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Academic Achievement of Senior Secondary Students in Relation to their Study Habits

* Dr. Agnese Dhillon

Abstract

The present study was conducted to study the academic achievement of senior secondary students in relation to their study habits. The study comprised of 200 students of private and government schools of Chandigarh. The major finding was that both government and private school students have almost same level of academic achievement. Further no significant difference was found in academic achievement of senior secondary school students in relation to their study habits.

Introduction

Academic achievement has been considered as an important factor in education. Academic achievement plays very important and significant role in the attainment of the ideal and harmonious development of the child. Achievement in education, precisely speaking implies one's knowledge, understanding or skills in specified subject or a group of subjects. Academic achievement encourages students to work hard and learn more and choose the right course or stream. The academic achievement has been treated as the main axis in the admission and promotion of the students to the next higher class. Most of the people are of view that academic achievement means the means of the achievement of pupils in the so called academic subjects. Test score marks or grades assigned to the students on the basis of their performance in the achievement determine the status of the pupils. Academic area has always been a wider area and main center of educational research. Academic achievement plays an important role in the attainment of the objective of overall development of the child. The term Academic Achievement is applied to academic status of the child in different subjects as well as in different classes. Academic Achievement nowadays is considered as a milestone of one's life. From getting admission in a school to the time one gets a well-established job, one thing considered the most is one's academic achievement. Many researches are done on the determination of various aspects of academic achievement and have shown that there are many

factors affecting it as a gender, family environment, social life, organizational skills, interest and attitudes, study habits, methodology of teaching, environment in schools, teacher quality and motivation. In fact all the existing environmental and personal factors are variables of academic achievement. Academic achievement is the core of wider term educational growth which means growth in all aspects. Thus, it refers to the knowledge attained and skills developed in the school subjects that are assessed by the school authorities with the help of achievement test which may be either standardized or teacher made. It helps the students to work hard and learn more. It also helps the teachers to know if the teaching was effective or not and helps them to make improvement accordingly. Academic achievement in schools builds self esteem and self confidence among the students which leads to better adjustment within the group and society.

Study habits are combination of two words - study and habits. Study means application of the mind for acquisition of knowledge. Habit usually applies to individuals having a signified way of acting or thinking done frequently enough to have become conscious or unpremeditated in each repetition. The most important requisite for effective study habits is a good system of study. Thus it is rightly said, "Inspiration is one perception while perspiration is 99% in any good work." The study habits refer to acquisition of knowledge and skills through more or less dominant modes of study. One can say that study habits have great effect on the achievement of the

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Effectiveness of Meditation on the Mental Health of B.ed. Students

* Dr. Anita Nangia & **Ms Vishakha

Abstract

The purpose of the present study was to investigate the effectiveness of meditation on the mental health of B.Ed. students. The study was experimental in nature with Pre test and Post test control group. The total sample selected for the study was divided into three groups i.e one control group and two experimental groups. The groups were designated as control and experimental group I (EG1) and experimental group 2 (EG2). The Experimental Group I was given treatment through AjapaJapa technique of meditation. The Experimental Group II was given treatment through Yoga Nidra technique of meditation. The results indicated that AjapaJap technique as well as Yoga Nidra technique were effective in enhancing total all the dimensions as well as total mental health of prospective teachers. Also, both the techniques were found to be equally effective for total mental health as well as all its dimensions except autonomy in which AjapaJap was found to be more effective.

Introduction

Yoga is a way of life. This art of right living was performed and practiced in India thousands of years ago but, since Yoga deals with universal truth; its teachings are as valid today as they were in ancient times. Yoga is a practical aid, not a religion. In this age of science and technology, where everything has become so mechanical, life has become so fast the it is loosing its real purpose. The man of toady needs to be re-educated to find the basis of a healthy and satisfying life, a creative and meaningful life, which is tension free, gives him real freedom, happiness and peace. In other words a good mental health is needed to lead a life in harmony. Yoga, far from being mere physical or breathing aerobatics or demonstration of magic or supernatural power, is a science of the future, with a holistic vision relevant to a progressive society.

'Yoga', tersely, being the Yoga of the mind implies that the harnessing or disciplining of the mind is fundamental to all systems. This is clearly borne out by numerous authoritative statements quoted by Pal (1966) in his book, 'Yoga and Psychoanalysis': "Yoga is the restraint of mental fluctuations and modifications". (Patanjali). "Balance of mind is called Yoga".(Gita). The review of related literature highlights the

importance of yoga for holistic and fulfilled life. Zorn Yogi Willam (1968) concluded in his book 'Yoga for the mind' that one could attain well being by practicing eight steps given by Maharishi patanjali. Datey (1969) achieved a marked improvement in the blood pressure of hypertension patients who practiced shavavasana (corpse posture).Kochar (1976) studies the 'influence of yogic practices on mental fatigue'. The yogic training continued for six months. He found that all the 38 subjects exhibited a significant positive effective of yogic practices in reducing mental fatigue. Wishikawa (1977) reported an improvement anxious and "de-personalized" outpatients who practiced Yoga exercises, with an "integral" approach including asana, pranayama and meditation proved to be effective for psychiatric disorders. The studied literature motivated the investigator to explore the effect of meditation on the Mental health of B.Ed students.

Objectives of the Study

1. To study the effectiveness of meditation techniques in improving mental health of the B.Ed students.
2. To study the effectiveness of AjapaJapa

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Self Control Among Adolescents In Relation to their Emotional Competence

* Dr. Seema Sareen & ** Shyamli Manon

Abstract

The present study was conducted on a sample of 200 students studying in government and private schools of Chandigarh. Emotional competence scale by Sharma and Bhardwaj (1995) and Self control scale by Singh and Gupta (1996) were used to collect the data. Major findings of the study revealed significant difference in self control of students with high and low scores of emotional competence in favour of those having high level of emotional competence.

Introduction

Today many of the young school going children are found mentally depressed, uninterested to learn, confused and lack of realizing their selves. That state of mind compels them to indulging in delinquent acts. There are many factors responsible for such antisocial acts. Emotional competence is one of the most important factors in one's self control and one's academic achievement, thus affecting one's overall makeup.

Self control is to delay short term gratification in favor of long term outcomes: it is the investment of cognitive, emotional and behavioral resources to achieve a desired outcome. Self-control often involves resisting temptations and impulses, and habits often undermine self control. Humans are relatively successful at exerting self-control to achieve long term outcomes. Self control is what helps us control our emotions and impulses which enable us to behave in socially adequate ways. Self control is thus a person's ability to control emotions and behavior and to limit our impulses. Having this ability enables a person to control over his emotions.

According to Berk (1991): by self control we mean ability to inhibit the expression of spontaneous impulses.

Tangney and Baumeister (2004) "it is the capacity to change and adopt the self so as to produce a better, more optimal fit between self and world."

Noziger, (2008) asserted that the amount of self-

control possessed by an adolescent's mother influences the amount of self-control in her children

A recent study by Hofmann and colleagues (2013) has linked self control to life satisfaction. Self-control may not give instant gratification; instead it may bring contentment in the long run or long-term happiness. Postponing needs and achieving one's goals is a measure of success and it provides satisfaction, which is likely to make us happy. The study further shows that participants with a high self control are not necessarily better at resisting temptations. In fact, they may just expose themselves to fewer craving provoking situations. In this way, self disciplined people can remain happy because they avoid desires.

Emotional competence can lead to improved health through avoiding stress that would otherwise result from suppressing emotions it can also lead to improved relationships since inappropriate emotions are less likely to be expressed and appropriate behavior is not avoided through fear of triggering some emotion. Some psychologist believe that if appropriate emotions are not expressed on regular basis an unresolved memory of them become stored.

According to Goleman (1995) emotional competence as the ability to understand, manage and express the social and emotional aspects of one's life in ways that enable the successful management of life. it includes self awareness, emotional awareness, emotional regulation of working co operatively and carrying about one self and others.

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Self Actualization Among Adolescents in Relation to Locus of Control

*Dr. Seema Sareen & **Mrs Riya Arya

Abstract

The present study was conducted on a sample of 200 students from government and private schools of Chandigarh to study self actualization among adolescents in relation to locus of control. The sample was selected by employing stratified quota sampling technique. No significant gender differences were observed in the variables under study. Significant difference in self actualization level of adolescents were observed with regard to individual control component of locus of control.

Introduction

Adolescence is a stage in which individual is neither a child nor a grown up. So this stage is a very critical period in one's life. The expectations of family and society increases. Adolescence also has many dreams and plans for future life. Due to heightened physical, medical and social changes, their adjustment patterns also change. They react in different manner. At this stage self actualization is one of the most influential factors. It is essential also for adequate personal functioning and good adjustment by knowing his self well; he will be able to assess objectivity the virtues and weakness. Individuals with positive self esteem have ability for knowing and accepting themselves, coping with any situation of day to day life, understand others and deal realistically and effectively in day to day interaction with environment. So more the person accept himself the better is his self and adjustment. The person who makes good personal adjustment will be happy and successful, will enjoy social contracts and can live up to expectations, they hold for themselves. Thus this feeling of self actualization inspires confidence and security but sometimes it may create feeling inferiority or discouragement.

Farajollahi (1986) found that male and female students within a group did not differ significantly on locus of control, but females are found to obtain scores consistently higher on externality than their male counterparts. Pandey (1993) in his study on 100 male and female undergraduate and postgraduate students between the age range 18

and 25 years found that internally controlled group possessed high esteem than externals.

Objectives of the Study

1. To compare the self actualization level of Government and Private school students.
2. To compare the self actualization of adolescent boys and girls.
3. To compare the Locus of Control of Government and Private school students.
4. To compare the Locus of Control of adolescent boys and girls.
5. To compare the self actualization of adolescents with regard to their Locus of Control.

Hypotheses

1. There is no significant difference in self actualization level of Government and Private school students.
2. There is no significant difference in self actualization level of adolescent boys and girls.
3. There is no significant difference in Locus of Control of Government and Private school students.
4. There is no significant difference in Locus of Control of adolescent boys and girls.
5. There is no significant difference in self actualization of adolescents with internal and external Locus of Control.

Design of the Study

A systematic procedure to collect data, which

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A Study Of Personal Values Among Adolescents In Relation To Parenting Styles

*Dr. Robit Bhandari & **Ms. Monisha

Abstract

This study examines the personal values among adolescents in relation parenting styles. The sample of the study comprised of 200 eleventh and twelfth class students (100 boys and 100 girls) studying in government and private schools of Chandigarh. Descriptive survey method was employed to collect the data. The major findings of the study revealed government school adolescents had lower personal values as compared to private school adolescents. Further, adolescent males had significantly higher personal values than adolescent females.

Introduction

The present society no doubt is running with the crisis relating to the personal values among adolescents. Parents play a crucial role in influencing the aspirations and achievements of their children. The importance of parents in the education of personal values to their children is not a new concept. The child uses his parents as models for his adjustments to life and fundamental pattern once established at home cannot be eradicated completely yet modified and changed as child grows up. Thus relationship between the parents and the child happens to be central factor in the social upliftment of the child. Parents are supposed to create a most congenial, happy, democratic and warm atmosphere where the child can blossom his own hidden potentialities and may also develop social interactional skills. (Bharadwaj,1995)

Personal values or individual values are the values to which an individual is committed. Personal value system is viewed as relatively permanent perceptual frameworks which shapes and influences the general nature of an individual's behaviors. These are principles and ideologies that a person follows in personal life. Personal Values are the reflection of the highest principle of mind and thought and can even be said to be a part of spiritual domain of the individual. They play a very important role in the motivation of adolescents to varied behaviors. Personal Values are regarded as desirable, important, and held in high esteem by a particular society in which a person lives. Thus personal values give meaning and strength to a

person character by occupying a central place in his life. Personal values reflect one's personal attitudes and judgments, decisions and choices, behavior and relationships, dreams and vision. They influence our thoughts, feelings and actions. They guide us to do the right things. Srivastava (2007) rightly considers the need to prepare future citizens of multi-dimensional capabilities rather than one dimensional personality with wisdom and knowledge and the importance of ethics and personal values is essential for spreading the value system in the society

Parenting as a style of child upbringing refers to a privilege or responsibility of both mother and father together or independently to prepare the child for society and culture. Parenting styles are a psychological construct representing standard strategies parents used in raising their children. Hong and HO (2005) stated that parenting styles represent many different behaviors and practices at home including parental aspiration, expectation, attitude and beliefs regarding child's rearing. Many parents create their own styles from a combination of factors and these may evolve over time as the children develop their own personalities and move through life's stages. Parenting styles are affected by both the parents and children's temperaments and are largely based on the influence of one's own parents and culture. Most parents learn parenting practices from their own parents some they accept, some they discard. It's the overall pattern of interactions rather than one single act that shapes parental responsiveness and parental demandingness.

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A Study of Adjustment in Relation to School Environment of Class X Students

* Dr. Kamini Gupta & **Shilpa Khanna

Abstract

This study was undertaken with a purpose to study the relationship adjustment and school environment of class X students. The sample comprised of 200 students from government and private schools of Chandigarh. Out of these 200, 100 were taken from government and 100 from private schools. Further 50 male and 50 female students were taken from each type of schools, i.e. government and private. School Environment Inventory (S.E.I.) by Dr. Karuna Shankar Mishra (2000) and Adjustment Inventory for School Students (A.I.S.S.) by A.K.P. Sinha and R.P. Singh (1993) were used to collect data. The results indicated no significant difference between school environment of government and private schools, whereas difference between adjustment pattern of students studying in government and private schools was significant. Also it was found that there was no relationship between adjustment and school environment of government and private schools.

Introduction

Education is the wealth of knowledge acquired by an individual after studying a particular subject matter or experiencing life lessons that provide an understanding of something. It requires instruction of some sort from an individual or composed literature. It helps in developing the powers of reasoning and judgement and prepares oneself intellectually for mature life. It is a form of learning in which the knowledge, skills, values, beliefs and habits of a group of people are transformed from one generation to another through storytelling, discussion, teaching, training or research. Education may also include informal transmission of such information from one human being to another. Its frequency takes place under the guidance of others, but learners may also educate themselves. Any experience that has a formative effect on the way one thinks, feels or acts may be considered educational.

Thus a good school environment implies good education and opportunities for development. It is through good education that a child's inherited traits change and his powers develop. Before making any suitable changes in child's school environment, it is essential to

understand the child. In every stage of development, some important characteristics manifest in him/her and it is only on the basis of these features that the environment of the school can be modified and made suitable.

School environment is the sum total of all the physical, social, emotional, and mental factors that contribute to the total learning situations. Learning takes place within a web of social relationships, as teachers and pupils interact both formally and informally. Schools are institutional spaces for communities of learners, including both students and teachers. The physical environment or school building is a key factor in the overall health and safety of students and staff. Studies have shown that students' achievement can be affected either positively or negatively by the school environment. The components may be good location, number of teachers, library, laboratory, teachers' attitude, teacher-pupil relationship etc.

According to Bisht (1982), "The psychological environment of a school perceived by its students is the school climate of the school."

Adjustment may be defined as a process of altering behaviour to reach a harmonious relationship with the environment. When people say they are in an adjustment period, they typically mean they are

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Guidance Needs of Rural and Urban Adolescents in Relation to their Family Relationship

* Dr. Richa Sharma & **Ms. Srishty Rai

Abstract

The present study was conducted on the sample of 200 adolescents from the rural and urban schools situated in Chandigarh to study their guidance needs in relation to family relationship. Guidance Needs Inventory (GNI) by Grewal (1982) & Family Relationship Inventory (FRI) by Dr.G.P.Sherry were used to collect the data. Major findings of the study revealed that in all areas guidance needs of urban male and female adolescents are equal also it was found that there is no difference in guidance needs of male and female adolescents in relation to their family relationship.

Introduction

21st century is known as technological era. Life of man is laced with the luxuries his many needs satisfied. But it also brings a damn complex society one has to make a balance with one's best. For it, he needs guidance in field of life, because it enables the individual to solve almost all types of problems. Guidance is the process of helping the individual to discover himself i.e. his potentialities. Capacities, aptitudes, interests and to help him to earning maximum development and use of these potentialities for the best advantage of individual. Thus, guidance is the process of helping the individual in developing body, mind, personality and character. It is required more during adolescence. This age is considered as much sensitive part of human life where guidance can an important role in various parts of his life as home, neighborhood, school, society, playground etc. and home family relationship plays a very important role in all- round development of the child. To a child, parents are the most important influence in his life. A perfect climate or environment of the family helps to develop the personality of the child. During adolescence a revolutionary process of change starts. So this age requires a special management. Adolescents often feel inadequate as they have new bodies and developing minds. Their relationships with their friends and family members are in flux. They often beg more freedom. There is no mental calm and quiet for the adolescents. It is marked by

heightened emotionality. Emotions have profound effect on the life of an adolescent. The adolescent has to change his old habits of childhood at home, school and society. Parents in more cases are responsible for heightened emotionality in adolescents because they don't prepare their sons and daughters to meet the problems of adolescents. They even do not change their own attitude towards them.

Adolescents receive pressure from parents, peers and society as a whole to be a certain kind of person and to do certain kinds of things. To come out of such situation, it is necessary to realize the kind of relationship they hold with each other. A family has a strong influence and effect on the development of a child. This is because a child spends more time along family members than he does in a school with friends and teachers. Family relationship plays the most important role in the life of an individual. It is the basic determinant of his attitudes towards people, things and life in general. The family relationships possess a certain consistency, so that the impact of the same basic values, individuals, material objects e.t.c is felt over and over. Parental influence may not be in a specific situation but the attitude and behavior expressed day after day inevitably leaves its mark.

Guidance is needed to help the students for optimum achievement and adequate adjustment in the varied life situations. Need analysis of the students in the schools shows the need of Guidance

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Physical Fitness Status Differences between Rural and Urban School Students

*Dr Rakesh Malik & **Dr Neeru Malik

Abstract

Students' success in mathematics depends upon their attitude towards mathematics. This study investigated the relationship between attitude towards mathematics and mathematics achievement of ninth class adolescents. The descriptive survey research design was employed to carry out this study. 925, 9th class students i.e. 453 government school students and 472 private school students selected randomly from 10 private and 10 government schools located in Chandigarh for this study. The attitude towards mathematics scale and Mathematics Achievement test developed and standardized by the investigator were used for data collection. Coefficient of correlation and t-test with $P < 0.05$ level of significance were used for data analysis. Results show that mathematics achievement of adolescents has positive and significant relationship with various dimensions of attitude towards mathematics, i.e. self-confidence, motivation, usefulness, teacher's expectations, enjoyment and total attitude towards mathematics.

Introduction

Physical fitness is a topic of great national interest today. It is but opportune at this time of national awakening to bestow some serious attention to the most pressing problem facing today. In the field of physical education, physical fitness and improving it is perhaps the important outstanding problem requiring some searching and thinking.

Physical activities are natural to human being and as old as human race. So infancy and early childhood the youngster sets his own activity pace. He kicks, waves and later crawls, climbs, explores and manipulates as he becomes neuromuscular ready for each adventure. Through this is not 'formal exercise' in the common sense it is a form of activity that moves every muscle in such a way as to stimulate its growth and develop the kinesthetic sense that leads to skill and development.

For the adult, in olden time the very nature of living provided sufficient physical activity to maintain a high level of physical fitness. But today, we live in a civilization where the genius of man has created an ease of living which has removed of the physical activity from our daily tasks. As a result of this we become less physically fit and

thereby injuring one's own health and damaging the strength of the nation as a whole. Our modern life style fosters unfitness. Many technological advances are intended to eliminate physical exertion from everyday activities. The automobiles mobile and Television are key contributors to our sedentary life style, and we have become accustomed to other automated energy savers: elevators, redlining lawn movers, and motorized golf card, power steering and power windows on automobiles. At the same time, our competitive society is characterized by pressing domestic problems, business obligation and deadline tensions. These types of stress are interconnected with physiological system of body and appear to affect one's state of health.

There are so many factors which contribute to physical fitness such as living standard, quality of food, hygienic condition of living area, hygienic condition of food, environmental and climatic conditions, nature of work and so forth. But key to physical fitness is physical education and sports. The development of physical fitness in children and youth is the responsibility of education. It cannot be left to chance in the modern complicated mechanized society. Thus the need for increased attention to the physical fitness of all and particularly the youth and adult is very essential. It

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Academic Performance and Children Perception About their Parents Among Government School Students in Relation to their Leisure time Physical Activity

* Dr. Neeru Malik **Ms. Navneet Kaur, ***Ms. Preety

Abstract

The purpose of this study was to find out the relationship of leisure time physical activity with academic performance and children perception about their parents among government school students of Chandigarh. The study was conducted on a sample of 100 students from the government schools of Chandigarh. Data was collected through children's perception of parenting scale (1995) by Pyari and Gupta and leisure Time Exercise Questionnaire by Godin. Results revealed a very low negative relationship between LTPA and academic performance and a very low positive relationship between LTPA and children perception about their parents among girls as well as for boys

Introduction

Leisure is time free from commitments, work (paid and unpaid), and tasks required for existing (sleeping, eating). Leisure time is remaining time. Few people feel that it is the productive utilization of leisure time. Leisure can likewise be seen as exercises that individuals participate in amid their extra time exercises that are not work situated or that don't include life support undertakings, for example, housecleaning or sleeping. Leisure as a movement activity incorporates the exercises that we take part in for reasons as differed as relaxation, competition, or development and may incorporate perusing for joy, meditating, painting, and participating in games. It simply expresses that specific exercises qualify as relaxation since they occur amid time far from work and are not occupied with for presence.

Parenting of child is a procedure of vital significance as it has its effect on sociological and educational sphere. The youngster instilled and copies various qualities and attributes conspicuous in his parents. Personality variables for example creativity, work inclinations, job preferences, professional intrigue and value orientation are connected with positive parental behaviour. Whatever children perceive about their parenting style and pattern in their one way. The device may give help to the parents for modifying and adjusting their parental behaviour according to the demands of situation.

Objectives of the study

1. To study the relationship between leisure time physical activity and academic performance of female students.
2. To study the relationship between leisure time physical activity and children perception of parenting of female students.
3. To study the relationship between leisure time physical activity and academic performance of male students.
4. To study the relationship between leisure time physical activity and children perception of parenting of male students.

Hypotheses

1. There would be no significant relationship between leisure time physical activity and academic performance of female sports students.
2. There would be no significant relationship between leisure time physical activity and children perception about their parents of female students.
3. There would be no significant relationship between leisure time physical activity and academic performance of male students.
4. There would be no significant relationship between leisure time Method and procedure

A descriptive method was adopted for carrying out the current research work.

Sample

In the present study the sample was selected by random sampling technique. Total sample

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Relevance of Naturalistic Educational Philosophy of Rousseau in Contemporary Times

* Ms. Deepti Aggarwal

Abstract

Jean Jacques Rousseau (1712-1778) was one of the famous Western philosophers of the eighteenth century. Rousseau was the leader of the naturalistic movement. Naturalism appeared on the educational scene as a revolt against formalism and stereotyped system of education. His essential idea is that education should be carried out, so far as possible, in harmony with the development of the child's natural capacities by a process of apparently autonomous discovery, keeping in mind his natural surroundings. Rousseau depends here on his thesis of natural goodness, which he asserts that his educational scheme involves the protection and development of the child's natural goodness through various stages, along with the isolation of the child from the domineering wills of others. This paper however proposes to elucidate on the contemporary aspect of practical application of educational system to make the teaching-learning process effective for holistic knowledgeable in a corruption free and equitable society. This attempt is based on the multiple sources of writings available in the name of this great western educational thinker.

Introduction

Jean-Jacques Rousseau was perhaps one of the most prominent naturalists who ever wrote on education. He was known as a revolutionary philosopher, who wrote against the contemporary social and political set up, hypocrisy, artificiality, cruelty, social evils and corruption prevalent at that time. The key notes of his philosophy is termed as Naturalism.

According to him "man was born free and good and could remain that way in some ideal state of nature" (Noddings, 1995, p.15). His main idea was that human being is created good by God and must make all efforts to remain that way. The theory of natural man given by him brought him towards making such a plan for education in which a person will be able to fulfil both the needs of living in a society and remain in a natural state. Rousseau believed that education was not merely imparting information upon the learner. Education also takes place from the environment around him/her. Khalid (1998, p.93) states: "Rousseau says that education comes to us from nature, from man and from things. Here he was regarding nature as equivalent of endowment." Rousseau believed the education from nature to be of the utmost importance followed by education from man and

things. This is because he considers emotions to be more trustworthy than experiences. Rousseau argued that we are inherently good, but we become corrupted by the evils of society. In later life he wished to live a simple life, to be close to nature and to enjoy what it gives us. Through attending to nature we are more likely to live a life of virtue. Rousseau was interested in people being natural. This paper reports on the influences of Rousseau in the modern educational thought and practice. Rousseau highlighted the importance of the individual differences existing among children. He believed that each of the stages of development in the child's growth had certain characteristic activities that needed ample opportunity for expression. He also believed that one's education should grow out of his native interests and should not be imposed upon from without by external forces and pressure. He condemned the educational practice of making students memorize everything they learn.

Objectives of the Study

The ultimate purpose of this study was to reflect on the prevailing system of education vis-à-vis the educational parameters as defined by Rousseau for the successful implementation and achievement of practical, knowledgeable and

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Self Acceptance among Class IX Students in Relation to their Socio-Emotional Environment of the School

* Mrs. Madhavi Goyal and **Pooja

Abstract

This study was undertaken with a purpose to study the self acceptance among class IX students in relation to their socio-emotional environment of the school. The sample comprised of 200 students of class IX from government and private schools of Chandigarh. Out of these 200, 100 were taken from government and 100 from private schools. Self Acceptance Inventory (KSAI) by Dr. S.B. Kakkar (1984) and Socio-Emotional School Climate Inventory (SESCI) by Sinha and Bhargava (1994) were used to collect data. The main findings of the study indicated no significant difference between self acceptance among class IX students and significant difference between socio-emotional environment of Government and Private schools.

Introduction

Adolescence is considered to be very critical period in the life of an individual. This stage marked with physical, mental and emotional changes. These changes are commented by their family members, relatives, peers and teachers who in turn shape their thinking about self either positively and negatively. Though parents play a pivotal role in the development of a child but school of the child also play an important role. As a child spends half time of the day in school. In the environment of a school a child gets all opportunities to develop himself. Socio emotional environment of the school is linked to a wide range of academic, behavioural and socio-emotional outcomes for students like academic achievement, attendance and school avoidance, emotional well-being.

Self acceptance is the degree to which an individual having considered his personal characteristics is able to and willing to live with them (Kusuma,2013). Self acceptance is defined as acceptance of self in spite of weaknesses or deficiencies. The lower the opinion one has of himself, the lower the opinion he has of others. Self-acceptance provides individual with a good base for understanding other people. According to Shepard (1979), self-acceptance is an individual's satisfaction or happiness with oneself, and is thought to be necessary for good mental health.

Self-acceptance involves self-understanding, a realistic, albeit subjective, awareness of one's strengths and weaknesses. It results in an individual's feeling about oneself, that they are of "unique worth".

Goldenson(1984) has described self-acceptance as recognition of our abilities and achievements, together with acknowledgement and acceptance of our limitations. Self-acceptance essentially means that we recognize our real qualities and are at peace with them. Lack of self-acceptance is one of the major characteristic of emotional disturbance.

The socio emotional climate or environment may be defined as all environment condition or qualities that tend to produce a given type of feeling or emotional response especially the teacher-pupil relationship as environment influences teaching learning process. The socio emotional school climate is the sum total of social and psychological interaction between teacher-taught and pupil-pupil and also between principal-teacher and principal-pupil. The infrastructure of an institution and interaction of students with teachers, with the head of the institution with fellow students and interaction among teachers and between teachers and head of institution, all play a significant role in determining the climate of the institution.

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Social Competence in Relation to Social Maturity of Senior Secondary School Students

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Abstract

The present study examines the social competence in relation to social maturity of senior secondary school students. The sample of the study comprised of 200 eleventh class students (50 boys and 50 girls) studying in government and private schools of Chandigarh. Descriptive survey method was employed to collect the data. The major findings of the study revealed that there is no significant difference in the social competence in relation to social maturity of senior secondary school students.

Introduction

Life is becoming complex day by day. In the present circumstances youth as well as children are facing difficulties, which are giving rise to many psychological problems such as anxiety, tension, frustration and emotional upsets in day to day life. Emotional pressure is increasing at an alarming rate leading to unrest and frustration. We human beings are constantly striving to establish a satisfactory relationship with other people, our environment and with our own self. In other words we are trying to fulfill our social and emotional needs in order to live happily and function effectively.

Social competence is an important ingredient of modern civilization. It is an essential attribute of the members of a progressive society. The culture and social diversity provide enough opportunities to children for the acquisition of high order social competence, through varied interpersonal interactions. Social competency is one of the components of social behavior. It is acquired through social interactions and cultural integration in different settings. The success of an individual in the society depends upon the acquired richness of social competence desirable for self-actualization, growth and development. Ziegler (1973) defined social competence as an individual's everyday effectiveness in dealing with his environment.


McFall (1982) defined social competence as a judgment by another that an individual has behaved effectively.

Social maturity is an indication of willingness and ability to orient oneself in the various activities and working of the group to make a proportionate contribution to the work done, to take suitable part in social exchange, to have a reasonable amount of responsibility and to adjust oneself to the inheritable limitations and restrictions of the community life without waste of energy and loss of satisfaction. Social maturity is also indicated by such behaviors as self-reliance, absence of prejudice and being able to amuse oneself in responses to others, emotional security and warm relation with others.

Raj (1996) defined social maturity as a level of social skills and awareness that an individual has achieved relative to particular norms related to an age group. It is a measure of the development of competence of an individual with regards to interpersonal relations, behavioral appropriates social problem resolving and judgment. Thus it may be inferred that Social maturity is a state of achieving social skills which governs his social behavior. Social maturity is what enables us to function as a healthy adult.

Thakur (1991) reported that both male and female from higher age group scored higher than

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Achievement in Mathematics of Ninth Class Government School Students in Relation to Their Parental Involvement

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Abstract This study examines the achievement in mathematics of ninth class government school students in relation to their parental involvement. The findings were based on the responses of 453 government school adolescents (223 males and 230 females) selected from ten government schools of Chandigarh. Parental Involvement Scale and Mathematics Achievement test developed and standardized by the investigator were used for data collection. Results show that achievement in mathematics of adolescents studying in government schools is significantly and positively related with general welfare, monitoring, leisure time activities, and academic growth dimensions as well as parental involvement (total), except psychological autonomy dimension of parental involvement. The study concluded that there is significant difference in achievement in mathematics of ninth class government school students in relation to their parental involvement.

Keywords: Achievement in mathematics, general welfare, monitoring, leisure time activities, academic growth, psychological autonomy, parental involvement

1. INTRODUCTION

The primary concern and the most important goal of education is academic achievement of pupils despite many varied statements about the aim of education (Gupta, 2013). Academic achievement plays an important role in the life of a child. High academic achievement in school builds self esteem and self confidence which leads to the better adjustment with the group. The role of education is to help the educant to discover himself, to develop his innate abilities and above all to cultivate desirable attitudes and aptitudes. To get good scores, mathematics plays a significant role. Mathematics dominates

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Gender Differences in the Attitude towards Mathematics of Ninth Class Adolescents of Chandigarh

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Abstract:

The present study is based on a survey of secondary school students about their attitudes towards mathematics. Students of both the gender constitute the population of this study. Sample of the study comprised 464 male and 461 female ninth class students of 10 private and 10 government schools located in Chandigarh. A questionnaire prepared and standardized by the investigator to examine the attitudes of male and female students towards mathematics at secondary school level was used. Descriptive statistics and t-test with $P < 0.05$ level of significance were used for data analysis. Results show significant gender differences with regard to teachers' perception and enjoyment dimensions of attitude towards mathematics. But no significant differences have been found with regard to self confidence, motivation, usefulness dimensions of attitude towards mathematics and total attitude towards mathematics.

Keywords: Attitude, Enjoyment, Motivation, Self confidence, Teachers' perception, Usefulness

1. Introduction

Attitude towards mathematics is the liking or disliking, approving or disapproving the subject, which implies a positive or negative attitude towards mathematics. Attitudes are the positive or negative feelings that an individual holds about mathematics. According to Fishbein and Ajzen (1981), "Attitudes are learnt prepositions to respond in a consistently favorable or unfavorable manner with respect to a given object. It represents covert feelings of favorability or unfavorability towards an object, person, issue or behavior". Zimbardo and Leippe (1991) define attitude as favorable or unfavorable evaluative reasons whether exhibited in beliefs, feelings, or inclinations to act towards something. According to them, attitude is commonly referred to as beliefs and feelings related to a person or event and their resulting behavior. This means that when individuals have to respond quickly to something, the feeling can guide the way they react.

Ifamuyiwa and Akinsola (2008) investigated moderating effects of locus of control and gender on senior secondary school students' attitude towards mathematics and found no significant main effects of locus of control and gender on the participants' attitude towards mathematics. Mata, Monteiro, and Peixoto (2012) examined the effects of individual, motivational, and social support factors on attitudes towards mathematics and to an understanding of the defining characteristics of these attitudes in the school environment. The results revealed that, in general, students held positive attitudes towards mathematics and also highlighted the main effects of grade and math achievement on these attitudes. No gender effect was identified although the girls showed a continuous decline in attitudes as they progressed in school. Ravanan, Mary and Julie (2013) found no significant difference in attitude towards mathematics of XI standard students in Trichy District, owing to differences in their gender, region and medium of instruction and there is significant difference in attitude towards mathematics owing to differences in their stream of study, types of school management and socio economic status.

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Students' Attitude towards Mathematics and Mathematics Achievement in Some Selected Schools of Chandigarh

* Dr. Kiranjit Kaur

Abstract

Students' success in mathematics depends upon their attitude towards mathematics. This study investigated the relationship between attitude towards mathematics and mathematics achievement of ninth class adolescents. 453 government school students and 472 private school students were selected randomly from 10 private and 10 government schools located in Chandigarh. The attitude towards mathematics scale and Mathematics Achievement test developed and standardized by the investigator were used for data collection. Results showed that mathematics achievement of adolescents has positive and significant relationship with various dimensions of attitude towards mathematics, i.e. self-confidence, motivation, usefulness, teacher's expectations, enjoyment and total attitude towards mathematics.

Introduction

Attitude towards mathematics plays a vital role in the teaching and learning process. It affects students' achievement in mathematics (Farooq & Shah, 2008). Primary among the variables that determine achievement in mathematics is attitude to it (Steinkamp, 1982). Attitude contributes substantially to the difficulties encountered by students in learning and understanding of mathematics. A learner's attitude relates to all the facets of his or her education (Ajayi, Lawani, & Adeyanju, 2011). Duerr (2012) investigated the relationships between gender, math attitude, and math achievement based on information from 50 participating countries in the Trends in International Mathematics and Science Study (TIMSS). The findings reveal that math self-confidence has a particularly strong relationship with mathematics achievement, and that value of mathematics has a particularly weak relationship with mathematics achievement. Additionally, gender differences in math achievement appear to have disappeared but male students report generally higher levels of math self-confidence. Ronglien (2013) in the action research project explored whether there are significant gender differences in elementary and high school students' attitudes toward mathematics, and whether those differences affect their achievement

in mathematics. The findings of this study revealed that elementary males had more positive attitudes and higher achievement in mathematics than females. As students promoted to next grade, their attitudes toward mathematics became more neutral, and the gender gaps in achievement were not as noticeable. However, for both genders, the students who had positive attitudes toward mathematics achieved higher. Michelli (2013) examined the correlation between attitudes toward and achievement in mathematics among fifth grade students. These students were given a questionnaire, which included a test from EasyCBM and Lewis Aiken's Revised Math Attitude Scale. Results show a positive correlation between attitude and achievement in mathematics among the fifth grade participants. Else-Quest, Mineo, and Higgins (2013) conducted a study on math and science attitudes and achievement at the intersection of gender and ethnicity. Male and female adolescents earned similar end-of-year grades in math and science, whereas Asian American students outperformed students from the other ethnic groups in math and science. Self-report data from paper-and-pencil surveys indicate significant gender differences in that male adolescents reported greater math self-concept and expectations of success and female adolescents reported more science value; gender differences

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Emotional Maturity in Relation to Self- Concept of Senior Secondary Students

* Dr. (Mrs.) Agnese Dhillon & * Kalpana Dogra

Abstract

The present study was undertaken to investigate the emotional maturity of senior secondary students in relation to their self-concept. The sample of study comprised of 200 XI class students with equal numbers studying in the government and private senior secondary schools situated in the Union Territory of Chandigarh. Emotional maturity scale by Singh and Bhargava. (1994) and Self-concept Questionnaire by Sardswat. (1999) were used for the purpose of data collection. Findings of the study were that there was no significant difference in the emotional maturity of senior secondary school students in relation to high and low self-concept. This shows that there is no significant relationship between the two variables taken in the study.

Introduction

As we are in the 21st century, an age of computers and technology, inventions and discoveries, life is getting too complex. There is too much of tension, depression and frustration, which affects the emotional aspect of an individual.

The study of modern youth is important, as the modern youth is full of energy and enthusiasm. The rapidly changing demands of a complex society affect all the aspects of their life. Only well adjusted person can lead socially satisfactory life. Emotional pressure is increasing day by day which has led to unbalanced and maladjusted personality in the society.

Emotional maturity is a state of equilibrium. It is the process of gaining proper control over emotions, both positive and negative, in a socially acceptable manner thus leading to sound emotional health.

An adequate description of emotional maturity must take account of the full scope of the individual's capacity and powers, and of his ability to use and enjoy them. In its broadest sense, emotional maturity means the degree to which the person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate himself to other, to love and to laugh, his capacity to show fear when there is an


occasion to be frightened, without feeling a need to use a false mask of courage.

Skinner (2001) defined emotional maturity as the degree to which the person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate him to others, to love and to laugh, and his capacity for wholeheartedness.

Hambrick (2013) recently proposed another definition of emotional maturity in terms of two features; according to him, emotional maturity is (a) the ability to differentiate and properly identify one's emotion while (b) granting yourself the freedom to experience whatever emotion is appropriate to a given situation.

Self-concept is a picture that a person has about himself, a person's appraisal in his own eyes. It is that part of a phenomenal field which the individual has differentiated as characteristics of himself. Self concept is a general idea that an individual has of himself/herself and it is only through the knowledge of self that he/she can make his/her decision, get to know self, get their goal and self-actualize. Rathus and Nevid (2003) defined self-concept as happiness or concept of oneself. It includes listing of personal traits that deem important and your evaluation of how one rates according to these traits. It has to do much with whether one likes himself and how much.

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Organisational Climate of Schools in relation to Job Satisfaction of Teachers

*Mrs. Deepti Aggarwal

Abstract

was undertaken with a purpose to study the organisational climate of schools in relation to the job satisfaction of teachers. Sample comprised of 100 teachers selected by descriptive method. The standardized Organisational climate inventory and Job Satisfaction Scale were used. The findings revealed the existence of significant relationship between organisational climate of schools and job satisfaction of teachers.

shapes the future of not only the individual but the nation as a whole. Man is born with a personality and possess a strong desire for education. it also aids in bringing a person to be able to succeed in this competitive age. The most important pillar for the reconstruction is the teacher. His personal qualities, and the place he occupies make a difference to the quality of education the teacher imparts to his students. The job satisfaction of the teacher as a factor of utmost importance. Education is the development of the individuality of a person in Emotional, Mental and Social aspects. The process in which the individual is able to develop his talents and interests. The strength of a person largely depends on the quality of education he receives. They play a pivotal role in the instruction and transmission of knowledge and experience from one generation to another.

Study

The study was to determine the job satisfaction of teachers in government schools.

The study was to determine the organisational climate in government schools.

The study was to determine the job satisfaction of male and female teachers.

4. To compare the organisational climate perceived by male and female teachers

5. To study the relationship between organisational climate of schools and job satisfaction of teachers.

Hypotheses

1. There exists no significant difference in job satisfaction of teachers of private and government schools.

2. There exists no significant difference in organizational climate of private and government schools.

3. There exists no significant difference in job satisfaction of male and female school teachers.

4. There exists no significant difference between male and female school teachers with respect to organisational climate.

5. There exists no significant relationship between job satisfaction of school teachers and organizational climate of schools.

Design

A descriptive survey method was employed in the present study.

Sample

A randomly selected sample of 100 teachers, both male and female was drawn from government and private schools of Chandigarh.

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Development and Description of Parental Involvement Scale

*Dr. Kiranjit Kaur

Introduction

Parental involvement has been recognized as the most important factor that influence the childhood and adulthood. The role of parents in bringing up their children is quite important both in terms of their devotion with respect to time spent with them and other considerations. Parents transmit the culture and customs of the society to the incoming generation. Parents contribute in many subtle ways to the development of children's' general interest, welfare, Discipline, interaction with one another, leisure time activities, academic growth and vocational plans.

Parent involvement implies how the parents involve themselves developing overall personality of the child. All the parents have expectations, likes and dislikes and preferences regarding how children should be handled, brought up and educated. When parents are rational and their attitude towards their children is logical and considerate, it is sure to pick up behaviour pattern, which is analytical and co-operative. In case parents are too emotional and their attitude is non rational and they act more in terms of expediency in an authoritarian manner, the child will fail to attain proper emotional training, thus lacking emotional maturity.

The relationship which parents establish with their children, have a powerful influence upon the development of the personality of the child. Generally speaking if parents are relaxed, affectionate, mature caring and understanding, children will grow normally and become happy, socially useful adults. Most of the parents expect better performance from their children school. They become happy if their children perform better as compared to other peers in their class. Due to this reason parents want to spend more time


for the development of their children. But in the present times due to nuclear families parents have less involvement in the school and home activities. The personality of the child mostly depends on the involvement of their parents in their school and day -to-day activities.

Parent involvement may be described as the allocation of resources to the child's school endeavour. The word parent involvement has been used as a general term which may encompass several activities such as tutoring, monitoring, effective use of time for study at home; reinforcing behaviour established in school, participating in school related activities and the like. Researchers have used this term to refer to substantially different types of activities and events, surveillance of home work, number of contacts between families and schools, verbal encouragement and interactions regarding school work, expectation to school performance, direct reinforcement of improved academic performance, general academic guidance and support.

Dimensions of parent involvement

The parent child relationship has been examined on various dimensions to find out the effectiveness of the parental role in the lives of their children during adolescence. There are several types of parent involvement that influence the healthy and normal growth of a child and lead him for future stability and basic necessities for the better planning, proper growth and self actualization. However, developing a clear definition of such a multifaceted concept is not easy. Parent involvement encompasses a broad range of parenting behaviour ranging from discussion with children about school work and home work to attendance at parent teacher involvement. After needful analysis of the related

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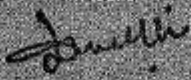
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Gender Differences in the Perception of School Environment by Secondary School Adolescents

*Dr. Kiranjit Kaur

Abstract

The Present study was undertaken to find out the gender difference in the perception of school environment of adolescents. The sample for the study comprised 200 secondary school students of whom 100 were from government schools and 100 from private schools of Chandigarh. An attempt was made to include equal number of boys and girls. School Environment Inventory by Mishra, S.K. (2002) was used to collect data. The results indicated significant gender differences in rejection dimension of school environment of government schools, as well as for the total sample, whereas significant gender differences have been found in creative stimulation, cognitive encouragement, acceptance and rejection dimension of school environment of private schools.

Introduction

School is a social institution established by the society for the purpose of preparing the young to participate in that society. Like all social institutions its fundamental character is determined by the society it serves. What a society is and what it wants to be is reflected in its educational system. In short, every school presupposes a social system, which is mirrored in the instructional programme as well as in the management and operation of the school.

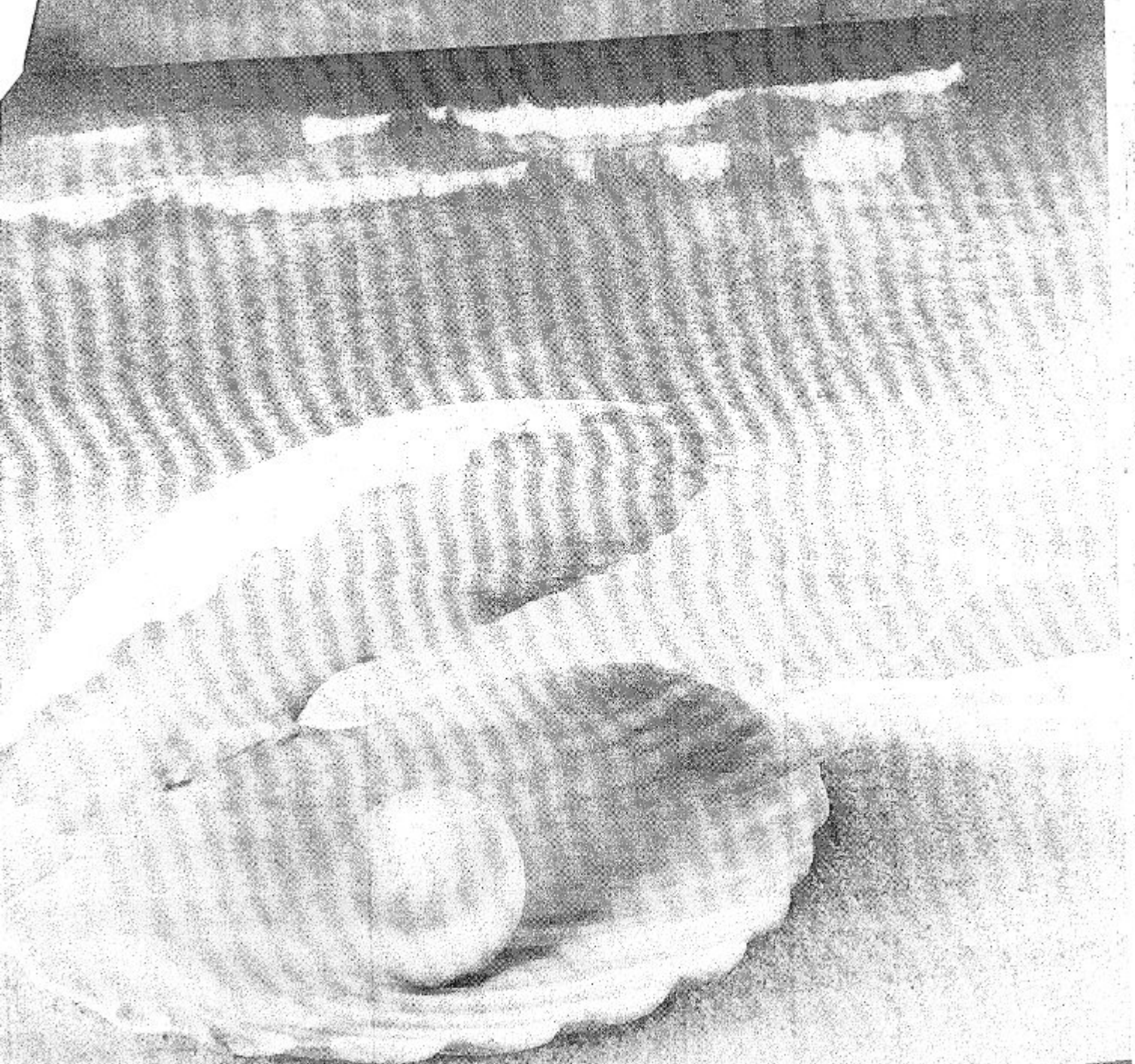
The schools are symbols of progress and centres of past and present values where human beings are equipped with academic competence and technical skills. School constitutes an integral part of the society, and acts as the most important agent of socialisation, which involves the development of pupil's natural, intellectual, emotional and moral potentialities. Schools as an organisation and as a subsystem of the broader educational system is, in fact, a complete total system in itself, where input (pupils) are converted into output (citizens) through the various processes of instruction, guidance and experience. In the development of personality of the individual, the school is a third factor, the first two being, family and the playgroup. The school not only acts as a socialising agency and as an agency of social controls but also performs the function of community service. School keeps the moral power of the society secure. They are the guardians of the

society's future leaders of the nation. School shapes the future of the country by achieving the complete development of these leaders. Along with it, the school also performs the important duty of preparing the individuals to lead a good life.

School as well as home environment play a significant role in the growth and all round development of the child, because both of these environments respectively leave a definite imprint on the child's personality. In this context home-as the immediate environment of the child's holds uppermost position and has a very important role to play. Since home/family constitute the child's first environment. Its members are the most significant people during the early formative years. It is the most important informal agency of the child's socialisation. Stepping off from the threshold of the home, the next immediate environment in which the child finds himself is the school-the society in miniature. In fact, the school is a connecting link between the home and the external world and makes the child capable enough to face the challenges and multifarious problems of life and the wider society outside to lead a good life. In short, any environment whether home/school exerts a great deal of influence on the development of the child. The child learns much according to the environment in which he finds himself. It is necessary to keep the children away from an unhealthy environment. According to Good (1973) School Environment refers to the environment as perceived by the students and as is

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Career Maturity of Adolescents in Relation to the Emotional Stability

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Abstract

The paper presents the results of an investigation aimed to study the career maturity of adolescents in relation to their emotional stability. Descriptive survey method of research was employed. The sample consisted of 200 students. Career Maturity inventory by John O'Crates (1989) and emotional stability questionnaire by Sanjay Vohra (1995) were used to collect data. The findings of the study revealed significant relationship between career maturity and emotional stability.

Introduction

Career selection begins in adolescence, at the time when young adults are trying to forge their own identities and matter into adulthood. The growing rate of change in the world of work increases the dilemma of adolescents in making sensible career choices. The quality of career maturity during this period is significant for the individual. The right career will be more pertinent and fulfilling the needs of the individual as well as the society. Immaturity

in career decision will lead to wastage of time, energy and resources. Although educational and vocational choices are made by individual, but they are certainly influenced by many social and environment factors which include socio-economic status of the family, home and family environment, sex, age, rural and urban backgrounds. Psychological factors may include intelligence, personality, motivation, emotional stability etc.

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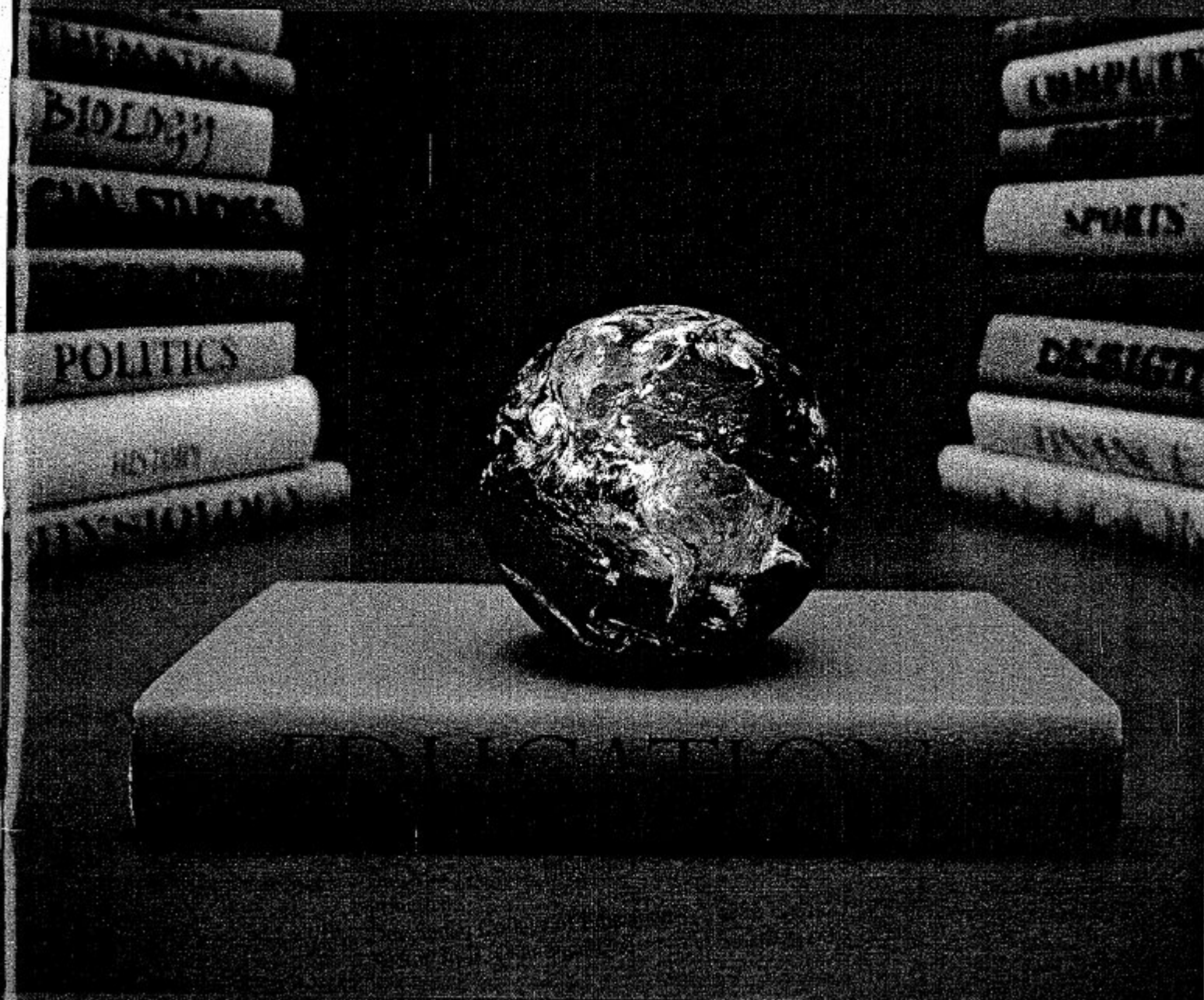
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A study of achievement in mathematics of ninth class adolescents with regard to gender and type of school

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Abstract

This study was based on a survey of secondary school students' mathematics achievement. Students of both the gender constitute the population of this study. Sample of the study was 925 students i.e. 453 government school students (223 males and 230 females) and 472 private school students (241 males and 231 females) of 9th grade selected randomly from 10 private and 10 government schools located in Chandigarh. Mathematics achievement test prepared and standardized by the investigator to examine the mathematics achievement of male and female students at secondary school level was used. Descriptive statistics and t-test with $P < 0.05$ level of significance were used for data analysis. Significant differences were found between government and private school adolescents with regard to achievement in mathematics. Government school male and female adolescents differ significantly, however Private school male and female students do not differ with regard to achievement in mathematics.

Keywords: mathematics achievement, gender, government school, private school

1. Introduction

The world today, which leans more and more heavily on science and technology, demands more and more mathematical knowledge on the part of more and more people and the world of tomorrow will make still greater demands on a person to be 'well educated' in the technological society of today, and as such he or she should have some degree of mathematical literacy (James, 2008) [6]. Mathematics provides language to sciences and is imperative for thought, logical reasoning and progress. It releases the mind and also gives individuals an appraisal of the intellectual abilities by pointing towards course of improvement. It is the basis of all sciences and technology and therefore of all human endeavors (Aminu, 1990) [2]. Mathematics is a subject which provides basis directly or indirectly to almost all subjects. A bank of mathematical brain would help the rational and scientific growth of any society. All scientific education is based on mathematics. Its neglect means to remain ignorant about all the advancements. The knowledge of mathematics is indispensable for a wide variety of professions (Bala, 2006) [4]. No other subject has larger application than mathematics. It is the most significant instrument for understanding and exploring our scientific, economic and social world (Awoniyi, 2013) [3]. In every field of human endeavor the importance of mathematics cannot be underestimated (Tella, 2008) [15]. Because of the wide importance of mathematics and the way in which it is advancing at an amazing rate, it has a persistent influence on our everyday lives and contributes to the wealth of the country. Educators and parents have long considered the role gender plays in the development of attitude toward mathematics and in mathematics achievement (White, 2001) [16]. Gender, socio-economic status, and parents' educational level are various demographic factors which have been predictors of math achievement (Saritas & Akdemir, 2009) [12]. A study through a meta-analysis reveals that males tend to do better on mathematics tests that involve problem-solving, while females tend to do better in computation and there is no significant gender difference in understanding math concepts (Hyde,

Fennema, & Lamon 1990) [5]. Females tend to earn better grades than males in mathematics (Kimball, 1989) [7]. Sarsani and Maddini (2010) [13] studied mathematics achievement of secondary school students in relation to sex, caste, type of school, nativity and medium of instruction and found that girls' performance is better than boys, caste has no influence on performance, locality influences the performance and English medium students perform better than Telugu medium students. Ajai and Imoko (2015) [1] assessed gender differences in mathematics achievement and retention by using Problem-Based Learning (PBL) and revealed that male and female students taught algebra using PBL did not significantly differ in achievement and retention scores. The finding showed that students' achievement and retention in algebra are not dependent on gender, but function of method. Both sexes are capable of competing and collaborating in classroom activities.

2. Materials and Methods

2.1 Design of Study

A systematic procedure to collect data, which helps to test hypotheses of the study under investigation, was adopted. The method was essentially descriptive survey method.

2.2 Sample

In the present study, 925, 9th class students i.e. 453 government school students and 472 private school students selected randomly from 10 private and 10 government schools located in Chandigarh. Two -stage random sampling technique was employed.

2.3 Instruments used for the study

Mathematics achievement test developed and standardized by the investigator comprising 60 items was used for data collection. The reliability coefficient for mathematics achievement test for the final draft was found to be 0.92.

2.4 Statistical techniques used

Descriptive statistics i.e. mean, S.D. and t-test with $P < 0.05$

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ARE GENDER AND TYPE OF SCHOOL SIGNIFICANT FACTORS TO BE CAREER MATURE FOR ADOLESCENTS? A COMPARATIVE STUDY OF GOVERNMENT AND PRIVATE SCHOOLS

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Abstract

The Present research was undertaken to study gender differences among adolescents studying in government and private schools with regard to their attitude towards career and their competence in making career choice. 200 secondary school students were taken randomly from government and private schools of Chandigarh. An attempt was made to include equal number of boys and girls. Career Maturity Inventory (CMI) by John O' Crites (1989) was used to collect data. The results indicated partial significant differences in level of career maturity of Adolescents with regard to gender and type of school.

Keywords: Attitude towards Career, Competence, Adolescents, Secondary School.

Career selection begins in adolescence, at a time when young adults are also trying to forge their own identities and mature into adulthood. Parents and school personnel are available to guide adolescents and to help them make wise choices as they mature, but some adolescents refuse to accept advice and guidance from others. Regardless of the adolescent's attitude toward accepting advice, the choice of a career is often fraught. In order to avoid the anxiety associated with making a career choice, adolescents may choose a career path without considering their interests and abilities. When an adolescent chooses a career path to avoid anxiety, the career path is often ill advised and may actually increase the adolescent's anxiety. Adults may also be reluctant to guide teenagers, teenagers may choose postsecondary education even if they are not prepared, and career indecision is viewed as acceptable. The ability to make a career decision is also affected by the lack of academic preparation, limited access to career experiences and career maturity.

According to Crites (1978), "Career maturity as the extent to which the individual has mastered the vocational development task including both knowledge and attitudinal components, appropriate to his or her state of career development. It involves forming interest, making consistent and component and competent choices and developing attitude towards career."

Spokane (1991) has defined that career maturity is based on the direct assistance given to an individual to promote more effective decision-making, intensive counseling to resolve career difficulties, enhancement of person's career development to make more effective career decision.

Lundberg (1997) defined career maturity is the readiness to make appropriate career decision.

Savickas (1999), "Career maturity is referred to an individual's readiness to make informed, age appropriate career decisions and to cope with career development tasks." Adam (2006) stated that, "Career maturity can be thought as the recognition and the development of future career opportunities."

Patton and Creed (2001) suggested that gender was also an important predictor, which is further evidence that young women are better informed in relation to career related knowledge. Solberg et.al. (2002) examined the inner-city adolescents' attribute to academic and vocational barriers (e.g., perceptions of racism, sexism, and classism) represent one mechanism through which environmental and contextual factors influence these adolescents, career beliefs, career decision-making and career outcome expectations.

On the basis of above related literature it can be concluded that there are differences in making choices of career with respect to culture and socio economic status as reported by some researchers, but on the other hand some researchers do not report any differences with regard to career maturity.

Objectives

- To study and compare attitude of adolescent boys and girls towards career.
- To study and compare competences of adolescent boys and girls in making career choice.
- To study and compare attitude of adolescents studying in government and private schools towards career.
- To study and compare competence of adolescents studying in government and private schools in making career choice.

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Study of Personal Values of Adolescents in Relation to their School Climate

*Dr. Rohit Bhandari & **Ms. Preetika Malhotra

Abstract

The present study examines the personal values of adolescents in relation to school climate. The sample of the study comprised of 200 eleventh class students (100 boys and 100 girls) studying in government and private schools of Chandigarh. Descriptive survey method was employed to collect data. The major findings of the study revealed there was no significant difference in personal values of adolescents in relation to school climate. It was also found that there was no significant difference in the personal values and school climate of male and female adolescents, but school climate of private school was found favorable than that of government school.

Introduction

Values are the foundation of our life. They are fairly stable. They dictate the choices we make and determine the direction that our life takes. It influences our decisions related to relationships, career, and other activities we engage in. Despite this importance, few people choose their values. Instead, they simply adopt the values of their parents and the dominant values of society. In all likelihood, the values that we internalized as a child remain with us through adulthood, are those with which we were raised with.

The term value comes from the Latin word "Valerie" which means to be worth. The concise oxford dictionary define a value as the worth desirability or utility of a thing "Rokeach" defines a value as an enduring belief a specific mode of conduct or an end state of existence alone a continuum of relative importance in belief values are the criteria for determining levels of goodness worth or beauty.

Personal values are reflections of our needs, desires, and what we care about most in life. Values are great cohesive forces for our identities, and can be thought of as decision-making guidelines that help us connect to our true selves. Defining the values will help us to figure out what to pursue and what to avoid. We go through with a strong internal compass and, personal values can serve as reminders of what we cherish while in tricky situations where we might be pressured to act according to some other standards. Personal

values evolve from circumstances with the external world and can change over time. Integrity in the application of values refers to its continuity; persons have integrity if they apply their values appropriately regardless of arguments or negative reinforcement from others. Values are applied appropriately when they are applied in the right area. For example, it would be appropriate to apply religious values in times of happiness as well as in times of despair. Personal values are implicitly related to choice; they guide decisions by allowing for an individual's choices to be compared to each choice's associated values. Personal values developed early in life may be resistant to change. They may be derived from those of particular groups or systems, such as culture, religion, and political party. However, personal values are not universal; one's genes, family, nation and historical environment help determine one's personal values. This is not to say that the value concepts themselves are not universal, merely that each individual possess a unique conception of them i.e. a personal knowledge of the appropriate values for their own genes, feelings and experience. Personal values of other persons are dignity of that other person. Personal values are the essence of who we are. Not too dissimilar to 'brand values' - personal values also represent the core aspects of our self. Everyone's different. We all have little nuances that make us who we are. And the more we understand ourselves, the more self-aware we become and the easier it is to live a successful life. The process of discovering your personal values involves not just discovering what

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EFFECTIVENESS OF MULTIMEDIA APPROACH ON LEARNER'S ACHIEVEMENT IN SCIENCE

Dr. Rohit Bhandari* & Ms. Aditi Bansal**

Abstract

Science is one of the most practical subjects. Cramming or simply learning the concepts cannot fulfill the aim of including science in the school curriculum. It is not possible for the teacher to show every concept of science in the classroom. To this problem, use of multimedia approach in teaching of science is one of the best possible solutions. Present investigation was undertaken to explore the effect of multimedia approach on learner's achievement in science. For this, a Sample of 80 (40 male and 40 female) students studying in class 9, in two different schools (affiliated to P.S.E.B.) was selected randomly. Pre test – post test experimental design was followed. Results revealed significant improvement in the academic scores of students in science after the use of multimedia devices in the teaching- learning process. Also, they developed a positive attitude towards science.

Keywords: Multimedia, Academic Achievement, Simulation, Instruction.

Introduction

Multimedia is formed by combing two different terms, i.e. multi and media. Here, 'multi' means 'many' and 'media' is 'an instrument of communicating', hence multimedia is an instrument of spreading or communicating information by using many mediums. It is the combination of various elements of media like text, colour, graphics, animation, audio, and video. In other words, Multimedia is a presentation of information that incorporates multiple media such as text, audio, graphics, and animation. It has many applications in education.

It facilitates both teachers and students to bring out educational objectives. Since, year teachers are using it as an effective tool in the teaching-learning process, as it provides a experience of listening, watching and working in a computer-mediated setting. Resulting in helping the students to achieve educational aims by motivating and encouraging them in new and interesting ways. The use of audio, video and graphics enable students to learn by getting a firsthand experience about the content.

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Attitude towards Cyber Resources of Prospective Teachers in Relation to their E-learning Orientation

*Dr. Anuradha Agnihotri & **Shivani Sharma

Abstract

The present study was undertaken to investigate the attitude of teachers towards Cyber Resources in relation to their E-learning orientation and Locus of Control. The sample of study comprised of 200 prospective teachers, who were selected from Education Colleges of Chandigarh. Attitude towards using Cyber Resource Scale by Dr. S. Rajasekar (2010), E-learning Orientation scale by Dr. Saurabhi Chaturvedi, Dr. Santosh Dhar & Dr. Upinder Dhar (2012) was used for the purpose of data collection. Findings of the study were that Attitude towards Cyber Resources significantly affects E-learning orientation of Prospective teachers.

Introduction

In today's technological era, everybody is so much dependent on computer and internet technologies that they cannot imagine their life without it. The teacher is the key to effective implementation of the use of computers in the educational system and given that teacher have tremendous potential to transmit beliefs and values to students. The use of information and communication technology (ICT) especially internet was purposely to facilitate teacher task through various subject. Help teachers to make learning more effective with use of ICT and computer based learning (CBL) in education.

Attitude towards Cyber Resources is an expression of favor or disfavor toward cyber resources which play an important role in learning. It enhances learning process and makes learning accurate and up-to-date. Cyber resources include mainly all the online applications of the computer, like email, web based applications, search engines and so on. In today's century it is the need of the hour that teacher should have positive attitude towards cyber resources. Positive attitude shows their willingness and acquaintance with cyber resources. On the other hand negative attitude shows their limitless to use cyber resources may be due to various barriers like technological barrier, psychological barrier etc. i.e. do not know how to use latest technologies, not having positive

attitude to change, not willing to learn something new etc. Thus teachers should have positive attitude towards cyber resources in order to keep pace with needs and demands of today's generation.

E-learning is an inclusive term that describes educational technology that electronically or technologically supports learning and teaching. It is the delivery of a learning, training or education program by electronic means. E-learning orientation is the familiarization or adaptiveness to an internet based teaching system. As per Stockley (2003) e-learning is the delivery of a learning, training or education program by electronic means. E-learning involves the use of a computer or electronic device (e.g. a mobile phone) in some way to provide training, educational or learning material.

As per Wan, Wang & Haggerty (2008) e-Learning is a virtual learning environment in which a learner's interactions with materials, peers and/or instructors are mediated through information and communication technologies. It is different from the traditional environment because ICT is used as a tool to support the learning process. Taking advantage of network infrastructures, learning can occur anywhere using many types of resources.

Li (2009) revealed that the use of e-learning in this pre-service teacher training course is successful because it achieves the expected goal. The self-

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Ajanta Prakashan

Anxiety of Secondary School Students in Relation to their Attitude towards Career Maturity

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Abstract

The present study was undertaken to investigate the anxiety of Secondary level students in relation to their attitude towards career maturity. The sample of the study comprised 200 IX class students, taken from two schools one Government and another Private School. Career maturity Inventory (CMI) by John O' Crites (1989) and The State Trait Anxiety Test (STAT) by Charles D. Spielberger and C.D. Edwards, R. Lushne, J. Montuori (1983) were used to collect data for the study. The findings of the study revealed that significant differences were found in the effect of anxiety on attitude towards career maturity with regard to Self-Control dimension of anxiety, whereas no significant differences were found in the rest of Anxiety dimensions i.e. Guilt proneness, Maturity, Suspiciousness, Tension.

Keywords: Anxiety, career maturity

Introduction

In present scenario, the present day civilization is heading towards industrialization, mechanization and to a maximum exploitation of the natural resources available. The present era is usually referred to as the "age of anxiety" which is a common sight among school children especially at secondary stage where children have to take correct career decisions. Thus, it is indeed the need of the hour to explore the effect of anxiety on attitude towards career maturity.

Scholte, (2001) explained that anxiety is a state of apprehension, tension, and uneasiness in response to environment. Inappropriate periods of anxiety may indicate an anxiety disorder. Cielo (2009) defined anxiety as a disorder in which the victims are constantly worried or fearful about situations or thing that normally would not bother them or others. When this continual anxious state starts to interfere with their social, family and work life and prevents them function in a normal fashion, they may be said to have a general anxiety disorder.

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Evaluation of Science Text-Book Prescribed by C.B.S.E. for Class IX

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Abstract

The present study was undertaken to evaluate the science text book for class IX prescribed by NCERT. The text book was evaluated in the seven aspects the format, availability, realization of curriculum objectives, language, content suitability and presentation of subject matter, examples/illustrations and learning exercise and assignments. A questionnaire for analyzing the Science textbook of Ninth class was constructed and validated by the investigator used for the purpose of data collection. The sample for the present study comprised of 100 IX science student of schools of Chandigarh randomly selected from five Govt. High schools situated in UT, Chandigarh along with five science teachers in each school. Frequencies and percentages were calculated for each of the seven aspects of the science text book item wise for both the students as well as the teachers. The findings of the study revealed that generally the students and teachers hold a good opinion about the science text book prescribed by NCERT for class IX. However majority of the students believed that the book is available only with the prominent book sellers of Chandigarh. Some of the students also responded that the book prices are higher than the actual cost of the book. They were also of the view that the key terms and technical words must be explained in simple language in the beginning of the chapter and found that some assignments in the book are not related to the subject matter and also they do not cover the whole lesson.

Introduction

A systematic and continuous evaluation of the text book is necessary in order to pace with the all around development in the education program. The present day need is to evaluate the text book to find out the drawbacks in it and to improve them because the text book which seems fairly good today may not be so tomorrow. Thus, the periodic assessment of the book is essential. The textbook is a valuable guide and generally written by the experienced teachers. It helps teachers to organize materials of learning and instructions in a very well organized and systematic manner. As it contains view solved examples on every topic, therefore it helps the teacher to become familiar with the ways and methods of attacking different types of the problems in the class. Evaluation is a process of great value. It is an essential fact in human progress. A doctor who prescribes medicines needs to ascertain the results of his

treatment. The effectiveness of lawyer's pleading is evaluated by the jury, so is the case with teacher. He must ascertain the effectiveness of the text-books, methods, etc. Evaluation of Text-books pinpoints the pros and cons, consequently suggests ways for improvement.

Textbooks are main source of information to students in India. So, it should be effective, sufficient, accurate and understandable by the students. Science textbook for various standards has undergone several changes in response to changing curriculum. Though changes are done to upgrade but still schools refer to help books. This is to generally cope up with the shortcomings in the textbooks. A text book is manual of instruction with definite subject of study, revealing of national ideas, ideals and values, systematically arranged for a specific level of study. So it is an important instrument of teaching learning process. According to Wikipedia (2007), "a textbook is a

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Ajanta Prakashan

13. Social Adjustment and Personality Traits of Hearing and Speech Impaired Adolescents: A Relationship Study

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Abstract

The present study was undertaken to investigate the relationship of social adjustment of hearing and speech impaired adolescents with their personality. The sample of the study comprised 60 adolescents, who were selected from Vatika High School Institute for Deaf and Dumb, Sector 19-B, Chandigarh. The findings of the study revealed that social adjustment is significantly correlated with suspicious-trusting trait and depressive-non depressive trait of personality, whereas no significant correlation existed between social adjustment and rest of the personality traits i.e. activity-passivity, enthusiastic-non enthusiastic, assertive-submissive, and emotional instability-emotional stability.

Keywords: Social adjustment, Personality Traits, Hearing and Speech Impaired

Introduction

Language is a unique possession of man which makes him superior to animals, without which an individual is no better than an animal. It is language by which a child acquires knowledge, which is learnt by imitation. Thus, hearing or listening is the first step towards the learning of language. During the first year of life, the normal infant learns to recognize sounds.

Hearing is the auditory process of sense perception for oral communication and language development. It is the main sensory pathway through which speech and verbal communication develops. If a child hears perfectly, he will speak perfectly and if hears imperfectly, he is likely to speak incorrectly. Hearing also influences learning and other aspects of maturation. Early detection of hearing impairment is important for the child's all round development. If there is a defect in hearing mechanism, then there is no problem in perception. Hearing impairment reduces ones knowledge of the world around us.

Speech requires normal auditory system, normal vocal tract, oral-nasal cavities, articulators and their neuromuscular control. Any defect in any of these factors may lead to speech impairment. Any speech which deviates from the average so far as to draw unfavorable

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DR. A.P.J. ABDUL KALAM : HIS EDUCATIONAL VISION FOR TOMORROW'S INDIA

Dr. Puneet Kooner*

Abstract

Dr. APJ Abdul Kalam has many facets to his life. He was a 'dreamer' for others. For children he was the wings of inspiration the flow of goodness. He served as India's 11th President from 2002 to 2007, and was undoubtedly one of the most loved politicians of the country. He was a scientist, writer, inspirational speaker and motivational figure. He expressed his thoughts about education. According to Dr. Abdul Kalam education is endless journey through knowledge and enlightenment. He writes that education system should retain the smiles on the faces our children He also writes that education must build character and inculcate human values in student. He writes that curriculum should be based on science and technology. The major objective of this study is to draw analytical view of the perspective of kalam with respect to Indian Educational system.

Keywords: Dr. APJ Abdul Kalam, educational thoughts, children, teachers, parents, universities

Introduction

Dr. APJ Abdul Kalam was famous as scientist, he also expressed views and thoughts about education. He was a practical educational thinker and visionary who stands for integrating an ancient and modern educational ideals for the development of a balanced Indian society. Avul Pakir Jinalabdeen Abdul Kalam usually referred as Dr. APJ Abdul Kalam.

Dr. Abdul Kalam was an Aerospace engineer, professor and chancellor of Indian Institute of Science and Technology. During his time as president, he was popularly known as "the people's president". Due to his contribution in the field of education, United Nations organization declared to celebrate his birthday as World Student Day. He wrote many books in which he expressed his views about education. He believed that five important areas to transform India are - Education and health care, agriculture, information and communication, infrastructure and critical technology. Dr. Abdul Kalam placed education at first place out of five areas. It shows the importance of education and his love for education.

Chauhan (2017) had conducted a study on Abdul Kalam's vision of education system. He explored various aspects like curriculum, teacher, women education, school and youth education.

Objective of the Study

To Study the concept of Education as visualized by Dr. APJ Abdul Kalam.

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Attitude of the Students towards Environmental Education Programme in Schools

*Dr. Harpreet Kaur

Abstract

Environment is a global concept today. Environmental Education is the process of recognizing values and classifying concepts in order to develop skills and attitudes necessary to understand and appreciate the interrelatedness among man, his culture and his biophysical surroundings. In the present study, the investigator attempted to find out the attitude of the students towards environmental education programme in schools. Survey method was adopted for the collection of necessary data. The sample of the study consisted of 100 students of 9th grade from urban and rural schools of District Ropar. Findings of the study revealed that the attitude of most of the students towards environmental education is positive. It means that mostly of the students are familiar with environmental education and they are curious to save the environment. The Rural School students have positive attitude towards environmental education than urban school students. The attitude of male and female students towards environmental education in schools is not significant.

Introduction

The dictionary meaning of the word 'Environment' a surrounding external conditions influencing development or growth of people, animals or plants, living or working conditions etc. Our environment is today on the sick bed and entire world is worried about it. We have reached this state because we have been trained to look upon nature as a resource. Therefore, in the mindless competition for industrialization and progress we have exploited the environment to the full without any thought of consequences. The attitude of our modern civilization is reflected in the criteria of development which include such parameters as the consumption oriented life style. If the trend continues the world will soon become inhospitable place for mankind. Environmental crisis is real. Now the time has come when we should be careful. If human society has to endure not just for another century but thousands and thousands of years, we need to imbecile a way of life that can be sustained. The growth of human beings and plants life can only develop fully in friendly environment

that is conclusive to growth. Since, the present problems result largely from ignorance and different trend of continued misuse of the environment can, however, be altered by creating awareness among people of how man's activities effect the environment for good or ill. We cannot expect improvement unless attitudes of people change and unless a better generations. Environmental Education is an approach to learning and not a subject of study. It endeavors to create a way of thinking requiring people to overcome prejudices. Environment Education helps in programming learning experiences ranging from the simple to the complex. The principle of environmental education is that it makes the child's education problem-based for understanding the environment and the hazards of pollution. The environmental education curriculum is socially relevant as it how unchecked and unplanned development pollutes air, water and soil, threatening our subsistence and existence. In the modern times people play a vital role in the saving the environment. Thoughtful minds all over the globe have shown a lot of concern over the wide spread erosion of

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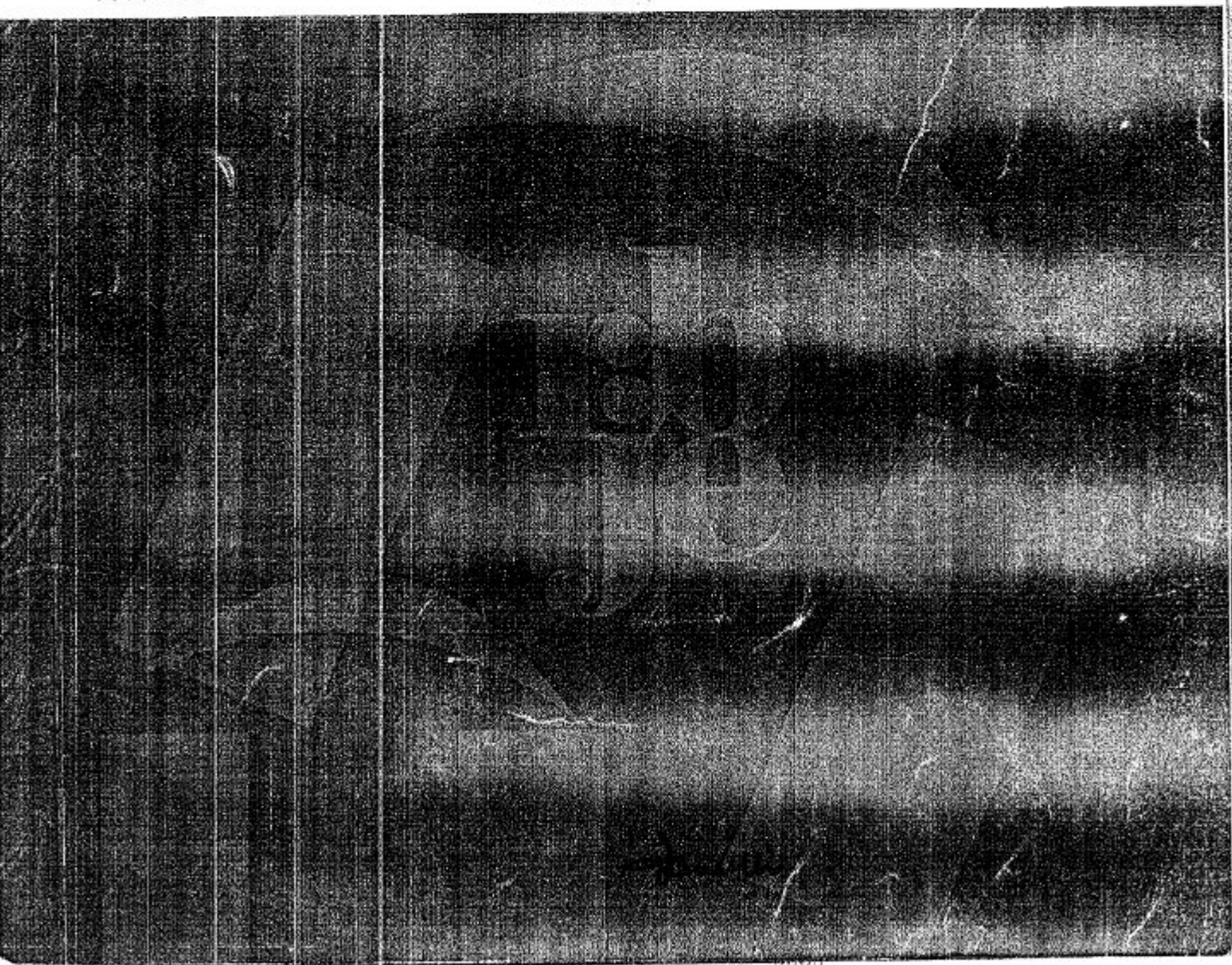
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ADJUSTMENT OF ADOLESCENTS IN RELATION TO THEIR EMOTIONAL MATURITY

Dr. Harpreet Kaur*

Abstract


The present investigation aimed at finding the adjustment of Adolescents in relation to their emotional maturity of Senior Secondary School. Survey method was adopted in the present study to find out the emotional maturity and adjustment of adolescent boys and girls of Senior Secondary School. The sample of the study consisted of 100 students of XI and XII grade from private school of Patiala District. Findings of the study revealed that adolescent boys and girls of private senior secondary school have similar level of adjustment. Adolescent boys and girls of private senior secondary school have similar level of emotional maturity. There is no relationship between adjustment and emotional maturity of adolescents.

Introduction

Adjustment is a process of altering one's behavior to reach a harmonious relationship with their environment. This is typically a response brought about by some type of balance or homeostasis between the individual (both inwardly and outwardly), and with their environment. Adjustment is a necessary characteristic to be able to live peacefully in this world. Adjustment problem start right from the birth of and continues till death, various situations arise at home, school, college and workplace where we need to give up a little of our demands and accept what is present. Adjustment is the process of arriving at a balanced state between the need of individual and their satisfaction. The process of adjustment is continuous. A person as well as his environment is constantly changing as also are his needs in accordance with the demands of the changing external environment. Consequently, the process or terms of an individual's adjustment can be expected to change from situation to situation.

Emotional maturity is the ability to bear tension and it is the ability to develop high tolerance for disagree circumstances. An emotionally mature person has full control over the expression of his feelings. However, he behaves according to the accepted social values and ideals. He remains indifferent towards emotional allurements. There is no instability in the expression of emotions. During adolescence one gets excited very soon. Adolescents burst into laughter on flimsy things or loose temper soon but an emotionally mature is free from this idea. As one grows mature his emotional stability and depth of social adjustment, vocational and professional aptitude, life's

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Social Competence among Adolescents in relation to their Emotional Maturity

Harpreet kaur

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Abstract

This study was carried out to find social competence among adolescents in relation to their emotional maturity. A sample of 100 students was drawn randomly from government and private Senior secondary schools of Mohali. A social that competence scale (SCS) by Dr. V. P. Sharma and Dr. (Mrs.) Prabha Shukla and Emotional maturity scale (EMS) by Dr. Yashvir Singh and Dr. Mahesh Bhargava were used for the purpose of data collection. The findings revealed that emotionally mature adolescent have more social competence and vice-versa. Social competence and emotional maturity among adolescents do not vary on the basis of sex (Male and Female) and type of school (Government and private).

Introduction

Man is a social being. His social existence without social set-up can hardly be imagined. He is born in society, develops, works and progresses in society. While parsing through various stages of life, adolescence is the most crucial stage he has to face. During adolescence, the child enters a new field of responsibilities. The society and parents place upon him new demands which sometimes bewilder him and he fails to adjust successfully in a new role. The change over to a pattern of habits creates emotional tensions in adolescents. The process of meaning from total dependence to independent role with greater responsibility disturbs the individual and these disturbances give rise to many problems such as anxiety tensions, frustrations and emotional upsets in day to-day life. So the study of emotional and social life has become essential to solve the problems of adolescents.

Emotional maturity reflects the fruits of normal emotional development. A person who is able to keep his emotions under control and who is able to face the challenges of life can be termed as emotionally mature person. We can define emotional maturity as a process in which personality is

continuously striving for greater sense of emotional health both intra-physically and interpersonally.

Social competence is also one important ingredient of modern civilization and an essential attribute of the members of a progressive society. The culture and social diversity provide enough opportunities to children for the acquisition of higher order of social competence, through rich and varied interpersonal interactions. Social competence is one of the components of social behaviours. It is acquired through social interaction and cultural integration in different socio-cultural settings. The success of an individual in the society depends upon the extent to which he has acquired the richness and potency of social competence desirable for his self-actualization, growth and development.

Operational Definitions

Social competence

Social competence is possessing and using the ability to integrate thinking, feeling and behaviour to achieve social tasks and outcomes. Social competence scale covers various aspects like social sensitivity, social maturity, social skill, social relations, social commitment, social appreciation ability, socio-emotional integrity, social involvement social respectability, social authority, adult-resource expel notability, social participation and pre-social attitude. For accessing the social competence of the students social competence scale by Dr. R.P. Sharma and Dr. Mrs. Prabha Shukla was used.

Emotional Maturity

Emotional maturity is a state of equilibrium. It is a process of gaining proper control over emotions, both positive and negative in socially acceptable manners that lead to sound emotional health. In a broader sense emotional maturity means the degree to which the person has realized his potential for richness of living and has developed his capacity to

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Bibliometric Analysis of Pakistan Journal of Information Management and Libraries: 2011-2016

* Dr. (Mrs.) Kamini Gupta

Abstract

The present study was bibliometric analysis of Pakistan Journal of Information Management and Libraries (PJIM&L) for the period of 6 years, i.e. 2011 to 2016. For this, all the articles for these years were downloaded from the web page of PJIM&L. Each article was studied in detail in order to ascertain the required results. It was found that 49 articles were published during 2011 to 2016. Further it was found that the maximum number of articles (41%) were published in 2016, the maximum number of articles (47%) were written by 2 authors, Kanwal Ameen contributed the maximum (7 articles), 38% authors were affiliated with the University of the Punjab, 77% authors were from Pakistan, the maximum (37%) articles were having citations in the range of 26-50, overall average number of citations per article was 24 and 59% articles' length was 6-10 pages.

Introduction

Pakistan Journal of Information Management and Libraries (PJIM&L) is a popular journal of Library and Information Science in the country. It is published by the Department of Information Management, University of the Punjab, Lahore as an open access, peer reviewed journal and has been recognized by the Higher Education Commission (HEC), Pakistan. It was started in 1995 as an annual journal. The Journal was earlier known as Pakistan Journal of Library & Information Science (PJLIS), known formerly as Pakistani Librarian till 1999. Bibliometrics is an area of research in the field of Library and Information Science. The word 'bibliometrics' has been derived from the Latin and Greek words 'biblio' and 'metrics' respectively, which refers to the application of statistical and mathematical methods to bibliographical studies. Pierre and Herubel (1992) in their study on "authorship, gender and institutional affiliation in library history: the cases of Libraries and culture" found that men published more than women in library history. Tiew et al. (2002) in their study on bibliometric analysis of Malaysian Journal of Library and Information Science for the period 1996-2000 found that about 70% of the articles were research oriented, about 53% of the articles were written by joint authors, the most prolific

author contributed 12 articles and 45% authors were geographically affiliated to Malaysia. Warraich and Ahmad (2011) carried out bibliometric study of Pakistan Journal of Library and Information Science during 1995 to 2010 and concluded that authors from University of the Punjab contributed the maximum papers, 45.94% papers had 1 - 20 references, almost 60% papers' length ranged from 6 - 20 pages. Rattan, G. K. and Gupta, K. (2012) studied bibliometric analysis of Malaysian Journal of Library and Information Science for the period 2007-2011 and found that the maximum (47%) articles were contributed by two authors, 35% (the maximum) contributors were from Malaysia and overall average number of citations per article was 248.94.

Objectives

1. To make an analysis of articles published in PJIM&L during the period 2011 to 2016.
2. To study the year-wise distribution of articles.
3. To study the authorship pattern of articles.
4. To know the prolific authors / contributors.
5. To study the institutional affiliation of the authors.
6. To study the geographical distribution of the authors.

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Social Adjustment among Senior Secondary School Students in relation to their Attitude towards Study of Social Sciences

*Dr. Kamini Gupta and **Manpreet Kaur

Abstract

The present study was undertaken to find out the social adjustment of senior secondary school students in relation to their attitude towards study of social sciences. The sample comprised of 400 students (200 from Government and 200 from Private Schools) of Chandigarh. Social Adjustment Inventory by R. C. Deva and Attitude Scale by T. S. Sodhi were used to collect data. The results indicated no significant difference in attitude, but significant difference in social adjustment of senior secondary school students studying in government and private schools. Secondly, there was significant difference in attitude, but no significant difference in social adjustment of senior secondary school students with regard to gender. Also there was no significant difference in social adjustment of senior secondary school students in relation to their attitude towards study of social sciences.

Introduction

The unique way we communicate is fundamental part of human experience, distinguishing human kind from the rest of creation. An individual's ability to relate with another person through the exchange of ideas marks the first stride towards differentiation of human beings from other creatures. Social sciences is a multi discipline, which deals both with the man as well as the society. It is to prepare the man in such a way that he becomes a useful member of the social setup. In the present scenario when there is advent of science and technology, complexities in life have increased, which are affecting the lives of children as well. They are becoming aggressive and developing negative attitude towards things. This in turn results in their poor adjustment with the surroundings and persons. With the progress of time, one learns how to interact with one's own social surrounding. This aim can be fulfilled only by proper understanding of individual, his abilities and aptitudes. Now the time has come when every member of the society has to adjust according to the demands of the society in which he or she lives. Adjustment is a harmonious relationship between a man and his environment. One has to fit oneself in the prevailing circumstances in order to be adjusted.

Adjustment takes place when an individual makes efforts to reduce tensions and removes obstacles in order to achieve his goal. Social Adjustment is very important for success in life. A socially well adjusted person is not only efficient and happy in his environment but also he must have a sense of social feeling, i.e. he must be cooperative and sympathetic. Area of social adjustment is influenced by social maturity of the person. Maturity in social relationship means to establish good relations with family, relatives, playmates, class fellows, teachers, neighbours and other members of the society. Socially mature person behaves according to social norms, customs, traditions etc and he never engages himself in anti-social activities. Bell (1939) found interesting differences in average responses of boys and girls to certain social adjustment questions of the adjustment inventory. High school boys gave significantly more mal-adjusted responses than did the high school girls. Cullinan (1983) found that all handicapped groups had more emotional and adjustment problems than non handicapped persons, as their disabilities made them more sensitive towards everything in life. Verma (2011) in her study "social adjustment of hearing and speech impaired adolescents in relation to their personality" found that there was no significance

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difference in attitude towards study of social sciences and private schools.

Objectives

1. To study the social adjustment of senior secondary school students in government and private schools.
2. To study the attitude towards study of social sciences of senior secondary school students in government and private schools.
3. To study the social adjustment of senior secondary school students with regard to gender.
4. To study the attitude towards study of social sciences of senior secondary school students with regard to gender.
5. To study the social adjustment of senior secondary school students in relation to their attitude towards study of social sciences.

Hypotheses

1. There will be no significant difference in attitude towards study of social sciences of senior secondary school students in government and private schools.
2. There will be no significant difference in attitude towards study of social sciences of senior secondary school students in government and private schools.
3. There will be no significant difference in attitude towards study of social sciences of senior secondary school students in government and private schools.

Table 1: Study of social adjustment of senior secondary school students in government and private schools.

Variable
Attitude towards study of social sciences
Social adjustment

Table 1 reveals that there is no significant difference in attitude towards study of social sciences of senior secondary school students in government and private schools. Further, the results show that those studying in government schools have a higher social adjustment score than those studying in private schools.

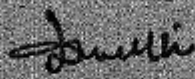
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April 2018

Career Decision Making Among Girl Students in Relation to their Perceived Parenting Styles



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ABSTRACT

This study focuses on career decision making among girl students of educationally backward and educationally non-backward blocks of Punjab in relation to their perceived parenting styles. In total, 731 girl students of 10th class from two districts of Punjab participated in the survey study. Results indicate that girl students belonging to educationally backward and educationally non-backward blocks having responsive perceived parenting styles were having high mean scores on career decidedness than girl students having non-responsive perceived parenting styles. On career indecision, the girl students having responsive perceived parenting styles were having low score than girl students having non-responsive perceived parenting styles. Significant difference is found in career decidedness and career indecision of girl students having responsive and non-responsive perceived parenting styles. The results indicate that responsive perceived parenting styles lead to successful career decidedness among girl students.

Keywords: Career decision making, Career decidedness, Career indecision, Perceived parenting styles, Educationally backward blocks and Educationally non-backward blocks.

Introduction:

Career is a sequence of various socially significant human roles related to self-expression and individual professional development reflecting the vision and style of life of an individual (Betz, 2007). Making a decision for career is a very difficult process and a lot of attention is required to accomplish it. These problems and difficulties create hazards in decision making due to which a person is unable to make the right decision (Rounds & Tinsley, 1984).

Career decision making means to make a choice of a career by an individual on the basis of their abilities, skills and interests between various alternatives in a condition of doubt. In making career related decisions, a person has to accept his/her capabilities, wellbeing, talent and values to form a significant frame for life (Walsh & Osipow, 1988).

Gati, Krausz & Osipow (1996) emphasized that the career decision making process has the same characteristics as any other decision-making process. Career decisiveness is defined as an individual's certainty about his/her career decision where certainty relates to the extent an individual is convinced that he/she can make a career decision (Osipow et al., 1976). Contrary to this concept is career indecisiveness, which refers to an individual's inability to make a decision about the profession that he/she is striving for. Career indecisiveness refers to every problem or obstacle that appear in the career decision-making process (Fuqua, Blum & Hartman, 1988).

The results of the previous research studies have shown that parents, as primary sources of social support,

usually have a stronger influence on young people's career development than peers and teachers (Whiston & Keller, 2004). Perceived parental support influences adolescents' confidence in coping with tasks of identifying goals, seeking out information, and making choices (Ginevra, Nota & Ferrari, 2015).

According to Baumrind (1991) parenting style is the extent to which parents intentionally foster individuality, self-regulation and self-assertion by being attuned, supportive and acquiescent to children's special needs and demands. Darling and Steinberg (1993) defined parenting style as a constellation of attitudes toward the child that are communicated to the child and that taken together, create an emotional climate in which the parent's behaviours are expressed. So, parenting style can be termed as the individual approach of the parents for nurturing the special needs of their children for their overall development and betterment.

Baumrind (1966) proposed that parenting styles fall into one of three categories i.e. authoritarian (telling their children exactly what to do), indulgent (allowing their children to do whatever they wish); or authoritative (providing rules and guidance without being overbearing). Maccoby and Martin (1983) expanded the parenting styles to four by including negligent parenting style (disregarding the children and focusing on other interests).

Taylor, Harris and Taylor (2004); Bright et al., (2005); and Simmons (2008) observed that college students perceive family to be a significant influence in their career decisions and they rely on their parents for advice about academic and career decision. Nawaz and

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Comparative Study of Education System in India and U.S.A.

*Charanjit Kaur

Introduction

The education system in a country conforms, in essence, to the universal values: honesty, justice, patriotism, perseverance, diligence, determination, social equality, freedom of expression, among others. Different countries have varying systems of education in response to the conditions that prevail in the country. With the universal values as the base, the structure and configuration, the instruments and institutions, the processes and mechanisms are worked out in policy statements on education, articulated by, for instance, a commission, a department or authority. Advanced countries such as USA, UK and France have systems that serve the purpose of optimization of human resources in the best possible way. India has the largest number of illiterates and underemployed, as also the unemployed, in the world. Its education system is being geared to meet the objectives of removal of illiteracy, absorption of the educated in the productive occupations and educational empowerment and emancipation of women. Thus it is evident that the education system of a country is designed to serve specific purpose best enunciated by the planners, policy makers, educationists and the teaching community. All of them have been particularly concerned about the complexity of the task of incorporating the urgent needs of the social and economic order into the education policy to reflect better the aspirations of the people. An understanding of the various systems of education prevalent in the developed countries is necessary to acquire a perspective on the situation of optimal educational opportunities for all.

Objective of the Study

To compare the education system of India and U.S.A with regard to educational structure, characteristics, different levels, and types of

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education in the two countries.

Educational System in U.S.A.

In USA education is a private responsibility. Since there is no division of educational rights and responsibility between the State and Centre, the educational organization has come mostly in the hands of the State. Most of the States have their independent systems of education. The non-inclusion of educational responsibility may be due to existing conditions i.e., before the drafting of the constitution, local public schools, Government schools, private schools, denominational schools had already been established and they were discharging their responsibility independently. Education is mainly provided by the public sector with control and funding coming from three levels: Federal, State and Local. School curricula, funding, teaching, employment and other policies are set through locally elected school boards with jurisdiction over school districts with many directives from state legislatures. Educational standards and standardized testing devices are usually made by state govts.

The Educational Structure

Primary and Secondary School

Prior to higher education, American students attend primary and secondary school for a combined total of 12 years. These years are referred to as the first through twelfth grades. Around age six, U.S. children begin primary school, which is most commonly called "elementary school." They attend five or six years and then go onto secondary school. Secondary school consists of two programs: the first "middle school" or "junior high school" and the second program is "high school." A diploma or certificate is awarded upon graduation from high school. After graduating high school (12th grade)

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APJ Abdul Kalam's Vision for Quality Education

*Manjeet Kaur

Abstract

The present qualitative study is based on the philosophy of APJ Abdul Kalam, the former President of India. The major objective of this study is to draw an analytical view of the perspective of Kalam with respect to Indian Education system. For this study, philosophical cum historical method was used. This study will enable the teachers and administrators to address the innumerable issues related to quality education.

Introduction

You may wonder why there is so much abundance in some countries, and poverty and deprivation in others such as India. Why is it that these countries were in a position to help us? There is nothing mysterious about this. The historic fact is that people of these 'developed' nations believed for many years that they must live a good life in a strong and prosperous nation, which is possible only through the medium of good education system. This is the pre-requisite to the development of a nation. The education system should instill in the minds of students the capacities of inquiry, creativity, use of technology, entrepreneurial and moral leadership. These five capacities will produce 'Autonomous Learner' a self-directed, self-controlled, lifelong learner, who will have the capacity to both respect authority and at the same time is capable of questioning authority, in an appropriate manner. For achieving the optimum utilization of modern technology along with creativity and innovation to accomplish the dream goal one should have moral leadership which provides a value based support of every one and thus a person can go ahead without any doubt and fear. Education is the most important element for growth and prosperity of a nation. India is in the process of transforming into a developed nation by 2020. Yet we have 287 million people who need literacy and many more who have to acquire employable skills to suit the emerging modern India and the globe.

Chauhan(2017) had conducted a study on Abdul Kalam's vision of education system. He explored various aspects like curriculum, teacher, women education, school and youth education.

Objective of the Study

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To study the areas of quality education in India visualized by Dr. APJ Abdul Kalam.

Method and Procedure

The present study is philosophical and historical nature. The related information of this study has been traced from primary and secondary sources. The primary sources included the original work and autobiography of APJ Abdul Kalam and the secondary sources are based on relevant materials published by learned scholars.

General Philosophy of APJ Abdul Kalam

Kalam holds that "If a country is to become corruption-free and become a nation of beautiful minds, I strongly feel that there are three key societal members who can make a difference. They are the father, mother and teacher." This is correct analysis of nation-building, because a person develops his personality in his formative period during which he is under the supervision of his parents and teachers. If these three members of society resolve to guide the child in right direction then within one generation, the whole situation of India will undergo a drastic change.

The education system has a tremendous responsibility to transform a child into a leader through transformation from 'What can you do for me' to 'What can I do for you'. He inspired the youth have the courage to think differently, to invent, travel the unexplored path, discover the impossible and to overcome the problems and succeed. Success is possible only when we have commitment to action.

Kalam's Vision for Quality Education

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77

Adjustment among Undergraduates in relation to their Emotional Intelligence

*Mrs. Manjeet kaur & **Satinder

Abstract

The present study was conducted to investigate the adjustment of undergraduates in relation to their emotional intelligence. The sample of the study comprised of 200 undergraduates of age 20-2 years, selected from government and private colleges of Chandigarh. 50 boys and 50 girls from private, 50 girls and 50 boys from government colleges were selected by random sampling technique. The tools used for data collection were: Bell's Adjustment Inventory developed by Ojha(1994) and Emotional Intelligence Scale developed by Hyde, Pethe and Dhar(2001). The result revealed that the high emotional intelligence individuals are more adjustable individual than those with low emotional intelligence although the differences are not found to be significant.

Introduction

A man is born just like any other animal-being, but he gradually transforms into a human being by acquiring knowledge and thus being educated. With the passage of time, one learns how to interact with one's social surroundings using his emotional and spiritual intelligence, and is thus, better adjusted in society. Adjustment is the interaction between a person and his environment. To become an adjusted person, it is essential for him to discover himself and then begin a lifelong process of developing his potentialities and abilities. Adjustment is a behavioral process by which a person maintains balance among various needs that one encounters at a given point of time. Peter Salovey and John Mayer coined the term "emotional Intelligence" in 1990 and proposed a comprehensive theory. His central thesis of emotional intelligence includes components like such as self-awareness, empathy, self-motivation and impulse control which matter more than IQ scores in determining whether one will lead a successful and satisfying life. Emotional Intelligence is, how well a person can read and monitor his own emotions as well as the emotions of others. It is a set of interrelated skills, which comprise of the ability to perceive accurately, appraise and express emotions. Emotional intelligence can be closely linked with empathy and allows us to better express ourselves and

interpret the behavior of others. Without emotional intelligence it would be exceedingly difficult to interact effectively with others.

Adjustment is very important aspect of individual development to adjust to the environment and different situations. Renuka & Anuradha (2004) defined Adjustment as the mental health of an individual with a maximum satisfaction, cheerfully and socially considerate behaviour and ability to facing and accepting the realities of life.

According to Goleman (1995) Emotional intelligence refers to self control, zeal and persistent ability to motivate one- self relating to others and knowing and controlling one's emotions. Chartered Management Institute (2004) finds Emotional intelligence as the ability to perceive, understand, integrate and manage one's own and other people's feelings and emotions and to act upon them in a reflective and rational manner.

An individual who has high emotional intelligence can better adjust with the environment and is able to better handle emotions, failures and frustration successfully. Iqbal, et al. (2015) found negative correlation between psychological adjustment and academic achievement of students who passed O' level. The results also showed that females have more psychological adjustment as compared to males. Gul et al. (2015) examined the impact of socio-emotional adjustment on academic

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Emotional Intelligence and Achievement Motivation as Correlates of Art Competencies

*Dr. Richa Sharma

Abstract

In this study an attempt has been made to correlate emotional intelligence, and achievement motivation with competencies in art. The sample population was pupil teachers of B.Ed. Data was collected on E.I. Scale., Achievement Motivation Test and Competencies in Art test developed by the researcher. Data was analyzed on PPM correlation. A significant correlation was found in Art competencies and emotional intelligence and achievement motivation. Findings will help teachers to use art in classroom settings to increase students' awareness and recognition of emotion. This will also help the future pupil teachers to examine emotions and to blend the skills and competencies of students for their career preparation.

Introduction

Importance of Art in our lives is quite recognized to a greater level. Art is everywhere, influencing us on a daily basis, whether we realize it or not. With the art that we are surrounded by, whether it's a painting, music or even videos can have a huge impact on our mood, emotions, aspirations, achievements. According to Plato, everything from simplest skill that of making carpentry to the aesthetic set of music, dance, drama and poetry to the highest and most difficult art lie under the term art.

In every culture, art springs from basic human needs, hopes, fears and joys of man. The basic human needs such as shelter, cooking fashion, transportation, communication, education and aspiration are expressed in various forms and different materials. Social activities entail a variety of social art activities.

Art is important in the life of human beings. Although many researchers have found the relationship of academic achievement in different subjects with some intellectual and non-intellectual variables yet the field of academic achievement in the subject of competencies in Art has not been explored. That is why the researcher has undertaken the research in this field.

Review of Related Studies

Elias (1991) in her study found that emotional


intelligence has a long term effect on academic achievement. Goleman (1998) revealed high positive correlation between emotional intelligence and achievement. Parker et al (2001) found that academic success was strongly associated with several dimensions of emotional intelligence. Similarly Manhas (2004) in her study on adolescents studying in Higher Secondary Schools of Jammu region found a positive significant correlation between emotional intelligence and academic achievement.

In contrast to the above Szuberia (2006) found no significant correlation between emotional intelligence and school success.

Jarial (1981) found that non-verbal and verbal creativity were positively and significantly related to academic achievement in science. Gakhar (1986) found positive significant correlation between mathematics achievement and measures of creativity. Bajwa (1998) found positive significant correlation between creativity and achievement in Physics. Prasad (2004) in his study stated positive significant correlation between mathematical creativity and achievement in mathematics.

Tiwari (1984) in his study found that privileged students scored significantly higher on achievement motivation scale than deprived ones. Panda (1996) studied the achievement motivation

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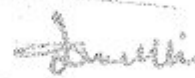
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INTELLECTIVE AND NON-INTELLECTIVE VARIABLES AS CORRELATES OF ART COMPETENCIES OF B.ED. PUPIL TEACHERS

Dr. Richa Sharma

Assistant Professor, Dev Samaj College of Education, Chandigarh.

Abstract

The present study is an effort to correlate Intellectual and Non-Intellectual variables with competencies in art. The sample population was pupil a teacher of B.Ed. Data was analyzed on PPM correlation. A significant difference is found in Art competencies of B.Ed. Pupil teachers due to low and high level of emotional intelligence, poor and rich home environment and urban and rural differences. Insignificant difference in the Art Competencies of B.Ed. pupil teachers due to low and high level of intelligence, low and high level of creativity, low and high level of achievement motivation, poor and rich classroom environment, low and high socio-economic status and sex difference was found. Findings will help Art teachers in planning strategies for students.

Keywords: Art Competency, Intelligence Achievement Motivation, Socio-Economic Status, Creativity, Emotional Intelligence, Home Environment, Classroom Environment.

Introduction

One of the responsibilities of the teachers has always been to measure the results of their teaching efforts so far as they are reflected by the progress, skill, proficiency and mastery of the subject matter by their students. This accomplishment in the academic work is called competency. The issue of measuring competencies and achievement of students especially in recent times has acquired much significance particularly when the world is becoming too much competitive. Quality of performance has become the important and major factor for personal progress. This desire for attaining high level of competencies puts a lot of pressure on teachers, school, parents, including the educational system. The emphasis on the competencies of the students has raised many questions. What are the factors which can accelerate learning and promote competencies and achievement on the part of the learners? It is but obvious, therefore, that head of the institutions, curriculum planners, Teacher educators, teachers and others involved in the task of helping students to achieve better would like to have a thorough understanding of the extent of influence of those variables which exert on the achievement and competencies of learners. For the qualitative improvement of education and for helping the students to perform better- in their scholastic achievement, there is need of efficient and competent teachers who can utilize the instructional devices in better way and student can get appropriate skill and knowledge from such teachers as there is great link between the students ability, competencies and achievement with the teacher's own competencies.

However, out of large number of factors, investigator has selected few intellectual factors such as intelligence, emotional intelligence, creativity, achievement, motivation and certain non-intellectual factors such as home environment, classroom environment and socio-economic status of the would-be-teachers and would like to identify the factors which can enhance the B.Ed. pupil teacher's competencies in the subject of art.

Review of Related Research Studies

Intelligence and Academic Achievement

Kaur (2004) in her study on the relationship of emotional intelligence, intelligence quotient and academic achievement of IXth class students found that there is significant relationship among these variables.

Emotional Intelligence and Academic Achievement

Manhas (2004) in her study found a positive significant relationship between emotional intelligence and academic achievement.

Neelam (2008) in her study on 630 adolescents of XIth class studying in Jammu region found significant positive correlation with emotional competencies and academic achievement.

Creativity and Academic Achievement

Prasad (2002) in his study stated significant positive correlation between the variable of mathematical creativity and mathematical achievement.

Narula (2007) in her study on 700 students of IX Class concluded significant correlation between creativity and academic achievement.

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Emotional Intelligence, Social Intelligence and Achievement Motivation of Arts and Science Students

DR. RICHA SHARMA

Abstract:

The present study was conducted to know the social intelligence, emotional intelligence and achievement motivation of students of Arts and science streams studying in senior secondary schools of Chandigarh. Descriptive survey method was used and the data was collected by using Social Intelligence Scale (SIS) constructed and standardized by Chadda and Ganesan (2004) Achievement Motivation Scale (By Deo and Mohan 1990). Emotional Intelligence Scale (Hyde, Pethe and Dhar, 2002). The data was analyzed by using 't' test. The findings indicates that Arts student's possess more social intelligence than Science students, whereas Science students have greater achievement motivation than students from arts stream.

Keywords: Achievement Motivation, Arts, Emotional Intelligence, Science, Social Intelligence

1. Introduction

The assessment of individual differences is one of the oldest areas of psychology and with age it becomes more meaningful since search could be made with the help of measurement tools for talent in different area and steps or measures could be taken to be nurtured. There is also a greater awareness among the parents regarding the educational, vocational, and social guidance towards their children along with curiosity about their future. Educators generally agree on the importance of emotional intelligence, social intelligence and achievement motivation as major variables effecting classroom performance. Emotional intelligence is the ability to identify and manage your emotions as well as the emotions of others. Emotions do affect how and what we learn. Being more aware of our emotions and reaction to it will help us manage the stress. Once we learn to understand our emotions we will be able to communicate better. Social intelligence is the ability of the individual to be sensitive about attributes. It includes an awareness of situations and social dynamics that govern them and knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others. Achievement motivation governs behaviour relevant to achieving and learning. It is a tendency to strive for success or attainment of a desired goal. People who are oriented towards achievement, in general, enjoy life and feel in control. Being motivated keeps people dynamic and gives them self-respect. Achievement motivated people prefer to work on a problem rather than leaving the outcome to chance. They are more concerned with their personal achievement rather than the rewards of success.

2. Significance of the Study

Although individual differs in many aspects yet the role emotional and social intelligence and level of achievement motivation cannot be denied in the life of the individual. Therefore out of the large number of factors where individual differences are seen, the investigator has selected the above factors for her investigation. From the Second, Third, Fourth, Fifth and Sixth Survey of Research in Education, it has been found that very few studies have been conducted in this field where through individual differences, individual behaviour is understood.

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Educational Thoughts of Osho and Its Contemporary Relevance

* Dr. Richa Sharma

Abstract

Osho, or Swami Rajneesh (11 December 1931 – 19 January 1990) was perhaps the first of the great teachers who had carefully examined the educational scenario of his times. Being a professor of philosophy himself, his thoughts and ideas were ahead of his times and are still very relevant and thought provoking. In his writings and discourses he has laid much stress on imparting full education, a whole education. He believes that our present education teaches fear, greed, jealousy and competition. In his views creativity and thinking are the foundations of powerful individual. Discipline rather imposing should arise from within. For him, a good teacher is the one who awakens inquisitiveness and makes children fearless and courageous enough to find solutions for themselves. The present study proposes to elucidate the contemporary relevance of Osho's educational thoughts based on his writings and discourses.

Introduction

The present system of education in India focuses more on scores rather than knowledge. This system gives more stress and weightage on theoretical subjects. Students are not allowed to experiment on their own, they just pass out of schools and colleges with bookish knowledge alone as the method of learning doesn't connect to reality. There is an increased pressure on students due to much competitive spirit among the private institutions. Many schools are not concentrating on extra curricular activities like sports, games and others. It is creating a false impression in children that education is the only important part in life. The primary goal of school education system nowadays is not mainly targeted towards imparting good character, developing interpersonal skills, enabling the students to active application of their mind but, is confined purely to the completion of syllabus within the time allotted and conducting the prescribed number of model tests and extra coaching classes. As a result, students are turned to be mere mark getters and their overall personality development ranks a big zero. The prevailing education system is very insufficient, incomplete, superficial. It only creates people who can earn their livelihood but it does not give any insight into living itself. It is not

only incomplete, it is harmful too because it is based on competition. Any type of competition is violent deep down and creates people who are unloving. Their whole effort is to be the achievers of name, of fame, of all kinds of ambitions. Obviously they have to struggle and be in conflict for them. That destroys their joys and that destroys their friendliness. It seems everybody is fighting against the whole world. Osho, himself being a professor of philosophy for nine years has put forward many issues and challenges that our present educational system is facing. He has given revolutionary views and thoughts regarding education system, discipline, teacher, creativity and thinking power. For him nobody is inferior, and nobody is superior. One is just oneself, incomparable. Osho's educational philosophy moves around the five dimensions of education and they are very relevant even after three decades.

Singh (1974) Rajneesh was perhaps the first of the great teachers who had carefully examined tenets of other faiths; he could rightly claim to be the only teacher who was a scholar of comparative religions.

Trivedi (1988) found that Osho expects the education to help a person to move his life towards the ultimate aim of life, Bliss. In his view education should not give thoughts but thinking

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Dimensions of Education Propounded by OSHO

Dr. Richa Sharma*

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ABSTRACT

Osho, or Swami Rajneesh (11 December 1931 – 19 January 1990) is known for his radical, unconventional thinking. Yet, he has shown people the way to live life in a joyous, rejoicing way. Being a professor of philosophy, his thoughts and ideas were ahead of his times. He has propounded five very important dimensions of education, which are like an epitome of light in the path of education in every stage of human life. These five dimensions of education revolves around the importance of imparting the positive grandeur of our inheritance, developing scientific bent of mind, learning of at least two languages, humor to add reverence for life, meditation and development of art of living to have a full education, a whole education. The present study proposes to elucidate on these five dimensions based on writings and discourses of Osho.

Keywords: Osho, Education, Dimensions.

Introduction

Osho is unquestionably a man, a visionary, a philosopher ahead of his times. Sa VidhyaYa Vimuktye' means education is that a thing which is frees a person. Osho's vision on education is very clear and practical. He believes that education is not limited in classroom, schools and colleges, rather it expands from birth to death. Education is not learning and counting the things better and also it is not becoming specialist in something but the meaning of education is. Osho has delivered many thoughts for the development of human life and spirit. During his discourses he has touched Yoga, Arts, Science, Psychology, Education, Society and Environment. He gave revolutionary contribution in a flow of above subjects. Osho believes that our whole education is rotten. It certainly makes you clerks, stationmasters, postmen, police commissioners etc. It gives you a livelihood, but it does not give you life, and it does not give you love. Osho taught philosophy for nine years and resigned from the university with a note saying: This is not education, this is sheer stupidity; you are not teaching anything significant. But this insignificant education prevails all over the world – it makes no difference, in the United Kingdom or in America. Nobody has looked for a more whole, a total education. In this sense almost everybody is uneducated; even those who have great degrees are uneducated in the vaster areas of life. A few are more uneducated, a few are less – but everybody is uneducated, because education as a whole does not exist anywhere.

Singh (1974) Rajneesh was perhaps the first of the great teachers who had carefully examined tenets of other faiths; he could rightly claim to be the only teacher who was a scholar of comparative religions.

Trivedi (1988) found that Osho expects the education to help a person to move his life towards the ultimate aim of life, Bliss. In his view, education should not give thoughts but

thinking power and should emphasize not only on intelligent but also on development of soul. Acharya Rajneesh believes that education is the tool to manifest the potential hidden within a person. He wishes to remove comparison, ambition and imitation from education.

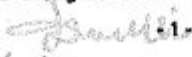
Prajapati (1992) in his study on educational ideas of Osho concluded that it is the responsibility of a teacher to make his/her students free from past and to awaken revolutionary ideas in them for the present education system and social rituals.

Ramyash (2002) in his study found that Osho believes that only that is really truth which is benefited to mankind. Thus, he seems to be Pragmatist on that score. His emphasis on the spiritual & inner side of self makes him a perfect idealist.

Prajapati, (2011) concluded that the children should be taught self discipline to awaken the self. Instead of memory based examination, there should continuous evaluation on the basis of observation and evaluation.

Early Life – Osho

Osho (11 December 1931 – 19 January 1990), born as Chandra Mohan Jain, and also known as Acharya Rajneesh from the 1960s onwards, as Bhagwan Shree Rajneesh during the 1970s and 1980s and as Osho from 1989, was an Indian mystic, guru, and spiritual teacher who garnered an international following. He was a charismatic and gifted speaker who became the leader of a worldwide new spiritual movement. It is said that at the age of 21 he attained enlightenment or Samadhi. At the time he was studying philosophy at the University of Saugar. On receiving a masters degree he taught philosophy at the University of Jabalpur for nine years. He began to attract disciples to follow his own eclectic mix of philosophy and religion. In 1966 he decided to leave his teaching post and give full attention to his role as spiritual Master. In 1974 he moved


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Impact of School Infrastructural Facilities on Academic Achievement of Students in Government Schools

Dr. Richa Sharma

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Abstract

The present study is a modest attempt to assess the impact of infrastructural facilities on the academic achievement in randomly selected 36 Govt. schools of Chandigarh. Primary school students of class III (2935) and class V (3470) were taken as a sample for the study. The findings revealed that there is a positive correlation between the variables under study and thus the findings strongly supports the necessity of having all the prescribed physical infrastructural facilities such as toilets, adequate furniture, Maths lab, Science lab, Computer lab, Playgrounds, Art equipments, Sports equipments in the schools for more effective and efficient delivery of knowledge, which is a pre-requisite for further success in career. Moreover, the study has made certain pointers for consideration of the concerned stakeholders and education planners, if India has to globally emerge as a competitive quality education provider.

Key Words: Infrastructural facilities, Government Schools Academic Achievement

Introduction

Governments and education planners around the world are striving hard to upgrade their education systems and ensuring that all children get the opportunity to go to school and attain the required knowledge and skills to lead happy and successful lives. Key areas to the education system, such as curriculum, teachers and infrastructural resources help to improve the quality of education. The quality of infrastructural resources has been widely discussed in recent years, specifically its appropriate educational planning and design with a focus on child development. To achieve the sustainable development goals of education as defined by the NCERT require schools to build and upgrade education facilities that are child sensitive and provide safe and effective learning environments for all. Recent studies have also revealed that students' performance is facilitated in schools by providing better physical learning environments. New technologies and emerging trends in pedagogical practices have created new demands and requirements for educational buildings. New approaches must be developed to build learning

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IMPACT OF INTELLIGENCE AND CREATIVITY ON KNOWLEDGE IN ART AMONG PROSPECTIVE TEACHERS

Dr. Richa Sharma

Assistant Professor Dev Samaj College of Education, Chandigarh.

ABSTRACT

The present study is an attempt to explore the impact of Intelligence and Creativity on competencies in Art among prospective teachers. The Test of Group Test of General Mental Ability (Tandon, 1971), Verbal Creative Thinking Test (Baqer Mehdi, 1985). The sample population was prospective teachers of B.Ed. To find the effect of groups high and low on the variables, t-ratios were worked out. Insignificant difference in the Art Competencies of prospective teachers due to their low and high level of intelligence, low and high level of creativity was found. Findings will help Art teachers in planning strategies for students.

KEYWORDS: Intelligence, Creativity, Education, Prospective Teacher.

Introduction

Competencies in art serves as a powerful instructional strategy for teachers to engage all students in learning, regardless of language, culture, and life experiences. Supporters of arts instruction for diverse learners believe that the arts make education more equitable because they transcend limitations and boundaries associated with diversity. Art provides a rich array of contexts in which learners can successfully derive and express meaning. Offering a variety of contexts, increases the likelihood that everyone can participate fully in education, including those who have struggled in the more traditional modes of teaching and learning. Competencies of art helps a teacher in learning and practicing teaching strategies for nurturing the global competence of pupils. The desire for attaining high level of competencies puts a lot of pressure on teachers, school, parents, including the educational system. The emphasis on the competencies of the students has raised many questions. What are the factors which can accelerate learning and promote competencies and achievement on the part of the learners? It is but obvious, therefore, that head of the institutions, curriculum planners, Teacher educators, teachers and others involved in the task of helping students to achieve better would like to have a thorough understanding of the extent of influence of those variables which exert on the achievement and competencies of learners. For the qualitative improvement of education and for helping the students to perform better in their scholastic achievement, there is need of efficient and competent teachers who can utilize the instructional devices in better way and student can get appropriate skill and knowledge from such teachers as there is great link between the students ability, competencies and achievement with the teacher's own competencies.

However, out of large number of factors, investigator has selected two intellectual factors such as intelligence, creativity of the prospective teachers and would like to identify the factors which can enhance the B.Ed. pupil teacher's competencies in the subject of art.

Burton et al (1999) used test scores from measures of creativity, fluency, originality, elaboration, and resistance to closure to compare middle school students in high-arts, versus low-arts, learning environments. Because students experiencing "high arts" scored better than their peers in "low arts" settings, researchers concluded that arts-based learning contributes to expression, imagination, risk taking, cooperation, and curiosity.

According to Eisner (2002), arts instruction introduces flexibility to standardized education environment through which teachers can promote diversity and individuality.

Dr. (Mrs.) Agnese Dhillon Prasad (2002) in his study stated significant positive correlation between the variable of mathematical creativity and mathematical achievement. Dr. (Mrs.) Agnese Dhillon Prasad, Dev Samaj College of Education, Sector 36-B, Chandigarh. Kaur (2004) in her study on the relationship of emotional

intelligence, intelligence quotient and academic achievement of IXth class students found that there is significant relationship among these variables.

Narula (2007) in her study on 700 students of IX Class concluded significant correlation between creativity and academic achievement.

Alter (2013) in his study concluded that visual education was not meeting the needs of the 21st century world of work. Key overarching problems identified in the report included: the importance of creativity and innovation to international competitiveness; and societal, employer and policy concern about the need for skills relating to innovation and creativity emanating from visual education.

Objectives: The objectives of the study were:

- 1) To study the difference in the Art competencies of prospective teachers due to high and low level of intelligence.
- 2) To study the difference in the Art competencies of prospective teachers due to high and low level of creativity.

Hypotheses: To achieve the above mentioned objectives, following hypotheses were formulated and tested:

- 1) There will be significant difference in the Art competencies of B.Ed. pupil teachers due to high and low level of intelligence.
- 2) There will be significant difference in the Art competencies of B.Ed. pupil teachers due to high and low level of creativity.

SAMPLE

In the present study purposive cluster sample is used, One IInd classroom was taken as a cluster. Present study was conducted on a sample of 805 B.Ed. pupil teachers studying in the Govt. and Private recognized Colleges of Education affiliated to Guru Nanak Dev University, Amritsar, Punjab University, Chandigarh and Punjab University, Patiala.

TOOLS USED

1. Group Test of General Mental Ability (Tandon, 1971)
2. Verbal Creative Thinking Test (Baqer Mehdi, 1985)
3. Test of knowledge of Art for Teachers (2010 developed by the investigator).

Results and discussion:

From the results entered in table 1, it was found that there was insignificant difference in the Art Competencies of B.Ed. pupil teachers due to low and high level of intelligence as t-ratio was found to be insignificant at .05 level (t 1.38). Moreover there was not significant difference on the Art Competencies of two group. Reasons for the above results may be that in attaining Art competencies intellectual ability is not sufficient. Therefore, hypothesis 1 that there will be significant difference in the Art competencies of B.Ed. pupil teachers due to high and low level of intelligence was not accepted.

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Table 2 Val competences Creativity.

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Academic Achievement in Science of Secondary School Students in Relation to Attitude towards Science

* Dr. Seema Sareen & **Maninder-Kaur

Abstract

The main aim of research was to find out the academic achievement in relation to attitude towards science among secondary school students. The study was conducted on 200 students selected randomly from government and private schools of Chandigarh. The major finding of the research revealed significant difference in academic achievement of students in relation to their attitude towards science. Academic achievement of students with favourable attitude was higher than achievement of students with unfavourable attitude.

Introduction

Science has played a tremendous role in our lives during the last century and is now changing our entire existence in such important aspects as health, communication, transportation and power. To visualize what science has done for man, it is simply necessary to sit in a modern room and look around. There you will find nothing which the hand of science has left untouched. The curtains and carpets are tinted with dyes which no plant could have produced. A distinguished characteristic of human is the passion to understand their world. This passion has created science, without we would not have understood why night follows a day. The inventions and discoveries of science have changed the very face of life on earth. Not only the way of living has been revolutionized but attitudes, interest and outlook of society have also undergone tremendous change.


Academic Achievement acts as an emotional tonic in one's life. Sound academic achievement records are the pillars on which the entire future of personality stands. Academic achievements in school builds self-esteem, self-confidence which leads to better adjustment with the group or society. It is concerned with the quality and quantity of learning attained in a subject of a study or group of subjects, after period of instruction. It encourages students to work hard and learn more. Also, it helps the teacher to know whether teaching methods are effective or not and

helps them bringing improvement accordingly. The world is becoming more and more competitive, and the quality of performance has become the key factor or personal progress. Parent's desire for a high level of achievement shapes their attitude towards the educational system.

Attitude towards science refers to a person's positive or negative response to enterprises of science. Put another way they refer specifically to whether a person likes or dislikes science. Attitudes towards science include, students' personal attitude towards science. That means how they view the science, how much they are interested in science and how they relate to science in a present world. Maxichander and Brindhamani (2014) attempted to find out the relationship between Academic Achievement and Scientific Aptitude in science among the students of Standard X. The major findings of the study revealed that the aided school students are having higher Scientific Aptitude compared to the government school students. The urban school students are having higher Scientific Aptitude compared to the rural school students. The female students are having higher Scientific Aptitude compared to the male students. The urban school students are having higher Academic Achievement in science compared to the rural school students.

Haciominoglu, Yilmaz-Tuzun and Ertepinar (2011) investigated 2,961 sixth, seventh and eighth grade middle school students' attitude towards science and the effect of student's gender, grade

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Comparative Study of Ego Strength among North and South Indian Female All India Inter-University Netball Players

*Dr. Neeru Malik

Abstract

The purpose of this study is to know the significant differences among north and south Indian female interuniversity netball players on the variable of ego strength. For the above purpose the researcher selected 40 sample from the All India Inter University Netball Championship Held at Panjab University Chandigarh out of which 20 female from North and 20 female from south India was selected. Data was collected through Ego Strength Scale developed by Dr. Q. Hasan(1976). Results revealed that there is no statistical significant differences found between female North and South Indian interuniversity netball players.


Introduction

Sports is a highly competitive field. To enhance the performance in the field of sports psychological approaches also played the very vital role. Every individual in their life encounters many problems in their life but it's a personal effectiveness or response of the every individual to deal with the different problems in their life. The term Ego-Strength refers to the relative effectiveness of the ego with regard to the id (the instincts) and to the forces of the environment with which the ego has to deal. According to Kundu & Maili, (1980) ego of the individual refers to the power its exercises to control the motor and cognitive device of the individual to achieve mastery over the forces operating from inside and outside the individual. But, the extent to which ego of an individual is able to play its role efficiently depends mainly on the strength of his ego.

A study done by Stephen et.al.,(1983) on undergraduate university males (n = 20) and females (n = 59) students to study the interrelationships of ego strength, death anxiety, and self-esteem found that in both male and female significant negative relationships found between death anxiety and self-esteem and ego strength, and a significant positive relationship found between self-esteem and ego strength. Additionally, Males subjects shows significantly higher scores than female subjects on the variables of self-esteem and ego strength scores, and significantly lower death anxiety scores than females subjects.

According to study done by Singh and Anand (2015) to investigate the impact of gender on self concept and ego-strength among adult population (age-18-22 years) revealed that that female adolescents was shown higher self-concept in comparison with their male adolescents whereas there was no significant difference found on the level of ego-strength between the female and male adolescents significantly. A study done by Qarachanaq et.al.,(2015) investigated the relation between ego, coping styles and self control among university students for establishment of psychological well being. The sample consist of 330 male and female students and the average age of the participants was 21.71. The result revealed that the significant relationship found between the ego strength, self control and self esteem. Moreover from the sub-components of ego-strength, the level of care ($p=0/000<0/05$), love ($p=0/001<0/05$), loyalty ($p=0/043<0/05$) competence ($p=0/002<0/05$) and hope ($p=0/049<0/05$) which is found higher in women than men. Moreover the study done by Mishra (2013) to investigate the relationship between self concept and ego-strength among 80 visually impaired and the sighted students (14-18 years old). The results revealed the positive relationship between ego-strength and self-concept and also both ego-strength and self-concept was found to be higher in the sighted students in comparison with the visually impaired students. Furthermore, ego strength of an individual is an important factor for determining

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Effect of 4 Week Yoga Practices on Stress among Selected Panjab University Female Students

Dr. Neeru Malik, Navneet Kaur** and Preety***

Abstract

The purpose of this study is to find out the effects of yoga practices on stress level among university female students. The subjects chosen for the study were 20 students of different genres from Panjab University, Chandigarh. Their age ranged between 20 and 25 years. The experimental group underwent a scheduled common yoga protocol for a period of 4 weeks, 6 days/week. The status of stress was measured before (pre-test) and after (post test) the experimental period using manual of stress scale developed by Dr. (Mrs) Vijaya Laxami and Dr. Shrutu Narain (2014). The result revealed that in experimental group significant differences was found as the calculated value of t ratio ($=7.092$) is found to be greater than tabulated t 0.05 ($= 2.093$). It is concluded that yoga practices produce positivity and act as an ambassador to decrease stress among university female students.

Introduction

Now a days, yoga is getting popular day by day. Yoga is a 5000 years old ancient Indian tradition which focused on physical, mental and spiritual well being of an individual. Yoga is a non-pharmacological way of preventing many physical and mental problems of an individual. Yoga is used as an effective preventive treatment for crushing of many health ailments including stress. Stress is a mental illness which arises day by day in modern scenario. Stress is a condition in which there is an imbalance between demand and response of an individual. The condition of stress also contributes in rising of many chronic diseases which negatively affect the health of an individual. Li et.al., in their systematic review found yoga to be an effective technique in stress and anxiety related conditions. Yoga is a combination of physical, breathing and meditative exercises which helps in bringing homeostasis of the body and it's also considered as an effective practice in controlling the stress among individuals.

Objective of the study

To study the effects of 4 weeks yoga practices on stress among selected Panjab University, Chandigarh female students.

Hypothesis of the study

There will be no significant differences in pre and

post test scores of stress among Panjab university female students.

Method and procedure

Design of the study

Experimental method was adopted for carrying out the current research work with pre test post test single group design.

Procedure

In the present study 20 female subjects recruited from the different genres of Panjab University, Chandigarh. They were trained for yoga by experienced yoga trainers for a period of four weeks. The data was collected pre and post the yoga interventions protocol. To measure stress level of the subjects stress scale developed by Dr. (Mrs) Vijaya Laxami and Dr. Shrutu Narain (2014) was used.

Tool Used

Stress Scale by Vijaya Laxami and Shrutu Narain (2014). Results and Discussion

To analyze the collected data t test was applied to determine the significance of difference and direction of difference in mean scores on said variable after pre and post yoga interventions.

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Effect of different sleeping time on women basketball players in relation to shooting skill performance

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Abstract

Effect of different sleeping time on shooting performance of inter university level women basketball players was evaluated. For the purpose, data was collected on hundred and fifty women basketball players of Northern region of India during North Zone Inter University Basketball Championship for Women Session 2016-17 held DCRUST, Murthal, Sonapat, Haryana from 2nd November to 6th November, 2016. Purposely participant women basketball players were randomly divided into three groups consist of fifty players in each group and named as Normal Sleeping Basketball Group, Early Sleeping Basketball Group and Late Sleeping Basketball Group. To find out the effect of different sleeping time on basketball skill performance, two basketball skills was selected i.e. Layup Shooting and Speed Spot Shooting from 15 feet's. The data was tabulated and subsequently computerized to obtain the result of one way analysis of variance on each skill test. The analysis was carried out to examine the significant difference on layup shooting and speed spot shooting from 15 feet ability among three different women basketball groups on basis of different sleeping time. In case significant difference in any selected basketball skill test among three women basketball group, Scheffe 'S' Post hoc test was applied to find out the superiority or the merit of each group in their basketball skill proficiency. The result indicates that those women basketball players who are not sleeping at proper time i.e. going for early sleep or late hour sleep directly affect their basketball skill performance especially in reference to accuracy and speed endurance.

KEYWORDS: Basketball, Basketball shooting performance

Introduction

Sports hold a prominent place in modern life. Millions of people participate in sports activities, watch and read about them and spend billions of dollars annually on sports related activities and equipments. Performance in sports generally depends upon the movement oriented behavior of an individual. In other words the performance of an individual is the result of the integrated and harmonious functioning of the several dynamic process of the body which is physiological, psychological, psych-physiological and biomechanical in nature. Out of the factors mentioned above, the biological phenomenon is quite prone to the diurnal variation which may be interpreted as the circadian rhythm, or biorhythm or biological clock or daily rhythm. The qualitative study of this biological phenomenon reveals that biological clock has division of hours, minutes and seconds as a regular clock and also division of measurement of days, week, months and years. Throughout the world periodic function takes place in response to periodic changes in the environment, biological clock also exhibit periodic oscillation ranging

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A Study of relationship between Job Satisfaction and Mental Health of School Teachers of Muktsar District

*Ms Rajbir Kaur

Abstract

The present study examines the relationship between Job Satisfaction and Mental Health of School Teachers of Muktsar distt. In this study 120 teachers [60 urban (30 male and 30 female) and 60 rural (30 male and 30 female) areas] from schools of Muktsar district were randomly selected. The major findings of the study revealed significant correlation between job satisfaction and mental health of school teachers (Urban and Rural) of Muktsar distt.

Introduction

Teachers are the sculptors who shape the young one's into individuals of potentials and worthy characteristics. A teacher occupies an important and unique place and is heart and soul of any educational institution. If a teacher runs, students will walk; if a teacher walks, students will sit; and if a teacher sits, students will sleep. Teacher can do miracles by shaping raw material into new finished products or they can mould their future. Traditionally, teaching was considered to be mission rather than profession. The teacher has been called the "Maker of History", "Social Engineer" and "Builder of the Nation". The teacher of 21st century should be called as "Protector of the Environment" and "Saver of the Environment", "Purifier of the Environment" and the "Manager of the Environment". Quality of education is directly linked with the quality of teacher. No educational program is more important than the teacher who implements it. A teacher is not only a custodian of a nation's values but is also an architect par excellence of new values. The teacher is one of the most important factors contributing to the national development. He is the pivot around which all the educational programmes such as curriculum, syllabus, textbooks, evaluation etc., rotate. The best system of education may fail to achieve the desired ends in the absence of competent, professionally aware and satisfied teachers. Globalization in the 21st century calls upon the teachers to change their roles to meet the future demands of the society. Mentally healthy persons are generally good

worker, good friends and good citizens. A healthy mind maintains an even temper, an alert, intelligent, socially considerate behaviour and a happy disposition. A mentally healthy teacher is an asset to himself, to his school and to his community. A teacher who is satisfied with his job can perform his duties efficiently and effectively and has a positive attitude towards teaching. Like every other profession teaching profession also requires satisfaction because a reasonable amount of satisfaction is helpful in building a good mental health of the teacher. If a teacher is not satisfied with his job his mental health will also be affected. The person whose mentality is too low for the job might become restless and impatient. But the concept of teaching has undergone a change in the present scenario. It is surprising to note that only a few teachers feel proud of their job. Satisfaction on job makes not only easier for a teacher but it leaves a greatest impact on the students also.

Sundrarajan and Vivekanandan.. (1990) and Saxena (1990) reported no difference between men and women teachers in respect of their job satisfaction.

Natrajan, (2001) found that there exists no relationship in respect of teachers' location of work, type of management in which teacher work, length of their experience and the subject they taught with their job satisfaction. Taak (1999) reported no significant difference in mental health of boys and girls of same age group.

Khan, (2007) found that teachers with low mental health are more prone to burnout than the teachers of average and high mental health.

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Academic Achievement in relation to Achievement Motivation and Test Anxiety of Senior Secondary School Students

*Dr. Anita Nangla & **Karthika M.

Abstract

The present study examines the academic achievement of senior secondary school students in relation to achievement motivation and test anxiety among senior secondary students. The sample comprised of 200 Senior Secondary Students of U.T. Chandigarh. The major findings revealed significant difference in academic achievement of senior secondary school students with regard to achievement motivation while no difference in achievement was observed with regard to test anxiety. However, significant interaction between achievement motivation and test anxiety was observed on academic achievement of senior secondary students

Introduction

Education system has always aimed for all round development of the student. Education of a child gets its base at school. The interests that the child develops, his abilities-aptitude, values and attitudes, all are nourished and drawn out during the schooling of the child. This is the reason why cumulative records are kept in schools. These records include academic achievement of the child in the previous classes, performance and all-over behavior of the child. Among all the features of the record, the most important is the academic achievement of the child. In our society academic achievement is considered as a key criterion to judge one's total potentialities and capacities. Hence academic achievement occupies a very important place in education as well as in the learning process.

One of the most important factor that leads one to their goal or achievement is the drive. This drive is known as motivation. It is a zest and determination with a kind of excitement that leads one to persevere to reach greater heights, no matter what avenue of their life. The drive may be external or internal. Achievement of one goal sets the ball rolling for another one to be achieved. Thus to be motivated is a constant need.

Test Anxiety is an important predictor of academic achievement, especially at higher education level. It has been considered an important and powerful tool for decision making in our competitive society. The era in which we live is a test conscious

age in which the lives of many people are not only greatly influenced but also determined by their performance. It is perceived test and examination as a source of increase in anxiety and situation engulfed with uncertainty in letting them demonstrate their true achievements.

Yasim Nilofer Farooqi, Rabia Ghani, Charles D. Spellberger (2012) investigated test anxiety level of medical students the results showed that the female students reported significantly higher test anxiety than male students, the male students achieved statistically higher GPAS as compared to the female students. Significant negative relationship was found between test anxiety and academic performance of medical students.

Minoolemi (2012) found most of the components of test anxiety having no significant negative correlation with test performance.

Santwana Mishra & Chincholikar (2016) investigated the relationship of student's attitude, aptitude and anxiety to their academic achievement. Regression analysis was done and found relationship was significant. It was found teaching attitude and aptitude are positively correlated with academic achievement whereas anxiety is correlated negatively.

Objectives

1. To study academic achievement of senior secondary school students in relation to their achievement motivation.
2. To study the academic achievement of senior

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Intentionality in Language Learning and Teaching

*Dr. Anita Nangia

Intentionality suggests that whenever there is consciousness, then consciousness is always consciousness of something. In other words, there is always something there for consciousness. Consciousness cannot be empty. This something can have different shapes and forms. These could be a physical as well as a mental object. It could be a logical, or could be emotional, object. There will always be something there for consciousness. As conscious beings, or persons, we are not merely affected by the things in our environment; we are also conscious of these things—of physical objects and events, of our own selves and other persons, of abstract objects such as numbers and propositions, and of anything else we bring before our minds. Many, perhaps most, of the events that make up our mental life—our perceptions, thoughts, beliefs, hopes, fears, and so on—have this characteristic feature of being “of” or “about” something and so giving us a sense of something in our world. When I see a tree, for example, my perception is a perception of a tree; when I think that $3 + 2 = 5$, I am thinking of or about certain numbers and a relation among them; when I hope that nuclear war will never take place, my hope is about a possible future state of the world; and so on. Each such mental state or experience is in this way a representation of something other than itself and so gives one a sense of something. This representational character of mind or consciousness—its being “of” or “about” something—is “intentionality”.

The word itself, which is of medieval Scholastic origin, was rehabilitated by the philosopher Franz Brentano towards the end of the nineteenth century. ‘Intentionality’ is a philosopher’s word. It derives from the Latin word *intentio*, which in turn derives from the verb *intendere*, which means “to point to” or “to aim at”, and Brentano accordingly characterized the intentionality of mental states

and experiences as their feature of each being “directed toward something”. (Intentionality in this technical sense then subsumes the everyday notion of doing something “intentionally”: an action is intentional when done with a certain “intention”, i.e., a mental state of “aiming” toward a certain state of affairs.) Brentano is most famous for a very strong doctrine about intentionality. “He claimed that intentionality is the defining characteristic of the mental, i.e., that all mental phenomena are intentional and only mental phenomena are intentional. This claim has come to be known as “Brentano’s Thesis”.

But almost all philosophers, including Husserl, consider the first half of Brentano’s Thesis too strong. Moods such as depression or euphoria are not always “of” or “about” something; and as Husserl notes, sensations such as pain or dizziness are not obviously representational or “directed toward” some object. Husserl’s interest is in those mental states or experiences that do give us a sense of an object, and those mental phenomena are intentional; he calls them “acts” of consciousness. Husserl seems to have thought that only states of conscious awareness are intentional, but we need not be that restrictive: if there are unconscious beliefs and desires, for example, they too should be counted as intentional mental phenomena.

Many mental states exhibit intentionality. If I believe that the weather is rainy today, this belief of mine is about today’s weather—that it is rainy. Desires are similarly directed at, or about things: if I desire a mosquito to buzz off, my desire is directed at the mosquito, and the possibility that it depart. Imaginings seem to be directed at particular imaginary scenarios, while regrets are directed at events or objects in the past, as are memories. And perceptions seem to be, similarly, directed at or about the objects we perceptually encounter in our environment. We call mental

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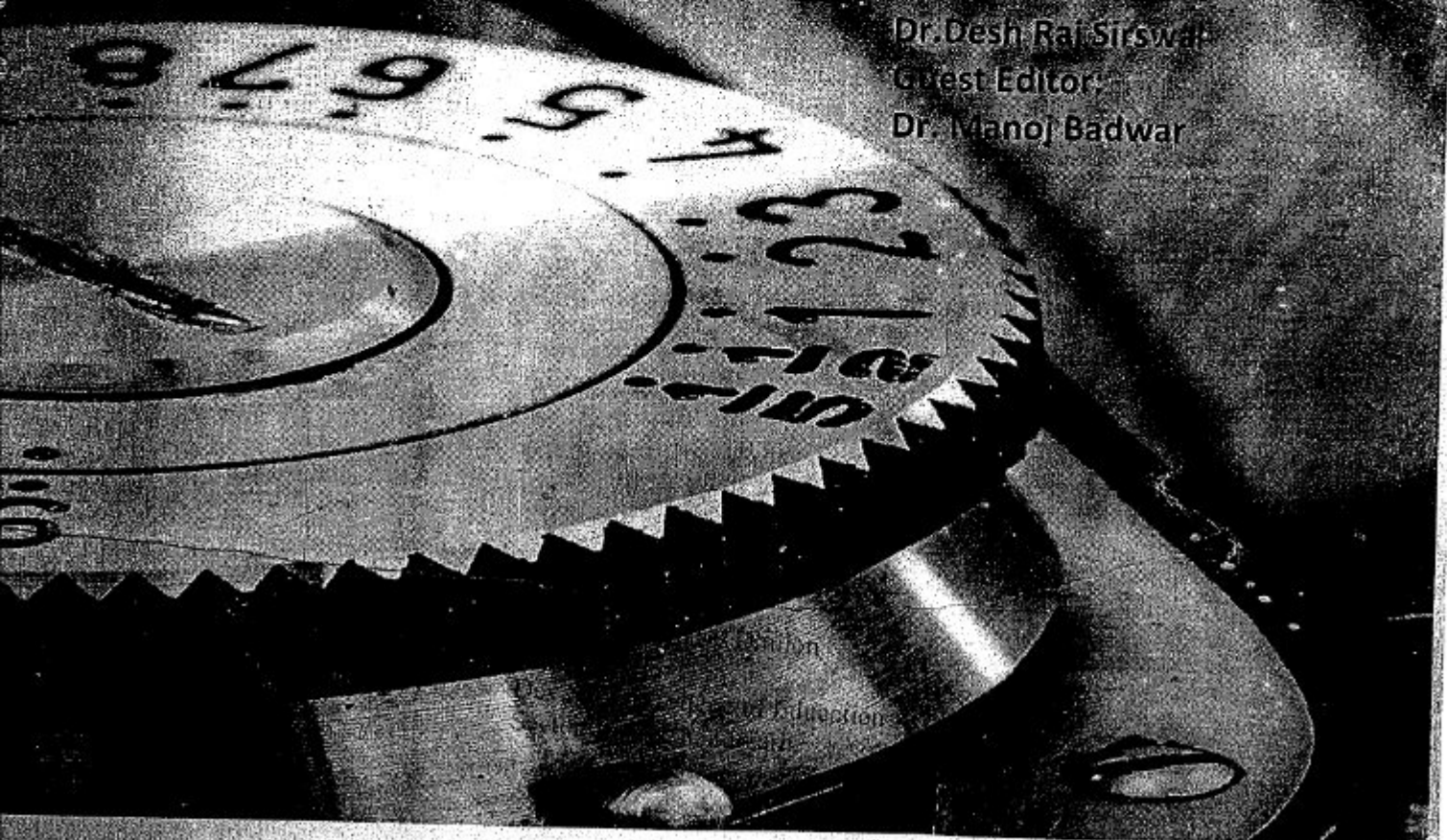
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Special Issue on Consumerism

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ROLE OF MEDIA IN HIGHLIGHTING CONSUMER AFFAIRS

Dr. Ritu Mehta
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"Creating a meaningful connection with consumers can create a longer-term relationship with brands, increasing consumer life cycles, loyalty and satisfaction on a large scale."

Abstract

Media in all its form, print or electronic, is a mirror of the times and society we live in. It connects us to the world and the world to us. Media plays a very useful role in setting up good or amicable relations between traders and buyers. It has become a silent opinion maker and hence, it is working on a larger plane than any other institution. So, it is important that media should work in a judicious manner. Some suggestions for what should be the role of media for consumer protection and welfare against various exploiting elements are (i) An independent and free media is necessary in a democracy as it ensures the accountability of the government. (ii) The media should play its role in empowering the consumers through consumer education and also highlighting various unfair trade practices resorted to by the traders and service providers. (iii) There has to be a check on misleading advertisements, however, the media has to self regulate itself. (iv) The print media should have regular columns which should contain the various decisions of the consumer courts. (v) The Departments of Journalism and Mass Communication in various Universities may include Consumer Protection and Consumer Welfare in their syllabus for under graduate and post graduate courses. (vi) In order to disseminate information about consumer rights by organizing various campaigns on this, the new media can serve as an effective platform. In the current past, media has undertaken the job of consumer education and fighting against exploitation of consumers.

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A study of Perception of Students towards Computer Assisted Instruction (CAI) Program for Attainment of Environmental Science Concepts at Primary Level

*Dr. Ritu Mago

Abstract

In simulation mode, the learner works with a simulation of the real world. Simulation is used where it is not practical or feasible to provide the learning in "real-life". Fortunately, now-a-days, software is available which can simulate and manipulate objects performing a set of procedures in a given situation. The idea is to reinforce knowledge that the learner is assumed to have. While it is often more difficult to develop CAI programs in the simulation and games modes, learners tend to find them entertaining and challenging. Computer assisted instruction has more flexibility and versatility than any of the teaching machines. CAI helps educators to plan the instructions and provide relevant level of instruction. There are various instructional modes that computer assisted instruction can facilitate more effectively. Technology in general and computer is particularly an aid in teaching and a tool in the facilitation of learning. It is supplementary to the fundamental process of teaching and learning. The key to science education in primary schools is motivation - for staff and students. An exciting class will inspire both students and teachers to learn and to immerse themselves in the topic and this is best achieved through the provision of outstanding teacher resources and a faculty that is committed to making science exciting in the classroom environment. Programs such as Primary Connections have been fantastic in achieving this. Engaging kids with science is easy - teachers just need to remember to always relate science ideas back to their everyday lives. A poor experience in primary science will undoubtedly deter further science studies. It is the responsibility of primary educators to pave the way for scientists of the future. The reverse is also true - an inspiring, quality science education at primary level will give a student the tools and desire to continue their science journey.

Introduction

A purposeful science curriculum should aim to sustain and develop the curiosity of young people about the natural world around them, and build up their confidence in their ability to inquire into its behavior. It should seek to foster a sense of wonder, enthusiasm and interest in science so that young people feel confident and competent to engage with scientific and technological matters. Moreover, science curriculum should help young people acquire a broad, general understanding of the important ideas and explanatory frameworks of science in addition to the procedures of scientific inquiry (Robin Millar and Jonathan Osborne, 2000). Our emergent understanding of the way young students acquire domain specific knowledge in the sciences can inform the planning and sequencing of science curricula. Development

of science concepts may not be a primary goal of science education. But conceptual understanding may be seen as an appropriate goal of curriculum and then instructional courses may benefit from planning which draws on knowledge of the way in which understanding of science concepts evolves. Skills for twenty-first century living and learning are knowledge based. Computer technology is used as a tool for manipulating information, allowing education to become learner centered and interactive. The development of information skills is grounded in constructivist learning theory whereby students learn by constructing their own understanding of concepts with information from a highly accessible information base (Lauritzen, 1993; Jonassen, 1994; Merrill et al., 1994; Strommen & Lincoln, 1992). The results of the studies reviewed reveal that CAI has been found

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Attitude towards Cyber Resources of Prospective Teachers in Relation to their E-learning Orientation

*Dr. Anuradha Agnihotri & **Shivani Sharma

Abstract

The present study was undertaken to investigate the attitude of teachers towards Cyber Resources in relation to their E-learning orientation and Locus of Control. The sample of study comprised of 200 prospective teachers, who were selected from Education Colleges of Chandigarh. Attitude towards using Cyber Resource Scale by Dr. S. Rajasekar (2010), E-learning Orientation scale by Dr. Saurabhi Chaturvedi, Dr. Sanjosh Dhar & Dr. Upinder Dhar (2012) was used for the purpose of data collection. Findings of the study were that Attitude towards Cyber Resources significantly affects E-learning orientation of Prospective teachers.

Introduction

In today's technological era, everybody is so much dependent on computer and internet technologies that they cannot imagine their life without it. The teacher is the key to effective implementation of the use of computers in the educational system and given that teacher have tremendous potential to transmit beliefs and values to students. The use of information and communication technology (ICT) especially internet was purposely to facilitate teacher task through various subject. Help teachers to make learning more effective with use of ICT and computer based learning (CBL) in education.

Attitude towards Cyber Resources is an expression of favor or disfavor toward cyber resources which play an important role in learning. It enhances learning process and makes learning accurate and up-to-date. Cyber resources include mainly all the online applications of the computer, like email, web based applications, search engines and so on. In today's century it is the need of the hour that teacher should have positive attitude towards cyber resources. Positive attitude shows their willingness and acquaintance with cyber resources. On the other hand negative attitude shows their limitless to use cyber resources may be due to various barriers like technological barrier, psychological barrier etc. i.e. do not know how to use latest technologies, not having positive

attitude to change, not willing to learn something new etc. Thus teachers should have positive attitude towards cyber resources in order to keep pace with needs and demands of today's generation.

E-learning is an inclusive term that describes educational technology that electronically or technologically supports learning and teaching. It is the delivery of a learning, training or education program by electronic means. E-learning orientation is the familiarization or adaptiveness to an internet based teaching system. As per Stockley (2003) e-learning is the delivery of a learning, training or education program by electronic means. E-learning involves the use of a computer or electronic device (e.g. a mobile phone) in some way to provide training, educational or learning material.

As per Wan, Wang & Haggerty (2008) e-Learning is a virtual learning environment in which a learner's interactions with materials, peers and/or instructors are mediated through information and communication technologies. It is different from the traditional environment because ICT is used as a tool to support the learning process. Taking advantage of network infrastructures, learning can occur anywhere using many types of resources.

Li (2009) revealed that the use of e-learning in this pre-service teacher training course is successful because it achieves the expected goal. The self-

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Emotional, Social and Spiritual Intelligence as Predictors of Attitude towards Teaching among Pupil Teachers

*Dr. Rajwinder Kaur & **Ms. Shefali Dhillon

Abstract

This study was conducted to know the contribution of independent variables emotional, social and spiritual intelligence in prediction of dependent variable attitude towards teaching among pupil teachers. For this purpose a sample of 200 pupil teachers was taken from Dev Samaj College of Education For Women, Ferozpur City. Emotional Intelligence Inventory by Mangal (2004), Social Intelligence Scale by N.K Chadha and Usha Ganesan (1971), Spiritual Quotient Scale by Kavita Koradia, Singhal and Narang (2008) and Attitude Scale Towards Teaching Profession by Dr. Umme Kulsum (2001) were used for data collection. The collected data was analyzed by adopting the technique of regression. The results of the study revealed that emotional intelligence contributed 2%, social intelligence contributed 10% and spiritual intelligence contributed 42% variance in predicting attitude towards teaching among pupil teachers. Thus, it is concluded that emotional, social and spiritual intelligence are significant predictors of attitude towards teaching among pupil teachers.

Introduction

Teaching attitude is one of the important factor behind a successful teacher. A successful teacher must have some qualities and having positive attitude is one of them. Success in teaching, as in most areas of life, depends almost entirely on your attitude and your approach. A positive attitude is a great asset in life. You throw many curve balls in life and especially in the teaching profession. A positive attitude will help you cope with these in the best ways. Leithe (1994) raises question about how does society see the need for change, what are its change, what are its demands, what is considered modern, and how beliefs influence teachers. Teachers have decisive role (+,-) in any Educational reform and their competencies do not automatically ensure positive attitude towards teaching profession. Teacher should act as flexible, change agent who is ready to learn all time. His personality should be influential, As it would be very beneficial in Teaching-Learning process, the subject mastery, communication, confidence also helps teacher in influencing impact on children.

The advancement in the different spheres of life in 21st century has created different problems and needs. Today our youth require to develop skills

and competence to cope with external demands of the society. Education is viewed as institute to develop the cognitive qualities, tolerance and understanding of people. The qualities related to three domains however develop in schools, colleges, we directly relate them with education. Researchers demonstrate that the affective competence of teachers have more responsibilities in moulding the character of the students and these effective abilities can help the students in developing the core values of connectedness with the self as well as others. By encouraging spirituality among groveling we can make them emotionally, socially and spiritually intelligent. If the student is emotionally intelligent person he/she shows self awareness, management of emotions, empathy and handling of relationships. If the student is socially intelligent he/she shows cooperativeness, patience, sensitivity, memory, sense of humour and confidence and if the student is spiritually intelligent he can develop the universal awareness, social mastery, awareness of higher self and manage the emotional, social and spiritual traits and create better environment in the classroom. Sense of self, empathy, intuition, motivation, awareness, social skills, reconciliation, dedication are some of the major components of spiritual intelligence. All these

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Psychological Hardiness in Relation to Self Concept of Adolescents

* Shefali Dhillon & **Garjeet Kaur

Abstract

The present study examines the psychological hardiness of adolescents in relation to self-concept. The sample of the study comprised 200 eleventh class students (100 boys and 100 girls) from government and private schools of Chandigarh. Descriptive survey method was employed to collect data. The major findings revealed that students studying in private schools are psychologically high hardy and have favourable self-concept as compared to students studying in government schools.

Introduction

Man is a social being. His social existence without social set up can hardly be imagined. He is born in a society, develops, works and progress in society while passing through various stages of life. The society and parents place upon him new demands which sometimes bewilder him and he fails to adjust successfully in a new role.


The term "Hardiness" was introduced by 'Kobasa' (1979). She defined hardiness as a personality trait having the components of commitment, challenges and control and is found to be associated with strong resistance to negative feelings induced by adverse circumstances.

The hardiness concept dates back to 1975 when DR. Salvatore R. Maddi, founder of the hardiness concept, began his research at Illinois Bell Telephone Company. After that researchers continue to investigate the relevance of the hardiness concept to their milieu. Kobasa (1979) also attempted to explain why hardy persons are impervious to the debilitating effects of stressful life events. So hardiness, concept focuses on persons that remain relatively healthy after experiencing high amounts of stressful life events. In the early days of hardiness research, it was usually defined as a personality structure comprising the three related general dispositions of commitment, control and challenge that functions as a resistance resource in the encounter with stressful conditions. Psychological hardiness helps insulate individuals from the effects of stress

and predicts future well-being questions naturally arise regarding its generalizability across contexts and its influence on outcome other than health. For e.g.: the students who report having hardy attitude will be more motivated to learn class material and more strongly committed to their classes than those reporting not having hardy attitudes. The three interrelated hardiness attitudes of commitment control and challenge are tough to influence two underlining mechanisms that enhance the health and performance of persons experiencing stressful conditions. Especially hardy attitude are believed to influence how individuals experiences and cope with stressful life and circumstances. Therefore, hardy persons experience activities as interesting and enjoyable as being a matter of personal choice and important stimuli for learning. Thus, the tendency to find positive meaning in life is a defining feature of hardiness. Furthermore individuals exhibiting low hardiness sentiments have been found to display increased signs of depression as well as heightened anxiety and psychological distress.

Self-concept is a multidimensional construct that refers to an individual's perception of "self" in relation to any number of characteristics, such as academics and non-academics, gender role, sexuality etc. It implies a person's perception or view of himself. It is what the individual thinks of his actual self. Some psychologists refer to as personal field, behavioral field, life space or psychological field. It plays an important role in

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The Contribution of Dev Atma's Educational Philosophy to the Nineteenth Century and Beyond

Ms. Shefali Dhillon* and Dr. (Mrs) Indu Rihani**

INTRODUCTION

In the middle of the nineteenth century, India was waking up to the need for social and political revolution. After more than a century of the British rule the country had been shocked out of its stupor and woke up to the fact that there was a need for a social revolution, and to take a relook at the age-old traditions and thought, much of which seemed to have lost its relevance.

OBJECTIVES OF THE STUDY

1. To analyse the contribution of Dev Atma's Educational Philosophy to the nineteenth century India.
2. To examine its relevance to the present day society.

METHODOLOGY

The present study is philosophical in nature. For the conduct of this study, philosophical cum historical method is used.

THE CHALLENGES IN NINETEENTH CENTURY INDIA


Eighteenth century Europe had faced a similar dilemma when forced to reconcile the ideas propounded by Charles Darwin in *Origin of Species* with the idea of creation given by the Christian Mythology. This had led many to completely shun the religious ideology and embrace the scientific discoveries, while some like Newman took the refuge of religious dogmas. Nineteenth century India had realized the futility of continuing with many age-old traditions like caste system, child marriage, and taboos on women education and widow remarriage, which had not only lost their relevance but were also proving an impediment to individual and social growth. It had also realized the need for change to ascertain for political and economic independence from the colonial subjugation. The intellectual minds were seeking for answers in Western thought and education. The age saw a spurt of reform movements with the likes of Raja Ram Mohan Roy, Derozio, Rabindranath Tagore, Keshav Chandra Sen and Ishwarchandra Vidyasagar raising some very pertinent concerns for social upliftment. Raja Ram Mohan Roy was "pained by the stagnation and corruption of contemporary Indian society which was at that time dominated by caste and convention. Popular religion was full of superstitions and was exploited by ignorant and corrupt priests". (Chandra)

A Brief Sketch of Dev Atma

In such a climate of social and political change, Dev Atma, Shiv Narayan Agnihotri, was born in an affluent Brahmin family of Akbarpur in Uttar Pradesh in December 1850. A deeply sensitive

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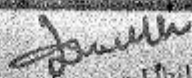
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Interactional Effects of Emotional, Social and Spiritual Intelligence on Attitude towards Teaching among Pupil Teachers

* Ms. Shefali Dhillon & **Dr. Rajwinder Kaur

Abstract


This study was conducted to see interactional effects of independent variables emotional, social and spiritual intelligence on dependent variable attitude towards teaching among pupil teachers. For this purpose, a sample of 200 pupil teachers was taken from Dev Samaj College of Education For Women, Ferozpur City. Emotional Intelligence Inventory by Mangal (2004), Social intelligence Scale by Chadha and Ganesan (1971), Spiritual Quotient Scale by Koradia, Singhal and Narang (2008) and Attitude Scale Towards Teaching Profession by Kulsum (2001) were used for data collection. The study revealed that no interactional effect of different levels of emotional and social intelligence, social and spiritual intelligence on attitude towards teaching among pupil teachers. Whereas, different levels of emotional intelligence and spiritual intelligence have significant interactional effect on attitude towards teaching among pupil teachers.

Introduction

The advancement in the different spheres of life in 21st century has created different problems and needs. Today our youth require to develop skills and competence to cope with external demands of the society. Education is viewed as institute to develop the cognitive qualities, tolerance and understanding of people. The qualities related to three domains however develop in schools, colleges, we directly relate them with education. Researchers demonstrate that the affective competence of teachers have more responsibilities in moulding the character of the students and these effective abilities can help the students in developing the core values of connectedness with the self as well as others. By encouraging spirituality among groveling we can make them emotionally, socially and spiritually intelligent. If the student is emotionally intelligent person he/she shows self awareness, management of emotions, empathy and handling of relationships. If the student is socially intelligent he/she shows cooperativeness, patience, sensitivity, memory, sense of humour and confidence and if the student is spiritually intelligent he can develop the universal awareness, social mastery, awareness of higher self and manage the emotional, social and spiritual traits and create better environment in the classroom. Sense of self, empathy, intuition, motivation,

awareness, social skills, reconciliation, dedication are some of the major components of spiritual intelligence. All these aspects are very much needed for the development of suitable qualities among students and these can be developed with the help of the teacher. The researcher undertook this study with a hope that its findings would attract the attention of educationists to the need and importance of emotional, social and spiritual intelligence among students as well as the teachers especially pupil teachers. Meijis (2008) found that socio-metric popularity was predicted by an interaction between academic achievement and social intelligence, further qualified by social context. Whereas college bound students benefited from doing well either socially or academically, but not in combination. Umadevi (2009) found that emotional intelligence, achievement motivation and academic achievement of primary school student teachers are significantly related with each other. Mary (2010) reported that there is no significance difference between gender, subject, community influence of others, previous teaching experience and the emotional intelligence of student teachers. Samuel and Sahaya (2010) found that emotional intelligence is positively related to the attitude towards teaching of student teachers. Sharma and Bindal (2012) reported that teacher is the key person whose Emotional intelligence is of great relevance not only for the organization but it also helps in the development of

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10. A Study of Academic Anxiety of Adolescents in Relation to their Home Environment

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Officiating Vice Principal, Lohia International School,
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Abstract

This study examines the academic anxiety of adolescent students in relation to their home environment. The sample of the study comprised of 200 students of class tenth (100 boys and 100 girls) studying in government and private schools of Chandigarh. Descriptive survey method was employed to collect the data. The major findings of the study revealed significant affects of home environment on the level of academic anxiety. Children who have better and healthy home environment contributed to the lowering of the academic anxiety and vice-versa.

Key Words: Stress, Academic Anxiety, Home Environment

Introduction

In the present scientific era, the progress of nation depends upon its educational - system. Without a sound and qualitative educational system, the nation cannot keep pace with the developed countries. Education is a lifelong process, which starts from cradle and goes on throughout life. In a developing country like India, where there is a lack of resources in almost every sphere, it becomes difficult for the individual to fulfill most of his needs during his life span.

Anxiety is a state of mind in response to some stimulus in the environment which brings in the feelings of apprehension or fear. When the person is exposed to the cause of anxiety the next time, the conditioning effect causes a repeat response and the person will try to avoid the cause. All the responsibilities of being an academic brings with it a state of mind referred to as "academic anxiety". This can be associated with almost all the tasks associated with academics. Academic anxiety arises out of the apprehension of rebuke from teachers, parents and peers regarding the failure of performing the responsibilities of an academic properly. Developing a state of seriously but high levels of academic anxiety causes a decrease in attention span, concentration and memory which can result in having a negative effect on the performance of the



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Emotional Maturity of Adolescents in Relation to their Family Relationship

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Author(s)

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PDF (192 KB)

Abstract

The present study examines the relationship between the level of emotional maturity adolescents have and the type of relationship exists in their family. It studies the impact of family relationship on the emotional maturity level of senior secondary level students. The study was conducted on hundred students of eleventh class studying in the schools of Chandigarh divided in equal halves on the basis of gender. Descriptive survey method was employed to collect the data. The major findings of the study showed a positive and strong family relationship among students of government school. But the emotional maturity level is almost equal in all dimensions of family relationship viz. parental acceptance, parental concentration and parental avoidance.

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Emotional Maturity of Adolescents in Relation to their Family Relat

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Emotional maturity, family relationship, adolescent, parental acceptance, parental concentration and parental avoidance.

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ABSTRACT

The present study examines the relationship between the adolescents have and the type of relationship exists in their family relationship on the emotional maturity level of senior study was conducted on hundred students of eleventh class Chandigarh divided in equal halves on the basis of gender. D employed to collect the data. The major findings of the study family relationship among students of government school. But almost equal in all dimensions of family relationship viz. concentration and parental avoidance.

1. Introduction

Human behavior is correlated directly with his emotions. Many times they seem to dominate us in such a way that we have no solution other than behaving as they want us to. They play a key role in providing a particular direction to our behavior and in shaping our personality according to their development. Every stage of life witnessed dynamism in emotional growth and development. They are individualistic and alter from one person to other person.

Family is the environment where children learn to use their faculties and know how to adjust with others in society. Home and family is the first school and place where children learn to understand the development of relationships, bondage and respect for others. In family we get education, learn lifetime values and obtain strength needed to become personalities. It is necessary for the today's society to understand the importance of having healthy family relationships.

Emotional maturity is generally attained by an individual at the onset of adulthood and finish of adolescent period. Every individual after the attainment of emotional maturity is able to handle his emotions in appropriate manner. Emotional maturity is the growth of techniques for dealing with frustrations, threat and other causes of upsets. Lisa (2004) defined "Emotional maturity brings with it a capacity for interdependence, the willingness to take action as free agent, along with the capacity to affiliate, to freely initial and sustain loving relationship." According to Bessel (2004) "Emotional maturity refers to those

Neelam (2012) through her study post-graduate students showed the relationship between value conflict intelligence in relation to emotional competence of secondary school that among whole life stages of crosses adolescence is the most common. There are several problems which face in this period such as emotional psychological, social, behavioral etc these problems, their behavior pattern. They exhibit these deviant emotional immaturity, irritability and behaviour because nothing seen desired by them because of vast expectations in their mind.

Mathews (2016) studied the interest in very interesting sample: family with more than one kid. He female child differ significantly from Female showed great interest in sports significantly in sport interest, music social work and household work.

Simons et al. (2016) examine family stress and family investment modular approaches. The authors

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A Study of Attitude of Senior Secondary School Students of Punjab Towards Education



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Abstract

The aim of this research paper is to explore the changing attitude of students towards education. At present, students are living in vibrant and world their needs, perception and the way they interpret their life are totally changed. Today students do not want to go to school because their demands and requirements have changed which are not matching with the present education scenario. They feel boredom and show lack of interest in their studies. They confront many educational problems which have become the topic of debate for teachers, parents and educationists. The study was conducted on the sample of 500 senior secondary school students of Punjab, using stratified random sampling technique. Results indicated that there is significant difference in the attitude of male and female senior secondary school students towards education. It is found that female students have a positive attitude towards education than male students. Further, no significant differences in the attitude of rural and urban senior secondary school students towards education were found. The findings are analyzed and explained. Educational implications are also mentioned which suggested that parents, teachers and society play very important role in developing positive attitude of students towards education.

Keywords: Attitude towards Education, Senior Secondary School Students.

Introduction

Attitude is an important variable in human behaviour which shows individual's likes or dislikes. The word 'Attitude' means a comparatively stable, emotionalized and learned pattern of behaviour which inclines the individual to act in some consistent way towards an object, person or situation. A deeper analysis of attitude will lead to some psychological variables, for example, the needs, interests, attitudes, feelings, beliefs, intrinsic motives in general. Therefore, its expression, positive or negative, is pending on such physical variables that have for the attitude, the role of supports and triggers. The selectivity of the individual towards the surrounding world determined by the attitude is largely influenced by these variables. There are three conditions to look at attitude towards any object: (i) When an individual has a preplanned, systematic, well designed and well organised ideas in his mind for a particular work, it can be said that the individual has a positive or favorable attitude towards that particular work; (ii) When an individual does not have any preplanned, well organised, systematised and, well designed ideas in his mind for a particular work. It can be said that the individual has a negative or poor attitude towards that particular work. He does not have any ideology before starting the work. Then we can forecast about him that he would not be successful in his work because of his poor or negative attitude; and (iii) It is more complex situation or condition of mind than the above two situations of mind. In this condition or in such attitude the individual have neither positive nor negative approach towards a particular thing. He executes his activity according to the prevailing situation.

Attitude towards Education

Attitudes are most important in the field of education. Attitude towards education means the tendency to favour or not to favour towards academic situation. It is something which is partly inherent and partly acquired. It is something which includes one's likes and dislikes towards education. Students with poor academic performance have a more negative attitude towards education and believe that school and learning

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ENHANCING THE ROLE OF TEACHERS IN THE ESSENCE OF EMERGING TRENDS IN
EDUCATION

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ABSTRACT

Our classrooms have undergone tremendous changes and those changes will continue in the future. Inability of many educators to shift from one operational standard to another is one of the major barriers to inclusion. This can be proficient by providing experiences that require forthcoming teachers to develop creative problem solving skills and to view situations from different perspectives. Teachers being an essential component to the quality of student's inclusion, special attention must be paid to ensure that classroom teachers have the skills and support needed to provide quality education to children with diverse learning needs. The main purpose of this paper is to stress on role of teacher as a multi-tasked on inclusive education. How the teacher uses the effective methods of teaching and services provided to them and training of teacher because teacher, who believes in inclusion recognises the fact that every child is special in one way or the other.

Keywords: Inclusion, Inclusive Education, Teacher

INTRODUCTION

We live in a world of diversities and individual differences. Such diversities and differences become too pronounced in the case of two varying sets of children population termed as normal and exceptional. Education can provide the practical skills, and knowledge needed to break out of the phase of poverty. But inclusive education goes further by giving an opportunity to disabled children and adults to challenge prejudice, become visible and gain the confidence to speak for them and build their own future within the mainstream of society. Thus Inclusive education must respond to all pupils as individuals, recognizing individuality as something to be appreciated and respected. All children and young people of the world, with their separable strengths and weaknesses, with their hopes and expectations, have the right to education

Inclusion is the "keystone" of today's education which applies to accommodate/include all human beings, thus the full spectrum of diverse abilities, within one system, in such a manner that all involved can be guaranteed of successful, equal and quality participation in real life experiences from birth to the grave. This suggests that all have to perceive and treat themselves and others as dignified human beings, in enhancing human potential maximally and in succeeding to achieve whatever outcome is envisioned and humanly possible" (Burden, 2000:29) Van zyl(2002:96-97) highlighted the fact that it is not practically possible to make specialists of all educators on all the diverse needs in overcoming barriers to learning, but inclusive classes, that is, by empowering educators educators in the following basic skills so that they may become competent inclusive educators. "...change is difficult, but inevitable. It is guided first by vision, then planning, then by action. No matter how much we want to hurry, change is systematic and slower than we might wish. But it does occur" (Lilly in: Swart et al., 2002:187) Inclusive education can act as a catalyst for change in educational practice, leading to improved quality of education. Including disabled children in mainstream school challenges teacher to develop more child-centered, participatory and active teaching approaches and this benefit all children. Teachers often think they need special skills to teach disabled children, but experience has shown that in most cases disabled children can be included through good, clear and accessible teaching which encourages the active participation of children.

BARRIERS FOR CHILDREN WITH DISABILITIES

- Teachers lack the professional training and experience necessary to teach children with disabilities, and have difficulty developing individual teaching plans for children with disabilities
- Families do not always encourage their children with disabilities to attend school and do not provide the support needed when they are there
- Children with disabilities are not always welcome in the local school and the special schools are often located far from the village
- Children and youth in the villages and sometimes in school, make fun of these children
- Children with disabilities have very limited opportunities to attend pre-school
- In secondary school in particular, teachers do not have any special training and have so many students to teach that they find it difficult to teach children with disabilities adequately

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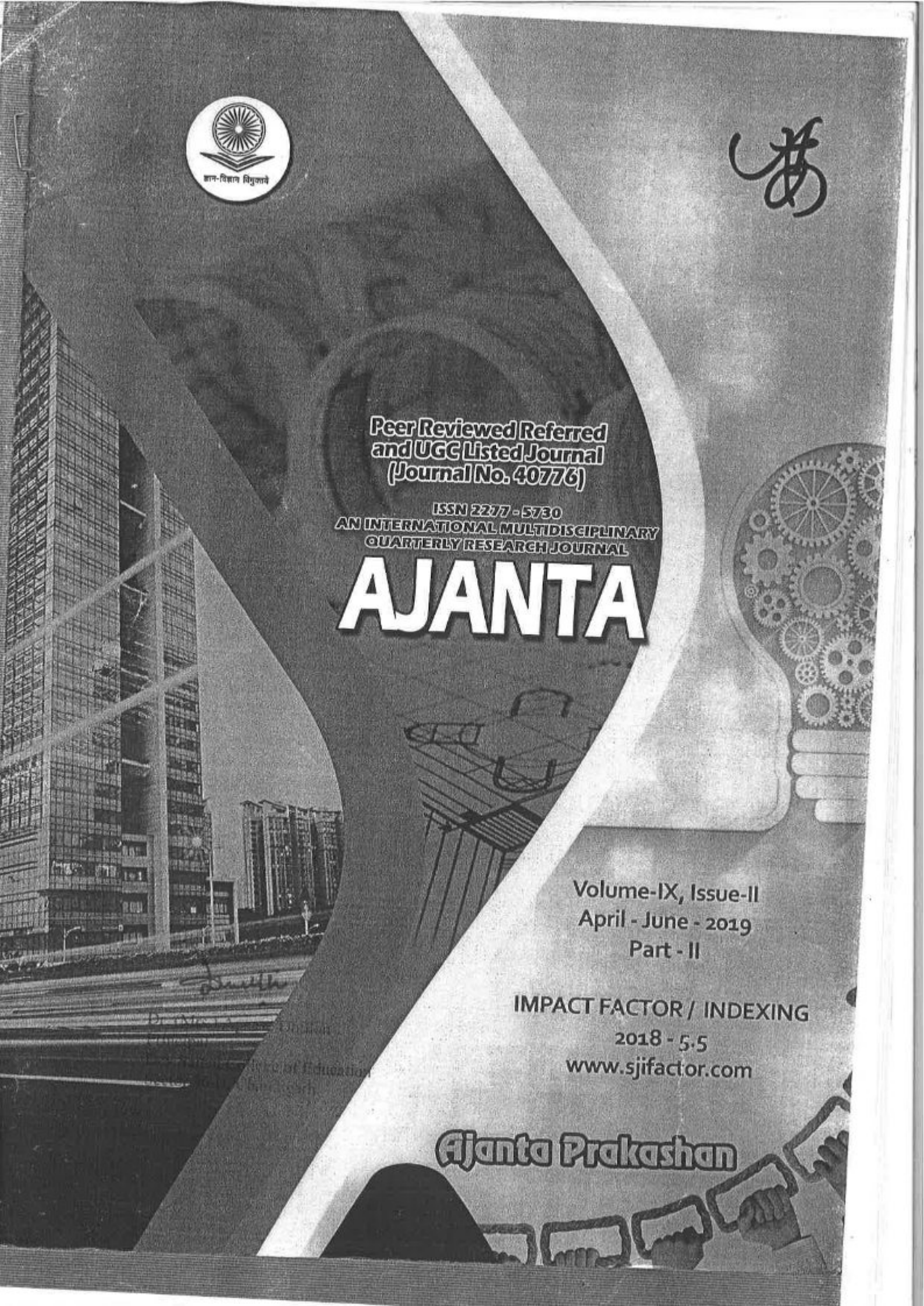
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6. Changing Role of Teachers and Their Education

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Abstract

Teachers are nation builders and regardless of the prompt speed of technological advancement impacting today's classrooms, their existence is of paramount importance to students. The purpose of education is to ensure that all students gain access to knowledge, skills and information that will prepare them to contribute towards national development. The central purpose become more challenging as schools accommodate students with diverse backgrounds and abilities. Accessibility to services by persons with disabilities continue to be a major challenge in all parts of the world. policies have been adapted to safeguard and improve their lives. As we strive to meet these challenges, the involvement and cooperation of educators, parents and community is vital. With this data, development practitioners and policy makers can work together to agree on appropriate ways to prepare teachers to teach children with special needs in inclusive environment. This paper discusses teacher's role who take up this challenge of preparing themselves to work with and without disabilities in inclusive setting.

Key-words: Inclusion, Diverse need, teacher,

Introduction

Educators are confronted with serious tasks when teaching learners with diverse needs. They have to change their teaching strategies and create an environment that is conducive for all learners in the classroom for example those with physical, emotional and psychological problems. Lack of competency in managing inclusive classroom is a challenging problem as it makes them feel stressed and less confident. Van Zyl(2002:96-97) highlighted the fact that it is not practically possible to make specialist of all educators on all the diverse needs in overcoming barriers to learning but there may be a way of assisting all learners to benefit from inclusive classes and by empowering educators Inclusion in Education means mainstreaming of all children in education irrespective of their strengths and weaknesses. Inclusion also means a feeling of connectedness among all belonging to the teaching learning fraternity irrespective of any difference in community, caste, gender etc. Furthermore, inclusion in education means

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INNOVATIVE PRACTICES FOR PROMOTING INCLUSION IN EDUCATION

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ABSTRACT

This paper focuses on innovative practices that promote inclusion in education. The traditional approach of learning system that had been used for the last generation had proved to be helpful. However, with the help of innovative practices, it can help enhancing our educational system and make learning to be more interesting and beneficial for children with diverse need. Present innovative instructional techniques will enable students to understand the concepts more quickly and fully, to connect theory and application more adeptly, and to engage in learning more readily, while also improving teaching techniques, leveraging instructor time, and facilitating the extensive sharing of information. Multimedia technologies will enable this in new and better ways and create possibilities beyond the limits of our current imagination. Thus the main purpose of the paper is to discuss the benefits that are proving to be game changer for educators.

Keywords: Inclusion, children with diverse need, methodology

INTRODUCTION

Quality education for all and inclusion as a systematic orientation reconnected to openness and fairness of the education system. Inclusive direction relies on opportunities for an individual approach, the principles that the basic needs of all children are the same, that a child with special need is first of all a child and that every child is an individual gained their true sense in education only with the appearance of the individualized approach. The inclusive classroom means that all students have the right to feel safe, supported and integrated in the regular classroom of a regular school as much as possible. It is important that the teacher fully understands the learning, social and physical needs of the students in the inclusive classroom. To maximize learning potential for students with special needs a teacher has a special role to play. It becomes the educator's role to develop a friendly environment and offer students with ongoing opportunities to learn, share and engage in all classroom activities.

According to National curriculum framework, Teacher Education Institutions has to reframe their programme, courses to include the perspective, concept and strategies of inclusive education. Making curriculum an inclusive and meaningful experience for children "this requires a fundamental change in how we think of learners and the process of learning". Interpreting special needs of children more broadly rather than limiting them to the categories given in the legislative acts. Gearing all teacher education programmes to developing pedagogical skills required in inclusive classrooms- National Focus-2005. Naz and Murad conducted a study on Innovative Teaching has a Positive Impact on the Performance of Diverse Students. The results are found to be significant in favor of innovative teaching. The result shows that the use of innovative teaching is more in private sector and also has different impact on diverse disciplines. Worldwide government and private education institutions are focusing on the need of meeting diverse needs of students, and they are more focused on learner-centered teaching. Teaching methods and strategies are more flexible now. There seems to be close interrelation between the diversification and flexibility patterns of higher education. The more diversified and flexible higher education systems are, the more they will exercise a universal access policy to meet diverse needs of the students (Guri-Rosenblit, 2006). The use of innovative teaching strategies has been a hot topic from the last decade. Creative and skilled teachers are being found using different innovative teaching methods at higher education levels. (Albert & Runco, 1999).

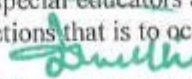
IMPORTANT TEACHING PRACTICES FOR IMPARTING INCLUSIVE EDUCATION

1. COLLABORATIVE TEACHING

Collaboration is the process of working together to realize a common goal. In teaching, the general goal is always enhanced learner outcomes. Collaborative teaching (co-teaching) is a reform to an educational approach in which general and special educators work in a coactive and Co-ordinate fashion and teach jointly academically and behaviorally heterogeneous groups of students in educationally integrated setting (i.e. general classrooms.) Specifically in co-operative teaching both general and special educators are simultaneously present in the classroom maintaining joint responsibility for specified instructions that is to occur within that setting.

Advantages of Collaborative Teaching

- Collaborative teaching experience provide mutual support and assistance for development and implementing lessons, evaluate students progress, sharing professional concerns, and focuss students learning needs.


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16. Significance of Dev Atma's Humanistic Philosophy in the Present Global Scenario

Ms. Shefali Dhillon

Research Scholar (Ph.D.) (Education), Rayat and Bahra University.

Dr. (Mrs) Indu Rihani

Dean, University School of Education, Rayat and Bahra University.

Introduction

In the nineteenth and the twentieth century, the world became aware of the need for social justice and equality. It woke up to the need to do away with the inhumaneness of colonization, the barbaric practice of slavery, and to usher in a more equal and just world. Learning from the challenges faced in the previous centuries and facing a threat to survival due to the annihilation of the ecological system because of total disharmony with the environment, the global world today is seeking solutions for the challenges posed in this materialistic world driven by greed.

Objectives of the Study

1. To analyse the significance of Dev Atma's Humanistic Philosophy in the 21st century against the backdrop of challenges faced by the global community.
2. To examine its relevance to the present-day world.

Methodology

The present study is philosophical in nature. For the conduct of this study, philosophical cum historical method is used.

Movements for Social Justice in the 19th and 20th Century

The 20th century saw the world becoming conscious of the need for society nation built on the tenets of equality, liberty, sense of justice. Abraham Lincoln's Emancipation Proclamation signed on January 1, 1853 not just heralded the dawn of equality and justice for millions of blacks who were freed from the shackles of slavery but also captured the hearts and imagination of the human community at large, that was looking for some sign of hope for freedom from the barbaric oppression that millions around the world were facing due to racial, color or gender discrimination. On the day of the signing of this document of immeasurable import Lincoln is said to have expressed that never in his life he "felt more certain that I was doing right than I do in signing this paper" (Franklin). The Proclamation was welcomed as a



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Ajanta Prakashan


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1. Humanistic Philosophy of Dev Atma as Propounded in Dev Shastra

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Dr. (Mrs) Indu Rihani

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Abstract

Nineteenth century in Indian history is regarded the beginning of India Renaissance. This was the time when the Indian society got acquainted with not only the European economic structure but also world theology. With these changes new ideas entered India. This was also the time when India witnessed many socio- religious reform movements. Dev Samaj vision amalgamated these changes to not only develop scientific approach towards society but also moral and Humanistic values in the Society.

Keywords : Indian Renaissance, Scientific aptitude, Humanistic values

Objective of the Study

To analyse the Humanistic Values as propounded in *Dev Shastra*

Methodology

Philosophical cum historical method was used

Dev Atma's Humanistic Vision

The human society is essentially inter-dependent, and we are related to our parents, brothers and sisters, partner in life, to our community, country, mankind and the natural world for the fulfilment of our various needs and desires. Spiritual exercises are grounded on a universal agreement to cultivate a refined relationship with fellow human beings, the animal world, the plant world and the inanimate world. The exercises inculcate appreciation of our relationship with others, and serve as a means to channel those relationships through feelings of gratitude, affection, service and reparation. There is a general agreement that good conduct in social relations is a pre-requisite for the highest spiritual life or moksha. It is true that our relationships are a source of bondage, at the same time it is also true that this burden of bondage can be removed by developing *satvic* feelings towards them.

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Moral and Spiritual Values - As Advocated by Dev Dharma



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Keywords: Religion, organism, atheistic, matter and force

Introduction

Dev Dharma is the latest innovation in the field of religion. It totally rejects all forms of theism and supernaturalism. The natural world is the world of space and time, of embodied beings governed by invariable natural laws. A thing which is logically outside the study of scientific method is non-existent. The existence of a moral value like honesty can be as well tested by scientific method as the working of the heart of a patient. Conduct is a public fact which is open to observation.

Objective of the study

1. To analyse the Moral and Spiritual values as advocated in Dev Dharma.

Methodology

To conduct the study, philosophical cum historical method was used.

Moral and Spiritual Values of Dev Dharma

Nature of Human Soul

Dev Dharma holds that not only man but plants and animals too, have soul in them. The psyche (soul) of an organism is evinced in its organisation and functions. "A plant's soul or psyche draws its nutrition from soil and environments and reproduces its kind in the form of seeds. A plant has 'nutritive psyche'. An animal soul has both these functions, to procure nutrition and reproduce its kind, but it has additional functions of mobility and perception. An animal has 'sensitive psyche'. In the case of man, his soul or psyche or life-principle has, besides the functions of nutrition, reproduction, mobility and sense perception, the capacity for rational life. A man has rational psyche.

Human life-principle, 'Jivani Shakti' or soul is different from animal soul or plant soul in its additional function of rationality in the forms of sense perception, recognition, imagination, emotions and conduct. It has the capacity to build, maintain, keep alive and multiply its species. A soul has no life without a living body as a living body has no life without soul.

Since each particular soul can construct, exist and function in its specific body and it has no being without its specific body, and body has a date of birth, so soul has a date of birth too. Since body is destructible,

soul is destructible too.

Nature of the Good of Human Soul

According to Devatma, the good of the soul is the health and strength of the soul.

All actions and feelings, which respect the rights of other existences, contribute to the health of the soul of the agent are altruistic or sattvic. In Nature there is the process of evolution and there is the process of devolution. The pursuit of truth, goodness and beauty is the highest condition for soul's best health, strength and harmony. The continuous pursuit of life of falsehoods and evil leads to the death of the soul.

Characteristics of Low-loves

Dev Dharma classifies low-loves or vices into the following groups:

- (1) One may develop low-love for the urges for food, drink, sex and comfort.
- (2) One may develop low-love for ego satisfactions, in the form of seeking praise, name and fame, superiority and selfishness.
- (3) One may develop low-love for children.
- (4) One may develop low-love for money and property.
- (5) One may develop low-love for traditional social connections, and various habits.
- (6) One may develop low-love for aggressive urges
- (7) One may develop low-love to accept as true what is false and as good, what is evil, if they are conducive to one's low-loves.

Low-loves are not the only diseases of soul. Low-loves give birth to low-hates.

Devatma defines low-hate thus: "When we harbour such a feeling of hatred for some man, animal or any other existent as, drives us to entertain evil thoughts or to actually commit evil, injustice or wrong towards that existent and feel some pleasure or gratification in all such evil thoughts and acts, it is a case of low hate."

Devatma regards jealousy, vindictiveness, violence and vanity as the greatest evil or vices and soul-destroying feelings. Jealousy and vanity are due to the low-love of ego. So the three most soul-destroying evils or vices are ego love, violence and vindictiveness. The low-loves and low-hates when they continue to

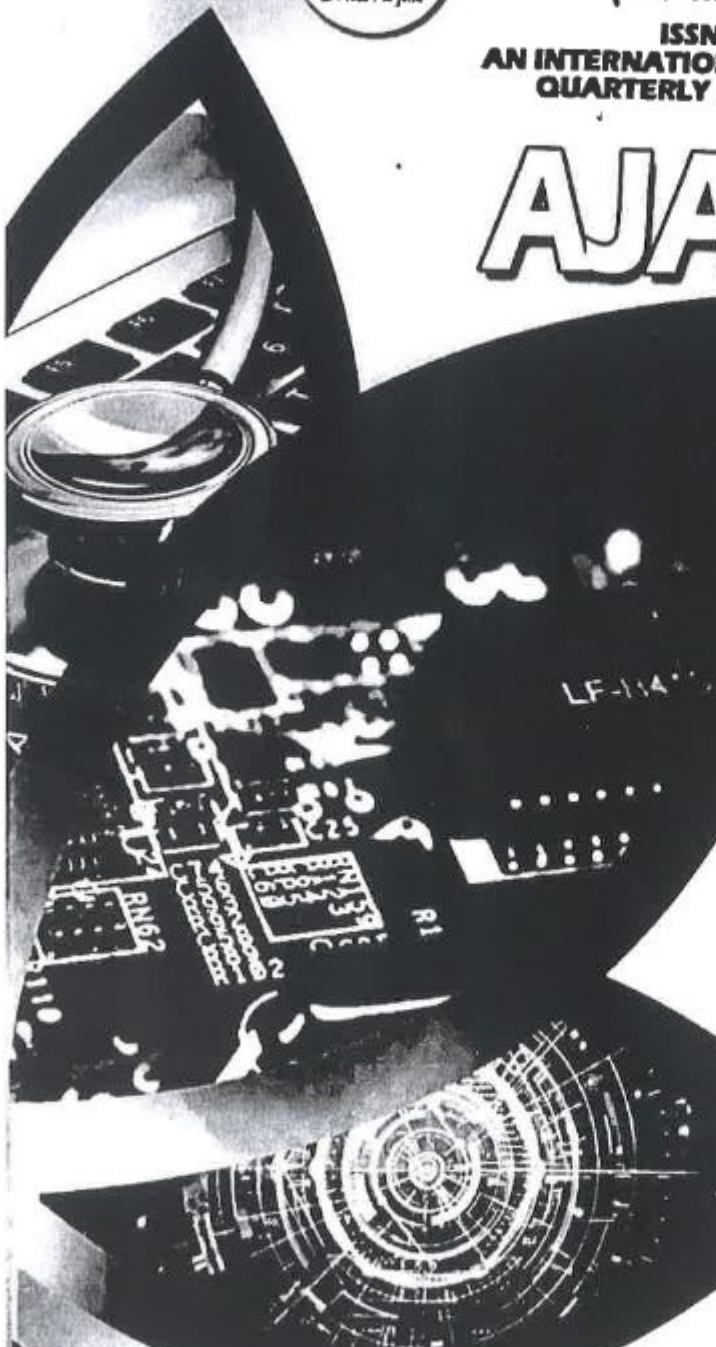


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6. Strategies to Facilitate Artistic Expression of Differently Abled Children

Dr. Richa Sharma

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Abstract

Improvising arts into student's routine schoolwork seems to be a daunting task. However, the synergy that flourishes between the arts and academic attainment is one that can be utilized for students with disabilities, their teachers as well as their schools to integrate the arts into curricula to strengthen the motivation, engagement, and learning of students. It is an effective alternative medium of increasing academic achievement. For a person who cannot speak, a dance performance may clearly communicate even the most complicated message. For a person with a mental disability who cannot communicate effectively through words, a painting rich with color and life may say more than verbal sentences ever could. And, for a person who has limited mobility, a song sung with emotion and spirit may elicit movement toward a state of clarity and joy. The present study proposes strategies that can be implemented to facilitate the artistic expression of differently abled children.

Key Words: Art, Artistic expression, Academic attainment, Differently abled.

Introduction

The arts bestows something very distinctive and unique. Beyond the dimensions doctrine or education, the arts solicits to the language of the-symbol, the language of the-sign. They get inscribed in an intuitive approach that is aesthetic, suggestive and ludic. In almost all traditional societies, the use of costumes and symbolic objects, song, music, dance, mimicry, the art of oratory is quite common. When a woman wants to express something, particularly if it is sentimental in nature, she will make use of the language of performance preferably just because of the fact that the songs of women while doing household chores, her sentiments while grinding flour, while making a piece of embroidery or washing clothes and other symbolic vehicles touch the heart rather than the interminable discussion. Art has the contagious force of emotion.

We come across people in interaction during all the situations encountered in social life. We get the feeling that the only way in which they can communicate is through the medium

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Academic Attainment In Mathematics of Class III Students In Relation To Their Gender And Locality of School



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ABSTRACT

The present paper strives to find the academic attainment of class III students in the subject of Maths in relation to gender and location. 2935 Primary school students' of class 3 (1466 Boys and 1469 Girls) studying in 36 Government Schools (urban and rural) in Chandigarh U.T. have been taken as a parameter of achievement. The test devised for both the subjects consisted of multiple choice type test items. The items were designed to measure different learning out comes such as textual knowledge, awareness, observation and critical thinking of students. Data was analysed by taking into consideration the overall score in all the subject of Maths and the performance of students in each of the areas was subjected to secondary analysis. Mean scores of different samples were calculated and used for comparison between groups by employing t-test.

Keywords: Mathematical attainment, Gender, Locality, School Students.

Introduction

Mathematics education is as much important to a nation as protein is to human beings. It is a vital tool for the having knowledge and application of science and technology, the discipline act as a precursor and harbinger to the much required technological and national growth. Education reformers in India are continuously working for the promotion of gender equity, the empowerment of both rural and urban students. Many gender-based science researchers have concluded that what both the 'feminist empiricists' and the 'liberal feminist critics' seem to agree is that females in principle will produce exactly the similar scientific knowledge as males if sufficient rigour is undertaken in scientific inquiry (Howes, 2002; Barton, 1998; Sinnes, 2006). In an another study by Opolot-Okurut (2005) it was found that for the attitudinal variables such as anxiety, confidence and motivation males had scored higher in mean scores than females. That is, differences in student attitude toward mathematics based on gender were confirmed. Attitudes are known to have positive relationship with student achievement. This may be taken as an indication that males perform better than females in mathematics as a result of their higher attitude scores. Abiam and Odok (2006) found no significant relationship between gender and achievement in number and numeration, algebraic processes and statistics. They however found that there is existence of a weak significant relationship in Trigonometry and Geometry.

Need of the Study

Bridging gender gap is one major way of attaining egalitarianism and enhancing human development. School location plays as an important variable in

academic attainment. Mathematics literacy and efficiency with logical and critical thinking is required for living, problem solving and educational furtherance. Mathematics education therefore, should be evenly distributed across gender for the successful realization of this laudable objective. Unfortunately, gender inequality in education has remained a perennial problem of global scope (Bordo, 2003; UNESCO, 2003; Reid, 2003). Rural students constitute the majority group in India and can contribute in the nation building just as their urban counterparts. Hence the researcher is led to wonder whether gender disparities exist in the Mathematics attainment of urban and rural students. It is also the objective of this study to verify whether gender of students act as a significant factor in their academic attainment in Maths.

Objectives

1. To compare the boys and girls of class III with regard to their academic attainment in the subject of Maths.
2. To compare the class III students from urban and rural locality with regard to their academic attainment in the subject of Maths.

Hypotheses

1. There is no significant difference between the boys and girls of class III with regard to their academic attainment in the subject of Maths.
2. There is no significant difference between class III students from urban and rural locality with regard their academic attainment in the subject of Maths.

Method

In the present study descriptive method of research was employed.

Sample: The study was conducted on all the 2935 Primary school students' of class 3 (1466 Boys and



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IMPACT OF GENDER AND TYPE OF SCHOOL ON PERFORMANCE OF PRIMARY SCHOOL STUDENTS IN ENGLISH

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Abstract

The present study has been taken up to study the impact of gender and type of school on performance of students in English language. The study population comprised 3470 Primary school students of class 5 (1747 Boys and 1723 Girls) studying in 36 Model and Non-Model Government Schools of Chandigarh U.T. One on one testing of Reading and speaking skills of the students were tested. A test booklet consisting multiple choice type and descriptive test items was developed and standardized. The items were designed to measure the performance of students in English language and its skills such as textual knowledge, speaking, listening, reading and writing skills of students. Findings indicate significant difference in mean scores in textbook knowledge, listening, reading, writing and speaking skills in English among Model and Non Model school students. There was no significant difference in the performances of students due to gender differences. Students of Model school were found to be better in reading, writing, listening and speaking skills of English as well as knowledge and understanding of their textbook than their counterparts in Non Model schools. findings revealed that type of school is a dominant variable affecting quality of education.

Keywords: Model School, Non Model School, language, English, Speaking, Listening, Reading, Writing.

Introduction

With the rise of literacy rate among boys and girls in India, it is quite interesting to note that girls are getting better ranks as compared to boys in all academic spheres. Academic performance is considered to be a major criterion to decide our capabilities and capacities. It symbolizes performance outcomes accomplished by a learner. Since Education is regarded as a process that involves inculcation of knowledge and skills that enables an individual to subsist effectively with their surroundings. Today, English is being considered as a key to achieving success in the education sector as well as for a higher career prospects. The mushrooming of private English medium schools is a visible example of the desire and aspiration for English language in India. Parents go through a tremendous pressure to get their children admitted in an English medium school since English is a major link for communication between various nations and is being widely spoken at international levels. Due to this globally accepted feature, teaching of English in schools has attained importance today.

Learning of language is not merely a matter of attaining different skills such as speaking, reading, listening and writing, rather it strives to develop a communicative competence which further facilitates in conducting a dialogue with the integration of these skills. The place and importance that English language holds today is not just a educational concern, rather it is a matter of bringing personal growth, social change and national progress. Many factors that are positive or negative affect the process of learning English. Laying stress on the mother tongue as a mode of learning and instructions at the primary stage, the National Curriculum Framework-2005 (NCF 2005) has suggested to teach English in a correct manner so that the child could attain the desired proficiency in the language. English should be taught as one of the languages for learning various activities that ignites the child's awareness of the world around him in the initial stages of his education and life.

Zalizan et al., (2005) during their research on the results of public examinations in Malaysia found that the female students score better than male students in all major subjects like Malay, English, Science and Mathematics. the low academic achievement of boys in public examinations is one of the major hindrance in getting the opportunities for further studies at the university. In their study on Teaching of English at Primary Level in Government Schools in 27 states of India, Dutta and Bala (2012) in their synthesis report on Teaching of English at Primary Level in Government Schools (NCERT) have revealed that less focus is being layed at level 1 in the state textbooks on developing skills of speaking and listening of a child and these books also do not develop a sense of familiarity with the language. They have not been written while keeping an integrated approach in the mind. No integration has been created to develop a link between the English language Skills with other school subjects like EVS, Mathematics, Arts and History etc. The books do not have a practical approach that may connect the child's knowledge and experience at school with his social life. Abdallah Hussein El-Omari (2016) while investigating the factor that may affect students' achievement in learning English language studied the factors and their effect on the students' achievement who are studying English as a foreign language. The results indicate a significant relationship between the factors like socio- economic, extracurricular and attitudinal and achievement of students studying English as a foreign language. Suh et al (2010) in her investigation on the effect of massive multiplayer online role playing game (MMORPG)-based instructions at elementary level education of English language revealed that students who were getting face-to-face instruction in the class scored low in comparison to there counterparts using online role-playing games in the areas of speaking, listening, reading, and writing. The factors such as previous knowledge, network speed and motivation are the factors that were found to be affecting the learning of English.

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Women Education and Empowerment in Gaura Pant Shivani's selected novels

Dr. Richa Sharma

Abstract

The present research has been done with the intention of critically evaluating 'Women Education and Empowerment' in Gaura Pant Shivani's selected novels. Hindi literature is the oldest and greatest literature of the world. Novel is one of the most sought after genre of literature, through which the ties between new generation and ancient Indian culture, customs and traditions of the society can be built. To promote women empowerment by bringing out the hidden truths, illiteracy and superstitions that are among main causes of harassment of women, along with highlighting the importance, contribution of education for the society in Shivani's novels. Today, there is a massive increase of hypocrisy, pretence, pretension and tricks of deceit. Since literature has a great influence on society, its impact on the can not be ignored. Literature is a mirror of its varied assumptions, aspirations, beliefs and inspirations of the society. The present study is an endeavour to study the important and notable efforts made in literary treasure of Shivani's selected novels for women education, human consciousness and women empowerment, as she was a staunch believer of the fact that every woman of the country should be educated, independent, free of atrocities and contribute to the progress of the country.

Keywords: Women, Empowerment, Education, Literature


Introduction

Born on 17 October 1924 to a family of academicians with a high repute. Shivani penned down her first creation at an early age of twelve. She has devoted her 68 glorious years towards Hindi literature. A keen observer, intelligent, with a sharp mind Shivani has produced great texts in Hindi Literature. She was a vibrant student of Shantiniketan and was greatly influenced by Guru Rabindra Nath Tagore and his philosophy. The great literature produced by her has a great significance in the present scenario as well. Her outstanding contribution in the field of Hindi Literature has been fully acknowledged and she was conferred with the prestigious award of Padma Shri.

Shivani was a versatile writer. Her novels expressed her sincere concern for the women. Her female protagonists often represent the problems being faced by women. They are the symbols of women empowerment. Shivani has also observed the Indian society very closely. Being gifted with an acute perception, Shivani has been successful in portraying all the shades of women in her novels. Her novels were the voice of Indian women. The basic theme of her novels is to deal with the Indian sensibility that has been accustomed to treat women as mere a commodity. Indian society being dominated by male ego has always resulted in negative outlook towards women. They have been treated as a physical body used for carrying on the family lineage.

The concept of women's education and empowerment is an important part of the society today. The growth and development of the society is based on the development of values and for this very reason an all round and multilateral development, high level of living and awakening should be created among its citizens. Women education has become a vital requirement of society today because every person needs to be self sufficient and strong. Education is the separator line between insanity and happiness. There have been many such elements in the society that are hindrance in the development and upliftment of the society. In today's progressive era, there is a great need for the upliftment and education of women along with men and Shivani's

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BEYOND THE CLASSROOM: THE IMPACT OF CULTURAL VALUES ON LEARNER

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ABSTRACT

Our culture lays the foundation stone of our values, beliefs, mindsets. The stronger the foundation, the higher will be the values, beliefs and broader mindsets. Culture develops our attitude and also influences our approach towards life. Giselle Mora-Bourgeois her article, "Reflections on the Impact of Culture in the Classroom", defines culture as the ways in which different groups of people organize their daily lives within national or ethnic groups, urban neighborhoods, companies and professions, and other settings. Culture includes what people actually do and what they believe. Culture influences greatly how we see the world, how we try to understand it and how we communicate with each other. Therefore, our Personality, Perception and Behaviours are greatly determined by our cultural values. The present paper strives to explore the role of cultural values in defining the individual and how does it impacts learning.

Keywords: Culture, Values, Personality, Perception, Behaviour

INTRODUCTION

Culture is the invisible thread which weaves its people together. All forms of Art-literature, Drama, Music, Dance are the real carriers of culture. Besides this language and religion of a community represent its culture. Our cultural values and beliefs gets develop through our lifestyle. Our moral values affects our culture. The importance of culture lies with in our ways of thinking and living. Each culture is unique in its own kind. Differences in cultures have led to a diversity in the people from different parts of the world. Culture develops our attitude. It also influences our approach towards life. According to the behaviorist definition of culture, it is the ultimate system of social control where people monitor their own standards and behavior. Our cultural values lays the foundation principles of our life. They shape and modify our thinking, behaviour and personality.

Understanding and valuing cultural diversity are the important keys to countering racism. All individuals must have the freedom to explore the uniqueness of their culture and identity and developing understandings of the cultural diversity in the world around them. Denying cultural expression will result in limiting the expression of unique perspectives on life and the transmission of knowledge from generation to generation. "Understanding others makes possible a better knowledge of oneself: any form of identity is complex, for individuals are defined in relation to other people - both individually and collectively - and the various groups to which they owe allegiance, in a constantly shifting pattern". (UNESCO, Learning : The Treasure Within, 1996)

DEVELOPMENT OF PERCEPTION THROUGH CULTURAL VALUES :

Our judgment skills, preconceived notions, attitude, and emotions largely affected the way we perceive things in life. All these factors are closely related with the values enshrined by our culture. Our biases plays a great role in perceiving something as good or bad, and what is right or what is wrong. In judging something as easy or difficult, our attitude and our motivation levels play a key role. Our culture shapes the structure of our thinking, which in turn influences our perceptions in a great way. People from cultures that promote individualism bound to look at the main aspects of a situation, while those belonging to the culture that promotes collectivism will consider even the minute details. Cultures that are predominantly individualistic, encourages freedom of choice to children since a young age. Whereas, culture that promotes collectivism, encourages the parents/elders to make choices for their children. This is a clear example of how parenting is perceived in different contrasting ways because of the differences in culture. Similarly, people belonging to Northern cultures may perceive success as being a collective effort, while those of the Eastern culture perceive it as an achievement made through individual effort.

Our culture builds the framework for our thoughts and behavior. Our culture and values ingrain ideas in our minds and influence the way we perceive situations and people . For instance, women living in a male-dominated society may perceive men to be superior. Women belonging to cultures that dictate that their style of clothing ,hair do, education etc. They may think of a skirt, a hair style or their education as provocative. Research has proved that our culture does play a vital role in the way our brain ,when it processes information and reacts to a stimuli. That's one of the reasons why our culture and values are so important.

DEVELOPMENT OF BEHAVIOUR THROUGH CULTURAL VALUES

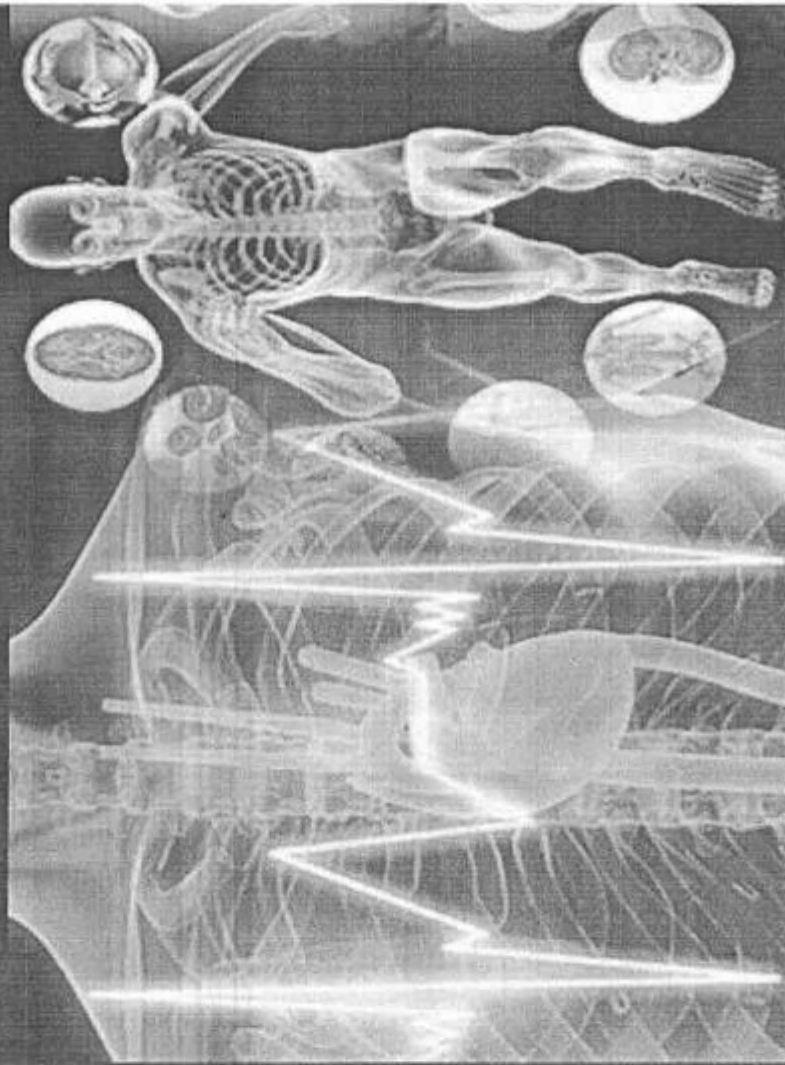
Culture affects perception, and perceptions further modifies behaviour. The culture we belong to, has a direct impact on our behaviour towards other members of the society. The environment in which we live in has great

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Descriptive analysis of top attacking strategies and tactics used by teams in quarter finals FIFA U-17 world cup 2017 India

Dr. Rakesh Malik, Dr. Neeru Malik and Anuj Vohra

Abstract

The purpose of the present study was to analyze the top attacking offensive strategies and tactics used by the quarterfinalist team during FIFA U-17 World cup 2017 India. In this study top attacking strategies and tactics namely Total attacks (TA), Attacks from the Left (AFL), Attacks from the Centre (AFC), Attacks from the Right (AFR), Assists Goal (AG), Total Deliveries in Penalty Area (TDP), Goal through Head (GTH), Penalty kick (PK), Total goal score (TGS). The data was recorded through video recorder of the live matches under the supervision of technical expert, and further the same videos were analyzed by three professional qualified coaches from the field of football. The required data used for the statistical analysis was mean score of three experts evaluation on above said strategies and tactics. The statistical interpretation indicate that during quarter final stage England and Mali team had made more numbers of attacks from left, center and right side and also remain successful in total attacks as compared to remaining quarter final team. More over England and Spain followed by Mali and Germany were found more attacking with in the penalty area as compared to USA followed by Brazil, Ghana and Iran. The results of the study suggested that team should play attacking game to create pressure on the opponents.

Keywords: football, left attack, center attack, right attack, penalty kick, goal score

Introduction

Football was introduced by British officers being a recreational game in India and with passage of time game become popular among the people. Football is one of the oldest games and it's related to rugby game. Now maximum country is playing this game and millions of people are watching and enjoying the game. Romans adopt football as a part of their military training. (H. C. Dubey 1999)^[6].

Modern football game was started from England in the 12th period but in 1324 Edward III had banned this game. The successor Edward III, Mr. Richard II in year 1389 and Mr. Henry IV in 1401 had also banned the football game. But Monarchs could not stop the popularity and interest of the football game among people. (Fifa.com)

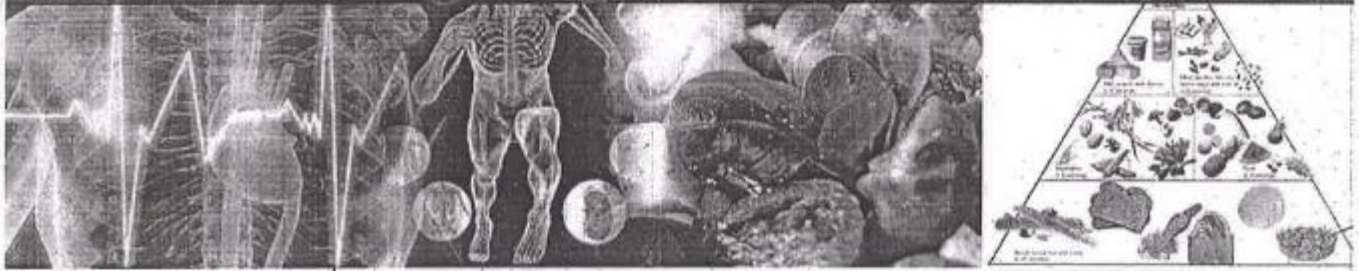
Fifa U-17 World Cup India

India conducted its largest football tournament, and the world's third largest, from 6 Oct. to 28 Oct. in six town's namely New Delhi, Navi Mumbai, Margao, Kochi, Kolkata, and Guwahati. India had not yet participated at the U-17 FIFA World Cup but in year 2017 India took part in Under 17 FIFA world cup being host. The Indian National U-17 football team is the official team controlled by the All India Football Federation (AIFF). The final match was held at Kolkata's Salt Lake Stadium on October 28, 2017. At the beginning; the Games were organized in New Delhi and Navi Mumbai. Meanwhile, the quarter-finals were hosted by Goa, Kolkata, Guwahati, and Kochi. The AIFF released its mascot a leopard named 'Khaleo', which is the official mascot of the 17 World Cup. (Fifa.com)

Method and procedure

The data was recorded by video recording and videos were analyzed by experts in the field of

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Effect of 12 weeks physical exercise training program on speed and agility of deaf and dumb children: A randomized controlled Trial

Devender Kumar, Dr. Neeru Malik, Dr. Rakesh Malik and Navneet Kaur

Abstract

This study aimed to examine the effects of 12-weeks physical exercise training program on speed and agility of deaf and dumb children. Sixty deaf and dumb children were randomly selected from the Sri Sachha muk and the Bhadir educational institute Bahdurgarh Haryana. Students ranged in age from 11 to 18 years. The children were randomly selected into two groups: experimental group (N = 30) and control group (N = 30). The experimental group was selected for the Physical Exercise Training Program for twelve weeks for five day a week and the control group continued their regular school activity. To compare the difference between the pre and posttest of deaf and dumb students on speed and agility 'T' test was used and the significance level was set at 0.05. A significant difference was found between pre and post test results on speed and agility motor fitness factor variables. The results of the present study supported the fact that 12 weeks physical exercise training program brings significant improvements in various speed and agility of deaf and dumb children. In the control group no significant difference between the pre-and post-test on speed and agility was observed. The present study will be useful for children with special abilities to develop their overall personality.

Keywords: Speed, agility, deaf and dumb children

Introduction

Children with disabilities are deprived from the participation in physical activities, which further affects their educational, physical and mental development. In the present times, attention has been paid to people with disabilities, recognizing that physical education can make a major contribution to this special population. Physical activity has a unique contribution to children for their physical, mental, emotional and social development. Curricular activities such as sports and games, and other leisure activities are extremely important for the holistic development of children. In the present scenario persistent educational development with systematic physical activities for disabled people are essential requirements for their development (Kane, 1972) [2].

For instance, the suffering of disable children especially deaf and dumb are very vulnerable, they are continuously facing physical, emotional and psychological challenges from themselves as well as from the society. Various means and methods are being adopted in the society to minimize their sufferings. The field of Adapted Physical Education is continuously striving hard to minimize the sufferings of deaf and dumb through motor educability program. People having problem of hearing can be categorized like, Person with hard hearing: Is one who, generally with the use of a hearing aid, becomes enabled to successfully process the linguistic information through an audition. (Report of the Ad Hoc Committee to Define Deaf and Hard of Hearing, 1975). The cases included in this category are those who have hearing loss of more than two decibels in the better ear (profound) or loss of hearing in both ears.

Children born deaf or who became deaf before the ages of two: It is the most affected population of deaf. Due to lack of timely treatment and experts help, these children later on become dumb. More than 5% of the world's population means approximately 466 million people are affected with hearing loss (432 million adults and 34 million children). It is estimated by 2050 more than 900 million people or one in every ten people will have hearing loss. Most people with hearing loss disabilities live in low and middle income group countries

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Analysis of passing strategies and tactics used by semi finalist teams during fifa, U-17 world cup 2017

Anuj Vohra, Neeru Malik and Rakesh Malik

Abstract

The present study was to analyze the passing strategies and tactics used by semifinalist teams during FIFA U-17 world Cup 2017. The data was collected by video recorder of the each semifinal matches and these video recording were analyzed by different three qualified experts from the field of football game. The obtained data on passing skills i.e. short passes, medium passes and long passes was further treated through ANOVA statistical technique to compare the strategies and tactics used by all the four semifinalist teams i.e. England, Spain, Brazil and Mali in their respective matches. The result of the study indicate that England and Spain team has used maximum number of short, medium and long passes during their respective matches which indicate that teams who trained better in passing skills are found to be more attacking and effective.

Keywords: Football, short passes, medium pass, long pass, FIFA world cup

Introduction

Nowadays, sports have developed as part of our society. Soccer is a team game in which players attempt to score goals by passing and dribbling the ball. The field passes helps in defeating the opponent either by heading or kicking the ball in the frame or goal post.

The physique is a holy place of the soul and the body needs to be physically fit to reach the virtues of body, mind and soul. Therefore, there is a voice where you can make sure of a great feeling (John, Walsh, 1968)^[1].

Physically fit person has the power and effective heart and they all have a good mental awareness, ability to cope with anxiousness with their physical proficiency. The goal of the sports training is to uplift the individual sports performance for the competition and provide opportunities to understand their abilities and potential for selecting the game/position in that particular game. Sports' training is a combination of physical health and the game skills. Sports' training is based on the principal and pedagogy of training; Sound and sports specific training principles always stand as base of effective training plans. Such types of plan are the combination of hard work and enhance the strength, quickness, agility and endurance required for any particular sports or games. It also proves helpful in enhancing the games skills like heading, zigzag dribbling etc. In demand to measure the sports person capacity, ability and game skills various games specific test were constructed. It is essential to study the required skills involved within the motion of that specific game. Speed endurance may help to improve motor skills of the players such as heading tackling etc. (Reilly, *et al.* 2005)^[2].

Playing fitness means that the player must physiological and psychological conditioned, which makes possible, through the perfect working of the organs of locomotion. With the constant demand for high sports performance the concept of football till date has been changed. The concept of football applies Skill development, tactical development, of all important motor components and physiological parameters. (A.K. Uppal and P. Ray 1986)^[3].

In the present study, the scholar analyze the football players of International level of below 17 years because they are the future talents of any nation and at this stage, various physical, physiological, anthropometrical and psychological changes are on tremendous association football transformation stage. In the present study, the scholar analyses the passing ability of semifinalist teams of FIFA Under-17 World Cup held at India.

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Guinness world record attempt as a method to pivot the role of Yoga in Diabetes management

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ABSTRACT

Background: Attempts for Guinness world record have continued worldwide but these attempts were rarely aimed to promote public health. Diabetes is one of the rapidly growing lifestyle disorders in India which requires awareness reinforcements among the local population. In recent studies, Yoga has proved to be useful in lifestyle modification and Diabetes management. However, most individuals from rural and urban localities in the country are unaware of this fact.

Purpose: The purpose was to organizing a nationwide attempt under the Niyantrit Madhumeh Bharat (NMB) programme to break the world record to be the largest Diabetes lesson, to spread awareness among general population.

Methods: Present article represents the perspective of the Chandigarh chapter of NMB programme and its experience in Guinness world record attempt. Diabetes awareness lesson was organized in the city as per the standards defined by the Guinness Book and outcomes of the entire campaign were assessed at the end of the campaign.

Result: Total 498 individuals participated in the campaign. Among them, 268 participants were questioned at the end of the campaign about the role of Yoga in Diabetes. 247 participants (92%) were agreed that Diabetes can be modified by Yoga and 9 participants (3%) disagreed. The remaining 12 participants (5%) did not give any response.

Conclusion: We noticed that most of the participants became aware of the role of Yoga in Diabetes.

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Introduction

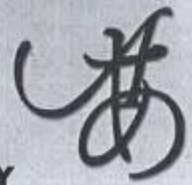
Growing interest towards in setting world records has resulted in increased number of applications which Guinness book of world records receives every year across the world. To date, many new world records have been made and the previous ones have been surpassed [1] with a few attempts centered towards the promotion of public health. In 2014, new Guinness world record for largest hand hygiene campaign was made in which a total 277 participants performed hand hygiene before two officials and a few witnesses [1]. Diabetes is one of the most common lifestyle disorder rapidly growing in India [2] and recent

studies on Yoga intervention have shown that Diabetes could be modified by practising Yoga [3]. However, general awareness needs to be spread among local population [4] before any cost-effective intervention or policy, for its nationwide implementation, is considered.

The "Niyantrit Madhumeha Bharat (NMB)" or control Diabetes campaign was a nationwide research-based diabetes prevention program implemented in rural and urban parts of India [5]. Under the NMB program, the Diabetes screening camps were organized followed by Yoga sessions for those identified as pre-diabetics or diabetics at initial screening phase [5]. The Yoga Volunteers for Diabetes Management (YVDM) were the

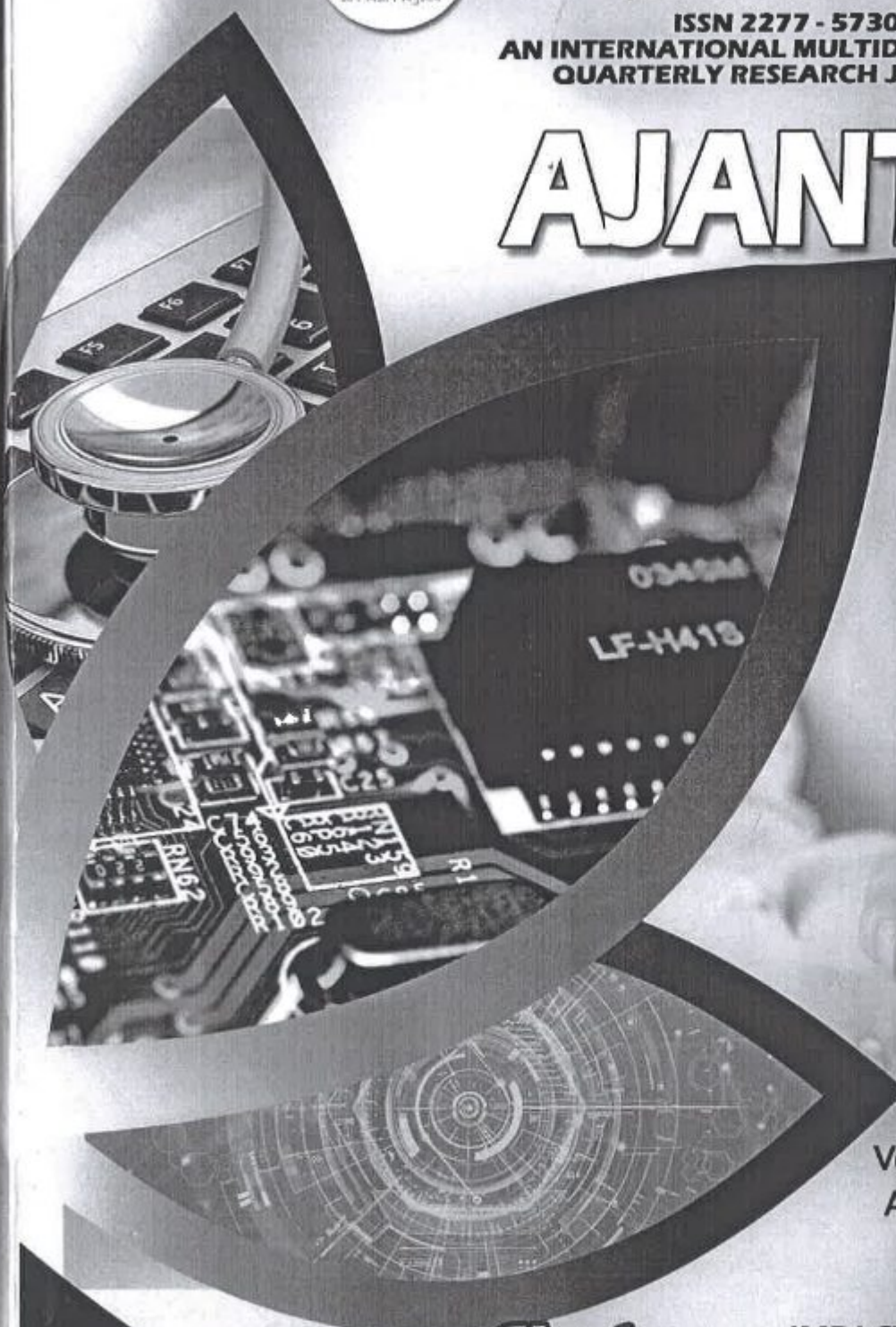


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16. Emerging Technology and Education

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Abstract

Twenty-first century is the technology based century and goes through rapid shift from conventional teaching to technology based teaching showing worldwide proliferation of information and communication technologies (ICT) into the field of education. There is integration of digital media and technology in field of education. The use of information and communication technologies (ICTS) in education is seen as a way to produce a more educated knowledge-based work force. Even today our classroom processes are mostly based on chalk and talk, thus there is an immediate need for orienting the teachers in ICT skills and program. The teachers should be trained in the use of modern tools of ICT and online electronic resources. Even government takes many initiatives to spread education to masses through ICT. Government started many initiatives under the umbrella of National Mission on Education through ICT (NMEICT) like NPTEL, SWAYAM, e-PG Pathshala, e-Yantra, A-VIEW etc.

Keywords: ICT, NMEICT, Emerging Technology.

Introduction

“The illiterate of 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn.”

Information and communication technologies (ICT) have affected our lives from last four decades. Yet, the school's course of study perceived as traditional in its structure and implementation. Attempts to assimilate ICT into school curricula are frequently supported by policymakers. However, significant change in content, methods, teaching and learning processes and assessment can detected mainly as focus of innovative initiatives within schools.

ICT should be made an integral part of school education where it is used as an aid to teachers and students. For this a beginning has to be made in the Teacher Training Colleges. Unless teachers are comfortable using computers and internet, they will find it difficult to use it as a teaching aid, or to guide students on its use; Teachers have to gradually become facilitators and encourage self-learning by students. Education can no longer be confined to what is in the

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Career Decision-Making Self-Efficacy and Social Environment as Predictors of Career Decision Making among Adolescent Girls

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ABSTRACT

Making a decision for career is a very difficult process as a number of factors contributes significantly in this milieu and a lot of attention is required to accomplish it. The present study aims to examine the relationship of career decision making with the career decision-making self-efficacy and social environment. Based on the results, it was established that there is a significant positive correlation between career decidedness and career decision-making self-efficacy; and career decidedness and social environment of girl students belonging to educationally backward and non-backward blocks. However, a significant negative correlation is found between career indecision and career decision-making self-efficacy; and career indecision and social environment of girl students belonging to educationally backward and non-backward blocks. The results revealed that career decision-making self-efficacy and social environment are the potential predictors of career decidedness and career indecision. Career decision-making self-efficacy and social environment conjointly predicted that career decidedness and career indecision of girl students belonging to educationally backward and non-backward blocks is significantly higher as compared to their separate prediction.

1. Introduction

Career decision making is related to an individual's lifestyle as well as personal and professional satisfaction. In making career related decisions, a person has to accept his/her capabilities, wellbeing, talent and values to form a significant frame for life (Walsh & Osipow, 1988). However, some adolescents are able to make career decision quite easily and quickly, while others report having many difficulties with it (Rounds & Tinsley, 1984).

Gati, Krausz and Osipow (1996) conceptualized career decision-making as consisting of a readiness phase, during which lack of motivation, indecisiveness and dysfunctional beliefs were problematic; and a decision-making phase, during which it was important to access adequate and reliable information about the decision-making process, the self and the world of work. Disruption in either phase can result in a distortion to the decision-making process and a less than desirable outcome.

Decisions related to career cannot be prepared all of a sudden, it is a continuous process. Career decisiveness is defined as an individual's certainty about his/her career decision, where certainty relates to the extent an individual is convinced that he/she can make a career decision (Osipow, et al., 1976). Contrary to this concept is career indecisiveness, which refers to an individual's inability to make a decision about the profession that he/she is striving for due to difficulties that an individual has in career decision-making (Chartrand, et al., 1993; Leong & Chervinko, 1996)

Career decision-making self-efficacy plays an important role in studying the career objectives of teenagers and young people

2001; and Wolfe & Betz, 2004). Self-efficacy is defined as one's confidence in personal skills as well as the belief that one can effectively direct personal behaviour to reach the goals. In terms of this definition, self-efficacy may be assessed as a prerequisite for the productivity and efficiency of the activities of an individual (Bandura, 1993).

Career decision-making self-efficacy is confidence in one's ability to perform the actions related to further career choices (Anderson & Betz, 2001; and Lent & Hackett, 1987). High self-efficacy in complex situations helps to overcome feelings of doubt, various unpleasant occurrences and conflicts with much greater ease. Comprehending ones' lack of abilities most often causes low career self-efficacy, which in turn weakens the wish to seek a career (Betz & Hackett, 1981). People with high career self-efficacy tend to set higher career goals and objectives and show more perseverance to achieve such goals (Bandura, 1993).

Career decision making does not occur in a vacuum, and social cognitive variables such as self-efficacy do not operate independently of their social and physical context. Krumboltz's Social Learning Theory of Career Development (1976) drew on this by explaining how an individual assimilates information, learns from experience and develops the skills of career choice and implementation. The main influences on career decision making were genetic endowment and special abilities; environmental conditions and events; learning experiences; and personal approach skills. They culminate in a constant self-assessment of an individual's performance and a view of the future of the environment in which they live.

The social environment refers to the immediate physical surroundings, social relationships and cultural milieus with in



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Ajanta Prakashan

15. Self-Acceptance among Class IX Students in Relation to their Personality

Mrs. Madhavi Goyal

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Abstract

This study was undertaken with a purpose to study the self acceptance among class IX students in relation to their personality. The sample comprised of 200 students of class IX from government and private schools of Chandigarh. Out of these 200, 100 were taken from government and 100 from private schools. Self Acceptance Inventory (KSAI) by Dr. S.B. Kakkar(1984), Scale for Introversion and Extraversion Dimension (S.I.E.D) by Psycom Services (1993) were used to collect data. The main findings of the study indicated difference between self-acceptance of introverts and extroverts. Extroverts having significantly higher self-acceptance as compared to introverts.

Introduction

Adolescence is a transitional stage of physical and psychological human development. The period of adolescence is most closely associated with teenage years, though its physical, psychological and cultural expression may begin earlier and end later. It is a period during which a young person moves from dependency to independence, autonomy and maturity. This stage is marked with physical, mental and emotional changes. These changes are commented by their family members, relatives, peers and teachers who in turn shape their thinking about self either positively or negatively. The child's attitude towards self plays an important role in the child's life especially during critical adolescent years.

Adolescence is a critical age and people in this stages need to more attention, love and acceptance. Most of them feel confusion or in the words of psychologists often are in the identity crisis that this also increases their susceptibility .The key to understanding adolescents' personality development is the fact that individuals have to struggle to discover their identities through social interactions, existing morals, and norms. The sense of identity is the goal that should be achieved (Beyers & Luyckx, 2016). The formation of identity is one of the most crucial steps that can be taken by an individual (Erickson,1968). Adolescence is a time of growth, development and change as well as period of stress and storm affecting the personality of a child. There are various aspects of human personality in adolescence stage like self –

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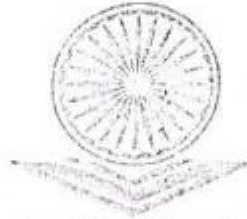
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9. Teacher Effectiveness of Secondary School Teachers in Relation to Their Emotional and Spiritual Intelligence

Dr. Anuradha Agnihotri

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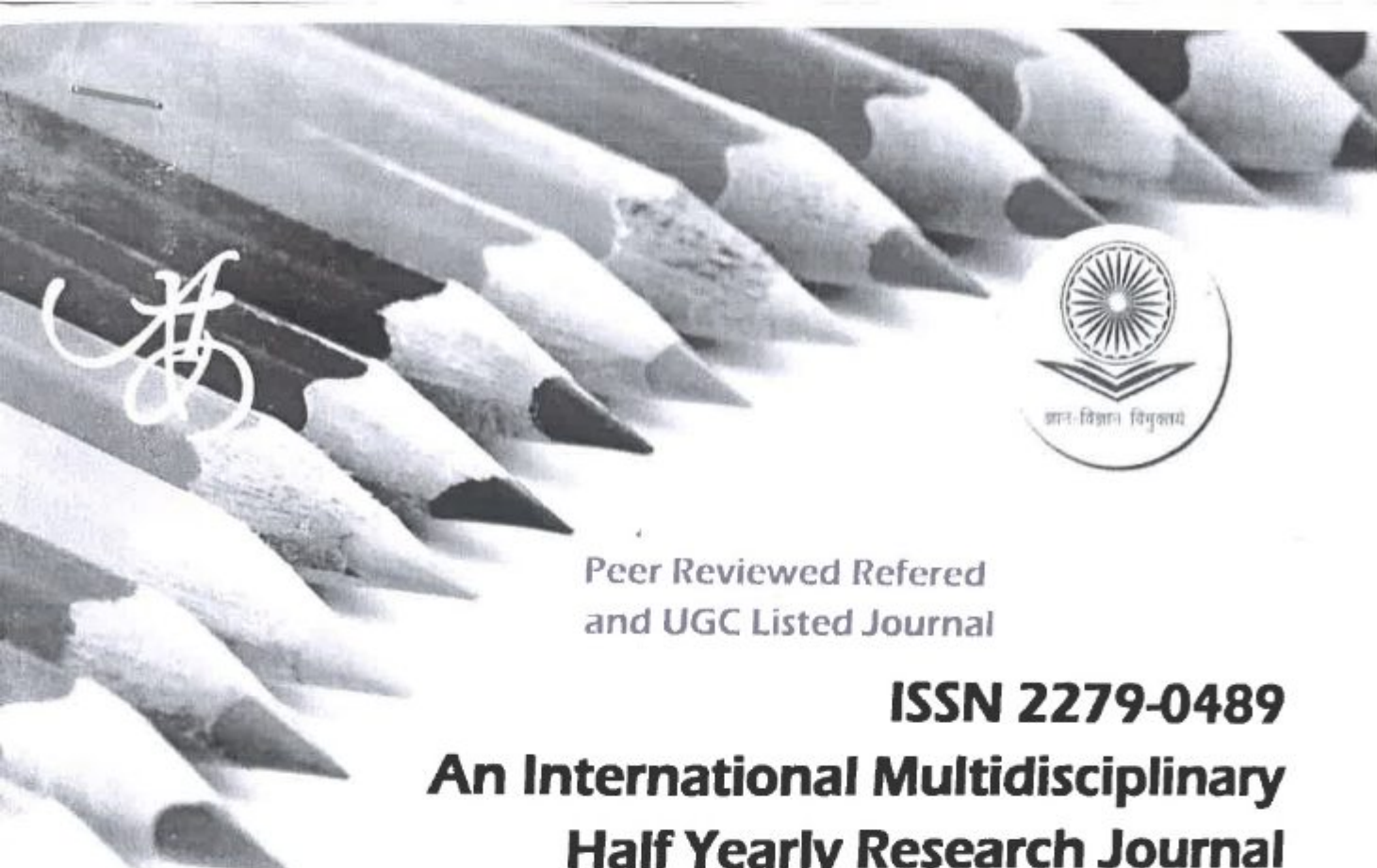
Abstract

The present study was undertaken to investigate the teacher effectiveness of secondary school teachers in relation to their emotional and spiritual intelligence. The sample of study comprised of 150 secondary school teachers, with equal number from govt. and private schools of Chandigarh. Teacher's effectiveness Scale by Kulsum (2000), Teacher's emotional intelligence scale by Mangal (2008) and Spiritual intelligence self-report inventory by King (2008) were used for the purpose of data collection.

Findings of the study were that significant differences existed between job satisfaction of Govt. and private secondary school teachers, however no significant differences existed in emotional and spiritual intelligence of Govt. and private secondary school teachers. Partial significant difference exists in teacher effectiveness of government secondary school teachers in relation to their emotional intelligence i.e. only in the area of 'Knowledge of the subject matter' & 'Interpersonal relations' however no significant difference exists in teacher effectiveness of private secondary school teachers in relation to their emotional intelligence. Significant difference exists in teacher effectiveness of private secondary school teachers in relation to their spiritual intelligence; however no significant difference exists in teacher effectiveness of government secondary school teachers in relation to their spiritual intelligence.

Introduction

Teacher holds the key position in the educational system who holds a pivot position upon which rests the success of educational programme. Effective teacher is the most important factor influencing school achievement more than other factors. Teacher has great potential to effect student achievement. An effective teacher has been considered sometimes as a perfectionist, encouraging, approachable and caring, other times as intelligent, but above all, as enthusiastic, funny, clever, affective and understanding, open, and with a relaxed style while teaching.



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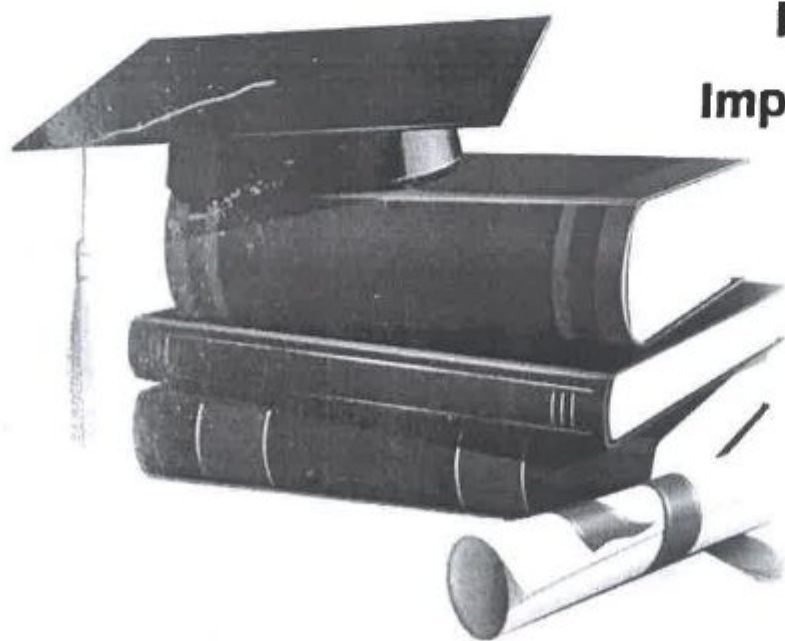
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ANANTA PRAKASHAN

Adjustment as a Correlate of Problem Solving Ability of Students in Chandigarh

Dr. Anuradha Agnihotri

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ABSTRACT

The objective of the study was to study the adjustment as a correlate of problem-solving ability of 200 senior secondary school students, selected from three academic streams i.e. Humanities, Science and Commerce. Data was collected by means of Bell's Adjustment Inventory (Student form) by Ojha (1994) and Problem-Solving Ability Test by Dubey (1971). Significant differences were found in adjustment patterns and problem-solving ability of the students in different academic streams. The analysis of coefficients of correlation revealed that adjustment patterns were found to be a correlate of problem-solving ability of the students.

Introduction

A man is born just like any other animal being but he gradually transforms into a human being by acquiring knowledge and thus by being educated. With the progress of time one learns how to interact with one's own social surroundings. This aim can be fulfilled only by proper understanding of the individual and his abilities and aptitudes. A well-adjusted person as a normal person completes the cycle of life without giving society any trouble and is an asset to the country.

Adjustment refers to the relationship between individual and his environment, because his needs are satisfied through his environment. Pathak (1990) defined adjustment as an index of integration, a harmonious behaviour of the individual by which other individuals of society, say a particular person is well adjusted. Page (2003) opines that an individual's adjustment or maladjustment depends in a large measure on the extent to which a state of harmony prevails among his manifold drives, motives and ideas and the extent to which his wishes and aspirations are adequately attained.

Problem solving is a natural part of life. Lacking the ability to solve problems effectively can be a source of anxiety and stress for any individual, which will result in the maladjustment of

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Ajanta Prakashan

5. Problem Solving Ability in Relation to their Emotional Stability

Dr. Anuradha Agnihotri

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Abstract

The present research was carried out with the aim to intended to study the problem-solving ability in relation to emotional stability of 200 class XI students from four randomly selected government and private schools of Chandigarh, with equal number of boys and girls from three academic streams i.e. arts, science, and commerce. Problem Solving Ability Test by L.N Dubey (1971) and Emotional Stability Questionnaire by Sanjay Vohra (1995) were used to collect the data. The findings of the study reported were that significant differences were found between problem solving ability and emotional stability of the students with regard to their type of school, gender and type of academic stream. The problem-solving ability of the students was found to be related to emotional stability.

Introduction

Problem solving is a process of overcoming difficulties that appear to interfere with the attainment of a goal; simple problem can well be solved by instinctive and habitual behaviours. More difficult problems require a series of attempts, until the successful solution is reached. Emotionally stable people are those, who can manage their feelings and deal effectively with other's feelings in an appropriate manner.

Borella and Vivoli (1999) obtained a self-reported measure of emotional stability on a sample, randomly selected from 277 cadets. Subjects were divided into three groups based on emotional stability, problem solving ability and state anxiety scores. It was found that cadets with high emotional stability were found to possess low anxiety and better problem-solving ability, and cadets with low emotional stability were found to possess high anxiety and bad problem-solving ability.

Hill and Argyle (2000) conducted a short and empirical study on relationship between happiness, emotional stability and problem-solving skill on 200 residents of oxford Shire and

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Preservation of Heritage Language A Global Challenge



* Dr. Anita Nangia

* Assistant Professor, Dev Samaj College of Education, 36 B Chandigarh

ABSTRACT

The issue of preserving and transmitting a heritage language is a big challenge across the globe. A heritage language is a language of minorities that children learn from their parents or community members. But the demands of high rated institutions compel students to speak the dominant language spoken by majority of the students. If they speak their own language they are discriminated against other students who speak other language. So the students hesitate to speak their own language and gradually heritage language gets extinct. This paper discusses some important factors that are responsible for extinction, importance of retaining a heritage language and also suggests some ways and means to preserve and transmit a heritage language.

One of the most striking features of the world is its astonishing diversity. This diversity is in varieties of human culture and languages. According to Raymond (2005), the number of languages listed for United States of America is 238. Among those, 162 are living languages, 3 are second languages and 73 are extinct. Unfortunately the number of extinct languages is still growing. At the 31st session of the UNESCO General Conference (October 2001), the Universal declaration on Cultural Diversity was adopted and recognized a relationship between bio diversity, cultural diversity, and linguistic diversity. A heritage language is a language of minority that the speakers' of that language learn in their childhood at home. The language is never fully developed because speakers grow up with dominant language, and they become more competent in that language. The term heritage language can sometimes be used as a person's family or community, which he does not speak or understand but with which they are identified culturally.

Language preservation is the effort to prevent languages from becoming unknown. A language is at risk of being lost when it no longer is taught to younger generations, while fluent speakers of the language (usually the elderly) die. When a language dies out, future generations lose a vital part of the culture that is necessary to completely understand it. This makes language a vulnerable aspect of cultural heritage, and it becomes especially important to preserve it. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), from facts published in their "Atlas of Languages in Danger of Disappearing," there are an estimated 6,000 languages spoken worldwide today. More than 3,000 languages are reportedly spoken by fewer than 10,000 people each. Ethnologue, a reference work published by SIL International, has

cataloged the world's known living languages, and it estimates that 417 languages are on the verge of extinction.

Reasons for Language endangerment or extinction

- No provisions made by government or private organization to formally educate children in their heritage language. In such circumstances, when the remaining fluent speakers of the language expire, the language dies out with them. As Child speakers are not enough to guarantee the survival of a language however.
- If the children who speak the language are moved to another region where it is not articulated, it becomes endangered.
- Political and military havoc can also endanger a language. When people are compelled to leave their homes and settle to new place they may have to learn the language of the new area to adapt, and they end up losing their language.
- Invasion of a country also leads to the extinction of the existing language as the people are forced to learn and use the invaders language.
- A language can also become related with a lower social class. In such cases, parents will incite their children to use the language used more often in high society to distance themselves from the apparent lower class. Resultantly within one or two generations of this occurrence, the language can easily be lost.

Importance of Preservation

- With the extinction of a particular language, the customs, the culture including traditions, rituals, folk stories and tales, associated with it also lose. These are no longer transmitted to new generations.


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5. Metalinguistic Awareness and Literacy Acquisition in English language

Dr. Anita Nangia

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Abstract

Metalinguistic skill is a very crucial component in the acquisition of English language. The term has been widely discussed in theory but implementation of the same is very rare in the classroom setting. Metalinguistic awareness is the ability to talk about, analyze and think of language independent of the particular meaning of each word. It is the ability to reflect on the use of language, express a single idea in various ways by playing around with word choice and manipulating sentence structure, and make conscious decisions about how to express ourselves to achieve a desired tone and purpose. As metalinguistic awareness develops, children start to understand that statements may have a literal meaning and an implied meaning. They begin to make more frequent and sophisticated use of metaphors and similes. This paper focuses on the importance and strategies of teaching metalinguistic skills to develop metalinguistic awareness among students. It increases students' knowledge of their choices. When students understand their language options, they have more power to consciously open doors of opportunity and shape their world. When teachers teach students to use this tool, they are supporting them on multiple levels: they learn not only to write with metaphors and similes - and to grasp the difference between the two - but also to understand the meanings of all their language options and use them to navigate a complex world with confidence.

Metalinguistic awareness is the skill to reflect on the usage of language, an ability to express a single idea in a number of ways by choosing different words and manipulating sentence structure, and make conscious decisions about how to express ourselves to achieve a desired tone and purpose. Meta is an ancient Greek term, meaning "beyond." In the context of language learning 'meta' can be interpreted as going beyond communication and meaning, and to instead focus attention on the underlying structures.

Metalinguistic awareness has been defined as "the ability to reflect upon and manipulate the structural features of spoken language, treating language itself as an object of thought, as



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STRESS AMONG PRIMARY SCHOOL STUDENTS IN RELATION TO PARENTS' ANNOYANCE

Dr. Anita Nangla Assistant Professor, Department of Education, Dev Samaj College of Education,
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Lanzcet Kaur M.Ed. Student, Department of Education, Dev Samaj College of Education, Sector 36B,
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Abstract

The current research aimed at investigating the relation of parents' annoyance on stress among primary school students. Descriptive survey method was employed. The sample of study comprised two schools (one private and one government) affiliated to CBSE situated in the Union territory Chandigarh. Two types of samples were taken for the present study. The first sample consisted of total 100 primary school students out of which 50 students from government school and 50 students from private school were selected randomly. The second sample consisted of parents of primary students selected in first sample. Parents (Mothers and Fathers) were taken separately to study their level of annoyance. Data was collected using Stress Inventory for School Students (SISS) by Seema Rani and Dr. Basant Bahadur Singh (2008) and Parents Annoyance Inventory by Dr. Anita Nangla and Dr. Seema Sareen (2016) as a measure of stress and parent annoyance. The gathered data was analyzed using t-test. The major findings of the study revealed that stress level among primary students studying in government schools is higher as compared to that of private schools. Further, higher level of annoyance is found in mothers and fathers of primary school students studying in government schools as compared to that of private schools. However, no significant difference was found in stress among primary students studying in government and private schools with higher and lower level of annoyance of their mothers and fathers respectively. From the results it can be implied that high level of stress of students studying in government may be due to high level annoyance of their parents.

Key Words: Stress, Primary School Students and Parents Annoyance.

Introduction

Parenting is of the foremost importance in child development, it assumes even greater role in their primary phase when children are fresh and are yet to develop their cognitive abilities fully. Parental behavior shape attitude of child; where positive, supportive and enabling relationship between parents and child can help bring the best out of child, at the same time parent's annoyance, negligence or over indulgence parent can leave a child stressed. The way the parents behave it shapes the path the child will tread in his future and his current performance too. In the modern fast moving world even the children are stressed. Their only friends outside of their school are their parents. If parents fail to understand their child emotionally his stress levels are bound to spiral up. It should be understood that Child stress is rampant in primary school children and can no longer be ignored. Parents should try to spend quality time with their children and understand that being annoyed would only compound the problems.

Child stress can result out of number of factors like parent's annoyance, worrying about school work or grades, peer group pressures, having negative thoughts about themselves, seeing parents go through a divorce or separation, financial problem in family, relationship between parent and child, relationship amongst parents. Here in this study the main emphasis was on the variable of parent's annoyance that is considered to be major contribution in the child stress.

Stress is essentially the rate of wear and tear caused by life. Stress is any change that a person must adapt to. The change can be from the extreme negative like physical danger, to the positive like achieving a long desired goal. (Hans Seyle, 1956). Annoyance is an unpleasant mental state that is characterized by effects as irritation and distraction from one's conscious thinking. It can lead to emotions such as frustration and anger. Annoyance is something that causes feelings of slight anger or irritation (Merriam-Webster, 2018).

Witiz Ghosh (2016) conducted a study on academic stress among government and private high school students. It was observed that students in private schools have more academic stress than their counterparts in government schools. Furthermore, he also reported that Female students were subjected to higher academic stress as compared to male students. Subramani Chellamuthu (2017) conducted a study on academic stress and mental health among high school students. It was found that private school students experienced higher academic stress than that of government school students and private school students have higher mental health status than that of government school student. It was also found that academic stress had a great significant relationship with the mental health of high school students. Gogolinski (2012) conducted a study on effects of differences in parenting styles on couple distress and children's perceptions of family support. The study found that no significant relationships were found among differences in parenting styles and a child's perception of family support.

Signature

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इली तहसील (मुरादाबाद) में औद्योगिक विकास

English Language Anxiety in Relation to Gender and type of Management Among Class IX Students

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** Assistant Professor, Dev Samaj College of Educations, sector-36 Chandigarh

ABSTRACT

This present study was conducted to study English language anxiety in relation to Gender and type of school management among class IX students. The study was conducted on a sample of 400 class IX students (200 male and 200 female) studying in government and private schools of Chandigarh. English language Anxiety scale developed by Horwitz (1986) was adapted to measure the English language anxiety. The obtained data were analyzed by employing 2X2 ANOVA. The findings revealed significant difference in the English language anxiety of class IX students with regard to type of management of their school while with regards to gender the differences were insignificant. Further, there was no significant interaction effect of gender and type of management of school on the English Language Anxiety of class IX students.

Introduction

Nowadays due to increasing worldwide development of English language it becomes necessary for school students to have a good command over the English language but in India English is taught as a second language. Indian students feel nervous in English classrooms. They do not want to attend English class. It is often seen that Anxiety is a vital issue in learning English among school going students. Anxiety has become an important variable and it is associated with the English language learning. In simple term, Anxiety can be defined as the subjective feeling of tension, apprehension, nervousness and worry connected with an awakening of the atomic edgy system. If we talk about anxiety in term of language learning it can be defined as the kind of tension, nervousness and apprehension which the people face when they have to learn new language. Spielberg (1983) defined anxiety as the "subjective feeling of tension, nervousness and worry associated with an arousal of the autonomic nervous system" (p. 15).

Horwitz et al. (1986) FLA constitutes a distinct complex of feelings, beliefs, perceptions and behaviors in relation to classroom language learning. Chan and Wu (2004). In his research study conducted in Taiwan on elementary school students revealed that low proficiency, fear of negative evaluation, competition of games, anxious personality, and pressure from students themselves and their parents were the main sources of language anxiety among students. Fareen Fatma (2015) studied anxiety of adolescent students in association with their gender, locality and academic achievement. Research findings of the study revealed great difference between boys and girls students in association with their anxiety level. Geng (2016) try to find out the

relation between reading anxiety and ambiguity tolerance among Turkish learners. Findings shows that Turkish learners have low level of second language ambiguity tolerance and their reading levels are generally raise by the nature of content and personal factors and findings also reveal that there are other predictors of foreign language reading anxiety which are second language indistinctness tolerance, gender and success in reading. Ahmed (2016) studied Kurdish student's conception about the elements which are causal to English language speaking anxiety. Research findings of the study revealed that main reasons which makes the students anxious are students negative evaluation, making language mistakes, lack of linguistic ability, lack of teacher's support. Golzadeh and Mojinvaziri (2017) studied the relationship between listening anxiety and metacognitive strategy awareness with a unique concentration in the role of gender and proficiency level. Findings revealed that there was a negative correlation between the participants' listening anxiety and their use of metacognitive strategies. And the findings showed that there was no difference between males and females in this regard.

Objectives of the study

1. To study the main effects of gender on English language Anxiety of class IX students.
2. To study the main effect of type of management of the school on English language of class IX students.
3. To study the interactional effect of gender and type of school management on English language anxiety.

Hypotheses of the study

1. There is no significant difference in English language anxiety of boys and girls studying in class IX.

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Educational Thoughts of Narendra Modi



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ABSTRACT

Besides being a popular prime minister of India, Mr. Modi is also a great educationist who has given new meaning to education. For him the education is a greatest medium to bring about growth and prosperity of a nation. He considers education to be a pillar of a developed and a powerful country. For him education of each child should be the number one priority. Modi has constantly suggested numerous structural reforms in education ranging from schools to universities. His educational reforms are aiming at quality education of the children of India. This article makes an attempt to present a glimpse of his educational philosophy. An effort is made to analyse, arrange and present Narendra Modi's ideas on various facets of education as revealed from his writings and speeches and lectures delivered during different occasions.

Introduction

Narendra Damodardas Modi, a self-made man, innovator, prominent political leader, nationalist, popular Prime Minister and an eminent educational thinker, was born on 17 September, 1950 in the family of Damodardas Mulchand and Heeraben Modi in Vadnagar, Bombay. Modi held various positions- Chief Minister of Gujarat and 14th Prime Minister of India. He is an innovative leader. Modi has a very innovative approach with various innovative steps taken by him.

Aims and Objectives of Education

Modi strongly believes that the Indian education system is not a laboratory that produces robots, insisting on the fact that there should be overall personality development. In his words, "If there is education, there will be everything in life. Government can make roads, hospitals and also construct school buildings. But your homes can brighten up only if your children are educated. I am confident that if we focus on education, our society will certainly develop". On the basis of the Prime Minister's speeches, convocation addresses, lectures and messages, the main aims and objectives of education are as follows:

- To develop the ability to earn livelihood
- To ensure proper health and habit of cleanliness among the students
- To develop skills and to make people of India skilled persons
- To develop national feeling and sentiments
- To develop overall personality of the students
- To train head, heart and hands
- To develop innovative approaches
- To make India modern and self-dependent country

Curriculum

Modi did not talk directly about the curriculum. He

realizes that there is a great need of curriculum modification at different levels of education.. He favors a variety of optional subjects in the curriculum and also suggests that the students should have liberty to choose subject themselves. Curriculum should make the students earn a livelihood

Yoga Education

Modi asked for the approval of 21 June as International Yoga Day in address to the United Nations General Assembly on 27th September 2014. He said yoga has the potential to take the world to wellness from illness. According to him, practicing yoga is a step towards preventive and holistic health care and wellness. He also favors 'yoga' to be included in the curriculum.

Co-curricular Activities and Sports

Modi is a great supporter of co-curricular activities in the education system. He, just like the recommendation of Secondary Education Commission, maintains that co-curricular activities are very essential for all-round development of personality of the child. He maintains that co-curricular activities are as important as curriculum or syllabus in education. He also recommends sports activities to be included as a compulsory component of education system

Skill Development

He stresses upon the curriculum for development of skill among the students to promote development of the country. He recommend the youth of India to acquire those skills which could contribute to making India a modern county. He wants to create a pool of young people who are able to generate jobs and win the hearts of people around the world through their skills. Curriculum should be targeted at skill development and development of values. For this, he launched Skill India Mission in 2015.

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EFFECTIVENESS OF SELF LEARNING MODULES ON PROCESS SKILLS IN SCIENCE IN RELATION TO STUDY HABITS OF CLASS IX STUDENTS

Dr. Seema Sareen

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Abstract

The current study was conducted with an aim to see the relative effectiveness of self learning modules and traditional method of teaching on acquisition of process skills in science among class IX students in relation to their study habits. The present investigation was experimental in nature following quasi experimental method with pre-test and post-test non equivalent group design. The study was conducted on a sample of 200 students 100 in control group and 100 in experimental group. The experimental group was taught through self learning modules and control group was taught the same topics through traditional method of teaching. An achievement test in process skills developed by the investigator was used as pre test as well as post test and study habits inventory by N.S. Yadav was used to collect data. The obtained data were analysed by employing t test and 2X2 ANOVA. The results of the study indicated that both methods of teaching i.e traditional as well as self learning modules enhance the process skills among students but, teaching through self learning modules is more effective as compared to traditional method as it results in significantly higher gain in process skills than traditional method of teaching.

Key Words: Self Learning Modules, Process skills, Science, Study Habits, class IX

Introduction

Education and its objectives have undergone a incredible change in the past few years. In the twenty first century, the science has attained an immense social significance and accordingly there is a great change in the objectives of teaching of science. The modern curricular developers now stress that science curriculum should emphasize the development of process skills among students. Process skills are also sometimes referred to as the scientific process and these are the tools which most rational human beings use. The main role of teacher is to provide such opportunities to the students so as to develop process skills among them. By using a process skills approach to classroom instruction the student will be able to apply the learnt concept in their real life. The study conducted by Chun-Yen Chang and Yu-Hua Weng (2002) on 153 tenth-grade students indicated a significant correlation between students' problem-solving ability and their science-process skills ($r = 0.35-0.57, p < .01$). In addition, higher-ability and lower-ability problem were found to differ significantly in their process skills. On the basis of their research, Risa L. Reyes (2003) recommended for the deliberate teaching of thinking skills in the classroom. More emphasis is being laid over methods and techniques that may help the students to acquire process skills or problem solving skills instead of merely helping them to acquire knowledge. As a result the method that promote self-learning and discovery are being duly promoted in the teaching learning process. Mahapatra, B.C.(1995), Pant (1997), Narula, T.R. (1999) Mohammed K. Khalil (2017) found self learning modules as superior strategies of teaching compared to conventional method of teaching. The learning through self-learning modules is one such technique which gives consideration to individual differences

Objectives of the Study

Following are the major objectives of the study:

1. To develop self learning modules in selected topics of science for class IX students
2. To study the effectiveness of traditional lecture method on process skills of students
3. To study the effectiveness of Self learning Modules on process skills of students
4. To find out whether self-learning modules result in better acquisition of process skills as compared to lecture method.
5. Whether the students with different study habits differ in acquisition of process skills irrespective of teaching strategy.
6. To study the interactional effects of teaching strategies and study habits on acquisition of process skills

Hypotheses

The present study was conducted to test the following hypotheses:

1. There is no significant difference in pre test and post test scores on process skills of the group taught by conventional method
2. There is no significant difference in pre test and post test scores on process skills of the group taught by Self learning Modules


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16. Impact of Activity Based Training Programme on Selected Life Skills of Adolescents in Urban Locality of Chandigarh

Dr. Seema Sareen

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Abstract

This study investigated the effect of activity based training programme on Assertiveness skill, Skill of Managing Stress and skill of interpersonal communication among adolescents. The current study was quasi experimental with pre test post test non equivalent control group design. The intervention program consisted of seven daily sessions of 90 minutes each conducted within school timings. The data were collected using a set of scales as a pre and post-test. The results showed that there was a significant difference between the pre-test and the post-test scores of the experimental group compared to the control group. The findings indicated that the students in the experimental group had performed better in the post-test compared to the pretest after the exposure to the training programme. An implication of the study is that activity based approach can serve as a possible strategy to improve on assertiveness, communication skill and skill for managing stress.

Key Words: activity based Training, Life Skills, Adolescents, Urban Locality

Introduction

“Life skills education is designed to facilitate the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate way; it contributes to the promotion of personal and social development, the prevention of health and social problems, and the protection of human rights”(WHO, 1999, p. 2). These skills not only help in building self-esteem and self-confidence, and manage lives effectively, but they also teach us how to communicate with ourselves and with others effectively, thereby reducing many unnecessary self-created clash or problems. Life skills, in short, are practical skills intended to equip the learner with new and better competencies, abilities and positive behavioral changes (UNICEF, 2006).


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A Comparative Study of Work Environment and Self Esteem of Employees

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ABSTRACT

The present study is directed to know the relevance of work environment of employees in relation with their self esteem. One of the biggest challenges in today's scenario is to satisfy the employee so as to achieve good success and build their confidence. The objective of the paper is to analyse the impact of working environment on employees with their self esteem. The study employed a quantitative methodology. The study was carried out in the private sectors of Chandigarh on a sample of 100 adults (50 Males + 50 Females) from 1 private company which was randomly selected. The tools used in investigation were Work Environment by Rudoit H Moosand Paul N Inset and Rosenberg Self Esteem Scale by Moris. The finding revealed irrespective of caste and religion and no significant difference existed between the mean score of males and females regarding self esteem. It was also found that highly significant difference existed between the two samples with regard to physical comfort and significant difference existed between involvement, autonomy and supervisor support. Findings also showed positive correlations of physical comfort and managerial control with self esteem and negative correlation with work pressure.

Key Words : Work environment, Self esteem

INTRODUCTION

Work and workplace holds an important position in an individual's life. Work environment is used to describe the surrounding conditions in which an employee operates. Basically it is composed of many factors, which when come together form the environment of an organization. These factors are involvement, Co worker cohesion, autonomy, task orientation, work pressure and supervisor support. All these factors together have an impact on the performance of an employee. Therefore, in order to gain better results from the employees, it becomes very essential that they should be provided with proper work environment factors. Mikkelsen and Gundersen (2001) states, that the most harmful consequences of a dangerous work environment are stress, fatigue and other such health issues.

Scand (2002) states, that there are five requirements, which should be fulfilled in order to provide physiologically

fit work environment to the employees. Work should be designed in a manner that every individual is allowed to influence his work, methods and practices. This allows an individual to maintain his individuality at work. The design of the work should be self explanatory for the employee, which means that the employee should be able to understand the work process easily. The employees should be provided with opportunities to showcase all their skills. They should also be provided with opportunities to enhance and develop new skills. Organizations should take care that the employees have an environment where they get a chance to make human contacts and co-operation with other employees during their work.

Rosenberg (Owens, Sheldon, and Goodman, 2001), conceptualizes self esteem towards the positive dimension. According to him, those individuals who have high self- esteem are more keen for personal growth and development. They try to enhance personal growth

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ORIGINAL ARTICLE

**SECONDARY SCHOOL STUDENTS ACHIEVEMENT IN
MATHEMATICS IN RELATION TO THEIR PARENTAL
INVOLVEMENT**

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ABSTRACT

This study examines the achievement in mathematics of ninth class Private school students in relation to their parental involvement. The findings were based on the responses of 472 Private school adolescents (241 were males and 231 were females) selected from ten Private schools of Chandigarh. Parental Involvement Scale and Mathematics Achievement test developed and standardized by the investigator were used for data collection. Results show that achievement in mathematics of adolescents studying in Private schools is significantly and positively related with general welfare, monitoring, leisure time activities, psychological autonomy and academic growth dimensions as well as parental involvement (total). The study concluded that there is significant difference in achievement in mathematics of ninth class Private school students in relation to their parental involvement.

INTRODUCTION

The second decade of living is a time when the person lessens his emotional (if not material) dependence on his parents and develops an established set of values and responsible self-direction. This is a period when adolescents begin to think operationally. Intelligence reaches its climax during this period. Intellectual powers like logical thinking, abstract reasoning and concentration are almost developed up to end of this period. The power of critical thinking and observation are developed. This is also the age of specialization. By now, aptitudes begin to show and the individual has developed his reasoning and stabilized his interest and begins to conceive great ideals and aspires for doing something in life (Vishala, 2008). The effect of globalization, modernization and the media boom has made the life of adolescents, their



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11. Student, School and Home Correlates of Mathematics Achievement: A Study of Government and Private Schools of Chandigarh

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Abstract

This study explored the relationship between Students' mathematics achievement and student, school and home variables of the secondary school students of Chandigarh. Student variable includes attitude of students towards mathematic, school variable includes their classroom environment and home variable includes parental involvement. The Sample of the study was 925 Adolescents selected randomly from private and government schools of Chandigarh. Classroom environment Scale developed by Moos and Trickett (1987) and Parental Involvement Scale and Mathematics Achievement test developed and standardized by the investigator and a scale prepared and standardized by the investigator to examine the attitudes of students towards mathematics at secondary school level were used. Bivariate Correlation coefficients between criterion variable of achievement in mathematics and other predictor variables under study were calculated. Multiple Regression techniques were employed for predicting the contribution of three variables to the variance in achievement in mathematics of students of both types of Schools.

Key words: Mathematics achievement; parental involvement; classroom environment; attitudes towards mathematics.

Introduction

Mathematics is considered as one of the important subjects at every stage of school education. All the major commissions and committee reports on school education emphasized the importance of mathematical knowledge and its educational values. It is indeed a fact that, amongst the subjects taught in schools, mathematics is considered as one of the toughest subjects. But reason for this might be different in different situations. Lot more studies were conducted in this area and researchers come up with their recommendations as well.

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5. Emerging Assistive Technology in Inclusive Education

Dr. Harpreet Kaur

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Abstract

This paper presents how we can apply assistive technology in a way which it can be used for educational purposes. The traditional approach of learning system that had been used for the last generation had proved to be helpful. However, with the help of assistive technology, it can help enhancing our educational system. Assistive technology can enable students to grasp concepts more quickly and fully, to connect theory and application more adeptly, and to engage in learning more eagerly, while also improving teaching techniques, leveraging instructor time, and facilitating the widespread sharing of knowledge. Thus the main purpose of the paper is to discuss Assistive technologies which are often promoted to schools, parents and educators as tools to assist students with special needs by providing a compensatory value, to remediate learning problems and to encourage personal independence.

Key Words: Assistive technology, inclusive education, special children, disability

Introduction

Assistive technology is an umbrella term that includes assistive, adaptive, and rehabilitative devices for the children with disabilities while also including the process used in selecting, locating and using them. In the education process, assistive technologies offer various solutions in providing students with support that meets their needs (McKnight and Davies, 2012). These assistive technologies significantly contribute to aiding persons with special educational needs in learning, building self-confidence, being independent and achieving a high quality of life (Reed, 2007). Furthermore, they serve as key tools for enabling students to access education, actively and independently participate in the education process, interact with their peers and have control over their own learning experiences (Winter and O'Raw, 2010)

The benefits that assistive technologies have for individuals with significant disabilities are enormous. Not only the impact of being included in a regular classroom environment will be felt, but also being included in life is now a reality where in the past it was not even a remote

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16. Re-Defining Learning: Re-Thinking Roles of Education in the 21st Century

Ms. Shefali Dhillon

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Abstract

The paper takes a look at the various challenges that lie before the human community in the 21st century. It looks at the issues faced by the human society as result of technological advancement and digitalization. It underlines the role of education and educationists in this scenario; the challenges that the teaching-learning process needs to address. It also points out the direction that the learning process needs to take to deal with these challenges.

Introduction

As we look at the world around us we increasingly become conscious of the numerous challenges that the society is beset with, both in the developing and the developed countries. Environmental degradation, depletion of resources, gender discrimination, socio-economic dysfunction, regional conflicts, erosion of ethical values, coupled with the growth in crime rates and cases of depression among adolescents compel us to look for solutions. Education and educationists, as always, are required to play a crucial role in charting the road map for solutions to these challenges.

Education has been seen primarily as a tool for enhancing economic growth. Especially, in the developing nations still grappling with livelihood issues, the entire teaching learning process is driven by economic motives. It is taken for granted that this learning process motivated by the pursuit for money would impart moral and ethical education to an individual who would go on to become an enlightened global citizen.

The reality is far from that. In India itself if we look at the increasing crime rates, the lack of basic human sensitivity, the increasing cases of assault against women and children, and a growing sense of dissatisfaction in the society we realize that somewhere the education system needs to introspect and underline the gaps in the teaching-learning process.

The post-independence India waking up to the challenges that a 300 year old colonial rule had left it with, continued with the education system it had inherited from the British. Though



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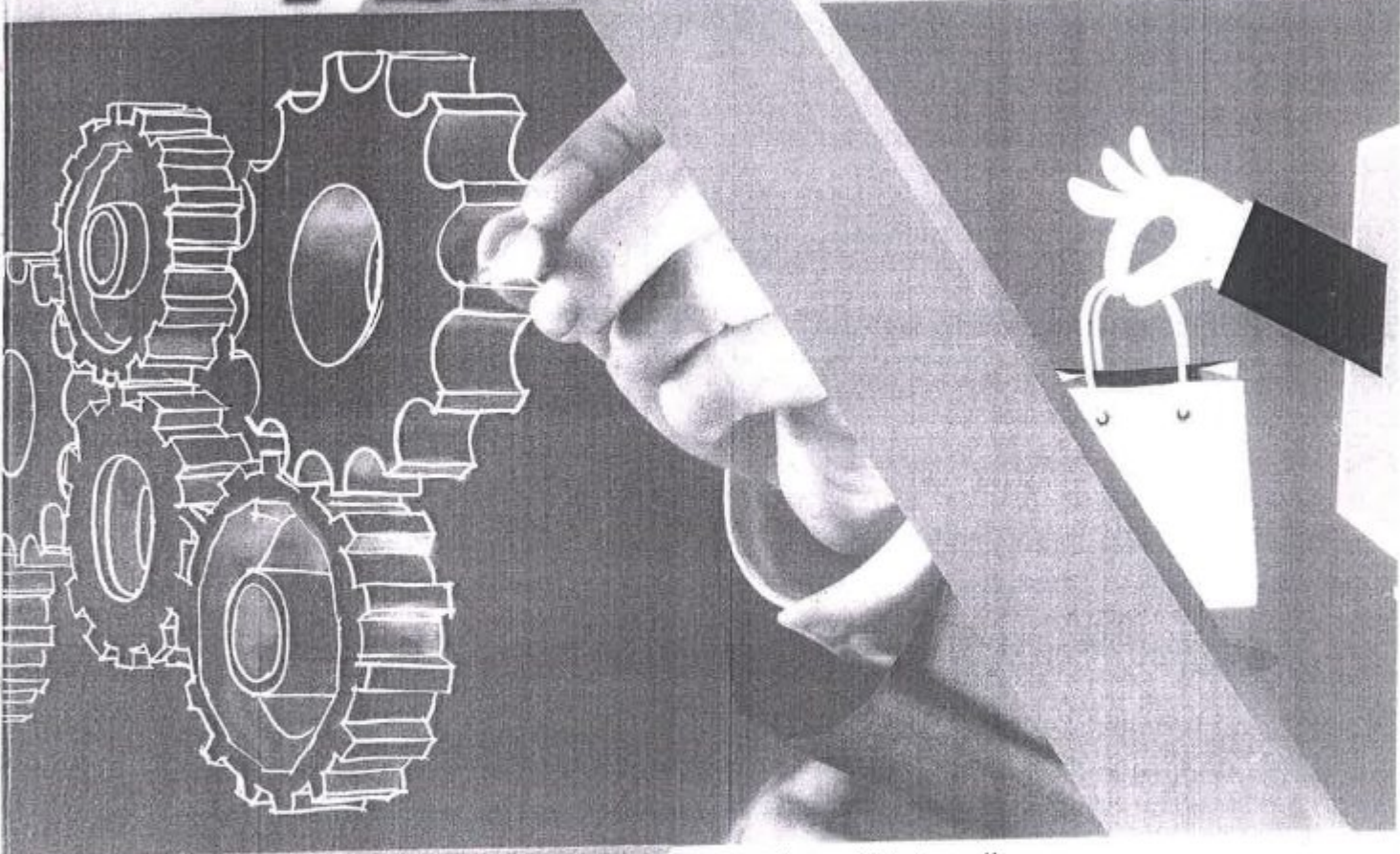
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7. A Holistic Model of Life in the Perspective of Sri Guru Granth Sahib and its Implications in Contemporary Education

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Abstract

Today in spite of all educational advancements of the world people find themselves in a world full of chaos, restlessness and become a part of unending race of materials & desires & ultimately get fed up. All crave for a balanced purposeful life full of peace and harmony & spiritual fulfillment. Unable to find a right track most of them tend to follow the self-proclaimed spiritual Gurus who cannot offer them much solace for a long period of time.

If we have to develop for ourselves a model of life which is all fulfilling and gratifying in a holistic way, Guru Granth Sahib can lead us to a light full path.

Introduction

The relevance of Guru Granth Sahib in the present is evident from the following quotes;

'I have studied the scriptures of other religions but I do not find elsewhere the same power of appeal of the heart and mind as I find in the Guru Granth Sahib. It speaks to me of life and death; of time and eternity, of the temporal human body and its needs of the mystic human soul and its longing to be filled.'-(Pearl. S. Buck)2010 (American Nobel -laureate)

'Sri Guru Granth Sahib, the holy scripture is a spiritual lighthouse which offers through poetical compositions, sublime thoughts to the whole mankind. Its teachings aim at propelling a person to a high spiritual level and becoming eligible to merge into the ultimate reality—God. It also teaches us the method of getting emancipation while alive, by controlling and not killing our instincts.' (Swaran Singh), 2015

The Guru Granth Sahib, the Sikh religion's holy book, contains the divine hymns and musical measures of Guru Nanak and four other Gurus who succeeded him and also of ninth guru, plus thirty other Hindu, Sikh and Muslim saints from all walks of life. The hymns encompass a wide range of mystical emotions and intimate expressions of the personal


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Academic Achievement in Hindi Language of Primary School Students in relation to their Gender and Type of School

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ABSTRACT

The present study investigates the achievement of students in different skills of Hindi language in relation to gender and locality of the school. 3470 Primary school students of class V (1747 Boys and 1723 Girls) studying in 36 Government Schools (Model and Non-Model) in Chandigarh U.T. have been taken as a parameter of achievement. One on one testing of reading and speaking skills of the students were tested. A test booklet consisting multiple choice and descriptive test items was developed and standardized by the investigator with an objective to measure language learning outcomes such as textual knowledge, speaking, listening, reading and writing skills of students. Findings indicate significant difference in mean scores in reading, writing and speaking skills in Hindi between girls and boys. Also students of Model schools were found to be better in reading, writing, listening and speaking skills of Hindi as well as knowledge and understanding of their textbook than their counterparts in Non-Model schools.

1. Introduction

In the present scenario, high achievement is being considered as the primary goal of education. Achievement includes enhancement, self-actualization, and self-improvement. It involves all those behavioral changes that take place in the individual as an outcome of his or her varied learning experiences. It inspires the students to work hard and to learn more. Moreover, it helps the teachers to know outcomes and effectiveness of their teaching methods and also to bring improvement accordingly. We often come across students from the same age group, same class, having similar potential abilities but they usually differ in their academic achievement. It is actually based on the competencies of the students in the particular subjects.

Language is a powerful source that shapes the thinking, imagination and creativity of a child. Language development plays a vital role in the development of mental abilities as well as in the process of concept formation. Thus, Language is a tool that has to be used effectively in order to achieve desired learning goals and provides a platform for social communication. It is the best source that can be utilized by the teachers to shape and develop the personality of a child. It also provides them an opportunity to think and reason out. Good knowledge of language skills like speaking, listening, reading and writing creates self respect, self confidence and self realization which leads to success in career and adjustment in life. Language is an effective medium to have a connection with people and to create sense of our experiences. Parents and teachers shape a child's language to reflect the ethics, values and experiences of the family and the community to which they belong to. It is up to the parents and teachers to create an environment for child to acquire the complexities to language. The language skills that a child learns in his early life will lay the foundation stone of his communication abilities. Education planners should focus on incorporating all four skill areas while deciding the learning objectives and learning outcomes. When a child receives formal instruction in his first

language in primary school and gradually transit to learning of the second language, he will learn it quickly and will soon be emerge as a fully bilingual learner. The National Curriculum Framework-2005 (NCF 2005) lays stress on mother tongue as a medium of learning and instruction in the primary classes. Vasava (2006) in her study on problems faced by primary teachers to teach Hindi in Gujarati schools of Baroda city found that the mother tongue Gujarati had a great impact on teachers in teaching of Hindi in Gujarati medium school and most of teachers make use of only translation method. They do not use any other instructional material. Majority of them face difficulty while teaching poetry. Modaka (2009) in his study on "Effect of distributed and masses practices of vocabulary aspects embedded in a response card activity on acquisition, generalization and maintenance of vocabulary knowledge", found that the mother tongue (Gujarati) had a great impact on teachers teaching Hindi in Gujarati medium schools and they face many difficulties during classroom interaction. Most of the teachers do not use black boards to facilitate their teaching.

Patel (2013), while studying the present position of Hindi education in the of Bharuch district at primary level found that many students had got problems in pronunciation of Hindi language. Teachers did not use reference books either. Moreover, lack of vocabulary in the subject of Hindi was also there. Also they had no speed in writing Hindi. Rahul (2012) in his study on status of teaching of Hindi in Vadodara city at secondary level found that Hindi students make mistakes while reading in pronunciation and proper stress and intonation of words. While writing, students make mistakes such as full stop, coma etc.

2. Emergence of the Problem

In the present modern and techno savvy life, the roots of our national language Hindi are becoming weaker day by day because of irrepressible factors. This has been considered as a tremendous barrier for students seeking to learn Hindi



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सूर्यकांत त्रिपाठी 'निराला' के उपन्यासों में नारी शिक्षा एवं सामाजिक सशक्तिकरण

डॉ. रूचा शर्मा

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ABSTRACT

प्रस्तुत शोधकार्य सूर्यकांत त्रिपाठी 'निराला' की रचनाओं में नारी शिक्षा एवं सामाजिक सशक्तिकरण विषय पर आलोचनात्मक मूल्यांकन करने के उद्देश्य से किया गया है। हिन्दी साहित्य विश्व का महान तथा पवित्र साहित्य है। सूर्यकांत त्रिपाठी 'निराला' की रचनाएँ भी इसी साहित्य की अमूल्य निधि हैं। महाप्राण निराला एक महान कवि के लिये सर्वथा उपयुक्त, असाधारण व्यक्तित्व लेकर अवतरित हुए और उनका सम्पूर्ण जीवन ही वीर रस का एक धार्मिक महाकाव्य है, जिसमें वीरता के सभी पक्ष - दानवीरता, दयावीरता और धर्मवीरता अनुस्यूत हैं। 'निराला' हिन्दी साहित्य के उन रचनाकारों में से हैं जिनके पास सशक्त भाव और मन को बांधने वाली भाषा है, जो आम व्यक्ति को अपने साथ लेकर चलती है। उनकी रचनाएँ सामाजिक दशा व उसमें नारी शिक्षा और सशक्तिकरण के अभाव को प्रस्तुत करती हैं। इन्होंने अपनी रचनाओं और कृतियों के माध्यम से समाज में प्रचलित कुप्रवृत्तियों, कुरीतियों एवं जड़ मान्यताओं, परम्पराओं व तत्कालीन सामाजिक समस्याओं को दर्शाया गया है। स्त्री जाति की मनोदशा, समस्याओं, संघर्षपूर्ण जीवन और उनका चुनौती पूर्ण समाधान निराला के उपन्यासों में विद्यमान है। उनके अनसुख शिक्षा और ज्ञान का प्रसार ही नारी के संघर्ष, अज्ञान और अंधविश्वास से ग्रसित जीवन में रौशनी लाने का आधारभूत साधन है।

पृष्ठभूमि तथा तर्काधार

साहित्य समाज की उपज है, और साहित्य की सबसे बड़ी प्रासंगिकता सामाजिक होने या समाज से जुड़ने तथा समाज को अपने से जोड़ने में है। तभी साहित्य के जीवन सापेक्ष मूल्य कारीगर और उपयोगी हो पायेंगे। यही उद्देश्य 'निराला' अपनी साहित्यिक दृष्टि में रखते हैं।

'निराला' ने समाज में व्याप्त अंधविश्वासों, आडम्बरों तथा कुरीतियों, सर्वहारा वर्ग का शोषण तथा नारियों के शोषण होने के प्रति समाज में शिक्षा तथा इनके प्रति सशक्त कदम उठाने का संदेश अपनी रचनाओं के माध्यम से दिया है। क्योंकि सशक्त विरोध ही कुरीतियों तथा अंधविश्वासों को समाप्त कर सकता है। उन्होंने समाज के जन-जीवन को सशक्त भावों से अभिव्यक्त किया है।

'निराला' समाज में फैली सामाजिक बुराइयों, जैसे-दलित वर्ग को शोषण, नारी का शोषण, अस्पृश्यता, साम्प्रदायिकता, भ्रष्टाचार, जातिवाद, रुढ़िवादी प्रथाओं का सशक्त विरोध किया है। उनकी मानव प्रेम, सांस्कृतिक पुनरुत्थान की भावना, विश्व बन्धुत्व की भावना उनके साहित्य में व्याप्त है।

'निराला' के मन में युवा पीढ़ी की अनुशासनहीनता, अकर्मण्यता, उनका कुसंगति में पड़ना, नशीले पदार्थ का सेवन करने के प्रति आक्रोश उन्होंने अपनी लेखनी के माध्यम से अभिव्यक्त किया है। समाज में दलित वर्ग, सर्वहारा वर्ग तथा विधवा स्त्रियों के साथ अन्याय को देखकर 'निराला' में अपनी कविताओं, उपन्यासों आदि के माध्यम से विरोध अभिव्यक्त किया है। 'निराला' के व्यक्तित्व में सादगी, विद्रोही प्रवृत्ति, देशप्रेम की भावना, नारी शिक्षा एवं सशक्तिकरण की भावना, प्रकृति प्रेमी प्रतिभा प्रकर्ष, साहित्यिक दृष्टि आदि महत्वपूर्ण

तथा उल्लेखनीय गुण थे। 'निराला' ने समाज में व्याप्त आडम्बरों, कुरीतियों तथा नारियों का शोषण होते देख सशक्त कदम उठाने का संदेश अपनी रचनाओं के माध्यम से दिया है। 'निराला' ने जिस वीरता का चित्रण किया है, वह जीवन संग्राम की वीरता है जो दुख और पराजय संघर्ष की कठिनाइयों और मार्ग के अवरोधों से भली-भाँति परिचित है। अतः वे सशक्त विचारों और सशक्त भावों वाले महान लेखक हैं। वे सामाजिक परिवर्तन और सशक्तिकरण में विश्वास रखते हैं।

गर्ग, मृदुला (2006) के अनुसार, किसी कानूनी, राजनैतिक और आर्थिक अधिकार का मिलना तभी सार्थक हो सकता है, जब उसे सामाजिक स्वीकृति भी मिले। आर्थिक सक्षमता के बावजूद स्थिति में बदलाव नहीं आ पाता। क्योंकि नारी स्वयं को निर्णायक शक्ति नहीं मान पाती।

बजाहत, अजगर (2009) के अनुसार, समाज के हर वर्ग को निराला ने व्यापक फलक पर चित्रांकित किया। लिहाजा उनके कर्मोद्देश उपन्यास उत्तर भारत के तत्कालीन सामाजिक व राजनीतिक हालातों की जिन्दा तस्वीर है। अतएव मनोवैज्ञानिक व्यक्तिवादी, समाजवादी, सामाजिक ऐतिहासिक व आंचलिक उपन्यासों का केन्द्रीय स्वर सामाजिकता ही रहा निःसन्देह उनके उपन्यास समाज के आगे मशाल दिखाती हुई चलने वाली सच्चाई है।

अध्ययन की आवश्यकता

प्रस्तुत लघु शोध एक प्रयास है युवांतकारी रचनाकार सूर्यकांत त्रिपाठी 'निराला' की मानवीय संवेदनाओं, सामाजिक उत्थान में उनके साहित्य के योगदान और नारी शिक्षा एवं सामाजिक सशक्तिकरण में उनकी रचनाओं के योगदान का

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SONHIRA PUBLICATION



Achievement in Different Skills of English Language in relation to Gender and Locality of the School of Class III Students

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Abstract

The present study investigates the achievement of students in different skills of English in relation to gender and locality of the school. 2935 Primary school students' of class 3 (1466 Boys and 1469 Girls) studying in 36 Government Schools (urban and rural) in Chandigarh U.T. have been taken as a parameter of achievement. One on one testing of Reading and speaking skills of the students were tested. A test booklet was developed and standardized and consisted of multiple choice type and descriptive test items. The items were designed to measure different learning outcomes such as textual knowledge, awareness, observation, thinking, listening, reading, writing and value based skills of students. Findings indicate significant difference in mean scores in listening, writing and speaking skills in English between girls and boys in favour of girls. Also students of urban locality were found to be better in reading, writing, listening and speaking skills of English as well as knowledge and understanding of their textbook than their counterparts in rural locality.

Keywords : language, learning, English, Achievement.

Introduction

Achievement in Academics is an output of education, the level to which a student has achieved the educational goals. Academic achievement is generally measured by assessment and evaluation in the form of Formatives. Academic achievement symbolize performance outcomes that symbolize the level to which a learner has accomplished specific desired goals that were the core of activities in school, college, and university. School systems generally define cognitive goals that either applies across multiple subject areas.

Today, English has become a symbol of people's desire for quality in education and an adequate participation in national and international activities. The mushrooming of private English medium schools is a visible example of the desire and aspiration for English language in India. The pressure of admission in the English medium schools itself, shows that English language has attained an important place in the Indian psyche. It has become a major link language at national and international levels and is widely used in offices, industries and in research in the fields of science and technology; and that is why teaching of English in schools has gained importance in our education system.

Education is on the concurrent list of every state and to decide the level of introduction of English is now a matter of state policy. This has made many states to concede to the demand of introduction of English in state schools at elementary level. Education has a vital role in development in India, a number of Commissions and Committees constituted by the Government have made recommendations and suggestions on teaching of English. The report of the Official Language Commission under B. G. Kher has recommended seven years of English teaching in school (Kher, 1957). Whereas, the report of the Education Commission (1964-1966) has suggested for teaching of English after the primary level. The Conference on Teaching of English in primary schools recommended changes in the proper age and level for teaching of English in schools (Gokak, 1963). The Kunzru Committee (1959) gave recommendations on teaching of English as a second language. The Central Advisory Board for Education made a proposal highlighting the three-language formula, which was approved and was accepted as a part of educational policy - English was to become one of the three languages to be taught at upper primary level- But later on most of the states modified this policy and decided to introduce English at the primary level itself.

Language learning is not only a matter of acquiring the skills of speaking, reading, listening, and writing but it also aims at developing a communicative competence where these skills integrated in such a manner along that help in conducting a dialogue. The place of English is just not an educational issue, rather it is an issue of social change, personal growth and national building and development. Learning English involves many factors that would affect the process of learning both positively or negatively. The National Curriculum Framework-2005 (NCF 2005) lays stress on the use of mother tongue as a medium of learning and instruction at the primary level. At the same time Teaching of English in an appropriate manner to enable the child to acquire sufficient proficiency in the language has also been given due importance in the NCF-2005. According to the National Curriculum Framework- 2005, English should be one of the languages for learning for activities that generate the child's awareness of the world at the initial stages.

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Effectiveness of Yogic Exercises on Mental Fatigue and Frustration Tolerance of College Students

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Abstract

In recent times education is crumbled because of the absence of accord between the mind, intellect, soul and body. These are the factors of a whole man. In such a situation yoga helps the man to integrate body, mind, intellect and spirit. This study attempted to get the answers of the following research questions. Whether the students suffer mental fatigue and are frustrated in their lives? How students are able to cope up with mental fatigue caused by frustration? Is yoga beneficial for students that help them to tolerate frustration and overcome mental fatigue? The study was conducted with the help of an experiment. 'Pretest - Posttest Control Group Design' was used to study and match the scores of two groups. 'Experimental Group' was given treatment in the form of course of yogic exercises (Brahmari Pranayam, Ajapajap, Meditation, Tulasan, Garudasan, Padamasan and Vajrasan) and Control group was not exposed to any type of treatment. There was one independent variable i.e. Course of yogic exercises and two dependent variables i.e. Mental Fatigue and Frustration Tolerance. The results showed that Yogic Exercises are very effective in increasing frustration tolerance and reducing mental fatigue among college students.

Introduction

In recent years, education is too much focussed on academic results, preparing students to crack tough competitions for getting admissions in high rated institutions and thereafter running after big jobs that fetch a big package as a salary. In this blind race the students fail to grow holistically i.e., lack of integrated development of body, mind and soul. When students fail to achieve whatever they aspire for they get frustrated and mentally exhausted unable them to tolerate frustration. Depression, acute stress and suicides are the results that come up from this condition. The solution of all these problems is practice of yoga, an age old art of India. People in olden times used to practice yoga (pranayams and vayayams) to lead happy, healthy and long life. But now people hardly get any time to practice yoga as life schedule is so hectic where man is becoming more and more materialistic. Yoga includes physical exercises, breathing exercises and meditation that can be practised safely by children, young and adults, Yoga is a practice that helps to maintain a balanced body i.e balance in body, mind and soul. Now yoga is gaining popularity

throughout the world because of the benefits people experience after practicing yoga on regular basis. And now 21st June has been declared as 'International Day of Yoga' by the United Nations General Assembly. It is celebrated every year to make people know about the benefits and importance of yoga. Regular practice of yogic exercises (breathing and physical exercises) alleviates symptoms of mental fatigue and consequently enable people of all ages to tolerate frustration by thinking positively.

According to Cope 1999 & Feuerstein, 2011, "Yoga, originating from India, is an ancient contemplative practice dating back over 3,500 years, which aims at one thing – to alleviate suffering and foster optimum physical and mental thriving." According to Patanjali, yoga is the "stilling of distorted fluctuations or ruminations in the mind, which are the sources of suffering". (Vivekananda, 2001; Cope, 2006). Yoga can be considered as "wisdom-based" contemplative practice (Cope, 2006), offering a moral structure that is grounded on judgment of what is right and what is wrong in action. According to Faulds, 2005 & Telles and Singh 2013, "in yoga practice, breath regulation is a key tool for impacting physical and mental states, and vice versa."

The related research studies demonstrated that yoga helps in alleviating symptoms of depression, stress orders after experiencing trauma, anxiety and other problems related to psychology of human beings. (Kuntsevich et al., 2010; Balasubramaniam et al., 2012; Li and Goldsmith, 2012). The results of these studies also suggest that practice of yoga fosters wellbeing that also includes satisfaction and happiness in life (Woodyard, 2011). The results of the studies conducted by Balasubramaniam et al; (2012) stated that yoga practice is helpful in fostering self regulation for some type of populations and under certain ailments especially major depression, ADHD, chronic pain with known abnormalities.

Though there are number of exercises in Yoga but in the present study the investigator had prepared a course of yogic exercises that are of real importance in student's life. It included 1. Brahmari Pranayam, 2. Ajapajap 3. Asanas- Tadasan, Garudasan,



Effectiveness of Life Skills Training Program on Assertiveness, Stress Management and Interpersonal Communication Skills of Adolescents in Rural Area

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Life Skills, Assertiveness, Stress Management, Communication Skill, Rural adolescents.

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ABSTRACT

The present research was conducted to study the effectiveness of a training program on three life skills i.e. Assertiveness, Stress Management and Interpersonal Communication skills of adolescents. The study was 'Quasi Experimental' in nature with 'Pre -test Post-test Non-Equivalent Control Group Design'. The sample of the study comprised class VIII students studying in government school situated in rural area of Union Territory of Chandigarh. The Experimental Group was given training in three life skills namely Interpersonal Communication Skill, Managing stress and skill of Assertiveness whereas no such intervention was given to the Control Group. The results of the research study indicated difference in the scores of pre- test and post- test of Experimental group with post-test scores significantly higher than that of the pre test scores. Whereas, there was no significant difference in pre -test and post -test scores of 'Control Group'. This implies that the training programme was effective in enhancing life skills among the rural adolescents.

1. Introduction

Adolescence is the most important period of human life and an important era in the total lifespan. A considerable importance has been accorded to this phase of life, as it is a transitional phase between childhood and adulthood. Thus, they have to adapt and adjust to the newer roles and responsibilities that they are expected to assume. It is that period of development that brings not only opportunities for progress, but also many challenges for them. Today, Adolescents have to face more challenges, as conditions and situations are at a state of dynamic flux. Due to the development of science and technology, there is a rapid change in our society that has made it very complex. These changes require newer strategic approaches so that youngsters are better equipped to handle the effects of these changes. The introduction of Life Skills Training as a part of the school curricula is one of the strategies adopted in recent times to prepare the individuals to deal with difficult situations by providing training in life skills right from the school life. Further, unlike children of urban area, adolescents from rural background are deprived of the basic facilities. So, training in life skills becomes vital in order to enable them to compete at global level and become successful global citizens that is possible through enhancing their psychosocial competencies.

The World Health Organization (1997) defines Life Skills as "abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life". Teaching of life skills as broad skills in relation to daily life helps in the improvement of mental well being, healthy interaction and positive behavior. Nair and Pejaver (2001) have given Self-awareness/Self-esteem, Empathy, Effective communication, Interpersonal relationship skills, Creative thinking, Critical thinking, Decision making, Problem solving, Coping with emotions, and Coping with stress as the domains of life skills in the rural context.

Many studies have reported benefits of life skill education for children and adolescents like advancement in self esteem, self confidence and general well being etc. (Tacade, 1990, Errecart et al., 1991; Caplan et al., 1992); life skill education also helps in alleviating antisocial activities and behavior (Botvin et al. 1984, Pentz, 1983, Perry and Kelder, 1992). Some researchers have also reported that life skill education boosts the academic performance of individuals (Weissberg et al. 1989). These skills are the major contributors to negotiate and mediate challenges faced by young people to become productive citizens (Prajapati, Sharma, & Sharma, 2017, Savoiji & Ganji, 2013 and WHO, 1993).

A number of studies have been conducted regarding development of training programmes in life skills and effectiveness of these programmes on various psychosocial constructs. Findings of the study conducted by Maryam, E. (2011) indicated that self-esteem of experimental group after training in life skills increased significantly in contrast to subjects of control group. Roodbari, Sahdipoor, and Ghale (2013) also reported that life skill training has a positive effect improving social development, emotional and social adjustment. The present research is concerned to develop a training programme for three life skills namely assertiveness, stress management and interpersonal communication especially for adolescents from rural locality.

2. Objective of the Study

1. To see the effectiveness of Life Skills Training program on Assertiveness skill, Skill of Managing Stress and skill of Interpersonal Communication among the adolescents studying in rural schools.

3. Hypotheses

The following were the hypotheses of the study:-

1. There will be no significant difference in pre-test and post-test scores in skill of assertiveness, managing

COPING MECHANISMS AND JOB BURNOUT AMONG PRE-PRIMARY SCHOOL TEACHERS

Dr. Rohit Bhandari¹
Ms. Sapna Sood²

Abstract

The study investigated coping mechanisms and job burnout among pre-primary school teachers. The study was a true experimental research. The sample comprised of 100 pre-primary school teachers from Govt. and private schools of Zirakpur. Two government and two private pre-primary schools chosen for the study using stratified random sampling technique. Descriptive survey method was employed to collect the data. Maslach Burnout Inventory constructed by Maslach and Jackson (2002) and Ways of Coping Questionnaire constructed by Lazarus and Folkman (Revised Version) 2000 were used to collect data. The result of study revealed a clear significant difference in the mean scores of coping mechanisms and job burnout among pre-primary school teachers with reference to gender and type of management.

Keywords: coping mechanism, job burnout, Emotional exhaustion, Depersonalization

Introduction

Teaching in today's society is very demanding and stressful. Work-related stress can result in teacher burnout. This, in turn, may affect the health and happiness of the teachers. Stress is described with the help of a situation when a potentially threatening event is encountered, a reflexive, cognitive balancing act ensues, weighing the perceived demands of the event against one's perceived ability to deal with them. Events perceived as potential threats trigger the stress response; a series of physiological and psychological changes that occur when coping capacities are seriously challenged.

Burnout takes place gradually. Over a period of time if workplace demands supersede an individual's resources to adequately deal with them, emotional exhaustion, depersonalization, and a reduced sense of personal accomplishments may occur. If an individual continue to experience work-related stress, eventually their ability to cope with that stress is depleted, resulting in burnout. In examining the syndrome of burnout, it is imperative to take into account the concept of stress. Although stress and burnout are analogous, they are not one in the same. It is important to note that stress may

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Psychological Resilience in relation to Emotional well being and Spiritual Intelligence among College Students

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ARTICLE DETAILS

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Emotional well being, Psychological resilience and spiritual intelligence.

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ABSTRACT

The current study was conducted with an aim to study degree of relationship of Psychological resilience with emotional well being and spiritual intelligence of college students. The study was conducted on a sample of 200 college students (100 male and 100 female) selected randomly from colleges situated in Union Territory of Chandigarh. The resilience scale by Wagnild & Young (1993), SISRI-24 by King (2008) and psychological well being scale by Sandu and Gupta (2001) were used as tools of data collection. The findings of the study revealed no significant gender difference in psychological resilience of college students. A significant positive correlation was found between resilience and emotional well being, resilience and spiritual intelligence. Jointly both the independent variables contributed significant variance towards the resilience and significantly predict the resilience among college students. Thus, it was concluded that emotional well being and spiritual intelligence play a decisive role in resilience among young adults. Based on the findings, it is suggested that curriculum for college students should include such activities which foster their emotional well being and spiritual intelligence.

1. Introduction

It is during the college period that one gets prepared for future life. So, college life is one of the most important period of life. When students begin their life at college, they face up new events and challenges which were not experienced by them earlier; attaining success in such new conditions requires adaptability and strong conformity.

Resilience is one of these factors that help these emerging adults to face up to and adapt to harsh and stressful situations. It prevents psychological problems in youngsters and guards them against the psychological effects of offensive events. Resilience is a natural feature. It refers to effective coping and adaptation of hardship or adversity.

Maston, Monn and Supkoff (2011) conceptualize resilience as a active process of individuals to reflect on and negotiate life by using their personal characteristics and natural resources.

The cognitive theory of psychology has revealed many ways by which individuals can develop more resilient ways of processing information. This theory marks Emotional and spiritual intelligence as two such very important factors. Thus, resilience can be achieved through the promotion of emotional well being and spiritual intelligence. Spiritual intelligence, emotional well being and resiliency enables individuals to effectively manage the stressful situations and anxiety during adverse situations. It develops ability to solve the problems among the people.

For Zohar and Marshall (2000) spiritual intelligence is "an intelligence that can broaden and enrich our status and activities; an intelligence that determines an activity or a way of life to be more meaningful than other activities or ways of life"

In past literature, the terms spirituality and religion are often linked and have a positive impact on resilience (Glenn, 2014; Walker & Longmire-Avital, 2013). Spirituality and religious beliefs are vital to understand how individuals make sense of life actions and, furthermore, how individuals cope with challenging situations. Glenn (2014) noted that spiritual coping involves emotional reassurance, guidance, and problem-solving

The results of research by Keshavarzi and Yousefi (2012) revealed a positive correlation of spiritual intelligence with emotional intelligence which was significant, also spiritual intelligence was found to be a significant predictor of the total score of resilience.

Nemati Sogolitappeh et.al. (2018) in their study on undergraduate (BA) students reported a significant positive correlation between spiritual intelligence and emotional intelligence as well as between emotional intelligence and resilience. Further, spiritual intelligence and emotional intelligence were found to predict substantial variation in resiliency.

Vieselmeier, Holguin, and Mezulis (2017) noted that how an individual will respond when faced with adversity is not easy to predict; however, there are enduring traits that individuals possess that are possible predictors of their level of resilience. For example, individuals who have high resilience levels often engage in adaptive cognitive and emotional processes as well as tend to be more hopeful, creative, and have greater self-efficacy when coping with trauma (Vieselmeier et al., 2017).

Myers (2008) found that religious people feel greater happiness as well as life satisfaction and report less depression than nonreligious people. They also recover faster after loss and life crises. In spite of these reported associations between

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ATTITUDE OF TEACHERS TOWARDS USING ICT IN SCHOOLS: A STUDY IN TRIPURA

Research
Paper

ABSTRACT

Present era is embracing mostly with the emerging advanced technologies which are today become a robust global phenomenon. Technology nowadays has influence in every sphere of life e.g. our life style, way of living, communication, transportation and so on. With this sort of growing demand of society, the teaching styles also should be changed as the present generation is embarked greatly with technology. And these days the usage of technology in classroom is widely accepted and fruitfully overwhelmed over the world. The use of ICT in classroom is an advance technique that can easily attract and inculcate the students towards learning. The academia, stake holders, researchers have agreed the need of ICT in classroom for better concentration and developing ideas. This is why it is needed to know the possibilities of using ICT in classroom and how teacher see the ICT using approach in teaching. Therefore the present study aims at exploring the teacher's attitude towards the uses of ICT in classrooms. For this a sample of 100 school teacher has taken to know their attitude towards ICT. Different statistical methods such as, mean, SD, percentage, and t-test were employed to analyze the data. The result indicates that teachers have positive attitude towards ICT and the male and female teachers do not differ significantly in their attitude. Based on these findings, some recommendations were given with implications for further studies.

Keywords: ICT, Teacher's Attitude, Schools, Tripura

Background

Change or alteration is vital to development and is very common in every sphere of life to be developed. Accordingly with regard to instruction in classroom also needs to alter by abolishing different traditional method for coping with the demand situation. Consequently, as part of this, ICT have been introduced to facilitate the quality education to learners. Regardless, everyone of a responsible society looking after the quality education, as a result, the use of ICT became popular not only in our country but globally. Technology has totally changed our way of life; in fact these days we cannot think a society without technology though there are negative effects as well and despite knowing so we cannot avoid it. Considering the importance of technology, almost all the educational institutes also incorporated technology for the purpose of teaching in order to prepare the students for upcoming challenges and making them aware with the use of technology for making prosperous future of students.

ICT has emerged as a new tool in the field of teaching and learning that can make possible many prevailing impossible facts in classroom (Drossel et al, 2017). This is the form that helps learners to get attracted and motivated towards learning. Further, this is the way of teaching that eliminates anxiety, laziness and so on among the learners. No one can deny that these technologies have proved successful in replacing the traditional teaching methods that is confined by discussion and demonstration method. The ongoing traditional teaching is a one-way process which follows a well-defined time frame and which models the contents on the basis of the users' results. "With the use of

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A STUDY ON THE PERCEPTION OF TEACHER EDUCATORS TOWARDS ICT ON THE BASIS OF GENDER

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Abstract

Technological change provides new opportunities as well as challenges in the higher education sector as well as in teacher training. It is imperative that various opportunities thrown up are quickly and optimally exploited. The growth of technology, media, and telecommunications convergence provides an excellent opportunity to deploy them in higher education. ICT can be divided into two groups: traditional or old ICT (namely, radio and TV) and the new ICT (namely, the Internet and telecommunications). Learning through new ICT is also called "e-learning". Recent studies show the enormous potential of e-learning, especially in industrialized countries. The national policy of Education (1986) included utilization of media and ICT in Teacher Education as the social change from the information society to knowledge society. Today there is a lot of pressure on formal education, in order to achieve our goals we must use ICT. Within education, ICT is seen as a way to promote educational, improve the skill of learners and prepare them for the global economy and the information society. UNESCO (2008) has already designed the ICT Competency Standard for Teachers (ICT-CST) project, aimed at the development of teacher competencies. As pointed out in this ICT-CST Policy Framework, —New technologies require new teachers' roles, new pedagogies and new approaches to teacher training. Teacher professional development will be a crucial component of this educational improvement. There is an urgent need to develop a new generation of learning material due to development in ICT. So there is a need for the proper integration of ICT in the Indian Teacher Education System. It is a challenging task and demands more of perfection on the part of the Indian Government and also teacher educators.

Key Words: Perception of Teacher Educators, Information & Communication Technology (ICT), Gender

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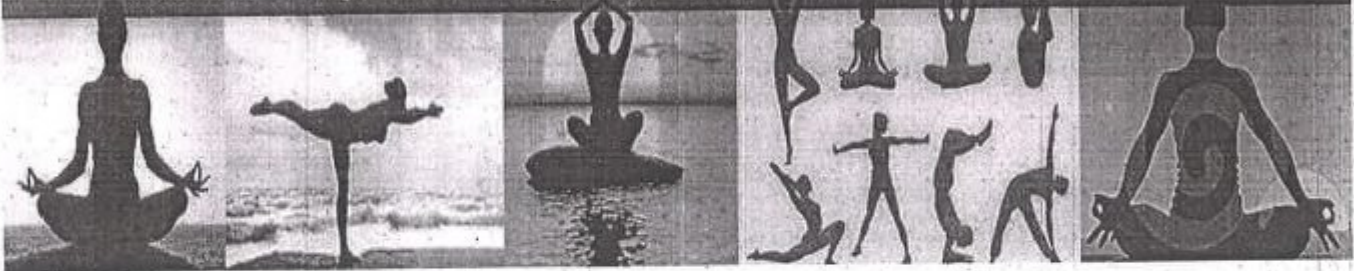
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Twelve weeks physical exercise training program improves explosive strength and flexibility in deaf and dumb children

AUTHOR(S): Dr. Neeru Malik, Dr. Anil Kumar Kalkal, Devender Kumar, Navneet Kaur and Dr. Rakesh Malik

ABSTRACT:

The purpose of the present study was to investigate the effects of 12-weeks Physical Exercise Training Program on explosive strength and flexibility of the deaf and dumb children. Sixty deaf and dumb students between the age ranges of 11-18 years were selected for the study from the Sri Sachha Muk and Bhadir Educational Institute, Bahdurgarh, Haryana. The chosen subjects were further randomly divided into two equivalent groups i.e. experimental group (N=30) and control group (N=30). Physical Exercise Training Program was administered on experimental group for 12 weeks (five days a week), whereas control group followed their daily school routine activity. To check the difference between the pretest and posttest of deaf and dumb students on explosive strength and flexibility student paired 't' test was used and the significance level was set at ≤ 0.05 . The result of the study revealed that experimental group shows significant improvements on explosive strength and flexibility of the deaf and dumb students after 12 weeks of Physical Exercise Training Program. However, no significant changes were observed in case of control group on explosive strength and flexibility. The result of the present study demonstrated that physical exercise training program have significant potential to develop various motor ability components among deaf and dumb students.

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Original Article

Partitioning of radiological, stress and biochemical changes in pre-diabetic women subjected to Diabetic Yoga Protocol

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ABSTRACT

Background: Yoga is an ancient system of wellness with *Asana* and *Pranayama* as its most popular and propagated modules for management of lifestyle disorders.

Objectives: The aim of the study was to characterise the liver abnormalities, biochemical changes, and stress levels after Yoga intervention in prediabetic females.

Materials and methods: 37 females were randomly divided into Yoga practising and non-practising control groups. The Yoga practising group performed Diabetic Yoga Protocol (DYP) for 3 months. Parameters including size of liver, fatty infiltration, and grade of severity were measured using ultrasonography along with biochemical parameters and stress levels at baseline and after Yoga practice.

Results: The glycosylated hemoglobin (HbA1c) and glucose levels were found significantly reduced in prediabetic ($p = 0.015$) women after practising DYP, although cholesterol levels increased in menopausal women. No escalation of fatty liver was noted among women practising DYP.

Conclusion: DYP reduced the HbA1c and stress levels and therefore, could be a cost-effective tool for preventing prediabetes to diabetes progression.

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1. Introduction

Diabetes Mellitus (DM) [1] is a devastating metabolic disorder and a major cause of morbidity and associated life threatening risks [2]. The collateral damage becomes significant when Asian women,

considered the center of family maintenance, are affected. Over the past two decades, the global prevalence of DM has increased manifold. Furthermore, the numbers indicate that India will have the highest number of DM (women) individuals in the world by the end of 2035. Increased blood sugar levels, a condition termed as hyperglycemia, represent a pathological hallmark of DM, which results from lack of insulin release or insulin resistance [3]. DM is also related with other key hemodynamic and metabolic abnormalities including high blood pressure and diabetic dyslipidemia including increased serum cholesterol, low-density lipoprotein (LDL), and serum triglycerides [4]. Menopausal women, attained

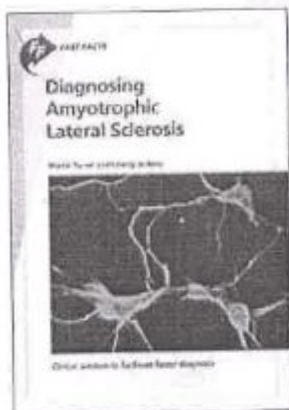
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A diagnosis of amyotrophic lateral sclerosis (also known as Lou Gehrig's disease or motor neuron disease) is a progressive neurodegenerative disorder that exerts a notorious life-shortening physical toll. Understandably, clinicians are keen to avoid a wrong diagnosis when there are such serious consequences, but any delay in diagnosis can result in unnecessary, and sometimes harmful, interventions, and prevents prompt implementation of much-needed physical and emotional support. Starting from the premise that ALS is not one disease but a syndrome, with a spectrum of upper and lower motor neuron involvement, this highly readable resource examines the causes of diagnostic delay and how to avoid them. With no diagnostic test to confirm the disease, no mandatory investigations and very few plausible "ALS mimics," the authors take a pragmatic approach to what must always be a clinical diagnosis. With case presentations and teaching points to aid understanding, Fast Facts: ALS will give clinicians the confidence to confirm or exclude a diagnosis of ALS, so that individuals facing this most challenging of conditions can receive rapid multi-disciplinary support to maximize the quality of their remaining life.

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Effectiveness of Yoga as the Public Health Intervention Module in the Management of Diabetes and Diabetes Associated Dementia in South East Asia: A Narrative Review

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Keywords

Dementia · Diabetes · Public health · Yoga · Physical activity

Abstract

Background: Diabetes mellitus (DM) is widely spread in South Asian (ASEAN) and Indian sub-continent. The increasing healthcare costs of DM can be prevented in the developing world by improved public healthcare interventions. Modifiable risk factors of DM like sedentary lifestyle, obesity, and stressful conditions are associated with its progression; however, the epidemiological data collected by Public Institutions are limited. **Summary:** A review of published literature describing geographic distribution of DM and associated dementia in South Asian region, particularly India, was conducted with the purpose of assessing the feasibility and challenges associated with the Yoga-based risk reduction. PubMed and Google Scholar databases were searched for DM and dementia-related articles by using a combination of keywords: Diabetes, Diabetes related Dementia Southeast

Asia, Pre-diabetes, Yoga, lifestyle modification, Dementia and Exercise. The epidemiological data generated from these diseases have not prompted to any major public health policies. Yoga can be a cost-effective intervention for the prevention of Type 2 DM (T2DM) and its associated cognitive decline when detected early. If nationwide intervention of Yoga is brought about by the state, its integration in health care will become more meaningful and acceptable. **Key Message:** Studies suggest that Yoga and change in lifestyle can modify the health risks associated with T2DM and associated dementia if it is mainstreamed with the public health initiative of *Ayushman Bharat* scheme. © 2020 S. Karger AG, Basel

Introduction

Diabetes mellitus (DM) is a metabolic disorder spreading at an alarming rate in India, which is considered as the future "Diabetic capital". An expected 66.8 million

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5. Effectiveness of Teaching through Multimedia on Academic Achievement

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Abstract

Education is the key to all the processes of development especially human development. Modern trends in education have changed the face of the educational world. Multimedia can keep pace with the changes in the people's individual needs and aspirations and the development needs of the society at large. Multimedia can be called a systematic approach to problem solving in the educational environment. This study examined the effect of multimedia presentation on educational theory and practice. A test of academic achievement was developed and used as both pre-test as well as post test. The results indicate that difference between the achievement of two groups i.e traditional and multimedia at post test with students benefiting more from multimedia than traditional way of teaching.

Keywords: Multimedia, Academic Achievement


Introduction

Education is the key to all the processes of development especially human development. Educating the child is directing the child's capacities, attitudes, interests, urges and needs into the most desirable channels. Modern trends in education have changed the face of the educational world. Multimedia can keep pace with the changes in the people's individual needs and aspirations and the development needs of the society at large.

The academic achievement is one of the most important goals of education. It has always been the crucial area and main centre of educational research. Academic achievement of a pupil refers to the knowledge attained and skills developed through school subjects which are assessed by school authorities.

Singh (1991) took up the study to see the effectiveness of Computer Assisted Instructions (CAI) in teaching Mathematics. He found that the students who use the computer, scored significantly higher than those taught through the conventional method.

Wagh, (1991) found that the Traditional Instructional System (TIS) and the Multimedia


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Prevalence and Awareness of Stroke and Other Comorbidities Associated with Diabetes in Northwest India

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J Neurosci Rural Pract

Abstract

Objectives The main purpose of this study is to investigate the prevalence of comorbid conditions in diabetic, prediabetic, and nondiabetic individuals. Additionally, the current study examines the levels of awareness of those comorbidities among North Indian population.

Methods As a part of a national study (Niyantrit-Madhumeih Bharat [NMB] screening program), different comorbidity parameters were screened in the northern part of India between April and September 2017. There were 1,215 participants recruited in this study. Biochemical analyses of hemoglobin A1c (HbA1c) were conducted on the study subjects. Subsequently, the study subjects were divided into diabetic, prediabetic, and nondiabetic groups based on their HbA1c results.

Results The study analysis reveals a higher prevalence of peripheral vascular disease (21.2%), ocular diseases (18%), and hypertension (13.4%) in diabetics with other comorbidities. Furthermore, the study found that a vast majority of the participants were unaware of the presence of hypertension (67.2%), dyslipidemia (84.5%), kidney disease (95.2%), peripheral vascular disease (34.5%), and stroke (95.1%).

Keywords

- ▶ diabetes mellitus
- ▶ comorbidity
- ▶ awareness
- ▶ North India
- ▶ policy change


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*Co-corresponding author

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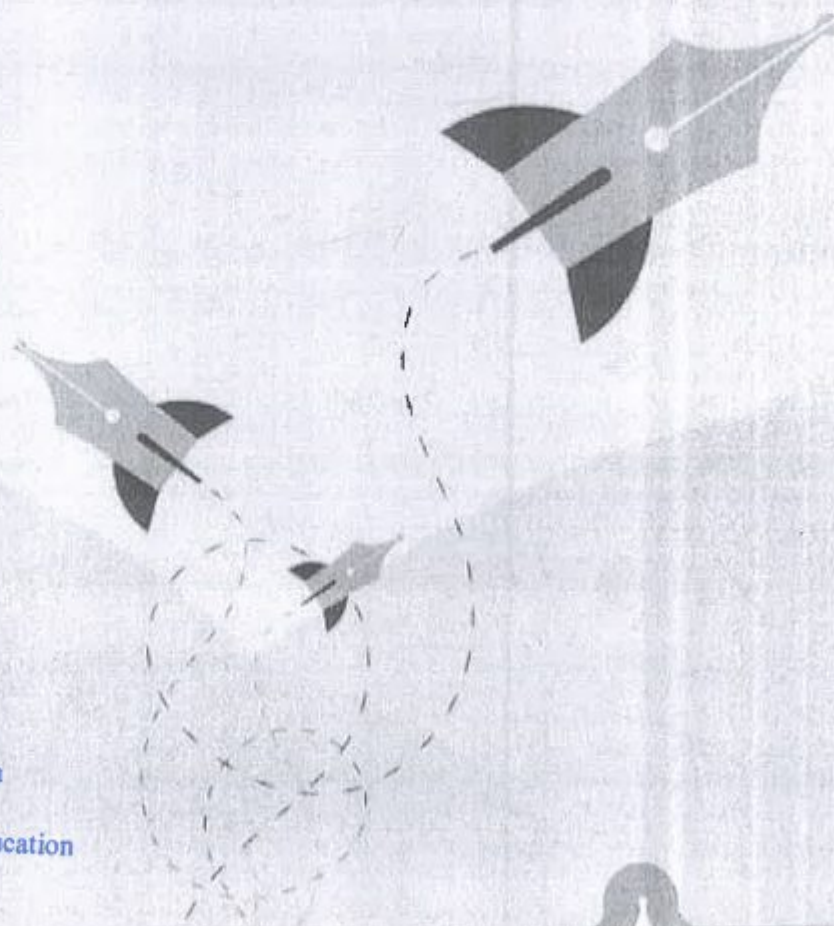
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SCIENTIFIC CREATIVITY OF SECONDARY SCHOOL STUDENTS INRELATION TO THEIR LOGICAL THINKING

Dr. Anuradha Agnihotri

ABSTRACT

The present research was conducted to study scientific creativity of students studying at secondary level in relation to their logical thinking. A sample of 200 students was selected from certain government and private Schools of Chandigarh by employing the technique of multi-stage randomization of clusters at school and sections levels. Verbal Test of Scientific Creativity by Dr. V. P. Sharma & J.P. Shukla (1986) and Logical Thinking Scale by Dr. Sujeet Kumar & Shikha Tiwari (2012) were employed to collect the data. The findings of the study reported significant difference in both the variables i.e. scientific creativity and logical thinking between government and private school students however no gender differences were found in both the variables. Significant differences were found in the scientific creativity of students studying at secondary level in relation to their high and low level of logical thinking, thereby concluding that scientific creativity of the students is related to logical reasoning.

Keywords: Scientific creativity, logical thinking

Introduction

Science is a creative enterprise like any other creative or art form. The scientists use their thoughts to come up with the scientific explanations of the phenomena. Fostering scientific creativity is one of the major goals of education in order to produce bright scientists that take the nation forward. Scientific creativity deals with the original, novel and unusual explanation in the field of science. It has various aspects such as 'out of the box' thinking, curiosity, logical thinking and vision which helps the thought process and creates new ideas in the scientific field. The present study has highlighted the relevance of the concept of scientific creativity as it plays a significant role to make the individual's personality balanced in all aspects. Very few studies have been conducted on scientific creativity and logical thinking of school children in India. Hence, this kind of research was much needed.

Kocabas (1993) defined "scientific creativity as patience and stamina for the exhaustive search for solving the scientific problems within the constrained search space".

As per Feist (1998), "scientific creativity is the capacity to have novel-original and useful-adaptive ideas in the domain of natural and social sciences".

Gordon (2000) stated that "improvisation to some extent involves creativity and all creativity to some extent involve improvisation".

Hu and Adey (2002) viewed scientific creativity "as a process which comprises of finding and solving creative scientific problems. It was considered as a kind of ability comprising such mental factors".

Kiehn (2003) stated that "music composition and improvisation activities are

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ORGANISATIONAL ROLE STRESS AND BURNOUT AMONG SECONDARY SCHOOL TEACHERS OF CHANDIGARH

Dr. Anuradha Aggarwal

ABSTRACT

This study explored the correlation of organizational role stress and level of burnout among 100 secondary school teachers from Chandigarh. For the data collection, the researchers had used Parvick Organizational Role Stress Scale (ORSS Scale) and Maslach Burnout Inventory (MBI). The study organizational role stress and level of burnout respectively. Test results revealed that organizational role stress of male and female high school teachers was not significantly different. The component-wise analysis of burnout of male and female teachers was also carried out. Scores on the 'emotional exhaustion' component of burnout were found to be significantly and positively correlated with organizational role stress, indicating that higher the scores on organizational role stress, the higher will be the emotional exhaustion and vice versa.

Keywords: Organisational role stress, burnout, secondary school teachers.

Introduction

Today's life is full of challenges, especially for a teacher. A teacher would use much energy in the classroom for carrying out everyday work along with personal and family obligations. Many times it is observed that the teachers become very stressed due to the prolonged schedule which produces stress and ultimately dissatisfaction in them rather than becoming a source of pleasure with a responsibility of fulfillment (Yoganand et al., 2019). A teacher's job is massive as they have to perform multiple tasks along with their teaching at the workplace and further, they have to also maintain a balanced load of their personal life. Often this strain is so intense that may feel troubled. This condition is referred to as burnout (Wisniewski & Gargulo, 1997).

Teacher burnout can have devastating effects on both learners and the educational system as a whole (Pietarinen et al., 2013). The

current research was conducted to study organizational role stress and the level of burnout in secondary school teachers. The insights of this study will be used in preparing plans for future teachers.

Caplan et al., (1975) concluded that occupational stress is very harmful to the health and wellbeing of any teacher. All work should be done in a balanced amount, if not then it may produce negative effects on any teacher's personal and professional life thereby producing a threat to the individual.

Ivancevich & Matteson, (1980) views that when the expectation of an organization increases beyond a certain level it creates pressure on the employees. When the employees find it difficult to meet the expectation of the organization, it may affect the health as well as produce negativity in performing the tasks.

Khetarpal & Kochar (2012) refer

organizational role stress individual experiences because roles in an organization" and suggested that trainings for skills are required to tackle such facilities of higher education.

Bano & Kumar Jha, that when an organization thereby growing the workforce, the employees and feel burdened or overwhelmed with the demand and close deadline may prove negatively.

Kumari & Verma Organizational role stress inversely correlated.

Burnout

The word burnout mental and physical well occupational interest in sustained pressure. It can frustrated and can not sustain. When tension goes on, involved and inspired and resources, making weak, pessimistic, and term that came into being mid-1970s and has been since then.

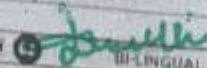
Freudenberger, 'burnout' to describe a and attitudinal distress conditions. He used psychological state serving with him in such as free drug-dependency.

Maslach, (1980) psychology approach person who has "less longer cares.

Gold and Reiter out as a condition personal awareness.

Lee & Ashby concentrated on

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PEER ACCEPTANCE OF CHILDREN WITH SPECIAL NEEDS IN INCLUSIVE CLASSROOMS

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Abstract

Peer acceptance is considered a crucial factor that causes positive outcomes for children with disabilities in inclusive classrooms. Children with disabilities who are accepted in the inclusive classroom develop a feeling that they are not different from their non-disabled peers. This study aimed to assess the acceptance of children with disabilities and their non-disabled peers in inclusive classrooms. The sample comprised 32 children with disabilities and 100 non-disabled students of Class IV to VI of Government Schools of Mohali. Data were collected through a self-constructed Peer Acceptance Scale which consists of two parts: Peer Acceptance Scale for Non-Disabled Students (Part-A) and Peer Acceptance Scale for Disabled Students (Part-B). Quantitative Descriptive Analysis scores were used to analyse the level of acceptance of children with disabilities and their non-disabled peers. An Independent sample t-test was used to compare the acceptance of children with disabilities and their non-disabled peers and to study the level of acceptance of non-disabled Boys and Girls. Implications of the findings are discussed in light of possible solutions to improve the peer acceptance of children with disabilities in inclusive classrooms.

Keywords: Peer acceptance, Children with disabilities, inclusion, non-disabled peers.

Introduction

Peer interaction and relationships are important for the development of a child. Peer relationships and interaction develops a wide range of behaviours, skills, attitudes, and experiences in the child that influence the child across the life span (Rubin, Bukowski and Parker, 2006). Peer interactions and their acceptance affect the social, emotional and cognitive functioning of the child. Through peer relationships, the child learns social skills and learns to interact with other children in the schools thus, develop relationships and friendships with other children (Stuffelbeam, 2010). According to Slaughter, Dennis, & Pritchard, (2002), peer acceptance has been defined as "the degree a child is socially accepted or rejected by his or her peer group". In the words of Ladd (2005), *social acceptance* refers to the generally positive appraisals of a child by his/her peers, usually in reference to playing or working together in classrooms or playgroup settings whereas *social rejection* refers to the active exclusion of a child from peer group activity (Odom et al., 2006).

Successful inclusion of children with special needs in regular class depends upon peer acceptance and interaction between children and their classmates (Lewis, 1995). Sometimes children with special needs are suffered from peer rejection and even experience victimization or bullying (Laws, Bates, Feuerstein, Mason-Apps, White, 2012). These may also be continued to adult life and results in an increased risk of mental health problems in children with disabilities. Children with special needs who are accepted by their peers show high learning results, while rejected children are at risk of academic failure. Children with disabilities who are accepted by their non-disabled peers are friendly, cooperative, confident, adjustable and develop a sense of belongingness whereas children with special needs who are

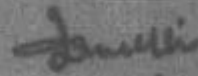
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EFFECTIVENESS OF AGGRESSION REPLACEMENT TRAINING ON SOCIAL PROBLEM SOLVING SKILLS OF CHILDREN WITH AGGRESSIVE BEHAVIOUR

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Abstract

The present experimental study aimed to study the effectiveness of Aggression Replacement Training on Social Problem Solving Skills of 64 VII grade students studying in the government schools of Chandigarh, identified with mild to severe aggressive behaviour, out of which 32 were part of the experimental group and other 32 were part of the control group. A self-administered standardized social problem solving inventory was administered to VII grade students with a aggressive behaviour. The experimental group was provided with the sessions of Aggression Replacement Training, and the control group was given the help of the test and it was found that there was a significant difference in the experimental and control group's problem solving skills. Hence, the intervention has proven effective for the treatment group as they show a significant improvement in their social problem solving strategies at the post test stage.

Introduction

Aggression is a salient issue of research in the field of education. The aggressive tendencies among children have been a matter of concern for teachers and parents due to its devastating impact upon children's future. Aggressive behaviour is any intentional behaviour intends to harm someone. Aggression is also usually reckoned as proactive or reactive. Overt (Werner & Crick, 2004). Dodge (1991) asserts the proactive aggression among children is goal oriented, and it is aimed at achieving goals. Similarly, children following the reactive tendencies are not anticipating goals rather they behave in negative manner. Hence, researchers always work rigorously to deal with this kind of behavioural tendencies among the children. Considerable amount of behavioural and cognitive interventions were found effective to remediate the aggressive tendencies among children. Further, children with aggressive behaviour are virtually at the dearth of social problem solving abilities due to their information processing deficits. They are not able to deal with their day to day problem in assertive manner, and they often get hostile and violent in their approach. Therefore, it is substantial to address their social problem solving deficit, and to convert their aggressive approach into prosocial one. (Lochman & Dodge, 1994)

Review of Literature

The review of literature associated with social problem solving skills has crammed with enormous studies serving different objectives for different samples and settings. Empirical work intends to teach Social Problem Solving Skills to children refers to the effectiveness of social problem solving skills (Dereli, 2009), value education programme (Dereli-Iman, 2014), restorative justice intervention (Featherston, 2014). Additionally, there is no time limit to conduct research on hypothetical problematic situations, particularly, these responses will be more relevant in their real life. Moreover, it has great behavioural implications for children with aggressive and violent behaviour. Evidently, these corresponding interventions for improving social problem-solving abilities are also relevant. Furthermore, the content validity of the study is established, here a follow up study is conducted to get relevant opinions about it. Moreover, the content validity of the study is established, here a follow up study is conducted to get relevant opinions about it.

Ostensibly, the comparative studies have also shed a fascinating light upon unprecedented research ideas and practical implications related to social problem-solving abilities among different samples. Neel, Jenkins and Meadow (1990) have revealed that children with aggressive behaviour are following more intrusive and aggressive strategies as compared to non aggressive counterparts. Similarly, children with conduct disorder have more deficits in social problem solving as compared to children with oppositional defiance disorder (Dunn, Lochman & Colder, 1997). The contemporary significance of social problem-solving abilities is unimpeachable and it has considerable educational implications for propitious mental well being and social life of youth and children. Moreover, various interventions addressing social information processing deficits among the aggressive youth are undoubtedly worth of practice in schools and research facilities.

Objective

To study the effect of Aggression Replacement Training on social problem skills of VII grade students with Aggressive Behaviour.

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Effectiveness of Aggression Replacement Training on The Self Esteem of Children with Aggressive Behaviour

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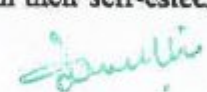
Abstract: The present experimental study aimed to study the effectiveness of Aggression Replacement Training on Self-esteem of 64 VII grade students studying in the government schools of Chandigarh, identified with mild to severe aggressive behaviour, out of which 32 were part of the experimental group and other 32 were part of the control group. Revalidated Rosenberg Self-esteem scale was administered to VII grade students with aggressive behaviour at pretest and posttest stage. The experimental group was provided with the sessions on Aggression Replacement Training, and it consists of three training components namely social skill training, anger control training and moral reasoning training. No treatment was given to the control group. There were thirty sessions involved over the time period of three months. The inferential analysis was done with the help of t-test and it was found that there was a significant difference in the experimental and control group's self-esteem. Hence, the intervention has proven effective for the treatment group as they show a significant progress in their self-esteem at the post-test stage.

Keywords: Aggression Replacement Training.

Article History

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Introduction

Aggression among children is one of the most pressing issues in schools. Aggression is generally defined as a behavioural act that results in hurting or harming others intentionally or unintentionally. The direct and indirect aggressions are the common types of aggressive behaviour. The direct aggression usually involves physical acts like hitting, punching, kicking, biting and so on. On the other side, indirect aggression is always reflected through exclusion, social isolation,

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EFFECT OF GAME-BASED LEARNING APPROACH ON MATHEMATICAL SKILLS OF STUDENTS WITH DYSCALCULIA*

BY

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ABSTRACT

The study was designed to examine the effect of game-based learning approach on the mathematical skills of students with dyscalculia. Random sampling technique was used as subjects were assigned randomly to two different conditions. The sample of the study consisted of 25 students (12 in the experimental group and 13 in the control group) with dyscalculia; identified and diagnosed using different tools and techniques. Pre-test post-test control group design was used. Various educational games (dice games, paper-pencil games, task-based games, and board games) were used in the treatment phase. Results revealed that the achievement of the experimental group better than the control group. Cohen's d was calculated for the practical significance of the study and effect size was found to be 1.507, which was interpreted as a very large effect size. It is concluded that educators should use game-based learning for enhancement of mathematical skills of students with dyscalculia.

KEYWORDS

Dyscalculia, Game-based learning approach, Mathematical skills.

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DEVELOPMENT AND STANDARDISATION OF SCHOOL CLIMATE SCALE*

BY

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ABSTRACT

The present paper describes the development and validation of School Climate Scale. It is designed to measure perceptions of high school students towards school climate. The scale was administered to 110 students, studying in Class IX, Government Model Senior Secondary School located in Chandigarh. The 62 items included in the scale have been divided among three dimensions namely student engagement, safety and school environment. Cronbach's Alpha Method was used to calculate reliability of the scale, which was found to be .93. Content validity and face validity were done for all the items included in the scale by consulting experts in the field. The Percentile Norms have been established for a convenient interpretation of results.

KEYWORDS

School Climate; Items; Dimensions; High School; t-ratio; Measure; Perceptions.

Introduction

In the view of Passi (2001) school is like a second home to its students. The utmost care must be taken for the creation of a safe, nurturing and positive environment on the campus. The school climate must be conducive for teaching and learning process, foster healthy relations and also prepare students for facing challenges in the near future (as cited in Singh & Imam, 2015).

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PARENTAL PERSPECTIVE TOWARDS INCLUSIVE EDUCATION

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ABSTRACT

The aim of the study was to examine the perspectives of parents of children with disabilities and parents of other students towards inclusive education. The sample consisted of 100 parents. Out of which there were 40 parents of children with mild, moderate to severe disabilities that were included in regular classrooms and special resource centres and 60 parents of other students studying in Class I to V of Government Primary Schools of Mohali. Data were collected through a self-constructed "Parental Perspective Scale towards inclusive education" which consisted of thirty-five items that were answered using a five-point Likert-type scale ranging from strongly disagree to strongly agree. An independent t-test was used to compare the perspective of parents of children with disabilities and parents of other students. T-test was also used to compare the perspective of parents of children with mild disabilities that were included in regular classrooms and parents of children with moderate or severe disabilities who were included in special resource centres of Government Primary Schools of Mohali. Implications for practice are discussed.

Keywords: Parental Perspective, Children with disabilities, inclusive education

INTRODUCTION

Inclusive Education is a practice of educating children with disabilities in regular classrooms of neighbourhood schools and providing them with necessary support and services (Rafferty, Boettcher and Griffin, 2001). There are many barriers to the inclusion of children with disabilities in regular school which include inadequate training of teachers, negative attitude of teachers and parents, lack of school equipment and support personnel. Various research studies indicate that inclusion is only possible if children with disabilities are provided with the planned experiences and educated in an organised environment. Teachers show unfavourable attitude towards inclusion of students with disabilities in regular classrooms. They are not trained to teach students with disabilities in inclusive classrooms (Clark, French and Henderson, 1986). Parents of children with disabilities and parents of other students were mostly concerned about the social integration and academic progress of their children in inclusive settings (Dimitrios, Georgia, Eleni and Asterion, 2008).

Parents play a major role in the implementation of inclusive education. Parents have knowledge and experiences of their child's strengths and difficulties. They provide valuable insight into the needs of their children and ways to support their children with disabilities in schools. This helps in planning educational programs such as curriculum, teaching methods,

evaluation system, etc. for children with disabilities. Parents have different opinions about the placement of their children in inclusive settings. Some parents prefer inclusive placement while others prefer segregated or separated placement of children with disabilities. Parents are concerned about the safety of their children with disabilities and the acceptance of their children by teachers and other students of their class. Daniel and King (1997) found that parents were concerned about the degree to which the individual education plan (IEP) addressed the needs of their child in an inclusive setting. Parents believe that children with disabilities have their own needs and problems. There is a lack of well-trained teachers who can handle children with disabilities in inclusive settings.

Turnbull and Winton (1983) stated that parents of handicapped children of preschool feel that their child develops normal peer interaction and exposure to the realworld in mainstream school. However, some of the parents perceived that inadequate special services (e.g., unavailability of services, lack of adaptive physical facilities), untrained teachers, negative attitude of teachers and peer rejection were the major drawback of mainstream settings.

Tafa and Manolitsis (2003) discussed that parents of children without disabilities believed that inclusion prepared children with SEN for the real world and allows children with SEN to interact with typically developing children. However, some of the parents believe that that one-to-one instruction delays in academic skills would impede their child's progress or children with SEN may do things that would injure their child.

According to Narumanchi and Bhargava (2011), parents have different views regarding inclusion. Parents who are in favour of inclusion believe that it would increase their child's learning ability and would provide a stimulating learning environment. On the other hand, parents who are not in favour of inclusion feel that teachers would be overburdened with their child's disability and that the classroom would not accept to welcome their child.

Thus, it has been concluded that parents have different perspectives towards inclusive education. Some of the parents are in favour of inclusive education while others were not in favour of inclusion.

REVIEW OF RELATED LITERATURE

Many studies have been conducted in the literature which have examined the favourable and unfavourable perspectives of parents towards inclusive education. These studies are discussed below:

Kazari, Freeman, Bauminger and Alkin (1999) surveyed the perspectives of parents towards an in-

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PERCEPTION OF GENDER ROLE ATTITUDES AMONG ADOLESCENT BOYS IN CHANDIGARH, INDIA

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Abstract

In this qualitative study set in urban India i.e. Chandigarh, an attempt has been made by the researchers to explore perception of gender role attitudes among adolescent boys. Semi-structured interviews were conducted among thirty one adolescent boys living in a rehabilitation colony for slum dwellers located in the city. Interview transcripts were coded by the authors using predetermined and emergent codes to identify perceptions of adolescent boys relating to gender roles and privileges and restrictions for women/girls and men/boys. Major themes that were identified in the interviews included: (1) division of work; (2) decision making; and (3) parity in education. Results from the study reflected that the majority of the adolescent boys held equitable gender role attitudes. This could be attributed to the fact that Chandigarh is ranked as one of the best performers in terms of gender equality in India.

Keywords: gender role attitudes, adolescent, boys, Chandigarh.

Introduction

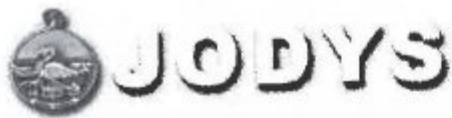
Global Gender Gap Index 2021 (2021) ranks India 140th among 156 nations, taking into consideration gender parity in the areas of health, education, economic status and political participation. Women and girls occupy a lower social position in India, due to existing gender stereotypes prevalent in the country (Ministry of Women and Child Development, 2015). Gender based discrimination starts in India at the very birth of a child, where the birth of a son is celebrated; but birth of a girl child is considered to be a liability; which may even lead to female infanticide (Kishor & Gupta, 2009). Inequitable gender role attitudes are an outcome of harmful perceptions revolving around masculinity (Das et al., 2014). Such harmful notions endorse traditional male role attitudes such as, all decisions should be made by male members of the family; and perpetration of violence against women and girls (Heilman, Hebert, & Paul-Gera, 2014).

Perceptions regarding egalitarian and in-egalitarian gender role attitudes are shaped during childhood and adolescence (Achyut et al., 2017). In the view of Thomas (2002) boys are taught stereotypical masculine attitudes which are associated with being, 'physically and emotionally strong, being competitive, dominating and controlling others' (as cited in Jaya, Dhillon, & Kumar, 2014). On the contrary, girls are taught to be timid, dutiful and submit to the decisions of their family (Jaya et al., 2014). Inequitable gender role attitudes developed during adolescence have adverse and long term effects on the lives of women and men, girls and boys (Vyas, Malhotra, Nagaraj, & Landry, 2020). Comprehensive studies have been carried out in developed nations to find out perceptions related to gender norms held by young men and adolescent boys, but there exists a paucity of literature in this area in newly industrialized countries such as India (Landry, Vyas, Malhotra, & Nagaraj, 2020; Yu et al., 2017). An attempt has been made in this study, to contribute to the existing literature on perceptions of gender role attitudes, among adolescent boys in India.

Study aims

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**MAKING THE SCHOOLS BARRIER-FREE: UNIVERSAL DESIGN AND APPLICATION
OF ITS PRINCIPLES IN DEVELOPING INFRASTRUCTURE IN SCHOOLS FOR
INCLUSIVE EDUCATION**

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ABSTRACT

A barrier-free school environment is a key requirement for the successful implementation of inclusive education. Children with special needs in schools have the right to get around the school along with their peers. They have the right to navigate through the school building, use standard classroom equipment, and use Assistive Technologies with ease. Besides this, accessibility of curriculum, teaching and learning practices and materials remove the barriers to learning and provide all students with equal opportunities to learn. Universal Design (UD) is about access and also creating an inclusive and learning-friendly environment in schools. This paper aims to give guidance on the design of the physical environment of the schools based on the principles of UD. Schools that are based on UD principles enable the children to learn, develop, and participate fully and independently. The guidance will help school principals, teaching staff, builders, and professionals to understand the barriers in the physical environment of schools and to overcome these barriers. The paper also includes the accessibility audit of Government Model High School, Sector 12, Chandigarh to access whether infrastructural facilities available in the school are constructed according to the principles of UD and guidelines given by GOI.

Key Words: *Inclusive Education, Universal Design, Universal Design Principles, Children with Special Needs, Barrier-free school environment.*

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Perfectionism in Relation to Goal-Orientation of Undergraduate Students

Dr. Seema Sareen* & Simranjit Kaur**

[The current study was conducted to investigate perfectionism in relation to goal orientation of undergraduate students. The sample of the study comprised 500 randomly selected undergraduate students of science stream studying in different colleges affiliated to Guru Nanak Dev University, situated in Amritsar district, Punjab (India). The data was collected by using Almost Perfect Scale - Revised by Slaney, Rice, Mobley, Trippi, & Ashby, 2001 and goal orientation scale developed by the investigator. The result of the study revealed significant positive relation between standard and order dimensions of perfectionism and goal orientation among undergraduate students. The findings of the study also revealed significant gender differences with regard to standard and discrepancy dimensions of perfectionism in favour of female science undergraduates and learning approach and performance approach dimensions of goal orientation in favour of male science undergraduates.]

Perfectionism is considered to be an influential attitude about whatever you do in your life, it must be done perfectly with no mistakes, deviations or inconsistencies. Individuals who hold perfectionist traits generally set excessively high expectations and define their self-worth with regard to the outcomes or achievements of the tasks. Burns (1980) stated perfectionism as a network of cognitions which included expectations, evaluation and interpretation of events.

Perfectionism is a personality trait characterized by an individual's striving for flawlessness and setting excessively high-performance standards. When perfectionists fail to reach their goals, they often

experience depression. Greenspon (2008) defined "perfectionism is the desire to be faultless, a fear of imperfection, equating errors as personal defect, and viewing perfection as the only route to personal acceptance." Perfectionism is considered to be "striving for flawlessness" (Hibbard, 2011). According to Hewitt and Flett (1991), "Perfectionism refers to a multidimensional phenomenon composed of self-oriented, other-oriented, and socially prescribed perfectionism" (Chang, 2006).

Self-oriented perfectionism "refers to the tendency for an individual to set and seek high self-standards of performance. Other-oriented refers to the tendency for an individual to expect that others should or will be perfect in their performance. Socially prescribed perfectionism refers to the tendency for an individual to believe that others expect perfection from him or her"

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EFFECT OF BLENDED LEARNING ON ACADEMIC ACHIEVEMENT IN MATHEMATICS AMONG IX GRADE STUDENTS

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ABSTRACT- The present study investigates the academic achievement of IX grade students in mathematics by comparing blended learning instruction and traditional face-to-face instruction. Students of both genders constitute the population of this study. The sample has selected randomly from IX grade students of a school located in Amritsar. The study has been conducted with 65 participants, 33 for the experimental group and 32 for the control group. The experimental group has been taught using blended learning instruction and the control group by using traditional face-to-face instruction. In this experimental study, the same content has been taught in both groups simultaneously for 6 weeks. Achievement test in mathematics has been constructed according to the content taught in both groups. The finding of the study indicates a significant difference in the academic achievement of the experimental group than the control group.

Keywords: Blended learning, Traditional, face-to-face, Instruction, Academic achievement

I. INTRODUCTION

In the 21st century, today's students grow up with new technologies and are considered digital natives. They spend maximum time surrounded by and using computers, video games, digital music players, video cams, cell phones, and all the other toys and tools of the digital age. Computer games, email, the Internet, cell phones, and instant messaging are integral parts of their lives. The use of technology-based tools such as YouTube, Facebook, WhatsApp, Telegram, Wikipedia, and many more, which young people consider being a natural part of their world, is affecting not only the way they spend their leisure time but also the way they learn and work.

Education is one of the sectors that can be the most benefited from the current technological advancement. Thus, Instructors should not ignore new developments in Educational Technologies, which create rich learning environments. Also, instructors should include digital materials in their learning environments so that more sharing and accessibility will be possible with the Z-generation students, who have new skills and interests in different instructional materials. Under these circumstances, policymakers of schools' systems have to make a renovation to educate new generations (Prensky, 2001).

The development and spread of Internet technologies accelerated the process in education, and in recent years, with the increasing number of schools and institutions giving education via the Internet, the concept of e-learning, online learning has entered our lives. The research literature describes the current situation of e-learning as a fast-developing field, with academic institutions offering more and more online courses, which are becoming increasingly popular among students (Njenga & Fourie, 2010). E-learning environments pave the way for instructional innovations for new generations and make individuals equipped with technological devices and software which provide a pervasive learning environment. Rich educational environments that contain mobile devices, web platforms, and instructional software initiate a new period in education using e-learning environments. (Horton, 2002).

E-learning is considered among the most modern learning methods and has been associated with many advantages. Among these advantages are its ability to resolve the problem of knowledge explosion and growing demand for education (Abadi, 2002); address the problem of overcrowded classrooms, if used as a means for distance learning; and provide opportunities for acceptance of diversity in education. E-learning has become a popular approach to effective learning within the wider academic community because of the extensive use of web systems in learning. There is a range of benefits of learning supported by technology, or e-learning. It is largely flexible, allowing learning to occur at a distance, at a time and pace appropriate to the needs of the students (Allan and Lawless, 2005; Kimathi and Zhang, 2019). The changes in science and technology bring many new teaching and learning methods, such as e-learning and blended learning particularly in research and self-development areas, and a revolution in information technology, which has virtually turned the world into a global village. The former led to a greater need for learners to engage in multivendor environments, and the latter, for people to share experiences with others' (Owies, 2018).

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