulty} \Rightarrow \frac{R}{T} \times 100 = P$$

where R = the no. of pupils who get the item right and T = Total no. of pupils who try the item.

ii) Item Discriminating power:-It was found by subtracting [R (L)] the no. of pupils in the lower group (27% pupils with low scores) who get the item right from the [R(U)] no. of pupils in the upper group (27% pupils with high scores) who get the item right.

$$\text{Item Discriminating power} = \frac{R(U) - R(L)}{\frac{1}{2}T}$$

where T= total no. of pupils to be included in the items analysis.

iii) Chi square test was used for the selection short answer type items and matching items

STEPS FOR CONSTRUCTION AND STANDARDIZATION OF ACHIEVEMENT TESTS

- **Planning the Content**
- **Planning the types of tests**

Three types of tests have been planned for construction of the battery. These were (i) Objective type (ii) Short Answer type (iii) Pictorial type tests

- **Item- Formulation**
- **Item Selection**
- **Administration of the test**
- **Scoring**
- **Item Analysis**
- **Reliability**
- **Validity**

MAIN FINDINGS

The investigator has constructed three achievement tests which constituted the battery of achievement tests in the subject of science. These tests were (1) Objective Type Test of Science (OTS), (2) Short Answer Type Test (SATS) and (3) Pictorial Type Test (PTS). The first test had 28 items, the second test had 15 Short Answer Type items and the third one had 6 Pictorial type items.

The analysis of the data using item analysis gave the following results:

- The item difficulty for 28 items of the objective type test of science ranged between 35% to 85%. The item discriminating power of this objective type test ranges between 0 and .6875
- In the pool of 15 Short Answer type items (Restricted Response type items) the items with low difficulty values have been rejected. Finally the STS test of science has been left with 11 items.
- In Pictorial Test (PTS-Science) the items with low difficulty values have been rejected. On the whole it has been found that the battery of the three tests in the final analysis is a good one and can be used for the evaluation of the students of class X.
- The full length reliabilities of the three achievement tests have been found to be very high. Test –I (OTS-Science) has full length reliability of 0.95, Test-II (STS-Science) has the full length reliability of 0.93. The reliability of full length measure of the test III (PTS-Science) has been a bit less i.e; 0.77 which reflects that the three tests of achievements measure achievement very accurately and effectively.
- The validity of the three achievements tests have also been found to be very high.

EDUCATIONAL IMPLICATIONS

From educational point of view construction and standardization of an achievement test in science is very important as it can be used to study the performance of the students in the subject of science. Educational Measurement and Evaluation has been one of the areas of Educational Research which is very important as it is used for the constructing good instruments and tools for the purpose of doing educational measurements. Achievement testing is of much significance in education as it is directly related to the area of evaluation of the students in different subjects. The subject science is treated as compulsory up to tenth class. The evaluation of students in the subject science can be possible if good norm referenced and criterion referenced standard achievement tests are available for testing the students in the subject of science. The present attempt has been to construct a good battery of achievement tests in the subject as there has been dearth of such good research tools.

The well constructed reliable and valid tests can be used for the purpose of evaluating the students who have to take admissions in a particular course. The test constructed and standardized by the investigator can be useful to serve such a purpose.

These tests can also serve the placement function as after doing class X some students go for jobs in different fields. In order to check the candidate's performance in science, the battery of tests constructed and standardized by the investigator can be used.

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CONSTRUCTION AND STANDARDIZATION OF AN ATTITUDE SCALE TO MEASURE ATTITUDE OF TEACHER TRAINEES TOWARDS SELF FINANCING IN EDUCATION

*Dr. Vivek Kohli

**Pooja

RATIONALE

India has witnessed a rapid expansion of education in the post-independence era in terms of students and staff, schools, colleges and universities. However, the quality has been sacrificed with it. To receive education is the right of every person therefore; it is the main duty of government to provide education for all.

The term Self Financing is a term that refers to many different educational programs and policies run and financed by private personnel, body, agency or institution. Self Financing is the transfer of activities, assets and responsibilities from Government to people to manage on their own.

It is therefore important to construct reliable and valid instruments for the measurement of attitudes and other personality traits as there is dearth of such measuring instruments. The present study is therefore, an attempt to construct and standardize an attitude measure which will help in measuring the Attitude of teacher trainees towards self – financing in education which itself is an important aspect of the social frame.

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**M.Ed student, Sohan Lal DAV College of Education, Ambala City

OBJECTIVES

1. To develop a Likert Type attitude scale measuring attitude towards self financing in Education
2. To administer the preliminary draft of the attitude scale on a sample of teacher trainees.
3. To organize the data and to find out the internal consistency along the attitude scale.
4. To select items for the final draft of the attitude scale.
5. To organize the data on items selected for the final draft of the attitude scale.
6. To find the reliability and validity of the attitude scale.

STEPS OF STANDARDIZATION

- Item- Formulation
- Item Selection
- Administration of the test
- Scoring
- Item Analysis
- Reliability
- Validity

SAMPLE

The 54 item preliminary draft of attitude scale to measure attitude of teacher trainees towards self financing was administered on sample of 60 teacher trainees. The background questions concerning name, sex, teaching subjects were written on the top of the attitude scale followed by instructions

and items. A sample of 60 teacher trainees was selected randomly from S.L.D.A.V. College of Education, Ambala City.

MAIN FINDINGS

1. Internal consistency along the preliminary draft of the attitude measure has been found to be gratifying. Thirty six out of fifty four items have been finally selected on internal consistency basis to form a Likert type attitude scale to measure the attitude of the teacher trainees towards Self Financing in Education. These thirty six items have part whole correlations 0.28. It may also be noted that out of the thirty six items selected, twenty items have been positive and the rest sixteen items have been found to be negative which reflects that the attitude scale is somewhat balanced and the response bias tendency has been taken care of in the attitude scale by using negative items (final draft).
2. Split half reliability of the final draft of the attitude scale has been found to be very quite high. The reliability of the half length measure of attitude towards self financing in education scale has been found to be 0.728. The reliability of the full length measure found by Spearman - Brown formula has been quite high 0.84. It reflects that the 36 - item attitude scale to measure attitude of teacher trainees toward Self Financing in Education is highly reliable (accurate) measure of the attitude as it displays greater consistency.
3. As no standard attitude scale to measure attitude toward Self Financing in Education has been available, known group method of finding the validity has been used. Two known groups, one favouring self financing in education and the other unfavouring self financing in education have been selected on the basis of the following items:-

Are you in favour of Self Financing in Education? ()

Are you not in favour of Self Financing in Education? ()

The teacher trainees who favoured self Financing in Education were found to be high scorers, while those who did not favour Self Financing in Education got low scores. On the final draft of the attitude measure the t-test applied to the difference between means of two contrasted groups was found to be highly significant. It clearly shows the investigator has measured the attitude of the teacher trainees towards Self Financing in Education. It reflects that attitude measure scale is valid for the measurement of attitude of teacher trainees towards Self Financing in Education.

EDUCATIONAL IMPLICATIONS

The present investigation is a good attempt to measure the attitude of teacher trainees towards Self Financing in Education. It is concerned with the construction and standardization of an attitude scale to measure attitude of teacher trainees towards Self Financing in Education. In the modern set up of the society Self Financing in Education has become a necessity of life. How necessary it is for the teacher trainees is reflected in the responses given by them in the attitudinal measure.

The study reveals that the attitude measure is quite effective in measuring attitude of teacher trainees towards Self Financing in Education with sufficient accuracy as the reliability is very high. The positive items with higher values of part whole correlations are:-

- Self financing in education encourages research in education.
- Self financing in education is imperative in laying the foundation for critical thinking.

- I think Self financing in education is a means of greater efficiency.
- Self financing in education ensures career advancement.
- Self financing in education for people like me is a protection of interest of the people as far as education of their wards its concerned.
- For people like me Self financing in education is a good alternative to traditional ways of improving the educational standards.
- Self financing in education is incredibly good in making radical changes in the system of education.
- Self financing in education is a novel way to serve the people.
- In modern democracy Self financing in education is the only way to educate the masses.

These items reflect the importance of Self Financing in Education as far as its efficacy is concerned. These items reflect that it has become imperative to introduce self financing in educational system but it also has certain drawbacks which have been revealed in the negative items (with high part whole correlation). The negative items with the higher value of part whole correlations are :

- Self financing in education is a harmful plan as it involves supremacy of wealth on education
- The element of sacrifice is missing in the affairs of Self financing in education.
- Self financing in education lacks expertise.
- Self financing in education deprives the people of economic security.
- Self financing in education is a poor quality education enterprise.

- Self financing in education is not in favour of the genuine concerns of the issues involved in this venture.
- Self financing in education is blunder on the part of the educational system.
- Self financing in education offers an unhealthy trend of competition in the field of education.
- Self financing in education is the source of unscrupulous means.

So it is now quite clear that Self financing in education should be introduced in a phased manner and those involved to follow the rules and regulations of the system involved and should take care of the quality rather than quantity, otherwise it will be nothing more than a money making device. Self financing in education should be value based which will help in improving the educational set up of the country.

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CONSTRUCTION AND STANDARDIZATION OF AN ATTITUDE SCALE TO MEASURE ATTITUDE OF SENIOR SECONDARY SCHOOL TEACHERS TOWARDS PROGRESSIVE EDUCATION

*Dr. Vivek Kohli

**Jyoti Kapoor

RATIONALE

The term "progressive education" is generally used to refer only to those educational programs that grew out of the American reform effort known as the progressive movement. The term "Progressive" opposes the traditional aspect of education. The "Progressive Education" movement was started in 1880's and last for 60 years, helped boost American Public Schools from a budding idea to the regular norm.

An attitude is an organized predisposition to think, feel, perceive and behave toward a referent or cognitive object. It is an enduring structure of beliefs that predisposes the individual to behave selectively toward attitude referents. A referent is a category, class or set of phenomena, or physical objects, events, behaviours and even constructs. Attitude is the tendency of a person to respond to different things either positively or negatively. It is usually a generalized temperament towards a group of people or an institution. One's behaviour to a great extent depends upon one's attitude towards the things-idea, person or objects. Teacher's attitude plays a significant role in the teaching learning process. The effectiveness of the teacher depends upon his desirable behavior which depends upon his attitude. The attitude of teacher towards education is important to measure and education in this respect has two aspects and one of these aspects is the progressive education. The significance of the study of attitude of Senior Secondary School Teachers toward Progressive Education lies in knowing their attitudes towards this aspect of Progressive Education and for making suggestions concerning their behaviours towards this type of education.

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OBJECTIVES

1. To construct about 55 to 60 items of the preliminary draft of the Likert Type Attitude Scale (half of which will be positive and half will be negative).
2. To place the items on a seven point scale (ranging from strongly disagree to the strongly agree) format.
3. To administer the preliminary draft on an appropriate sample of Senior Secondary School Teachers.
4. To organize the data on the preliminary draft by scoring and placing the scores in tables.
5. To find the interval consistency along the preliminary draft of the attitude scale using part-whole correlational method.
6. To select items for the final draft of the attitude measure on the basis of internal consistency ($r_{pw} > 0.30$ or so).
7. To find the reliability of the final draft of the attitude scale using Split Half Method and Spearman Brown Formula.
8. To find the validity of the final draft of the attitude scale using the known (contrasted) group method.

STEPS OF STANDARDIZATION

- Item- Formulation
- Item Selection
- Administration of the test
- Scoring
- Item Analysis
- Reliability
- Validity

SAMPLE

In all 56 items were constructed keeping in mind the characteristics of Progressive Education toward which the attitude is directed. The 56 item preliminary draft of the attitude scale to measure attitude of Senior Secondary School Teachers toward Progressive Education was administered on a sample of 60 teachers selected randomly from Senior Secondary Schools in Ambala.

MAIN FINDINGS

1. The part-whole (item-total) correlational internal consistency along the preliminary draft of the attitude measure has been found to be quite good as 40 of the 56 items have $r_{pw} \geq 0.355$. The part-whole correlations of the 40-item attitude scale have been found to range between 0.355 to 0.770. In this 40-item Likert type Attitude scale measuring attitude of Senior Secondary School Teachers 20 items have been direct and 20 items reversed. The scale is balanced and is effective in minimizing the effect of response bias tendency of the respondents.
2. The reliability found by Split half method has been found to be high. The reliability of the half length measure has been found to be 0.87. The reliability of the full length measure using Spearman-Brown formula has been found to be quite high which is 0.930. It reflects that the 40 item attitude scale to measure attitude of Senior Secondary School Teachers toward Progressive education is highly reliable measure of the attitude.
3. The contrasted group method of finding the validity has been used. Two known groups, one who loved progressive education and the other who hated progressive education were selected. The respondents who loved progressive education were found to be high scorers, while those who hated the concept of progressive education got low scores. The t- test applied to the difference between the two means was found to be highly significant at 0.01 level of significance. It is therefore, clear that the attitude scale developed by the

investigator is accurate (reliable) and effective (valid) measure of measuring the attitude of Senior Secondary School Teachers.

EDUCATIONAL IMPLICATIONS

The present investigation deals with the development of an attitude measure of Senior Secondary School Teachers toward Progressive education within social psychological framework. It is concerned with the construction and standardization of an attitude scale to measure attitude towards Progressive education as no such study has been conducted in the recent past. In the present set up of the society where man wants to make progress, the progressive education is of much significance as education of today is not simply a mission for the people of India, it has become a cluster of difficult trades and there are many options for the student to make choice of career prospects. So progressive education makes the student and teachers dynamic performers rather than passive workers. There are two methods of measurements in attitudinal domain: the physiological and the phenomenological. The Likert method of attitude scaling has been found to be a good method which uses the phenomenological methodology using verbal reports of introspection. It is easy to handle this method because of its direct administration on the subjects whose attitudes are to be measured and it being a summated rating scale, the scores of the items can be summed to obtain total scores. So, it is useful to construct attitude scales using this method and measure attitude of Senior Secondary School Teachers toward some psychological object. Construction and standardization of good measuring tools is of much significance as it is the subject matter of educational measurement and evaluation. To be specific construction and standardization of an attitude measure to measure attitude of Senior Secondary School Teachers towards progressive education will determine the behaviour of these teachers and make predictions about the usefulness of the methodology. The internal consistency considerations reflect that the items constructed have been found to be consistent with the whole test. It shows that the attitude measure is quite effective in measuring attitude of Senior Secondary School Teachers towards progressive education with sufficient accuracy as the reliability has been found to be very high. The positive item with highest part whole correlation has been found to be:-

Progressive education is genuinely good as it involves as it is based on Scientific method.
(rpw=0.767)

The other such positive items with higher values of part whole correlations are:-

- Progressive education is valuable as it caters to the needs of the students.
- Social life can only be enriched through progressive education.
- Students are able to solve even the most difficult problems through progressive education.
- Progressive education is the best means of constructing knowledge.
- I believe that Progressive education is of much significance to meet the new challenges for any task.
- Progressive education makes a man active performer.
- Progressive education motivates to keep one going ,even when it gets tough.
- Progressive education enhances the self esteem of teachers.
- Progressive education has no place for even the best traditional values.
- It is only through progressive education the notion of social responsibility can be inculcated.

These attitude items reveal the importance of Progressive education. It reflects that rapid development and progress are positive in approach for making a person action oriented and are means of self improvement. These items reflects progressive notion of attitudes. There are certain negative items with higher part whole correlations. These items are:-

- For people like me progressive education is nothing more than wastage of money in the name providing more opportunities to students.
- Progressive education is aimless.
- Progressive education has antipathy towards traditionalism.

- Progressive education is unethical.
- Deterioration of values is due to progressive education.
- Element of human concern is absent in progressive education.
- The character aim is missing in the affairs of progressive education.
- Progressive education is a failure in developing self discipline.
- Progressive education is against the spirit of empathy.
- Progressive education has no place for even the best traditional values.

These negative items reflect an expression of freedom from the binding that is associated with Progressive education. The attitude towards progressive education reflects that it is the progressive education that has given rise to the concept of growth and development to the world and progressive outlook to man.

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A STUDY OF PHILOSOPHY OF SOCRATES AND ITS RELEVANCE IN MODERN SCENARIO

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RATIONALE

World today is passing through a critical phase. A mad race is going on to acquire wealth, fame and power. People are becoming status conscious and there is degradation of moral values. India today is a victim of racialism, individualism and separation. The importance of moral education in the life of individual goes unchallenged but inspite of eternal discussion on the proper aim of moral education; no agreement seems to be right. Today, there is a need of moral values which can be attained only with help of thorough study of educational philosophies of great philosophers. One such great philosopher was Socrates. He believed that the best way for people to live is to focus on self-development rather than the pursuit of material wealth. He defined good life as a life which is always guided by an enquiring and expanding mind. He taught the masses and the elite alike. He believed that knowledge is the ultimate virtue, best used to help people to improve their lives. His sacrifice in the name of philosophy made his name legendary as a man who stands by what he says. This motivated the investigator to undertake the present study.

OBJECTIVES

1. To study the life of Socrates.
2. To identify the work of the Socrates.
3. To make critical evaluation of his philosophy

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4. To identify various educational aspects and teaching of Socrates.
5. To study the relevance of his work in modern & scenario.

EDUCATIONAL PHILOSOPHY OF SOCRATES

Socrates influenced a number of later writers and philosophers, including Plato and Aristotle. From Plato's writings, it is gleaned that Socrates believed that education was required by those in power and that without education, society would have no order or real justice.

Aims of Education

- Development of better understanding.
- Development of good habits.
- Development of moral habits.
- Development of power of self-realization
- Teaching students to pursue truth and justice.

Methods of Teaching

- Questioning method.
- Heuristic method.
- Self –interrogation method.
- Meditation method.
- Dialectic method.
- Dialogue method
- Deductive – Inductive method.

Curriculum

According to Socrates, there are many principles underlying curriculum development, but one basic principle stands out, that the curriculum should be planned. In addition, Socrates stated that the curriculum development has certain steps:

- Identifying objectives.
- Structuring learning experience.

- Deciding on content.
- Organization.
- Evaluation.

Socrates laid stress on the true knowledge, goodness, moral education, liberal education, gymnastic education, musical education etc.

Role of teacher

According to Socrates all knowledge lies hidden inside the mind of an individual covered with the curtain of ignorance. The role of teacher is to help him to tear this curtain of ignorance. A teacher is a friend, philosopher and a guide .

Discipline

Socrates was in the favour of self-discipline.

Women education

Socrates was considered to be a very critical thinker and strict person but yet he laid emphasis on women education. According to him, the women should be given opportunity to educate which is necessary for the development of nation.

CONCLUSION

Socrates was one of the most famous philosophers in the history of west. Socrates main aim was to lead a life which is good and full of knowledge. He stressed on moral values, critical thinking, self- realization and spiritual values. He was a great philosopher and an educator. The question-and-answer method was one of Socrates most important contributions in the field of education. His way of life, character, and thought exerted a profound influence on ancient and modern philosophy.

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

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RATIONALE

In the class room teaching, a teacher always tries to pace with the average students and ignores the bright and dull students. Every learner does not get the opportunity to proceed according to his own abilities and rate of learning. Moreover, textbooks do not provide any reinforcement to the learner's behaviour. These problems of teaching can be solved effectively by the Programmed Learning strategy as it is based on behavioral psychology. Besides these, it stimulates the learner. It sustains motivation to learn and also provides opportunity to the learner to proceed according to his own pace and abilities. Thus, it caters to the need of all students.

Keeping in view the necessity of Programmed Learning in educational fields, the investigator decided to develop a linear program on the philosophy of Buddhism for students of M.Ed. class. Buddhism is an inseparable and interesting topic of Philosophy dealing with Lord Buddha's eternal truth about the sufferings and the ultimate path for liberation. The programme will be helpful for the M.Ed students as it will include all the aspects of Educational Philosophy of Lord Buddha.

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OBJECTIVES

1. To work out the subject matter concerning the contribution of Lord Buddha to the field of education.
2. To delineate the subject matter to be used for the development of the auto instructional programme of linear style.
3. To write the objectives related to the content in behavioural terms.
4. To break the subject matter in the form of frames for the linear programme to be developed.
5. To provide sequences to the frames for proper sequence progression.
6. To write the responses for giving immediate feedback to the students of M.Ed class in the form of correct knowledge of the response for all the frames.
7. To provide spaces for responses so that they are hidden and are not visible in the first instance. As the students make their own response for the frame the actual response given at the hidden place is made visible so that students are able to get feed -back in the form knowledge of the correct response.
8. To develop a criterion test on the basis of the objectives (Objective based criterion test).
9. To administer the programme (Try-out on an individual, tryout on a small group and tryout on a large group of M. Ed. students).
10. Administration of the criterion test for the M. Ed students after the learning through the programme is complete.
11. To organize the data obtained on the linear programme on educational philosophy of Buddha and the criterion test.
12. To find the error rate and programme density and to draw the sequence progression data chart.
13. To interpret the results concerning the linear programme and to refine the programme accordingly.

HYPOTHESES

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

2. A 95 x 95 validity hypothesis will hold good in the present linear programme which states that 95 percent of the content material will be successfully attempted by the 95 percent students included in the sample.
3. The error rate of the programme ranges between 0 to 10 percent.
4. Achievement of objectives on criterion test is expected to range between 85% and 100%. However, an overall achievement of 90% is expected.

SAMPLE

Sample for the present study consisted of 45 M.Ed students selected randomly from Sohal Lal DAV College of Education, Ambala City.

DEVELOPMENT OF THE PROGRAMME

Preparation

It involved the following things to be done:

- (i) Selection of the topic
- (ii) Selection of the style of programming.
- (iii) Planning of the Instructional Material.
- (iv) Defining Behavioural Objectives.

Programme Writing

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

- a) Introductory frames
- b) Instructional frames

Constructing a criterion test

In the criterion test prepared for the investigation 28 items were constructed. It includes the items covering all the objectives stated in behavioural terms.

TRY-OUT OF THE PROGRAMME

The programme of 106 frames and 28 items criterion test were tried out as follows:-

1. Tryout on an individual
2. Tryout on small group
3. Tryout on large group (45 M.Ed students)

ANALYSIS OF DATA

The data was analyzed to find out the following:-

1. Programme Density
2. Error Rate
3. Sequence Progression

MAIN FINDINGS

1. The first hypothesis that sequential organization of the subject material produces better learning seems to hold good as error rate of programme ranges between 0 and 3.1746%.
2. The second validity hypothesis (95 X 95) holds good as the successfully attempted material has been found to obey validity hypotheses.
3. The percentage of success on the criterion test comes out to be 97.38 %.

CONCLUSIONS

1. The subject matter on Educational Philosophy of Buddhism can be effectively taught to the students of M.Ed, class with the help of linear programme prepared and empirically validated by the investigator using tryout procedure and making investigation concerning Error Rate, Programme Density and Sequence Progression.
2. The sequential organization has been found to be quite effective as the investigator has followed the proper procedure of including the introductory, the presentation and the testing type frames. The flow chart also reveals that the sequential organization of the programme is gratifying. It is quite natural that in the beginning the error rate (number of errors) is higher and as the students get to know how of the programme and the subject matter there is reduction in the number of errors. The students of M.Ed. have responded actively to the linear programme.
3. The overall percentage of success on the criterion test is 97.38%.

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EMOTIONAL INTELLIGENCE IN RELATION TO MENTAL HEALTH OF TEACHER TRAINEES

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RATIONALE

Modern age is an age of technical advancement, rapid industrialization and hard competition which has made an individual's life more confused and insecure. Emotional pressure is increasing day by day especially at adolescent age which has led to unbalanced and maladjusted personalities in the society. A timely advice and psychological counseling to the children is essential in order to save them from maladjustment. If the teachers not recognize this aspect of investigation and ignore helping the students the present schools will become institutions of mass machine geared up for mass production of emotionally weak and maladjusted personalities.

Many studies have shown that classroom experiences play most crucial role in the development of emotional intelligence among young children. For this teachers play a very important role. But, unfortunately our teachers are ill equipped to identify individual's unique emotional needs. Thus, it is necessary to know the emotional intelligence and mental health of teachers especially at the pre-service stage, so that educationists and curriculum framers can design academic experiences in a way to help the teacher trainees to foster their ability to face the challenges of life and become emotionally intelligent.

OBJECTIVES

1. To study the relationship between Emotional Intelligence and Mental Health of teacher trainees.

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2. To study the difference in the level of Emotional Intelligence of teacher trainees of Science and Arts streams.
3. To study the difference in the level of Mental Health of teacher trainees of Science and Arts streams.

HYPOTHESES

1. There exists no significant relationship between Emotional Intelligence and Mental Health of teacher trainees.
2. There exists no significant difference in the level of Emotional Intelligence of teacher trainees of Science and Arts streams.
3. There exists no significant difference in the Mental Health of teacher trainees of Science and Arts streams.

SAMPLE

For the present study, a random sample of 300 teacher trainees of Science and Arts streams was selected from four colleges of education in Ambala.

TOOLS USED

For the collection of data the following tools were used :

- Mangal Emotional Intelligence Inventory (Mangal, 2009).
- Mental Health Battery (Singh and Sen Gupta, 2010).

STATISTICAL TECHNIQUES USED

- Karl Pearson coefficient of correlation was used to find the significant relationship between the variables.
- t-test was used to find the significant difference between the Emotional Intelligence and Mental Health of teacher trainees of science and arts streams.

MAIN FINDINGS

- The variables Mental Health and Emotional Intelligence of teacher trainees are correlated positively and significantly. In other words the mental health of the teacher trainees and their emotional intelligence are closely related with each other. Thus, hypothesis 1 that is there exists no significant relationship between Emotional Intelligence and Mental Health of teacher trainees was rejected.
- Significant difference was found between the level of emotional intelligence of teacher trainees of Science and Arts streams. After comparing the mean emotional intelligence scores, it was found that mean scores of teacher trainees of science stream was higher as compared to the teacher trainees of arts stream. Hence, hypothesis 2 was rejected.
- Significant difference was found between the Mental Health of teacher trainees of Science and Arts streams. After comparing the mean scores of Mental Health, it was found that mean scores of teacher trainees of science stream was higher as compared to the teacher trainees of arts stream. Hence, hypothesis 3 was rejected.

EDUCATIONAL IMPLICATIONS

The findings of the present study reveal that mental health and emotional intelligence are positively correlated. The present study has implications for teachers, parents and curriculum framers.

- Teacher should use variety of methods such as case-studies, role-plays, simulations and psychodrama to build emotional intelligence among students.
- Teacher should provide an atmosphere where students are free to express themselves.
- Teacher should instill perseverance and determination among the students.
- He/she should encourage students to develop and share opinions.
- Parents should be sensitive to their children's feelings.
- Parents should attend the PTMs regularly and discuss the strange emotional behaviour of their children with teachers.

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A STUDY OF ENVIRONMENTAL ETHICS MEASURE IN RELATION TO GENDER, AREA, SUBJECT AND TYPE OF SCHOOL USING THE PERCEPTIONS OF STUDENTS OF CLASS XII

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RATIONALE

Environment ethics is the ethical relationship between human beings and environment in which they live. It is concerned with issue of responsible personal conduct with respect to natural resources, species and non human organism. Environment Ethics refers to the responsibility to understand the environment, consequences of our consumption and need to recognize our individual and social responsibility to conserve nature resources and protect the earth for future generation. Most of the current environmental problems are as the result of people's activities, their attitude towards the socio-cultural and natural environment. The present day environment crises demand a change in the attitude of people; in order that initiatives can be taken to rescue the environment from destruction. Environmental hazards are perhaps one of the biggest problems the world is facing today. All the nations and citizens of the world are concerned about these emerging environmental problems and various programmes have also been started by the government to solve this degradation of the environment. But, the greatest responsibility lies in the hands of our young generation. So, it is necessary to develop environmental ethics among the people especially the students, the future generation so that we can save our planet. This motivated the investigator to undertake the present study.

OBJECTIVES

1. Selection of the environment ethics measure (scale) to study environmental ethics among students of class XII.
2. To construct a background of questionnaire to collect data on independent variables (gender, area, subject and type of school)

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3. To administer background questionnaire and the environment ethics scale on an appropriate sample of class XII students in govt. and private schools.
4. To organize the data so obtained.
5. To study the relationships between independent variables and dependent measure of environmental ethics.
6. To study the combined effect of the independent variables on the dependent measure.

HYPOTHESES

1. There is no significant difference between boys and girls of 12th class on the environmental ethics measure.
2. There is no significant difference between humanity and science students of 12th class on the environmental ethics measure.
3. There is no significant different between the rural and urban students of 12th class on environmental ethics measure.
4. There is no significant difference between govt. and private school students of 12th class on environmental ethics measure.
5. The interaction Gender x Area does not contribute to any significant difference on the environmental ethics measure.
6. The interaction Gender x Subject does not contribute to any significant difference on the environmental ethics measure.
7. The interaction Gender x Type of school does not contribute to any significant difference on the environmental ethics measure.
8. The interaction Area x Type of school does not contribute to any significant difference on the environmental ethics measure
9. The interaction Subject x Type of school does not contribute to any significant difference on the environmental ethics measure.
10. The interaction Subject x Area does not contribute to any significant difference on the environmental ethics measure.

11. The interaction Gender x Area x Subject does not contribute to any significant difference on the environmental ethics measure.
12. The interaction Gender x Subject x Type of school does not contribute to any significant difference on the environmental ethics measure.
13. The interaction Area x Subject x Type of school does not contribute to any significant difference on the environmental ethics measure.
14. The interaction Gender x Area x Subject x Type of school does not contribute to any significant difference on the environmental ethics measure.

SAMPLE

The sample consisted of 150 senior secondary students chosen randomly from one government and one private school of Banur City, district Mohali.

TOOL USED

Environmental Ethics scale by Haseen Taj was used to collect the data.

MAIN FINDINGS

1. Application of the factorial 2x2x2x2 analysis of variance reveals significant differences only on the interaction Area x Subject. There is evidence of relatedness of environmental ethics measure with the variables area and subject in combination and that too at .05 level.
2. The males on the whole do not differ significantly from their female counterparts on the environment ethics measure. It may be due to their similar ideology about the concept of environmental ethics.
3. In the same way the subject variable does not contribute to significant difference on the environmental ethics measure. Science and Arts students don't differ significantly on the environmental ethics measure.
4. The fourth variable type of school does not contribute to significant difference on environmental ethics measure.

5. The interaction gender x area does not contribute to significant difference on the Environmental Ethics measure. Thus combined effect of gender and area variable is negligible.
6. The interaction gender x subject does not contribute to significant difference on the environmental ethics measure. This means that male science, male arts, female science and female arts students are equally concerned about the environment.
7. The interaction gender x type of school does not contribute significant difference on the environmental ethics measure.
8. The interaction area x subject gives evidence of significant difference at .05 level on the environmental ethics measure. It seems that both area and subject are two contributory factors towards the differences. Rural science students of 12th class differ significantly from their urban science counterparts and urban science students differ significantly from urban arts students of 12th class.
9. The interaction area x type of school has not contributed any significant difference on the Environmental ethics measure.
10. In the same way subject and type of school in combination don't contribute to any significant differences. So the null hypotheses concerning it cannot be rejected.
11. The interaction Gender x Area x Subject does not contribute to any significant differences.
12. Gender x Area x Type of school does not contribute to any significant differences.
13. The interaction Gender x Subject x Type of school shows no significant differences on the Environmental ethics scale.
14. The interaction Area x Subject x Type of school shows no significant differences on the Environmental ethics scale.
15. The four way interaction Gender x Area x Subject x Type of school has no significant differences on the Environmental ethics measure. So the null hypotheses concerning this interaction cannot be rejected. The four variables in combination have not been effective in revealing any significant differences.

EDUCATIONAL IMPLICATIONS

The present study is quite helpful to make students aware about the environment needs and problems. To solve the global problem of environmental deterioration, non formal educational programmes like N.S.S should be strengthened, the environmental education should be included as an integral part of the existing school curriculum and not as separate subject. The curriculum should be made interdisciplinary and should include activities like-

- Tree planting festivals
- Tree planting demonstration
- Mobile foresting exhibitions
- Conservation/environment projects
- Flower exhibition and excursions to natural areas

Government and private (local) authorities should take keen interest in solving environmental problems. There should be some areas which should be kept reserved for national parks and frequent trips of school students, should be arranged to these areas.

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CLASSROOM ENVIRONMENT AND FAMILY ENVIRONMENT IN RELATION TO ACHIEVEMENT IN MATHEMATICS AT MIDDLE STAGE

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RATIONALE

All psychologists, teachers and mental hygienists agree that primarily family environment and classroom experiences play most crucial role in the development of harmonious personality of children. But in recent years due to rapid industrialization, the families are disintegrating. Parents have no time to spend and guide their young children. Therefore, all look to the school as the second line of defense. But our education system is anti-creative. Teachers are unable to identify the unique needs of children. As a result, the level of accomplishment or proficiency of performance of the learner is degrading day by day with regard to the negligence faced by them both in family and classroom settings. Increasing disability of families and classroom to cultivate a healthy environment for promoting learning has lead to situation where children risk of academic failure is at rise. The world is becoming more and more competitive and the quality of performance has become the key factor for personal progress. Parents desire that their children should climb the ladder of performance as high as possible. So, it becomes important to seek systematic information on the significant correlates of academic achievement. In this context, a significant correlation can be made of student's achievements with role of parents and teachers in family and classroom setting respectively. In other words, the family and classroom environment may amplify each other in promoting learner's accomplishment.

The present study would reveal significant trends as to the degree and extent of predictability and relationship of family and classroom environment of students with their achievement in mathematics. This study will positively motivate the educationists and

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curriculum framers to design academic experiences in a way to suit the needs of pupils and hence can lend a contributing hand in enhancement of academic achievement of students directly or indirectly.

OBJECTIVES

1. To study the relationship of classroom environment with achievement in mathematics.
2. To study the relationship of family environment with achievement in mathematics.
3. To study the relationship of intelligence with achievement in mathematics.
4. To study the difference in the achievement of rural and urban students in mathematics.
5. To study the difference in the achievement of high and low intelligent groups in mathematics.
6. To study the difference in the achievement of boys and girls in mathematics.

HYPOTHESES

1. There exists significant positive relationship between achievement in mathematics and classroom environment.
2. There exists significant positive relationship between achievement in mathematics and family environment.
3. There exists significant positive relationship between achievement in mathematics and intelligence.
4. There exists significant difference in achievement of students belonging to urban and rural areas in mathematics.
5. There exists significant difference in achievement of high and low intelligence groups in mathematics.
6. There exists significant difference in achievement of boys and girls in mathematics.

SAMPLE

In the present study, simple random method of sampling was used for the purpose of data collection. A random sample of 200 students of class VIII was drawn from two Government schools of rural areas falling in Ambala district and two CBSE schools of Ambala City respectively.

TOOLS USED

- Classroom Environment Scale, Moos And Trickett (2002)
- Family Environment Scale, Moos And Moos (2002)
- Group Test And General Mental Ability Test of Intelligence, Tandon (1971)
- Achievement Test in Mathematics for Class VIII prepared by the investigator herself.

STATISTICAL TECHNIQUES USED

- Descriptive Analysis such as mean and standard deviation for comparing average scores of various groups.
- t-ratio for finding out the significance of difference between means across various groups.
- Coefficient of correlation for finding out the correlation between various groups

MAIN FINDINGS

- The independent variable of classroom environment was found to be significantly positively correlated with the dependent variable of achievement in mathematics at .01 level ($r=0.42$)
- The independent variable of family environment was found to be significantly positively correlated with the dependent variable of achievement in mathematics at .01 level ($r=0.21$)
- Intelligence was found to be significantly positively correlated with achievement in mathematics at .01 level ($r=0.82$)

- A significant difference was found in the achievement in mathematics of high and low intelligence group at .01 level ($t=14.43$)
- Insignificant difference was found in achievement in mathematics of males and females.
- A significant difference was found in the achievement in mathematics of urban and rural groups at .01 level ($t=16.22$)

EDUCATIONAL IMPLICATIONS

- Findings of the present study suggests the influence of classroom environment on the academic achievement of students, therefore, teacher should try to make the classroom environment as stimulating, encouraging and provide other facilities in order to channelize the potentialities of the students in right direction.
- As per findings of the study, family environment plays significant role in the achievement of students. Therefore, parents should provide psychological environment, suitable work conditions, social environment where individuality of the child is recognized and he/she can study without interruptions. Only in such a congenial home environment, there will be enhancement of knowledge and achievement of children.
- Findings of the present study can be utilized for making the teaching learning more effective, meaningful, creative, imaginative, productive and relevant by keeping in mind the psychology of individual differences at each and every development stage of the child.
- Present study is useful for the teachers and parents to frame and choose the educational programme keeping in view the intellectual ability, family environment as well as sex differences so that they can help the children to grow to the maximum.
- As per the findings of the present study, urban and rural students differ in their achievement in the subject of mathematics. Therefore efforts should be made to make the environment of classroom in the rural areas exciting, inspiring and thought provoking.

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ATTITUDE OF SENIOR SECONDARY SCHOOL TEACHERS TOWARDS GENDER SENSITIZATION

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RATIONALE

Gender sensitization is a recent concept. These days this concept is widely accepted all over the world. Gender sensitization is the act of being sensitive to the ways people think about gender, so that people rely less on the assumption about traditional and outdated views on the roles of girls and boys. Gender sensitization is understanding of socio-cultural factors underlying sex based discrimination. The term is applicable to attitudes that socialize girls and boys. Gender sensitization involves the modification of attitude and behavior of parents and other members of the society towards the girl child. The negative attitude of the parents, relatives and teachers has to be transformed and changed, so that a positive outlook can be developed for the girl child. The significance of the study is to know the attitude of Senior Secondary School teachers towards Gender Sensitization. It also reflects the status of the girls in the past and the present in the Indian society. This study will also help us to know about behavior of the Senior Secondary School Teachers towards Gender discrimination and other aspects related to it.

OBJECTIVES

1. To study the attitude of Senior Secondary School teachers towards gender sensitization.
2. To compare the attitude of male and female Senior Secondary School teachers towards gender sensitization.
3. To work out the various characteristics involved in the present status of Gender sensitization.

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4. To construct the attitude items for the development of preliminary draft of the Likert type attitude scale.
5. Selection of items for the final draft of the attitude scale for measuring attitude towards gender sensitization using methodology of part whole correlations (Internal consistency along the attitude measure).
6. To find reliability of the Attitude scale.
7. To find the validity of the Attitude scale.

HYPOTHESIS

- There exists no significant difference in attitude of male and female senior secondary school teachers towards gender sensitization.

SAMPLE

The 48 items preliminary draft of the attitude scale to measure attitude of Senior Secondary Schools Teachers and the background questions concerning name, sex etc. written on the top of attitude scale has been administered on a random sample of sixty Senior Secondary School Teachers in face to face situation.

TOOL USED

Investigator used a self- developed Attitude Scale (standardized by the investigator herself) to measure the attitude of senior secondary school teachers towards gender sensitization.

MAIN FINDINGS

- The final draft of the attitude scale measuring attitude towards Gender Sensitization has been found to have twenty six items out of which twelve items have been positive

(favourable) and fourteen have been negative (unfavourable). The selection of items has been based on $r_{pw} = 0.288$.

- The internal consistency along the attitude scale is gratifying as 26 out of 48 items of attitude have $r_{pw} = 0.288$. These twenty six items have finally been selected to form the final draft of the Attitude scale to measure attitude of senior secondary school teachers towards Gender Sensitization.
- The Likert type attitude scale to measure attitude of senior secondary school teachers towards Gender Sensitization has sufficient reliability as found by using split half method. The reliability of the half length measure has been found to be 0.65 and the full length reliability of the final 26 item Attitude Measure has been found to be 0.79. The reliability of the Attitude scale constructed by the investigator has been found to be sufficient which reflects that the attitude scale is an accurate measure of attitude towards Gender Sensitization.
- The final Attitude scale with 26 items has been found as a valid measure of attitude towards Gender Sensitization as has been revealed by the known Group method of finding the validity.
- No significant difference was found between the attitude of male and female senior secondary school teachers towards gender sensitization.

EDUCATIONAL IMPLICATIONS

The problem is educationally very useful as it is concerned with the development and standardization of an attitude scale to measure attitude of senior secondary school teachers towards Gender Sensitization which is an important issue in the present situation. Different items of the attitude scale to measure attitude towards Gender Sensitization also reflect its importance from educational point of view. The following items reflect importance of Gender Sensitization:

- Gender Sensitization results in equality among men and women.
- Gender Sensitization is the only sense of gratitude towards women.
- Gender Sensitization is the only method of balancing the male female ratio.
- Gender Sensitization is women friendly approach.

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A STUDY OF ATTITUDE OF STUDENTS AND THEIR PARENTS TOWARDS PRIVATE TUTIONS AT SENIOR SECONDARY LEVEL

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RATIONALE

In the competitive world of today if we want to excel in any field, education is an important tool and school is the main agency for providing formal education to the students. But the present scenario reveals that the quality of education in schools is degrading and parents are not satisfied with the performance of their wards. Parents want to provide the best education facilities to their children as much as they can. So they divert towards private tuitions coaching classes. No doubt, it has positive effect on the performance of students but it has negative effect too. So, it has become a burning issue in present time and the importance of research in this field cannot be ignored. Besides this a very few number of studies have been done on this topic so far. So, looking to its significance in the present era, the investigator undertook the study of attitude of students and their parents towards private institutes of tuitions/coaching classes.

OBJECTIVES

1. To find out the significant difference between the attitude of the students and their parents towards the private tuitions and coaching classes at senior secondary level.
2. To find out the significant difference between the attitude of the boys and girls towards private tuitions at senior secondary level.
3. To find the significant difference between the attitude of the science and art students towards the private tuitions at senior secondary level.

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4. To find out the significant difference between the attitude of the urban and rural parents towards the private tuition at senior secondary level.
5. To find out the significant difference between the attitude of the educated and uneducated parents toward the private tuitions at senior secondary level.

HYPOTHESES

1. There exist no significant difference between the attitude of the students and their parents towards the private tuitions and coaching classes at senior secondary level.
2. There exist no significant difference between the attitude of the boys and girls towards private tuitions at senior secondary level.
3. There exists no significant difference between the attitude of science and art students towards the private tuitions at senior secondary level.
4. There exists no significant difference between the attitude of parents residing in rural and urban areas towards the private tuition at senior secondary level.
5. There exists no significant difference between the attitude of the educated and uneducated parents toward the private tuitions at senior secondary level.

SAMPLE

A random sample of 100 students studying in classes XI and XII was selected from two senior secondary schools of Ambala district of Haryana. Out of 100 students 50 were boys and 50 were girls. Parents of above 100 students were also included in the sample of the present study.

TOOL USED

A self developed questionnaire to study the attitude of students and teachers toward private tuitions was used to collect data.

STATISTICAL TECHNIQUES USED

- Descriptive Analysis such as mean and standard deviation for comparing average scores of various groups.
- t-test for finding out the significance of difference between means across various groups

MAIN FINDINGS

- It was hypothesized that there exists no significant difference between the attitude of students and their parents towards private tuitions at senior secondary level. After the analysis of data it was found that the data supports the hypothesis and the investigator was forced to accept the hypothesis. The mean score of the attitude of students towards private tuitions comes out to be 21.6 and the mean score of parents comes out to be 21.9 respectively. It implies that both students and their parents have similar attitude towards private tuition.
- It was hypothesized that there exists no significant difference between the attitude of boys and girls towards private tuition at senior secondary level. After the analysis of data it was found the data supports the hypothesis and the investigator was forced to accept the hypothesis. The mean score of the attitude of the boys towards private tuition comes out to be 21.4 and mean score of girls comes out to be 21.3 respectively. It implies that both boys and girls have similar attitude towards private tuition.
- It was hypothesized that there exists no significant difference between the attitude of science and art students toward private tuitions at senior secondary level. After the analysis of data it was found that the data did not support the hypothesis and the investigator was forced to reject the hypothesis. The mean score of the attitude of science students towards private tuition comes out to be 21.3 and the mean score of art students comes out to be 19.8 respectively. Looking to the mean scores of both the groups it can be concluded that science students have more positive attitude towards private tuition than the art students.
- It was hypothesized that there exists no significant difference between the attitude of parents residing in rural and urban areas toward private tuition at senior secondary level.

After the analysis of data it was found that the data did not support the hypothesis and the investigator was forced to reject the hypothesis. The mean score of the attitude of rural parents towards private tuition comes out to be 18 and the mean score of urban parents comes out to be 21 respectively. Looking to the mean scores of both the groups it can be concluded that parents residing in urban areas have more positive attitude towards private tuition than the parents residing in rural areas.

- It was hypothesized that there exists no significant difference between the attitude of educated and uneducated parents towards private tuition at senior secondary level. After the analysis of data it was found that the data did not support the hypothesis and the investigator was forced to reject the hypothesis. The mean score of the attitude of educated parents towards private tuition comes out to be 21.5 and the mean score of uneducated parents comes out to be 20 respectively. Looking to the mean scores of both the groups it can be concluded that educated parents have more positive attitude towards private tuition than the uneducated parents.

EDUCATIONAL IMPLICATIONS

The findings of the present study it has its implications for students and their parents in particular, teachers and school authorities in general.

The present study has its implications for the students. The entire system of education is based on students. If they learn properly in the school, there is no need of any private tuition. But most of the students do not concentrate in the classroom teaching because they think that tuition is the best place to learn. They have to change their mentality and realize that they can learn better in the school rather than in any other place.

The study has also its implications for the parents. It has been seen that most of the parents send their children to tuition because they don't have time to provide them proper guidance. They should realize that they can provide right guidance to their children at home. Small children can learn more from the parents than others. So instead of sending the children for tuitions,

parents should guide them at home. They should check their home task and if the children face any kind of problem then they try to solve those problems immediately with the help of teachers.

The present study has also its implications for the teachers and educational authorities. The teachers should avoid private tuitions. They should teach to the students efficiently in the classrooms so that the students may not felt need to take tuitions or any other help outside the school. The educational authorities should not allow the teacher to take private tuitions. Any teacher who follows this profession is illegal and should be fined by the authorities. In this way the students can be guided and taught properly at home as well as at school.

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A STUDY OF ATTITUDE OF LECTURERS OF COLLEGES OF EDUCATION TOWARDS EDUCATION FOR GLOBAL CITIZENSHIP

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** Neha

RATIONALE

Global citizenship is an idea of all persons having rights and civic responsibilities that come with being a member of the world, with whole-world philosophy and sensibilities, rather than as a citizen of a particular nation or place. The idea is that one's identity transcends geography or political borders and that responsibilities or rights are derived from membership in a broader class: "humanity". This does not mean that such a person denounces or waives their nationality or other, more local identities, but such identities are given "second place" to their membership in a global community. It is connected with globalization, cosmopolitanism and international understanding. The Education for Global citizenship requires that education in international understanding be provided to the students and teachers so that they are able to understand as to what is Global Citizenship. Education for Global Citizenship is important as it is concerned with International understanding among people in general and teachers and students in particular. The role of teacher in this globalised world is to enable pupils to find out about their world for themselves and to support them as they learn to assess evidence, negotiate and work with others, solve problems and make informed decisions. So, looking into the significance of teachers in imparting education for globalization, the investigator undertook the present study.

OBJECTIVES

1. To construct the items of a Likert type Attitude scale to measure Attitude of Lecturers of colleges of Education towards Global Citizenship.

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2. To administer the preliminary draft of about 60 items on an appropriate sample of Lecturers of colleges of Education.
3. To find the internal consistency along the preliminary draft of the Attitude scale.
4. To select items for the final draft of the Attitude scale.
5. To find the reliability of the Attitude scale.
6. To find the validity of the Attitude scale.
7. To find out the significant difference between the attitude of male and female Lecturers toward education for global citizenship.

STEPS OF STANDARDIZATION

- Item- Formulation
- Item Selection
- Administration of the test
- Scoring
- Item Analysis
- Reliability
- Validity

SAMPLE

A preliminary draft of sixty items of the Attitude scale to measure Attitude of Lecturers towards Global Citizenship was administered on a sample of 60 Lecturers selected randomly from Colleges of Education of Ambala.

MAIN FINDINGS

- The part-whole correlations between items and the whole scale revealed that the internal consistency along the preliminary draft of the Attitude Scale has been found to be satisfying. Thirty six items have been selected for the Final Draft of the Attitude scale. Out of the 36 items which have been selected, sixteen items were negative and the rest twenty items were positive. The items have been finally selected on the basis of the criterion $r_{pw} = 0.287$.

- Split half (Odd numbered items separated from even numbered items) method gave reliability of the half measure as 0.9034. The reliability of full length scale using Spearman Brown formula has been found to be 0.949 which is quite high. It shows that the 36 item Attitude scale to measure Attitude towards Global Citizenship is highly reliable measure of Attitude.
- The contrasted group method of finding the validity has been used. Two known groups, one who was in the favour of Education for Global Citizenship and the other who was not in favour of Education for Global Citizenship were selected. The respondents who were in the favour of Education for Global Citizenship were found to be high scorers, while those who were not in favour of Education for Global Citizenship got low scores. The t-test applied to test the significance of difference between the means of scores of the two known groups was found to be significant (on the 36-item final Attitude scale). It was therefore concluded that the final draft of the 36-item Attitude scale measuring Attitude towards Education for Global Citizenship was reliable and valid measure.
- No significant difference was found between the attitude of male and female Lecturers toward education for global citizenship.

EDUCATIONAL IMPLICATIONS

The Likert type Attitude scale constructed and standardized can be effectively used for the measurement of Attitude of the Lecturers toward Education for Global Citizenship. The study will strengthen the belief of man in humanity. It will ensure greater public welfare. The study will help teachers to adopt a global citizenship approach to teaching and learning. It will help teachers to provide insights into how global citizenship can enrich different areas of the curriculum across the age range. The study will help teachers to develop in the learners knowledge and understanding, skills, attitudes and values that learners need both to participate fully in a globalised society and economy, and to secure a more just and sustainable than the one they have inherited.

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ATTITUDE OF SECONDARY SCHOOL STUDENTS TOWARDS SMART CLASSROOM

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RATIONALE

Today several schools are equipped with smart class- a modern audio –visual class designed to assist teachers and students in classroom. Smart class is beneficial for both teachers and the students. It improves teacher effectiveness and productivity in the class. It also enables teachers to instantly assess and evaluate the learning achieved by their students in the class. This digital way of imparting education creates interest among the students because they are shown visuals related to the topic. It improves academic performance of students. Most of the schools today are opting for smart classes because it seems to make the atmosphere of the classroom interesting both for the teachers and students. This new method of education in schools makes learning an enjoyable experience for students. But in some schools it is proving to be a bane for students and a boon for the teachers. Investigator through this study wanted to know the attitude of the secondary school students towards smart classrooms. Moreover, very few studies have been done on this topic so far. So, the investigator undertook the present study.

OBJECTIVES

1. To study the attitude of secondary school students towards smart classroom.
2. To compare the attitude of male and female secondary school students towards smart classroom.

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HYPOTHESIS

1. There is no significant difference between the attitude of male and female secondary school students towards smart classroom.

RESEARCH METHOD

In the present study, survey method was used by the investigator.

SAMPLE

For the present study, a random sample of 200 students studying in classes 9th & 10th was selected from two Senior Secondary Schools of Chandigarh. Out of 200 students, 90 were males and 110 were females.

TOOL USED

For the present study investigator used self made questionnaire on the attitude of secondary school students towards smart classroom.

STATISTICAL TECHNIQUES

The following statistical techniques were used in the present study

- Mean
- S.D
- t-test

MAIN FINDING

Significant difference was found between the attitude of male and female secondary school students towards smart classroom. The mean score of attitude of male students (74.4) was found to be greater than the mean score of attitude of female students (56.8). It means that male students have more positive attitude towards smart classroom than female students.

EDUCATIONAL IMPLICATIONS

The study has its implications for students and teachers in particular and the whole educational system in general.

- Teaching through smart class helps to resolve the apprehensions of the teachers and facilitates them to create an environment of learning through fun.
- Teaching through smart class is indeed a child-centered education system through which students can easily comprehend all the theoretical aspects and excel their potentials.
- The 3-D animated contents help to clear the concepts to the children even in difficult topics and lead to greater grasping and learning.
- In today's competitive world the child needs the skill sets, which are beyond mere subject knowledge, and require concentration assimilation power and retention. Smart class is a good approach to fulfill the above mentioned needs of the students in future.
- Smart class is one such instrument which benefits not only the slow learners but the gifted and the average students.
- Smart classroom provide students an opportunity to witness everything on the screen.
- Smart classroom help educators to cater to diverse learning styles in an easier fashion.
- Smart classroom turns an ordinary classroom into lively learning platforms.

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NEUROTICISM AND EXTROVERSION OF SENIOR SECONDARY SCHOOL TEACHERS IN RELATION TO GENDER, TYPE OF SCHOOL, AREA AND MARITAL STATUS

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RATIONALE

Even though the time has changed and many changes have taken place in education system, the system of education in India is still teacher-dominated. Teachers are still using conventional methods of teaching and repressive methods of dealing with indiscipline. They behave aggressively, are tough in dealing with students, follow strict discipline, impose compulsions and are sometimes rigidly attached to traditional values. It is therefore important to study the various personality traits of teachers in order to understand them. Neuroticism is the term used for mental illness. It is a tendency of negative emotional state which may involve anxiety, guilt, anger and depression. Extroversion is the state or habit of being predominantly concerned with and obtaining gratification from what is outside the self-interests or behaviour directed towards others or one's environment rather than oneself. The behaviours associated with these personality traits can be observed and analyzed. The investigator has therefore undertaken a study of Neuroticism and Extroversion of Senior Secondary School Teachers in Relation to Gender, Type of School, Area and Marital status. The study has been undertaken to compare the Senior Secondary School Teachers on these personality traits with respect to certain independent variables.

OBJECTIVES

1. To select a personality inventory to measure Neuroticism.

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2. To select a personality inventory to measure Extroversion.
3. To study the relationship between neuroticism and independent variables, gender, type of School, area and marital status.
4. To study the relationship between extroversion and independent variables, gender, type of School, area and marital status.
5. To investigate the relationship between neuroticism and the interaction between the independent variables.
6. To investigate the relationship between extroversion and the interaction between the independent variables.
7. To organize the data in the form of tables.
8. To develop the design of the study
9. To study the relationship between independent variables and the dependent measure by using appropriate statistical techniques.
10. To draw conclusions concerning relationships among the independent variables and the two personality measures.

HYPOTHESES

Neuroticism

1. There is no significant difference between the means scores of male and female teachers of Senior Secondary Schools on the Neuroticism measure of personality.
2. There is no significant difference between the means scores of Govt. and Private Senior Secondary Schools on the Neuroticism measure of personality.

3. There is no significant difference between the means scores of Rural and Urban teachers of Senior Secondary Schools on the Neuroticism measure of personality.
4. There is no significant difference between the means scores of Married and Unmarried teachers of Senior Secondary Schools on the Neuroticism measure of personality.
5. The interaction Gender X type of school does not contribute to any significant differences on the Neuroticism measure of personality.
6. The interaction Gender X Area does not contribute to any significant differences on the Neuroticism measure of personality.
7. The interaction Gender X Marital Status does not contribute to any significant differences on the Neuroticism measure of personality.
8. The interaction Type of School X Area does not contribute to any significant differences on the Neuroticism measure of personality.
9. The interaction Type of School X Marital Status does not contribute to any significant differences on the Neuroticism measure of personality.
10. The interaction Area X Marital Status does not contribute to any significant differences on the Neuroticism measure of personality.
11. The interaction Gender X Type of School X Area does not contribute to any significant differences on the Neuroticism measure of personality.
12. The interaction Gender X Type of School X Marital Status does not contribute to any significant differences on the Neuroticism measure of personality.
13. The interaction Gender X Area X Marital Status does not contribute to any significant differences on the Neuroticism measure of personality.
14. The interaction Type of School X Area X Marital Status does not contribute to any significant differences on the Neuroticism measure of personality.

15. The interaction Gender X Type of School X Area X Marital Status does not contribute to any significant differences on the Neuroticism measure of personality.

Extroversion

1. There is no significant difference between the mean scores of male and female teachers of Senior Secondary Schools on the Extroversion measure of personality.
2. There is no significant difference between the mean scores of Govt. and Private Senior Secondary Schools on the Extroversion measure of personality.
3. There is no significant difference between the mean scores of Rural and Urban teachers of Senior Secondary Schools on the Extroversion measure of personality.
4. There is no significant difference between the mean scores of Married and Unmarried teachers of Senior Secondary Schools on the Extroversion measure of personality.
5. The interaction Gender X type of school does not contribute to any significant differences on the Extroversion measure of personality.
6. The interaction Gender X Area does not contribute to any significant differences on the Extroversion measure of personality.
7. The interaction Gender X Marital Status does not contribute to any significant differences on the Extroversion measure of personality.
8. The interaction Type of School X Area does not contribute to any significant differences on the Extroversion measure of personality.
9. The interaction Type of School X Marital Status does not contribute to any significant differences on the Extroversion measure of personality.
10. The interaction Area X Marital Status does not contribute to any significant differences on the Extroversion measure of personality.
11. The interaction Gender X Type of School X Area does not contribute to any significant differences on the Extroversion measure of personality.

12. The interaction Gender X Type of School X Marital Status does not contribute to any significant differences on the Extroversion measure of personality.
13. The interaction Gender X Area X Marital Status does not contribute to any significant differences on the Extroversion measure of personality.
14. The interaction Type of School X Area X Marital Status does not contribute to any significant differences on the Extroversion measure of personality.
15. The interaction Gender X Type of School X Area X Marital Status does not contribute to any significant differences on the Extroversion measure of personality.

SAMPLE

A random sample of 140 teachers of Senior Secondary Schools has been selected for the administration of the independent and dependent measures and collection of the data.

TOOLS USED

- Eysenck's Maudsley Personality Inventory by Jalota and Kapoor.
- Background Questionnaire.

STATISTICAL TECHNIQUE USED

A 2x2x2x2 factorial analysis of variance has been used to study differences among the means of scores of groups of the Senior Secondary School Teachers.

MAIN FINDINGS

1. On the Neuroticism measure of personality the gender variable displayed significant difference. The female Senior Secondary School teachers were found to be highly Neurotic in comparison to their male counterparts.

2. On the extroversion dimension of personality the female Senior Secondary School teachers were significantly more extroverted in comparison to their male counterparts.
3. The urban area Senior Secondary School Teachers were found to be significantly more Neurotic and extroverted in comparison to their rural area counterparts due to differences in their life styles.
4. The type of school and marital status has no significant differences on neuroticism and extroversion dimensions of personality.
5. The only two way interaction which has shown significant difference on extroversion measure was Area X Marital status. In this the main contribution to the differences was that of area variable.
6. The three variables in combination which were effective on both Neuroticism and Extroversion are Gender, Area and Marital Status and Type of School, Area and Marital Status. In these combinations Gender and Area are found to be much more effective in comparison to type of school and Marital Status.

EDUCATIONAL IMPLICATIONS

The study of Neuroticism and Extroversion in relation to the four variables Gender, Type of School, Area and Marital status is of much importance from the point of view of education and society. The results of the present study are important as these results can be used in dealing with mentally ill and more extroverted persons.

In the present set up and prevailing situation man is faced with complex problems which have given rise to compulsivity and mental illness. Senior Secondary School Teachers constitute an important section of the society as they deal with the students and shape their personalities and give them proper guidance. If they are mentally not sound and are faced with the problem of high neuroticism or are extreme extroverts then it will not be possible for them to teach effectively or guide the students properly. The present study suggests that the teachers should organize different activities useful for the improvement of their mental health and also the mental health of the students which will make them remain active and they will in this way be able to teach the students effectively. They should not engage the students or themselves in such

activities which increase their mental illness (neuroticism) and they should also not involve themselves that make them extreme introverts or extroverts. They have to keep a balance between physical, social, ethical and mental developments.

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**A STUDY OF SCHOOL LUNCH CONSUMPTION PATTERN &
NUTRITIONAL STATUS AND ITS IMPACT ON SCHOLASTIC
ACHIEVEMENT OF GOVERNMENT SCHOOL CHILDREN
IN AMBALA**

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**Rubi

RATIONALE

Childhood malnutrition is widely prevalent in India. It is caused by a combination of factors, like ignorance, infection & poor dietary intake. Lunch has earned the title of as the most important meal of the day, yet it is the meal most often missed by children as well as adults. Furthermore if not omitted entirely, it is mostly observed to be inadequate. Children who miss lunch, lesser the chance that they will have an adequate diet that day, as it is difficult to compensate the nutrients not obtained in lunch in other meals of the day. With lunch skipping happening largely among children it can result in their suboptimal growth and development.

Although a number of studies have been conducted which linked lunch with dietary pattern, lifestyle and scholastic performance but they have not been fully elucidated. Therefore the present study was conducted to explore government school children's lifestyle, nutritional status & lunch consumption pattern.

OBJECTIVES

1. To examine the anthropometric measurements of government school children age (10-12 yrs).

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2. To study the frequency of tiffin and canteen food consumption of government school children of age (10-12).
3. To examine the frequency of mid day meal consumption of government school children.
4. To study the significant difference between the scholastic performance of children who skip lunch and those who have lunch.

HYPOTHESIS

There exists no significant difference between the scholastic performance of children who skip lunch and those who have lunch.

SAMPLE

A random sample of 100 students studying in 4, 5 & 6 standard was selected from three government schools of Ambala. Out of 100 students 50 were boys and 50 were girls.

TOOL USED

A questionnaire developed by the investigator herself was used as a tool for collecting relevant information from the students. Students were also interviewed to gather information regarding their foods habits, nutritional habits and physical activity .

STATISTICAL TECHNIQUES USED

Simple frequencies, percentage, standard derivation, 't' test were the techniques adopted for the analysis of the data.

MAIN FINDINGS

The main findings of the study were:

- Paternal and maternal working status revealed that majority (35%) of the fathers was farmers, 31% were laborers & 34% were venders, and 83% mothers were housewives and 17% were working.
- The study revealed that 65% of the respondents belonged to families, which had a monthly income ranging between 1000-2000 per month, 13% had 2100-3000, while 20% had 3100-4000 and only 2% had a monthly income more than >4100 Rs.
- The study revealed that 17% subjects were at the risk of moderate anaemia whereas only 8% had adequate hemoglobin level.
- Out of the total sample covered in the study almost all (99%) ate breakfast regularly.
- The study further revealed that 56% respondents carry tiffin to school. The percentage of girls carrying tiffin was higher than boys. 51% of the respondents carried dal rice and chapatti with vegetable.
- Only 64% students consumed lunch everyday whereas 36% totally skipped lunch. Only 2% girls skipped lunch whereas 22% boys skipped lunch everyday. The study also suggested that students who did not skip lunch actively participate in games.
- 22% students ate at school canteen.
- The majority (64%) consumed insufficient food in terms of energy adequacy. The students consumed 40% less energy than the RDA, 36% less protein than the RDA, and other nutrients were also found deficient in government school children.
- All the students were provided mid-day-meal from the school. Some students belonged to a weaker economic section, so they did not carry tiffin to school and consumed only the mid-day-meal being served to them. The respondents carrying tiffin may have had mid day meal as an additional meal.
- A significant difference was found between the scholastic performance of students who skipped lunch and those who have lunch.

- Further it was found that the students who brought lunch regularly participated more in physical activity after school hours as compared to those who skipped lunch.

CONCLUSION

From the present study it was concluded that government school children were underweight & short. The blood hemoglobin level of students was at the risk of anaemia, even though they were consuming iron supplement provided by government in midday meal scheme.

All government school children ate mid day meal provided by the school which may have prevented them from severe under nutrition. Even though most of the students ate breakfast & lunch, most of them consumed inadequate calories & proteins and other nutrients. Sex difference in lunch skipping was observed with more of boys consuming inadequate lunch as compared to girls.

Overall, lunch eaters showed better scholastic performance and indulged in more physical activity after school hours as compared to those who skipped lunch.

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PERCEPTION OF WOMEN IN COPING WITH SEXUAL HARASSMENT

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RATIONALE

The term 'sexual harassment' was coined by feminists in 1960s, is both a complex and controversial problem, and yet a common practice at work and at many institutions, including government departments, private firms, NGOs, schools, universities and even places of worship. Sexual harassment in India is termed as "EVE TEASING" and is described as, "Unwelcome sexual gesture or behavior, whether directly or indirectly sexually colored remarks, physical contact and advances; a demand or request for sexual favors; any other unwelcome physical, verbal/non-verbal conduct being sexual in nature and/or passing sexually offensive and unacceptable remarks."

The present survey is intended to provide information on the extent of sexual harassment/assault victimization and the service needs of victims. Along with it, it also gives explanations to the questions like; nature of domestic violence; why most of the women not go to the police after being sexually harassed; awareness about laws related to sexual harassment etc.

OBJECTIVES

1. To identify forms of violence/harassment faced by women in public spaces.

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2. To determine key factors that play a role or contributes to enhance safety and inclusiveness for women.
3. To gain understanding about the nature of domestic violence and how women deal with it.
4. To gain deeper understanding of women accessing police and other service providers in safeguarding their rights.
5. To identify spaces that are perceived and experienced as unsafe or inaccessible to women.
6. To determine how many people understand the meaning of sexual harassment.
7. To examine what factors causes sexual harassment.
8. To suggest ways to reduce sexual harassment at workplace.
9. To determine the level of awareness on sexual harassment amongst employees of various firms.

SAMPLE

A random sample of 120 women from all categories like employees, housewives, students etc. was selected from Delhi-NCR.

TOOL USED

A questionnaire consisting of 50 questions prepared by the investigator was used to obtain an empirical data regarding the problem of the study.

STATISTICAL TECHNIQUE USED

The percentage method was used to compute the results of questionnaire

MAIN FINDINGS

Results of the present study indicated that about a quarter of the women were not sure about the occurrence of sexual harassment at their workplace. This could be because of perception that the women do not recognize some of the acts that constitute sexual harassment. Some perceived the environment to be hostile, unsafe and intimidating, however some perceived the environment as supportive. It was found that public places are more prone to sexual harassment and working women faces a comparative less amount of domestic violence than non-earning women. However, a majority of the women considered deliberate, repeated humiliation or intimidation based on sex, unwanted sexual or romantic attention, subtle or overt pressure for sexual favors and intentional touching or physical assault, eve teasing, making sexual remarks, using obscene statements to be acts of sexual harassment. The research has also brought to the fore a number of factors that play a role in creating safer spaces for women and girls. These include better planning and design of public spaces such as roads, bus stops, parks and public toilets. Some recommendations included lighting, design of pavements, presence of vendors and designated spaces and better design of male and female public toilets. The survey also revealed that less than 1 percent of the women report such cases to the police. Factors for this included fear of the police, fear of going to a police station and fear of the issue being trivialized. Further, it was found that the majority of women weren't aware of their rights against sexual harassment.

CONCLUSION

Thus, today there is a need of sensitizing the women about sexual harassment. A comprehensive set of programs to address the issue of safety and inclusion such as urban design and planning, provision of services, policing and law enforcement should be started. Creating safer cities for women and girls needs to be put firmly on the agenda of a wide range of stakeholders including local and national governments, service providers, police, educators and communities. What the research has demonstrated is the wide range of issues involved and the need for a multi strategic and multi stakeholder approach. Severe punishments should be given to the culprits. Definite measures for dealing with complaints need to be put in place.

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