EDUCATIONAL RESEARCH

VOLUME – X

CENTRE FOR INNOVATIONS, RESEARCH AND DEVELOPMENT

(C I R D)

(2012)

SOHAN LAL DAV COLLEGE OF EDUCATION

(INSTITUTE OF ADVANCED STUDY IN EDUCATION)

ISO-9001:2000 certified   Graded A+by NAAC (Score 90-95%)
                                                       Old Methodology

AMBALA CITY – 134002

HARYANA (INDIA)

Premier Institute of Education established in 1939

CENTRE FOR INNOVATIONS, RESEARCH AND DEVELOPMENT (CIRD)

Dr. Vivek Kohli
Principal & Editor-in-chief

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PREFACE

Higher Education is a powerful tool to build modern, value based, knowledge based, culture based, peaceful society which can lead the country towards super power in the world. This Higher Education become more meaningful and stronger if it is supported by potential issues, research findings and latest development in education.

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

Here, I would like to appreciate and extend my thanks to the Gymnastics efforts of Dr. Sushma Gupta, Coordinator, Dr. Neelam Luthra, Assistant Coordinator and the entire editorial board including Dr. Narender Kaushik, Dr. Satnam Kaur, Dr. Nirmal Goyal, Dr. B.S Wadhwa, Mrs Ruchi Manchanda and. Mrs. Sheetal Batra

The efforts of Ms. Gupreet Kaur in typing the material are very much laudable.

Editor –in -chief
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ACKNOWLEDGEMENTS

"Educational Research " A Peer Reviewed (Refereed) International Journal is one of the most effective media for communicating and disseminating research findings and latest development in education among the academic world around. I am extremely happy to place before you Educational Research Volume - X which portraits the changing scenario in Teacher Education depicting Innovative ideologies 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 Honorable Sh.Poonam Suri**,** President DAV Managing Committee, New Delhi. I am extremely grateful to him for acting as a constant oasis of ideas and passion in improving quality of life, quality of teacher education and thereby, improving the quality of nation.

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

I, gratefully acknowledge 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 Honorable Dr D.D.Arora**,** Director Colleges, DAV College Managing Committee, New Delhi, for illuminating dark recesses of our minds with his clear thinking and excellent spirit.

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

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

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

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

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

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

EDUCATIONAL RESEARCH

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ITEMS

Aritcles   Page No.

Absract of M.Ed. Dissertations (2009-2010):

Higlights of the Institution:

- ♦ Achivements of the College
- ♦ Faculty Achievements
- ♦ Extension Activities
- ♦ Results:
- ♦ Potentials of the College

TEACHERS' ATTITUDE TOWARDS TEACHING AND THEIR LEVEL OF ASPIRATION

*Dr.Vivek Kohli   *** Dr. Sahab Chand*

INTRODUCTION

Teaching in its simple meaning is referred to either as occupation in profession of a community known as teacher or an activity of group activities undertaken to help individual to learn or acquire some knowledge skills, attitude or interests etc. It is a quite complex social, cultural and ethical process designed in a social and cultural context. Teaching is one of the common profession in society. The teacher is a great force in building future citizens and inspiring the young generation. He alone has the privilege to train up a child in the way, he will not depart from it. Children are the hopes of tomorrow. They are the citizens and leaders for the progress of future of nation. Its system, its quality and ideals will depend upon how and by whom they are educated.

STAEMENT OFTHE PROBLEM:

"TEACHERS' ATTITUDE TOWARDS TEACHING AND THEIR LEVEL OF ASPIRATION."

DEFINITIONS OF THE KEY TERMS

1. **Attitude:** Some investigations regards 'attitude' as a feeling of disposition in favor of to be against an object, idea, persona or group. In this connection, one may study attitude, which may be a matter of degree of approval and disapproval.

2. **Attitude towards teaching:** Attitude towards teaching may be positive or favorable attitude, negative or unfavorable attitude. A positive attitude towards teaching is the one in which the teacher favors or likes the of teaching and the task is easier and interesting for him. A negative for him. A negative attitude towards teaching is one, which evokes the feeling of disfavor and disproval of the teacher towards teaching and for him the teaching work is hard and tedious.

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** Professor, Department of Education, Kurukshetra University, Kurukshetra

3. **Level of Aspiration:** Level of aspiration is an important aspect of personality which deserves consideration with regard to academic attainment of a student.

OBJECTIVES OF THE STUDY:

1. To compare the attitude of male and female teachers towards teaching.

2. To compare the attitude of the trained and untrained teachers towards teaching.

3. To compare the attitude of high and low income group teachers towards teaching.

4. To compare the level of aspiration of the male and female teachers.

5. To compare the level of aspiration of the trained and untrained teachers.

6. To compare the level of aspiration of the high and low income group teachers.

HYPOTHESES:

1. There is no significant difference between male and female teachers attitude towards teaching.

2. There is no significant difference between trained and untrained teachers attitude towards teaching.

3. There is no significant difference between teachers of high income and low income towards teaching.

4. There is no significant difference between male and female teacher towards their level of aspiration.

5. There is no significant difference between trained and untrained teachers towards their level of aspiration.

6. There is no significant difference between teachers of high income and low income towards their level of aspiration.

DELIMITATIONS OF THE STUDY:

1. The present study was delimited to the study of teachers' attitude towards teaching.

2. The present study was delimited to the study of teachers' level of aspiration.

3. The present study was delimited to the Sen. Sec. School of Kurukshetra district only.

4. The present study was delimited to 50 teachers of Sr. Sec. School.

RESEARCH METHODOLOGY: Survey study was conducted to collect data.

POPULATION AND SAMPLE:

Research is invariably conducted by means of a sample drawn from the target population on the basis of which generalizations are drawn and made applicable to the population as a whole. The target population in the present study covered five Sr. Sec. Schools of Kurukshetra District selected randomly for drawing out the sample of the study. In present study was confined to a sample of 50 terseness of Sen. Sec. School were selected randomly for drawing out the sample of 50 teachers of Sen Sec. School, working in the Kurukshetra District. For this purpose six teachers from seven schools' and eight teachers form one school were selected.

DETAIL OF SAMPLE

Sr. No.	NAME OF SAMPLE	No. of Teachers Selected in Sample
1	Govt. High School, Tigari Khalsa, Kurukshetra	6
2	Guru Nanak Sen. Sec. School, Kurukshetra	6
3	Govt. Sen. Sec. School, Mirzapur, Kurukshetra	6
4	Baba Sidh Nath Sen. Sec. School, Salarpur, Kurukshetra	6
5	Govt. Sen. Sec. School, Barna, Kurukshetra	6
6	Govt. Sen. Sec. School, Amit, Kurukshetra	6
7	Jai Bharti Vidya Mandir Sen. Sec. School, Kurukshetra	6
8	Govt. Sen. Sec. School, Kirmich, Kurukshetra	8

TOOL FOR COLLECTING DATA: "Like the tool in the carpenter's box each research tool is appropriate in a given situation of gathering device for a particular purpose. Each data gathering device has both merits and hazards of

limitations". Best(1986)

For the presents study the investigator used questionnaires because they were most suitable and convenient tools for data collection in any research proposal.

1. The inventory has been constructed and standardized by Sujata Mishra, Department of Education Kurukshetra University Kurukshetra.

Questionnaire for Teachers Attitude to check these aspects:

   a) Status of Teaching

   b) Teaching skill

   c) Pupils Advancement

   d) School Climate

   e) Teachers' Expectations

2. Questionnaire for level of aspiration to check these aspects has been constructed and standardized by Sujata Mishra, Department of Education Kurukshetra University Kurukshetra.

   a) Parental and Personal Wishes

   b) Social Expectations

   c) Desire for Perfection

   d) Economic and Cultural Background

   e) Values and Interest

   f) Group Cohesiveness

   g) Professional Attitude

 COLLECTION OF DATA:

The investigator visited the schools with tools meant for teacher. To ensure quiche and complete return of the questionnaire. They were given to the selected sample of teacher. Before giving the questionnaire proper report was established with the subjects. Then,they were assured that their responses would be kept confidential, So they were requested to be free, frank, honest and sincere in answering the questions. They were also instructed that the things which was not

applicable in their case might be committed and there was not time limit for the questionnaire.

SCORING PROCEDURE:

For scoring of teachers' attitude towards teaching and their level of aspiration five point scales was used.

The five points were:

a) Strongly Agree,b)Agree,c)Undecided,d)Disagree,

e)Strongly Disagree

For favorable items, 5 marks were assigned to strongly agree 4 marks for agree response, 3 marks for undecided response, 2 marks for disagree response and 1 mark for strongly disagree response. for unfavorable or negative item, the marking scheme was reversed i.e. 1 mark for strongly agree, 2 marks for agree, 3 marks for undecided, 4 marks for disagree and 5 marks for strongly disagree response. The marks obtained in all 50 items by a disagree response. The marks obtained in all 50 items by the student were summed up to know the teachers attitude towards teaching and their levels of aspiration.

STATISTICAL TECHNIQUE USED:'t-test' was used to find out the Mean difference. The obtained data was subjected to further statistical analysis to give meaningful results with the level of "t-test" for teachers attitude towards teaching and their level of aspiration.

The formula of t-test is-

$$\text{t-ratio} = \frac{M1 - M2}{SED}$$

$$\text{S.ED} = \sqrt{\frac{\sigma 1^2}{n_1}} + \sqrt{\frac{\sigma 2^2}{n_1}}$$

The purpose of analysis is to the find out the relationship between variables which leads to the verification of hypothesis.

TABLE-1

SIGNIFICANCE DIFFERENCE BETWEEN MALE AND FEMALE SENIOR SECONDARY TEACHERS ATTITUDE TOWARDS TEACHING.

Teachers	N	M	S.D.	S.E.D.	T-ratio	Level of Significant
Male	25	73	8.13	1.8	4.44	Significant at 0.5 level & .01 level
Female	25	65	6.49			

Interpretation: Table No-1 shows that the value of t-ratio is 4.44. It is significant at .01 level of significance. The table value at .01 level is 2.01 and at .05 level the table value is 2.68. So the null hypothesis is rejected. Thus, there is significant difference between the attitude of male and female teachers towards teaching.

TABLE-2

SIGNIFICANCE DIFFERENCE OF ATTITUDE SCORES OF TRAINED AND UNTRAINED TEACHERS TOWARDS TEACHING.

Teachers	N	M	S.D.	S.E.D.	T-ratio	Level of Significant
Trained	32	67	10.42	2.75	2.90	Significant at 0.5 level and .01 level
Untrained	18	59	11.30			

Interpretation: Table No-2 shows that the value of t-ratio is 2.90. It is significant at .05 level of significance. The table value at .01 level is 2.01 and at .05 level the table value is 2.68. So the null hypothesis is rejected. Thus, there is significant difference between the attitude of trained and untrained teachers toward teaching.

TABLE -3

SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEAN ATTITUDE SCORES OF TEACHERS OF HIGH INCOME AND LOW INCOME TOWARDS TEACHING.

Teachers	N	M	S.D.	S.E.D.	T-ratio	Level of Significant
High income	30	68	8.29	2.19	9.59	Significant at 0.5 level and .01 level
Low Income	20	47	8.56			

Interpretation: Table No-3 shows that the value of t-ratio is 9.59. It is significant at .01 level of significance. The table value at .01 level is 2.01 and at .05 level the table value is 2.68. So the null hypothesis is rejected. Thus, there is significant difference between the attitude of High income and low income group of teachers toward teaching.

TABLE-4

SIGNIFICANCE OF DIFFERENCE BETWEEN THE MALE FEMALE TEACHERS TOWARDS THEIR LEVEL OF ASPIRATION.

Teachers	N	M	S.D.	S.E.D.	T-ratio	Level of Significant
Male	27	106	14.78	3.74	1.06	Significant at 0.5 level and .01 level
Female	23	102	13.28			

Interpretation: Table No-4shows that the value of t-ratio is 1.06 is insignificant at .01 level and at .05 level. The table value at .01 level is 2.01 and at .05 level the table value is 2.68. So we fail to reject the null hypothesis. Thus, there is no significant difference between the level of aspiration attitude of male and female teachers toward teaching.

TABLE-5

SIGNIFICANCE OF DIFFERENCE BETWEEN THE TRAINED AND UNTRAINED TEACHERS TOWARDS THEIR LEVEL OF ASPIRATION

Teachers	N	M	S.D.	S.E.D.	T-	Level of

				ratio	Significant
Trained	30	105	15.06	3.83	2.87	Significant at 0.5 level and .01 level
Untrained	20	94	12.16			

Interpretation: Table No-5 shows that the value of t-ratio 2.87 is significant at .01 level of significance. The table value at .01 level is 2.01 and at .05 level the table value is 2.68. So the null hypothesis is rejected. Thus, there is significant difference between the attitude of trained and untrained teachers toward teaching.

TABLE -6

SIGNIFICANCE OF DIFFERENCE BETWEEN THE HIGH AND LOW INCOME GROUP OF TEACHERS TOWARDS THEIR LEVEL OF ASPIRATION.

Teachers	N	M	S.D.	S.E.D.	T-ratio	Level of Significant
High income	30	113	10.60	3.14	8.91	Significant at 0.5 level and .01 level
Low Income	20	85	6.52			

Interpretation: Table No-6 shows that the value of t-ratio 8.91 is significant at .01 level of significance. The table value at .01 level is 2.01 and at .05 level the table value is 2.68. So the null hypothesis is rejected. Thus, there is significant difference between the attitude of High and low income group of teachers toward their level of aspiration.

FINDINGS OF THE STUDY:

As this study was conducted in two parts one part was teachers' attitude towards teaching and other was their level of aspiration. The findings categorized in two parts namely.

The present main findings of the study based on analysis and interpretation and suggestions for further research.

1. Researcher found there was significant difference between attitude of male and female teachers towards teaching.

2. Researcher found there was significant difference between attitude of trained and untrained teachers towards teaching.

3. Researcher found there was no significant difference between male and female teachers towards their level of aspiration.

4. Researcher found there was no significant difference between trained and untrained teachers towards their level of aspiration.

5. Researcher found there was significant difference between trained and untrained teachers their level of aspiration.

6. Researcher found there was significant difference between high and low income group of teachers towards their level of aspiration.

EDUCATIONAL IMPLICATION OF THE STUDY:

The present study has its educational implications for the governing authorities, managements and organizers of educational institutions. To enhance the value of teaching, it is to knpw that our schools have the attraction power so that the students are attracted towards the schools. But all,this is possible only if,teachers are satisfied with their work and working conditions. The teachers who set the favorable conditions will try to create the interest of the students towards studies and will find out the method to create attraction towards the schools. The findings of the study also show that some teachers have more aspiration to their counter part. So the educational planners and organizers should keep this point in view while appointing teachers.

So it is duty of the educational planners and organizers to provide the adequate facilities to teachers so that their attitude towards teaching become

favorable.

The studies relating to attitude of teachers towards teaching show that the educational qualifications of the teachers do influence their teaching profession only because they don't get employed anywhere else. They do not have a taste for teaching. Highly paid teachers have more favorable attitude towards teaching emoluments if we want a favorable attitude of the teachers towards teaching for achieving the national aims in education the teachers should be given proper treatment; Favorable work and working conditions so that the children of today become the responsible citizens.

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ENVIRONMENTAL EDUCATION: AWARENESS, ATTITUDE BUILDING AND ACTION PLAN – A MODEL

*Dr. Sushma Gupta

Back drop

Environment is the main source of life on the earth and it not only directs but also determines the existence, growth, and development of mankind and its activities. In ancient Vedic period also nature and human beings (i.e. **Prakriti** and **Purush**) form an inseparable part of life support system. This system have five elements- air, water, land, flora and fauna, which are inter dependent, inter connected, inter related and are co-adapted. Deterioration in any one inevitable affects the other four elements. If deterioration is short term than life support system has enough mechanism to repair itself and reverts to the original state. However if deterioration continue, the whole system including our life is thrown into gear.

Generally, man is indifferent to the environment. He has realized that his welfare, progress and his very existence are deeply intervened with the natural cycles and systems and therefore he has been dominating over nature since last five thousand years of recorded history.

Ironically it is he (Human being) him selves is responsible for degrading, destroying and polluting it. All his deeds and activities rolling around getting **luxury, comfort, safety,** and **security** in his life. It is for this purpose that he has been exploiting the different resources, recklessly for thousands of years. True that he has gained tremendous **material growth** and **technological advancement** which brought enough security, comfort and luxury for him. This type of attitude of man creates problems for nature as '**Newton's third law of Motion'** states, "**Every action has equal and opposite Reaction**". This equally applied to man's relationship with nature as it relates to application of forces inanimate objects.

Now the situation arises that not only he at present but his future generation shall have to reap the harvest of unplanned and insentive approach that has irrepairably damaged the relationship and harmony of the human beings with nature. The ill effects are evident in society:-

- Accumulation of wealth in few hands results in class struggles.
- Population explosion.
- Environmental pollution has termed air, water and food poisonous.

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To meet the needs of unexpected rise in population necessitate increase the yield of the production by all means in the shortest possible time. So in 20th Century **Green Revolution** was a major step in this direction but these increase in the production had came at the cost of our biological and environmental "Capital". These intensive cultivation lead to problem of -

- Land Degradation;
- Water Depletion;
- Salinity;
- Mineral Deficiency due to more cultural crops of wheat and rice;
- Pest Infestation;
- Loss of genetic diversity of Plants.

Besides this, development of Science and technology has given us many more gifts like:

- Escalating mountains of global warming.
- Acid Rains.
- Depletion of Ozone Layers.
- Global sea level rise.
- Green house Effect
- Marine Pollution
- Biodiversity
- Depletion of natural resources

Today **global warming** is a major threat which is, in fact the mother of all threats to very existence on this earth. As it will lead to:

1. **Rapid melting of ice caps**: The rise in the global temperature is causing the rapid melting of ice sheets and ice caps world over. In news we often hear about the decreasing areas of Himalayan Glaciers.

2. **Rise in the sea level**: The water which now rests frozen in the ice caps would run into the seas and oceans, the land of which would rise significantly. Many Islands and coastal areas will be submerged.

3. **Ensuring Drought**: Most of the snow fed rivers would be dried up as an after effect of rapid melting of ice caps world over. This will result in severe drought.

4. **Increased natural Disasters: Global warming** is sure to cause several natural disasters like Tsunamis, Earthquakes, and Hurricanes etc. Experts are also hypothesizing that devastating Tsunamic 2005 was the after effects of global warming. Further this lead to drought.

Due to the consequences of global warming-A world body has estimated that there will be about **150 Million Environmental refugees** in the world in 2050. They will be **homeless, with empty bellies**. What will be there fate? Where will they go in the world population **of 10 billions** (estimated figure for world population in 2050). So either we must stop damaging the environment or prepare ourselves for the extinctions along with the other existing species.

Environment Education

It has been realized world over that environmental issues like global warming, increased amount of CFC, green house effects, ozone depletion, acid rain, marine pollution, biodiversity, depletion of natural resources are not merely **national** issues but are **global** and must be tackled with inter national efforts and cooperation. Though **debate, discussion, brain storming exercises, researches, expert opinions** it has been decided that '**Anticipation and Prevention Approach'** is the suitable means of the combating with this problem. This can be possible by spreading Education and changing worldwide thinking of the people.

Environmental Education is the potent source and potential instrument which helps in inculcating the feeling of **'World Citizen'** and not the citizen of the single country. Such citizen feel one with their environment, are **self disciplined**, see themselves as **guardian of the local , national and international goods**, willing to go beyond questioning, plan and implement action to improve the health of the planet.

According to **UNESCO-1975** the goals of environment education are to develop a world population aware of and concerned about, total environment and its **associated problems** and the **commitment** to work individually and collectively towards the solution of current problems and the prevention of the new ones.

The area of environmental education is very wide which can be stated by following statement:

"If you want to grow a crop, you have to plan for a year" it is the job of agriculturalist.

"If you want to grow a plant, you have to plan for ten years" it is the task of plant scientists.

"If you want to grow or Educate a man, you have to plan for one hundred years" it is the responsibility of Educationists

In order to deal with these prospective challenges of environment / climate change, Environmental Education should be **integrated, interdisciplinary and holistic** in approach. Today integral part of the curriculum at both formal and informal system of education.

Bloom and his associates developed a taxonomic model of educational objectives. They adopted a division corresponding to three primary aspects of pupil growth viz cognitive, affective and

psychomotor. Within each domain they arrange the objectives in logical and psychological order i.e. the sequence of the development of the mental abilities have been maintained.

For developing mental abilities to cope up with the problem of climate change. A model on the pattern of Bloom and his associates has been evolved which will help in developing the desirable behaviour. I.e. in **each one of us to act and feel it is 'his/her' responsibility to save the environment.**

Environmental Education – A Model

Environmental Awareness (Cognitive Domain)

General Objectives	Specific Objective	Content	Methodology/Teaching Strategies
• Knowledge • Understand/Comprehension • Application • Analysis • Synthesis • Evaluation	Interdependence of man • On physical environment-air, water, land etc. • Plant and animal life for survival, growth & development.	• Depletion of ozone layer • Global Warming and Green House Effect • Environmental Pollution • Acid Rain • Harmful effect of Insecticides, Pesticides and Fertilization • Depletion of Resources	• Computer Assisted Learning • Reading Material/Hand outs • Discussions, Interactive Meet • Video Conferencing • Email • SMS on Mobiles

Environmental Attitude (Affective Domain)

General Objectives	Specific Objective	Content	Teaching strategies
• Receiving • Responding-Visit • Valuing/Preferences • Organisation-Decesion about conduct in real life • Characterization/Attitude formation	• Environmental Attitude • Set attitude- It is the basis of character building which leads to personality development	• Population Explosion • Health and hygiene • Environmental Pollution • Wildlife and Forest • Environmental Concern • Empathy • Responsible Environmental behaviour for its Conservation	• Skits/ Drama/ Play • Pictures/ Movies • Balley Dance • Exhibition

Acton Plan/Skill Formation (Psychomotor Domain)

General Objectives	Specific Objective	Content	Teaching strategies
• Imitation • Practice/Precision/Repetition of performance • Articulation-Handling many Activities in unison • Naturalization-Gaining Perfection or becoming part of life.	Skills Formation for combating the problem of environment.	• Back to Nature • Organic Farming • cow dung based economy • Solid waste management • Alternative Sources of Energy-Solar and Wind Energy • Rain Water Harvesting • Vermicomposting	• First Hand Experience • By giving training on various aspects of protection and conservation of **natural resources**

To the emerging need of the Society environmental education should be broadly divided into three major, integrated and inter correlated components-

1. **Environmental Awareness.**
2. **Building positive attitude towards environment.**
3. **Implementing action programmes**

Environmental Awareness means knowing and understanding about various environmental issues, their significant need to preserve and methods to protect the environment. It is sensitization toward total environment and its allied problems.

One must understand that to improve the environment is to improve the quality of life. It is not only related to air and water pollution but includes elimination of diseases, hunger, malnutrition, poverty, destruction of forest, extinction of wildlife, erosion of soil, accumulation of waste.

Environmental Attitude

"A person's attitude regarding an object is operationally defined as the responses by which he indicates where he assigns the object of judgment along a dimension of variability. A scale presenting gradation of the dimension of variability on which the statement is to be judge is presented before the person and he is asked to mark the scale to indicate his personal attitude.''

Environmental concern appears to be specific belief which is largely embedded in cognitive structure and should be considered as environmental attitude. It also defines as a complex mental state involving beliefs and feelings and values and dispositions to act in certain ways. Attitudes are generally positive or negative views of a person, place, thing or event. This is often referred to as the attitude object. People can also be conflicted or ambivalent toward an object, meaning that they simultaneously posses both positive and negative attitude toward the item in question. Attitudes are judgments. They develop on the ABC model (affect, behaviour, cognition). The affective response is an emotional response that expresses an individual's degree of preference for an entity. The behavior intension is a verbal indication or typical behavioural tendency of an individual. The cognitive response is cognitive evaluation of the entity that constitutes an individuals belief about the environment.

Increased knowledge about the environment is assumed to change environmental attitudes and attitudes are assumed to influence environmental policy. It develops environmentalism—the relation of environmental attitudes and responsible

behaviours. This model is targeted towards students because they will be the future custodians, planners, policy makers, and educators of the environment and its issues.

The attitude of the person can be changed by using following strategies:-

- Expose them to recent developments in environmental issues like global warming and so on.

- Encourage them to participate in workshops and conferences where the threats to the globe are discussed.

- Update their knowledge on environmental related issues by refresher courses.

Action Programme

Participation in various activies helps in solving environmental problem. The **Supreme Court of India** has issued a directive making Environmental Education a compulsory subject right from the school stage to the college level. The prime aim is to make everyone environment literate. The environment belongs to each one of us and our actions affect the environment. If the environment gets effected, it affects our health adversely thereby tampering with our well-being and our future.

Let us not forget

> "Little drops of water
>   Little grains of sand
> Make the mighty ocean
> And the pleasant land".

Manaka Gandhi, former minister for Environment and Forest, Govt. of India rightly said that we should now treat earth as "**Daughter Earth"** instead of **"Mother Earth".** Ms. Gandhi wanted that we should hereafter treat earth as our daughter and give it as much as we can so that it regains its original beautiful and bountiful resemblance.

Following are the few strategies that each one of us can adopt for overcoming the environmental problems. Small acts performed daily can go a long way in protecting the environment.

Do's	Don'ts
• Say no to plastic carry bag, instead use bags made of cloth. • Use organic manure instead of chemical fertilizers. • Travel by public transport or in a car pool instead of using own vehicles. • Plant more trees, especially in the areas where the felling of trees has taken place. Plant three times the	• Keep the surrounding clean by not dumping the wastes in the open. Arranging separate dustbins for biodegradable and nonbiodegradable wastes. • Do not over irrigate the fields without proper drainage to prevent water logging and consequently increased salinity of the soil. • Do not undertake construction in the areas marked as

number of trees uprooted in the adjoining areas.

- Water the plants using a bucket rather than a pipe.
- Make provisions for rain water harvesting system in your house and locality.
- Install water saving toilets.
- Encourage eco-tourism.
- Use alternative sources of energy rather than using conventional fossil fuels.
- Stop wastage in all the possible forms and ways like save power by switching off the electric bulbs, tubes fans, televisions, computer etc. When nobody is there to use them.
- Stop wasting resources just for fun. Develop a habit to save your resources for tomorrow.
- Prefer purchasing things that are ecofriendly. e.g. 'ecomark' on a product guarantees the environmental compatibility of that product.
- Be a perfect watchdog for your environment. E.g. if you happen to see any activity which harms the environment, try to stop it in your capacity.

'green belts'.

- Do not keep the taps running while washing utensils and clothes, brushing your teeth, taking a bath, shaving etc.
- Don't let the water run through the tap if you don't need it. Do not cook more food than required. Why do you have that many pairs of cloths and extra shoes? Just think!
- Don't thro metallic, paper or plastic objects, but sell them to waste collectors who bring them to recycling plants.
- Remove 'throw-away' attitude and replace it with 'conservation attitude'
- Donot encourag urbanization and unplanned industrial growth and join hands with NGO's to compel govt. to develop rural economy to a level which is desirable to stop people moving in cities.

So, we have to take the responsibility for each of our actions towards the environments. And if each citizen acts and feel it is 'my' responsibility to save the environment, a lot can be easily achieved. So, apart from our own home, efforts have to made to keep the surroundings clean. We need to respect the rights of every individual on the environment. This will evoke respect for our colony, city and country.

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INNOVATIONS IN THE FIELD OF TEACHING AND LEARNING

*Dr. Satnam Kaur

Radical Changes have taken place in the framework of teaching and learning. Traditionally the classroom involved teacher, students and the classroom material like furniture, chalkboard and OHP etc. The interaction between the students and the teacher was the means of teaching and learning. Teacher was the only source of knowledge who delivers the lecture and the students listen to the lecture. Students play little part in their learning process.

Traditional Classroom

Teacher

Knowledge Content
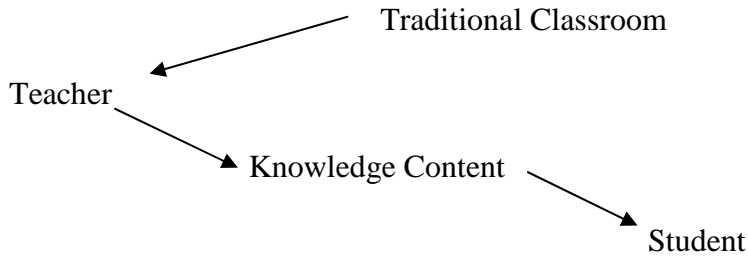
Student

With the changing trends in education and introduction of technology, classrooms and their teachers are changing with the rapid pace. Today the shape of the classroom has been changed as it involves the teachers, the students and the technology.

Today's Classroom

Technology

Teacher   Student
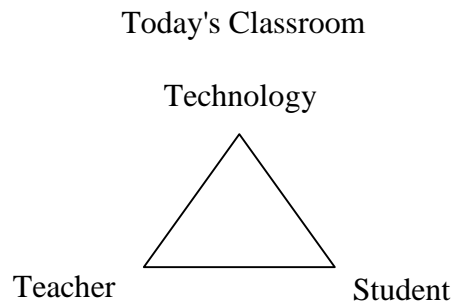
Students are no longer passive listeners. They are the active recipients of the knowledge and the skills. Classroom uses total atmospheric and critical inquiry approaches along with technological and other innovative skills. The classroom has the capacity to generate knowledge. The goals of the classroom have been changed.

The goals of innovative teaching and learning can be:-

1. Critical and independent thinking which involves thinking and creativity skills.
2. Problem solving using scientific methods – The approach is used to solve all kinds of problems related to life and the nature.

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3. Effective communication - Use of skills of communication – This goal is very important as all the disciplines make use of it and develop these skills in the students

4. Knowledge collaboration – constructivism of knowledge in the classroom and its dissemination – It is always valuable to construct knowledge within the four walls of the classroom based on the previous knowledge of the students as has been advocated by the scholars.

5. Creativity - Teacher should inspire the students to be creative learners. Creativity related goals are as under:-

   - Curiosity – Students should observe the scientific phenomena. This element of curiosity must be there in them.

   - Adaptability – The students should adapt to various desirable behaviours pertaining to various tasks.

   - Flexibility – It is an important aspect in interaction and behaviour.

   - Taking Initiative – This is very important that the students should be ready to accept and do various challenging tasks.

   - Productivity – Classroom should create products whether unfinished or finished. It depends upon the students as to how they make the situation to produce things.

   - Interaction – Positive approach (attitude) should be followed Students should be made open-minded.

   - Responsive behavior – Students should have the quality of the responding positively with enthusiasm.

   - Use of multimedia approach – Age of technology demands this thing.

These goals must be translated into objectives and then into behavioral objectives. A teacher must achieve these goals by conforming his teaching to desirable teaching behaviors like mastery of the subject matter, making planning for teaching in the classroom which includes subject matter as well as value planning, make use of charts, models and PowerPoint presentation and should evaluate the learning outcomes of the students using criterion referenced tests (objective based) in order to achieve the objectives set forth before coming to the classroom. We should shift away from the concept of 3 R's" to 4 C's".

Knowledge of concept is a must as Husserl in quoting Kohler referred "if we want to solve any problem of ultimate content we will have to go back to the sources of concepts". So the present innovations whether it is the hardware or the software concepts of the computer system or

any other types of innovation if we are not aware about the conceptual aspects behind these innovations we will not be able to understand as to how the things happen within the system. So conceptual knowledge and the practical knowledge should go side by side as these increases motivation and improves learning outcomes.

Life today is associated with multimedia and the meanings that we derive from life has wide variety of forms. A deep understanding of the technological elements is required to have a deep understanding of the real world. So multimedia literacy must be inculcated by all means, so that we are able to keep pace with this world. Teaching students about technology should be part of the curriculum. Technology should be used to supplement traditional resources in the classroom and to bring changes in the students. Using technology will strengthen student's skills and abilities to acquire information in which it will provide an array of information that goes beyond the traditional textbook and class notes. Technological innovations may take the form of PowerPoint, World wide web, Mind tools and Simulation Software etc.

A student should be aware about hardware and software technology. Proficiency in these areas is of much significance in order to meet the challenges before the society on one hand and education on the other.

In nutshell it is the dire necessity to move away from the traditional methods of teaching and bring into the classroom new and innovative approaches to teach the content and life related skills. The teachers should make proper use of classroom. A classroom should be innovative. It is the teacher who can introduce changes so that the classroom may become a means of constructivism and technological know how rather than the students are the passive listeners. The teaching should be based on new techniques and methods and well oriented on the other, so that we may be able to generate the feeling that we are at pace with the world on the one hand and not forgetting the values for the other.

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EVALUATION OF EXISTING B.Ed. CURRICULUM OF KURUKSHETRA UNIVERSITY VIEWS OF TEACHER TRAINEES

*Dr. M.L. Goel   ***Nirupma Kohli*

It has been remarked by the **Kothari Commission (1966)** that a sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of millions. In the absence of other influences, a teacher tries to teach in which he himself was taught by his favourite teachers and thus tends to perpetuate the traditional methods of teaching. Obviously, therefore, a good and progressive teacher training institution can play an important role in the development of education.

The term 'Teacher training' has been replaced by 'Teacher education'. Consequently, the training colleges cannot remain satisfied by just imparting the essential skills for effective teaching. This change of concept requires that the teacher be fully educated and integrally developed as a responsible citizen of India. And of course, as a professionally competent person to contribute his might in the education process. Again, there is the compelling demand of subject matter over the methodology of teaching, in view of the tremendous explosion of knowledge. We have to maintain a proper and desired harmony in the mix of content method.

The concept of teaching itself is changing. Now a day, teaching is not a mere imparting of knowledge and communicating of information. It is more than that. It is considered as helping learners to learn by themselves and acquire the desired skills, attitudes and values in the changing social context.

Even the concept of the schools is also changing. The school now must participate, directly or indirectly, in improving the immediate environment in which it is located, by way of a two-way traffic between the school and the community.

The current debate in Teacher Education is on quality. We have to bear in mind that quality needs intelligent effort. Quality is essentially the product of hard work. Quality is not a destination; it is a continuous journey. We never reach there. We have to keep on upgrading the quality of Teacher Education on a continuing basis.

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STATEMENT OF THE PROBLEM

In the light of the above facts, the investigator has been inspired to conduct a study on the problem that can be stated as under:

"EVALUATION OF EXISTING B.Ed. CURRICULUM OF KURUKSHETRA UNIVERSITY"

OPERATIONAL DEFINITIONS

a) **EVALUATION**

It is the process of ascertaining or judging the value of something by careful appraisal on the basis of a particular criterion. For the present study it is an appraisal of the B.Ed. curriculum of Kurukshetra University.

b) **B.Ed.:**

B.Ed. or Bachelor of Education is the first degree in teacher education. The course is of the one-year duration.

c) **CURRICULUM**

It is the totality of experiences a learner gets in an institution under the guidance of his teachers. Therefore, it covers curricular as well as co-curricular activities. For the present study the curriculum involves:

1. Courses of study i.e. theory papers.
2. Sessional Work.
3. Work Experience
4. Practice Teaching
5. Co-Curricular Activities

d) **KURUKSHETRA UNIVERSITY**

It is one of the Universities of Haryana State, situated in Kurukshetra District.

OBJECTIVES OF THE STUDY

The study has been planned, designed and conducted to achieve the following objectives:

1. To study the perceptions of the teacher educators i.e. the lecturers and principals of Colleges of Education, about the effectiveness of existing B.Ed. curriculum of Kurukshetra University.

2. Secondly, to scrutinize the perceptions of B.Ed. students about the utility of their training in facing new school situations.

3. Lastly, in the light of above perceptions from teacher educators and teacher trainees, to suggest guidelines for the improvement of B.Ed. curriculum of Kurukshetra University.

In a nutshell, the study aims at improving the B.Ed. curriculum of Kurukshetra University.

STUDY OF THE RELATED LITERATURE

The investigator devoted sufficient time for the study of the Literatures, relevant to the problem, like Educational Survey, Encyclopedias of Educational Research, Educational Journals, Reports and Reviews of Education commission etc.

Conant (1963) focused particular attention on practice teaching part of curriculum and came out with a new term "clinical experience" to denote the various kinds of actual school experiences. This is very much relevant to India also, since the practice teaching part of B.Ed. programme is under fire in most of the universities of this country. **Goodlad (1965)** has drawn our attention towards the defining of expectancies for the future teachers in terms of behavioural objectives. **Corman and Olmested (1964)** recommend that teacher candidates be placed in a full time teaching experience in a regular school on a salaried basis. **Clarke (1971)** analysed the designs for the preparation of teachers in terms of presage, process and product factors.

In India, a number of studies have been undertaken to know the opinions and attitudes of student teachers towards their training programs. It can be challenged on a simple plea that a patient alone cannot sit in judgement to tell the efficiency of the medicine applied to him. Mainly the surgeon or the doctor, who has analysed the whole case, becomes competent to give an opinion about his treatment. **Mukerji (1960)** has taken the attitude of the principals and inspectors evaluate the teacher training. **Prashar (1963)** recommended that theory should be coordinated with practice. NCERT made an intensive study by interviewing the teacher educators and pupil teachers and concluded that the syllabus was too lengthy. There was overlap between different subjects and it was too theoretical. **Kumar (1996)** compared the curricula of teacher education programs at secondary level in South Indian States with that in Regional Colleges of Education and found them inadequate and unrevised for a long time. **Srivastava and Aggarwal (1999)** studied the existing pattern of secondary pre-service teacher education in the country, analysed its various components, developed an improved model and prepared guidelines to restructure the internship program. **Mani (1993)** evolved a program of teacher education at +2 stage, on the basis of responses to questionnaires on different aspects from teacher educators. **Behari (1998)** analysed secondary pre-service teacher education curriculum in the context of requisite abilities for selective teaching. **Agarwal (1998)** developed an outline curriculum about population problems for higher secondary school (B.Ed.) teacher trainees on the basis of an assessment of awareness among Hindu, Muslim, Sikh and Christian communities about over-population in India and their attitude towards population education.

All the studies referred here show that the field of teacher education needs special attention of the researchers. The relevant researches and available literature have helped the investigator to prepare the design, in analysis and interpretation of data. The present review provides necessary context on which this study has been based. To develop greater insight into the problem it is necessary to make a study of the B.Ed. curriculum.

THE SAMPLE

A sample of 60 teacher educators and 300 B.Ed. students of 12 colleges of education affiliated to Kurukshetra University were selected. The Colleges of education were selected from Ambala, Kurukshetra, Panchkula and Yamuna Nagar Districts of Haryana.

TOOLS EMPLOYED

For the present study following tools were considered appropriate and employed for the collection of necessary data:

1. Questionnaire
2. Interviews

SCORING

Scoring was done by taking down the responses from the questionnaire in terms of tallies. For scoring o the scale a 5-point scoring scheme as suggested by Renvish Likert was followed which is as under:

Numerical Value	Degree of Agreement
5	Most Useful
4	Useful
3	Undecided
2	Useless
1	Most Useless

In case of rating scale, the paper, rated one, has been given ten marks, nine marks for paper rated as two and so on. The paper rated ten is given one mark. So marks were found and rating was done on the bases of these marks.

Some of the Questions/Statements to the respondents were asked to give their responses as Yes or No. In these types of questions/statements percentage technique was used. Probing questions were also rated by the technique was used. Probing questions were also rated by the technique of percentage.

ESSENTIAL CONCLUSIONS (Responses of Teacher Trainees)

Regarding the B.Ed. curriculum of Kurukshetra University, B.Ed. students feel that:

Paper I (Education in the Emerging Indian Society)

a. Useful topics (Rank wise)

Role of Education in Women Empowerment, Philosophical analysis of basic concepts of education, Educational Thoughts of Mahatma Gandhi, Tagore & Vivekanand, Socio economic Education Survey of a Village/Urban Setting, Concept, types, sources & methods of Acquiring Knowledge, Aims of education in contemporary Indian society, Education for National Development & its Futurology, Structure and Concerns of Modern Indian Society, Education for Social change, Study of Education and Income Patterns, Idealism, Naturalism and Pragmatism

b. Useless topics   Nil

c. This paper should be retained as such.

Paper II (Psychology of Teaching and Learning)

a. Useful topics (Rank wise)

Memory and Forgetting, Psychology and its relationship to teaching, Interest and aptitude, Creativity, Development of learner, Personality, Role of Heredity and environment in learner's development, Learning (Factors, Characteristics Theories, Laws and Methods), Intelligence, Motivation, Guidance and Counseling, Case Study, Administration, Scoring and interpretation of the Psychological tests

b. Useless topics   Nil

c. This paper should be retained as such

Paper III A (Secondary Education and School Management)

a. Useful topics (Rank wise)

Women Education, Teacher Education, Secondary Education in India, Organization of Co-Curricular Activities, Class Management, Construction of Time Table, Study of Secondary Education System of U.S.A. and Germany, Moral Education, Concept of School Management, Vocationalization of Secondary Education, Maintenance of School Records, Organization of school Library, Distance Education and open Learning, Preparing a Project Report concerning any aspect of School Management, Preparing Report of Development of Secondary Education

a. Useless topics   Nil

b. This paper should be retained as such

Paper III B (Optional Paper)

Rank wise list of all the optional papers on the basis of the responses of teacher-trainees is as under:

Paper	Rank
Computer Education	1
Educational & Vocational Guidance	2
Adult & Continuing Education	3
Education of Exceptional Children	4
Mental Hygiene	5
Environmental Education	6
Population Education	7
Science & Technology Education	8
Yoga Education	9
Health & Physical education	10

Paper IV (Educational Technology)

a. Useful topics (Rank wise)

Action Research, Programmed Learning, Micro-Teaching, Information Technology, Application of Computer, Thinking skills, Concept of Educational Technology, Action Research, Flander's Interaction analysis, Role Playing & Gaming

b. Useless topics   Nil

c. This paper should be retained as such

Paper VII A (Chalk Board Writing)

a. Useful topics (Rank wise)

Kinds of Different chalkboards, Correct use of chalkboard writing, Simple drawing of common objects, flowers, fruits and vegetables, Use of stencils & multiple chalk holders, Use of matchstick for drawing, Stick drawing, Writing of English & Hindi letters & numbers, Strengths and limitations of chalk board writing, Knowledge of paint and chalk

d. Useless topics   Nil

e. This paper should be retained as such

Paper VII B (Preparing Teaching Aids and Handling of available equipments)

a. Useful topics (Rank wise)

Importance and need of teaching aids, Classification of teaching aids, Effective use of teaching aids, Meaning, concept and significance of teaching aids, Two slides related to their teaching subjects, One working model or three-dimensional or relief models, Overhead projector, Slide projector, Ten coloured charts (i.e. 5 in each subject), Epidiascope, T.V. & Video-Cassette Recorder, Tape recorder

b. Useless topics   Nil

c. This paper should be retained as such

Paper VIII Group A (Work experience)

Rank wise list of all the activities included in the work experience on the basis of responses of teacher trainees are as under:

Paper	Rank
Computer application	1
Drawing and Painting	2
Candle making	3
Paper Cutting and Card board Cutting	4
Music	5

Paper VIII Group B (Work experience)

Rank wise list of all the activities included in the work experience on the basis of responses of teacher trainees are as under:

Paper	Rank
Interior Decoration	1
Clay Modelling	2
Gardening	3
Photography	4
Chalk Making	5

PRACTICAL SKILL IN TEACHING

a. Micro teaching phase is essential before real teaching.

b. Introduction of micro teaching improves the quality of teaching,

c. Teaching in simulation is very helpful for real teaching.

d. Skill in teaching examination should be after theory examination.

e. School-teachers should be involved in checking the lesson plan notebooks of pupil teacher.

f. Internal assessment is helpful for pupil teachers.

MAJOR RECOMMENDATIONS

It is not only customary but also obligatory to give some pertinent suggestions and recommendations at the end of any research reporting. Obviously an attempt has been made here to offer some specific, relevant, important and major recommendation in a concise form, on the

basis of the investigation in hand, and it is deemed that these will find consensus of opinions among the persons who go through them.

It is recommended as under:

a.　　Computer education should be made compulsory for all the students.

b.　　The syllabi of teaching of physical science (paper V) and Teaching of life Science (Paper VI) are almost similar, these paper can easily be merged together to form a new paper 'Teaching of Science'.

c.　　Paper III A (Secondary Education and School Management) is of 50 marks. Its syllabus is very vast. So, it should be made a full-fledged paper of 100 marks.

d.　　Due weightage should be should be given to the content portion and it should be an important part of teaching subjects.

e.　　Chalk Board work should be practiced in accordance with the teaching subjects of the pupil teachers.

f.　　On the basis of the findings of the study it has been found that 'Micro Teaching', 'Simulated Teaching', 'Computer Education', preparation of 'School Leaving Certificate', 'Time Table', 'School Records' etc. are very useful and relevant for giving training to the pupil teachers.

g.　　Pedagogical Skill Development, Work Experiences, Project Reports etc. are beneficial for developing the different skills in pupil teachers.

RECOMMENDATIONS FOR FURTHER RESEARCH

The present investigation has certain limitations and his area of research needs more explanation. On the basis of this intensive study in the area of evaluation of B.Ed. curriculum, the investigator would like to highlight some problems of research that may be examined by the researches.

a. A comparative study of B.Ed. programme of the universities of Haryana.

b. A comparative study of M.Ed. programme of the universities of Haryana.

c. An evaluation of M.Ed. curriculum of Kurukshetra University.

Educational research knows no boundaries. It is a process of continuum. Yet every educational investigation has to reach a terminus of conclusions and recommendations. The present research endeavour to scan the evaluation of revised B.Ed. curriculum of Kurukshetra University has flashed a silver lining and sparked a new hope by bringing to light some terrible fallacies and short-coming of the programme and offering new direction for a change. It can be said with confidence and certainly that the research of this nature has pertinent implications of Kurukshetra

University. Since the study concerns the valuation of revised B.Ed. curriculum, it is, in a way assisting Kurukshetra University in performance of its function. Therefore, it is implied that this well-known seat of learning will take immediate step for the implementation of the findings of the research.

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WOMEN DEVELOPMENT AND LITERACY: AN EMPIRICAL STUDY

Dr (Mrs.) Sita Negi

INTRODUCTION

Literacy is considered as one of the indicators of educational development of a nation and an essential but necessary step towards education. The advancements in science and technology have induced rapid changes in the material and non-material environment all over the world. The fast changing scenario, however, in turn warrants higher level of understanding on the part of human being to adapt themselves to new environment and conditions. In a country like India with 74.04 percent literacy and with 25.96 percent illiterate masses (Census 2011), there are many impediments in the way of progress and growth. Since there is a direct and functional relationship between literacy and productivity on the one hand and literacy and overall quality of human life represented by better health, hygiene, sanitation and family welfare on the other, educating the illiterates becomes very significant.

The significance of universal literacy as an instrument of galvanizing and mobilizing the people arousing community consciousness and community participation for bringing social change was highlighted in the first half of twentieth century with Mahatma Gandhi describing mass illiteracy as "India's sin and shame". He emphasized the need for universal basic education for children and advocated adult education with a moral component for social and cultural regeneration and a political component for strengthening the national struggle for freedom.

After independence, the role of adult education along with universal elementary education – as an agent of social change and development- was duly recognized and given a prominent place in the successive five year plans.

However, it is heartening to know that with serious concern shown by the centre and the state governments the situation has constantly been changing, indicating progressive improvement.

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Table - 1

ALL INDIA LITERACY RATE SINCE 1901

Year	Male	Female	Total (Percent)
1901	9.8	0.6	5.3
1911	10.6	1.1	5.9
1921	12.2	1.8	7.2
1931	15.6	2.9	9.5
1941	24.9	7.3	16.1
1951	24.9	7.9	16.7
1961	34.4	13.0	24.0
1971	39.5	18.7	29.5
1981	49.5	24.8	36.2
1991	63.86	39.42	52.11
2001	75.26	53.67	64.84
2011	82.14	65.46	74.04

Source: Census data

It may be seen from the above table that in 1901 the country's total literacy stood at 5.3% with 9.8% males and 0.6% females. At the time of independence it was just 16.7% (Males 24.9% and females 7.9%) after 60 years it has touched 74.04% for over all literacy with male literacy as 82.14% and female literacy as 65.46%. Literacy movement launched in the country has played a significant role in this spectacular achievement in literacy apart from efforts from the Govt. in strengthening the formal education in the country.

Total literacy campaign is a boon for those who have been denied opportunities in schooling, for stay-outs, pull-outs and push-outs mainly due to economic factors and so on. Since the growth of literacy and awareness among the people is seen as a measure of indirect support to the alignment of goal of peoples' participation in development (Bhatia, 1991), the research efforts need to mevolve programmes for adult population to be literate along with up gradation of their skills and improvement in their awareness with regard to hard realities of life, emerging socio-economic issues affecting their life and improvement in their psychological make-up to face the uncertainty of the future as well as to prepare their children for better life.

WOMEN LITERACY AND DEVELOPMENT

Since the formulation of the National Policy on Education (NPE), 1986 Government of India, Ministry of human Resource Development, Department of Education, has taken several measures for the promotion of women's education in country. The National Policy on Education (NPE) and programme of Action (POA) commit the entire educational system to work for

women's equality and empowerment. The modified POA (1992) gives high priority to the education of women, being a factor of the equity package. Besides, this issue is also of economic impotence. Education is a major factor in developing and thereby optimizing the contribution of this large segment of society towards socio-economic development. The POA (1992) has identified a number of specific programmes in this area keeping in view the experience in implementing the previous POA.

A heartening feature of the decadal census figures of 2011 has been the improvement in the literacy rate of women as compared to that of men. As per the figures 65.46 percent of women were literate compared to 53.67 percent in 2001. The literacy rate in case of females during 2001-2011 increased by 11.79 percent points as compared to 6.88 percent in case of males. While these figures are still way behind the figures of men, the decadal growth rate of women literacy is higher than that of men.

In the total literacy campaigns the theme of empowerment of women is receiving special focus. Since the female literacy rate in the country is strikingly lower than for men, it happens that the women learners under TLCs outnumber male learners. The social awakening in terms of empowerment of hitherto deprived sections has been significant as evidenced by the movements in some of the districts for payment of fair wages for construction workers, sale of Kharis directly to the workers, closure of liquor shops, and uniform increase in the demand for enrolment of children in all the campaign districts. This is mainly due to the literacy of women. In the adult education and post-literacy education centers special attention was given to enrolment of women. This NSSO survey (1997) led the NLM to conclude that stress on girls and women is paying dividends.

Under the polyvalent adult education programme of Sharamik Vidyapeeths (SVP) during the calendar year 1992 UNICEF provided special assistance to 10 selected Sharmik Vidyapeeths for conducting skill-based literacy programme. One women/girls are to be made literate by each SVP. By the middle of 1993, 10,000 women will not only be made literate but will also be empowered with skill in a popular trade.

A number of specific programmes were launched by the Department for Women's Education and Empowerment. The Mahila Samakhya (Education for women's Equality) was launched in April, 1989 with Duch Assistance. This project was formulated in pursuance of the National policy in Education, 1986. The constraints that have prevented women and girls from assessing educational inputs, is the main focus of the project. This project seeks to begin by addressing issues of self-image and self-confidence of women and societal perception about them. Mahiila Samakhya project presupposes that education can be a decisive intervention towards

women equality. Its overall goal is to crate circumstances to enable women to better understand their predicament, to move from a state of object disempowerment towards a situation in which they can determine their own lines and influence their environment, and simultaneously create for themselves and their family an educational opportunity which serves the process of development.

The NCERT has conducted special programmes on women's education. A programme was also organized by the council in collaboration with Howrah Teachers Forum to prepare a set of guidelines for universalization on primary education for rural girls. Women's interests in Achieving Literacy are because of the desire to help children to study.

The fact that women participate in large numbers in the TLCs can be explained by the high motivational levels for the literacy campaign. There is also another reason and this relates to the 'social sanction' that is obtained for women's participation due to large-scale mobilization that is attempted by the campaign. The reason given by women for joining literacy classes are conditioned by the socio-economic milieu in which they live.

OBJECTIVE OF THE STUDY

1.   To study socio-demographic characteristics of rural neo-literate women.

2.   To study the education a status of children of rural neo-literate women.

3.   To study social and economic awareness among   rural neo-literate women.

4   To study activism among rural neo-literate women.

5   To identify the learning needs of rural neo-literate women.

HYPOTHESIS

1.   There is positive impact of literacy campaign on rural neo-literate women of Himachal Pradesh.

DELIMITATIONS OF THE STUDY

1.   Qualitative approach was used to conduct the evaluation study.

2.   Only rural women were the target population for the present study.

3.   Only neo-literate women were interviewed for the purpose of present study.

4.   The results were analyzed in terms of content analysis using percentages to explain the women's participation and perceptions with regard to literacy and development.

OPERATIONAL DEFINITION OF TERMS

Literacy connotes all activities undertaken by TL and PL programmes of ZSS, Bilaspur as per NLM norms and guidelines.

Development connotes socio-political awareness among learners (neo-literate women) to actively participate in socio-economic development programmes in rural areas (District Bilaspur).

METHODOLOGY

Survey method of research was employed in the present study with a purpose to study the progress, problems and futuristic orientation of literacy campaign in Himachal Pradesh with sepecial reference to women while adopting qualitative approach.

THE SAMPLE

The present field work was conducted in four villages of three panchayats of Bilaspur district. These included Panoh, Fatoh, Amarsingh Pura and Gehrwin. The choice of the field of study was made by considering several factors including the limitation of time and resources at the researcher's disposal. a total of 50 respondents were interviewed. The respondents included women between 31 to 75 years of age from the above four villages.

Table 2

Village Selected for the Data Collection

Name of Village	Panchayat	Proportionate Sample
Panoh	Fatoh	5
Fatoh	Fatoh	20
Amarsingh Pura	Malyawar	12
Gehrwin	Gehrwin	13
Total		50

TOOL

An interview schedule was developed by the investigator for seeking information from the learners. This tool was devised to seek information on issues related to the learner needs, as well as attitude towards social and economic issues of national importance and expectations from the total literacy campaign and was also devised to seek information on the inter-related issues with regard to the enrolled literates, under total literacy campaign.

DATA COLLECTION

The relevant data was collected from the neo-literate women with the help of an interview schedule. The schedule was first pretested before its final action. It was prepared in English. The questions were put to the respondents in Hindi or the local dialect depending on the actual need.

DATA ANALYSIS

Content analysis along with percentages was used to describe the phenomenon of literacy and women development. The issue wise responses were tallied to find out percentages from the total sample for interpretation.

SOCIO-DEMOGRAPHIC CHARACTERISTICS OF RURAL WOMEN

The information given by women respondents to certain socio-demographic characteristics is tabulated and analyzed.

Type of Family

The classification of women respondents in terms of type of family is given is Table 3

Table 3
Type of Family

Type	No.	%age
Joint	30	60%
Nuclear	20	40%

The table 3 shows that 60% women respondents belong to joint family, whereas 40% belong to nuclear family. This implies that the family structure in rural areas is still joint, though nuclear family is emerging in rural life as well.

Educational Status

The classification of women respondents in terms of educational status is reported in Table

Table 4

Educational Status of Respondents

Educational Status	No.	%age
Below Primary	42	84%
Middle	6	12%
Matric	2	4%

It may be seen from table 4 that 84% women are having educational status below primary i.e. they had either left the school before the completion of primary schooling or have become literate because of literacy campaign. Further there are only 12% women who are middle pass and 4% who are matriculate.

Hence it may be concluded that the literacy status of rural women is quite low. However, it is heartening that none of the respondents is illiterate.

The women respondents (n=42) who had to leave their schooling gave certain reasons for drop-out. These are given in Table 5.

Table 5

Cause of Drop-out (n=42)

Causes	No	%age
Due to the long distance from school	2	4.76%
Due to the lack of interest in studies	1	2.38%
Due to early marriage	8	19.05%
Due to the conservative ideas of parents about the girls education	7	16.67%

It is shown in table 5 that the women respondents in rural areas could not complete primary schooling because of

- Early marriage (19.05%)

- Conservative ideas of parents about girl's education (16.67%)

- Long distance (4.76%)

- Lack of interest in studies (2.38%)

Therefore, it may be concluded that rural women had to drop-out from schooling mainly because of early marriage and parental attitude towards girl's education.

Problems during Learning Process

The women respondents who attended the literacy classes were asked: "whether they faced any problem in literacy classes". The results are given in table 6.

Table 6
Problems during Learning Process in Literacy Class (N=42)

Problems	No	%age
No. of problems	27	64.29%
Heavy work load	7	16.67%
Non-cooperation in literacy class	8	19.04%

The large majority of women learners i.e. 64.29% did not report any problem during learning. However, some of women respondents felt the workload to be heavy (16.67%) and non-cooperation in literacy class (19.04%).

This is indicative of the fact that a good number of women respondents (nearly 36%) had a problem during the learning process which was either 'heavy workload' or 'non-cooperation'. This clearly shows that there are in-built problems of voluntary worker's inability to associate positively with the learner.

Age Distribution of Children

The distribution of male and female children of women respondents in different age groups is shown in table 7.

Table 7

Age Distribution of Children

	No. of Male Children						No. of Female Children					
Age	0	1	2	3	4 and above	Total	0	1	2	3	4 and above	Total
20-35	--	2	3	--	--	5	2	2	-	1	-	5
36-50	--	5	15	1	1	22	2	8	8	4	-	22
51-60	--	1	7	8	--	16	2	6	4	2	2	16
61+	1	1	3	1	1	7	3	1	1	2	-	7
Total	1	9	28	10	2	5	9	17	13	9	2	50
%age	2.00	18.00	56.00	20.00	4.00		18.00	34.00	26.00	18.00	4.00	

The table 7 reveals that 56% women respondents have 2 male children and 18% have only one male child. On the other hand, there are 26% and 34% women respondents having two female children and one female child respectively. Further there are 18% women respondents who have no female child. There are only 12 women respondents 24%) who have 3 or more than 3 male children and 11 (22%) have 3 or more than 3 female children.

It may also be observed that there are 2-3 male children in case of women respondents in the age group 36-50. From these results it may be concluded that women respondents have average family size which seems to be higher than the expected small family norms.

Educational Status of Children

The distribution of children in terms of education status is given in table 8.

Table 8

Educational Status of Children

	Male		Female		Total	
Children	No.	%age	No.	%age	No.	%age
N.A	14	23.73	25	40.98	39	32.50
Primary	3	5.08	2	3.27	5	4.17
Middle	9	15.25	8	13.11	17	14.17
High	17	28.81	22	36.06	39	32.50
Graduation	10	16.95	1	1.64	11	9.17
Post-graduation	6	10.17	3	4.92	9	7.50
Total	59		61		120	

The table 8 shows that there are 32.50% children (40.98%) female and 23.73% male) who are still to join school. These are in the age group of 6 or below. In case of remaining children the educational status is mainly (32.50%) high schooling (36.06%) female and 28.81%) male). It is graduation for 9.17% children and post graduation for 7.50% children. However, higher educational qualification seems to be in favour of male children. There is fear of gender bias in the education of children as they move towards higher education.

Still it may also be observed that family's educational status is quite satisfactory for large majority of rural women respondents.

The response of women respondents to the issue of academic support to child education is given in table 9.

Table 9

Academic Help in Study

	No	%age
Yes	11	22.00
No	39	78.00

The table 9 shows that only 11 women respondents have told that they help children in study. There are 78% women respondents who are not in a position to help their children in study. This may be true because of low literacy status of women (mainly being below primary). The low literacy position among women seems to be a hindrance in educability of child.

SCOIAL AWARENESS AMONG WOMEN

The women respondents were requested to give their views in terms of agreement of disagreement with regard to health related issues and women status. The results are given as below.

Health Awareness

The responses of the women respondents with regard to certain health related aspects in terms of agreement/disagreement are given in table 10.

Table 10

Views Regarding Health Awareness (N=50)

Sr. No	Views	Agree	Uncertain	Disagree
1	Adoption of small family norm is good for better life	50	--	--
2	Adoption of family planning practices is against the law of nature	--	--	50
3	It is better to go for regular medical check-up	50	--	--
4	Immunization of child is not necessary	--	--	50
5	Poor health is god gift	--	--	50
6	Is it possible to prevent animal diseases through vaccination	50	--	--
7	The condition of a person's (his/her) present life is determined in what he/she has done in his/her previous birth	--	--	50

It may be noted that all the women respondents have complete agreement on the issues of

- Adoption of small family norm is good for better life.
- It is better to go for regular medical check-up.
- It is possible to prevent animal diseases through vaccination.
- On the other hand, all the women respondents have complete disagreement on the issues of:
- Adoption of family planning practices is against the law of nature.
- Immunization of child is not necessary
- Poor health is god gift.
- The condition of a person's (his/her) present life is determined by what he/she has done in his/her previous birth.

Hence it may be concluded that rural women respondents are quite aware with respect to health related issues and have a faith in modern practices being uses for adoption of small family norms, immunization and preventive measures for better health care.

Women Status

The women respondents' views on certain women issues are presented in tabular form in table 11.

Table 11

Views Regarding Women Status

Sr. No.	Views	Agree	Uncertain	Disagree
1	The system of dowry should be abolished	50	--	--
2	The girls should choose their life partners	--	15	35
3	The girls should themselves have an equal share of ancestral property	9	27	14
4	Women should go in for higher education	50	--	--
5	Women should take up jobs outside the home	50	--	--

Table 11 reveals that all the rural women respondents were in complete agreement with the issues of

- The system of dowry should be abolished

- Women should go in for higher education

- Women should take up jobs outside the home

However, 35 women respondents (70%) were opposed to the issue of freedom to girl child for selection of life partner. Further 14 (28%) were opposed to the issue of share in ancestral property. On the other hand, only 9 women respondents (18%) were in favour of share of girls in ancestral property.

These results are suggestive of the fact that rural women are against dowry and in favour of higher education and employment for girls. However, they are conservative with regard to freedom to girls in selection of life partner and share in ancestral property.

In other words, the women have changed their view on certain women issues and are in a transitional stage on some other women issues.

The source of information and use of media as used in post-literacy phase has been viewed by women respondents. The results are given table 12.

Table 12
Sources of General Awareness
Response

	Yes		No		No Comment	
	No	%age	No.	%age	No.	%age
1. Posters/Hoardings	12	24.00	30	60.00	8	16.00
2. Writing of walls	4	8.00	38	76.00	8	16.00
3. Exhibitions/shows	2	4.00	40	80.00	8	16.00
4. Demonstrations	1	2.00	41	82.00	8	16.00

From table 12 it may be observed that 8 women respondents (16.00%) did not comment at all on the issue of using mass media for various social and political issues. Further large majority of women respondents (60% to 82%) have not seen any poster/boarding, wall writing, exhibition/shows and demonstrations. Only a few women respondents have responded in affirmation regarding exposure to media.

Hence, it may be concluded that mass medial exposure to women is restricted to only a few. All efforts made in this direction during literacy movement seem to have no effect on women. This may be attributed to social taboos attached with women's and of home movement and hence hesitancy to use this source of information rarely. This calls for looking into other strategies for information bombardment including use of electronic media. Moreover, the social awareness among women respondents may be through other traditional modes including male opinion on the pertinent issues. Still there is encouraging response to certain health and women related issues which in an indicator of social change leading to equality.

WOMEN EMPOWERMENT

Literacy leads to empowerment and women being the disadvantaged are victim of low literacy and employment. This contentious issue is analysed by seeking women respondents views on certain essential aspects of human life and problems confronting it.

The responses of women on certain issues of empowerment are given in table 13.

Table 13

Views Regarding Empowerment (N=20)

Sr. No.	Views	Agree	Uncertain	Disagree
1	Hard work does not play	--	--	50
2	Success is impossible without pull	50	--	--
3	Only the rich become richer	50	--	--
4	Man without money and power is bound to fail	50	--	--
5	Education does not help one to come up in life	2	--	48

Table 11 shows that all women respondents agree that;

- Success is impossible without pull.

- Only the rich become richer

- Man without money and power is bound to fail

Also almost all to them (96%) disagree that education does not help one to come up in life.

Further table 14 shows that almost all women have responded that they are being affected by the problems of;

- Poverty.

- Exploitation

- Unemployment

- Corruption.

- Inequality.

- Law and order (crime rate)

- Price rise.

Table 14

Percentage Regarding the Problems

Sr. No.	Problems	Yes	No
1	Poverty.	47	3
2	Exploitation	47	3
3	Unemployment	49	1
4	Corruption.	48	2
5	Inequality.	47	3
6	Law and order (crime rate)	50	--
7	Price rise.	50	--

These results are suggestive of the fact that the socio-political environment is perceived by rural women to be affecting the human life in a negative manner. However, role of education has been realized as a positive measure to develop the person as an effective member in the society.

WOMEN ACTIVISM

The transition of human life in a social set-up to participate in different activities and programmes is a sign of human activism. The women respondents were asked about membership of different committees. The results are given in table 15.

Table 15

Membership of Organizations/Committees

	Yes	No	Total
Mahila Mandal	44 (88%)	6(12%)	50
Parent Teacher Association (PTA)	11 (22%)	39 (78%)	50
Village Education committee (VEC)	--	50 (100%)	50

It may be seen from the table 15 that 88% women are members of Mahila Mandal, whereas only 22% are members of parent Teacher Association (PTA). None of the women respondents is member of village education committee (VEC).

Participation in Mahila Mandals by women is a good sign of women activism, but it is discouraging with regard to PTA and VEC. In other words, lesser participation in educability of children may be due to low literacy status among rural women.

Further women respondents were requested to give their views regarding local leadership and organizations providing help to community at large. The response pattern is given in table 16.

Table 16

Views about Local Leadership and Organizations in General

Sr. No.		Not at all	Some What	Alot
1	Leader know and understand your problems	34	8	8
2	Leaders are trying to solve your problems	36	6	8
3	You have confidence and trust in leaders	36	5	9
4	You are involved indecision-marking as a member of office-bearer	50	--	--
5	You are satisfied with the functioning of organization	47	--	3

It is evident from the table 16 that large majority of women were of the view that local leadership and organizations are not doing any thing worth while to improve the human life, i.e.

- Leader know and understand your problem

- Leaders are trying to solve your problems

- You have confidence and trust in leadership

- You are satisfied with the functioning of organization

Further all the women respondents replied in negative with regard to their participation in decision making process.

These results are a pointer that women have strong view with regard to apathy of local leadership and organizations to provide support and help to women for their expected role in social life. The women's non-involvement in decision making is indicative of the fact that all the programmes taken up during literacy campaign an in development are imposed ones. In other words, it is the failure of literacy campaign to enthuse rural women to take up the cause of self and social development.

HYPOTHESIS TESTING

On the bass of the results of the study, hypothesis "there is positive impact of literacy campaign on rural neo-literate women of Himachal Pradesh" is partially accepted. Hence it may be concluded that literacy campaign has provided some inputs in women development and has failed to bring some other desirable changes in social and economic participation.

EXPECTANCY FROM LITERACY CAMPAIGN/CONTINUING EDUCATION

The literacy campaign is characterized by continuity of efforts in literacy movement which needs strengthening to make it a life long process. The women respondents were requested to give their expectancies from the movement. These were:

- Literacy campaign should be restarted

- There should be paid and regular teacher

- Professional knowledge should be imparted

There were only three responses by women respondents with regard to literacy campaign which pertain to sustainability, structure in the form of permanent paid staff and content of learning material to be skill oriented.

CONCLUSIONS

On the basis of percentage analysis and content analysis of response pattern of women some conclusions may be drawn:

Socio-demographic Characteristics

- Majority of neo-literate women belong to joint family, there by that the family structure in rural areas is still joint, though nuclear family structure is emerging in rural life as well.

- The literacy status of rural women is quite low i.e. below primary.

- The rural neo-literate women had to drop-out from schooling mainly because of early marriage and parental attitude towards girls' education.

- A good number of women respondents had a problem during the learning process, which was either heavy work load or non-cooperation, thereby reflecting that there is an in-built problem of literacy campaign to associate positively with the learners.

- Women respondents have average family size which seems to be higher than the expected small family norms

- Family's educational status in terms of children education is quite satisfactory for large majority of rural women respondents.

- The low literacy position among women seems to be a hindrance in educability of child.

Social Awareness

- Rural neo-literate women are quite aware with respect to health related issues and have a faith in modern practices being used for adoption of small family norms, immunization and preventive measures for better health care.

- The rural neo-literate women are against dowry and in favour of higher education and employment for girls. They are conservative with regard to freedom to girls in selection of the partner and share in ancestral property.

- Mass media exposure to rural neo-literate women is restricted to only a few. The social awareness among women respondents may be through other traditional modes including male opinion on the pertinent issues. Still there is encouraging response to certain health and women related issues which is an indicator of social change leading to equality.

Women Empowerment

- Neo-literate women agree that success is impossible without pull, only the rich become richer, man without money and power is bound to fail, and the women agree on the statement that education does help one to come up in life.

- Almost all the neo-literate women respondent that they are being affected by poverty ,exploitation, unemployment, corruption, inequality, law and order and price rise.

- Socio-political environment is perceived by rural reo-literate women to be affecting the human life in a negative manner. Role of education has been realized as a positive measure to develop the person as an effective member in the society.

Women Activism

- Participation of neo-literate women in Mahila Mandal is a good sign of women activism. Lesser participation in PTA and VEC may be due to low literacy status among rural women.

- The large majority of the rural neo-literate women were of the view tht local leadership and organizations are not doing anything worthwhile to improve the community life.

- All neo-literate women have no kind of participation in decision marking process, which is still male dominated.

- It is the failure of literacy campaign to enthuse rural women to take up the cause of self and social development to the desired level.

- The neo-literate women respondents want literacy movement to gain strength and a permanent feature in the society.

Educational Implications

The findings of the present study-literacy and development of women-are a pointer towards the social, political, health awareness among women. Thus keeping in view the delimitation of the present study, some suggestions for educational implications may be laid:

- The implementing of literacy programme is to cover the illiterates and drop-outs for literacy and strengthening of literacy skills of neo-literates and learners on the other hand. This gigantic task is to be performed by the regular appointed teacher who have reported lack of interest, irregular classes and lack of support from the community leaders for the implementation of different activities in the programmes. Hence the role of ZSS needs strengthening.

- Publicity plays an important part in any programme of non-formal education. The folder should contain the details of the literacy programme that what is going to be happen in the programme and what are the benefits of joining the literacy programme. The central agency should undertake to publicise the programme in an effective way. This calls for environment building component to be then in continuing education programme.

- Neo-literates should be provided a variety of learning experiences other than listening to the teacher. Film shows, exhibitions, excursions, paper reading should be organized to make the learning process more effective. This calls for teacher training which should be undertaken by DIET.

- Voluntary agencies which engage in both literacy and other development education or income generating activities should take the initiative in this field and they should be encouraged by Government and other donors to take up projects specifically devoted to constructing the approach road at the far end of the literacy class, the approach, not to literacy, but to work and/or continued learning. This calls for strengthening of inter-linkages between different agencies such as Rajya Gyan Vigyan Kendra, State Literacy Mission Authority Centre for Adult, continuing, Education and Extension and District Institutes of Education & Training.

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PERCEPTIONS OF M.ED STUDENTS TOWARDS EXISTING M.ED SYLLABUS OF KURUKSHETRA UNIVERSITY

*Nirupma

Education is a tri-polar process. It involves interaction between the Pupils, the Teacher and the Social Environment. The teacher helps to develop the personality of the pupil in the light of the needs of the society. Hence the role of the teacher and his education is the foundation on which the structure of the education of a country is based. Teacher-Education is always held in high esteem by every educated society. It includes the programs for further education of the teacher already engaged in the teaching profession and with the assumption the teaching activity can be improved after undergoing such a program. The well-known Education Commission of 1964-66, under the chairmanship of Dr. D.S. Kothari, commenced the writing of their epoch-making report with a thought-provoking statement: **'The destiny of India is now being shaped in her class rooms'**. But, is it possible under the prevailing conditions? Can the four walls of a classroom really contribute to carve a new destiny for this vast country? If so, how?

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 their education, the quality of their education, in turn, revolves around numerous agencies like home, school, community, cinema, radio, television etc. But, the most significant and pertinent of all these factors is the competence and quality of teachers especially teacher-educators. It is not the brick and mortar of the class room, but the dialogues, rapports and interaction between the pupils and the teachers, all the time developing within its four walls, can make or mar the destiny of those students, and in turn, that of the nation. The efficiency of a teacher in moulding and recasting this destiny, very much depends upon following three factors:

➢ The mental equipment with which he comes to a training institution (i.e. his general education, intelligence, temperament, character etc.

➢ The program of teacher-preparation in the College of Education.

➢ The working conditions and environment in which he serves after his training.

Although all these three constituents appear equally important, yet the second one, concerning the way, the teachers are prepared, is of paramount necessity and significance. For, Cottrell has appropriately adjudged it in the following statement:

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"This is really a task in human engineering, requiring of the teacher's high native ability and sound professional preparation.... He must be scientifically grounded in the subjects to be taught, the understanding of learning processes. He must be an artist in applying these insights to the job at hand, adapting methods constantly to shifting purposes and conditions."   **-- Cottrell (1956)**

This opinion gives rise to a general agreement that a teacher ought to be a skilled artist and ultimately the quality of education in the schools depends, in a large measure, on the quality of teacher education. The Secondary Education Commission (1952-53) too, remarked in the same strains:

"We are, however, convinced that the most important factor in the contemplated educational reconstruction is the teacher – his personal qualities, his educational qualifications, his professional qualities, his professional training and the place that he occupies in the school as well as in the community".   *-- Secondary Education Commission (1953)*

Obviously, the reputation of a school and its influence on the life of the community largely depends on the kind of teachers who can be rightly branded as the corner stones of the arch of education.

Professor Hamayun Kabir rightly stated, "W*ithout good teachers even the best of system is bound to fail. With good teachers even the defeats of a system can be largely overcome"*. Teachers occupy a place of paramount importance in any system of education. No other aspect of education is so vital for its progress as the teachers. They are the pivots of the educational system. It revolves around them. It is they, who have to select and interpret the curriculum and aids of instruction.

They have to influence our boys and girls by their conduct and behaviour. Teachers have a great responsibility at a time when our society is undergoing transformation in re-orienting education to meet national needs. Their task is not confined to preserve, interpret and transmit our culture to the coming generation but also to bring about social change. They have to work as active agents in ushering forth a new social order based on equality, liberty and justice. Indeed, teacher has a stupendous task to perform. If teachers are born and not made then there is no need of teacher training program. A teacher can never teach unless he is prepared for the job. If one does not know the process of learner's psychological behaviour, he cannot teach well.

Teacher education programs are not keeping pace with the changes taking place in school education and new social order. It is under fire from all fronts. Teacher's key role is not being

played effectively. All the Commissions, Committees and Conferences have been advocating, by the beat of the drum, the most needed reforms in teacher education to curb its isolation, to make it practical, to delete the dead lumber from its theory, to make it class room-oriented, to plan it objective-based etc. etc. Even a lay man, the parent of a student looks ghastly over the activities of a teacher and curses the way he has been trained and educated.

After independence, several attempts have been made by the numerous bodies to plug the above weaknesses and frame new curricula teacher education at different levels including at M.Ed. level. The efforts of the National Council of Educational Research and Training (NCERT) and the National Council for Teacher Education (NCTE) have been really commendable in this respect. In this context their publication "Teacher Education Curriculum – A Framework" has been considered relevant. It was prepared by the NCERT. Entire thinking for change in teacher education curricula that has been taking place in various Universities and other agencies has been on the basis of recommendations given in the framework.

An irony of the situation is that teacher-educators have far too long advocated the need to evaluate the curricula in schools without seriously tiding up their own house, so to speak. The times demand that they should think through more thoroughly, why and how they are doing, what they are doing. Hence the need for this study.

STATEMENT OF THE PROBLEM

In the light of the above facts, the investigator has been inspired to conduct a study on the problem that can be stated as under:

"EVALUATION OF EXISTING M.Ed. CURRICULUM OF KURUKSHETRA UNIVERSITY"

OPERATIONAL DEFINITIONS

Some terms occurring in this statement are explained below for the purpose of clarity and understanding.

   e) **EVALUATION**

      It is the process of ascertaining or judging the value of something by careful appraisal on the basis of a particular criterion. For the present study it is an appraisal of the M.Ed. curriculum of Kurukshetra University.

      The study is an evaluation with a critical eye to put forth some constructive and progressive suggestions for the improvement of the curriculum.

f) **M.Ed.:**

It is a comprehensive concept of teacher training. It can be at post graduate level under pre-service or in-service courses. For the present study, it concerns the program for the preparation of teacher-educators provided in Colleges of Education/University Departments of Education.

M.Ed. or Masters of Education is a degree in teacher education. The course is of the one-year duration (in regular mode), open to the B.Ed. graduates with 45% marks in aggregate. This course qualifies the trainees to teach in Teacher Education Institutions.

g) **CURRICULUM**

It is the totality of experiences a learner gets in an institution under the guidance of his teachers. Therefore, it covers curricular as well as co-curricular activities. For the present study the curriculum involves:

1. Courses of study i.e. theory papers
2. Dissertation Work
3. Field Work

h) **KURUKSHETRA UNIVERSITY**

It is one of the Universities of Haryana State, situated in Kurukshetra District.

OBJECTIVES OF THE STUDY

The study has been planned, designed and conducted to achieve the following objectives:

4. To study the perceptions of the teacher educators i.e. the faculty members from University Deptt. of Education and Colleges of Education, about the effectiveness of existing M.Ed. curriculum of Kurukshetra University.

5. Secondly, to scrutinize the perceptions of M.Ed. students about the utility of their training in facing new situations in the area of Teacher Education.

6. Lastly, in the light of above perceptions from teacher educators and teacher trainees, to suggest guidelines for the improvement of M.Ed. curriculum of Kurukshetra University.

In a nutshell, the study aims at improving the M.Ed. curriculum of Kurukshetra University.

THE SAMPLE

A sample of 30 teacher educators and 300 M.Ed. students was selected.

TOOLS EMPLOYED

For every type of research we require certain instruments to gather factual material, or to explore new fields. The instruments thus employed as means are called tools. The selection of suitable tools is of vital importance for successful research. Like the tools in the carpenter's box, each research tool is useful for a given purpose. For the present study following tools were considered appropriate and employed for the collection of necessary data:

3. Questionnaire
4. Interview

DEVELOPMENT OF THE QUESTIONNAIRE

A good questionnaire is a list of well-selected and well-framed questions for the respondents to answer. It is designed with a purpose and seeks to elicit information relevant to that purpose.

A detailed questionnaire, titled **"Evaluation of Existing M.Ed. Curriculum of Kurukshetra University'** was developed taking the help of concerned persons, with following aims in views:

1. To have a critical appraisal of the M.Ed. curriculum of Kurukshetra University, prescribed for 2012 examinations.

2. To study the reactions of teacher educators and pupil teachers about this M.Ed. curriculum.

3. In the light of above, to filtrate the curriculum, by removing the dead wood and suggest measures for its improvement.

The investigator in consultation with the supervisor prepared the questionnaire for the present study. Same questionnaire was used for getting the opinions of Teacher educators, as well as M.Ed. students. The questionnaire was divided into three main parts as detailed below:

1. Courses of study i.e. theory papers.
2. Dissertation Work
3. Field Work

Each of these parts has a number of statements. Five point scale viz. 'Most Useful', 'Useful', 'Undecided', 'Useless', 'Most Useless' was given against most of the statements. The respondents were asked to go through carefully and tick (✓) the suitable option provided against each statement.

List of the optional papers was provided to the respondents for giving rank order to each paper, keeping in mind the usefulness of the paper.

Some questions were constructed on a Yes/No scale. Some probing questions were also asked and the comments of the respondents were also invited. At the end personal data was asked.

THE INTERVIEW

With a view to supplement the data collected through the questionnaires and to develop further probing and insight into the reactions of the respondents, face to face interactions or individual interview with some selected ones was employed as a research tool.

A simple, brief and pertinent interview schedule was designed on the basis of the needs emerging out of data available through the questionnaire. The contents of the schedule were discussed with the guide and some teacher educators before its finalization.

The interview was administrated upon ten per cent of the respondents of the questionnaire.

SCORING

Scoring was done by taking down the responses from the questionnaire in terms of tallies. For scoring the scale, a 5-point scoring scheme as suggested by Renvish Likert was followed which is as under:

Numerical Value	Degree of Agreement
5	Most Useful
4	Useful
3	Undecided
2	Useless
1	Most Useless

STATISTICAL PROCEDURE

The data obtained from the questionnaire was analyzed by making use of percentages. In addition to this, statistical technique of rank order correlation was used in the statements comprising five point scale viz. 'Most Useful', 'Useful', 'Undecided', 'Useless', 'Most Useless'. Total score of each topic was counted. The scores thus obtained were ranked for teacher educators and M.Ed. students separately. Again, on the basis of total scores, the responses of Teacher Educators and M.Ed. students were also compared.

Spearman rank order coefficient of correlation:

p $=$ 1- {6 D^2/ N (N^2-1)}

D $=$ the difference between paired ranks.

D^2 $=$ the sum of the squared differences between ranks.

N $=$ number of Paired ranks.

p   =   r when rank are treated as scores. The measurement of r was done in terms of verbal description as given by **Garret**:

r from 0.00 to ± 0.20 denotes indifferent or negligible relationship;

r from ± 0.20 to ± 0.40 denotes low correlation; present but slight;

r from ± 0.40 to ± 0.70 denotes substantial or marked relationship;

r from ± 0.70 to ± 1.00 denotes high to very high relationship.

Major Findings (Responses of M.Ed. students)

Regarding the M.Ed. curriculum of Kurukshetra University, M.Ed. students feel that:

Paper I

(PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION)

f. **Useful topics (Rank wise)**

- Contributions of Indian Thinkers: - Vivekananda, Aurobindo, Tagore and Gandhi
- Meaning and function of Educational Philosophy, Relationship of Education and Philosophy
- Concept and Nature of Educational Sociology and Sociology of Education, Relationship of Sociology and Education
- Education as related to Social Stratification and Social Mobility
- Education and Democracy: Constitutional Provisions for Education, Nationalism and Education; Education for National Integration and International Understanding
- Education as related to Social Equity and Equality of Educational Opportunities
- Education and Social Change: Meaning, Nature and Factors determining Social change, Constraints of social change in India: Caste, Ethnicity, class, language, religion and regionalism
- Education of Socially and Economically Disadvantaged sections of society with special reference to scheduled castes and scheduled tribes, women and rural populations
- Indian Schools of Philosophy – Vedanta, Sankhya, Buddhism with special references to the concept of reality, knowledge and values and their educational implications

- Western schools of Philosophy: - Idealism, Realism, Naturalism, Pragmatism, and Existentialism with special reference to the concepts of reality, knowledge and values, their educational implications for aims, contents and methods of education

- Modern Concept of Philosophy:- Logical analysis, logical empiricism and positive relativism

- Education; Economic Growth and Development: Concept of education as investment; education and modernization; education in the local and global perspectives: implications of globalization for system of education

g. Useless topics   Nil

h. This paper should be retained as such.

Paper II

(ADVANCED EDUCATIONAL PSYCHOLOGY)

b. Useful topics (Rank wise)

- Relationship of Education & Psychology, Scope of Educational Psychology, Methods of Educational Psychology:- (Experimental, Clinical, Differential)

- Personality

- Learning

- Intelligence

- Individual Differences

- Creativity

- Concept of Growth and Development

- Motivation

- Hull's Reinforcement Theory

- Gifted and Mentally Retarded

b. Useless topics   Nil

c. This paper should be retained as such.

Paper III

(RESEARCH METHODOLOGY AND STATISTICS IN EDUCATION)

d. Useful topics (Rank wise)

- Research Report

- Tools and Techniques of Data Collection

- Nature and Scope of Educational Research

- Sampling

- Formulation of Research problem

- Major Approaches to Research

- Measures of Relationship and NPC

- Descriptive Statistics

- Non-Parametric Tests: Chi-square Tests of Equality and Independence: Concept, Computation, and uses

- Inferential Statistics

e. Useless topics   Nil

f. This paper should be retained as such.

Paper IV

(COMPARATIVE EDUCATION AND CURRICULUM DEVELOPMENT)

a. Useful topics (Rank wise)

- Factors influencing education system

- Concept, aims and scope of Comparative Education

- Curriculum: Concept, Factors affecting Curriculum Development: Philosophical, Psychological, Sociological and Discipline Oriented Considerations

- Secondary education in U.K., U.S.A. and India. Vocationalization of Secondary Education in U.K., U.S.A., Russia and India

- Higher Education in U.S.A., U.K. and India

- Approaches to comparative education: Historical, Philosophical, Sociological and Problem Approach

- Curriculum Development, Different Models: Administrative, Grass Root, Demonstration and System Analysis

- Educational Administration in U.K., U.S.A. and India

- Elementary Education: Concept of Universalization, its implications for Indian education, District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan (SSA). Primary education in U.S.A., U.K. and India (Aims, Content, Methods of instruction and Evaluation system

- Distance Education: its needs and various concepts with reference to U.K., Australia and India
- Curriculum Evaluation in terms of learning outcome: Concept, Formative and Summative Evaluation, System of according marks, ratings and grades, Interpretation of Evaluation Results

b. Useless topics   Nil

c. This paper should be retained as such.

Paper V (Optional Paper)

Rank wise list of all the optional papers on the basis of the responses of Teacher educators is as under:

Paper	Rank
Environment Education	1
Special Education	2
Distance Education	3
Teacher Education	4
Computer Educational	5
Educational Measurement and Evaluation	6
Value Education and Human Rights	7
Adult and Continuing Education	8

Paper VI (Optional Paper)

Rank wise list of all the optional papers on the basis of the responses of Teacher educators is as under:

Paper	Rank
Educational and Vocational Guidance	1
Educational Technology	2
Management and Administration of Education	3
Advanced Statistical Methods in Education	4
Economics of Education and Educational Planning	5
Mental Hygiene and Education	6
Yoga Education	7

Paper VII (Dissertation and Field Work)

M.Ed students are of the view that this paper should be retained as such.

ROLE OF VARIOUS AGENCIES

On the face of the research findings, it is most essential to view the implications of its major recommendations in the light of the role being played by various agencies. Obviously, therefore, in order to make the most of the investigation in hand, a few suggestions in connection with the constructive role to be played by the agencies are discussed below:

1. Kurukshetra University, Kurukshetra

The present study is 'Evaluation of existing M.Ed. curriculum of Kurukshetra University'. In a way, the job of the Kurukshetra University has been undertaken by the investigator. It is, therefore, implied that the Kurukshetra University would consider its findings and recommendations and take steps to implement the same for the revision of the existing M.Ed. curriculum.

2. National Council for Teacher Education (NCTE)

National Council for Teaching Education has been established by the Government of India for maintaining the standards in teacher education in the country and to maintain the sanctity of the high standards in teacher education. This national body is responsible to maintain standards in teacher education curriculum as well as to review the teacher education curriculum framework in the light of experiences of implementation, new trends and developments. Therefore, it is implied that the NCTE, to make the M.Ed. curriculum more relevant, should carefully discuss the recommendations of the present study.

RECOMMENDATIONS FOR FURTHER RESEARCH

The present investigation has certain limitations and this area of research needs more explanation. On the basis of this intensive study in the area of evaluation of M.Ed. curriculum, the investigator would like to highlight some problems of research that may be examined by the researchers:

    d. A comparative study of M.Ed. programme of the universities of Haryana.

    e. A comparative study of M.A Education programme of the universities of Haryana.

    f. An evaluation of M.A Education curriculum of Kurukshetra University.

    g. An evaluation of M.Phil Education curriculum of Kurukshetra University.

EPILOGUE

The present research endeavours to scan the evaluation of existing M.Ed. curriculum of Kurukshetra University has flashed a silver lining and sparked a new hope by bringing to light some terrible fallacies and short-coming of the programme and offering new direction for a change. It can be said with confidence and certainly that the research of this nature has pertinent

implications of Kurukshetra University. Since the study concerns the valuation of M.Ed. curriculum, it is, in a way assisting Kurukshetra University in performance of its function. Therefore, it is implied that this well-known seat of learning will take immediate step for the implementation of the findings of the research.

In the end, the investigator strongly feels that all her most strenuous research effort will be genuinely rewarded, and the exorbitant amount of money spent for the project will be doubly returned, if this report is not allowed to be pigeon-holed or to simply decorate an open-shelf of the University Library, but is deliberated upon for prompt action. Kothari Commission as has appropriately marked it**:**

<div align="center">

The real need is action

The poignancy of the situation and the

grim times we are passing through

under-score this sample by vital face.

</div>

A STUDY OF TEACHER'S EFFECTIVENESS IN RELATION TO THEIR VALUES

*Dr. Dhiraj Walia

INTRODUCTION

In educational process, a good and effective teacher occupies a place of tremendous importance. Teaching at present has made the work of the teacher more challenging and difficult. The pivotal role of a teacher in nation building is universally recognized. Teachers prove the way for enlightened society. So, only effective teachers do it effectively. An effective teacher may be understood as one who helps in a development of basic skills, proper habits, desirable value judgment and adequate personal adjustment of students.

Teacher effectiveness means perfection, the optimum level of efficiency and productivity on the part of the teaching. It refers to the height of maturity and learning indicating that teacher grows with experience and learns more and more. He is able to perform his best in the process of education.

Values are attributes that spring from the sublimity of soul. Values are attitudes that confer on man. Value in short, shapes the moral personality of individual. They enhance the finer side of his potential. Values are considered as potent determination of human behaviour. Values refers to object that human being consider desirable and worthy of pursuit in their thoughts, feelings and actions.

Value education means inculcating in children a sense of humanism, a deep concern for the well being of others and the nation. This can be accomplished only when we instill in the children a deep feeling of commitment to values that would build this country and bring back to the people pride and assure progress.

Teachers are the main instruments to inculcate values to the students. Because the children consciously or unconsciously imitate the values, ideas and habits of teachers, so a study of values of teachers is all the more significant. That is why the researcher chose the present problem for investigation.

The Problem of the Study:

"A Study of Teacher's Effectiveness in Relation to Their Values"

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Operational Definition of Key Terms:

Teacher Effectiveness: The effectiveness of a teacher is in doing his/her work efficiently i.e. teaching. The teacher who teaches properly keeping in mind the level of students and their interests is an efficient teacher.

Values: "The term value means the relative importance of the subject's interests or the dominant interest in personality" **-Allport**

Objectives:

- To study the relationship of teacher's effectiveness with their values.
- To study the relationship of teacher's effectiveness and their values in case of male and female teachers.

Hypotheses of the Study:

- There is no significant relationship of teacher's effectiveness with their values.
- The relationship of teacher's effectiveness and their values does not differ significantly in case of male and female teachers.

Sample:

The sample of 120 teachers (60male and 60 female) was selected randomly from the govt. schools of Ambala.

Tools Used:

In the present study for the purpose of data collection tools used are-

- "Teacher effectiveness Scale" constructed by Dr. Pramod Kumar and Prof. D.N. Muthu**.**
- "A new test for study of values" constructed by Km. Shashi Gilani.

Statistical Techniques Used:

To find out the result of significance, the **correlation** technique was used.

Delimitations of the Study:

The present study is delimited to 120 teachers (60male and 60 female) working in Govt. Sec. Schools of Ambala.

Tables Showing the Findings:

TABLE A

Correlations of teacher effectiveness with their values:-

Dimension	Value of r	Level of Significance
Aesthetic value	0.210	Significant
Theoretical value	-0.021	Not Significant
Religious value	0.207	Significant
Political value	-0.060	Not Significant
Social value	0.293	Significant
Economic value	0.222	Significant
Hedonistic value	-0.016	Not Significant

The table A clearly reveals the correlation of teacher effectiveness with various values. It is evident from the table that teachers' effectiveness has significant relation with Aesthetic Religious, Social and Economic values. Whereas not significant relation with Theoretical, Political and Hedonistic values.

TABLE B

Correlations of teacher effectiveness and values for male teachers:-

Dimension	Value of r	Level of Significance
Aesthetic value	-0.064	Not Significant
Theoretical value	0.100	Not Significant
Religious value	0.481	Significant
Political value	-0.098	Not Significant
Social value	0.354	Significant
Economic value	-0.008	Not Significant
Hedonistic value	0.321	Significant

The table B clearly reveals the correlation of teacher effectiveness with various values. It is evident from the table that teacher effectiveness has significant relation with religious, social and hedonistic value in case of male teachers. Whereas aesthetic, theoretical, political, economic values are not significantly related with teacher effectiveness**.**

TABLE C

Correlations of teacher effectiveness and values for female teachers:-

Dimension	Value of r	Level of Significance
Aesthetic value	-0.054	Not Significant
Theoretical value	0.097	Not Significant
Religious value	0.400	Significant
Political value	-0.090	Not Significant
Social value	0.350	Significant
Economic value	-0.007	Not Significant
Hedonistic value	0.319	Significant

The table C clearly reveals the correlation of female teacher effectiveness with various values. It is evident from the table that teacher effectiveness has significant relation with Religious, Social and Hedonistic value in case of female teachers. Whereas Aesthetic, Theoretical, Political and Economic values are not significantly related with teacher effectiveness.

Findings of the Study:

- It was found the relationship of teacher effectiveness with the values has positive relation with aesthetic, religious, social and economic values. Whereas negative relation with theoretic, political and hedonistic values.

- It was also found that in case of male religious, theoretical, political and social have positive relation whereas aesthetic, economic and hedonistic have negative relation.

- It was also found that in case of female religious, social, economic and theoretical have positive relation and aesthetic, political and hedonistic have negative relation.

Educational Implication:

In educational process, a good and effective teacher occupied a place of tremendous importance. An effective teacher may be understood as one who helps in a development of basic skills, understanding, proper habits, desirable attitude, value judgment and adequate personal adjustment of the students. An effective teacher must have a current, through knowledge of the subject matter, show interest in teaching and have an enthusiasm for the subject. Effective teaching depends upon human qualities inherent in the teacher. Values have very important place in the life of an individual. They help in shaping the personality of an individual. Values are embedded in the

educational system. Hence it is very important that right kind of values be given to the students. For this, it is necessary that the teachers should act as a role model for the students.

Thus this study can help a lot in improving the system of education as teachers are the main pillars of education system. The teachers who have good values can make teaching interesting and effective and help build better citizens of the nation. This type of study shall be helpful in developing values among teachers.

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CONTINUOUS AND COMPREHENSIVE EVALUATION: REDEFINING THE ROLE OF TEACHERS

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ABSTRACT

Evaluation at the secondary level has always been on the priority list of researchers in order to bring constructive changes in the quality of education to produce personnel who are globally competitive. This aim is very challenging as it demands lot of planning and changes in the traditional system of evaluation which suffers from some serious limitations. These limitations have given birth to the idea of a modern system of evaluation called continuous and comprehensive evaluation. With the advent of this system, the role of teachers has also undergone drastic transformation. They have to play a much more active role in assessing the scholastic and non-scholastic areas throughout the year. In the present paper, the researchers seek to analyze the changing role of teachers in the effective implementation of continuous and comprehensive evaluation programme in schools.

Keywords: Continuous and Comprehensive Evaluation

INTRODUCTION

All round development of the child is the dynamic trend in the new educational system (Bhattacharjee & Sarma, 2010). The basic aim of schooling is to prepare the students for the challenges of life and to acquire the basic skills which will help them to become contributing members of the society. A holistic approach to education is a pre-requisite for realizing his aim, stressing on all aspects including physical, mental, moral, intellectual, emotional and social aspects and not just the academic performance. Numerous novel methodologies are being tested and tried in order to make education 'child-centered'. Teachers aim to make children discover the inherent abilities through various activities. Teacher is supposed to play a supportive role in

development of a child by creating favorable atmosphere for learners in which they can enrich themselves to the fullest. Making the students intelligent, socially responsible, emotionally stable,

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physically sound and morally sound demands a wide variety of activities in the educational process and their reliable evaluation thereof. Therefore curriculum designers have advised to give emphasis on both scholastic and co scholastic areas. It is for this reason that traditional evaluation is subjected to rapid changes. The students are desired to be freed from the fear of the session ending examinations, where they were adjudged on the basis of a single exam conducted at the end of the academic session. Continuous and Comprehensive Evaluation is one of the important products of this research. In this system of evaluation, the students are assessed throughout the year in all activities they perform in the school, including the scholastic and non-scholastic activities.

Evaluation is an important part of the school functioning as it decides the achievement or non-achievement of educational objectives. It decides the effectiveness of teaching-learning process and its impact on the learners. It is best seen as an essential part of teaching. It is a process by which the teachers judge the effectiveness of their efforts and sort out the ways and means through which they can bring about improvement in students' learning and retention through desirable changes in teaching methodology, methods of assessment and presentation of content.

There are two basic purposes of evaluation. One is to identify weaknesses in the teaching-learning process in order to bring about steady progress in the educational output. This is termed as formative evaluation. The other purpose is to make an overall assessment of the teaching process. This is termed as summative evaluation. Summative assessment is an indicator of academic success of the teachers as well as that of the students. From the education point of view, both formative and summative evaluation assumes equal importance. Formative evaluation helps in assessing each and every activity of the student and to help in better summative assessment. A system which is based only on summative evaluation is likely to produce undesirable results in the form of non-realization of educational aims, neglecting of co-scholastic areas and monotony in teaching methodologies.

CONTINUOUS AND COMPREHENSIVE EVALUATION SYSTEM

Of all the changes taking place in the education system of India, the most prominent change is the change in the Evaluation system. Evaluation is the heart and soul of any education system. Without evaluation, there can be no measurement of learning. Constructive methods of evaluation can work wonders in making the education system realistic and progressive. On the other hand, a faulty evaluation process might misdirect the efforts of teachers and administrators. The examination system in India has failed to realize the aim of all-round development of students. This is the reason that Continuous Comprehensive Evaluation has been emphasized in National

Policy on Education (1986) and the National Curricula Framework (2005). Evaluation at the secondary level has always been on the priority list of researchers in order to bring constructive changes in the quality of education and to produce personnel who are globally competitive. This aim is very challenging as it demands lot of planning and changes in the traditional system of evaluation which suffers from some serious limitations. These limitations have given birth to the idea of this modern system of evaluation.

Limited techniques of evaluation do not identify learner's level of attainment (http://www.ipskwt.com/CLASSES%20VI%20TO%20VIII.pdf). Evaluation practices in schools have often been criticized for evaluating only the scholastic areas, thereby neglecting the unique skills child may possess, may it be in arts, sports, literature or drama. Personal development of the child according to his/her abilities and capabilities should be the main aim of evaluation processes in the schools. CCE has sought to remove this drawback of traditional evaluation by including the evaluation of co-scholastic area as well. This assessment system is designed to replace standardized board examination testing by evaluating students based on academic and personal progress from the start of their education to its completion, or kindergarten through high school graduation (Jennifer, 2011).

By 'Continuous', we mean the regularity in the assessment of the child, i.e. he/she has to be assessed throughout the year, not just at the end of the session. By 'Comprehensive', we mean that the assessment process should cover both the cognitive and non-cognitive domains. All the aspects of growth and development of the child are covered in comprehensive evaluation including physical, intellectual, emotional and social. By Evaluation', we mean finding the extent to which the objectives of the teaching-learning process are achieved.

Comprehensive evaluation means the summative assessment of cognitive abilities as well as the non-cognitive aspects like habits, cleanliness, punctuality, cooperation and other qualities. The comprehensive evaluation helps in the monitoring of teaching-learning process, promotion of students to higher grades and also contributes to higher teacher accountability. It is a developmental process of assessment which emphasizes two fold objectives. These objectives are (a) continuity in evaluation and (b) assessment of broad based learning and behavioral outcomes (http://indianschool.com/circulars/ 2010/pdf/CCE_Final_[1].pdf). Teachers can modify their pedagogical strategies to include the construction of remediation activities for pupils who are not

working at the expected grade level and the creation of enrichment activities for pupils who are working at or above the expected grade level. (http://www.equip123.net/EQ_Review/1_1.pdf)

So, Continuous and comprehensive is an effective process to provide a comprehensive profile of the students through periodic assessment of scholastic and co-scholastic activities which the learner performs during the entire academic session in the school. CCE aims at making the process of evaluation distributed over time and not restricted to the end of the session. CCE helps in bringing about a paradigm shift from examination to effective pedagogy. It diagnoses the learning gaps of students and offers corrective measures before final assessment (formative assessment) is done. Thus the learner gets better opportunity to rectify and work upon the areas in which he/she lacks.

OBJECTIVES OF CONTINUOUS AND COMPREHENSIVE EVALUATION

The continuous and comprehensive evaluation was initiated based on the recommendations to reform evaluation practices in school education by National curriculum for elementary and secondary education – a framework (1988) as:

- Defining minimum levels of learning at all stages of education while evaluating the attainment of children
- Attaining mastery level in all competencies.
- Broadening the scope of learners' assessment by way of including the assessment of psychomotor skills and socio-emotional attributes.
- Aiming at qualitative improvement in education through valuation.
- Using grades instead of marks
- As feedback mechanism for the benefit of teachers, learners and parents providing timely corrective measures for improving attainment level of students.
- Using various tools, techniques and modes of evaluation such as paper, pencil test, oral testing, observation schedules, rating scales, interviews and anecdotal records, individual and group evaluation methods at different stages. Maintain comprehensive student portfolios based on observational and situational tests.
- Reducing undue emphasis on paper pencil tests in evaluation process.
- Using more and more informal means of testing to reduce the anxiety and fear of the examinees.
- Laying more stress on informal and child friendly methods of testing.

- Recording of evidences regarding psychomotor skills related to co-scholastic areas such as work experience, art education and physical education.

- Preparing a profile of the growth and development of every learner.

- Every school may do planning of a detailed scheme of evaluation in view of the minimum learning outcomes coupled with content.

- Evaluation of the key qualities like regularity and punctuality, cleanliness, self-control, sense of duty, desire to serve, responsibility, fraternity, democratic attitude and sense of obligation to environmental protection.

- Participatory and humane evaluation.

- Continuity of evaluation through periodical assessment of learning to be utilized for diagnosing the areas of difficulty and arranging remedial instruction.

- Demystification of evaluation process for making it transparent by taking parents and community into confidence.

- Communication of the evaluation outcomes in a positive manner.

- Developing competence for self-evaluation keeping in view the maturity level of children.

WHAT TEACHERS SHOULD DO FOR EFFECTIVE IMPLEMENTATION OF CCE?

A nationwide survey of the Comprehensive and Continuous Evaluation (CCE) scheme has thrown up significant findings. Two years after CBSE introduced CCE system, a staggering 67% of the teachers are still grappling with it, while 58% of them have a negative or indifferent approach towards it. The only stakeholders of the scheme who are in favour of it are the students — 64% of the students from the surveyed schools find the new system better (Times of India, Sept. 29, 2011). The teachers have to play some significant roles in carrying out the continuous and comprehensive evaluation up to a satisfactory level. Under this system, they are desired to:

- **Understand the Objectives of CCE:** The teachers need to understand what this system of evaluation seeks to change and achieve. Assessment of co-scholastic activities is one of the most important characteristics of CCE. Understanding of the objectives will channelize the efforts of teachers and ensure that constructive results are obtained from it.

- **Understand the Scholastic and Co-Scholastic Areas in which Assessment is to be Done:** Central Board of Secondary Education has given a list of scholastic and co-scholastic areas in which assessment needs to be done. Teachers need to know these areas

and sort out different strategies to make a reliable assessment. Assessment of co-scholastic areas is a challenging job and demands a lot of effort on part of the teachers.

- **Implement CCE in the Classroom and Enumerate the Problems Encountered:** Teachers are entrusted with the important job of implementing the system of evaluation in the classroom. They have to understand how CCE differs from traditional evaluation. Students' competencies are to be assessed through variable methods including observation, personal records and tests. They need to make a note of the problems they encounter during its implementation so that desirable changes can be brought about.

- **Maintain Records of Continuous Assessment of Competencies of Learners:** For making any interpretation of the performance of the students, the teachers need to maintain a comprehensive record of the scholastic and co-scholastic achievements. These records include performance in formative tests, assignments, projects along with co-curricular activities, sports, punctuality, cooperation, social progress etc. Some of these competencies are hard to judge. This record will enable the teachers to direct the efforts of the students according to his/her capabilities.

- **Identify Learning Difficulties among Students:** As in the case of traditional evaluation, teachers continue to identify the difficulties encountered by the students while being evaluated continuously and comprehensively. Teachers must observe these difficulties and alter the methodologies according to the learning needs of the students.

- **Select Various Media and Materials to Develop an Effective Support System:** For realizing the objectives of CCE, the support system in the form of quantitative evaluation, observation techniques, cumulative record sheets, teaching aids etc. has to be equally strong. Teachers should have access to these materials in order to use the multimedia approach in teaching and learning.

- **Improve Instructional Strategies for Better Quality in Teaching-Learning Process:** CCE aims to make the teaching-learning process child-centered. Hence the teachers now face the challenge of altering their teaching strategies according to the needs of the students. This is required to ensure that the instructional objectives are met.

- **Hold Frequent Meetings with Parents Regarding their Wards' Progress and Seek Cooperation:** In traditional evaluation, parents were interested more in the results of the session ending examinations. But in CCE, the students are being evaluated periodically and comprehensively. The teachers have to aware the parents about the progress of their wards

and also counsel them about the shortcomings. The aims of CCE can be realized through cooperative and purposeful effort on part of the parents and teachers.

- **Diagnose the Performance of Students:** Students differ on each and every aspect of scholastic and co-scholastic areas. Through CCE, teachers can detect under performances through a variety of tools for formative evaluation. Depreciation in the performances in any area can be noticed by observing the patterns. Accordingly, teachers can take decisions about the diagnostic measures to be taken in order to rectify the negative deviations.

- **Comprehensive Evaluation of Personality Traits and Attitudes:** Personality is composed of a mixture of numerous traits. Attitudes and interests form an integral part of it. CCE. Traditional evaluation does not allow comprehensive assessment of all the traits of the learner. The affective and psychomotor aspects are neglected. CCE gives an opportunity to study the learner as a whole. Therefore, personality can be assessed in a more reliable manner. Parents can be made aware of the negative deviations in the personality thereby suggesting them the ways and means of rectifying them. For this to generate good results, teachers have to maintain records of learners through observation and other assessment techniques.

- **Make Data Available for Continuous Feedback and Decision-Making:** By having a comprehensive record of the learners, teachers can create a large database of characteristics. For example, students who are good orators, good artists, good handwriting etc. can be identified with lesser effort. This data can be used in selecting students for various activities like competitions. Therefore the teachers have the unique role of providing a ready-to-use database for feedback and for effective decision-making.

- **Monitor the Competencies in which the Learners Excel:** All students are not intellectually sound. In traditional evaluation, very little stress is given on these students. But in CCE, teachers have to take care and make a note of the competencies of such students. For example, a student can be very good in dramatics. So he/she has to be given opportunities to develop his potential. Thus, the teachers are also expected to produce quality professionals in various fields like arts, craft, sports, literature, dramatics and so on. Monitoring these competencies will make education child-centered and enable him to develop according to his/her own potentialities.

Apart from the above, teachers have to carry out a number of tasks which will go a long way in ensuring the success of continuous and comprehensive evaluation. Some of them include remedial

teaching, providing opportunities for self-evaluation of students and peer evaluation, strengthen the evaluation procedure for better outcomes and realization of aims of evaluation, analyze and evaluate strategies used by educators for ensuring justice to all types of learners (Thiagarajan, 2011), create awareness about the new grading system, interpret the results of evaluation and draw out meaningful conclusions from it, measure the performance according to set goals or standards, set realistic and achievable goals both for themselves and the students, enhance real-life applicability of evaluation, remain equitable and fair in assessing the competencies, maintain an equilibrium between teaching and assessment.

CONCLUSION

Whenever we talk of evaluation, we immediately think of the measurement of knowledge and understanding by means of organized tests and examinations. Through these traditional evaluation methods, higher mental abilities and skills are not measured. Measurement or monitoring of non-cognitive traits like attitude, interests, social qualities, punctuality, cooperation, work habits of students are hardly carried out. Evaluation is an important part of curriculum. It has undergone tremendous favourable change in recent years. A student may not be good in academics, but can work wonders in a co-scholastic area. The aim of all round development of an individual gets larger attention through CCE. The academicians and administrators are making efforts to make education child-centered and purposeful. With the introduction of continuous and comprehensive evaluation, teachers have to play a more significant and decisive role. Earlier the focus was on setting question papers, marking and conveying the results, but now they have to work round the year to assess the competencies of students both in scholastic and non-scholastic areas. The teacher helps the learners to acquire the skills through continuous assessments by conducting written, oral & performance tests in scholastic areas & following the continuous observation & interactional techniques in the co- scholastic areas (Jadal, 2011). It has made the role of teachers more challenging because different specific areas of a student's growth need different types of evaluation through different techniques.

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AN EVALUATIVE STUDY OF EDUSAT PROGRAMME IN SCHOOLS OF HARYANA

*Mr.Rajender Kumar   ***Akwinder Kaur*

INTRODUCTION

'EDUSAT' or 'GSAT-3' and 'The Education Satellite' was launched by Indian Space Research Organization (ISRO) on 20th September, 2004. EDUSAT is the first Indian Satellite built exclusively for serving the education sector offering an interactive satellite based distance education system for the country. It is specially configured for the audio-visual medium, employing digital interactive classroom and multimedia multi-centric system. EDUSAT is primarily meant for providing connectivity to schools, colleges and higher levels of education and also to support non-formal education including developmental communication.

Launching of EDUSAT:

The 1950 kg EDUSAT is launched from Satish Dhawan Space Centre (SDSC), Sriharikota, at 4:01 pm into a Geosynchronous Transfer Orbit (GTO) by ISRO's Geosynchronous Satellite Launch Vehicle (GSLV). From GTO, EDUSAT will reach the 36,000 km high Geostationary Orbit (GSO) by firing, in stages, its on board Liquid Apogee Motor (LAM). In GSO, the satellite will be co-located with KALPANA-1 and INSAT-3C satellites at 74 deg East longitude. Compared to the satellites launched in the INSAT series so far, EDUSAT will have several new technologies. The spac)ecraft is built around a standardized spacecraft bus called I-2K. It has a multiple spot beam antenna with 1.2 m reflector to direct precisely the

Ku-band spot beams towards their intended regions of India, a dual core bent heat pipe for thermal control, high efficiency multi-junction solar cells and an improved thruster configuration for optimized propellant use for orbit and orientation maintenance. The satellite uses radioactively cooled Ku-band Traveling Wave Tube Amplifiers (TWTAs) and dielectrically loaded C-band DEMULT IPLEXER for its communication payloads

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EDUSAT IN HARYANA

Haryana was created in 1966 when it was carved out from Punjab. The state has progressed a great deal since then and has, in fact, made out a place for itself in the coming of all the States and UTs, in India in many spheres including education with many innovative practices like **'EDUSAT'** '**Semester System**' ' **Progress Based Learning**' and various kinds of incentives, especially to weaker section and disadvantaged group of the society.

As regards SSA, it has been found in a study on the basis of data provided by NUPEA that Haryana ranks 4th (with 0.753 value) in EDI among 21 major states of India. It has also been found in a study that Haryana fares well in the areas of infrastructure in Primary & Upper Primary School when compared to neighbouring states in H.P and Punjab. But it is also an admitted fact that the State has not been quite upto the mark in outcomes despite an insignificant number of single teacher schools and provision of infrastructure. The State appears to be deficient in area of traning of teachers, work culture and performance especially at grass root level.

The Haryana Initiative (2006), The Haryana Government had launched the biggest initiative in the country in the **EDUSAT** programme. It was planned to broadcast education content through five channels to cover the entire gamut of education, viz. Primary Education, Secondary Education (two channels), Colleges and Technical Institutions with the objectives.

- Providing uniform, good quality of curriculum teaching for final year students of colleges, senior Secondary Schools & Primary Schools, and also for technical institutions.
- Improving the level of science education among the students, as well as to improve English.
- To ensure that teacher absenteeism does not disturb the study of children.
- Reviving the interest of children in classroom studies.
- Providing quality teacher training, so as to improve the subject knowledge of the teachers, as well as to train them to use ICT in education.
- To improve the 'soft skills' of the children, so that they are able to obtain employment, particularly in the ITES sector.
- To train children for appearing for All India Engineering Entrance Exam.
- To train/familiarize children about appearing in examinations with 'objective type' questions.
- To provide access to quality education, particularly for far flung/remote location schools.

Phase of EDUSAT Operation in Haryana

In the First Phase, Satelite Interactive Terminals (SITs) are being made functional in220 science Stream Senior Secondary Schools, 41 Urban School, 62 Government Colleges, and 17 DIETS. (SITs have already been installed in 218 schools, 58 colleges and 17 DIETS).

The broadcast to Senior Secondary Schools for class XII in Math, English and Science and to colleges for B.Sc IIIrd year has begun from July, 2006.

Subsequently, all 9000 Primary Schools and 1250 Arts Senior Secondary Schools are being installed with DTH Receive Only Terminals (ROTs). Later. 92 Government Aided Colleges and the technicians (Engineering Colleges and Polytechnics) will be installed with SITs.

The broadcast to Senior Secondary Schools for class XII in Math, English, Science and to Colleges for B.Sc. IIIrd year begun from July, 2006. Subsequently, all 9000 Primary Schools and 1250 Arts Senior Secondary Schools were be installed with DTH Receive Only Terminals (ROT's). Innovative method were used in this project for instructions.

Innovative Method Used

The resource persons for delivery of lectures from the studio have been selected from the Haryana Education Department and provided training, not only to face the camera, but also to use ICT in Education. While initially, only live lectures are being broadcast, it has been decided that all the good lectures will be recorded, so that quality material is available for subsequent years.

The script for an individual topics prepared by the resources persons, is got evaluated by an Internal Evaluator of the Department, and there after also by an external evaluator from outside the Department. Under the channels for Senior Secondary Schools and Colleges, the broadcast schedule for the whole year has been finalized and conveyed to all the schools/colleges and a uniform time table for the subjects has been adopted in all the Govt. Senior Secondary Schools/ Colleges.

To ensure greater interest amongst the teachers and children, prizes are being initiated for 'best teacher'/'best co-ordinator'. Teacher training would be now under taken through **EDUSAT** Network throughout the year.

Haryana to utilize EDUSAT in Govt. Schools/ Colleges

Tremendous expansion has taken place in the field of Higher education both in terms of quality and quantity. It is apparent from the fact that Haryana Govt. has almost doubled the annual plan budget allocation from approximately Rs. 30.00 crore in 2004-05 to rs. 50.00 crore in 2006-

07. The Government of Haryana has decided to set up **Rajiv Gandhi Education City** at **Kundli (Sonipat).** Institutions of excellence for Higher Learning/ Research will be set up in the Education City. 25 percent of the total seats would be reserved for the students of Haryana. The process of appointment of Consultant and acquisition of 2068 acres of land in the first phase has been undertaken by the Town & Country Planning Department, Haryana.

Education through satellite (EDUSAT) project has been implemented in all the Government Colleges of the State in the first phase. A separate Studio for higher education has been constructed in DIET building, Sector-2, Panchkula. The **EDUSAT** equipments have been installed in the Schools/ Colleges by the ISRO through Bharat Electronics Ltd., Banglore.

An amount of Rs.2.29 crore on the plan side would be utilized for this project as well as Rajiv Gandhi Education City in the year 2007-08. The imparting of education through **EDUSAT** has already begun from 24th July, 2006. During 2007-08, Govt. has decided to connect private aided Schools/Colleges through the **EDUSAT** network. For installation of **EDUSAT** equipment in private aided Colleges, the Govt. will provide Rs. One lakh as subsidy. Imparting of training in soft skills that started 2005-06 has been given a new dimension with the telecast of DVD's pertaining to soft skills in 2005-06 has been given a new dimension with the telecast of DVD's pertaining to soft skills of 128 hours through **EDUSAT** for all the Govt. Colleges in Haryana.

In order to implement its policy of rapid expansion in the sphere of higher education, Government has set up a Post Graduate Regional Centre of Kurukshetra University at Jind and opened new Government Colleges at Kaithal, Birohar, Mandi Dabwali, Julana, Govt. Schools/Colleges for Women, Panchkula and Tosham(Hisar) and Girls wing in Govt. Schools/Colleges, Sirssa from the academic session2007-08.

Provision of Libraries upto Sub-Division and Block Level is top taken up in a phased manner spread over a period of two years (2007-09). Sanction to open District Library at Jhajjar and Fatehabad has been received and six Sub- Divisional Libraries i.e Rewari, Nuh, Panipat, Yamuna Nagar, Kaithal and Panchkula have been upgraded to District Libraries. In the first Phase (2007-2008) all Sub-divisions are to be provided with a Public Library. In the 2nd phase (2008-2009) all the 72CD Block will be provided with Public Library Facility. At Village level, district-Ambala has been earmarked and Village libraries will be started in the Villages having a population of more than 5000.

EDUSAT IN HISAR

PM Launches EDUSAT Educational Programmes in Hisar(Haryana) on May,19,2007.

I am happy to be here today to launch the EDUSAT Satelite based educational programmes in Hisar (Haryana). I must begin by paying homage to the memory of two great Indians who rae responsible for Satelite based Educational Programmes in our Country. First and foremost , I pay homage to our beloved leader and former Prime Minister, Smt. Indira Gandhi. Second, I pay homage to that great scientist, industrialist and visionary, Vikram Sarabhai.

Indiraji grasped the vital role of satellite television in our vast sub- continental nation. Dr. Sarabhai emphasized its role in spearding literacy and awareness. The **EDUSAT** Programme is a realization of their dreams.

Tele Education through EduSat

Edusat Based Distance learning Program on

Fundamentals of Remote Sensing, GIS and GPS
(4th October to 9th December 2010)
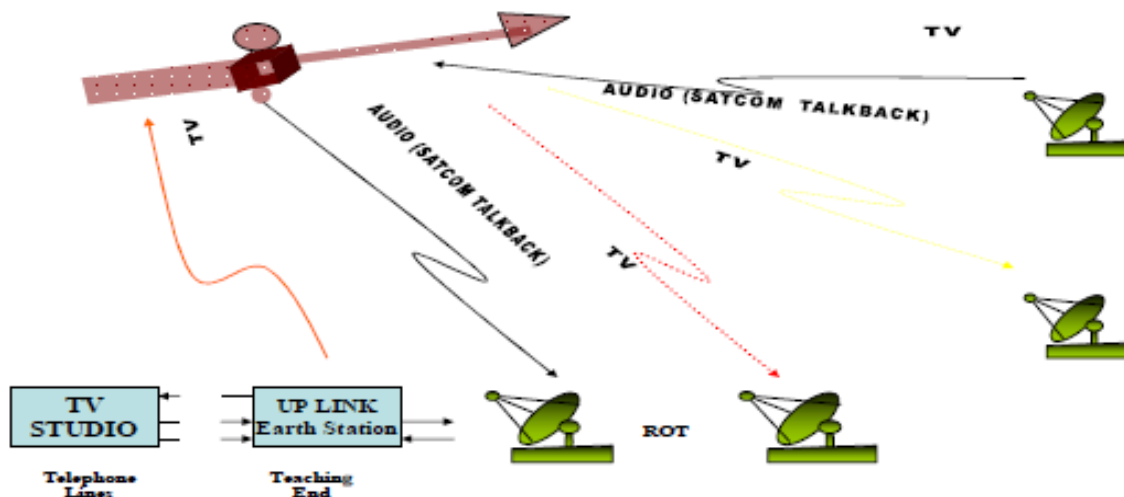
Organized By

Indian Institute of Remote Sensing (IIRS),
Dehra Dun

&

Haryana Space Applications Centre (HARSAC)
CCS HAU Campus Hisar 125 004

I hope these objectives are addressed and served by the EDUSAT programme, I request those who are associated with the programme to ensure that the quality of programming is good. That it is both Educational and Entertaining. We have invested crores of rupees in good quality hardware. We must ensure that the software is equally good. Educational programmes should not be bored and dull. The television should not just become a podium from which lectures are giving. It is necessary to develop good visuals, thinking, positive attitude to make the EDUSAT Programme more and more successful.

STATEMENT OF THE PROBLEM:

AN EVALUATIVE STUDY OF EDUSAT PROGRAMME IN SCHOOLS OF HARYANA

OPERATIONAL DEFINITIONS OF THE TERMS USED EDUSAT :-

It is the acronym for educational satellite – a satellite dedicated to education with as many as 74 channels. These channels has provision for learning culture and heritage, youth development, women's development children channels, channels for education and career upgradation etc. The project EDUSAT is the brain child of Dr. Kasturirangan and it is carefully nurtured by development and communication unit of ISRO under the leadership of Sri B.S. Bhatia. But, Prof. Marmar Mukhopadhay of NIEPA had drafted the concept document for EDUSAT.

It is the first Indian satellite built exclusively for education sector. It is a technology network of uplink stations in selected national and state locations (which act as learning end) supported by satellite. In the present study edusat refers to the educational satellite television in different Government schools.

GOVERNMENT SCHOOLS

A government schools is the body which is run by the center and state government. There are four type of government schools in India i.e.

1.   Primary schools

2.   Middle schools

3.   High schools

4.   Senior secondary schools

5.4   OBJECTIVES OF THE STUDY

1.   To study and analyse the EDUSAT scheme of Punjab Government.

2.   To study the schools covered under teaching by EDUSAT.

3.   To study the subjects and classes covered under teaching by EDUSAT program.

4.   To study the facilities provided by Government Senior Secondary Schools to run EDUSAT programme.

5.   To study the opinion of teachers, students and Principals towards EDUSAT programme.

6.   To study the difficulties faced by the teachers, students and Principals in utilizing the programme.

7.   To take suggestions regarding teaching by EDUSAT so that it can be more effective and usable.

5.5   HYPOTHESIS OF THE STUDY

1.   EDUSAT programme is covering all the subjects and classes of Government Senior Secondary School.

2.   The Government schools are providing full facilities to run EDUSAT programme.

3.   The students, teachers and Principles have favorable opinion towards teaching by EDUSAT.

4.   The Principals, teachers and students are facing the difficulties in utilizing the EDUSAT programme.

5.6   NEED AND SIGNIFICANCE OF THE STUDY:

Quality of student learning and performance depends largely upon the classroom. There is wide variation in quality of teacher and teaching from one school to other. Students have restricted access to a good teacher. Some have access to a good teacher of mathematics, but only in geography and in some other institutions reserve may be the case. But, technology network

overcomes that important limitation. It increases the access to education and it also improves the quality of classroom instruction.

Communication technology also the teacher in his teaching skills. Interactive learning is the necessary condition for achieving higher cognitive abilities like application, analyses, synthesis etc. Therefore, besides using conventional aids, the teacher should know use of electronic aids like PPT, computer animation, graphics etc.

The communication technology is advancing very swiftly from single channel transmission in 1962 to 120 channels in 2005. And in education we have the use of satellite instructional television.

There is going to be the time and it may be too far, when we will shift to the electronic mode of producing, retrieving and preserving knowledge. There are several advantages to it:-

- By the use of conventional teaching methods the spread of knowledge was limited owing to the cost of publication and the number of copies printed. But, the electronic mode of knowledge can reach to any nook and corner through satellite without heavy cost. Here, the copies can run into as many number as the number of viewers. Thus, per unit cost of developing knowledge, preserving and distribution become very small.

- Yet another advantage is that electronic resources are flexible in its nature. So, any amendments or change or updating can take place without loss of time without cost. It was not so easy in the case of print media.

So, in the light of above discussion, we can say that there is great need for such type of study in the present scenario, when we don't have adequate educational infrastructure particularly in the rural areas and there is shortage of qualified teachers. Therefore, in such a situation EDUSAT can help a lot, because in teaching through EDUSAT the excellent teachers can be brought together to teach from the uplink station and it can cover all kinds of learners, both within and outside the educational institutions like women, working children and youth etc. Moreover, it can establish the connectivity between the urban and rural educational institution. Therefore, we can say that EDUSAT is like a key which can solve many problems and it can go a long way in meeting our challenges. As India enters the new millennium, it is necessary to sustain such kind of effort by continuously tuning it to the fast changing requirement and updating the technology that goes into the making of these sophisticated systems. The challenges continue to grow but that is what attracts and sustains the interests of personnel working in the space programme. Even if a

satellite is launched, its meaningful utilization in any sector including education is a million dollar question and raises many eyebrows. The life span of EDUSAT, which was launched in September, 2004 is seven years and it has provided many facilities and possibilities. But the real challenge before us is how to feed this monster and reach out the rural masses especially millions of student's teachers and teacher educators in the country. For the successful use of this satellite a rigorous planning is need of the hour and collaborative efforts are essential for designing of the software and its utilization for achieving goals of education. Because of all these reasons, the investigator will conduct the present study on EDUSAT. And here, the investigator will evaluate the working EDUSAT system in Ludhiana district.

5.7   METHOD AND PROCEDURE

- Sample

- Research Methodology

- Tool Used For Data Collection

- Administration of Tools Used

- Statistical Technique Used For Data Analysis

SAMPLE

In the present study, all the **Govt. schools of Hissar district** having the EDUSAT facilities will be taken as sample. For this, the investigator visited the District Education Office (D.E.O.), Hissar and from there investigator got the information that there are total twenty schools in Hissar district having EDUSAT facility. The investigator personally visited every school and collected the desirable information. So sample includes 10 Principals, 50 teachers and 150 students. The teachers that are Included in the sample are the concerned subject teachers, whose subject is being taught through EDUSAT. And the students are selected randomly from each class i.e. VIII, IX, X, XI and XII.

DESIGN OF THE STUDY
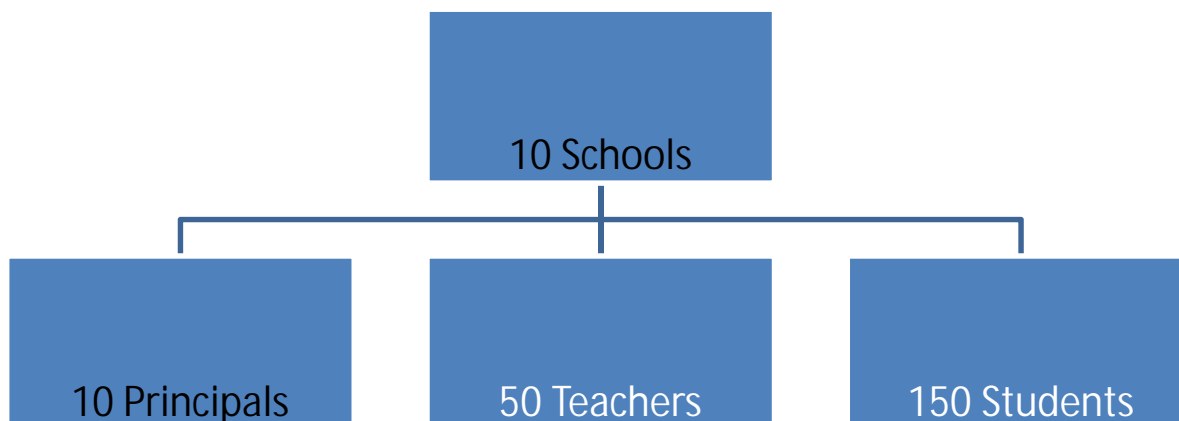
RESEARCH METHODOLOGY

The survey method in research is one of the most commonly used approach. As far as the present study is concerned, it is an opinion survey of Principles, concerned teachers and students regarding the teaching by EDUSAT in Govt. Schools of Hissar district.

TOOL USED FOR DATA COLLECTION

Keeping in view the objectives of the study, the investigator in the present study has used:

a.   A **self-made questionnaire** for collection of data from Principals, teachers and students.

b.   **Unstructured interview** of Principals, teachers, students and other concerned people related to EDUSAT programme.

CONSTRUCTION OF QUESTIONNAIRE

Before constructing the questionnaire, the investigator studied all the available literature related to the study under investigation and discussed the problem with research supervisor and fellow students. On the basis of the information gathered as such, a preliminary questionnaire was made. The ambiguous items were then deleted and the questionnaire was improved in the light of the suggestions by the supervisor. Then, the questionnaire was finalized and got printed.

The questionnaire constructed was quite comprehensive and included questions pertaining to each and every aspect of teaching by students, teachers and Principals towards EDUSAT programme, the investigator constructed three different types of questionnaire. The questionnaire contains the different questions pertaining to different objectives of study. Most of the questions elicit the responses in terms of 'yes ' or 'no' . Some questions demand suggestions on part of Principals, teachers and students so that EDUSAT programme can become more effective and usable. Efforts were to frame clear worded, unambiguous and short questions.

ADMINISTRATION OF TOOLS

The questionnaire were administered personally and for this, the investigator visited Government senior secondary schools, having EDUSAT facility. He got in touch with the head of the Government schools and after introducing the purpose of the study, the necessary permission to allow their teachers and students to act as respondents for the present study was sought.

Under the unstructured interview of the teachers, students and Principals, queries were raised to know their opinion about EDUSAT programme and to know their difficulties faced by them in utilizing the programme.

The respondents were also assured that their responses will be kept confidential and used only for research purpose. In this way, the first hand information was sought through self-made questionnaire and unstructured interview.

SCORING

After collecting the data from 10 Principals, 50 teachers and 150 students, the scoring of the questionnaire was done by observing and recording the responses given by Principals, teachers and students. For most of the items, there were two options 'yes' or 'no' .Subject has to tick one option out of them. And in some questions investigator has recorded the opinions and the suggestions given by respondents regarding EDUSAT programme.

STATISTICAL TECHNIQUE USED FOR DATA ANALYSIS

For analysis of data, the data must be organized in a proper manner and then for each 'yes' or 'no' response of the question, the investigator marked tallies and then the analysis of the different tallies was done to draw inferences with the help of appropriate statistical technique. In present study, the obtained data is analysed by making use of SIMPLE PERCENTAGE METHOD

After collection of data, analysis and interpretation are presented in subsequent chapter

Analysis and Interpretation.

5.8 MAIN FINDINGS

Schools covered under EDUSAT programme

There are total 10 schools in Hissar district that are having EDUSAT facility.

Classes covered under EDUSAT programme

Only senior secondary schools are providing the EDUSAT facility to the students and VI to X, 10 + 1and 10+2

Subjects covered under EDUSAT programme

Through EDUSAT English, Science, Maths, Social Studies are taught. Whereas Career Counselling is occupying tiny segment on EDUSAT program. Hindi being mother- tongue and national language is neglected by EDUSAT program. And moreover, they are ignoring the social development of the students on EDUSAT programme.

Facilities provided by schools to run EDUSAT programme

All 10 schools are providing the basic facilities which are required to run the programme. They are providing facilities like room, chair, benches, light, fan, computer, curtains. Apart from this some schools are also providing T.V. and some schools are providing other facilities like projector, inverter, speaker etc.

Opinion of Principals, teachers and students towards EDUSAT programme

100% teachers and 100% principals were of the view that they have positive attitude towards EDUSAT system. 50.7% students were not of the view that they have positive attitude towards EDUSAT system. 26% students said that they are not satisfied with the quality of picture on EDUSAT.

Human Resource involved to run EDUSAT program

70% Principals says that there is no need of extra teachers to run the EDUSAT whereas 30% show their willingness to employ technical expert for running the program. Therefore, most of the schools are having EDUSAT experts, but, in some schools the teachers having some basic knowledge of computer is given the charge to run the EDUSAT program in a well organized manner.

Difficulties faced in utilizing EDUSAT programme

Most of the Principals, teachers and students face the difficulty in utilizing the programme. The major areas where the Principals face the difficulty are: TIME TABLE ADJUSTMENT, MAINTAINING DISCIPLINE, MAINTAINING TECHNICAL EQUIPMENT, MAINTAINING COORDINATION WITH TEACHERS. Whereas 90% teachers complain that syllabus is not completed on the time through EDUSAT teaching. Moreover, according to teachers, expert teachers fail to understand that how much the students have learnt from EDUSAT lecture. The major areas where the students face difficulty are SPEED OF LESSON DELIVERED BY EDUSAT TEACHER, FLUCTUATION IN VOLUME OR PICTURE, ELECTRICITY FAILURE AND TIMING OF TELECAST OF LECTURE.

CONCLUSIONS

In this research investigator firstly stated the following hypothesis.

1.   EDUSAT program is covering all the subjects and classes of Government Senior Secondary School.

2.   The Government schools are providing full facilities to run EDUSAT program.

3.   The students, teachers and Principles have favorable opinion towards teaching by EDUSAT.

4.   The Principals, teachers and students are facing the difficulties in utilizing the EDUSAT program.

On the behalf of this hypothesis investigator conducted his research. Through the interpretation of all statement the investigator reached at the following conclusions.

CONCLUSION I :-

By interpreting the statement 1,2,3 and the questions asked to Principals, teachers and students, the investigator came to conclusions that the first hypothesis "EDUSAT program is covering all the subjects and classes of Government Senior Secondary School" is partially accepted. Because all the subjects are not given equal importance on EDUSAT program, Subjects like Hindi, Commerce, Economics are not covered through EDUSAT programme and Career Counseling is occupying very tiny segment of EDUSAT program. And moreover, EDUSAT program is not teaching all the classes from VI to X; only XI and XII classes are taught

through EDUSAT.

CONCLUSION II:-   By interpreting the statement 4,5,6,7,8,9,10,11 and 12 the investigator came to conclusions that the second hypothesis "The Government schools are providing full facilities to run EDUSAT program" is accepted as all the 10 school of Hissar district provided almost all the facilities to run the EDUSAT program.

CONCLUSION III:-   By interpreting the statement 16 to 30 the investigator came to conclusions that the third hypothesis "The students, teachers and Principles have favorable opinion towards teaching by EDUSAT" is partially rejected. Because the Principals, teachers and Students have favourable opinion towards teaching by EDUSAT.

CONCLUSION IV:-   By interpreting the statement 13 to 15, 31 to 35 and these problems that are faced by students, teachers and Principals in utilizing the EDUSAT program the investigator reached to the conclusions that the fourth hypothesis "The Principals, teachers and students are facing the difficulties in utilizing the EDUSAT   program" is not rejected.

SUGGESTIONS

According to principals, there should be an orientation programme to teachers so that they can improve the standards their standards of teaching. The content material should be according to child psychology or mental level of the students.

According to teachers,

- Content should be more concise, relevant and complete in one lecture at least.
- The satellite services should be proper.
- Timing of the lectures should be increased.
- Programme should be according to syllabus.
- Only those topics should be delivered which are difficult to understand, practical knowledge should be given, sound system should be improved.
- Voice system should be improved.
- More periods should be introduced per week for this programme.
- Lecture should not be fast enough.
- More slides should be there.
- The students should be given prior information about the lectures to be telecasted.

According to students,

- The EDUSAT programme should be in a simple language.

- If sometimes, due to technical problem, the broadcast is not possible, the broadcast of lecture should be repeated.

- The written material should be displaced on screen for some time so that they can read or write down it.

- Meaning should be given in a Hindi language.

- EDUSAT lecture should be of sufficient duration like 30 minutes. Also lectures on two subjects should not be given one by one and must have at least one hour gap.

- The speakers should of 'Apple' other good quality so there should be a proper voice quality.

- The lecture speed should be slow down.

- Topics should be broadcasted with some practical examples.

- The lecture taught by expert or teacher must be effective.

- More science practicals should be done on EDUSAT.

- Proper picture quality should be needed.

5.9   DISCUSSION OF RESULTS

MHRD is taking initiatives in order to integrate technology in the curriculum transaction. In Punjab also EDUSAT is launched but during the research the investigator faced a problem i.e. Officials related with EDUSAT system were not cooperative enough and they were not revealing the true facts about the functioning of EDUSAT. During the interviews with Principals of schools having EDUSAT, the investigator felt that the facts are not presented properly. No doubt the overall picture may be different. In reality Principals, teachers and students are facing many problems. They did not give their suggestions in writing but during interview they open up.Haryana Govt. and authorities should take steps to make this system more functional in order to reap maximum benefits of this system.

5.10   EDUCATIONAL IMPLICATIONS

Management of the dedicated satellite for education may pose the greatest challenge. From the present study, it comes out that there several dimensions of management. These are: EFFECTIVE UTILISATION, COST AND BUDGETING, MAINTENANCE OF GROUND SEGMENT and most important is the INTER DEPARTMENTAL COORDINATION. The success of EDUSAT depends upon the coordination between the teachers, Principals, students and policy makers.

EDUSAT is a boon both for teachers and learners by way of getting good information or knowledge through live interaction between each other. A teacher while delivering a lesson through EDUSAT make use of different aids like Powerpoint presentation, audio-video graphics and animation to make the presentation more lucid and interesting. Therefore, this in turn helps the teacher to improve their teaching and provide opportunity to improve his own skills and competencies. For effective learning through EDUSAT both EXPERT TEACHER and CLASS ROOM TEACHER work like a TEAM MEMBER. And the classroom teachers help the students in formulating questions, seeking clarifications from expert teachers and moreover, help students in solving the problems on the spot.

EDUSAT has the educational implications for all kinds of learners both within and outside the educational institutions like women, working children and youth. Through EDUSAT the students are getting latest knowledge and they come to know about latest technology. Therefore, in this way EDUSAT is helping the students in UPDATING THEIR KNOWLEDGE, SOLVING THEIR QUERIES and HAVING THOROUGH UNDERSTANDING OF THE CONCEPT.

To avoid the wastage of hard-earned national resources and to fulfill the aim of educating people from all walks of life and providing the quality education, where everyone have the access to the best teacher. This study suggests that a Selection Committee should be framed to select the teachers from the senior secondary schools and this selection committee can appoint relevant and competent teachers who can come at the level of the students.

This study motivates the policy makers to have feed back from the teachers, Principals and students. They must arrange conferences and seminars with teachers and Principals from time to time so that the PROBLEMS RELATED TO CURRICULUM, METHODOLOGY, PHYSICAL FACILITIES, TECHNICAL PROBLEMS etc. could be sorted out.

With the help of this study, we come to know that Principals should have the financial

support and the authority to solve the technical problems at their own level so that the lesson is delivered uninterruptedly and smoothly. The technical expert should be appointed in every school who can sort out the technical problems at school level.

The study revealed that subjects like English, Science and Maths are given more importance on EDUSAT programme. But for the all-round development of the students, all subjects should be given equal importance and for every subject there should be **minimum three periods** in a week and time-table should be so framed that the topic taught through EDUSAT must be covered by the class teacher before, so that students don't face much difficulty in understanding it and proper revisions could be made through EDUSAT lecture.

Therefore, this study revealed that it is due to the mutual efforts of the Principal, teachers, students and the Government, a knowledge based nation and society could be generated with the help of latest technology i.e. EDUSAT.

5.11   SUGGESTIONS FOR FURTHER RESEARCH

1.   The present study is confined to Hissar district only. A similar study can be conducted in other districts of the state to find out effectiveness of teaching through EDUSAT in Government schools.

2.   The present study is evaluative whereas comparative study can be conducted on teaching through EDUSAT and teaching through traditional method.

3.   Similar study can be conducted on content development and educational software development for EDUSAT.

4.   The present study is conducted on senior secondary schools whereas study can be conducted on college and universities having EDUSAT facilities.

5.   Similar study can also be conducted on use of EDUSAT in teacher training programmes like B.Ed., N.T.T., J.B.T. etc.

6.   A comparative study can be done by comparing the EDUSAT programme of two states.

7.   The study on human resources involved in EDUSAT programme can also be conducted.

8.   A study on technical problems faced in utilizing the EDUSAT programme can be conducted.

9.   A similar study can be conducted on objectives gained by the utilizing the EDUSAT programme.

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ENVIRONMENTAL POLLUTION, STATUS AND POLICIES IN INDIA

*Anu Sharma

Environment Pollution is contamination of physical, chemical and biological components of earth, atmosphere systems which adversely affects normal environmental processes.

It is any discharge of material or energy into water, land or air that is detrimental to earth's ecological balance which lowers the quality of life.

Any substance which causes pollution is called pollutant. The industrlisation of society, introduction of motorized vehicles and explosion of human pollution however have caused an exponential growth in production of goods and services. But all this has led to a tremendous increase in waste by- products.

Types of Pollution

- Air pollution
- Water pollution
- Soil pollution
- Noise pollution
- Nuclear hazards

1 Air pollution-

Air pollution occurs due to presence of undesirable solid or gaseous particles in air in quantities that are harmful to human health and environment. The air we breathe directly gets into our blood stream. It is a fact that each human being breathes about 2160-2880 gallons of air in a day. WHO estimates that urban air pollution contributes every year approximately 800,000 deaths and 4.6 million lost life years world wide (WHO-2002).

Pollutants can be classified as primary or secondary pollutants. Pollutants that are emitted directly from identifiable resources are produced both by natural events (dust storms and volcanic eruptions) and by human activities (emissions from vehicles and industries) are called primary pollutants. The main primary pollutants that together contribute to about 90% of global pollution are carbon oxides (CO, CO_2), nitrogen oxides, sulphur oxides, volatile hydro carbons and suspended particulate matter.

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The pollutants that are produced in atmosphere when some reactions take place among primary pollutants are called secondary pollutants e.g. sulphuric acid, nitric acid etc.

Pollutants

- Carbon monoxide is a toxic gas. Vehicular exhausts are single largest source of carbon monoxide. Sulfur oxides are produced when sulfur containing fossil fuels are burnt. Nitrogen oxides are found in vehicular exhausts.

- Then there are particulates which are small pieces of solid material (e.g. smoke particles from fire, dust particles and ash from industries dispersed into the atmosphere. Lead is the major air pollutant that is emitted by vehicles.

Effects of Air pollution- Our respiratory system has a number of mechanisms that help in protecting us from air pollutions. Prolonged exposure to air pollutants breakdown those natural defenses contributing to diseases.

First we deal with

- Carbon monoxide- Cigarette smoking is responsible for greatest exposure to CO. Exposure to air containing .001% of Carbon monoxide for several hours can cause collapse, coma and even death. As Carbon monoxide remains attached to hemoglobin in blood for a long time, it accumulates and reduces oxygen carrying capacity of blood. This leads to slowing of reflexes, causing headache, drowsiness, dizziness, nausea, blurred vision and in large doses it can even cause death.

- Sulfur dioxide- It irritates respiratory tissues, chronic exposure to it causes a condition similar to bronchitis. It also forms sulfur containing acid and when inhaled are very to corrosive to lungs.

- Nitrogen oxides- Especially NO_2 can irritate lungs, causing asthma, bronchitis, influenza.

- Suspended particles in air aggravate our respiratory tract leading to bronchitis asthma and even cancer.

- Many volatile organic compounds can cause mutations, reproductive problem or cancer.

- Ozone-Repeated inhalation of ozone causes, coughing, chest pain, breathlessness and irritation of eyes, nose and throat.

Effects on plants- When some gaseous pollutants enter leave pores they damage the leaves of crop plants, break down waxy coating that helps prevent excessive water loss and leads to damage from disease, pests, drought, frost, leading to leaves turning yellow, brown or drop off altogether.

Effects on ozone layer- CFC's, Halogens have led to ozone depletion i.e. changes in ozone layer. Harmful U-v rays causes changes in ozone layer which have serious implications for mankind.

➢ **On human health-** Sunburns, cataract, aging of skin, skin cancer are caused by increased U-V radiation. It weakens the immune system by suppressing body's resistance to certain infections like measles, chickenpox and other viral diseases etc.

➢ **Food production-** UV radiation affects ability of plants to capture light energy during photosynthesis, leading to reduction of nutrient content and growth of plants. This is seen in legumes, cabbage.

➢ **Global warming-** Atmospheric pollution leads to Global warming due to gases like CO_2, Nitrogen oxides, methane, CFC's which trap heat in form of infra red radiations near earth surface causing increase in temperature.

Control of Air Pollution-

Pollution of atmosphere is so immense that there is a need to clean it. Following measures can improve air quality-

1. More trees can be planted with in the city. Trees absorb pollutants.
2. Cyclone separator (when polluted air is passed through a metallic cylinder at high speed, particulate matter strikes walls of cylinders and fall at bottom. 50-90% of large and medium sized particulates are removed by this technique).
3. Wet scrubbers (polluted air is passed through a fine mist of water. It traps 99% of particulate matter and 80-95% of SO_2).
4. Raprenox (it means rapid removal of NO_2)
5. Catalytic converters (these are attached to exhaust system of a vehicle. It converts CO and Hydro carbons into CO_2 and water. It converts Nitrogen oxide into Nitrogen gas).
6. Using less polluting fuels like CNG.

Legal aspects of Air pollution control in India-

1. Air prevention and control of pollution act 1981. The act provides various funds for the Central Pollution Control Board (CPCB). In the areas notified under this act no industrial pollution causing activity can come up without permission.

2. Environmental protection act1986 which came after Bhopal gas disaster.

3. To regulate vehicular pollution centre motor vehicles act 1939 came up. It was amended in 1989 and further revised in 2000 about emission standards. The government notified revised National Ambient Air Quality Standards (NAAQS) on November, 16, 2009.these standards provide frame work for the control of air pollution. CPPB has identified 2301 medium and large scale polluting industrial unit under 17 highly polluting category. Pollution control divisions have been provided in 1927 units, while 215 have been closed and 139 are steering defaulting.

Eleventh plan Strategy to control Air Pollution

The Eleventh Five Year Plan (2007-12)) has suggested that all Central programmes on outdoor pollution should be re- organized under a National Air Quality Plan (NAQP), which will cover (a) city based Clean Air Action Plans (CAAPs) and (b) Pollution Control and Prevention on Industrial Areas (PCPIA) programmes. The on-going national programmed for monitoring air quality will be taken forward for achieving real time data. This would help in creating g early warning systems and thus enforcing the Eleventh Plan target of confirming air and water quality to World Health Organization (WHO) standards. The entire air quality monitoring of PM2.5 (Particulate Matter 2.5 micron), ozone, VOCs (Volatile Organic Compounds), sulphates and nitrates will be organized in about 15 cities per year, to cover the 76 cities which currently exceed the specified levels of air pollution. Sources monitoring of VOC, BTX (benzene, toluene and xylene) and toxic heavy metals will also be initiated.

2. <u>Water pollution-</u>

Water pollution is defined as addition of some substances (organic, inorganic, biological or radiological or heat) which degrades quality of water so that it becomes health hazards for human, animals or plants and unit for use. Water resources have been estimated from time to time.

Estimates of Water Resources in India

Estimating agency	Estimate in BCM*
First Irrigation Commission (1902-03)	1443
Dr. A.N Khosla (1949)	1673
Central Water and Power Commission (1954-66)	1881
National Commission on Agriculture	1850
Central Water Commission (1988)	1880
Central Water Commission (1993)	1869

*BCM= Billion Cubic Metre
Sources: Government of India, Planning Commission, Eleventh Five Year Plan (2007-12), Vol. III, p.44

In simple words polluted water is impure water, unfit for drinking purposes agriculture activities or other purposes.

Main sources of Water Pollution-

➢ Domestic or urban waste and pathogens- Sewage is an important source of pollution in urban centers. Liquid waste comes from residential areas, hotels, hospitals, public buildings, commercial areas etc. These contain pathogens (disease causing agents). Untreated human and animal waste contains concentrated population of Coliform bacteria such as E.coli and Streptococus foecalis. These bacteria normally grow in large intestine where they are responsible for some food digestion and production of vitamin K. These bacteria are not harmful in low number but its large quantity causes gastro intestinal diseases. Other harmful bacteria from human waste may also be present in small number. So greater amounts of waste in water greatly increases the risk of contracting diseases.

➢ Another category is oxygen depleting wastes. These are organic wastes that can be decomposed by aerobic (oxygen requiring bacteria)..

Third source of pollution is inorganic plant nutrients. Nitrogen and phosphorous are main plant nutrients. They are added to agriculture fields through fertilizers. The quantity of fertilizers applied in a field is often many times more than is actually required by plants. These reach water bodies through rain water and irrigation water where they deplete dissolved oxygen.

On the other hand pesticides that enter water bodies are introduced into aquatic food chain. They are then absorbed by phytoplanktons and aquatic plants. These plants are eaten by herbivorous fish, which in turn are eaten by carnivorous fish which in turn are eaten by water birds. At each link in food change these chemicals which do not pass out the body and are accumulated causing serious implications.

e.g DDT due to its high accumulation birds that lay eggs have thinner shells leading to premature breaking of these eggs killing immature chicks inside. Birds of prey like hawks, eagles and other fish eating birds are affected by such pollution.

➢ Another cause of water pollution is a variety of organic chemicals which includes plastics, cleaning solvents, detergents and many other chemicals.

➢ Industrial wastes have certain chemicals like mercury, cadmium, arsenic, lead, chromium, copper, and cobalt, barium which cause several diseases and can prove fatal if taken in large amounts. Because of polluted water we are prone to various water- borne diseases.

Water Borne Disease Transmitted Through Drinking Water and Food

Disease	Type of organism	Symptoms and comments
Cholera	Bacteria	Severe vomiting, diarrhea and dehydration, often fatal if untreated.
Typhoid	Bacteria	Severe vomiting, diarrhea, inflamed intestine, enlarged spleen, often fatal if untreated.
Bacterial dysentery	Several species of bacteria	Diarrhea
Para – typhoid fever	Several species of bacteria	Severe vomiting, diarrhea
Infections hepatitis	Virus	Yellow jaundiced skin enlarged liver, vomiting and abdominal pain often permanent liver damage
Amoebic dysentery	Protozoa	Diarrhea, possibly prolonged

Methods of control of water pollution-

- ❖ Waste food, paper, spoiled vegetables, fruits should not be directly put into the water bodies. These should be recycled and disposed off scientifically.
- ❖ Bathing and washing clothes should be banned in rivers, lakes or ponds.
- ❖ Sewerage treatment plant should be installed and sewage should be discharged after treatment.
- ❖ Controlled use of fertilizers and pesticides.
- ❖ Waste matter generated should be used for production of bio gas.
- ❖ Non bio degradable waste should be used to fill low lying areas.
- ❖ Pollution control board must deal strictly with industrialists who don't follow norms for treatment of industrial waste.
- ❖ Awareness should be created among masses.

Apart from pollution of water depletion of water resources and increasing demand of water should not be overlooked.

Projection of Water Requirements of various Sectors of the Indian Economy

Sector	Water Demand in Km^3 (or BCM*)					
	Standing Sub-Committee of MoWR**			NCIWRD***		
	2010	2025	2050	2010	2025	2050
Irrigation	688	910	1072	557	611	807
Drinking Water	56	73	102	43	62	111
Industry	12	23	63	37	67	81
Energy	5	15	130	19	33	70
Others	52	72	80	54	70	111
Total	813	1093	1447	710	843	1180

*Billion Cubic Metre; ** Ministry of Water Resources; *** National Commission on Integrated Water Resources Development.

CETPs are partially funded by Government of India. 88 CETPs covering more than 10,000 polluting industries were set up during the Tenth Five Year Plan (2002-07). However, the performance of these units has been generally unsatisfactory largely due to improper operation and maintenance. This calls for strengthening of enforcement.

3 <u>Soil pollution-</u> It is defined as unfavorable alteration of soil (physical or chemical properties) by addition or removal of substances and factors which decrease its fertility. The substance which affects physical and chemical composition is called soil pollutant.

Sources of soil pollution-

- Urban waste is an important cause of land pollution. Normally liquid waste or domestic waste or sewage is disposed in open low lying areas. Similarly discarded material or solid waste like rubbish, garbage, dead animals etc. are also dumped in open land. These dumping sides of sewage, garbage cause land pollution.

- Industrial waste is the waste produced by various industries like chemical, paper, breweries, dying, and textiles, sugar and oil refineries. They produce millions of tons of industrial waste which are dumped in low lying areas.

- Excessive use of chemical fertilizers, pesticides, insecticides, weedicides etc to increase food production and crop protection leads to soil pollution.

    Problem with irrigation water is water logging. This occurs when large amounts of water are used to leach the salts deeper into the soil. However if drainage is poor this water accumulates underground gradually raising water table. Roots of plants then get enveloped in this saline water and eventually die. These fertilizers can also lead to alkalization of soils.

Control of soil pollution-

- Natural manure should be used instead of chemical fertilizers.
- Pesticides, insecticides, weedicides should be sprayed in fewer amounts.
- Solid waste should be properly collected and disposed off by appropriate method.
- Recycling, reuse, repair of various articles and waste e.g. metals, glass, plastic, polyethylene, paper, rags etc.

- Bio degradable organic waste should be used for generation of biogas.
- Use of manure and bio fertilizer in place of chemical fertilizers reduces he incidence of soil pollution.

Declining Per Capita Availability of Land (Land- man Ratio) in India

Year	Total geographical area (million hectares)	Total population	Col.2/Col.3
1	2	3	4
1951	329	361	0.92
1981	329	685	0.48
2000	329	986	0.33
2007	329	1,096	0.30

Sources: Government of India, Planning Commission, Seventh Five Year Plan (1985-90), Vol. I, para 2.20; Planning Commission, Eight Five Year Plan (1992-97), Vol, I, p.33

4 <u>Noise Pollution-</u> Noise is unbearable, irritating, disturbing unwanted and undesirable sound which interferes with quite and comfort of living organism. Although sound is necessary for communication with one another it should be up to audible limits. Some very harmful effects can be caused by exposure to high sound level. These can be extremely annoying, extremely painful, and hazardous. Loudness is measured in decibel.

Main sources of noise pollution-

These can be classified as natural and man made sources-

1) Natural sources are thunderstorms, wind, heavy rainfall, volcanoes, lightening, thundering.

2) Man made sources of noise pollutions are-

- Means of transport- it includes transportation vehicles like trucks, buses, cars, scooters, railways, aero planes, pressure horns, whistling of trains, engines.
- Industries- Heavy machines used for production of goods produce high noise level produced from instruments alarm in factories cause noise pollution.
- Means of entertainment- High volume T.V, radios, tape-recorders, theaters, disco, cinemas, fairs, pubs and clubs.
- Domestic appliances'- Fans, coolers, mixer-grinders, pressure cookers, vacuum cleaners, A-Cs, hair driers, motors.

- Construction activities- Mixers, scrapers, bulldozers, road rollers, drilling machines.
- Religious ceremonies and family ceremonies- Loudspeakers used in Jagrans, Akhand Paths, Satsangs to Marriages, Birthdays, music system at full volumes, dol dhamaka.

Effects of Noise pollution-

➢ Physical effects like irritation, disturbance, lack of sleep, eye straining, stomach disorder, high BP, mental confusion.

➢ Auditory deafness

➢ Physiological effects like allergy, ulcers, respiratory disorders, heart attackers, gradients.

Control of noise pollution-

➢ Restriction on use of loud speaker to fixed intensity and fixed hours of day.

➢ Industries, aerodromes, railway station should be kept away from human settlements.

➢ Green trees along roads, rail tracks and around industrial areas in order to decrease intensity of sound. Green trees reduce noise level of 10-15 db.

➢ Protection devices like ear plugs, noise helmets can be provided to workers' working in noisy installation.

➢ Structure legislations (excessive noise as a crime)

Noise Pollution (Regulation and Control) Rules, 2009: Following the aforesaid judgments of July 2005 and October 2005, draft rules were published on March 9,2009 for inviting public suggestions so as to amend the existing Noise Pollution (Regulation and control) Rules, 2009. The final amendments to the Noise Rules were notified on January 11, 2010. The salient features of these amendments are as under:

1. Stress has been laid to make the night peaceful. The night time has been defined (10.00 P.M. to 6.00 A.M.) and restrictions have been imposed on the use of horns, sound emitting construction equipments and bursting of fire crackers during night time.

2. Public place has been defined and the occupant of a public place would restrict the volume of public address system etc. so that noise emitting from its activity would not exceed the noise limit more than 10dB (A), as applicable.

3. Similarly, the occupant of a private place would restrict the volume of music system etc. so that noise emitting from its activity would not cause exceedance of noise limit more than 5 dB (A), as applicable.

4. A duty has been cast upon the concerned State Government to specify in advance, the number and particular of days on which 2 hours exemption (10.00 P.M. to 12.00 midnight) would be operative. State would be the unit for such an exemption.

5. Noise emitting construction equipments have been specifically brought under the ambit of Noise Rules.

6. CPCB has been advised for revisiting the national ambient noise standards and prepare a blue print to have national ambient noise monitoring network in place.

5 <u>Radioactive Pollution-</u> It is any form of ionizing or non-ionizing radiation that results from human activities. The main sources of radioactive pollutions are atomic power stations, atomic fuels, atomic weapons and atomic explosion. The main cause of radioactive pollution is radioactive waste. There is no proper technique of its disposal.

In 1945, USA bombarded two permanent cities of Japan by atom bombs. Every thing was destroyed. The scars of these atom bombs devastations are also visible in people of Japan even today.

Though nuclear power plants have significant benefits, an incident that changed people's attitude towards nuclear power plants was Chernobyl disaster in 1986 in Ukraine where nuclear reactor exploded.

There were of course immediate fatalities but long terms consequences were devastating – 1, 11,000 people were evacuated out of which 24,000 had received high doses of radiations. In 1996, 10 years after accident, it was clear that one of the long term effects was thyroid, cancer in children. Recently we saw leakage of radioactive radiations in Japan.

So this nuclear radiation can cause mutations in genetic make up sometimes leading to abnormal off spring and is passed from one generation to other. They can also lead to cancers like leukemia, blood cancer.

Control of Radioactive Pollution-

➢ The persons who use radioactive materials should wear protective garments.

➢ Safety measures should be taken against accidents in nuclear power plants and leakage should be avoided.

➢ Disposal of radioactive wastes should be safe and must be stored in heavily shielded containers in areas remote from biological habitats.

➢ Nuclear explosions, nuclear weapons and wars should be avoided

There is an urgent need to create public awareness for environmental conservation. Regular awareness campaigns should be conducted by voluntary organizations and by appropriate government agencies.

Above all people's willingness and ability to take up task of saving the planet from environmental pollution is essential.

Therefore for preventing environment pollution people's participation is must. Stricter legislations from government can also solve the problem.

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DISABILITY AND CINEMA: TRENDS IN 'FILM MAKING ON DISABILITY' IN INDIA

*Jyoti

While cinema remains a powerful medium to reflect the happenings in society, it has also been a medium which is caught between the real and the surreal. And therefore, fact and fiction, reality and imagination or real life and reel life move about in films as characters entertaining people, educating them or transporting them to a different world altogether. While there are people who believe in the power of cinema to change the world, there are others who say that its chief purpose is to entertain people. And so, the disability experience too has been twisted and distorted to suit the dynamics of entertainment by many film-makers across the globe. And there have been some who have used films to highlight the reality of the disability experience and the diversity it brings to the world, how coping-up mechanisms highlight the triumph of spirit over the body and so on.

The imagery surrounding disability in films swings between these two extremes – pity, fun, carcicaturing, sympathy, lampooning and awesome heroism at one end of the spectrum while discrimination, coping-up, emotional swings and aspirations of the human soul at the other. And the world over, cinema has either been charitable towards people with disabilities, pitying or laughing at them or portraying their concerns with real sensitivity.

Whether Hollywood or Bollywood, the trend is very much the same. In films that revolve around disability as a theme, there are efforts to portray the problem and potential of persons with disability but in countless other films, disability is a tool to enhance the appeal of the script, to dramatise it and to build up the heroic image of the lead character of the film. And therefore, the hero becomes a champion of the downtrodden.

India too has been part and parcel of this film-making extreme that disability is subject to. In some films like "Guide" made in the sixties, a blind man is portrayed as a saint reflecting a worldwide trend of equating blindness with sainthood, a person on a wheel-chair attracts sympathy for a variety of reasons including the fact that he is more human than the others in society. However, the portrayal of disability in such films is hardly

realistic. For example, a lady wearing a saree and seated on a wheel-chair is shown in such a manner that the sari hardly looks crumpled – the daily struggle of a lady sitting on a wheel-chair and wearing a saree is different. And then there are films where the wheel-chair is actually a pretense on part of the hero. In fact, a physically challenged person is shown as getting cured using

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natural medicine in a Hindi film made in the eighties.Enhancing the appeal of the film by over-dramatizing the disabled character is a flaw that almost all film-makers seem to have perfected. And so, in a film like "Shaan", there is Abdul in a heroic role moving about on the streets singing a song or for that matter, a film like "Aankhen" actually revolved around three blind men robbing a bank.

And then there is an attempt on the part of the script writer and the film-maker to build up the heroism of the lead character in the film by portraying him as a champion of the downtrodden. So, in almost all of the films in which Amitabh Bachchan played a central role, there is a person with a disability who is intimately associated with him, whether it is Rakhee in "Great Gambler" or Nirupa Roy as mother in "Amar, Akbar Anthony". In fact, the trend began much earlier – witness the young orthopaedically challenged boy in "Dream Girl" or Rajesh Khanna's handicapped sister in "Saccha Jhoota".

The attempt on the part of film-makers to look at the position of persons with disabilities in society started with "Deedar", though it too had an element of sensationalism,what with Dilip Kumar preferring to lose his eyes rather than see his beloved in the arms of another man. But then Dilip Kumar's acting and the plot of the film which used disability cautiously ensured that the film became a hit.

And then came "Dosti" and this too was very well appreciated by the audience. However a real attempt to give a glimpse into the complex world of the hearing impaired and their relationships in society was attempted by Gulzar in "Koshish" who wanted to advance the concept of inclusive society. Sanjeev Kumar and Jaya Badhuri in the lead roles did an excellent job and the film to this day is a landmark in the history of disability cinema in India.

"Sparsh", another film made with a great deal of sensitivity looked into the complex world of a visually impaired person and it too was a hit with the audience. Another landmark film was "Anjali" revolving around the treatment that society metes out to a mentally challenged girl and how even the family members have to undergo a great deal of trauma because of rejection. Then came films like "Khamoshi" and "Tera Mera Saath Rahe" which were marketed differently. In fact, "Khamoshi" made by Sanjay Leela Bansali was branded as a musical though the storyline revolved around the two main characters – Nana Patekar and Seema Biswas – both of whom were hearing impaired.

Thus, it can be said that there have been two trends in film-making in so far as Bollywood films are concerned. While film-makers have used disability as a comic interlude or as giving a dramatic twist to their script with scant regard for the rights of a large group of people who are ostracized by

society because of their handicap, there have been some film-makers who have been able to build a tale around the insensitivity of society towards people with disabilities. However, not many film-makers are successful in telling it with poignancy and sensitivity.

The following are some of the stereotypes that films have been perpetuating over the years:

Disability as a comic interlude – often there are characters in the film who are disabled just because the audience can enjoy at their expense. A classic example of this is the recent Bollywood release, "Mujhse Shaadi Karoge" in which Kader Khan appears with a new disability everyday and regales the audience. He even puts up a board outside his house saying he is blind today, he is deaf and so on.

Disability as an object of pity – There are innumerable films which reinforce the pity element. This is the most common emotion surrounding a disabled character in a film.

Disability as requiring a patronizing attitude – The hero patronizes the disabled character in the film. While it shows the disabled person in poor light, it enhances the former's heroism.

Disability as dramatic convenience – Sometimes, disability is used to give a twist to the script and storyline as in the film "Koyla" where Shah Rukh Khan loses his speech only to regain his voice in the end when burning coal is thrust into his mouth and this introduces a twist in the film as he goes all out to avenge his enemies.

Disability as heroism – There are some films which project persons with disabilities as heroes and super-heroes. This too is an unrealistic portrayal.

Disability as a liability – use of the terms like "bechara", "andha" , "langda" are found aplenty in films denigrating a person with disability as a liability and as an unproductive member of society.

Disability as a burden – This too reinforces the stereotype that they are unproductive members of society.

Disability as a medical problem – Many films reinforce this stereotype and hence even suggest miracle or quick fix solutions. This too is fraught with danger as disability is an irreversible condition and can be reversed only if there is early intervention.

Disability as science fiction – In "Koi Mil Gaya", Hrithik Roshan plays a mentally challenged character who is cured by an alien world. While this may be entertaining to the audience, it can send a wrong message to children.

This broad spectrum of attitudes of general public towards the disabled makes them suffer from low morale, guilt, loss of hope and faith. Above all, it results in loss of self-esteem and frustration. However, over a period of time the attitudes towards the disabled have undergone a change, but the approach and process is slow. The Government of India has initiated many efforts to empower

the disabled viz. the enactment of the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. The need to create awareness among masses towards the disabled caught momentum as early as in 1981 with the declaration of 1981 as International Year of the Disabled. This was followed by declaration of 1983-1993 as the International Decade for the Disabled by the United Nations. The emphasis on disability issues has further been strengthened by Economic and Social Commission for Asia and Pacific region (ESCAP), which declared 1993-2003 as Decade for the Disabled in Asia and Pacific region and has further extended it by 10 years to 2013.In keeping with the changing approaches, the name of the Ministry aiming to protect the rights of the disabled also underwent a change from Ministry of Social Welfare to Ministry of Social Justice and Empowerment.

It is believed that in order to create a positive attitude and to mitigate the misunderstanding concerning disabling conditions, it is very pertinent to generate a platform to educate the public regarding the capabilities of the disabled. India is a country predominantly dominated by a rural economy. Thus it becomes all the more important to educate the public living in remote areas about the capabilities of people living with disability.

The most important way to reach them is through the media. The power of media has been felt across all sections of society - rich or poor, urban or rural, young or old and male or female as well as educated and uneducated. Further, the messages sent by the visual media is believed to have greater impact as compared to newspapers, magazines etc. Television and Cinema are thus considered as the best medium to bring an attitudinal change towards the disabled in society. The unique feature of cinema is that a message can be conveyed with much ease even to uneducated people living at distant places.

With changing times there has been a definite change in the form of disability as projected on the screen. Initially in 1950s and 1960s the films used to evoke sympathy, pity for the people with disabilities and many a time disability was used as a medium to ask for alms by professional beggars. Most of the films produced in '80s and '90s have been issue-based. The producers and directors by and large have tried to understand the disability, the nature of problem faced and communication media used for communication and then they have come out with a story, which is near to reality. However, sometimes blindness/deafness was even used as a mechanism to get entangled in anti-social activities or to win the love of a person of the opposite sex. This has even been shown in films like "Badshah" and "Mohra" in the '90s.

Visual Impairment in Cinema

Sai Paranjpai's film "Sparsh" has been one of the most critically acclaimed films of the eighties and it garnered three national and three Filmfare awards. This film was originally a teleplay written and directed by Paranjpai titled "Raina Beeti Jaye" that was telecast on Doordarshan and was warmly received by the audiences. The film focuses on the sentimental story of a blind principal Anirudh (Naseerudin Shah) who falls in love with Kavita (Shabana Azmi) whose husband had died in an accident. They are to marry but Anirudh cannot get rid of the suspicion that Kavita is marrying him out of pity. The film's message is "disabled persons need much more than mere sweet words".

Similarly, a film like "Dosti" which was made in the sixties centres around the close friendship of two disabled - a crippled and a blind - persons. The blind boy helps his crippled friend continue with his studies and earn money by singing on the road. The film gives a message that physically disabled persons have strong sentiments for value of friendship. But, it is significant to mention here that music has been portrayed as the only media for the blind to earn money. But keeping in view the time frame when the film was made, one can say that at least he could earn his livelihood independently. Now it is time to show other careers, which have opened wide vistas of jobs for the visually impaired.

There are some foreign films also which have focused on visual impairment in the recent past. These are "Blind Fury" directed by Philip Noyce ; "At First Sight" directed by Irwin Winkler ; "Butterflies are Free" and "The Colour of Paradise" directed by Majid Majidi is an Iranian film. All these four films have focused on visual impairment.It is significant to note that in the foreign films the important aspect, that is rehabilitation and process of social adjustment have been touched well in all the four films. The negative attitude of family members has also been depicted well in "The Colour of Paradise". It needs to be mentioned that other aspects like educational /vocational problems of the visually impaired should also be shown on the screen. Further, more avenues on employment must be shown on the screen since only then the potential employers will accept the blind in open employment. It has been proved scientifically that on an average the productive skills of the visually impaired are either equal or more than their sighted counterparts employed in the same nature of job.

In "Anuraag", a Hindi film, the heroine Moushmi Chatterjee is a blind girl. Vinod Mehra falls in love with her. Finally, a small boy who is very fond of Moushmi donates his eyes and she is able to get back her vision. Almost the same thing has been portrayed in "Guddu" in which Manisha

Koirala loses her eyesight because of an accident and against all odds gets her love. The importance of eye donation has been portrayed in the film.

"Kaasi" is a Tamil film on visual impairment. It is the story of a blind folk singer who has a paralyzed father, weak mother and two charming young sisters. Kaasi is always cursed for not earning and supporting his family.

Hearing Impairment in Cinema

There have been comparatively less number of films on the hearing impaired 'Koshish' was well received film by reviewers of its time and remembered for great performances by Sanjeev Kumar and Jaya Bhaduri. This melodrama is about a deaf couple who with the aid of a blind man overcome the odds of living in a 'hostile' and 'uncaring' society. The focus is on depicting the problems faced by a couple who are both deaf. They even loose their son because both of them are unable to hear the cries of their own son due to the apparent disability. The director, Gulzar learnt sign language for many days in order to be a successful film director.

"Beyond Silence" is another German film potraying the problems of the deaf. Lara's parents are both deaf. As a result the small girl has to act as an intermediary between her parents and the outside world from an early age. She was expected to 'translate' - be it a telephone call or a meeting of her parts with the teacher. Her father's fear of losing his daughter is thus more deep-rooted than in other cases. When Lara leaves her hometown after her school education and goes to Berlin to study, she is unable to shed the feeling of running away from a responsibility that bears heavily upon her. When she hears the news of death of her mother, she is concerned and feels more responsible for her father. But the father indirectly accuses her of being partly responsible for her mother's death. In frustration, she leaves her home. In the end, her father unexpectedly arrives to see his daughter perform a play on stage for the first time. This film was so powerfully made that it inspired Indian filmmaker Sanjay Leela Bhansali to make the film "Khamoshi" starring Salman Khan and Manisha Koirala. In both these films again, the focus is on depicting the living conditions of a deaf couple.

Although these films depict extremely well the communication skills of the deaf and tells the public that it is possible to understand deaf people, but then it is very important for normal people to know lip reading / sign language before a communication can be built up between the hearing and hearing impaired. Otherwise a communication gap is likely to sustain between the two. Secondly it is only in the film, "Children Of A Lesser God", that a message has been sent to the general public that hearing impaired are not "deaf & dumb", instead if appropriate lip reading

skills are imparted, they will only be deaf and not dumb as the general notices prevails. "It is only because they have not been able to hear that they are unable to speak". Thirdly it is once again important to make Indian films show how to rehabilitate the hearing impaired educationally, vocationally, economically and socially.

Locomotor Disability in Cinema

The Indian films on people with locomotor disabilities are 'Dosti' and the children's film 'Choo Lenge Aakash'. Apart from these two films, a number of films of people living with locomotor disabilities have been shown like 'Avtar', 'Sholay', 'Mann' and 'Hum Dono'. In all these films abilities have overshadowed the disabilities to a considerable extent and the person with the disability has been able to lead a normal life or in most cases, a more successful life than the able bodied. It is true that people with disabilities can overcome their disability of a physical nature with their consistent effort, patience and hard-work. But in Indian films miracles are more common, thereby drifting the films away from reality. Thus it is imperative that films must project the agony through which a physically challenged undergoes before really getting adjusted towards his disability.

Mentally Challenged in Cinema

Films on mentally challenged are comparatively more in India as well as abroad. But once again, the disability has not been touched on at a reality level. There are miracles taking place in most of them. As a result of which, the mentally challenged are joining the category of normal. For example, in "Khilona", Sanjeev Kumar who plays the role of a mentally challenged, rich, young man is able to save his wife from being raped by another family member and in the end is more or less cured of his disability. In this film, the persistent efforts on the part of the wife in rehabilitating her husband are praiseworthy.

"Anjali" directed by Mani Ratnam, a sensitive filmmaker who is known for making socially relevant films like "Roja", "Bombay" and "Dil Se", is a heart-touching story of a six-year old mentally challenged child unaware of her own world. She does not understand the affection of her mother and father and the feelings of her brother and sister and sportsmanship of playmates. She hates them all. She dislikes them all. She hurts all. She wounds all. She slaps all. She is aggressive. She is violent to all. But the sad part is that instead of accepting and showing empathy towards her, the society is uncaring and unfeeling towards her.

Mahesh Manjrekar, in India, has directed "Tera Mera Saath Rahen". The film revolves around the life of a child living with cerebral palsy. The child is Devgan's brother and is deeply attached to

him. The film does not highlight the problems of children living with cerebral palsy. Instead, it highlights the protagonist's romantic life and mental conflict.

"Khamoshi" is a very sensitive film made in India. In Khamoshi, Waheeda Rahman is appointed as a nurse in a psychiatric ward and is treating Dharmendra, a psychiatric patient. The nurse, with her persistent efforts is able to help the patient in getting well. But in the process of treating the patients coming to the psychiatric ward, there is an element of transference of emotions on the part of the patients as well as the nurse. In the end, the nurse is admitted in the psychiatric ward as a patient because of her inability to cope up with the situation.

"Koi…. Mil Gaya" is the story about Rohit Mehra (Hrithik Roshan) who shows the world that friendship is truly universal. Rohit is a mentally challenged child who befriends an alien, who is left behind on earth. His alien friend 'Jadoo' helps him in overcoming his disability, which otherwise faced ridicule and torment at every step in his life. In the end, Rohit fights everybody to safely hand over Jadoo to his space mates. The film is far from reality as children with autism can only be rehabilitated, not fully cured.

Like films, Documentaries also can have strong effects on public perceptions. Many documentaries are made with disability as a theme; efforts are put to show the problem and potential of persons with disability. These are a potent force in countering stigma and misinformation and a powerful ally in changing perceptions, eliminating discrimination, and raising public awareness. Films and documentaries influence thinking of viewers and helps in establishing social norms. There is a long list of such documentaries viz. 'Impossible', a documentary on the stuggle of a man suffering from cerebral palsy, 'Dark' on Visually Impaired by Indranil Goswami of Mumbai, 'Chal' (Come…) on inclusion by Jayesh S Pillai and Haveesh Vemuri of Kanpur, 'Sonal' on Disability Awareness and Cerebral Palsy by Arjna Gaurisaria of Mumbai, 'Girl Star: Anuradha the Medical student' on Physical disability by Pallavi Arora of Delhi, 'Sparsh' on Cross disability by Vrishnika of Delhi, Shri Rakum School for the Blind on Visually Impaired by Miditech of Delhi, 'Believe Me' on the Down Syndrome by Rajani Ratnaparkhi of Pune, 'Nobody's Perfect' on Cerebral Palsy by Bhaskar Hazarika of Delhi, 'Bullets and Butterflies' on Physical Impairment by Sushmit Ghosh of Delhi, 'To Whom I am Concerned' on the mentally challenged by Somya Sharma of Delhi, etc.

It is a commonly held theory that one cannot legislate attitude change. One can legislate behavioural change and hopefully changes in attitude will follow. Attitudes, beliefs, and

misconceptions of society constitute a major barrier for people with disabilities. Attitude change can follow on heightened awareness, increased contact, and increased meaningful communication between disabled and non-disabled people. Although personal interaction is the most effective medium for conveying the personal experience of disability, the mass media especially cinemas can be an effective vehicle for bringing about greater understanding, and a consequent gradual change in public perceptions, of people with disabilities.

Conclusion

Thus, it is seen that rehabilitation, which is one of the most successful ways to integrate the physically/mentally challenged into the mainstream of society, is still missing in the Indian films. However, the foreign films have touched them in a more vivid manner. Further, it is seen that people do not like issue-based films. This is evident from the numbers who come for the screening of films on disability. These films interest only those few who are already aware of the capabilities of people living with disabilities. Adjustment of people with disabilities is not very easy in the society. But at the same time, it must be remembered that it is not impossible also. It is only that they have to make a two-fold adjustment, i.e. one is that they have to adjust to their disability and the second adjustment is common as is faced by normal people of same age and sex. Lastly, while rehabilitating the disabled and projecting them in films, we must all keep in mind that we all have different talents and every one of us belongs to the category of differently abled.

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EVALUATING THE NEW EVALUATION SYSTEM

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ABSTRACT

Working of any system is adjudged by the result it brings out. Similarly efficiency of the education system relies upon its evaluation system. Therefore, continous and consistent efforts are made to ensure all round and comprehensive evaluation technique in education system. CBSE introduced CCE with grading, ruling out the marks system. This has brought some positive changes in teaching learning strategy and personality of learners. The commonly used slogan that " assessment drives learning" , although certainly true, presents a rather limiting concept. It is therefore suggested that it should be replaced by an alternative motto. " assessment expands professional horizons " or we can say that our country needs an education system which brings about a kind of learning that is long lived and truly professional. This has to be complemented with a very effective and simplified evaluation system.

INTRODUCTION

There can be no second opinion that goal of education is to transform a learner into a performer . A teacher while adopting a definite curriculum and methodology of teaching strives hard for achievement of this goal. In the process, teacher naturally becomes eager to know about the result of his striving either for providing necessary magnitude and direction to the ongoing teaching – learning process or for taking some or the other educational or administrative decisions in the interest of his student . At a point even learner becomes eager to know the outcomes of their learning efforts. These questions can be only answered properly by an appropriate scheme of evaluation.

Evaluation provides the ways and means of exercising control over the teaching- learning process by passing value judgements over the desirability of the teaching learning process , objective , learning experiences, method and techniques and efforts of the teachers and students. Effective controlling of the teaching learning demands effective measures of evaluation . Quality evaluation seeks to bring improvement as desired in the management of educational programme in the light of past experiences that may be failure or success or both. For this evaluation should be done in a continous and comprehensive manner by encompassing the four fold evaluation procedures - placements ,formative, diagnostic and summative with focus on internal assessment in regular intervals , through semester system for the pupils and performance appraisal system for the both

teaching & non teaching staff. Besides, evaluation to be comprehensive has to encompass both the scholastic and nonscholastic areas of learning to be measured and observed through the testing and non-testing devices of evaluation respectively .The ongoing measures and techniques adopted in our schools and educational set up suffer from many of the drawbacks and limitations .

PRESENT SCENARIO

The entire field of academics worldwide is worried about the pathetic particularly that in higher studies. In the last decade we have observed the rapid evaluation of assessment methods used in education. Single methods were replaced by multiple methods and paper and pencil tests were replaced by computerised tests.

CBSE has introduced a massive change from the marks based evaluation with a grade based one ,2 years ago in their 10,000 plus associated schools. In this system, students performance will be assessed using conventional numerical marking mode, and the same will be later converted into the grades on the basis of the predetermined marks ranges as detailed below :

Marks Range	Grade	Grade Point
91-100	A1	10.0
81-90	A2	9.0
71-80	B1	8.0
61-70	B2	7.0
51-60	C1	6.0
41-50	C2	5.0
33-40	D	4.0
21-32	E1	-
20 and below	E2	

Besides CBSE is emphasizing on overall evaluation of personality by making it continous comprehensive evaluation – CCE. That is weightage is given to every aspect of learner development. Moreover, introduction to grading system will take away fear factor from students and their parents to perform better in exam and create a stress free and joyful learning environment in the school. This will also enable maintaining a meaningful continuity in formative assessment to evaluate and grade class work, homework ,assignment and project work .

- There will be two evaluations each in the first and second term.
- Each evaluation will carry 10 marks a piece.

Summative evaluation is based on term end examination.

- There will be one term end exam for each term.

- First term end exam will carry 2Q marks.

- Second term end exam will carry 40 marks.

Advantages of proposed system

- The stress and anxiety due to the competition of scoring higher marks is reduced.

- Because the chances of failure is reduced therefore the dropout rate is also reduced.

- Since there is no rush a greater focus on learning is seen rather teaching.

- Short syllabuses for assessment emphasise conceptual learning through experimental learning

- Since weightage in given to every aspect of personality , this assessment procedure helps learner to develop holistically in terms of personality.

- With less stress and burden CCE is expected to prepare student for life by making student physically fit, mentally alert and emotionally balanced.

- Besides studies students will have more time to develop their interest, hobbies and personalities.

- CCE also helps students, parents and teachers to make informed choice about subject in class XI.

If we try to assess the CBSE grading system in terms of success then one must say that with the shift to grades students are able to escape needles and nerve racking competitive pressures. Student opinions have been really good on grades which reflects in the request for re-evaluation that have decreased incredibly.

Not only have the number of distress calls on CBSE helpline dropped many times, no suicide instance has been reported to the CBSE following last year's class X results, even the revaluation applications coming to it after the board exams tend to be lower more than 3 times coming from almost 50,000 each year. A study says, " with the grade system, those in the highest grades may have scored any where between 100% and 81% leaving a wider margin and as a result larger number of students are happy with their performance instead of the three toppers or so".

Besides evaluation some other suggestions to improve the education system are:

- Uniform and standard education system at least upto 10+2 throughout the country. Students coming across substandard syllabus of various state government are not getting equal chance in competitive exams.

- Our nation should have uniform entrance exam policy for admission into various courses. People with less information are not getting equal opportunity to admit themselves in demanding subjects.

- Selection to higher courses on the basis of performance and not on the basis of marks gained in examination.

CONCLUSION

The normative pass/fail decisions moved to assessment standards, and the assessment of knowledge has been replaced by assessment of competence. Efforts have been also made to standardize subjective judgements to develop a set of performance, standards, to generate assessment evidence from multiple sources, and to replace the " search for knowledge" with the search for " reflection in action" in a working environment. The commonly used slogan that "assessment drives learning" , although certainly true presents a rather limiting concept. it was therefore suggested that it should be replaced by an alternative motto "assessment expands professional horizons".

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DR. SARVAPALLI RADHAKRISHNAN - A PHILOSOPHER AND AN EDUCATIONIST

* Dr. Vivek Kohli   ***Hitu Saini*

INTRODUCTION

"The prosperity of a country depends not on the abundance of its revenues nor on the strength of its fortifications nor on the beauty of its public buildings, but in its cultivated citizens, in its men of education, enlightment and character."

- Martin Luther King

Education is the strongest instrument for the achievement of the ideals of the life and a civilized attempt to bring about the balanced and proper development of human personality. A thorough analysis of the past events and problems help us in overcoming present problems and establishing stability for the future. In this age of moral and spiritual crisis, there is need of a divinity in the students. Many great thinkers and philosophers of this land like Mahatama Gandhi, Swami Vivekanand, Dr. S. Radhakrishnan and Rabindernath Tagore etc. tried to give a new philosophical approach to human life.

Like many other great thinkers of later years Dr. S. Radhakrishnan was an internationalist. He was a man of multifaceted personality- a great servant, an eloquent speaker, a successful diplomat, a brilliant statesman, an eminent educationist and a renowned writer who ideally represented the Indian nation its spiritual heritage, its culture, its history and its philosophy. But above all these, he was great as a man.

RATIONALE

The importance of education in the life of an individual goes unchallenged but   in spite of eternal discussions on the proper aim of education, no agreement seems to be right. There are however, certain broad areas over which people are generally agreed. Dr. S. Radhakrishnan gives one such definition, **"The true aim of education should be the production of individuals harmonious in character and creative in spirit."**

Dr. S. Radhakrishnan, who gave a good approach to man making philosophy of education is a modern example of great creation who influenced this country with his

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philosophy of value oriented education. So the investigator realizes the need to study his educational philosophy for developing the character of human beings as versatile personality. So it is the high time to implement and execute the philosophical & educational thoughts of Dr. S. Radhakrishnan in real sense in each & every human being, only then the main aim of education i.e. all around development can be achieved.

Many researchers Bhagwanti, (1988), Aggarwal, K. (1992) and Patel, M. U.(1990) have respectively, studied the educational philosophy of Radhakrishnan. The main objectives of the studies were to interpret the philosophy of Dr. S. Radhakrishnan in terms of education. But the main objective of the present research was to study the Dr. Sarvapalli Radhakrishan-as a Philosopher and Educationist. Hence, the present study had been taken up.

OBJECTIVES

1. To study the life and works of Dr. S. Radhakrishnan
2. To study the philosophical thought of Dr. S. Radhakrishnan
3. To study the effect of Dr. S. Radhakrishnan's ideas on the development of education
4. To study the relevance of Dr. S. Radhakrishnan's ideas in modern Indian scenario

CONCLUSION

Dr. S. Radhakrishnan as a Philosopher

Dr. S. Radhakrishnan was the greatest Philosopher and Thinker of the modern world, he was the personification of entire ancient Indian philosophy, culture and civilization. In the Indian philosophical tradition he advocated vedantic expostulation with affirmations and assertions of literary and philosophical Introspection in a harmonized manner of elevation on centrality and universalistic nuances. The God had endowed Radhakrishnan with a very sharp analytic intellect and instant as well as ever lasting memory along with effective power of expression both as a writer and orator.

Dr. S. Radhakrishnan as an Educationist

Dr. Sarvapalli Radhakrishnan was the great Educationist. **Bharat Ratan** Dr. Sarvapalli Radhakrishnan spent a greater part of his life in the cloistered academic sphere. He realized that the education is a very potent factor to reform and re-mould the society. He thinks that **"Intellectual alertness and physical efficiency are dangerous when spiritual illiteracy prevails."** His stress is, therefore specially on the spiritual aspect of education. Hence, as the

primary purpose of education, he has emphasized the individuality of the child self-consciousness, faith in one's culture and inculcation of sense of duty and citizenship. **On November 4, 1948** the Government of India appointed University Education Commission with Dr.Sarvapalli Radhakrishnan as a chairman. Hence it is also known as 'Radhakrishnan Commission'. The Commission was appointed to suggest improvements and extensions that may be desirable to suit present and future requirements of the country.

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A STUDY OF TELEVISION VIEWING BEHAVIOUR OF SECONDARY SCHOOL STUDENTS AND IT'S IMPACT ON THEIR PERSONAL AND EDUCATIONAL DEVELOPMENT

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INTRODUCTION

Television is the wonder, blessing and achievement of science. It has an audio-visual appeal. Since World War II, it has become the most popular medium of mass communication in history, perhaps the first mass medium to reach all the segments and groups in a society. George Gaxbner, an American Scholar said, *"Television has profoundly affected what we call the process of socialization, the process by which members of our species become human."*

Television has great influence on the thinking of secondary school students. Almost all secondary school students like to spend their leisure time by viewing television programs. They view matches and games for their entertainment. Through news on television, they know about happenings around them. They know about political aspects. They know about social evils like drugs, dowry system, malpractices etc. through films of patriotism, feeling of patriotism arises in them.

Inspite of advantages of viewing television, it has some negative points also. It is playing havoc with the secondary school students. They have become addicted to television. They neglect their studies and spend most of their time in viewing the television. Parents don't know what to do with this new evil. But we can't blame the television. It is in our own hands to use a thing- for a good or a bad purpose. Excess of anything is bad. We can persuade our children to make a judicious use of the television.

RATIONALE

Many people are worried about harmful influence of television on the future generations. Overdosing of sex and violence corrupt the minds and morals of secondary school students. Late night movies keep students awake, disturbing the peaceful rhythm of life. Students especially who are teenagers are temped to watch more and more films on the television. It affects their studies also.

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Many researchers focused their attempts on the study of the impact of Mass Media on achievement of students (Shindhi Neeta, 1982; Kumar T. Pardeep, 2010); relevance of television in the lifes of schools going children (Mayuri and Mohite, 1992); child development through television (Jaiswal and Jaiswal, 1972) etc. But, studies related to the television viewing behaviour of secondary school students and it's impact on their personal and educational development are limited; hence present study has been taken up.

OBJECTIVES

1. To find out any differences in television viewing behaviour of boys and girls of 10th class
2. To find out any differences in television viewing behaviour of urban and rural students of 10th class
3. To find out the impact of television viewing on the personal development of urban and rural students of 10th class
4. To find out the impact of television viewing on the educational development of urban and rural students of 10th class

HYPOTHESES

1. There is no significant difference in television viewing behaviour of boys and girls of 10th class.
2. There is no significant difference in television viewing behaviour of urban and rural students of 10th class.
3. There is no significant difference in impact of television viewing behaviour on the personal development of urban and rural students of 10th class.
4. There is no significant difference in impact of television viewing behaviour on the educational development of urban and rural students of 10th class.

METHODOLOGY

SAMPLE

Out of all schools of Ambala, the study carried out on four schools (two schools from urban area and two schools from rural area). Fifty students studying in tenth class from each school were selected by simple random sampling consisting equal proportionate of boys and girls means twenty five boys and twenty girls from each school.

TOOLS USED

A self made questionnaire on television viewing behaviour of secondary students was used by investigator.

STATISTICAL TECHNIQUES USED

In the present study, mean, standard deviation and t-ratio were used to analyse to, interpret the data and to test the hypotheses.

FINDINGS

1. There is significant difference in television viewing behaviour of boys and girls of 10th class. After analysis of data it was found that mean score of boys' television viewing behaviour is 27.14 and mean score of girls' television viewing behaviour is 28.37 and the value obtained by t-test is 2.80. As the calculated value of t is greater than critical value of t at both 0.05 and 0.01 level of significance. It shows that television viewing behaviour of boys and girls of 10th class is significantly different.

2. There is significant difference in television viewing behaviour of urban and rural students of 10th class. After analysis of data it was found that mean score of urban students' television viewing behaviour is 27.03 and mean score of rural students' television viewing behaviour is 28.48 and value obtained by t-test is 3.33. The calculated value of t is greater than critical value of t at both 0.05 and 0.01 level of significance. It shows that television viewing behaviour of urban and rural students of 10th class is significantly different.

3. There is significant difference in impact of television viewing behaviour on the personal development of urban and rural students of 10th class. After analysis of data it was found that mean scores of urban students regarding impact of television viewing behaviour on their personal development is 14.63 and mean scores of rural students regarding impact of television viewing behaviour on their personal development is 15.95 and value obtained by t-test is 4.78. As the calculated value of t is greater than critical value of t at both 0.05 and 0.01 level of significance. It shows that impact of television viewing behaviour on the personal development of urban and rural students of 10th class is significantly different.

4. There is no significant difference in impact of television viewing behaviour on the educational development of urban and rural students of 10th class. After analysis of data it was found that mean score of urban students regarding impact of television viewing

beahviour on their educational development is 12.4 and mean score of rural students regarding impact of television viewing behaviour on their educational development is 12.53 and value obtained by t-test is 0.52. As the calculated value of t is less than critical value of t at both 0.05 and 0.01 level of significance. It shows that impact of television viewing behaviour on the educational development of urban and rural students of 10th class is not significantly different.

EDUCATIONAL IMPLICATIONS

1. This study will prove beneficial for further studies on television viewing behaviour.
2. This study will provide feedback about positive and negative views of secondary school students regarding viewing television; accordingly improvements or changes can be brought in programmes broadcasting on television.
3. This study will help to know that viewing television is beneficial for students. To develop the creativity of students is the important part of education. Programmes broadcasted on television like art-attack etc. develop the creativity of students.
4. Television is capable of overcoming learning barriers. Television supplements the class-room teaching. Students who are deprived of laboratories or aid in their schools are able to see things in better ways with the help of educational television programmes.
5. With the help of television, students of different cross-sections can be taught simultaneously. Television is one of the major means of mass communication.
6. Educational programmes broadcasting on television provide profitable use of leisure time.
7. By viewing television students get knowledge about different cultures and specialities of different parts of the country.
8. Educational television programmes broadcasting on television motivate children towards learn.
9. This study will help to know that maximum awareness among the students can be brought through the medium of television which is also an important part of education.
10. Viewing television is beneficial for all students residing in urban as well as rural areas. There is a definite impact of viewing television on the personal and educational development of students.

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ACADEMIC ACIEVEMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR INTEREST AND INTELLIGENCE

Dr. Sushma Gupta   ***Swati Bajaj**

INTRODUCTION

Education is the work of the whole of the life. It begins with ones conception in the womb and ends with cremation in the tomb. The world would have been enveloped in the intellectual darkness. It is the light of education that had illuminated it. Thus, education is considrd as the third eye of human being. In the present educational set-up, education plays a significant role in building up the society.

The main focus of education process is to improve performance of the students. Education set up caters to the holistic requirement of the learners. It explains various theories and principles involved in learning and defines the abstract concept such as interest, intelligence, aptitude, personality and academic achievement etc.

In a highly achieving society of today's, success has become an index of attaining position and respect. Greater premium is being laid on the academic achievement of students. A good academic achievement record of students is an index of an effective educational system. It is the tangible result of the quantity and quality of knowledge attained. It is the ripe fruit of slow and steady cultivation of knowledge and skill. Above all, it acts as a catalytic factor to motivate the learner to aspire and prepare for higher results.

RATIONALE

The world is dynamic in nature. The present society has three basic characteristics which makes it dynamic day by day. These are knowledge explosion, knowledge obsolesce and novelty which leads to competition in every field of life. The high school students are at their adolescence stage. At this stage it is very difficult to understand their psychology. Most of the students deviate from their real goal i.e. academic one. In this age of competition, students have a desire to achieve more and more academically. Whenever a teacher teaches to his class, his teaching intends to produce learning. This learning besides teaching methods depends upon the many inherent qualities of learners like intelligence, interest, aspiration, abilities, capacities etc.

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** M.Ed. student

Many psychologists focused their attempts to study the correlation between academic achievement and intelligence (Begum, T.S. and Pheakan, M. 2005); Comparative Study of Intelligence and academic achievement of adolescent boys and girls (Dixit, 1985); Scientific attitude in relation to academic achievement and intelligence of high school students (Arora, 1990). But the studies related to academic achievement of secondary school students in relation their interest and intelligence are limited; hence the present study had been taken up.

OBJECTIVES

1. To study the effect of Interest on Academic Achievement of Secondary School Students
2. To study the effect of Intelligence on Academic achievement of Secondary School Students
3. To study the Inter-correlations among the variables of Interest, Intelligence and academic Achievement of Secondary School Students

HYPOTHESES

1. There exists a positive and significant effect of the Interest upon the Academic Achievement of Secondary School Students.
2. There exists a positive and significant effect of the Intelligence upon the Academic Achievement of Secondary School Students.
3. The inter correlations among the variables of Interest, Intelligence and Academic Achievement is positive and significant.

METHODOLOGY

SAMPLE

A sample pool of 120 students of IX class was drawn from the High/Senior Secondary schools of Ambala affiliated to H.B.S.E. Board. Sample was randomly selected for the present study.

TOOLS USED

1. Educational Interest Record by Dr. S.P. Kurukshetra (1978).
2. General Mental Ability Test by Dr. R.K. Tondon was used to test the intelligence level of the students of IX class.

STATISTICAL TECHNIQUES USED

The investigator took the help of following statistical technique in the interpretation of the data:-

1. Mean, Standard Deviation
2. T-test
3. Correlation

FINDINGS

1. The effect of the Interest and Academic Achievement was significant.

    (i)   The high group of Interest shows High Academic Achievement than that of low group of Interest.

2. The effect of the Intelligence on Academic Achievement was Significant.

    (i)   The High Intelligence Group of students exhibits higher Academic Achievement than that of low Intelligence group of students.

3. The inter correlation among the variables of Interest, Intelligence and Academic Achievement of students was positive and significant as follows.

    (i)   There exists a positive and significant correlation between Interest and Academic Achievement.

    (ii)   There exists a positive and significant correlation between Interest and Intelligence.

    (iii)   There exists a positive and significant correlation between Intelligence and Academic Achievement.

EDUCATIONAL IMPLICATIONS

1. The teacher will be benefited by the results of the study since, there is a higly positive and significant relationship between Interest, Intelligence and Academic Achievement. The implications of the results will encourage the teacher to boost up the interest and Intelligence level of the students in order to raise their academic achievement. If the students have high level of Interest and Intelligence then they will have High Academic Achievement and vice-versa.

2. The study may be helpful in providing directions to the teachers and parents to provide suitable facilities and congenial environment such as proper reading material, proper guidance and feedback to promote the academic achievements of the students.

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IMPACT OF ENVIRONMENTAL EDUCATION IN DEVELOPING ENVIRONMENTAL AWARENESS AMONG SECONDARY SCHOOL STUDENTS

*Dr. Sushma Gupta   ***Shashi*

INTRODUCTION

Environment is one of the key area of current human concern. Etymologically the term environment means surrounding and is used to describe in the aggregate all the external forces, influences and conditions which affect the life, nature, behavior, growth, development and maturity of living organisms. But ironically and probably unknowingly it is human beings themselves who are responsible for degrading, destroying and polluting it and future generation shall have to reap the harvest of unplanned and insensitive approach that has irrepairably damaged the relationship and harmony of human beings with nature. Environmental Education is a powerful instrument to maintain ecological balance that equips human beings with awareness, knowledge, skills, attitudes and commitment to improve the quality of environment.

Environmental Education (EE) refers to organized efforts to teach about how natural environments function and, particularly, how human beings can manage their behavior and ecosystems in order to live sustainably. The term is often used to imply education within the school system, from primary to post-secondary. However, it is sometimes used more broadly to include all efforts to educate the public and other audiences, including print materials, websites, media campaigns, etc.

RATIONALE

It is high time to convince everyone to realize the need of environmental education as it will inform everyone that how mankind has rotten the environment beside this it will also suggest the ways and means that mankind can adopt to achieve progress in life without deteriorating the environment. So need of hour is to make the world citizens conscious about the fundamental information that will help them to understand the complexities of the environmental issues and this can be achieved by spreading awareness about environment.

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Many researchers foucussed their attempts to study the environment awareness and attitude of secondary and higher secondary school teachers and students (Shanawaj, 1990; Nivedita, 2009); Environment awareness of student teachers (Jinarajan, 1999; Pradhan, 1995). But studies related to impact of environment education in developing environmental awareness among secondary school student are limited; hence the present study had been taken up.

OBJECTIVES

1. To study the environmental awareness of Secondary School Students
2. To develop instructional programme for developing environmental awareness among Secondary School Students
3. To study the effectiveness of instructional programme used for developing environmental awareness among Secondary School Students

HYPOTHESES

1. There exists no significant difference between environmental awareness of experimental group and control group before intervention programme.
2. (a) There exists no significant difference between environmental awareness of experimental group and control group after intervention programme.

(b) There exists no significant difference between environmental awareness of experimental group before & after intervention programme.

METHODOLOGY
SAMPLE

In the present study a sample of 80 students studying in IX class in Murlidhar D.A.V.Senior Secondary School of Ambala was taken. Among them 40 students were comprising the experimental group and remaining 40 formed the control group.

TOOLS USED

Two parallel achievement tests (with same difficulty level) developed by the investigator were used to test the performance of the students i.e. before the intervention programme, pre-test (T_1) and after the intervention programme post test (T_2)

STATISTICAL TECHNIQUES USED

Appropriate descriptive statistics like mean, mode, median, standard deviation, skewness and kurtosis were used for classifying the data into various groups, Column graphs were drawn to depict the mean scores of various groups respectively.

FINDINGS

1. Before giving intervention programme to one of the group both the groups were equivalent.

2. There exists a significant difference between environmental awareness of experimental group and control group after intervention programme. It reflects that the intervention programme was effective.

3. There exists a significant difference between environmental awareness of experimental group before and after intervention programme. It shows that the intervention programme was effective.

EDUCATIONAL IMPLICATIONS

ROLE OF INDIVIDUAL

We must admit that today it was not the economic development or technological advancement only that caused all the deterioration in the environment. We too are culprits. It is our short sighted attitude and careless behaviour that adds to neglect the sustainable development.

Following are the few strategies that each one of us can adopt for sustainable development:

❖ Stop wastage in all the possible forms and ways like save power by switching off the electric bulbs, tubes fans, televisions, computer etc. when nobody is there to use them.

❖ Don't let the water run through the tap if you don't need it. Do not cook more food than required.

❖ Stop wasting resources just for fun. Develop a habit to save your resources for tommorow.

❖ Revise and recycle to make optimum use of resources.

❖ Put separate dustbins for biodegradable and nonbiodegradable waste in and around your houses.

❖ Prefer purchasing things that are ecofriendly.

❖ Be a perfect watchdog for your environment. E.g. if you happen to see any activity which harms the environment, try to stop it in your capacity.

❖ Prevent hunting.Donot purchase articles made of animal body parts.

❖ We should stop using insecticides and room freshners to reduce air pollution.

ROLE OF COMMUNITY

Few steps that our community can take towards sustainable development.

➢ To control the population, community, should engage in family planning.

➢ To fight with urbanization and unplanned industrial growth, community, should join hands with NGOs to compel government to develop rural economy to a level which is desirable to stop people moving in cities.

➢ Farmers or agricultural community should minimized the use of chemical fertilizers and pesticides and should replace them with environmentally safe fertilizers and biopesticides.

➢ `**throw-away'** attitude should be replaced with **'conservation attitude'**.

➢ Stop deforestation and practise afforestation on large scale. Movements like **Chipko movement, Narmada Bachao Andolan, Silent Valley movement** etc. should be organised time to time.

ROLE OF TEACHER

Education is the strongest tool to bring about a social change. A sustained education of environmental ethics and values need to be given to our future generations. This will sensitise them towards various environmental concerns and put a check on degenerative practices. Teachers must take up the agenda to cultivate greater environment sensitivity among the new generation.

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LEADERSHIP SKILLS AMONG STUDENT TEACHERS IN RELATION TO THEIR LEVEL OF INTELLIGENCE

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INTRODUCTION

Man is a social creature and he always prefers to live in a social boundary. Practically no one any longer can live in a state of complete or even partial isolation. So, his existence without social set up can hardly be imagined. It is always said that personality does not exist in vaccum but to a large extent depends upon social environment. It is society that makes individual cultured, almost every thing that he learns, he acquires from the society.

But the situation has become very complex and difficult in the modern industrial society where an individual is expected to learn diverse role. The school, colleges and other educational institutions has the responsibility of socializing the child by inculcating in him appropriate value, behavior pattern knowledge and skills so that he adapts himself to a democratic, secular and egalitarian society.

Social skills are most often thought of as a set of skills that allow us to communicate, relate and socialize with the others. Social skills include both verbal and non-verbal form of communication. Good social skills include qualities such as co-operating, compromising and respecting the individreality of others. Leadership is one of the most important aspect of social skills.

RATIONALE

Leadership skill is the most important aspect of socialization. One can not think of living without this skill. But now the quality of leadership is decreasing among the children of recent generation due to the lack of suitable environment. The parents are giving more emphasis on Education of the children by ignoring their social skills.

In the present age the concern with the leadership has become the prominent role because of the increased demand for creative talent in every sphere of life. Modern organization and societies have grown more complex. Highly skilled leadership among the students in Education institution is very much, therefore required.

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Many researchers (Fred ,1967; Sahu, 2008) studied the leadership qualities of secondary school students, but the relation of leadership with intelligence is studied by very few researchers. So, the present study has been taken up.

OBJECTIVES

1. To study the relationship between Interpersonal Skill and Intelligence among the student teachers

2. To study the relationship between intellectual operation skill and intelligence among student teachers

3. To study the relationship between Behavioral and Emotional stability skill and intelligence among student teachers

4. To study the relationship between Ethical and Moral strength skill and intelligence among student teachers

5. To study the relationship between Adequacy of communication skill and intelligence among student teachers

6. To study the relationship between Operation as a citizen skill and intelligence among student teachers

7. To study the relationship between Leadership Skills and intelligence among the student teachers

HYPOTHESES

1. There exists no significant relationship between interpersonal Skill and Intelligence among the student teachers.

2. There exists no significant relationship between the Intellectual Operation skill and Intelligence among the student teachers.

3. There exists no significant relationship between the Behavioral and Emotional stability skill and Intelligence among student teachers.

4. There exists no significant relationship between Ethical and Moral strength skill and Intelligence among student teachers.

5. There exists no significant relationship between the Adequacy of communication skill and Intelligence among student teachers.

6. There exists no significant relationship between Operation as a citizen skill and intelligence among student teachers.

7. There exists no significant relationship between Leadership skills and intelligence among student teachers.

METHODOLOGY

SAMPLE

In the present study, a sample of 120 student teachers of education colleges in Ambala district of Haryana State were selected using simple random sampling.

TOOLS USED

1. Leadership skill test- **Leadership effectiveness scale (LES)** by **Dr. Haseen Taj,** published in 1985 to test the leadership skills among student teachers.

2. Intelligence test- **The group test of general mental ability (A point scale) for college education adults** by **S.S.Jalota's** to test the intelligence level among student teachers.

STATISTICAL TECHNIQUES USED

The statistical techniques like, mean, standard deviation and correlation were used to classify and analyze the data.

FINDINGS

➢ After the analysis of data it was found that the correlation (.34) between the interpersonal skill and intelligence is more than the 6 times of probable error (.32). Therefore, there exist a significant relationship between interpersonal skill and intelligence among student teachers.

➢ After the analysis of data it was found that the correlation (.94) between the intellectual operation and intelligence is more than the 6 times of probable error (.048). Therefore, there exist a significant relationship between intellectual operation skill and intelligence among student teachers.

➢ After the analysis of data it was found that the correlation (.64) between the Behavioral and Emotional stability and intelligence is more than the 6 times of probable error (.22). Thus, Therefore, there exist a significant relationship between Behavioral and Emotional stability skill and intelligence among student teachers.

➢ After the analysis of data it was found that the correlation (.46) between Ethical and moral strength and intelligence is more than the 6 times of probable error (.29). Therefore, there exist a significant relationship between Ethical and Moral Strength skill and intelligence among student teachers.

➢ After the analysis of data it was found that the correlation (.86) between Adequacy of communication and intelligence is more than the 6 times of probable error (.12). Therefore, there exist a significant relationship between Adequacy of Communication skill and intelligence among student teachers.

➢ After the analysis of data it was found that the correlation (.61) between the Operation as a citizen and intelligence is more than the 6 times of probable error (.23). Therefore, there exist a significant relationship between Operation as a citizen skill and intelligence among student teachers.

➢ After the analysis of data it was found that the correlation (.78) between the Leadership Skills and intelligence is more than the 6 times of probable error (.14). Therefore, there exist a significant relationship between Leadership Skills and intelligence among student teachers.

EDUCATIONAL IMPLICATIONS

➢ The child's social world begins in the home. Guidance and training of the parents can help the child to become a social being. Parents should help their children to learn the positive social behavior. From the very early stage children should be trained about what is good and what is bad.

➢ Teachers can help the childern to become more sociable. Teachers should provide opportunities to the children to participate in the group activities. Different co-curricular activities should be organized in the school and the teacher should teach them the value of making good relationship.

➢ Preparing young Childern for leadership responsibility begins in the home with the enriched environment that offers opportunities for them to acquire broad interest, self esteem and the insight and skills that characterize a leader. Parents and teachers can provide their children with supports and encouragement as they participate in a wide variety of home and community activities. Parents and teachers should encourage their children to plan, initiate and complete a variety of self evaluated individual projects.

➢ Major emphasis should be placed on leadership development in all academic areas including the fine and performing arts. Thematic curriculum units and reading list should include biographies and autobiographies of outstanding leaders. Student should be encouraged to analyze and evaluate the motivation, contribution and influence of each leader and assess the leadership styles employed. Major events and other influences, important in the life of each leader should be emphasized.

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VALUE PATTERN OF TEACHERS WORKING IN GOVERNMENT SCHOOLS OF AMBALA DISTRICT IN RELATION TO THEIR SEX, AGE AND EXPERIENCE

*Dr. Narender Kaushik   ***Sukhpreet Kaur*

INTRODUCTION

The world today does not present a very bright picture. There is mutual suspicion and distrust among nations, which is leading them on the suicidal paths of nuclear armament. The present situation indeed in the world of human affairs is all so profoundly disturbed that the momentous changes have taken place in all the field of life and activity. The problem of value is the problem of human life and civilization.

Civilization is perhaps at one of its great turning point. There will be a few people today, who will dare to assert that we live in an age of sanity, decency, enlightenment, love, fellow feeling etc. In every field of human activity, political, economic, social and religious man is confronted with a challenging situation. He can see the great change-taking place, he can pull the wheel of injustice moving around him on, he can realize that loyalties are at crossroads yet he humbly submits and grandly accept whatever falls to his share. Value are the pillar on which the style of life is built. According to Henderson, "Anything which statisfied a human want becomes thereby a value. Human civilization is of great importance fro its diversified values, which are the determinants of an individual's social status, thought structure and finally which are related to the individual's adjustment to various real life situations".

RATIONALE

Education without vision is a waste; education without value is crime; education without mission is burden. Education in our life enable us to become comfortable and to look after our family well. But so far as the social progress is concerned, value-based education is an unavoidable necessity. A nation with atomic power is not a strong nation; but a nation with strong character is indeed a strong nation if a nation is to be strong, then the character of the people of that nation needs to be elevated. For this purpose, value based education is an indispensable device.

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So, today there is an urgent for adopting such methods which promote value education, through the use of various curricular and co-curricular activities in the entire educational programme. A teacher can easily inculcate values if he has love towards his profession and children. Love is the eternal value through which a real teacher can inculcate other values of life among children.

Many researchers focused their attempt to study value-pattern of male and female teachers (Ritu Sharma, 1998; Sharma and Trivali, 1988); value orientation of adolescent boys and girls (P.V. Paul, 1986); Relationship between value and modernity (Ahmed, 1973). But the studies related to the Value Pattern of teachers working in government schools fo Ambala District in relation to their sex, age and experience are limited; hence the present study had been taken up.

OBJECTIVES

1. To study the value pattern of teachers working in Govt. schools of Ambala District in relation to their Sex.
2. To study the value pattern of teachers working in Govt. schools of Ambala District in relation on their Experience.
3. To study the value pattern of teachers working in Govt. schools of Ambala District in relation to their Age.

HYPOTHESES

1. There is no significant difference between the value pattern of teachers working in Govt. schools of Ambala District in relation to their Sex.
2. There is no significant difference between the value pattern of teachers working in Govt. schools of Ambala District in relation to their Experience.
3. There is no significant difference between the value pattern of teachers working in Govt. schools of Ambala District in relation to their Age.

METHODOLOGY
SAMPLE

A sample of 200 teachers selected randomly from Govt. schools of Ambala District was used for the present study.

TOOL USED

In this study for the purpose of data collection, the tool used was **"A New Test for Study of Values"** constructed and standardized by **"Km. Shashi Gilani."**

STATISTICAL TECHNIQUES USED

Mean, standard Deviation and t-test were used by the researcher to analyse the data.

FINDINGS

1. It was hypothesized that there is no significant difference between the value pattern of teachers working in Govt. schools of Ambala District in relation to their Sex. After analysis and interpretation of the data it was found that the data supports the assumption. It means that the views of male and female teachers are same.

2. It was hypothesized that there is no significant difference between the value pattern of teaches working in Govt. schools of Ambala District in relation to their Expereince. After analysis and interpretation of data it was found the data supports the assumption.

3. It was hypothesized that there is no significant difference between the value pattern of teachers working in Govt. schools of Ambala District in relation to their Age. After analysis and interpretation of data it was found the data supports the assumption.

EDUCATIONAL IMPLICATIONS

Values are deeply related with our life span, they are concerned with aims of our life and they direct us to move and behave in various life situations. Education plays a very important and significant role in shaping the value system of the individuals from the very beginning of one's life. Values education is also a part of life that is why values and education are inseparable values are embodied in educational practice. Therefore, on the basis of value judgment, education develop a sense of discrimination among individual between right and wrong, good and bad, fair and unfair, altruism and sadism etc. and all these values are learned in teaching learning situations from nursery to higher level ladder of education.

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VALUE PATTERN OF TEACHERS WORKING IN PRIVATE SCHOOLS OF AMBALA DISTRICT IN RELATION TO THEIR SEX, AGE AND EXPERIENCE

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INTRODUCTION

Values are important if any change is to be expected in an individual. It is the values of individuals to themselves, to their fellows, and to their surroundings, which determine the decisions they take and utilities they conduct. All educational philosophies therefore, essentially stress values.

Rabindranath Tagore, Sri Aurobindo, and Swami Vivekanand stressed the importance of educational, social, moral and spiritual values in all the educational institution of India. Radhakrishan commission (1949), held the view that in addition to search for truth through scientific and scholarly pursuits, an important task of education is concerned with values. According to Kothari Commission (1964-66) the function of higher education is the cultivation of right interests, attitudes, moral and intellectual values among the studetns.

RATIONALE

The teacher plays an important role in moulding the personality of students. It is teacher who by his action, his thought, work, ideas leave an everlasting impact on the mind of students. A teacher who is imbibed with good values of life is appreciated and become a role model for students.

If a teacher has keen sense of values and has faith in higher purpose of life, he can guide the whole generation through his versatile personality. In a classroom teacher's philosophy of life and values are caught up by the students which help in modifying the behaviour of students. Radha Krishan and R.N. Tagore are the modern examples of great teachers who influence not only their students but everyone with their philosophy focusing on the importance of value based education.

Moreover, many researchers focused their attempts to study values co-related with teacher effectiveness (Bohra and Shanti, 1987); Comparative study of value-pattern between male and female pupil teachers of Rajasthan (Verma, 1971). But the studies related to the Value Pattern of teachers working in private schools of Ambala District in relation to their sex, age and experience are limited; hence the present study had been taken up.

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OBJECTIVES

1. To study the value pattern of teachers working in Private schools of Ambala District in relation to their Sex

2. To study the value pattern of teachers working in Private schools of Ambala District in relation to their Experience

3. To study the value pattern of teachers working in Private schools of Ambala District in relation to their Age.

HYPOTHESES

1. There is no significant difference between the value pattern of teachers working in Private schools of Ambala District in relation to their Sex.

2. There is no significant difference between the value pattern of teachers working in Private schools of Ambala District in relation to their Experience.

3. There is no significant difference between the value pattern of teachers working in Private schools of Ambala District in relation to their Age.

METHODOLOGY

SAMPLE

For the present study a sample of 200 teachers were selected randomly from Private schools of Ambala District.

TOOL USED

In this study for the purpose of data collection, the tool used was **"A New Test for Study of Values"** constructed and standardized by **"Km. Shashi Gilani."**

STATISTICAL TECHNIQUES USED

In this study, mean, standard deviation and t-test were used to analyse the data.

FINDINGS

1. It was hypothesized that there is no significant difference between the value pattern of teachers working in Private schools of Ambala District in relation to their sex. After

analysis and interpretation of data it was found that the data supports the assumption. It means that the views of male and female teachers are same.

2. It was hypothesized that there is no significant difference between the value pattern of teachers working in Private schools of Ambala District in relation to their experience. After analysis and interpretation of data it was found the data supports the assumption.

3. It was hypothesized that there is no significant difference between the value pattern of teachers working in Private schools of Ambala District in relation to their age. After analysis and interpretation of data it was found the data supports the assumption.

EDUCATIONAL IMPLICATIONS

Values are deeply related with our life span, they are concerned with aims of our life and they direct us to move and behave in various life situations. Education plays a very important and significant role in shaping the value system of the individuals from the very beginning of one's life like. Values education is also a part of life that is why values and education are inseparable values are embodied in educational practice. Therefore, on the basis of value judgment, education develops a sense of discrimination among individual between right and wrong, good and bad, fair and unfair, altruism and sadism etc. and all these values are learned in teaching learning situations from nursery to higher level ladder of education.

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A STUDY OF ATTITUDE OF TEACHER EDUCATORS AND PUPIL TEACHERS TOWARDS B.ED SESSIONAL WORK

*Dr. Narender Kaushik   ***Sapna Singh*

INTRODUCTION

The progress of a nation depends upon the quality of its people and the quality of their education depends upon the quality of a teacher which is further determined by the quality of Teacher Education. The success of education policy of a nation entirely depends upon its teachers. Teachers are the strongest and vital medium of transmission of education. In the process of education teacher is the pivotal point, the heart of matter.

Education takes place through the interaction between a teacher and the taught. Any policy pertaining to education has to be implemented through teachers. For communicating any idea or change in education system government has to depend upon the teachers and only through teachers, students are reached for the same. Since the college of education and teacher training institutions are the workshops where the teacher are prepared or trained, the role of these institutions becomes more vital for achieving the objectives of education. In these institutions Work Experience and Work Education are being taught as a subject in the teacher education. There is a need to develop work culture in our generation. We generally lack respect for work, we can develop work culture only when we will involve the students and the teachers in productive and socially useful activities along with theoretical knowledge. Functional learning can be done only by the involvement of students. In work oriented experience, educationists have emphasized time and again that our school and college curriculum should be work oriented. Practical as well as theoretical activities, in a balanced ratio, are essential for the development of respect for work among students and teachers.

RATIONALE

Now a days, the needs of individual & society are changing day by day. As a result of this, the structure of education is also needed to be changed. This is an era of science & technology, the present sessional work of B.Ed course is not sufficient according to present needs. Many

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educationists (Bhatnagar, 1980; Kakad , 1983; Ganaphaty, 1992) are of view that present B.Ed sessional work like clay modeling, chalk making, candle making etc. are not up to the mark of present educational needs.

So, the researcher wanted to know whether the teacher educators and the students are satisfied with this sessional work; hence the present study has been taken up.

OBJECTIVES

1. To study the attitude of teacher educators towards the existing B.Ed sessional work
2. To study the difference between attitude of male and female teacher educators towards the existing B.Ed sessional work
3. To study the attitude of pupil teachers towards the existing B.Ed sessional work
4. To study the difference between the attitude of male and female pupil teachers towards the exiting B.Ed sessional work

HYPOTHESIS

1. Teacher educators are of the view that existing B.Ed sessional work does not fulfill the needs and demands of the school.
2. There is no significant difference between the attitude of male & female teacher educators towards existing B.Ed sessional work.
3. Pupil teachers are of the view that existing B.Ed sessional work does not fulfill the needs and demands of the school.
4. There is no significant difference between the attitude of male & female pupil teachers towards B.Ed sessional work.

METHODOLOGY
SAMPLE

In the present study, a sample of 100 teacher educators and 500 pupil teachers was taken to study their attitude towards the sessional work.

TOOL USED

Self prepared attitude scale was be used by the investigator for collecting the data.

STATISTICAL TECHNIQUES USED

Mean, S.D. and t-test were used to analysis the data.

FINDINGS

1. It was found that the teacher education feel that subject of chalkboard writing, P.T.A., H.A.E. and work experience are very important for the pupil teachers because chalk board writing enables the teachers to make effective use of chalk board, use of audio-visual aids makes the learning more effective and work experience inculcates the habit of hardworking among the students. So, these subject must be included in the sessional work.

2. It was found that there exists no significant difference between the attitude of male and female teacher educators. But the mean scores of male and female teacher educators exhibits that in comparison of male teacher educators, female teacher educators feel that subject of chalk board writing, P.T.A., H.A.E. Drawing and Painting, computer Application, Music, Clay Modeling, Interior Decoration must be included in sessional work whereas in comparison of female teacher educators male teacher educators feel that subject of Gardening and Chalk Making must be included in the sessional work.

3. It was found that the pupil teachers feel that subject of Chalk Board Writing, P.T.A., H.A.E. and Work-Experience must be included in sessional work because chalk board writing gives an essential Art of writing to pupil-teachers, use of A.V. aids makes the teaching learning more effective and work experience develops dignity of labour among the students.

4. It was found that there exists no significant difference b/w the attitude of male and female pupil teachers towards sessional work but mean scores of male and female pupil teachers exhibits that in comparison of male pupil teachers, female pupil teachers feel that subject of chalk board writing, P.T.A., H.A.E., Drawing & Painting, Computer Application, Music, Candle Making, Clay Modelling, Interior Decoration and Chalk Making must be included in sessional work whereas in comparison of female pupil teachers, male pupil teachers feel that subject of Gardening must be included in sessional work.

EDUCATIONAL IMPLIACATION

1. The syllabus of sessional work can be evaluated and the topic which pupil teacher does not like can be deleted and new topic suggested by them can be aided in the curriculum.

2. Education should be imparted according to interest and willingness and this study helps to know the interest of pupil teacher.

3. This study helps to gain the view of teacher about what should be added in curriculum or not.

4. This study helps to know the present need of the society.

5. This study help us to know how new methods and technology can be used in present sessional work so that it becomes more effective and useful.

6. This study helps to know the utility and usefulness of computer in education.

7. This study helps to know the views of male and female pupil teacher about the curriculum according to which the curriculum can be critical according to their interests.

8. This study helps us to know that more trained teachers are required for practical work.

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SOCIO-SPIRITUAL DIMENSIONS OF SWAMI DAYANAND'S PHILOSOPHY AND ITS RELEVANCE IN INDIAN EDUCATION

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INTRODUCTION

Dayanand originally known as Mulasankar was born in a Brahmin family at Tankara, in Gujrat and was raised up as an orthodox saivite. He spent fifteen years as a wandering monk in search of personal salvation. In 1860 he met Swami Vrijananda of Mathura, a great vedic scholar and grammarian who became his teacher and mentor. It was he who drew the attention of his pupil to the degenerated state of Hinduism. In addition he implanted in him a great veneration for the ancient Vedas as the true source of pure Hindusim. For the rest of his life Dayanand taught in almost all parts of India on the exclusive truth of the Vedas. He also founded the Arya Samaj (Noble Society) in 1875, which loomed large on the intellectual and social scene of late nineteenth century Northern India.

RATIONALE

There is no denying the fact that the Indian Educational System like many other educational systems of the world is facing a great crisis these days. A number of educational commissions including the Mudaliar Commission (1952), Kothari Commission (1964-66) and also the National Policy on Education (1986) have pin-pointed the need for developing democratic spirit and developing social and spiritual values in the students as one of the aims of education in India.

Though today's education is supposed to be child centered, but in practice, it is not so. The modern academies do not cultivate all the parts of the child's personality, i.e. aesthetic, social and spiritual power of the child. All are interested in getting or giving degrees. Neither the individual nor the nation profits from the type of education being organized and imparted today. So, the researcher wants that the people of the nation must be aware of Swami Dayanand's contribution towards the field of education. The present study is a humble attempt to fulfill this aim.

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Many researchers (Ranga Swami and Sudhakshina, 2001; Tulsi Ram 2004) conducted studies to describe Swami Dayananda as an important personality of India among all the leaders of renaissance. But the studies related to Socio-Spiritual Dimensions of Swami Dayanand's Philosophy and its Relevance in Indian Education are limited; hence the present study has been taken up.

OBJECTIVES

1. To study the life of Swami Dayanand
2. To Study the social dimensions of Swami Dayanand philosophy
3. To study the spiritual dimensions of Swami Dayanand's philosophy
4. To study the relevance of Swami Dayanand's philosophy in Indian Education

CONCLUSION

Universal Educationist

Swami Dayanand was a great supporter of universal education. He said that education should begin in the mother's womb and continue throughout life. He was an exponent of compulsory education for all children, male or female. He felt that education is the birth right of every individual. He also favoured a democratic organization of educational institutions.

Dayanand as Vedantist

Dayanand was a great modern philosopher, religious leader, social reformer and educationist. He wanted to reconstruct the existing education on the basis of vedic traditions. He expressed his faith in God and saw the supreme truth in the forms of Sat, Chit and Anand. He regarded life as meaningful only in the worship of Truth, Beauty and Goodness and laid emphasis on self-realization or salvation as the supreme aim of life. He advocated moral, religious, spiritual and character development of the individual. He saved Hindu society from fragmentation and gave to women a new place of honour. He declared that women were entitled social and legal rights at par with men. He championed the cause of their education, their right to study the Vedas. He brought them out from the seclusion of the 'Purdah' and held them in great esteem.

Harbinger of Educational Reforms

Dayanand was not only a social and religious reformer, a scholar, an educationist and a great patriot but he was much more. He was a harbinger of truth and love, a benefactor of mankind, essentially a world teacher. There is no doubt that Swamiji was a pioneer of social and educational reforms in India.

Sawami Dayanand as a Social Reformer

Swami Dayanand Saraswati (February 12, 1824 – October 31, 1883) was an important Hindu religious scholar and the founder of the Arya Samaj, "Society of Nobles," a Hindu reform movement, founded in 1875. He was the first man who gave the call for Swarajay in 1876 which was later furthered by Lokmanya Tilak.

One can look back at some of the achievements of Arya Samaj like.

❖ Rise to political awareness and freedom fighters in India.

❖ Social equality for all by not recognising caste system.

❖ Eradicating child marriage and the dowry system.

❖ Provision of education for the masses.

❖ Equal status for females in society.

❖ Religious opportunity for everyone.

Swami Dayanad Saraswati as a Religious worker

Swami Dayanand believed in the oneness of God. According to him, God is one. Swami Dayanand holds that God is all powerful. He is pure universal spirit. God is immortal and has no form. Dayananad did not believe in infinite and human form of God. Swami Dayanand also disagreed with the Vedantist idea that God is the material cause of world. God is invisible, the world is visible. God is the creator of Prakriti (Nature). Swami Dayanand says that Salvation means emancipation from all sorts of pain, realization of God and immunity from birth and death.

Swami Dayanand's religion was the religion of the common man. Swami Dayanand believed and taught equality and brotherhood of man and laid on all people the obligation to work for the welfare of all human beings.

EFFECT OF COMPUTER-ASSISTED INSTRUCTION ON ACHIEVEMENT IN ECONOMICS

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INTRODUCTION

The process of teaching-learning` is as old as human civilization. It has been carried out by human beings and even by animals to teach their young ones for successful adjustment in the environment over the ages. The process has undergone several changes and in the last fifty years a number of researches have been conducted on teaching-learning process. The traditional methods & techniques have been replaced by advanced methods & techniques. Educational technology plays an important role in this teaching-learning process.

Computer Aided Instruction holds great potential for education of the future, if properly and efficiently used. The computer is one of the important & outstanding inventions that have revolutionized the teaching-learning process.

RATIONALE

India is a developing country. The chief cause of the progress & advancement in each field is Computer. In teaching-learning process it plays a significant role. Now the teaching methods of education are changing from its conventional aspect to technological method. Thus the roles of teachers & students are changing.

In subjects like Economics, Computers plays a significant role. Economics is a subject of data collection, calculations & Statistics. Computer creates interest & then motivates the students to learn. In economics we can develop the programs on bar diagrams, demand-supply theory & statistical methods. Computer provides a standardized approach of presenting information to students. By using Computer a teacher can make programs quickly & systematically to clarify in an effective manner. The features of Computer like manipulation & coloring art, graphics create more anxiety & interest among students. Hence, the need for the present research arises.

Many researchers (Jiwanjot, 2002; Manchanda, 2005; Batra, 2009) studied the effectiveness of C.A.I. in terms of achievement of students and its comparision with traditional method. The main purpose of this research was to study the effect of computer-assisted instructions on achievement in Economics.

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OBJECTIVES

- To study the difference in the performance of students taught Economics through computer and conventional method.
- To study the difference in the performance of male students taught Economics through computer and conventional method.
- To study the difference in the performance of female students taught Economics through computer and conventional method.
- To study the interaction between methods of teaching and sex.

HYPOTHESES

- There exists a significant difference in the achievement of students of Economics taught through computer and conventional method.
- There exists a significant difference in the achievement of male students of Economics taught through computer and conventional method.
- There exists a significant difference in the achievement of female students of Economics taught through computer and conventional method.
- There exists a significant difference in interaction between methods of teaching and sex.

METHODOLOGY

SAMPLE

In the present study, a sample of 80 students studying in class XI of K.V.M. Sr. Sec. SCHOOL, Raipur Rani was selected at random.

TOOLS USED

Pre-test & Post-test designed by the investigator.

STATISTICAL TECHIQUES USED

- Appropriate descriptive statistics like mean, median, mode & standard deviations will be used to classify data into various groups.
- The inferential statistics such as ANOVA & t-test will be employed to analyze the data.

FINDINGS

1. There is a significant difference in the achievement of the students in Economics when taught through computer & traditional method. After analysis of data it was found that the mean score of students taught through computer is (34.87), which is greater than the mean score of students taught through traditional method i.e. (19.62). It means that teaching through computer is more effective than teaching through traditional method.

2. There is a significant difference in the achievement of male students when taught through computer & traditional method. After analysis of data it was found that the mean score of male students taught through computer is (34.50), which is greater than the mean score of male students taught through traditional method i.e. (20). Thus the male students give better performance when taught through computer.

3. There is a significant difference in the achievement of female students when taught through computer & traditional method. After the analysis of data it was found that the mean score of female students taught through computer is (35.25), which is greater than the mean score of female students taught through traditional method i.e. (19.25). It means that female students give better performance when taught through computer.

4. There does not exist any significant difference between sex and methods of teaching. The calculated interactional F-Ratio (0.59) is much less the tabular value of F-Ratio i.e. 3.96 & 6.96 at both 0.05 & 0.01 levels of significance respectively. The results showed that the interactional effect of method of teaching and Sex on achievement was not significant. It means that there is significant difference in the mean scores of all the groups but there is no interaction between methods of teaching & sex.

EDUCATIONAL IMPLICATIONS

Teacher is a person who directly engaged in instructing a group of students. Teachers are the facilitators & organize teaching process for all round development of students. The need of the present era is that the classrooms should be fully equipped with latest technologies and students should be provided individual instructions that can only be possible through the method of computer aided instruction. In order to bring out an enrichment of teaching process, there is direct need for computer aided instruction.

1. Computer aided teaching creates interest among students & motivate them to learn & perform the best.

2. Teaching through computer helps the students to visualize the concepts, make concepts more clear.

3. Through on-line facility of computer a teacher can directly interact with the parents and can solve their queries.

4. Teaching through computer helps in improving the achievement of students.

5. Teachers can take advantage of online knowledge to know about the advanced developments & inventions.

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EFFECTIVENESS OF INSTRUCTIONAL PROGRAMME IN SPOKEN ENGLISH FOR CLASS IXth STUDENTS

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INTRODUCTION

Out of the many system of communication among human beings, Language is perhaps the most explicit and efficient tool. The scientific study of this particular communication system is linguistic. An ideal language would always express the same thing by similar means; any irregularity or ambiguity would be banished; sound and sense would be in perfect harmony.

Man alone is blessed and endowed with facility of speech. Language is an essential part in human life. Only is the man, to whom Language is the divine gift of God and it is the language, which distinguishes human being from animals. Language is not only a vehicle of literature but also it shows something of the mentality of those who speaks.

RATIONALE

English is gaining importance day by day and without proficiency in this language it would be difficult to progress in the world of globalization and technology. By studying English we have the means to get information regarding the progress being made in the different fields of life. It acts for us as a window to the world, links us with the rest of the world and works as the key to vast our storehouse of knowledge. English has its unique importance for growing India. But the present position of spoken English in Indian schools is still pitiable. Spoken English of the students, these days, is quite defective. In schools main emphasis is given to write English not to speak English.

Many researchers focused their attempts to study the effectiveness of Audio-Media for English Language teaching (Shbnam, 1995; Subramanam and Oganandam, 1994; Ilangovan, 1995; George, 1966). But the studies related to effectiveness of instructional programme in spoken english for class 9th students are limited; hence the present study had been taken up.

OBJECTIVES

- ➢ To develop Instructional Programme on spoken English for IX class students
- ➢ To study the effectiveness of Instructional Programme on spoken English for IX class students

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HYPOTHESES

- ➢ There exists no significant difference between pre-test score of experimental group and control group.
- ➢ There exists a significant difference between pre-test and post-test score of experimental group.
- ➢ There exists no significant difference between pre-test score and post-test score of control group.
- ➢ There exists a significant difference between post-test score of experimental group and control group.

METHODOLOGY

SAMPLE

In the present study, a sample of 40 students studying in class 9th of **Tulsi Public School, Ambala City** was selected at random.

TOOLS USED

In the present study the tools used for collecting the data were:-

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

STATISTICAL TECHNIQUES USED

- Appropriate descriptive statistics like mean and standard deviation were used to classify data into various groups.
- The inferential statistics such as t-test was employed to analyze the data.

FINDINGS

1. There exists no significant difference between the pre test scores of the students of Experimental group and Control group in Spoken English.
   After the analysis of data it was found that mean of pre test score of Experimental group and Control group were nearly equal 37.65. It means that before giving experimental treatment to one group both the groups were equivalent.

2. There exists a significant difference between the pre test scores and post test score of Experimental group.

After the analysis of data it was found that mean of pre test scores of experimental group was less than the post test scores of experimental group. It means that there exists significant difference between the pre test and post test scores of the students in Spoken English under experimental group, which was taught by Instructional Programme.

3. There exists no significant difference between pre test scores and post test scores of control group.

   After the analysis of data it was found that mean of pre test scores of control group and post test scores of control group were nearly equal. Hence there exists no significant difference between pre test score and post test score of control group.

4. There exists a significant difference between post test scores of experimental group and control group.

   After the analysis of data it was found that the mean of post test scores of students under experimental group is higher than the post test scores of students under control group. It shows that the mean of post test scores of both groups differ significantly after giving the experimental treatment to experimental group.

EDUCATIONAL IMPLICATIONS

➢ The study will be helpful to English teachers or conversation teachers for planning the remedial programme to rectify the errors in speech.

➢ Knowledge of English sounds and their correspondence with orthography should be vividly explained to the students at a very early stage so that the wrong habit of using the language does not get deeply rooted.

➢ Ear training should be done to help students to hear different sounds.

➢ Teacher should teach to compare different sounds e.g. same, came , shame etc.

➢ In the beginning the child should be asked to make progress with more familiar sounds-Proceeding from known to unknown.

➢ To assist the students in acquiring the knowledge of new sounds it is important that the teacher should be able not only to make the sounds correctly, but also to analyze and describe the method by which he makes them.

➢ Speech training should be given with the help of intonation, stress, juncture, pause and fluency.

➢ More and more Drill and Practice should be given by teacher.

➢ Teacher should use more and more Audio visual aids.

➢ The study will enable the English teachers to be more professional in their outlook and to do justice especially with the students of rural background.

➢ Teachers should adopt Play way method, Activities and Role playing methods for teaching Spoken English.

➢ The findings of the present study would be helpful for the school in designing the different activities e.g. Plays, Skits in Spoken English.

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A COMPARATIVE STUDY OF ACCOUNTABILITY OF SENIOR SECONDARY SCHOOL TEACHERS OF AMBALA DISTT

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INTRODUCTION

The world is dynamic in nature. Every thing is changing day by day. In this dynamic world, education plays a prominent role in every aspect of human life. It is only education, which can enlighten the whole world forever. Education is a recovery; mere passing of information can never be education. Joetibhai Desai said, **"A child cannot be taught, he/she can be brought up."** So education is a process of bringing out the hidden potentialities of the child. Teacher is an important player in the process of teaching, learning in the field of education, which leads the young to socialization and moralization. Hence it has become imperative for schools to evolve such system of education where in effectiveness of teachers is established.

Accountability refers to a mechanism holding one responsible for his or her actions more particularly in term of the non-accomplishment of the assigned responsibilities or non-fulfillment of the expectations or obligations of one or other nature. Accountability is thus to be viewed as an individual as well as group phenomena where individuals like teachers, students, parents or head of the institution may be held responsible for one or other lapses on their parts in one or the other specific role playing situations. Teacher accountability is a process where by the teachers are made responsible for the fulfillment of their responsibilities.

RATIONALE

"No people can rise above the level of its teachers." But it is irony that many of our school children are failing. As is evident from the 12th class board examination results, the past percentage of the students in the schools are only 50% and equal number of students are failing in their examination. The reason for such a situation is ineffective teaching learning opportunitiesprovided in schools, quality of teachers and work condition of the school. **The New Education Policy** (1986) demands from the teacher a higher level of performance and a sense of dedication and devotion to their profession. Once the teachers are appointed and get confirmed, the immunity to accountability develops. Therefore it is necessary to devise suitable system and tools to enforce accountability of teachers.

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Moreover, many researchers focused their attempts to study the accountability of college and university teachers (Bali, 1986; Anand, 1992; Boli, 2004). But the studies related to the comparision of accountability of senior secondary school teachers are limited; hence the present had been taken up.

OBJECTIVES

   i.   To compare the accountability of senior secondary school teachers teaching in rural & urban areas

   ii.   To compare the accountability of male and female senior secondary school teachers

   iii.   To compare the accountability of married & unmarried teachers teaching in senior secondary school

   iv.   To compare the accountability of teachers having experience less than 5 years and more than 5 years

HYPOTHESES

   i.   There exists no significant difference in the accountability of senior secondary school teachers teaching in rural & urban areas.

   ii.   There exists no significant difference in the accountability of male and female senior secondary school teachers.

   iii.   There exists no significant in the accountability of married & unmarried senior secondary school teachers.

   iv.   There exists no significant in the difference in the accountability of teachers having experience less than 5 years and more than 5 years.

METHODOLOGY

SAMPLE

In the present study, out of all senior secondary schools of Ambala Distt, the study was carried out on 10 schools: 5 schools from rural area and 5 schools from urban area. 10 teachers from each school were selected by simple random sampling.

TOOL USED

For the present study, the tool used for the data collection was kulsam Teacher Effectiveness Scale standardized by DR. Umme Kulsam, Lecturer, Bangalore University.

STATISTICAL TECHNIQUES USED

In this study, mean, standard deviation and t-test were used to analyze the data& test the hypotheses.

FINDINGS

1. There exists no significance difference in the accountability of senior secondary school teachers teaching in rural & urban areas. The difference between mean score of rural and urban teachers is very less. Investigator found that teacher's accountability doesn't depend on the factor whether they are teaching in rural or urban areas. Accountability is not forced. It arises from within.

2. There exists no significant difference in the accountability of male and female senior secondary school teachers. The difference between the mean score of accountability of male and female senior secondary school teachers is very less. It means that accountability of teachers is independent of their sex. It has been found that male and female teachers are equally accountable for their teaching.

3. There exists no significant difference in the accountability of married and unmarried senior secondary school teachers. The difference between the mean scores of married & unmarried senior secondary school teachers is very less. Accountability of teachers is independent of their marital status. Married or unmarried is not at all correlated with the accountability in the field of education or any profession of the like.

4. There exists no significant difference in the accountability of senior secondary school teachers having experience less than 5 years and more than 5 years. The difference between their mean scores is very less. Thus accountability of teachers is independent of their experience. Teacher's accountability doesn't depend on the factor whether they are experienced or not.

EDUCATIONAL IMPLICATIONS

1. This study will prove beneficial for further studies on teacher's accountability.

2. Teachers accountability can help educational authorities to decide on the promotion, probation etc. of teachers.

3. Teachers accountability can help teachers them selves to improve their own teaching.

4. Teachers accountability system would help decide on rewarding good teachers and providing disincentives to incompetent ones.

5. It will provide feedback to improve teaching and can be used for diagnostic purposes.

6. The head of the department, the principal or any higher authority that is in charge of the institution may appraise the teacher's work.

7. Press and students can also make an assessment of teacher's work.

8. Moreover, the teacher can also assess himself or herself.

9. Teachers should have positive attitude. Positive attitude make teachers more accountable and make their work easier, satisfying and rewarding. However a negative or unfavourable attitude leads to lesser accountability, making the teaching work harder, more tedious, tiresome and unpleasant.

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YOGA EDUCATION AND ITS RELEVANCE IN PRESENT SCENARIO

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INTRODUCTION

India is land of Sages, Seers, Saints and scholars. Raja Ram Mohan Rai, Mahatma Gandhi, Swami Vivekananda, Swami Ram Dev all these are modern era personalities. In today's era we are in such fast life that every minute of our life is very important. There is cut throat competition in every field and the pressure of these competitions leads to ill-effect on the health of human beings. "Swami Ram Dev Ji" once said in Yoga training camp in M.P. "What will you do with a good salary even when you cannot eat even your choice food".

"**Yoga"** is one of the best solutions for all these problems. It can be thought as a system, which has the capacity to influence all three aspect of human behavior i.e. Cognitive, Conative, and Affective. The word 'Yoga' is derived from a Sanskrit word "yug" which means to bind, join, to direct and concentrate one's attention'. It is the union of man with "God." The real meaning of Yoga is deliverance from pain and sorrow. The other meaning of Yoga is also represented as the: Yoga:- Chitta-Vritti-Nirodhah

RATIONALE

Today, man is in danger of being enslaved by the machines, of loosing his identity and the root cause of this is his materialistic attitude. There is need of such education which can make human mind sound and able to think for others also. This is possible by following yoga pursuit, as it provides the overall development of the individual.Swami Ramdev Ji also emphasized that Yoga is not only union of man with God, individual with the universal reality, mortal with the eternal but it is also a union of different powers of man which are hidden in him. So, there is a great need to promote the beneficial values of Yoga among the people.

Many researches focused their attempts to study Yoga and Total Health (Duggal, 2001); Yoga and Teaching Professional (Ankita, 2002); Effect of Yogic Training on the physical fitness (Gharote, 1987; Bera, 1990). But the studies to related to Yoga Education and its Relevance in Present Scenario are limited; hence the present study had been taken up.

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OBJECTIVES

1)   To study the place of the Yoga education in ancient India

2)   To study the philosophical thoughts of different philosophers about Yoga education

3)   To study the current position of Yoga in Modern Education system

4)   To study the practicability and benefits of Yoga education

5)   To study the relevance of Yoga education in the present scenario

PLAN AND PROCEDURE

1) The research was based on intensive library research.

2) A systematic review of realted literature was done by the investigator.

3) Discussion with Yogic practitioners was done for collecting the needed information.

4) Help was taken from the various sites of the NET.

5) After collecting the information from various sources, conclusion has been drawn by the investigator.

CONCLUSION

1. Modern education and yoga both are search for knowledge aspiring for perfection. One demands perfection in the outer world and the other in the external world. Both external and internal worlds of human being are important as they both together can bring true happiness, integration and prosperity. It is essential for the modern man to grow externally as well as internally so that there is total or holistic growth of human being in all directions.

2. In the present modern age, yoga and pranayanma are much required than ever because; technology has given rise to certain new types of physical ailments. Such as nervous, tension, stress, insomnia, different types of allergies, mental illness such as constant cravings, mental istability and so on. So now we have reached the stage where, unless we make the use of our higher life forces to get rid of these maladies, the future of man and society will be in jeopardy. It has already been proved that yoga has got power to prevent and cure most of the diseases without medicine. So, yoga is the requirement to integrate with today's lifestyle.

3. Yoga, Pranayama and Yogic Breathing's benefits are numerous; on the physical level it cures our psychosomatic diseases, non-infectious physical diseases. It can build for us a beautiful body, all buoyant and glowing with health. On the mental level it can improve the powers of memory, concentration, logical thinking and creativity. On the behavioural level it cures bad habits and addictions. On the spiritual level, it is a process of self purification.

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TO STUDY THE EFFECTIVENESS OF REMEDIAL PROGRAMME ON HANDWRITING IMPROVEMENT IN ENGLISH AMONG CHILDREN WITH DYSGRAPHIA

*Prof. Satnam Kaur   ***Aarti Sharma*

INTRODUCTION

Language is a very essential element of the human society. It is the basis of all human activities of a social organism. In order to understand and appreciate a culture of the human society, one must understand its language. At present there are about 9000 languages and dialects spoken in the world. But English is the only language which is spoken in every part of the world. It can justly be given the status of being the global language.

English language is the backbone of all human development and advancement. Be in science, commerce or education, its significance cannot be ignored. English like all other languages, involves mastery of four skills that are listening, speaking, reading and writing. In the hierarchy of language learning, writing of a language comes at the last. But in current education system written langauge plays a very significant role in the overall assessment of the students, as they are solely judged on the basis of their written examinations. Since the knowledg is tested through written examinations, it follows that a student with poor writing skills will perform badly, and may fail and even face expulsion from the school because of repeated failures. The writing problem in children is usually refered to as dysgraphia. It is an inability to write, which is due to the visual-motor integration disorder, which interfers with the memory and execution of the motor pattern needed to write or copy letters, words and numbers.

RATIONALE

In India, due to the ever-increasing population, the classrooms are brimming with the students and it is becoming very difficult for the teacher to pay attention to all the students individually. The result is that many of the students are unable to understand English properly. The time table of a school generally has six periods of English per week, which is not sufficient to improve English language of the students as it is still a foreign language for a large numbers of Indians and English language becomes extremely difficult specially for dysgraphic students. Therefore there is an imperative need to provide a remedial programme for the handwriting improvement in English among children with dysgraphia.

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Many researches focused their attempts to study the information processing characterstics of learning disabled and non learning disabled children (Kaur, 1992; Prasad and Srivastava, 1992). Some other researchers study the difficulty faced by learning disabled students in writing competency and reading competency. (Paradhan, 2002; Kapoor, 2003). But the studies related to the Effectiveness of Remedial Programme on Handwriting Improvement in English among Children with Dysgraphia are limited; hence the present study has been taken up.

OBJECTIVES

1. To identify handwriting skill defects among children with dysgraphia of primary level students.
2. To study the type of errors in handwriting, committed by children with dysgraphia.
3. To design a remedial programme for the improvement of handwriting in English among children with dysgraphia.
4. To study the handwriting errors committed by the dysgraphic students of experimental group and controlled group.
5. To study the differences that exists between the Post-test scores of the experimental group and the controlled group.
6. To study the differences that exists between the Pre-test and Post-test scores of the experimental group.
7. To study the effectiveness of the remedial programme on the improvement of handwriting of the experimental group.

HYPOTHESES

1. There exists a similarity of errors committed by the experimental group and the controlled group.
2. There exists a significant difference between the post-test scores of the experimental group and the controlled group.
3. There exists a difference between the pre-test and post-test scores of the experimental group.
4. Remedial programme has significant effect in improving the handwriting skill of the experimental group.

METHODOLOGY

SAMPLE

In the present study, the sample of 30 students studying in class VII of Govt. Girls Senior Secondary School, Model Town, Ambala City was taken on the basis of purposive sampling. The students were divided into two equal groups of 15 students: Group A (Experimental Group) and Group B (Control Group). For splitting the group the researcher took 30 dysgraphic students and then she arranged the marks of the students in ascending order. Then the two groups of students are selected according to matching type. For example:

	Rank	Rank	
	1	2	
Group A	3	4	Group B
	5	6	
	7	8	

TOOLS USED

Following tools were used by the investigator:-

(i) Learning Disabilities Checklist developed by Bains, 1997.

(ii) Diagnostic Pre-Test of handwriting developed by investigator.

(iii) Diagnostic Post-test of handwriting developed by investigator.

FINDINGS

1. It was found that the mean scores of experimental and control group before treatment were nearly equal. So, it is clear that before giving experimental treatment to one group, both the groups were equivalent, so the effect of the treatment can be easily predicted.

2. It was found that after giving experimental treatment to one group, there was difference in the performance of both the groups. Experimental group performed much better than the control group, after receiving remedial programme.

3. It was found that before giving experimental treatment to the group, the performance level was low, and after applying the remedial programme the performance of the experimental group was increased.

4.   It was found that the remedial programme provided to experimental group, brought the improvement in the scores. Therefore the remedial programme had significant effect on the performance of group A or experimental group.

EDUCATIONAL IMPLICATIONS

The findings of the present study have direct educational implications for the dysgraphic children as well as learning disabled children studying in regular school.

1. The remedial programme helped the researcher to first identify and then provide special education to the learning disabled identified through the experiment. The same process can be utilized by the regular school teachers to timely identify and assess the children with dysgraphia.

2. It will help in creating awareness among regular school teachers about dysgraphia, and its symptoms and motivate them to devise and improve their teaching methodology to accommodate the needs of these special children.

3. The research will also help the teachers to accept the learning disabled children with sympathetic and concerned manner.

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IDENTIFICATION AND FUNCTIONAL ASSESSMENT OF AN AUTISTIC CHILD-A STUDY

*Dr. Pooja   *** Seema*

INTRODUCTION

Autism is a disorder of neural development that is characterized by impaired social interaction and communication and repetitive behaviour. The word autism was wined by the swiss psychiatrist Eugen Bleuler in 1910. He derived it from the greek word 'autos' meaning self. He used it to mean morbid self-admiration and any influence from outside is an intolerable disturbance. The word autism first took its modern sense in 1938 when Hans Asperger of the Vienna University Hospital adopted Blueuler's terminology 'autistic psychopaths' in a lecture on child's psychology.

According to Leo Kannel, the defining features of autism as:

- A profound autistic withdrawal.

- An obsessive desire for the preservation of sameness.

- A good rote memory.

- An intelligent and pensive expression.

- Language without real communication intent.

- Over-sensitivity to stimuli.

- A skilful relationship to objects.

RELATED STUDIES

Koegal & Koegal,1994: Their report suggested that the hallmarks of the condition, which lie at the heart of the autistic spectrum, are the communication and the social interaction deficit.

Quill,2000: An understanding of best practices to enhance social skill and communication in children, it seems as just beginning.

Potter and Whittaker,2001: The aim of proximal communication is to engage the children in playful and pleasurable non-verbal interaction to develop their early social skills.

RATIONALE

There is a need of extensive research on autism, so as to guide and teach the autistic children in an effective manner. Autistic children need individualized attention and special treatment depending upon their individual needs in some specific situations. Most importantly,

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there is a need to provide necessary training to the class teachers for adequate education and adjustment of the autistic children. Actually, the well-being and future of these children lie in the capability and sincere efforts of a good teacher. Therefore, there is a need for, proper pre-service training of regular school teachers under the guidance of special persons. Emphasis can be laid on psychological principles and maxims in the process of teaching learning.

The welfare, progress and adjustment of the autistic children lie much in providing better education to them. Present surveys conducted on special education show a rise in the cases of autism. Most of the researches done till date on autism are medical by nature, however very less work has been done on this topic from educational aspect.

Therefore, the researcher is interested in exploring the educational dimensions of autism, so as to benefit the regular teacher in acquiring new Knowledge and specialization in dealing and helping autistic children through special education.

OBJECTIVES

- To study the characteristics of a child with autism
- To study the educational provision for a child with autism.
- To evaluate the functional assessment of child with autism.

METHODOLOGY

For present study, investigator decided to adopt descriptive method because this method will be appropriate regarding the present problem of research.

SAMPLE

For the sample of present study, an autistic child of AWWA ASHA school for special children, Ambala cantt was purposively selected to take part in the study.

TOOLS USED

For the sample study, the investigator used two assessment forms as tools of collecting the data:

- Medical assessment form
- Assessment form including skills

FINDINGS

1. By analyzing the medical assessment from school record we come to know that the subject has speech defect and language disorder. He was in need of speech therapy. After the study of emotional & behavior development we come to know that subject has speech defect. There was an another behaviour problem of over activeness. So, he ask for psychiatric surveillance. Chronological age of the subject is 6¼ yrs but his mental development is like a child of 2¼ yrs. His development is uncertain. It means he may develop or may not be.

2. Under the educational provisions children are given exposure to routine task. To train the child in social behaviour he is exposed to various situations and groups. For the overall development of child it is always necessary to ensure that the activities are made interesting in a way that the child take full interest in different activities. It is very important to make a child capable of expressing his own ideas freely and at the same time understand others comfortably. To improve the motor skills of the child a specialized kind of training is required in which he is regularly exposed to activity which are directly related to reflex actions & reactions to a particular situation.

3. Upon analyzing the mentioned scoring patterns we can find the gradual improvement in the different activities of the sample, such as:

4. In activity of daily living the score of the student (subject) before providing the instruction was 40%. But after the proper training of skill the score increased significantly up to 60%. It means improvement of 20%.

5. In activity of social skill the score of subject before providing the instruction was42.5 but after the proper training of skill the score increased significantly to 62.5%. it means improvement of 20.%.

6. In activity of cognitive skills the score of subject before providing the instruction was 43.3 %. But after the proper training of skill the score increased up to 63.3%. it means improvement of 20%.

7. In activity of communication skills the score of the subject before providing the instruction was50%. But after the proper training of skill the score increased significantly up to 70%. It means improvement of 20%.

8. In activity of motor skills the subject before providing the instruction was 46%. But after the proper training of skills the score increased significantly to 66%. It means improvement of 20%.

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A STUDY ON CEREBRAL PALSY-IDENTIFICATION AND FUNCTIONAL ASSESSMENT

*Dr. Pooja   *** Jyoti*

INTRODUCTION

Cerebral Palsy, formerly known as "Cerebral Paralysis" was first identified by English Surgeon **William Little** in 1860. Little raised the possibility of Cerebral Palsy during birth as a chief cause of the disorder. Research conducted during the 1980s by the National Institute of Neurological Disorders and Stroke (NINDS) suggested that only a small number of cases of Cerebral Palsy are caused by lack of oxygen during birth.

Doctors use the term Cerebral Palsy to refer to any one of a number of neurological disorders that appears in infancy or early childhood and permanently effect body movement and muscle coordination but aren't progressive, in other words, they do not get worse over time. The term Cerebral refers to the Cerebrum which is the affected area of the brain. Palsy refers to the loss or impairment of motor function. Thus Cerebral Palsy as a whole stands for the loss or inability in exercising control over the movements of the body or motor behavior as a result of some damage in nervous system or brain.

Cerebral Palsy is not a disease. It is not contagious and it can't be passed from one generation to the next. There is no cure for Cerebral Palsy, but supportive treatments, medications, surgery and education can help many individuals improve their motor skills and ability to communicate with the world.

RATIONALE

The members of the treatment team for a child with Cerebral Palsy will most likely include a physician, an orthopedist. But an educator, who may play an especially important role when Cerebral Palsy present a challenge to education. Studies (Boose, 1999; Kelly, 2005; Rostami, 2010) have shown that family and teacher support are two of the most important factors in helping to reach their long term goals.

The scanning of previous related research studies revealed that researches conducted on till date on Cerebral Palsy are medical by nature.

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Therefore, the researcher is interested in exploring the educational dimensions of Cerebral Palsy, so that the teacher may acquire new knowledge and is able to help the child suffering from Cerebral Palsy through special education.

OBJECTIVES

- To study the characteristic of a child with Cerebral Palsy

- To analyze the educational provisions for a child with Cerebral Palsy

- To study functional assessment of a child with Cerebral Palsy

METHODOLOGY

SAMPLE

A child with Cerebral palsy of AWWA ASHA school for special children, Ambala Cantt was selected to take part in the study.

TOOLS USED

For the present study, the investigator used two assessment forms as tools for collecting the data:

- Medical assessment form
- Assessment form including skills

FINDINGS

From the analysis and interpretation of data, the investigator has found following findings which are as:

- After studying the motor function, the subject was found to be suffering from spastic Deplegia – a form of Cerebral Palsy.
- The subject learning ability was found to be slow.
- It was also found that the subject was slow in acquiring academic skills; but has shown improvement as compared to his previous performance in the ASHA School due to play

method of acquiring knowledge.

- 20%improvement was noticed in Motor Skills with in a period of 1 year in the ASHA school.

- The subject has also shown 16.7 % improvement in performing activities in the ASHA school related to his daily living, as compared to his previous performances. 14.29% improvement was registered in Social Skills

- The subject exhibited 20% improvement in all cognitive skills.

EDUCATIONAL IMPLICATIONS

For Teachers

- Focus on the individual child and learn firsthand what needs and capabilities he or she has.

- This may seem obvious, but sometimes the "look" of CP can give the mistaken impression that a child who has CP cannot learn as much as others.

- Tap into the strategies that teachers of students with learning disabilities use for their students. Become knowledgeable about different learning styles. Then you can use the approach best suited for a particular child, based upon that child's learning abilities as well as physical abilities.

- Effective teamwork for the child with CP needs to bring together professionals with diverse backgrounds and expertise. The team must combine the knowledge of its members to plan, implement, and coordinate the child's services.

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A STUDY OF EDUCATIONAL FACILITIES IN PRIMARY SCHOOLS UNDER SARVA SHIKSHA ABHIYAN

*Dr. Mukesh Ahlawat   *** Jasbir Singh*

INTRODUCTION

Education is a life long process. It is never ending. It starts with the birth of an individual and goes on till the last day of the individual. Education makes an individual a real human being. Education equips the individual with social, moral, cultural and spiritual aspects and thus makes life progressive, cultured and civilized.

The school is an important agency of education which has an everlasting effect on the personality of a child. The schools are set up by the society for its own enrichment and betterment. From the home, the child is sent to the school for receiving formal type of education. A school is just like a temple where children from different families irrespective of their caste, colour and creed come to receive education. They are seated equally under the same roof and are taught by the same teacher. The school modifies the beahviour of the child and helps in his proper growth and development.

But, many schools fail to achieve the desired objectives fixed up by the society. Some schools do not provide congenial environment with up-to-date facilities for children. It is correct to say that good deed is ensured with high quality instruments. Thus, educational institutions should provide healthy environment and proper educational facilities, only then the goals of education can be achieved.

RATIONALE

Primary stage of education is the foundation of the entire super structure of the nation which we intend to build. The strength and progress of a nation rests upon the educational foundation of its people. Primary education is crucial for spreading mass literacy, which is a basic requirement for the effective functioning of democratic institutions, economic development and modernization of the social structure.

The National Policy of Education marked a significant step in the history of education in the post-independence India. It aimed to promote national progress, a sense of common citizenship and culture to promote national integration. It laid stress on the need for a radical reconstruction of

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the education system, to improve its quality at all stages, and gave much greater attention to science and technology, the cultivation of moral values and close relation between education and the life of the people. But the condition of most of the government schools is pathetic as schools don't have adequate building-facilities, furniture, black boards, mats, teaching aids, libraries and playground etc. The school plant is of unique importance in the process of education. A good school plant ensures good education. Right attainment of goals of education is only possible by establishing suitable facilities.

Many researchers focused their attempts to study the position of enrolement of children in the age group of 6-13 years (Krishnamurthy, 1985); various causes of dropouts (Sie, 1986); factors affecting literacy programmes in tribal areas of Himachal Pradesh (Velma, 1987) etc. But the studies related to educational facilities in Primary Schools under Sarva Shiksha Abhiyan are limited; hence the present study had been taken up.

OBJECTIVES

1. To study the transport facilities in the school under Sarva Shiksha Abhiyan
2. To study the library facilities under Sarva Shiksha Abhiyan
3. To study the academic facilities provided in the school under Sarva Shiksha Abhiyan
4. To study the recreational facilities in the school under Sarva Shiksha Abhiyan

METHODOLOGY
SAMPLE

The samle of the study was taken from 20 Government Primary schools in Ambala District.

TOOLS USED

A self made questionnaire was used to get information about the educational facilities in Primary Schools under Sarva Shiksha Abhiyan by the investigator.

STATISTICAL TECHNIQUE USED

The data obtained from the questionnaire was analyzed by making use of simple percentage method.

FINDINGS

I. Followings are the findings of Physical Facilities in the schools:

(i) Most of schools do not have sufficient number of rooms at Primary level, 40 % schools have 1 room and 25 % schools have 2 rooms and 5 % schools have 3 rooms in Government Primary Schools provided by Sarva Shiksha Abhiyan and 30% schools have no rooms provided by Sarva Shiksha Abhiyan.

(ii) There is 100% facility of furniture provided by Sarva Shiksha Abhiyan.

(iii) In a large % of schools, 95 % have toilet facility provided by Sarva Shiksha Abhiyan in Government Primary schools and 5 % schools have no toilet provided by Sarva Shiksha Abhiyan.

(iv) 95 % schools have separate toilets for boys and girls and 5 % schools have no separate facility provided by Sarva Shiksha Abhiyan in Government Primary Schools.

(v) 95% Government Primary Schools have electricity connection but 5 % schools have no electricity facility in Government Primary Schools provided by Sarva Shiksha Abhiyan.

(vi) 95 % schools have drinking water facility and 5 % schools have no drinking water facility in Government Primary School provided by Sarva Shiksha Abhiyan.

(vii) There is no facility of separate staff room in Government Primary Schools provided by Sarva Shiksha Abhiyan.

(viii) There is no facility of Play ground in Government Primary Schools provided by Sarva Shiksha Abhiyan.

(ix) 95 % schools have library facility and 25 % schools have no library facility in Government Primary Schools provided by Sarva Shiksha Abhiyan.

(x) 75 % schools have first aid kit facility and 25 % schools have no first aid kit facility in Government Primary Schools provided by Sarva Shiksha Abhiyan.

(xi) 100 % schools have other facilities like beautification and maintainance in Government Primary Schools provided by Sarva Shiksha Abhiyan.

II. Followings are the findings of Academic Facilities in the schools:

(i) 100 % schools have free books facility provided by Sarva Shiksha Abhiyan.

(ii) 100% schools have stationary facility. All schools have provision for stationary in Government Primary schools provided by Sarva Shiksha Abhiyan.

III. Followings are the findings of Instructional Facilities in the schools:

(i) It is found that 95 % schools have black board facility in Government Primary Schools and 5 % schools have no black board facility provided by Sarva Shiksha Abhiyan.

(ii) It is found that 100 % schools have chalk facility provided by Sarva Shiksha Abhiyan.

(iii)There is no facility of labs in Government Primary Schools provided by Sarva Shiksha Abhiyan.

IV. **Followings are the findings of Welfare Facilities in the schools:**

(i) 70 % schools have provision for scholarship facility and 30 % schools have no provision for scholarship facility in Government Primary Schools provided by Sarva Shiksha Abhiyan.

(ii) 55 % schools have provision for extra classes and 45 % schools have no provision for extra classes in Government Primary Schools provided by Sarva Shiksha Abhiyan.

V. **Followings are the findings of Recreational Facilities in the schools:**

(i) There is no facility of separate rooms for games and sports equipment and 90 % schools have sports equipment and 10 % schools have no sports facility in government Primary school provided by Sarva Shiksha Abhiyan.

(ii) There is no provision of educational tour / trip in Government Primary School provided by Sarva Shiksha Abhiyan.

(iii)It is found that 80 % schools have competition facility and 20 % schools have no competition facility in Government Primary Schools provided by Sarva Shiksha Abhiyan.

VI. **Followings are findings of Transportation Facilities in the schools:**

(i) It is found that there is no facility of transport in Government Primary schools provided by Sarva Shiksha Abhiyan.

EDUCATIONAL IMPLICATIONS

1. The Government Primary Schools should have the facility of separate staff room for teacher's use under Sarva Shiksha Abhiyan.

2. Sarva Shiksha Abhiyan should provide playground to Government Primary Schools for various games such as badminton, yoga practice etc. for physical facility of the students.

3.   Most of Government Primary Schools have no provision of separate library room. So Sarva Shiksha Abhiyan should provide separate room for library in Government Primary schools.

4.   There is provision of sports equipment in Government Primary schools. They should utilize it as their best way. There is no facility of separate sports room, in which they can maintain sports equipments. Sarva Shiksha Abhiyan should provide facility of sports room.

5.   75% schools have first-aid box facility but 25% schools have no facility of first-aid box. These 25% schools should have first-aid box. It should be in every schools and reachable to students.

6.   20% schools have no competition facility. Sarva Shiksha Abhiyan should have provided facility in these schools.

7.   consideration in this side.

8.   Sarva Shiksha Abhiyan should have provision of prizes or award for best teachers. Due to these awards other teachers will also motivate.

9.   40% schools have no dictionary facility so Sarva Shiksha Abhiyan authorities should pay due consideration towards this side.

10. Sarva Shiksha Abhiyan authorities should provide educational tour/trip facility in Government Primary Schools.

11. Sarva Shiksha Abhiyan authorities should provide Labs facility in Government Primary Schools.

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A DIGNOSTIC STUDY OF ERRORS COMMITTED BY 8TH GRADE STUDENTS IN SOLVING PROBLEMS IN GEOMETRY

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INTRODUCTION

Education plays very important role in the development of our society. School is most important and popular agency of providing education. So school curriculum must be effective. In present age mathamatics has been given an important place in school curriculum. Plato advocated the inclusion of mathematics in school curriculum because mathematics reasoning disciplined the mind. It is only subject that encourage and develops logical thinking, it enables the student to discriminate between essential and non essential, it helps them to understand the facts, to draw necessary conclusion etc. Except mother tongue there is no other subject which is more closely related to our daily life as mathematics.

Geometry is an important branch of mathematics which dominates the learning of the mathematics in high school classes, whereas arithmetic and algebra both are science of numbers, geometry is science of lines and figures. It is concerned with concept of size, shape, relative position of figure and properties of space.

RATIONALE

Geometry is recognized as a study important for cultural development. It is the key to mathematical thinking. Its importance arises partly from its value in demonstrating the nature and power of pure reason. On the basis of a few axioms or assumptions, the student is able to erect a logical structure of established truth that can be used to discover and prove new facts. It provides content that range from simple to complex. The results are verifiable as correct or incorrect.

Technical advancement have placed an increasing importance on geometry not only in engineering, machine shop and construction industries, but also in landscape, architecture, interior decoration etc. Further for a sound foundation in teaching geormetry a teacher has to be well versed with all possible errors which can be committed by students in learning geometry. Hence it is necessary that teacher must have the prior knowledge of errors and their remedies.

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Moreover, many researchers focused their attempts to study the impact of remedial teaching programmes for the common errors committed by students in calculus (Ramang, J., 1989); Child's concept of fundamental Euclidean Geometry (Gupta and Debjani, 1989); conceptual errors made by secondary school pupils in learning selected areas in modern mathematics (Sarla, 1989). But the studies related to Errors Committed by 8th Grade Students in Solving Problems in Geometry are limited; hence the present study has been taken up.

OBJECTIVES

1. To identify the learning difficulties in geometry faced by 8th grade students.
2. To find out the errors committed by students in translating statement in mathematical form by using appropriate diagram.
3. To suggest remedial programme for 8th grade student in learning of geometry.

METHODOLOGY

SAMPLE

150 students were taken from six schools of Yamuna Nagar District by using random sampling method.

TOOL USED

A self made diagonostic test was used as a tool to gather the required data.

STATISTICAL TECHNIQUE USED

The data obtained from the diagnostic test was analyzed properly by making use of simple percentage method by finding maximum error and mean.

FINDINGS

1. In the test given on angle to girls the mean error committed by girls is 5.35 which shows that girls committed 44.5% error.
2. In the test given on triangle to girls the mean error committed by girls is 3.5 which shows that girls committed 29.9% error.
3. In the test given on quadrilateral to girls the mean error committed by girls on quadrilateral is 7.5 which shows that girls committed 62.5% error.

4. In the test given on angles to boys the mean error committed by boys on angles is 7.7 which shows that boys committed 64.8% error.

5. In the test given on triangle to boys the mean error committed by boys is 4.8 which shows that boys committed 40.6% error.

6. In the test given on quadrilateral to boys the mean error committed by boys on quadrilateral is 8.7 which shows that boys committed 72.6% error.

EDUCATIONAL IMPLICATIONS

1. With the help of the diagnostic test teacher can evaluate the level of understanding of students.

2. Teacher can easily identify the areas of problem & can use more effective methods.

3. Teacher can identify that how creative the students can think.

4. Once the error is detected, teacher can easily find out in which area they need more help.

5. It helps to diagnose the present level of student.

6. The study can help the teacher to plan some remedial program for the improvement.

7. The finding of the present study have direct implication for student and teacher, teacher educators, for curriculum development & designing of instructional material.

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A STUDY TO IDENTIFY THE AWARENWSS LEVEL OF SECONDARY SCHOOL TEACHERS IN THE AREA OF HUMAN RIGHTS

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INTRODUCTION

From the beginning human beings have been struggling for getting reights because rights are very essential for their development. Victory of democracy of human beings is in reality the victory of their rights bexause democratic system makes those rights certain which are essential for the development of human beings. In the wonds of **Prof. Laski** "The state is known by the rights it maintains." In modern age rights are not only the concern of the nation states, but they are also the concern of international community and international organizations. Protection of huma rights is very essential and United Nations are committed to the protection of human rights and they wanted to make these rights the concern of the thinking of the international community at large.

RATIONALE

Students are the backbone of the country. Therefore, they could play an important role in educating the public, particularly the lower strata of society, about their rights and privileges. Disseminating knowledge about the Human Rights is the responsibility of teachers in the making, and for this teacher should himself/herself be awared about human rights.

Many researchers focused their attempts to study human right education-the need of hour (choudhary, 1994; dhand 1995, sharm, 1998); child rights in schools (dhankar, 2004); violation of human rights in India (fernandes, 1996). But, the studies related to the awarenwss level of secondary school teachers in the area of human rights are liminted, hence the present study had been taken up.

OBJECTIVES

➢   To know the awareness level of teachers of Govt. Sec. Schools in the area of Human Rights in terms of:

(a)   United Nation Organization and its other branches.

(b)   The Laws of Human Rights

(c)   The articles of Human Rights in Indian Constitution.

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➢ To get the views of teacher trainees regarding various provisions in the area of Human Rights especially:

(a) the right to education, medical care, child-labour, girl child, dowry system, daily wages.

(b) the right related to religion, minorities, scheduled castes and scheduled tribes.

➢ To give suggestions to make Human Rights as catalyst for the betterment of society.

METHODOLOGY

SAMPLE

100 teachers from two Government Secondary Schools of Ambala District were taken as the sample of the present study.

TOOLS USED

To know the awareness level of teachers in th area of Human rights investigator used a self made questionnaire.

STATISTICAL TECHNIQUE USED

Simple percentage technique was applied for the analysis of the views of teacher regarding Human Rights.

FINDINGS

From the previous pages embracing the process of Tabulation, Analysis and Interpretation of data, the present investigatyor is in a position to draw out number fo conclusions and suggenstions warranted by the study in hand. Following are the inference deduced on the ground of preivious pages:

1. Teachers of Govt. Schools were highly aware of the following

➢ Meaning of the Human Rights

➢ Main objectives behind the charter of the UN signed on 26th June, 1945

➢ Meaning of the UNO

➢ Words of Bal Gangadhar Tilak

➢ Human Rights Day

➢ The present High commissioner for Human Rights

➢ Articles fo UDHR

➢ Type of organization of UNO

➢ Articles of Human, Rights under Indian constitution

➢ Meaning of Declaration

➢ Disadavantaged group

➢ The most outstanding theories

2. Teachers of Govt. School are highly average aware of the most of the areas of Human Rights including its meaning, articles, charter of United Nations, Secretary General of Human Rights, rights and duties. But, teachers are un aware about

- Members of the commission for Human Rights

- The amendments of Legal throry of rights

- Relationship between rights and duties

- The present Secreatry General of UNO

- Meeting of UNO

- Theories of Human Rights

- Declaration of Human Rights etc.

- Treaty

3. Teachers of Govt. Schools strongly Agree with the following statements

   1. In India only and educated person is aware of his Human Rights.

   2. The reservation policy for the deprived section of society is justified

   3. In the present scenario the proven "justice delayed means justice denied "is justified for the impending murder cases, rape cases, extortion, criminal cases.

   4. It is appropriate ot include Human Rights as a subject in the school curriculum.

   5. There should be more reservation for the handicapped people in various walks of life.

   6. The role of the media in the awareness of Human Rights among people is justified.

   7. The soft approach of Govt. is responsible for the serious violation of Human Rights despite extensive constitutional and statutory safeguards.

4. Teaching of Govt. Schools Strongly Disagree with the following statements

   1. In the present scenario girl child is still a burden for family

   2. Relationship between rights and duties

   3. The present secretary general of UNO

   4. Meeting of the UNO

   5. Theories of Human Rights

6. Declarion of Human Rights

EUCATIONAL IMPLICATIONS

It is not only customary to give one pertinent suggestions and recommendation at the end of any research reporting. Obviously, an attempt has been made here to offer some specific, relevant, important and major recommendations in a conscise form, on the basis of the investigation in hand, and it is deemed that these will find consensus of opinion and consensus fo opinion among the persons who go through them. The results obtained from this study form an optimistic picture about the level of awareness among the Teachers of Govt. School.

The awareness level was stated to be satisfactory at all the Teachers of Govt. Schools. However the following suggestions are offered after making perusal of the results.

1. Human Rights education should be made compulsory at all the levels, starting from the school level, till the university level.

2. All the members of the society should be made aware of their Human Rights.

3. In order to introduce Human Rights education in the curriculum, at all the levels of the school, first of all B.Ed. students should be made educated so that they can efficiently educate their students later on.

4. Emphasis should be made on the activities like NSS, girls guiding etc. it help the students ot analyze the ciricusmstances that lead to social unrest, drug addiction, terrorism etc.

5. Students should be allowed to organize and participate in street plays, debates, seminars, discussions and composing poems on the issues of Human Rights.

6. Besides giving the theoretical knowledge of various declarations the students can be taken to places where Human Rights are abused like bonded labour, child labour, tribal and deprived sections of the society and allow them to communicate with them on their own level.

7. Active participation and celebration of important days like UN day, Human Rights day, International days of the disabled should be made.

8. In the morning assembly brief prsentations should be there by the members of Human Rights Education clubs in the college campus. Social service culb can also hold exhibitions and educational projects.

9. Workshops should be organized to study the existing course of Human Rights education and suggestions should be welcome by experts.

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vkt dsrdbZknknh ;qx eaf'k{kk ds{ks= eaekuflld fodkl ij T;knk cy fn;k tkrk gSvkSj vk/;kfRedrk dksutj vUnkt fd;k tkrk gSftl dsifj.kkeLo:Ik fo|kFkhZ thou dk Lrj fxjrk tk jgk gSA ftl lsmudk pfjf=d fodkl fujUrj iRruksted[k gSA Nk= tksf'k{kk xg.k djrk gSmldksvius thou esiwkkr%ughaviuk ikrk A vr%bl vuko';drk dksiwjk djusea vk/;kfRed fopkj/kkjk dk egRoiwkZ ;kxnku gSA dbZ "kks/kdrkZvka½jk?kk?kou] 1984(pUnk] 1984(ferry] 2001½ usvk/kqud Hkkjrh; f"k{kk dsufefer djuseaJh vjfoUn vkSj xk/kh th ds;kxnku dk v/;;u fd;k gSA ijUrqmudh vk/;kfRed fopkj/kkjk dk v/;;u cgqr de "kks/kka ea gqvk gSA bl fy, xk/kh th vkSj Jh vjfoUn dsvk/;kfRed fopkjkadk v/;;u djuk vfr vko';d gSA

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v/;;u dsmnnsÝ;

1- egkRek xkakh vkÕ Jh vjfoUn dsvk/;kfRed fopkjkadk v/;;u A

2- egkRek xkakh vkÕ Jh vjfoUn ds'kÕ{kd fopkjkadk v/;;u A

3- egkRek xkakh vkÕ Jh vjfoUn dsvk/;kfRed fopkjÌadk orÆku f'k{kk&i)fr ij iÌÌkko ,oa iÌlÝxdrk dk v/;;uA

v/;;u fof/k

1- 'kkÝkdRrkÆus iÌdkf'kr rFkk vidkf'kr nkauka lkefxzÝkÞ Hkk"k.kkÞÞ v[kckjka vkfn dk v/;;u fd;kA

2- egkRek xkakh vkÕ Jh vjfoUn dsvk/;kfRed fopkjkadk dÆc) v/;;u fd;kA

3- egkRek xkakh vkÕ Jh vjfoUn ds'kÕ{kd fopkjkadk dÆc) v/;;u fd;k A

4- egkRek xkakh vkÕ Jh vjfoUn dsvk/;kfRed fopkjka dk orÆku f'k{kk ij iÌÌkko ,oa iÌlÝxdrk dk v/;;u fd;kA

5- 'kkÝkdRrkÆusHkfo"; eav/;;u dsfy, fu"d"kÆ rFkk lÇÞko dk fuekZ.k fd;kA

fu"d"kÆ

orÆku lekt eabl ckr dksegl¸l fd;k tk jgk gSfd vk/;kfRed eÝ;kadk iru gks jgk gSvkÕ LokFkÊiu c<Frk tk jgk gSA ;fn ge iÞphu le; dh vkt dh fLFkfr lsrÞyuk djÆa rksge vkt dsle; dksn[knk;d ,oa iÍMkdnk;d djkr nÉxs A le; ds lkFk lkFk vk/;kfRed eÝ;kadk iru gksjgk gSA vkt dk lkekftd okrkoj.k fnu ifrfnu fxjrk tk jgk gSA foKku vkÕ rduhd ds{ks= eavR;f/kd fodkl dslkFk lkFk ykxkadh fopkj/kkjk eadkQh ifjorÆu vk;k gSA ge vf/kd Hkkåfrdoknh cu x, gÞA gekjk lEEidZmÙke vkÕ vk/;kfRed eÝ;kadslkFk de gksrk tk jgk gSA vk/;kfRed Kku dh deh dsdkj.k lÞdkj eaÞkkÝk.k] HkzÎVkpkj] fouk"k] rckgh] LokFkZ rFkk ?k'.kk iÞnk gksjgh gSA bl dslkFk lkFk vk/;kfRed f'k{kk dsvÌÌko dsdkj.k jktuhfrd ruko] vkfFkÆd ijs'kkfu;ka rFkk Hk; iÞnk gksx, gÞA ykx vkReghu rFkk bZoj foghu iÝ.kh curs tk jgsgÞA lc vkÕ xMcM+vkÕ folyo utj vkrk gSA lÅkj dk dY;k.k vk/;kfRed f'k{kk ij fuÌÌkj djrk gSA

egkRek xkakh vkSj Jh vjfoUn us vius vk/;kfRed fopkjkas }kjk Ih[k nh fd vk/;kfRed f"k{kk lakj dh orZeku cgjkbZ;ka dks tM+Is m[kkM+nxh A ;g euq; dks pfj=oku] bZekunkj rFkk "kfDr"kkyh cukdj mPp Lrj ij ys tk,xh A ;g lPph ekuork dh uho Mkysxh A ;g ?k'.kk ds LFkku ij ie] LokFkZ ds LFkku ij vkRe cfynku rFkk fgalk ds LFkku ij vfgalk dks tUe nxh A muds vk/;kfRed fopkjkarFkk "kS{kd fopkjkadk v/;;u djus ds i'pkr~dgk tk ldrk gSfd lHkh v/;kidkarFkk f"k{kk "kkfL=;ka dks vius fo|kfFkZ;ka dks thou eamu fo"kkśrkrvka dks mHkkjuk pkfg, tksegkRek xkakh vkSj vjfoUn th ds }kjk crk, x, gSaA

lUnHkZ xUFk lµph

1- okfy;k] ts ,l- ¼1984½ f"k{kk dsfl)kUr rFkk fof/k;k¡ lkky ifЀy"kt] tkyU/kj

2- ik.Ms] MkW jke"kDy ¼1974½ f"k{kk n"kLu] foukn iµrd eflUnj] vkxjk

3- iky] MkW ,l-ds ¼1973½ f"k{kk dsnk"kIfud fl)kUr vkSj vk/kkj] Yk{eh ukjk;.k xµr dSyk"k idk"ku

4- lpnnok] ,e-,l- "keku] dsds ¼2003½ mnh;eku Hkkjrh; lekt eaf"k{kk] V.Mu idk"ku] yµ/k;kuk

5- fl µg] f"ko cgknqj ¼2002½ Jh vjfoUn f"k{kk n"kLu] jk/kk ifЀyds"kUl] ubZ fnYyh

6- dµkjh] MkW vo/ks'k ¼1991½ Jh vjfoUn dk lekt n"kLu] jk/kk ifЀyds"kUl] ubZ fnYyh

7- Jh vjfoUn ¼1994½ Jh vjfoUn viusfo'k; eaJh vjfoUn vkJe idk"ku foHkkx] lkkf.Mpjh

8- xµr] fo'oidk"k] xµr] ekguh ¼2006½ egkRek xka/kh 0;fDr vkSj fopkj] jk/kk ifЀydÓut] ubZ fnYyh

Lokeh foosdkuUn rFkk xq ukud no th ds 'kS{kd fopkjks dk rqyukRed v/;;u

*MkW ckyk jkuh   **vatuk

Hkfedk

f'k{kk euq"; ds 0;ogkj ea ifjorZu Is IEcfU/kr gSrkfdd og Ikekftd IkeatL; LFkkfir dj IdA Hkkjr vusd Ikrkjh nk'kfudka fopkjkh Iekt] Iadkj /kkfeZd xq vkadh Hkfe jgh gSrFkk Hkkjrh; Iekt mudsn'kU Iscgqr iHkkfor jgk gA fiNys 150 o"kkZ Is miyC/k 'kS{kd Ikp u doy gekjsf'k{kkfFkZ;ka }kjk inku ,d vewY; Hkkj gS cfYd bl 'kS{kd Kku us ekuoh; rFkk ikdfrd nf"Vdksk IsfofHkkUu IeL;kvkals mHkjus eaHkkh vHkkripZ;kxnku fn;k gA cgqr Isegku fopkjdka rFkk nk'kfudka tSS' egkRek xkakh] jfoUnuukFk VSxksj] MkWjk/kkd".ku] Jh vjfoUn vkfn us ekuo thou ds ifr] f'k{kk ds ifr rFkk f'k{kk dh ekuo thou ea vko';drk ij vius fopkj idV fd, gA mudsÅpsfopkj vPNh f'k{kk dh nsu gSa bu ykxksdh ekuork eaegku fnypLih gkrh gA Ipep ;sykx u doy ml ;qx eacfYd iR;;d ;qx ea viuh igpku viuh fopkj i~fr }kjk] viuh ftnxh dsn'kU }kjk vkSj viusfopkjka }kjk cuk, j[krsgA ;sykxxka dksiji.kk nusdsfy, rSkj djrsgSavkSj ndjjka dsmudsihNspyusdsfy, jkLrk Hkh rSkj djrsgA bu egku ykxxka dk f'k{kk ds{ks= eacgqr ;kxnku gkrk gA

bUgh easIs,d uke Lokeh foosdkuUn rFkk ,d uke xq ukud no th dk Hkh gSftUgkaus f'k{kk ds{ks= eacgqr ;kxnku fn;k gA ftIds}kjk euq}; dksbl If"V eamI dh mifLFkfr rFkk vkrfjd 'kfDr IsIEcfU/kr ipZuka dsmÙkj iklr gksIdA

v/;;u dh vko";drk

euq}; ds thou ea vund my>ua vkrh gA ;g my>ua ckgjh thou IsT;knk muds vkUrfjd thou IsIEcfU/kr gksrh gSftudk fuokj.k vfr vko";d gA euq}; dh gj IeL;k dk Iek/kku f"k{kk)kjk gh IEHko gA ,d jk"V^a dk fuekZ.k dny jktuhfr)kjk gh ugha gksrk cfYd ;g nk"kfud] Iar] fopkjd gS tks sfd Iekt dks veY; fopkj inku djrsgStks sfd 0;fDrxr pfj= dsfy, vko";d gA vkt IEiwzkZfo"o fouk"k dh dxkj ij [kMk+ gA tgka,d vkj tkfr] /kek] IEink;] {ks=h; fofHkkUurk] ekuo&ekuo dschp vHksn [kkbZdksvkSj xgjh dj jgh gA ogha ndjh vkj euq}; thou IsuSfrd eY;ka fopkjkh ekSydrk dk iru gkrk tk jgk gSftIdsdkj.k

f"k{kk mfpr fun*Z*ku ikus ea vl eFkZ gks jgh gA ,d h ifjfLFkfr;ka ea orZeku l e; ea foosdkuUn rFkk xq ukud no th ds vkn"kkbZ n"kUl] eM;ka dh cgqr vko";drk gA nksuks gh egkuHkko ka us viu&vius <ax l s l kekftd] l kLdfrd fpUru ds l kFk&l kFk jktuSrd] /kkfeZd] vkfFkZd rFkk f"k{kk tS s ie[k fo"k;ka ij ofpkjd fu/kkj.kka dh uho j[kh ftl dh orZeku l e; ea cgqr vko";drk gA

vkt ds rdZokn ;q ea f"k{kk {ks= ea eknufl d fodkl ij T;knk cy fn;k tkrk gSrFkk vk/;kfRedrk dks utj vnkt+fd;k tkrk gSpfd bl vko";drk dks ijk djus ea nk"kfud fopkj/kkjk dk egRoiwdZ ;ksxnku gA bl hfy, foosdkuUn rFkk xq ukud no th ds "kS{kd fopkjka dk /;ku vfr vko";d gA

dbZ vuq*Zkku drkZvkas us ¼uk;j] oh-,l- ¼1980½] dqekj ih- ½2007½ Lokeh foosdkuUn rFkk xq ukud no th ds 'kS{kd fopkjka dk v/;;u fd;k gA ijUrq muds fopkjka dk rqyukRed v/;;u cgqr de vuq*Zkkudrkavkas us fd;k gA vr% bl vuq*Zkku dk e[; mnns'; Lokeh foosdkuUn rFkk xq ukud no th ds 'kS{kd fopkjka dk rqyUkkRed v/;;u djuk gA

v/;;u ds mnns'';

1- Lokeh foosdkuUn rFkk xq ukud no th ds thou ifjp; dk v/;;u djukA
2- Lokeh foosdkuUn rFkk xq ukud no th ds nk"kfud fopkjka dk v/;;uA
3- Lokeh foosdkuUn rFkk xq ukud no th ds "kS{kd dk;ka dk v/;;u djukA
4- Lokeh foosdkuUn rFkk xq ukud no th ds "kS{kd fopkjka dk rqyukRed v/;;u djukA
5- nk"kfud ,oa "kS{kd fopkjka ds vk/kkj ij orZeku f"k{kk i) fr ij i<kkoA

v/;;u dh fof/k

1. 'kks/kdRrkZ us idkf'kr rFkk vidkf'kr nksuks l kefxz;ka Hkk"k.kka v[kckjka vkfn dk v/;;u fd;kA

2. Lokeh foosdkuUn vkSj xq ukud no th ds vk/;kfRed fopkjka dk dec) v/;;u fd;kA

3. Lokeh foosdkuUn vkSj xq ukud no th ds 'kS{kd fopkjka dk dec) v/;;u fd;k

4. Lokeh foosdkuUn vkﬁ xq ukud nﬁ th ds vk/;kfRmed fopkjﬁadk orﬁsku f'k{kk ij ilﬁkko ,oa iﬁkl ﬁxdrk dk v/;;u fd;kA

5. 'kksﬁkdRrkZusﬁHﬁfo"; esﬁv/;;u dsfy, fu"d"kZrFkk lﬁko dk fuekZk fd;kA

fu'd'kZ

Lokeh foosdkuUn th rFkk x#ﬁukud nﬁ th ds"kﬁ{kd fopkjﬁaesﬁlekurk dsrRo%&

1- Lokeh foosdkuUn rFkk x#ﬁ ukud nﬁ th nkﬁukﬁf"k{kk ds cky dfﬁUnr gkﬁus ds lﬁeFkﬁd FkﬁA

2- Lokeh foosdkuUn th rFkk x#ﬁukud nﬁ th nkﬁukﬁdks gh f"k{kk iﬁflr dsfy, ,dkﬁxrk dks vko";d ekuk gSA

3- Lokeh foosdkuUn th rFkk x#ﬁukud nﬁ th nkﬁukﬁusfo|kFkhZ dsfy, Lo;a dke djusij cy fn;k gSA

4- Lokeh foosdkuUn th rFkk x#ﬁukud nﬁ th nkﬁukﬁgh lekﬁt esﬁ0;kﬁr dﬁghfr;kﬁvﬁkfo"okﬁl dsfojksﬁk FksﬁA

5- Lokeh foosdkuUn th rFkk x#ﬁukud nﬁ th nkﬁukﬁgh f"k{kk esﬁLordﬁ=rk dsl eFkﬁd FksﬁA

6- Lokeh foosdkuUn th rFkk x#ﬁukud nﬁ th nkﬁukﬁds vuﬁdj gh vuﬁ"kkl u vkﬁUrfjd gkﬁuk pkfg,A

7- Lokeh foosdkuUn th rFkk x#ﬁukud nﬁ th }kjk crk, x, f"k{kk ds mnﬁﬁ";kﬁesﬁlekurk ikbﬁ tkrh gﬁA nkﬁukﬁgh 0;fDr "kkjhfjd] ekufld] ufrd] vk/;kfRmed rFkk pkfjf=d fodkl ij cy nrsFkﬁA

8- Lokeh foosdkuUn th rFkk x#ﬁukud nﬁ th dh f"k{k.k fof/k;kﬁesﬁlekurk gSA nkﬁukﬁus ,dkﬁxrk fof/k ds lﬁkFk lﬁkFk fopkj&foe"kZ fof/k] rdﬁ&forﬁd fof/k] fpUru fof/k] Lok/;;u fof/k ij cy fn;kA

9- Lokeh foosdkuUn th rFkk x#ﬁukud nﬁ th us lﬁkoﬁﬁksﬁed rFkk vfuok;ﬁl f"k{kk dk l eFkﬁﬁu fd;k gﬁA

10- Lokeh foosdkuUn th rFkk x#ﬁukud nﬁ th nkﬁukﬁusgh ukjh f"k{kk ds l "kDr l eFkﬁd FkﬁA

11- Lokeh foodkuUn th rFkk xq#ukud no th nkukagh v/;kid dks cgqr Åpk LFkku fn;k gSA nkukdsvunqkj v/;kid gh fo|kFkhZdksI gh ekxZfn[kk l drk gSA

Lokeh foodkuUn rFkk xq ukud no th ds "kSf{kd fopkjkae vl ekurk ds rRo%&

1- Lokeh foodkuUn th }kjk crk;k x;k ikB;Øe mifu'n rFkk onkUr ij vk/kkfjr gSA tc fd xq# ukud no th usikB;dze eaikkquke fl eju dksvko";d LFkku fn;k gA

2- Lokeh foodkuUn th us,dkxrk dsfy, ;kx ij cy fn;k gSA Lokeh foodkuUn thsds vunqkj ^jktk ;kxk* }kjk fo|kkFkhZ,dkxrk dh fLFkfr dksikIr dj l drsgA

3- Lokeh foodkuUn th uscgEkp;Z dh vo/kkj.kk dksviuk;k gSA mudsvunqkj fo|kFkhZ dks thou dk ikyu djuk pkfg, A xq# ukud no th usxgLFk thou ij cy fn;k A muds vunqkj Kku iklfr xgLFk thou eajgdj Hkh dh tk l drh gA

4- Lokeh foodkuUn thsusfo|kFkhZ dh "kkjhfjd LokLF;; dsfy, ;kx dksvko";d ekuk gA osLo;aHkh ikr%;kx fd;k djrsFkA xq# ukud no th us"kkjhfjd LoLFrk dsfy, dBkj ifjJe ij cy fn;k gSA mudsvunqkj fo|kfFkZ,adksdf"k IEcU/kh dk;Z djuspkfg, A

5- Lokeh foodkuUn th usIkLd'r Hkk"kk ij cy fn;k FkA xq# ukud no th usIkLd'r Hkk"kk dsckjseadN ughadgk gSrFkk u gh mUgkuesHkk"kk ij vf/kd cy fn;k gA

I UnHkZ xUFk I ¡ph

1- okfy;k]ts,l-¼1984½ f"k{kk dsfl)kUr rFkk fof/k;ka iky ifCyd"ku] ,u-,u- II] tkya/kj -

2- izdk"k xqrk jkftUnz Lokeh foodkuUn 0;fDrRo vk§ fopkj] jk/kk ifCyds'ku] ubZ fnYyh] 110002-

3- I hMh-Vh-,l-¼1993½ x# ukud no th dk f"k{kk n"kLu "kkL=] iatkc fo'ofo|ky;

4- jk/kk d".ku Mk- ,l-, x# ukud no th] mudk thou] le; rFkk f"k{k.k] x# ukud IaLFkku] ubZ fnYyh 1969**

A STUDY TO IDENTIFY THE AWARENESS LEVEL OF THE TEACHER TRAINEES REGARDING INCLUSIVE EDUCATION

Dr. Bala Rani   *****Harpreet Kataria***

INTRODUCTION

Inclusive education means that all students in a school, regardless of their strengths or weaknesses in any area, become part of the school community. The basic idea behind inclusive education is that it enables all to participate together in society from the very beginning. Provision of such a form of education inculcates a feeling of confidence in the minds of disabled children and provides them an access to the formal system of education. Inclusive education gives an opportunity to non-disabled pupils to share with peers who are different in one way or another and to learn, to accept and respect their "differences". Disabled pupils, in their turn, have the opportunity to become part of the school community and get a "realistic" idea of what a competitive society looks like as well as their own possibilities and limitations. Thus, the inclusion of the disabled people in the society is a process that runs in two directions: to prepare disabled to become part of the society and prepare society to accept them. Inclusive education is a process of removing barriers and enabling all students, including previously excluded groups, to learn and participate effectively within general school systems.

RATIONALE

All children have right to learn together. Children should not be devalued or discriminated against by being excluding or sent away because of their disability or learning difficulty. There are no legitimate reasons to separate children for their education. They do not need to be protected from each other. Research shows children do better, academically and socially in integrated settings. There is no teaching or care in a segregated school, which cannot take place in an ordinary school. Given commitment and support, inclusive education is a more efficient use of educational resources. Segregation teaches children to be fearful, ignorant and breeds prejudice. All children need such an education that will help them in developing relationships and prepare them for life in the mainstream. Only inclusion has the potential to reduce fear and build friendship, respect and understanding.

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One way to provide education to the children with special needs is the establishment of special schools. But this does not provide a lasting solution to the educational problems faced by them, as such schools are few in number and moreover, they fail to integrate these children in the social mainstream. It is therefore, unanimously agreed that principle of inclusive education is the only way to realize and noble goal of "Education for All".

Many researches (Vaughn, Elbaum, & Schumm, 1996; Klingner et. al, 1998) have pointed out that the present day teachers are not aware about the concept of inclusive education and its usefulness in the field of Special Education, so the researcher feels that there is a need of identifying the level of awareness of teacher trainees regarding inclusive education.

OBJECTIVES

1. To study the difference in awareness level among the urban female teacher trainees and rural female teacher trainees regarding Inclusive Education.
2. To study the difference in awareness level among the urban male teacher trainees and rural male teacher trainees regarding Inclusive Education.
3. To study the difference in awareness level among male teacher trainees and female teacher trainees regarding Inclusive Education.

HYPOTHESES

1. There exists no significant difference between urban female teacher trainees and rural female teacher trainees regarding awareness of Inclusive Education.
2. There exists no significant difference between urban male teacher trainees and rural male teacher trainees regarding awareness of Inclusive Education.
3. There exists no significant difference between female teacher trainees and male teacher trainees regarding awareness of Inclusive Education.

METHODOLOGY
SAMPLE

For the present study, a sample of 200 students was taken randomly from four education colleges of Ambala District.

TOOLS USED

To achieve authentic; genuine and accurate information from the Pupil Teachers of different Education Colleges 'Questionnaire' was the useful tool in comparison to visiting different colleges personally and seeking an interview with all the Pupil Teaches. Therefore, for the present study the investigator employed the 'Questionnaire' tool for the collection of data.

FINDINGS

1. There was a significance difference between the urban female teacher trainees and rural female teacher trainees regarding the awareness of Inclusive Education. Urban female teacher trainees were more aware than the rural female teacher trainees regarding Inclusive Education.

2. There was a significance difference between the urban male teacher trainees and rural male teacher trainees regarding the awareness of Inclusive Education. Urban male teacher trainees were more aware than the rural male teacher trainees regarding Inclusive Education.

3. There was a significance difference between the male teacher trainees and female teacher trainees regarding the awareness of Inclusive Education. Female teacher trainees were more aware than the male teacher trainees regarding Inclusive Education.

EDUCATIONAL IMPLECATION

For the effective implementation of inclusive education programs, general classroom teachers need to be trained for the educational needs of the impaired children, specific aids are to be made available and the curriculum must be flexible. Since inclusive education is a community-based program, its implementation depends upon the extent of interaction with the general community. District Rehabilitation Centers, medical officers, local hospitals, NGOs, Braille presses, Red Cross, National Rehabilitation Institutes, and special schools are to be closely involved in the program implementation. Success of inclusive schools depends on the concerted efforts, not only by the teachers and school staff, but also by peers, parents, volunteers, administrators and in general by all members of the society. Inclusion not only needs a complete reorientation of the previous educational structure but it also requires a change in the attitudes of non-disabled population towards disabled. Development of positive attitudes in society towards disable students is a major objective of inclusive education. The attitude towards will not be changed by internal organizational discussions or a few goodwill messages. It needs a massive social action which should strike directly at the root of the problem which is lack of

knowledge/awareness about the disabled persons.

Inclusive Education Programme is a ray of hope that will have a positive impact on the awareness of the community and more disabled children would be working and contributing towards the growth of the society. There would be more interactions between the disabled children and non-disabled children, which contribute to *both* bonding and building the society.

Thus, in a nutshell, it is appropriate to say that inclusive education is one way to empower the differently able with some skills and give them a chance to explore their abilities and enhance their potentialities so that they can contribute to the advancement of the nation in the same way as the non-disabled people do.

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SOHAN LAL DAV COLLEGE OF EDUCATION (IASE)
AMBALA CITY

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

OUR VISION

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

OUR MISSION

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

OUR COMMITMENT

C – Creating Knowledgeable and Human Society

O – Organisational Pride

M – Mutual Trust and Democratic Sharing

M – Modernity Blended with Tradition

I – Total Quality in Teacher Education Programme

M – Materialism Coupled with Spirituality

E – Empowerment of Teachers

N – Nurturing Vedic Values

T – Teacher Competency Focus

OBJECTIVES OF THE COLLEGE

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

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

3. To develop instructional material for schools.

4. To bring examination reforms in school system.

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

ACHIEVEMENTS OF THE COLLEGE

In order to realise the objectives of this college, many sustained efforts have been made. The following benchmarks in the field of teacher education reflect the collective wisdom of the faculty under the dynamic leadership of the former Principals and the present incumbent.

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

(ii) It enjoys the proud privilege of being the first DAV College to be awarded **A+ Grade** by National Assessment and Accreditation Council **(NAAC)** with 93% marks. Out of

all colleges of Education across the country, in that particular year this is the first College of Education which was graded as A+by NAAC.

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

(iv)   The college now enjoys the status of an Institute of Advanced Study in Education **(IASE)** conferred by Ministry of Human Resource Development, Govt. of India. This speaks very modestly about its gymnastic growth in the area of teacher education in five states namely Punjab, Haryana, Himachal Pradesh, Jammu & Kashmir and U.T. Chandigarh.

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

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

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

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

The Principal of the college, Dr. Vivek Kohli is a well-known seasoned Principal and educationist. His contribution in teacher education is viewed with respect. He has the vision and judgment of an administrator par excellence. The college has a great future under his stewardship.

Faculty Achievements

1. **Dr. Nirmal Goyal Librarian** attended 51st All India Library Conference of Indian Library Association from Dec. 16-18, 2005 in Kurukshetra University, Kurukshetra.

2. **Dr. Vivek Kohli, Principal** attended National Seminar on Quality Assurance in Elementary Education – Vision and Issue, Organised by Deptt. of Education, Kurukshetra University Kurukshetra on March 30, 2008.

3. **Dr. Neelam Luthra** attended One day National Seminar on **"A Women of 21st Century: Her Resolve to Face Challenges"** at S.A Jain (P.G.) college Ambala City, organised by **"Women studies Cell"** on October 13, 2007 sponsored by UGC, New Delhi.

4. **Dr. (Mrs.) Nirmal Goyal** attended Two day seminar on "**Information Literacy & Digital Environment"** held at Arya P.G. College Panipat from 9th Feb. 2008 and presented paper on the theme "Role of Library Professionals in Promoting Information Literacy.

5. **Dr. Pooja R.P. Singh** attended Two days UGC Sponsored seminar on **" Mahatma Gandhi's Views on Prakritik Chikitsa and Health"** organised by the the Gandhian Studies Centre & Naturopathy Deptt. of M.D.S.D.Girla College, Ambala City held on Jan. 22-23, 2008.

6. **Mrs. Samriti Bahrgava** attended the **"Legal Literacy Workshop for Women Teachers and Research Scholars"** held on March 26, 2008 in Women's Studies Research Center, Kurukshetra University, Kurukshetra.

7. **Dr. (Mrs.) Nirmal Goyal, Librarian** attended One-day **"Erudition Library Meet 2008"** held at ICFAF National College, Yamuna Nagar on Nov.4, 2008. and presented paper on the theme **"Role of Librarians in the Era of Information Technology".**
   An article on **"Role of Library Professionals in Promoting Information Literacy"** also published in Journal **"ARYAN HERITAGE"** Vol. XXVI, No 3 March 2009.

8. **Dr. K.K.Sharma, Lecturer** delivered extension lecture on the **"Life and Contribution of Neta Ji Subhash Chander Bose"** at DAV College Ambala City on Jan 23, 2009.

9. **Dr. Neelam Luthra, Lecturer** attended One-day workshop on **"Sexual Harassment at workplace"** on March 9, 2009 at Kurukshetra University, Kurukshetra.

10. Almost all Lecturers attended Seven day **"Computer Teaching Programme for Teacher Educators"** From Sep. 8-13, 2008.

11. Almost all lecturers attended 'Two days "UGC Sponsored National Seminar on Construction and Standardization of Research Tools from Nov 25-26, 2008.

12. Almost all Lecturers attended UGC Sponsored National Workshop organised on **"Origami"** and **"Animation"** from March 6-7, 2009.

13. Almost all Lecturers attended **"World Consumer Rights Day"** programme on March 16, 2009.

14. Mrs. Rajni Sharma, Lecturer attended One-day National Seminar (sponsored by Commissioner, Higher Education, Haryana) on **"India's Security Concerns in the Context of 26/11 Terrorist Attacks on Mumbai"** organised by G.M.N. College Ambala Cantt on March 28, 2009.

15. **Dr. Narender Kaushik** attended and participated in DHE Sponsored Seminar on **"Right to Education Act-2008, Realities, prospects and possibilities –**Right to Education Act-2009. a critical outlook, organised by Dr.Ganesh Dass DAV College of Education for Women, Karnal. On Oct 24-25, 2009.

16. **Ms. Jyoti** attended National Seminar on **"Human Rights sponsored by DCSSR,** organised by Chandigarh College of Education, Landran (Mohali) on JAN 30, 2010.

17. **Dr. Bala Rani Bhullar** attended & Participated in State Level Seminar on Democracy in India: **"A Success or Failure?-Role of Education in the Development of Democracy in India,** organised by DAV College, Naneola Ambala on Feb 11, 2010.

18. **Dr. Narender Kaushik** attended and participated in National Seminar on **" Teacher Education in the New Millennium"- Role of the Value " Education in New Millennium"** organised by Budha College of Education, Karnal on Feb 13, 2010.

19. **Dr. Neelam Luthra** attended and participated in DHE sponsored Two-day National Seminar on **"Women Rights and Awareness"-Women Empowerment: Issues and Concerns** organised by DAV College (Lahore), Ambala City on Feb 19-20, 2010.

20. **Dr. Narender Kaushik** attended and participated in DHE sponsored Two-day National Seminar on **"Women Rights and Awareness"-Women Empowerment** organised by DAV College (Lahore), Ambala City on Feb 19-20, 2010.

21. **Mrs. Renu Chander** attended DHE sponsored Two-day National Seminar on **"Women Rights and Awareness"** organised by DAV College (Lahore), Ambala City on Feb 19-20, 2010.

22. **Dr. Bala Rani Bhullar** attended DHE sponsored Two-day National Seminar on **"Women Rights and Awareness"** organised by DAV College (Lahore), Ambala City on Feb 19-20, 2010.

23. **Mrs. Renu Chander** attended DHE sponsored National Seminar on Liberalization and its impact on Economic Development organised by Gandhi Memorial National College (P.G) College, Ambala Cantt on Feb 21, 2010.

24. **Ms. Kamini** attended DHE sponsored National Seminar on Liberalization and its impact on Economic Development organised by Gandhi Memorial National College (P.G) College, Ambala Cantt on Feb 21, 2010.

25. **Ms. Bharti** attended DHE sponsored National Seminar on Liberalization and its impact on Economic Development organised by Gandhi Memorial National College (P.G) College, Ambala Cantt on Feb 21, 2010.

26. **Ms. Kamini** attended National Seminar on **"Quality Concern in Education"** organised by Nischal Singh College of Education for Women, Yamuna Nagar on Feb. 23-24, 2010.

27. **Dr. Mukesh Ahlawat** attended ICSSR sponsored One-day National Seminar on **"Human Rights Problems and Prospects in Present Scenario"** organised by DAV College (Lahore), Ambala City on March 3, 2010.

28. **Mr. Sushil Kumar** attended ICSSR sponsored One-day National Seminar on **"Human Rights Problems and Prospects in Present Scenario"** organised by DAV College (Lahore), Ambala City on March 3, 2010.

29. **Ms. Jyoti** attended ICSSR sponsored One-day National Seminar on **"Human Rights Problems and Prospects in Present Scenario"** organised by DAV College (Lahore), Ambala City on March 3, 2010.

30. **Dr. Vivek Kohli** attended MHRD Workshop on **"Strengthening Human Values & Life Skills in Education"** organised by DAV Institute of In-Service Education & Research, DAV College Managing Committee, New Delhi held at DAV Pub. Sch. Panipat on March 22-23, 2010.

31. **Mr. Pawan Kumar Dr. Vivek Kohli** attended MHRD Workshop on **"Strengthening Human Values & Life Skills in Education"** organised by DAV Institute of In-Service Education & Research, DAV College Managing Committee, New Delhi held at DAV Pub. Sch. Panipat on March 22-23, 2010.

32. **Mrs. Renu Chander** attended MHRD Workshop on **"Strengthening Human Values & Life Skills in Education"** organised by DAV Institute of In-Service Education & Research, DAV College Managing Committee, New Delhi held at DAV Pub. Sch. Panipat on March 22-23, 2010.

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38. **Mrs. Renu Chander** attended DHE sponsored Two-day National Seminar on **"Women Rights and Awareness"** organised by DAV College (Lahore), Ambala City on Feb 19-20, 2010.

39. **Dr. Bala Rani Bhullar** attended DHE sponsored Two-day National Seminar on **"Women Rights and Awareness"** organised by DAV College (Lahore), Ambala City on Feb 19-20, 2010.

40. **Mrs. Renu Chander** attended DHE sponsored National Seminar on Liberalization and its impact on Economic Development organised by Gandhi Memorial National College (P.G) College, Ambala Cantt on Feb 21, 2010.

41. **Ms. Kamini** attended DHE sponsored National Seminar on Liberalization and its impact on Economic Development organised by Gandhi Memorial National College (P.G) College, Ambala Cantt on Feb 21, 2010.

42. **Ms. Bharti** attended DHE sponsored National Seminar on Liberalization and its impact on Economic Development organised by Gandhi Memorial National College (P.G) College, Ambala Cantt on Feb 21, 2010.

43. **Ms. Kamini** attended National Seminar on **"Quality Concern in Education"** organised by Nischal Singh College of Education for Women, Yamuna Nagar on Feb. 23-24, 2010.

44. **Dr. Mukesh Ahlawat** attended ICSSR sponsored One-day National Seminar on **"Human Rights Problems and Prospects in Present Scenario"** organised by DAV College (Lahore), Ambala City on March 3, 2010.

45. **Mr. Sushil Kumar** attended ICSSR sponsored One-day National Seminar on **"Human Rights Problems and Prospects in Present Scenario"** organised by DAV College (Lahore), Ambala City on March 3, 2010.

46. **Ms. Jyoti** attended ICSSR sponsored One-day National Seminar on **"Human Rights Problems and Prospects in Present Scenario"** organised by DAV College (Lahore), Ambala City on March 3, 2010.

47. **Dr. Vivek Kohli** attended MHRD Workshop on **"Strengthening Human Values & Life Skills in Education"** organised by DAV Institute of In-Service Education & Research, DAV College Managing Committee, New Delhi held at DAV Pub. Sch. Panipat on March 22-23, 2010.

48. **Mr. Pawan Kumar Dr. Vivek Kohli** attended MHRD Workshop on **"Strengthening Human Values & Life Skills in Education"** organised by DAV Institute of In-Service Education & Research, DAV College Managing Committee, New Delhi held at DAV Pub. Sch. Panipat on March 22-23, 2010.

49. **Mrs. Renu Chander** attended MHRD Workshop on **"Strengthening Human Values & Life Skills in Education"** organized by DAV Institute of In-Service Education & Research, DAV College Managing Committee, New Delhi held at DAV Pub. Sch. Panipat on March 22-23, 2010.

50. **Dr. Sushma Gupta,** Associate Prof. presented her research paper entitled Role of Media Houses: Enhancing value based education in UGC sponsored National Seminar on "Role of Media in Changing Scenario" organized at Gopi Chand Mahila College, Abohar on August 21, 2010.

51. **Interactive Meeting – UGC Major Research Project (Dr. Sushma Gupta**)- was held. Dr. B.S.Wadhwa, former Principal, DAV College of Education, Abohar & Dr. KK Sharma, Former Pro Vice Chancellor, Nehu, Shillong. Interacted with the concerned faculty on August 23, 2010.

52. **Dr. Bala Rani,** Asstt. Prof. attended National Seminar on "Human Rights & Constitution- An Indian Perspective" organized at S D College, Ambala Cantt on October 21, 2010.

53. **Mrs. Renu Chander,** Asstt. Prof. presented her research paper entitled Freedom of Media & its Impact on Indian Mindset in National Seminar on "Defining Relationship of Media and Indian Mindset" organized at S D College, Ambala Cantt on October 27, 2010.

54. **Mrs. Bharti,** Asstt. Prof. presented her research paper entitled **Freedom of Media & its Impact on Indian Mindset** in National Seminar on "Defining Relationship of Media and Indian Mindset" organized at S D College, Ambala Cantt on October 27, 2010.

55. **Dr. Bala Rani,** Asstt. Prof. presented her research paper entitled Educational Psychology- its Perspectives and Aspects in National Seminar on "Defining Indian Psychology- Probabilities & Challenges" at S D College, Ambala Cantt on October 29, 2010.

56. **Ms. Kamini,** Asstt. Prof. presented her research paper entitled **Educational Psychology- its Perspectives and Aspects** in National Seminar on "Defining Indian Psychology- Probabilities & Challenges"at S D College, Ambala Cantt on October 29, 2010.

57. **Shri Pawan Kumar,** Assistant Professor attended Orientation Course at Kurukshetra University, Kurukshetra. November 8, 2010 to December 4, 2010 and obtained grade 'A'.

58. **Mrs. Satnam Kaur,** Associate Prof. attended National Seminar on "Global Environmental Issues and Climate Change**"** organized at MCM DAV College for Women, Chandigarh (U.T.). on November, 9-10, 2010.

59. **Dr. Narender Kaushik,** Associate Prof. attended World Conference of AIAER on "Professional Development of Teachers and Teacher Educators" organized at Lovely Professional University, Punjab on November 12-13, 2010.

60. **Dr. Sushma Gupta,** Associate Prof. presented her paper entitled **Blending ICT in Teacher Education for 21st Century** in CTE National Conference on" Revisiting Teacher Education in the 21st Century" organized at D.S. Gurukul College of Education for Women, Vill. Gholumajra, Derabassi Distt. Mohali (Pb.) on November 13-14, 2010.

61. Article entitled "**Role of Librarians in Qualitative Research**" published in a book titled **Recent Trends in Libraries**. published by Arihant Prakashan, New Delhi. ISBN 978-93-80872-22-3 on November 15, 2010.

62. Mr. Pawan Kumar, Asstt. Prof. attended UGC Sponsored Orientation Course organized at Kurukshetra University, Kurukshetra and obtained Grade 'A' on November 8, 2010 to December 04, 2010.

63. Dr. Vivek Kohli, Principal and Dr. Narender Kaushik, Associate Prof. attended Seminar on Scholarship Schemes organized by Higher Education Commission, Haryana, Panchkula in Govt. College, Ambala Cantt on November 18, 2010.

64. Dr. Narender Kaushik, Associate Prof. presented a paper titled **Values & Virtues of Teacher Education** in National Seminar on " Emerging Trends in Teacher Education" organized at Hindu College of Education, Sonepat (HR.) on November 20, 2010.

65. Dr. Vivek Kohli , Principal attended National Seminar on Heritage 2010 organized by DAV College Managing Committee, New Delhi on November 27, 2010.

66. Dr. Bhim Sain Wadhwa, Associate Prof. acted as Resource Person and presented a paper titled **Instructional Designs : Classical Models** in National Seminar on "Instructional Designing : Changing Perspectives and Issues" organized at Seth Tek Chand College of Education, Rattan Dera, Kurukshetra on December 4, 2010.

67. Dr. Sushma Gupta, Associate Prof. presented paper on **Education for Sustainable Development** organized at Patiala College of Education, Vill. Hardaspur, Opp. Omaxe City, Sirhind Road, Patiala on December 10, 2010.

68. Dr. Vivek Kohli, Dr. Neelam Luthra and Dr. B.S. Wadhwa attended an Interactive Meeting on Ethics & Values at DAV College Managing Committee, New Delhi on January 8, 2011.

69. Mrs. Renu Chander, Asstt. Prof. participated in National Seminar on "Continuous and Comprehensive Evaluation: A Paradigm Shift in Indian Evaluation System" organized by Tulsi College of Education for Women, Hissar Road, Ambala City on January 20, 2011.

70. Dr. Bala Rani, Asstt. Prof. participated in National Seminar on "Continuous and Comprehensive Evaluation: A Paradigm Shift in Indian Evaluation System" organized by Tulsi College of Education for Women, Hissar Road, Ambala City on January 20, 2011.

71. Dr. Rma Khanna, Asstt. Prof. participated and presented the paper entitled **New Trends in Assessment/ Evaluation** in National Seminar on "Continuous and Comprehensive Evaluation: A Paradigm Shift in Indian Evaluation System" organized by Tulsi College of Education for Women, Hissar Road, Ambala City on January 20, 2011.

72. **Dr. Narender Kumar Kaushik**, Associate. Prof. participated in National Seminar on Continuous and Comprehensive Evaluation: A Paradigm Shift In Indian Evaluation System organized at Tulsi College of Education for Women, Hissar Road, Ambala City on January 20, 2011.

73. **Dr. Sushma Gupta**, Associate Prof. presented a paper titled **Innovation Strategies for Developing Teaching Competencies in Teacher Trainees** in the two day National Seminar on the theme : "Quality Concern : Shifting Paradigms in collaboration with CTE, Haryana" organized at Rao Mohar Singh College of Education, Behrampur, Gurgaon on January 22-23, 2011.

74. **Dr. Sushma Gupta,** Associate Prof. participated in the Ist India International Energy Summit as a Delegate, held at Visvesvaraya National Institute of Technology, Nagpur on January 28-30, 2011.

75. Dr. Sushma Gupta, Associate Prof. presented a paper entitled **Developing National Vision, Identity, Commitment & Spiritual Consciousness in Teacher Educators** in National Seminar

held in "Collaboration with Council for Teacher Education" organized at Mahabir College of Education for Women, Opp. New Bus Stand, Kurukshetra on February 4, 2011.

76. Dr. Bala Rani , Asstt. Prof. presented a Research paper entitled **R.T.I. & Good Governance in India** in National Seminar on "Public Policy Making And Good Governance in India" organized at DAV College, Naneola (Ambala) on February 11-12, 2011.

77. Dr. Narender Kaushik, Associate Prof. participated as a speaker in **Joint Collaboration with Katha U.K. London** organized at D.A.V. College for Girls, Yamunanagar & Katha U.K. London on February 10-12, 2011.

78. Ms. Kamini, Asstt. Prof. attended two day National Seminar on "Conflict and Co-operation in South Asia in the Post Cold War Era" organized at Gandhi Memorial National (P.G.) College, Ambala Cantt on February 15-16, 2011.

79. Mrs. Satnam Kaur, Associate Prof. attended in the two days UGC Sponsored National Conference on Excellence Knowledge to meet the challenges of the 21st century organized at Government College of Education, Chandigarh on March 3-4, 2011.

80. Dr. Bala Rani, Asstt. Prof. presented a research paper entitled **Social Customs in India** in National Seminar on "Issue of Khap Panchayat Social Customs Honour Killing and Human Rights in India" organized at DAV College, Naneola (Ambala) on March 12-13, 2011.

81. Dr. Bala Rani Presented paper on 'The Role of Education in Qualitative Research at Two ay International Multi Disciplinary Congress on Political Science and Global Governance organized by Rajiv Gandhi National University, Chandigarh on March 26-27, 2011.

82. Mr. Pawan Kumar, Asstt. Prof., participated in one day seminar on the theme, "Inclusive Education : Practice & Challenges" , organized under UGC's scheme of HEPSN by Department of Education, K.U. Kurukshetra on March 28, 2011.

83. Ms. Renu Chander, Asstt. Prof. participated in one day seminar on the theme, "Inclusive Education : Practice & Challenges" , organized under UGC's scheme of HEPSN by Department of Education , K.U. Kurukshetra on March 28, 2011.

84. Ms. Renu Chander, Asstt. Prof. participated in one day seminar on the theme, "Teacher Education : Needed Reforms in the Present Indian Context " , organized under SAP(UGC) by Department of Education , K.U. Kurukshetra on March 28, 2011.

85. Dr. Narender Kaushik, Associate Prof. presented a paper entitled National Curriculum Framework for Teacher Education participated in National Seminar–cum-workshop on Implications of National Curriculum Framework for Teacher Education In The Context of Inclusive Education And Information And Communication Technology (ICT) organized at Maa Bala Sundri College of Education, Sadhaura – Dosarka Road, Distt. Ambala on April 30, 2011.

Extension Lectures

Seminars/Conferences/Workshops Organised

The institution organised several national and institutional events during 2008-2009, 2009-2010 viz:

1. Seven-day "Computer Teaching Programme for Teacher Educators" was held from sept. 813, 2008.

2. One-day programme on "Vedic Mathematics was held on Oct 15, 2008.

3. Three-days Talent search shows was held from Oct. 22-24,2008.

4. One-day programme on "importance of safe and Quality food" was held on 14, 2008.

5. Two-days "UGC sponsored National seminar on construction and standardization of Research Tools" was held from Nov 25-26, 2008.

6. One-day workshop on "Use of New Technology in class room" was held on Jan 10, 2009.

7. "National Youth DAY" was celebrated on the Birthday of Swami Vivekanand, on Jan 13, 2009.

8. Four day workshop on "Art of Craft" was held from Jan 19-22, 2009.

9. Two day Programme on **Commemoration of 137th Birth Anniversary of Sri Aurobindo and Evening Sandhya** was also organised on Aug. 11 & 12, 2009. Dr. Surinder Mohan Mishra, Deptt of Sanskriti, K.U.K and Acharya Muni Sanskritanand Maharaj blessed the students. Various inter school & inter college competitions were also organised.

10. **Orientation Programme** of B.Ed, Session 2009-2010 was held on 18, 19 & 20 Aug. 2009.

11. **Talent Show** was held on Sept. 8 to 10, 2009.

12. One day Programme on **Commemoration of 137th Birth Anniversary of Sri Aurobindo and Evening Sandhya** was also organized on 29 Sept.2009. Prof H .S.Sinha, Ex-Chairman, Deptt. Of Philosophy, K.U.K was the Chief Guest, Prof. Keshav Shrama, Former Chairman, ICDEOL, H.P.University, Shimla blessed the students.

13. **AIDS Awareness among Masses** Programme was organised in Oct. 24, 2009. Sh. Virender Ji Shastri was the Chief Guest.

14. One day National Seminar on **Vocational Education – A Need of the Day** was organised on Dec. 5, 2009. Justice R.N.Mittal Vice President, DAV College Managing Committee, New Delhi was the chief Guest, Sh. Vimal Dave Practicing Lawyer, Supreme Court New Delhi; Dr. D.P Asija Director, Education Deptt. M.M.University Mullana, & Dr. Shalini Gupta, Director, Desh Bhagat Group of Institutions, Mandi Gobindgarh, addressed the audience.

15. One day seminar on **Vocational Guidance and Training** in collaboration with Rotary Club was held on Dec. 19, 2009. Dr. S.N.Panda, Director of Regional Institute of Mgt. & Tech., Mandi Gobindgarh was Chief Guest.

16. **Poster Making Competition** in collaboration with Haryana Police was held on Jan. 6, 2010.Mrs. Bharti Arora S.P. of Ambala was the Chief guest. Sh. D.R.Dhawan gave away the prizes.

17. **National Youth Day & Lohri** was celebrated on Jan. 13, 2010. Sh. A.P Mehta was the Chief Guest.

18. **Havan Yog Competition** was celebrated on Jan. 23, 2010. Smt. Raj Bhasin was the Chief Guest.

19. With a special theme National on Jan. 23, 2010.

20. Moral Education Exam was conducted in collaboration with DAV Managing Committee.

21. 'Alumni Meet' was organised on 31st Jan, 2010.

22. Four days Fine Art Workshop was organised in collaboration with PIDILITE, on 2 to 5 Feb, 2010.

23. Rishi Bodh Utsav was celebrated in college on 13th Feb, 2010.

24. Preparation of Teaching Aid competition was organised on 19th Feb, 2010.

25. Sports Meet was Organised on 20th Feb, 2010.

26. Drawing, Painting, Candle Making and Computer Application competition was organised on 23rd Feb, 2010.

27. National Seminar on "Self Education & Human Values" for Teachers was organised on 26-27 Feb, 2010.

28. Clay Modeling, Gardening and Interior Decoration competition was organised on 27, Feb, 2010. Two–day Programme on Commemoration of 137th Birth Anniversary of Sri Aurobindo. **The main speakers were Dr. Surinder Mohan Mishra,** Kuruskhetra University, Kurukshetra and **Muni Sanskritanand Maharaj (**August 11-12, 2009)

29. Orientation Programme B.Ed. 2009-10. **The Chief Guest** was **Sh. Arvind Sharma, SDM Ambala** (August 18, 19 & 20, 2009)

30. Extension Lecture on Organic Farming. **Chief Guest/Speaker** was **Prof. G.S. Murthy,** Ex-HOD, Department of Chemistry, Andhra Pardesh University, Hyderabad (September 17, 2009)

31. Commemoration of 137th Birth Anniversary of Sri Aurobindo. **The main GuestS were Prof. H.S. Sinha,** Ex-Chairman, Deptt. of Philosophy, K.U.K. and **Prof. Keshav Sharma,** Ex-Chairman, ICEDOL, H.P. University, Shimla (September 29, 2009)

32. National Seminar on Vocational Education-Need of the Day. **The Guests/Speakers were Mr. Justice R.N. Mittal,** Vice President, DAV College Managing Committee, New Delhi, **Sh. Vimal Dave,** Lawyer, Supreme Court, New Delhi, **Sh. Arvind Sharma,** SDM, Ambala, **Dr. D.P. Asija,** Director (Education), MM University, Mullana and **Prof. Shalini Gupta,** Institute of Management, Mandi Gobindgarh (December 5, 2009)

33. Workshop on Vocational Guidance and Training. guests/speakers were **Dr. S.N. Panda,** Director, Regional Institute of Mgt. & Tech. Mandi Gobindgarh, **Prof. K.K. Khurana,** President, Rotary Club, Ambala Central (December 19, 2009)

34. Visit of M.Ed. Students to Asha School of Physically Handicap students Ambala Cantt. Our students alongwith **Dr. Sushma Gupta, Dr. Pooja and Dr. K.K. Sharma** visited the school (January 22, 2010)

35. Programme on Concept of Learning. **Dr. Khushwant Kumar,** Principal, BCM College of Education, Ludhiana delivered lecture to the students (January 28, 2010)

36. Alumni Meet. Many old students of B.Ed. & M.Ed. participated & Cultural programme organized (January 31, 2010)

37. Our students participated in **TERI** organized by British Council, New Delhi (February 2-3, 2010)

38. Four-day Fine Arts Workshop, **Ms. Suman Munjal,** Principal, Govt. Sr. Sec. School, Prem Nagar, Ambala City gave away the prizes. (February 2-5, 2010)

39. Two-day UGC Sponsored National Seminar on Self-Education & Human Value for Teachers **Guests/Speakers: Sh. Rajinder Nath,** Hony. Treasurer, DAV College Managing Committee, New Delhi, **Smt. Rashmi Chari,** DAV IIER, DAV College Managing Committee, New Delhi, **Prof. J.R. Dhir,** Ex-Chairman & Dean, Faculty of Education, KU Kurukshetra, **Prof. C.B. Singh,** University of Delhi, Delhi, **Prof. K.K. Sharma,** Former EVC, NEHU, Shillong, **Prof. D.S. Yadav,** KU, Kurukshetra, **Prof. A.N. Mishra,** KU, Kurukshetra, **Prof. Jai Narayan Sharma,** KU, Kurukshetra, **Prof. D.P. Mani,** PU Chandigarh (February 26-27, 2010)

40. Campus Interviews (March 10, 2010) Sri Aurobindo Study Centre of the College organized program in Police DAV Public School, Ambala City. **Dr. Rameshwar Sharma, Ex–Physiotherapist, AIIMS, New Delhi was the Resource Person** (November 24, 2010).

41. Sri Aurobindo Study Centre of the College organized extension lecture of **Dr. Rameshwar Sharma, Ex–Physiotherapist, AIIMS, New Delhi** at Vijay Vallabh Public School, Ambala City (November 25, 2010)

42. ICPR sponsored National Seminar on "Socrates: Shishya Parampra" was organized to celebrate the National Philosophy Day.

    Resource Persons :

    Prof. M R Chilana, Former Head, Deptt. of

    Teacher Education, NCERT, New Delhi.

    Dr. Rameshwar Sharma, Ex–Physiotherapist,

    AIIMS, New Delhi.

    Prof. K K Sharma, Former Pro Vice

    Chancellor, Nehu, Shillong. National Philosophy

    Day (November 26, 2010)

43. One day UGC sponsored National Seminar on National Knowledge Commission–Prospects, Possibilities and Issues was organized.

Presided by: Sh. Rajinder Nath, Hony Treasurer, D.A.V. College Managing Committee, New Delhi & Chairman local D.A.V. Institutes, Ambala.

Chief Guest: Prof. Sudhanshu Bhushan. Prof. of Education, National University of Educational planning & Administration(NUEPA), New Delhi.
Resource Persons :
Prof. M.R. Chilana, Former Head, Deptt. of Teacher Education, NCERT, New Delhi.

Prof. KK Sharma, Former Pro Vice Chancellor, NEHU, Shillong.

Prof. H.R.Shan, Associate Prof., Deptt. of Distance Education, University of Jammu, Jammu

Prof. A.N.Mishra, Associate Prof., Lingayan University, Faridabad. (December 15, 2010)

44. DAV Moral Education Examination. 18 students from M.Ed. class and 37 students from B.Ed. class appeared (January 15, 2011)

45. Extension Lecture by **Dr. B.K. Kuthiala,** Vice-Chancellor, **Sh. Makhan Lal Chturvedi** National University, Bhopoal and **Dr. S.P. Singh,** Former Principal, S.A. Jain College, Ambala City (January 17, 2011)

Extension Activities of the College

Following educationists delivered extension lectures on different aspects of education.

"Extension lecture on Organic Farming and Cow based Economy".

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

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

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

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

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

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

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

Cultural Activities

♦ Talent Show Programme in (September, 2009)

♦ AIDS Awareness among Masses. **Chief Guest Sh. Virender Ji Shastri** (October 24, 2009)

♦ Celebration of Woman Empowerment Day (October 31, 2009)

♦ District Level Poster Making Competition. **Chief Guest Mrs. Bharti Arora,** S.P., of Ambala. This programme was organized in collaboration with Haryana Police (January 6, 2010)

♦ Celebration of National Youth Day & Lohri. **Chief Guest Sh. A.P. Mehta** (January 13, 2010)

♦ Havan Yajna Competition the **Chief Guest Smt. Raj Bhasin** (January 23, 2010)

♦ Celebration of National Integration Day (January 23, 2010)

♦ Examination on Moral Education (January 25, 2010)

♦ Lecture on Yog Shiksha Evam Sharirek Tatha Mansik Sawasthaya. **Speakers Smt. Gauri Vandana,** Lect. M.D. DAV Sr. Sec. Public School, Ambala City, **Mrs. Renu Dhawan,** Patanjali Yog Snasthan (February 6, 2010)

♦ Celebration of Rishi Bodh Ustav (February 13, 2010)

♦ Educational Tour (February 16-19, 2010)

♦ Programme on Art of Living **Guest/Speaker Smt. Neelema Gupta,** Ambala City (February 17, 2010)

♦ Intra College Competitions on Teaching Aids. **Guests/Speakers Smt. Kiran Singh,** W/o Dr. Mahabir Singh I.A.S., **Sh. M.L. Bansal,** Principal, Vijay Ballabh School, Ambala (February 20, 2010)

♦ Sports Meet. Chief Guest **Sh. S.C. Ganesh,** Former Lecturer, Govt. College, Ambala Cantt. (February 22, 2010)

♦ Intra College Competitions (February 23, 2010)

♦ Work Experience Competitions. **Chief Guest Prof. A.S. Kaang,** Dean, Academic Affairs, KU Kurukshetra (March 6, 2010)

♦ Film on "Peace". **Mr. G.S. Chopra,** Member, Local DAV Institutions (March 6, 2010)

♦ Celebration of International Women Day. **Chief Guest Prof. O.P. Bajpai,** Dean & Director, University Institute of Engg. & Tech. (UITE) KU Kurukshetra (March 10, 2010) Tree Plantation Programme was organized in the college in collaboration with Rotary Club, Ambala Central.

♦ Executive Committee meeting of the Alumni Association of the College was held and the office bearers of the Alumni Association were elected (September 9, 2010)

♦ B.Ed. Inaugural Function, **Chief Guest: Sh. S.S.Kaushal,** Consultant, Haryana Scout & Guide and Former DPI, Primary Education, Haryana (October 4, 2010)

♦ Talent Show Competition- Various types of competitions were held like Speech, Singing, Mon-Acting, Dancing, Mimicry, Painting, Poem Recitation and Quiz competition (October 27-29, 2010)

♦ Youth Festival- Our student participated in various activities in youth festival held at a college of education, Ugala (November 2-4, 2010)

♦ Green Fest Competition, Gurpreet, B.Ed student (Roll. No. 97) participated in "**Best of Waste Exhibition"** and secured 1st position organized by Environment Awareness Club, S.D.College (Lahore), Ambala Cantt (November 20, 2010)

♦ Green Fest Competition, Krishna, B.Ed student (Roll. No. 98) participated in "**Rangoli Making**" organized by Environment Awareness Club, S.D.College (Lahore), Ambala Cantt. (November 20, 2010)

- Green Fest Competition, Kavita Badal , B.Ed student (Roll. No. 108) participated in "**Eco- Chic fashion show**" organized by Environment Awareness Club, S.D.College (Lahore), Ambala Cantt. (November 20, 2010)

- Green Fest Competition, Archana, B.Ed student (Roll. No. 46) participated in "**Slogan Writing**" organized by Environment Awareness Club, S.D.College (Lahore), Ambala Cantt (November 20, 2010)

- M.Ed. Inaugural and Orientation Programme- **Prof. C.R. Darolia, Deptt. of Psychology, Kurukshetra University, Kurukshetra was the chief guest** (November 25, 2010)

- Program for Special Children, Our two special students of B.Ed. class participated in the awareness program for special children organized at Govt. Sr. Sec. School, Baldev Nagar, Ambala City. In this workshop, the students were sensitized about various policies of the Govt. for their rehabilitation (December 10, 2010)

- Programme for Special Children, **Dr. Neelam Luthra, Associate Prof.** was the Guest of honour in the awareness program for special children organized at Govt. Sr. Sec. School, Baldev Nagar, Ambala City. She delivered an exhaustive lecture on the topic "Parental Counseling of special children: some valuable tips" (December 10, 2010).

- Awareness Female Foeticide- Amity House of college organized a programme to aware the students about female foecticide. **Chief Guest Shri Mukesh Ahuja,** HCS, SDM, Ambala addressed the students (January 8, 2011)

- State Level Vedic Havan Yajna Competition- State Level Vedic Hawan Yanjna Competition was organized. **Shri Mukesh Ahuja,** HCS, SDM, Ambala was the Chief Guest (January 8, 2011)

- National Youth Day was celebrated in the college (January 13, 2011)

- Programme on Save Environment, Save Earth- Equality House of the college organized a programme to aware the students above the how to save environment, save earth (January 15, 2011)

- Programme on "vkRek&,d lk{kkr ifjp;"- Freedom House of the college prgramme on vkRek&,d lk{kkr ifjp; Chief guest: **Dr. R.R. Malik,** Principal, G.M.N. College, Ambala Cantt (January 22, 2011)

- Dental Checkup Camp was organized in the college- **Dr. Deepak Arora,** MDS checked the students (January 22, 2011)

- Celebration of National Voters Day- Progress House of the college celebrated the National Voters Day (January 22, 2011)

♦ National Level Inter College Literary Competitions. Miss Gurpreet Kaur D/o Sh. Baljit Singh, B.Ed, participated in Self Composed Poetry Competition organized by Tulsi College of Education for Women, Hissar Road, Ambala City (January 22, 2011)

♦ National Level Inter College Literary Competitions. Kavita Badal D/o Sukhdev Badal, B.Ed participated in Caption Writing Competition organized by Tulsi College of Education for Women, Hissar Road, Ambala City (January 22, 2011)

♦ National Level Inter College Literary Competitions. Suman Lata D/o Lajja Singh, B.Ed participated in Caption Writing Competition organized by Tulsi College of Education for Women, Hissar Road, Ambala City (January 22, 2011)

♦ National Level Inter College Literary Competitions. Preetika Rawat D/o Surendra Singh Rawat, B.Ed Participated and got Consolation Prize organized by Tulsi College of Education for Women, Hissar Road, Ambala City (January 22, 2011)

♦ National Level Inter College Literary Competitions. Narinder Kaur D/o S.Darshan Singh, B.Ed got Participating 2nd Prize in Self – Composed Poetry in National Level Inter College Literary Competitions organized by Tulsi College of Education for Women, Hissar Road, Ambala City (January 22, 2011)

♦ National Level Inter College Literary Competitions. Archana D/o Hukum Singh, B.Ed got Consolation Prize (Slogan Writing) in National Level Inter College Literary Competitions organized by Tulsi College of Education for Women, Hissar Road, Ambala City (January 22, 2011)

♦ Centre for Sri Aurobindo Studies of the college organized a programme on Life and Works of Sri Aurobindo at P.K.R. Jain College of Education, Ambala City (February 3, 2011)

♦ Programme on National Integration- Unity House of the College organized a Programme on National Integration.

♦ Guests : **Shri Jasbir Malour,** Ex-M.L.A., **Shri Arun Bali,** Working President, Sector-9, Ambala City (February 5, 2011)

♦ Wisdom House of the college organized a programme on AIDS awareness. **Chief Guest- Dr. Dev Raj Gupta,** Member, DAV College Managing Committee, New Delhi and President Arya Samaj, Model Town, Ambala City (February 19, 2011)

♦ **Ms. Kanchan Verma,** M.Ed. student got second prize in Intra College Essay Writing competition, Arya Girls College, Ambala Cantt (February 21, 2011)

♦ Four Day Fine Arts workshop organized in Collaboration with PIDILITE on February 22-25, 2011. **Mrs. Kiran Singh W/o Dr. Mahavir Singh** was the Chief Guest on concluding day.

♦ **Mandeep Kaur (Roll No. 222) & Hardeep (Roll No. 22),** B.Ed Students participated in **Inter-College Speech Contest** & Hardeep got Consolation prize organized by The Haryana State Co-operative Development Federation Ltd., Chandigarh (February 21, 2011)

♦ Inter House Decoration Competition (on February 26, 2011)

♦ Inter College Competitions- Parveen (Roll No. 212) & Poonam (Roll No. 116), B.Ed students participated in **Inter College Competitions (Solo Folk Dance)**. Parveen got Ist prize & Poonam got third prize organized at Arya Girls College, Ambala Cantt (February 26, 2011)

♦ Inter College Competitions- Ruchi (Roll No.65), B.Ed student participated in **Inter College Competitions (Corel- Draw).** Ruchi got third prize, organized at Arya Girls College, Ambala Cantt (February 26, 2011)

♦ Skill in Teaching Competition- Ms Harjeet Kaur D/o Sh. Parduman Singh, B.Ed student obtained Second position in Teaching of Hindi in Inter College Skill in Teaching Competition organized at Maa Bala Sundri College of Education, Dosarka Sadhaura Road, Vill. Zaffarpur, Teh. Barara , Distt. Ambala (February 28, 2011)

♦ Skill in Teaching Competition - Komal Popli D/o Sh. Madan Popli B.Ed student obtained Third position in Teaching of Mathematics in Inter College Skill in Teaching Competition organized at Maa Bala Sundri College of Education, Dosarka Sadhaura Road, Vill. Zaffarpur, The. Barara , Distt. Ambala (February 28, 2011)

♦ Haryana Quiz Competition- Rinku, Hardeep & Sanjeev Kumar, B.ed students participated in **Haryana Quiz Competition** & got Second Prize. Organized at S.A. Jain (P.G.) College, Ambala City on February 29, 2011.

♦ Women Empowerment Day was celebrated by Women Cell of college and many competitions were organized. Chief Guest- **Mrs. Renu Dhawan,** Social Worker, **Mrs. Neeru Mehta,** Principal, Dev Samaj College, Ambala City (March 29, 2011)

♦ Blood Donation Camp was organized in college in collaboration with Red Cross Society, Ambala. Many students and faculty members donated blood (March 30, 2011)

♦ Sports Meet was organized in the college. Chief Guest: **Shri Hari Om Kaushik,** President Haryana Net Ball Association, Vice President Haryana, Olympic Association (April 2, 2011)

COLLEGE RESULTS

Year 2008-09

In the area of academics, our college is always on the top. Keeping up the traditions set by the students of last sessions, our M.Ed. students have reached another milestone by securing all the first fifteen positions in the University examinations held in May 2009 which is a unique record set by our students.

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

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

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

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

M.Ed.Class Result (2010-2011)

33 out of 35 students of M.Ed. class have been placed in First Division. Our following students got positions in the Kurukshetra University (2010-2011)

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

B.Ed.Class Result (2010-2011)

Our following B.Ed. students got positions in the College (2010-2011). Merit list has not been prepared by the University.

Monika Sharma 699/1000 $\qquad$ 1st Position

Anita Rana 697/1000 $\qquad$ 2nd Position

Pooja Gupta 695/1000 $\qquad$ 3rd Position

2009-2010

All the students of M.Ed. class (2008-2009) have been placed in First Division

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

B.Ed. (2009-2010)

B.Ed. Class Result	**100%**
Students appeared	**-** 238
Students passed	- 238
Students securing more than 60% marks	**-** 179

Deepika Gupta –	724/1000	1st
Pushpa Rani –	717/1000	2nd
Divya -	713/1000	3rd

Academics M.Ed. Class (2010-2011)

All the students of M.Ed. class have been placed in First Division. Our following students got positions in the Kurukshetra University (2009-2010)

1. Deepika Gupta   (Ist)
2. Ruchy Sharma   (2nd)
3. Jaspreet Kaur   (3rd)
4. Aarti Sharma   (3rd)
5. Shivani Mahajan   (4th)
6. Kanchan   (7th)
7. Raj Pal   (8th)
8. Swati Bajaj   (9th)
9. Harpreet Kataria   (11th)
10. Manpreet Kaur   (13th)
11. Shashi Bala   (15th)
12. Jaspreet Singh   (16th)
13. Poonam Bist   (18th)
14. Dharmender Kashyap   (19th)

Academics B.Ed. Class (2010-2011)

B.Ed. Class Result (2009-2010)   **100%**

Our following students got positions in the College

1. Amarjeet Kaur   (1st)   746/1000
2. Pooja Goyal   (2nd)   727/1000
3. Bharti Choppra   (3rd)   726/1000
4. Jyoti Kapoor   (4th)   725/1000
5. Shelly Bhalla   (5th)   723/1000
6. Shivali   (6th)   720/1000
7. Neha Gupta   (7th)   718/1000
8. Shivani Sharma   (8th)   717/1000
9. Shelly Sharma   (9th)   715/1000
10. Hemant Chaudhary   (9th)   715/1000
11. Neha Gupta   (10th) 714/1000

Co-Curricular Activities

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

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

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

YEAR 2007-08

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

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

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

YEAR 2006-07

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

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

POTENTIALS OF THE COLLEGE

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

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

(ii)   Well-established and visionary Managing Committee

(iii)   Adequate physical infrastructure and resources

(iv)   Dedicated, committed and professionally well qualified personnel

(v)   Sound financial back up of the college

(vi)   Qualified and well placed Alumni of the College

(vii)   Progressive Parent Teacher Association

(viii)   Community and Industry support available to the college

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

RESOURCES OF THE COLLEGE

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

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

(ii)   Grassy lawns and play grounds

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

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

(v)   Home Science Laboratory

(vi)   Social Science Laboratory

(vii)   Mathematics Laboratory

(viii)   Fully Air- conditioned Library

(ix)   Fully Air- conditioned Computer Laboratory

(x)   Psychology Laboratory

(xi)   Work Experience Laboratory

(xii)   Patanjli Yoga Centre

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

(xiv)   Language Laboratory

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

(xvi)   Centre for Sri Aurobindo Studies

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

(xviii) Vocational Guidance Centre (VGC)

(xix)   Women Study Cell (WSC)

(xx)   Science Discovery Centre

(xxi)   Science Park

(xxii)   Reprography Centre

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

(xxiv)   Planning & Development Board

(xxv)   Refreshment Corner

LIBRARY

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

It is proud of its rich, well-equipped, computerized Library and Information Center with all modern facilities; It is the first of its kind in the entire Northern India. Both the staff and the students can now get the required information at the press of button and click of the mouse. It provides stimulus to reading by procuring and displaying materials on Internet for study and

research, and organizing library resources in a scientific way. The Library and Information Centre meets the diverse scholastic needs of students, resear and faculty cbers in the shortest possible time. It has the follow characteristics features:

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

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

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

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

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

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

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

➤ **CIRCULATION COUNTER:**

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

➤ **CLASSIFICATION SYSTEM:**

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

➤ **TECHNICAL PROCESSING:**

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

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

(iii) RULES AND REGULATIONS:

1. Normally books from the general collection are only to be issued.
2. Two books are issued to B.Ed. students and four books are issued to M.Ed. students for 14 days. A fine of Rupee one per day is charged for each volume kept over due.
3. Rare and Valuable books, dissertations, CDS are not issued for home study.
4. Reference books like Encyclopedia, Dictionaries and bound materials are not issued.
5. Reports, Gazettes, Government Publications are issued to members for consultation within the library only.
6. Library has Open Access system and the readers can pick up the books of their own choice.
7. Borrowed books are to be returned to the library on or before the due date.
8. The lost of Identity card should be immediately reported to the Principal/Librarian in writing.
9. A duplicate card is issued on payment of Rs. 50/-.

10. A borrower is responsible for the safe custody and return of book on loan from the library.

11. Damage or loss of books should be immediately reported to the Librarian.

12. A borrower is liable to replace the damaged or lost book with the same edition or to pay the double price as fixed by the Librarian depending upon the current market price and conversion rate of foreign currencies.

13. It one volume of set is damaged or lost and the same is not available, the borrower will have to replace the entire set.

14. Students on leave must arrange for the return of books in time.

FUTURE PLANS:

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

PROGRAMMES OF SLDAV (IASE)

The college has the following major thrust areas of study, research, development and research.

(i)   Science Education

(ii)   Maths Education

(iii)   Social Science

(iv)   Language Education

(v)   Yoga, Value Education and Spirituality

(vi)   Information and Communication Technology (ICT)

(vii)   Adventure Sports – Hiking, trekking and Rock Climbing

The programmes under IASE have been under taken and classified under three categories:

1. Level-based – Elementary, Secondary/Sr. Secondary Schools

2. Area-based – Curriculum Development, Teaching Learning Process, Measurement & Evaluation, etc

3. Need-based – Related to students/teacher/teacher eductor/community

Basing on the above stated three categories of programmes in teacher education to meet the needs of functionaries & beneficiaries of the education system, the following initiatives have been taken:

(i)   Structuring/revising of curricular programmes in teacher education for different categories

(ii)   Designing effective strategies of teacher training of teachers at Pre-service & In-service level

(iii)   Identification of professional needs of teachers in the changing scenario

(iv)   Identification of changing needs of children & formulating programmes for the same having concern with parents & community

(v)   Identification of changing needs of community & formulating programmes of teacher training to meet the same

(vi)   Development of instructional materials through workshops

(vii)   Orientation of Heads of schools and educational administrators on educational administration and management

(viii) Designing remedial/alternative strategies for quality improvement in different areas of teacher education

(ix)   Orientation of teachers & supervisory staff towards different strategies of value development for students & teachers

(x)   Experimenting innovations in classroom teaching & related programmes for quality improvement

(xi)   Inculcating national awareness and commitment among educational professionals

IMMEDIATE GOAL OF THE COLLEGE

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

FEATURES OF THE CENTRE

Innovation **Research** **Development**

❖ Exploring new ways for improving teacher education

❖ Initiating and experimenting innovations in teacher education

❖ Pooling and disseminating innovations in teacher education

❖ Developing creative and critical thinking

❖ Undertaking action research at grass-root level

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

❖ Developing long-term thrust areas in research

❖ Application of innovations and research findings for development

❖ Development of instructional/reading material

Our Mission

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

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