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IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION

The Annual Refereed Journal of the Centre for Teacher Education
of the Institute of Professional Excellence and Management

VOL. 1 ISSUE NO. 1 JULY 2016

C O N T E N T S

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PATRON

Prof. (Dr.) B. S. Goel
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Editor's Message

It is with great pride, enthusiasm and anticipation that I invite you to read the inaugural issue of IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION- 'A new series of IPEM Journal'.

In this inaugural issue of IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION of the Centre for Teacher Education (CTE), you will find an array of works, representing some of the variety and excellence that IPEM promises. The future of India lies in the present classrooms and teachers who provide knowledge to the students that brings an opportunity among them to make a clear difference in the society. There are a lot of challenges a teacher is facing in the classroom of today. Thus to meet those challenges, the teacher needs to be smarter than earlier and be innovative in her practices. IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION intends to be a leader in facilitating a new kind of platform to the teachers, academicians, administrators and educational planners to transform the ideas in academia. It not only will help in promoting research in the field of teacher education but also strengthen the relationship between communities and institutions of higher learning.

Success in the knowledge economy comes to those who know themselves-their strength, their values, and how they best perform'.
-Peter Drucker

Keeping the quote, an enormous amount of work has gone into the development of this journal and I believe you will see that effort reflected in this edition and the impact it will have in the field of teacher education. As the Editor of IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION, I take this opportunity to express my sincere gratitude to the authors who have chosen our this Journal to disseminate their research work. Further, I would like to thank the Editors, Review Committee Members, Executive Director and Director General of IPEM for the success of this Journal.

We look forward to receive contributions for the next issue from academicians, scholars and professionals to ensure consistency and the success of the Journal. We welcome comments and suggestions that would advance the objectives of the Journal.

Dr.Sugandha Goel
(Editor)



**“An investment in
knowledge pays the
best interest”**

-Benjamin Franklin

From the Editorial Board

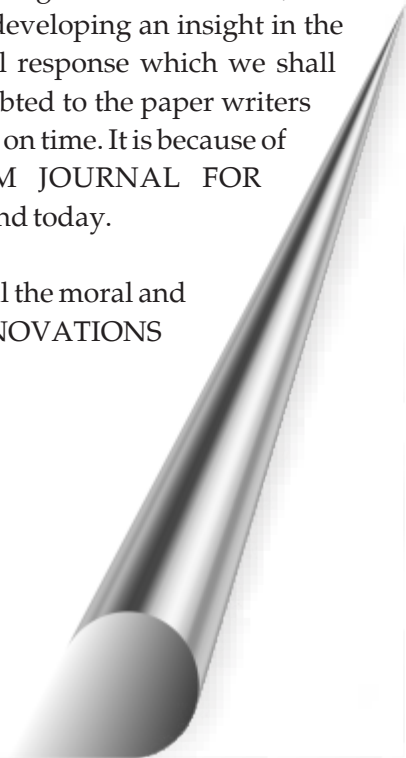
We are glad to present first Edition of the Centre for Teacher Education Journal "IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION" July 2016. Publishing a research Journal is a tough task. However, we braved all the odds, and published this issue as always, on time.

We followed a rigorous method to select the papers. All the papers we have included in this issue of IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION are peer reviewed and only those papers which went through this rigor have been given space in this Journal.

The issue has research papers related to innovation in the field of Education. The research papers focus on the Emerging Role of Teachers with Global Perspectives, Social Skills: Their Need and Importance, Education in Colonial and Post Colonial Africa, An Analysis of Personality Dimensions of Science and Art College Graduates, Teaching Effectiveness of Teacher Educators in Relation to Their Teaching Subjects and Teaching Experience and A Study of Environmental Achievement in IX Standard Students Through Environmental Awareness.

We sincerely hope that these in-depth research papers, focusing on different issues, will further stimulate the academic research, and will help in developing an insight in the concerned areas. We are eagerly waiting for your critical response which we shall incorporate in the forthcoming issues. We are greatly indebted to the paper writers who took keen interest and submitted their research papers on time. It is because of the sincere efforts of these people that the IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION is in your hand today.

We are grateful to our Patron Dr. B.S. Goel who provided all the moral and financial support to publish the IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION.



IPEM JOURNAL FOR INNOVATIONS IN TEACHER EDUCATION

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Online Course: Feedback of its Users

Rajendra Pal*
Pratima Pallai**
Vandana Tripathi***

ABSTRACT

The paper deals with the feedback of the users of Online Course on Action Research developed for teacher educators working in DIET, SCERT, IASE, CTE's and Universities and for school teachers specially KVs & JNVs. The paper is based on the feedback received from user of online course on action research. The modules were specially developed at NCERT and Video were developed to support the content of the course. The course contains the features of discussion forms, Online tests and examination, Assignments, Synchronous meetings etc.

INTRODUCTION

In this competitive world of work and education, online courses are boon for every teacher and teacher educator. These courses play a pivotal role in their professional and personal growth. Because of the tight schedule it is not possible for every teacher to spare time for any additional face to face course.

Sometime provisions of short term summer courses are scheduled but everybody plans their personal programs with family and children during vacations of educational institutions. In this situation spending separate time to do a course is really difficult for teachers and educators too.

Keeping in mind above difficulties of teachers and educators, NCERT is started an online course on Action Research in Education for teachers and teacher educators.

To monitor its progress regularly and modify the modality of the course as per need and suggestions of the students is necessary to get continuous feedback. The paper is based on the feedback received from user of above stated online course,

which is being organized for teachers and teacher educators working in different part of the country.

ABOUT THE COURSE

The two credit online course on Action Research was developed initially for elementary teacher educators working in DIETs and SCERTs. On demands the same was extended for other educators of IASE, CTEs and Universities and school teachers specially KVs and JNVs. The modules were specially developed at NCERT and Videos were developed to support the content of the course. The course is running on Moodle platform and fully user friendly. It contains the features of discussion forms, online tests and examination, group assignments, synchronous meetings etc.

REQUIREMENTS

The participants should have access to the computer system with internet facility to participate in the day-to-day activities. In addition, the participants should also be skilled for accessing the webcam along with the headphone so that the chat and other features can be utilized fully.

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THE PURPOSE

The purpose of this study was to get the feedback of users of online Course on various aspects including its registration process, modality, content or modules, evaluation process, mentoring process and assessments, and video support etc.

The one of the purpose of this exercise was to get the suggestions from the students to modify this course in future.

THE TOOL

To get the response from the students of online course an online Feedback Performa was developed covering various aspects of the online course. The items of the Performa were both multiple choice as well as open ended. The questionnaire was made available online to the students.

Out of 65 students 50 respondent provided their responses within 30 days time.

Their responses are given in two parts. Part "A" consisting responses on rating scale (closed ended) and part "B" consist of open ended reactions.

A. FEEDBACK THROUGH RATING SCALE

The students of online course were asked to give their feedback on various aspects of the program. Their consolidated observations are given below in the form of graphical presentation:

1. The material provided during the course covered the various aspect of AR Appropriately:

- Strongly Agree: 31 (62.00%)
- Agree: 18 (36.00%)
- Undecided 1 (2.00%)
- Disagree: 0
- Strongly Disagree: 0

2.The language of the material was easy to understand:

- Strongly Agree: 32 (64.00%)
- Agree: 17 (34.00%)
- Undecided: 1 (2.00%)
- Disagree: 0
- Strongly Disagree: 0

3.Concepts of different terminologies used in the material were clear and easily Comprehensible:

- Strongly Agree: 23 (46.00%)
- Agree: 26 (52.00%)
- Undecided: 1 (2.00%)
- Disagree: 0
- Strongly Disagree: 0

4.The process of registration in the course was easy:

- Strongly Agree: 3 (66.00%)
- Agree: 16 (32.00%)
- Undecided: 1 (2.00%)
- Disagree: 0
- Strongly Disagree: 0

5. The assignments given with the modules were helpful in exploring the Content:

- Strongly Agree: 29 (58.00%)
- Agree: 19 (38.00%)
- Undecided: 2 (4.00%)
- Disagree: 0
- Strongly Disagree: 0

6. Group assignments facilitated interact among participants:

- Strongly Agree: 8 (16.00%)
- Agree: 23 (46.00%)
- Undecided: 9 (18.00%)
- Disagree: 9 (18.00%)
- Strongly Disagree: 1 (2.00%)

7. Time for weekends Synchronous meetings were suitable:

- Strongly Agree: 12 (24.00%)
- Agree: 26 (52.00%)
- Undecided: 9 (18.00%)
- Disagree: 3 (6.00%)
- Strongly Disagree: 0

8. Synchronous meetings helped to understand the content, concepts & technicalities of system:

- Strongly Agree: 10 (20.00%)
- Agree: 23 (46.00%)
- Undecided: 15 (30.00%)
- Disagree: 1 (2.00%)
- Strongly Disagree: 1 (2.00%)

9. Regular communications through SMS and e-mails Motivated to keep continuance in the course:

- Strongly Agree: 40 (80.00%)
- Agree: 9 (18.00%)

- Undecided: 1 (2.00 %)
- Disagree: 0
- Strongly Disagree: 0

10. Sometimes it was difficult to open the website of AR:

- Strongly Agree: 1 (2.00 %)
- Agree: 11 (22.00 %)
- Undecided: 2 (4.00 %)
- Disagree: 16 (32.00 %)
- Strongly Disagree: 20 (40.00 %)

11. The login id & password were not working many a times

- Strongly Agree: 1 (2.00 %)
- Agree: 2 (4.00 %)
- Undecided: 0
- Disagree: 20 (40.00 %)
- Strongly Disagree: 27 (54.00 %)

12. Uploading and downloading process of content was easy to understand:

- Strongly Agree: 22 (44.00 %)
- Agree: 25 (50.00 %)
- Undecided: 2 (4.00 %)
- Disagree: 1 (2.00 %)
- Strongly Disagree: 0

13. Internet facility at my working station was easily available:

- Strongly Agree: 17 (34.00 %)
- Agree: 23 (46.00 %)
- Undecided: 3 (6.00 %)
- Disagree: 4 (8.00 %)
- Strongly Disagree: 3 (6.00 %)

14. Evaluation on the basis of assignments, online test and involvements in other activities was appropriate:

- Strongly Agree: 22 (44.00 %)
- Agree: 24 (48.00 %)
- Undecided: 4 (8.00 %)
- Disagree: 0
- Strongly Disagree: 0

15. The time and day of initial and final test was suitable to me:

- Strongly Agree: 23 (46.00 %)
- Agree: 23 (46.00 %)
- Undecided: 3 (6.00 %)
- Disagree: 0
- Strongly Disagree: 1 (2.00 %)

16. The time duration for initial and final test was sufficient:

- Strongly Agree: 29 (58.00 %)
- Agree: 20 (40.00 %)
- Undecided: 0
- Disagree: 1 (2.00 %)
- Strongly Disagree: 0

17. Items in the final test were related to the contents of the course:

- Strongly Agree: 30 (60.00 %)
- Agree: 18 (36.00 %)
- Undecided: 2 (4.00 %)
- Disagree: 0
- Strongly Disagree: 0

18. Contents of videos provided in support of text was suitable:

- Strongly Agree: 23 (46.00 %)
- Agree: 21 (42.00 %)
- Undecided: 4 (8.00 %)
- Disagree: 2 (4.00 %)
- Strongly Disagree: 0

19. The language of the video programs was easy to understand:

- Strongly Agree: 27 (54.00 %)
- Agree: 17 (34.00 %)
- Undecided: 5 (10.00 %)
- Disagree: 1 (2.00 %)
- Strongly Disagree: 0

20. The voice of expert was audible:

- Strongly Agree: 23 (46.00 %)
- Agree: 21 (42.00 %)
- Undecided: 5 (10.00 %)
- Disagree: 1 (2.00 %)
- Strongly Disagree: 0

21. The speed of delivery of content was appropriate:

- Strongly Agree: 23 (46.00 %)
- Agree: 20 (40.00 %)
- Undecided: 6 (12.00 %)
- Disagree: 1 (2.00 %)
- Strongly Disagree: 0

22. The time given for submitting the assignments was Sufficient:

- Strongly Agree: 23 (46.00 %)
- Agree: 19 (38.00 %)
- Undecided: 5 (10.00 %)
- Disagree: 2 (4.00 %)

- Strongly Disagree: 1 (2.00 %)

23. After doing this course, I am able to conduct AR:

- Strongly Agree: 26 (52.00 %)
- Agree: 22 (44.00 %)
- Undecided: 0
- Disagree: 1 (2.00 %)
- Strongly Disagree: 1 (2.00 %)

24. The course allowed me to improve practice & capabilities:

- Strongly Agree: 28 (56.00 %)
- Agree: 21 (42.00 %)
- Undecided: 1 (2.00 %)
- Disagree: 0
- Strongly Disagree: 0

The interpretation of above data and graphics are not done because it is easily evident from the presentation of above images that what students want to state about the various aspects of online course. It will be merely repetition of the visual in the textual form.

B. FEEDBACK THROUGH OPEN REMARKS

The students were asked to give open remarks on certain aspects of online course. Their consolidated responses are given below:

- Group assignments may be restructured by assigning the different responsibility to different members of any concerned group.
- Some practical action research proposals that are really worked out in class room situations are to be given in modules.
- Some examples of Proposal of AR and Reports on AR should be provided.
- Course is very good and helpful for the teachers to tackle the day to day problems and challenges they faced in their professional life.
- Scope may be created, so that the assignment of one participant should be available to others.
- Course should also be available in Hindi language.
- Such course should be organized twice in a year.
- Need to stress on statistical techniques.
- The one part of program should be face to face in NCERT Campus.
- Webinars if possible could also be included as part of live learning content.

- I think the course is more theoretical than practical. I mean more chance should be given to the participants to do action research in their respective field and post the findings.
- I feel very difficult while posting or submitting the assignments but I am very happy that I was seriously doing my assignments citing my reflective thoughts.
- If you will provide hard copy of the material will be helpful for further reference.
- Practical sessions should be more effective and should contain examples.
- Can we think of making proposal step by step instead of submitting once?
- After deciding topic, let the objectives be discussed in the group after their submission.
- Even though I have not done very well (as I was intend to do) in the course tasks, I feel more number of tasks will help the participant to engage and understand AR better. May be individual extensions may be entertained in some cases to avoid any drop out.
- More publicity to such course(s) can increase enrolment. Letters sent to KVS and JNV and other SCERTs and DIETs can help.
- It may be a fully diploma course for Action Research for in-service teachers rather than credit course

Students' comments on evaluation procedure of this course

- Strict evaluation of responsibilities and commitment.
- Late submission of assignments should not be considered as a negative aspect of evaluation process as internet facility in many areas may be poor or on some specific time periods it may not working.
- If we get to know our grades as we complete the assignment, while doing the course itself we can seek clarifications & focus on our weaker areas.
- After submission the grades should be shown to us and no marks should be reduced for slight late submission as we all are extremely busy in doing our office work
- Few encouraging comments on my submitted assignment. Which give boost in the process of learning?
- Evaluation can be done during the course and feedback can be provided to participants.

- Evaluation process still not clear but complete transparency is there so no confusion is there about the performance level of individual participant.
- The evaluation should be more comprehensive. Peer review and peer evaluation should be a part of evaluation process.
- The final test difficulty level could be raised. Answering 20 questions in half an hour is very easy. It should be both a speed and power evaluation test.
- The evaluation process is quite flexible and allow us to showcase our understanding through assignments and explore the materials for completion of the same.
- The feedbacks provided were very helpful. However none of the assignments was graded.
- The grade of each assignment should be provided after its evaluation. Feedback should be given after evaluation
- Scorecard should be there for every submitted assignment and test given.
- The feedback methods of evolution are appreciated able. It is really support for me.
- Illuminative evaluation was nice and this will help me too in evaluation.
- The evaluation function is standard. Adding a quiz along with the mandatory assignments to each module can help further.

The getting feedback is a continuous process of any educational program. Especially from its user. The course will be modified based on the comments of the students. This process will continue till the program is being implemented.

Emerging Role of Teachers With Global Perspectives

*Dr. Kamla vashistha

ABSTRACT

Teacher education is a global profession that needs to be understood properly. It is essential to grasp a global perspective of the profession as it is today, to make assumptions about it in the near future and to utilize the best thinking and instructional models available in the present times.

Professionally, powerful teaching is very important and increasing in our contemporary society as a result of the steam of dynamic initiatives of human development and evolution. Due to these developments and evolution, standards of learning would be higher in the 21st century than it has been in the 20th century and the current concerns of teacher education that has been shifted from teacher to learner centric parading. As per concerns of NCF-2005 & NCFTE-2010 the teachers need to provide collaborative, co-operative, communicative, constructivist, creative, innovative, resourceful and instructional approaches for their integrated and holistic development. A student has to face a lot of increasing competition in every walk of life. So the process of education needs to empower the teachers to emerge victorious in this battle. The teachers need to be related to employability skills (life skills) which include decision making, empathy, fearlessness and sociability etc. The teachers need to be trained to use it with ease and confidence. In the present paper the investigator discussed on the expanded role of teachers in the field of education and the skills that should be developed in teachers with global perspective.

Key terms: - collaborative, co-operative, communicative, constructivist, creative, innovative approaches, employability skills.

INTRODUCTION

The current system of schooling poses tremendous burden on children. Educationists are of the view that the burden arises from treating knowledge as a 'given', an external reality existing outside the learner and embedded in textbooks. Knowledge is essentially a human construct, a continuously evolving process of reflective learning. Education is not a mechanical activity of information transmission and teachers are not information dispensers. Teachers have to increasingly play the role of crucial mediating agents through whom curriculum is transacted.

In the opinion of Dr .A. P. J. Abdul Kalam, the former president of India, "the whole purpose of education in a country is to develop and enhance the potential of human resource and progressively transform it into a knowledge society". Since the inception of University education commission (1948-1949) under the chairmanship of eminent educationist Dr. Sarvapalli Radhakrishnan stated that "the aim and objective of education was to discover new knowledge and develop certain values like fearlessness of mind, strength of conscience and integrity of purpose for the welfare of the teachers and countrymen. As far back as Secondary Education Commission (1952-53) recommended

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that, "we are convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the community." (Pp. 144-149). Laying emphasis on the role of teachers the Indian Education Commission (1964-66) has observed that "of all the different factors which influence the quality of education and its contribution to the national development and the effectiveness of teachers and their character are undoubtedly the most significant". To fulfil this purpose of education, teacher has a very significant and non replaceable role.

The UNESCO international commission on education for twenty first century has identified four pillars of learning-learning to know, learning to do, learning to be, learning to live together. This can be achieved with the help of teachers. In the field of education, the one which influence the life of students is the teacher. There is a phrase 'as is the teacher so is the child'.

TEACHER CENTRED APPROACH TO LEARNER CENTRED APPROACH IN THE EDUCATION SYSTEM

In the previous system of education, teacher was the principal role. But in the new approach the learner occupies the centre of the education system. The needs, interests, level, age and potentials of the child are taken into account. Now the process of education is not the process of inputting something to the head, but drawing out from the child. Teachers assess the nature of the students, watch their natural interests, encourage potential in them and inspire them to bring out the best in them. Contents and evaluation systems are upgraded and developed. The modern teacher depends on encouragement, suggestion and sympathetic ways. The modern teacher encourages questions by learners.

THE MAIN CHARACTERISTICS OF CONSTRUCTIVISM ARE:

- (A) All knowledge is human construction
- (B) Learning is an internal process and that occurs in the mind of an individual
- (C) Experience or interaction is required to create knowledge

- (D) Follows the principle off collaborative and cooperative learning strategies.

Thus in the new approach, the traditional role of teachers as providing knowledge to the student is totally changed.

ROLE & IMPORTANCE OF TEACHERS IN THE NEW APPROACH

The learner centred approach doesn't reduce the importance of teachers. In the new approach the role of the teacher become more complex. In the modern system, the teacher has to implement the following factors in his mode of teaching.

- A) Encourage - pair work, group work activity, group discussion, assignment, project work etc
- B) Encourage the use of library, self study and mass media
- C) Encourage learner's participation, welcome questions
- D) Develop self development, resource material for self learning
- E) Maintain- a portfolio-all the necessary things like charts, audiovisuals etc
- F) Let the students think and arrive at the solutions
- G) Play the role of a facilitator

ROLE OF TEACHERS IN THE TWENTY FIRST CENTURY

The new century is an era of globalization, knowledge explosion, technological innovations and enormous scientific growth. The field of education is undergoing changes miraculously. Changes like virtual classrooms, global communications, distance learning, global economies, telecourses, corporate classrooms, increased competition among social agencies for scarce resources etc. comes. In this situation, in addition to the role of teachers as knowledge provider, he has to perform a number of roles .These roles can be summarized as follows.

1. TEACHER-ROLE MODEL

This is the most important role of teacher. A role model is a person whose behavior is imitated by others. The seven characteristics of a positive role model are the following.

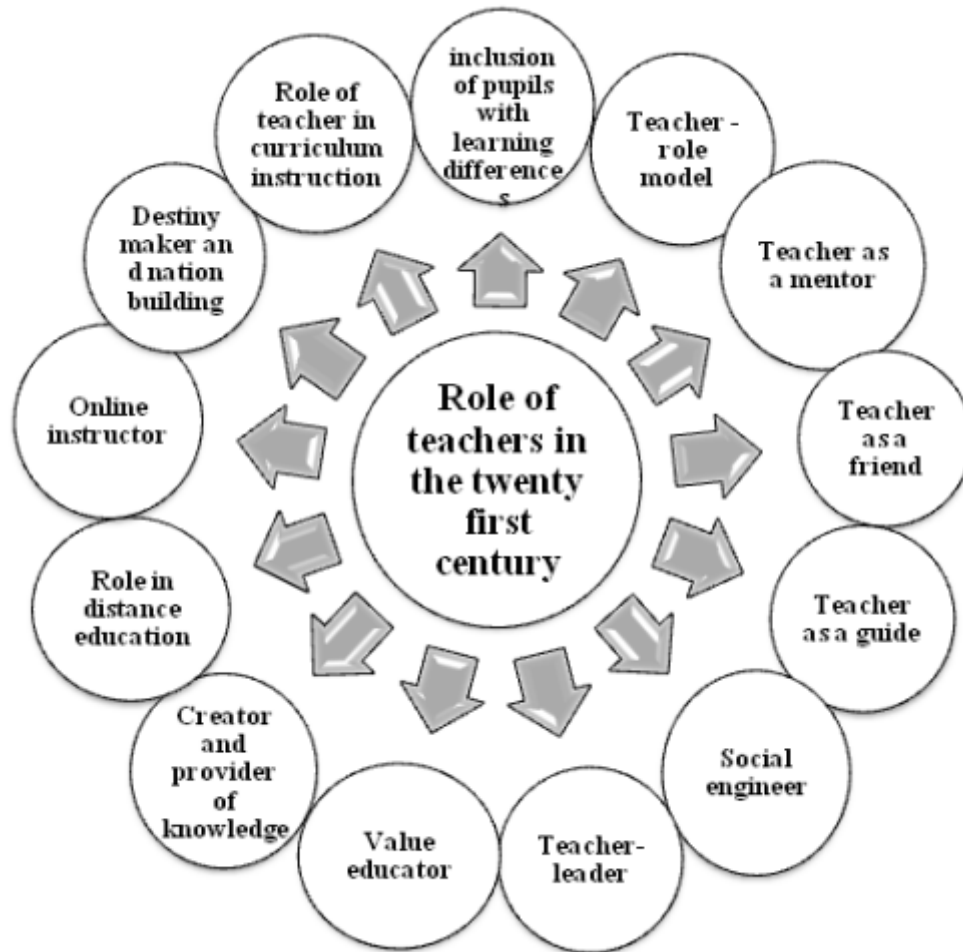


Figure 1.1 Role of teachers in the twenty first century

- Positive choice making:
- Think out loudly:
- Apologise and admit mistakes:
- Follow through:
- Shows respect:
- Be well rounded:
- Demonstrate confidence

A teacher will be role model if he/she has:

- Quality of life
- Responsibility,
- Commitment and dedication
- Value based life
- A friend or guide rather than a commander
- Integrated personality

2. TEACHER AS A GUIDE

A guide is one who directs another in his course of life. In the early years of child the teacher has to

function as guide. He has to walk with the students and to deliver the answers to his students. A teacher who is a real guide to his students will feel with them, suffer with them and struggle with them till he achieves the goal.

3. TEACHER AS A FRIEND

In the early childhood of one the role of teacher is to function as a friend to the student. Swami Vivekananda says, "The true teacher is one who can immediately come down to the level of the student and transfer his soul to the student and see through and understand through his mind". The relationship of a student to teacher involves trust, guidance, encouragement etc. Teachers need to make a good rapport with the students.

4. TEACHER AS A MENTOR

In the early teenage of a child teacher can take the role of a mentor. He can help the individual to bring

out his hidden talents and interests which has a great influence on his future. Teacher can provide him values like punctuality, morality and perseverance.

5. TEACHER AS A FACILITATOR

In the new approach of education, teachers have to function as a facilitator of learning. The teacher has to motivate the students and encourage discussing and debating. The teacher has to interact with them but the interaction has to follow the children as a whole.

Techniques and methods like laboratory work, field trips, discussions, seminars etc should be developed among students with the purpose of producing good interaction among them.

6. SOCIAL ENGINEER

An engineer is one who prepare plan, design a blue print of a task to be completed. The teachers prepare the blueprint of the social development. As a member of the society he has to work for the development of the society. He is the social engineer who makes use of the human materials of the nation to construct a stable structure.

7. TEACHER-LEADER

The person who has own knowledge and practice the ideas where needed can be termed as leader. He has to monitor the system, plan, organize and lead the activities to a sustainable development.

8. CLASSROOM TEACHER

The responsibility of a teacher in the classroom is very significant. There is a saying like this; "an ordinary teacher tells; a good teacher demonstrates; the best teacher inspires". The role of a teacher in the classroom is:

- A) Creator and provider of knowledge
- B) As a classroom manager
- C) Instructional designer
- D) Mediator of culture

9. VALUE EDUCATOR

Role of teachers in value education can be summarized as follows: Teacher should (a) develop a nationalistic feeling among students (b) create an awareness about the modern problems related to food, water, energy, environment etc. (d) eradicate illiteracy (e) ensure social equality and justice (f) develop the qualities of character and strong

leadership (g) organize field activities among the marginalized with the students.

10. ROLE IN INCLUSION OF PUPILS WITH LEARNING DIFFERENCES

Inclusion of pupils with learning differences is a stepping stone to achieve the goal, 'universal education'. It involves changes and modifications in the content, approaches, structures and strategies. Inclusion assumes that all children are part of the regular school system. It demands high level of teaching competence and organizational changes.

11. ROLE OF TEACHER IN CURRICULUM INSTRUCTION

Teacher is the most important factor in the construction of curriculum. The teacher –student interactions in the classroom and the method of teaching etc influences the outcomes of learning.

The teacher can influence the curricula in developing values among students. The values transmitted through these interactions become the real curricular values. The learning outcome depends not only on the content but also the method of teaching.

12. DESTINY MAKER & NATION BUILDING

According to the Kothari commission report (1964-1966) "the destiny of India is being shaped in her classrooms". Teacher is a maker of man. He is the foundation of all education and thus of the whole civilization of mankind. Teacher can be called as 'nation builder' since the future of the nation is built through education. The teacher influences the minds of the youth and helps them to be proud of their culture, national character and national emblem and ornament themselves with societal conducts. Thus teacher has to play a vital role as nation builder.

14. ONLINE INSTRUCTOR

In the modern era teachers have to take the role as online Instructor. He has to take responsibility of keeping discussions on track, share special knowledge and insights, maintain group harmony, weaving together various discussion threads, suggesting a human relationship, developing group unity, helping members to work together in a mutual cause are all critical to success of any online activities.

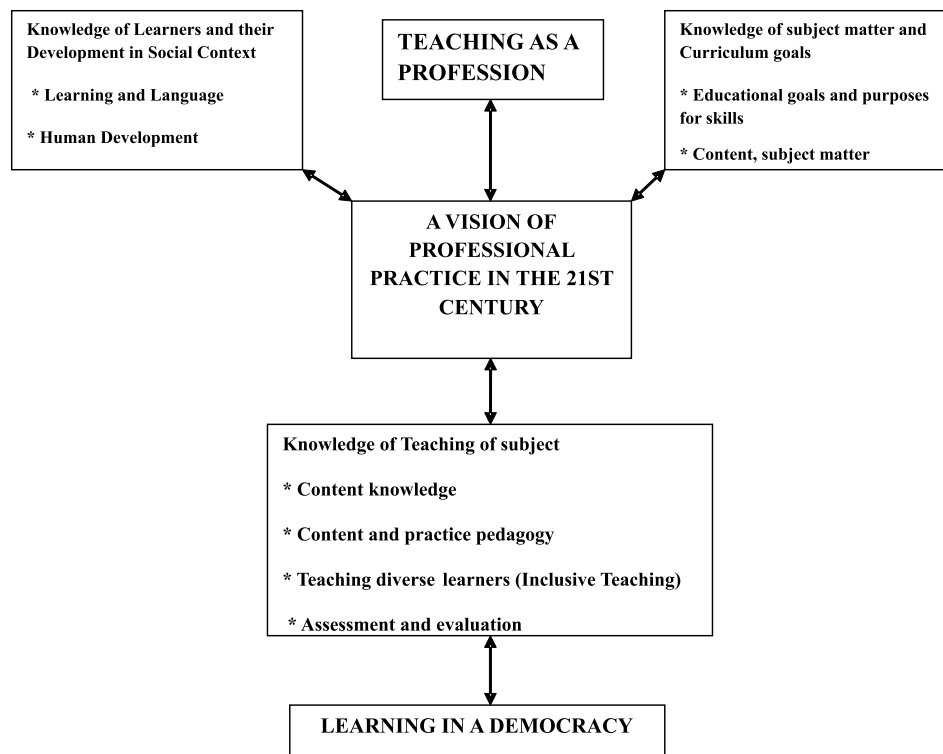


Figure 1.2 Preparing Teachers for the 21st century

In the United States, the National Academy of Education Committee on Teacher Education adopted a framework that is organized on three intersecting areas of knowledge found in many statements of standards for teaching which would be applicable for consideration in the 21st century teacher education and training curricula. The list is represented in figure.1.2 diagrammatically.

CONCLUSION

In this modern era teaching is a complex process and the role of teacher is also complex, multidimensional and challenging. They have to play roles ranging from simple classroom teachers to role model. It is not a simple task; but a time consuming process and need constant concentration of mind. To play these roles effectively teacher has to face great challenges and needed to use technological applications, improved ways of teaching and more than that, he or she should be a continuous learner. They should have good mind and attention to gain all the qualities needed for an efficient teacher. In the age of

knowledge explosion also teacher is a must for student's wellbeing.

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Social Skills: Their Need and Importance

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ABSTRACT

Although the concept of social skills is not very new, many scholars have just started to realize their importance life and have begun to study their role in the different aspects of life of an individual. This paper presents an overview of the importance of social skills in academic achievement and in every stage of life. Social skills are important because they allow an individual to interact in a well acceptable way in the society. This enhances the quality of life by making relationships very strong and close, which in turn leads to sound psychological and physical health, which helps children in better adjustments in schools and in their peer groups. Strong social skills help in facilitating interpersonal interactions which lead to efficient job outcomes. Social skills are the basic need of an individual's personality traits and determine his/her success in life to a large extent.

INTRODUCTION

We live in the society. A child is born in a society and also grows up in the society. The goals and achievements of a person's life are affected by his behaviour in the society. How a person behaves with others in the society depends on his social development. Social development depends on factors such as peer relations, good social adjustment with others, emotional intelligence, family structure, social skills, etc. (Namka, 2009). Out of these factors, social skills form the backbone of an individual's success. A person's good behaviour helps in establishing good relations with others, which in turn helps him in acquiring new experiences and developing his true potentials to improve his performance in various fields. Good social skills are very important for an individual for successful functioning in life, by learning these skills a person comes to know how to make good decisions, good choices and how to behave in diverse situations. Social skills help to prepare

young people to be mature and succeed in their adult roles with the family, workplace and community.

WHAT ARE SOCIAL SKILLS?

Socialization means becoming a member of the society and learning the rules, attitudes and beliefs of the society. Social rules and regulations are created, communicated and changed in verbal and nonverbal ways. To know, the proper way of following these rules is known as social skills. A child develops such qualities of behavior by observing people and the environment around him/her. It is very easy for the individual who has adequate social skills to establish and maintain relationships in his/her life (Kabasakal and Çelik, 2010). Social skills have an important role in establishing and maintaining good relationships with other people and obeying social rules. Basically, social skills are the components of behaviour that help us to adapt across the variety of social settings and enable us to get adjusted in the

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society. In the words of Walker (1983), social skills are the set of competencies that allow us to initiate and maintain positive social relationships, contribute to peer acceptance and to a satisfactory school adjustment, and allow us to cope effectively with social environment. Social Skills enable an individual to behave in diverse situations. The academic performance, involvement in co-curricular activities, social relationships, behavior, and family relationships are based on the extent to which an individual possesses good social skills. [VITAL, vol. 2, no.4, 2007]. www.nasponline.org. According to Zins, Weissbert, Wang, & Walberg, 2004, "Social skills can also be defined within the context of social and emotional learning - recognizing and managing our emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically". Social skills help in navigating everyday interactions e.g. exchanging information, holding conversation, making new friends, maintaining the friendship, asking for help from others and giving instructions. Social skills are the abilities to interact and behave socially and effectively, establishing and maintaining positive relationships, making responsible decisions and handling challenging situations confidently with appropriate self control. There are many important social skills for an individual to acquire for successful functioning in life; these can be organized into particular areas to make it easier to understand them. These are known as components of social skills e.g. conversation skills (verbal and non-verbal), relationship skills, self control and mannerisms.

- **CONVERSATION SKILLS** - To adjust in the society we need to interact with others. With the help of conversation skills we are able to communicate with others in appropriate ways according to our culture and situations. Without good conversation skills there can't be effective communication. A message can be converted into an error & can be misinterpreted. This can lead to misunderstanding and frustration. Conversation skills are the abilities to express oneself in verbal and nonverbal ways. We are able to express our desires, needs and opinions etc. effectively with good conversation skills. Good conversations skills

are a set of keys to get success in life and work and to maintain good relationships.

- **RELATIONSHIP SKILLS** - Relationship skills constitute the behaviour that is performed by an individual for the sake of maintaining healthy relationship with others. An individual should care about needs and feelings of the other people for maintaining successful and positive relations with others. Relationship skills help to establish rewarding, healthy and positive relations with the people we interact with. These relationships skills constitute the skills of preserving and managing relations, resolving conflicts, seeking help at needed time and co-operation. All these are important to maintain friendly relations.
- **SELF CONTROL** – Self control is the ability in the individuals to control the emotions in the particular situation and acting in appropriate ways. Self control helps to check levels of stress by changing the environment and responding to the emotions like anger, sadness etc. appropriately. The person having self control is able to communicate effectively with others and make positive and healthy relationships in the society.
- **MANNERISM** - Mannerism means acting appropriately in socially acceptable ways and to display respect and consideration for others. Good manners help to maintain better relationships with others. Everybody wants to have relationship with the person having good manners. This includes table etiquettes, basic etiquettes etc. Examples of such skills are: being polite and showing respect to the others and following the general rules while behaving.

Being a social person, an individual needs to interact and to maintain positive and healthy relationships with other members of the society. To interact or communicate properly, he needs good conversation skills i.e. verbal and non verbal. For the sake of maintaining positive and healthy relationship an individual should be good mannered and should have good self control over his emotions and stress levels. The person having these abilities can establish good relationships and is able to react positively even in the challenging situations.

IMPACT OF SOCIAL SKILLS ON ACADEMIC ACHIEVEMENT AND ADJUSTMENT IN SCHOOLS

The process of Education takes place in the society. Learning is ultimately a social process (Bandura, 1986; Dewey, 1916; Vygotsky, 1978). People initially learn something independently and eventually that learning is modified through interaction with others. It is very important for a child to have good social skills to learn meaningfully while interacting with the members of the society. Social skills are important for preparing young people (children) to mature and succeed in their adult roles within the family, workplace and community (Ten Dam & Volman, 2007).

Social development is represented best after birth. The process of social consciousness begins when the child realizes the necessity of his/her mother to satisfy all the needs. At age 3 to 4 months the baby responds to environmental factors and tries to communicate with pleasant emotions like joy and laughter. In the second year child expresses his/her feelings and show desires easily to be able to develop independence and self reliance (Jalali, 2005). The pre-school years are considered as the sensitive period for children's social development. During this period young brains develop rapidly and the children are having their first social interactions outside of the home (Sigelman & Rider, 2006). The most important factor in successful social development of the child is a strong and healthy relationship between home and school (Brooks-Gunn, et al. 2000), for the sake of maintaining such relationships they need to have good social skills and this is the perfect time to teach the little children good social skills. As the children grow up they have to face a new environment at school and have new experiences with new peer groups, teachers and other persons at school or neighborhood. They need to adjust with everybody. Good social skills enable them to get adjusted with the challenging situations in life.

How a child behaves in the society affects his educational goals and ultimately his school achievement too. His good behaviour helps in establishing good relations with others, which in turn help him in acquiring new experiences and developing his true potentials to improve his school

achievement. Children's school performance behaviour and involvement in co-curricular activities are influenced by the extent to which they possess good social skills. (Walker 1983) defines social skills as "a set of competencies that contribute to peer acceptance and to a satisfactory school adjustment". Possessing good social skills helps a child not only to relate well with the peer groups but also in maintaining good relationships with the teachers. A child having good social skills can cope effectively with the social environment as well as the school environment. Children's school performance, behaviour, social and family relationships and involvement in co-curricular activities are influenced by the extent to which they possess good social skills. Social skills help in developing caring and concern for others, taking responsible decisions and effectively handling challenging situations. (Zins, Weissbert, Wang, & Walberg, 2004). "The development of social skills lays a critical foundation for later academic achievement as well as work-related skills" (McClelland & Morrison, 2003). Social skills encourage positive interactions and avoid negative interactions with others. (Flowers, 2008).

Some researchers conducted studies to see the effect of social skills on academic achievement and school adjustment. Gilliam & Shahar (2006) conducted a study on Behavior problems as meaningful predictors (during the preschool years) of continued behavior problems i.e. poor peer standing, and academic difficulties during Kindergarten. The research has documented that children without adequate social skills are at risk to face difficulties as peer rejection, behaviour problems, and poor academic achievement. (Masten et al., 2005) found that interpersonal skills are important for peer acceptance and social adjustment throughout childhood and adolescence. (Joseph A. Durlak, 2011) reported in "Study Finds Social-Skills Teaching Boosts Academics" that students who took part in social and emotional learning of SEL program improved in grades and standardized test. On the basis of the review of the researches mentioned above it can be concluded that Social Skills play an important role in the academic achievement and adjustment in school among children.

IMPORTANCE OF SOCIAL SKILLS IN OTHER ASPECTS OF LIFE

Social skills are important for human beings throughout their life because they allow them to understand others and to be understood by others in a right way. Social skills help people to express their positive and negative feelings in interpersonal situations (Herson & Bellack, 1977). Social skills play an important role in every situation whether it may be for the children in the age of their schooling or for the adults in their career.

Social skills help children to adjust well with their peer group and to maintain good relationships with teachers and other adult members of the society. Social skills play a very important role in adolescents also. Adolescence is the period in which transition from childhood to adulthood takes place. Rapid physiological and psychological changes occur in the children in this stage. Now, children begin to mature and they extend their relationships beyond their family. They face identity crises in this age and are in the need to make their own identity. They need to have better social skills to develop good relationships and make their identity. Social skills help people to succeed in their personal, academic, social and future professional activities (Elias et al. (1997).

After adolescence period it is the time to be independent for an adult. Social skills form an important factor of employee success (Beheshtifar and Noroy, 2013), so an individual also needs to have good social skills to be successful in his professional life. Strong social skills help in facilitating interpersonal interactions which lead to efficient job outcomes. Social skills allow an individual to face every situation confidently without losing social reinforcement. Social skill enhances people's performance (Hogan & Shelton, 1998). Basically for having good performance in ones professional life, a person should have good social skills which include what is said by an individual during the conversation and how it is said. While communicating with others a firm and good voice tone, good expressions on face, body language, eye contact etc play an important role and all these qualities are related with having good social skills. People who are sociable early in life are more likely to get the jobs (Borghans, Weel and Weinberg, 2006).

Social skills tend to enhance personal development, better understanding, productivity, employability and career success. Social skills are the basic need of good relationships and better understandings. This leads to their good psychological and physical health. If a person is capable of establishing and maintaining positive and healthy relationships with others, he is often free from psychological disorders like depression, anxiety, loneliness, frustration and his self identity, self esteem and autonomy start to increase (Johnsons and Johnsons, 1999).

CONCLUSION

Since we live in the society, it is very essential for a person to obey all rules and beliefs of the society. Social skills, as the components of behavior, allow us to interact with others and maintain healthy relationships in the society. Social skills are the abilities to interact and behave socially and effectively, establishing and maintaining positive relationships, making responsible decisions and handling challenging situations confidently with appropriate self control. In each stage of life an individual needs to have good social skills to behave in diverse situations for better adjustment. A child having good social skills is able to perform better in academic achievement in school, behave positively and establish and maintain relationships with others effectively. Social skills help child to attain his educational goals and also enable a person to be a responsible member of the society. Social skills help an individual to enhance academic achievement, personal development, better understanding, productivity, employability and career success.

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Education In Colonial and Postcolonial Africa

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Mrs. Neelima V. Kotaiah**

ABSTRACT

This paper presents a comparative analysis of Education in Africa during colonial and postcolonial era. Education is the backbone of any nation's prosperity and all the nations of the world have progressed much after attaining their freedom. Yet the economic growth in African nations or Africa as a continent is still not significant enough when compared to other European nations or Asian nations. It is a big possibility that Educational Backwardness can be one strong reason responsible for this. Hence, this research can help us understand the possible solutions to the problems related to economic growth.

Keywords: Colonization, colonialism, Colonial Education

INTRODUCTION

The Universal Declaration of Human Rights has emphasized education's importance as a fundamental human right and a necessary element of development. Education encompasses the scope of social values, morality, tradition, religion, politics and history. Education is the cornerstone of society's economic growth and expansion. They stress the importance of investing in education for promoting sustained economic development.

Education is a powerful drives of development and one improving health, Gender equality peace and stability education in its general sense is a term of learning in which the knowledge, skills and habits of a group of people are transferred from one generation to the next through teaching training and research. It takes little to see that education's attainment levels differ automatically between developing and developed countries for all ages. Education is a key instrument for binging about changes in values and attitudes, skills behaviors and

life style confident with sustainable development within and among countries. The concept of sustainable development includes the key areas of society environment and economy, with culture as an underlying dimension, the values, diversity knowledge, languages and worldviews associated with cultures ingénue the way education for sustainable development is implemented in specific national contents particularly in relation to third world countries like African Nations.

KEY THEORETICAL CONCEPTS

Colonization: The process of colonization involves one nation or territory taking control of another nation or territory either through the use of force or by acquisition.

Post-Colonialism: Post-colonialism is defined in anthropology as the relations between nations and areas they colonized and once ruled. (Fischer-Tine, 2011)

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Colonial Education: As a byproduct of colonization, the colonizing nation implements its own form of schooling within their colonies. Two scholars on colonial education, Gail P. Kelly and Philip G. Altbach, define the process as an attempt “to assist in the consolidation of foreign rule”.

THE IMPACT OF COLONIAL EDUCATION

Colonizing governments realize that they gain strength not necessarily through physical control, but through mental control. This mental control is implemented through a central intellectual location, the school system, “colonial schools...sought to extend foreign domination and economic exploitation of the colony” because Colonial education is “directed at absorption into the metropolis and not separate and dependent development of the colonized in their own society and culture”. The ultimate goal of colonial education is this: “We must at present do our best to form a class who may be interpreters between us and the millions whom we govern; a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals, and in intellect.”

Colonial education strips the colonized people away from their indigenous learning structures and draws them toward the structures of the colonizers.

Often, the implementation of a new education system leaves those who are colonized with a limited sense of their past. The indigenous history and customs, once practiced and observed, slowly slip away. Growing up in the colonial education system, many colonized children enter a condition of hybridity, in which their identities are created out of multiple cultural forms, practices, beliefs and power dynamics. Colonial education creates a blurring that makes it difficult to differentiate between the new, enforced ideas of the colonizers and the formerly accepted native practices. colonial education annihilate[s] a people’s belief in their names, in their languages, in their environment, in their heritage of struggle, in their unity, in their capacities and ultimately in themselves. It makes them see their past as one wasteland of non-achievement and it makes them want to distance themselves from that wasteland. It makes them want to identify with that which is furthest removed from them.

Not only does colonial education eventually create a desire to disassociate with native heritage, but it affects the individual and the sense of self-confidence. Colonial education instills a sense of inferiority and disempowerment with the collective psyche of a colonized people. In order to eliminate the harmful, lasting effects of colonial education, postcolonial nations must connect their own experiences of colonialism with other nations’ histories. A new educational structure must support and empower the hybrid identity of a liberated people.

During the nineteenth and beginning of the twentieth centuries, most countries of the region were under European colonization. Though the colonizing authorities were the first to introduce a compulsory education, access to modern (European-style) education was restricted to a select elite. Colonial education in many ways was designed to shape local intellectual development and to limit their ability of local actors in challenging the colonizers’ political control, while enhancing the of Western culture, but it resulted from the colonizer’s willingness to advance a dominant and superior western culture while annexing further territories in the MENA region and imposing restrictions on nationals.

METHODOLOGY

Objectives:

The study was conducted with the sole objective of comparing the education status in African Nations during the Colonial and Post-Colonial Periods.

Tools:

The information required for the study was collected from the primary as well as secondary sources. Primary sources included discussions with the experts of history and political science. Secondary sources included mainly online sources like internet, social media sites etc.

Procedure of Data Collection:

At first the objective and theme of the study was decided after which discussion with the scholars of political science was held. Then, as per their suggestions, detailed and latest information was searched on the internet through various websites and researches done in African context. This

information was then divided into two time periods of Colonial and Post-Colonial eras. Then, comparative study of both was done to reach to the findings.

Data Analysis:

The collected information or data was analyzed with the help of content analysis technique as the collected data was descriptive in nature.

CONCLUSION

Summarized research findings are:

1. Between 2010 and 2050, the education systems of the region were transformed. Primary, secondary, tertiary and adult education increased access and equity. The majority are no longer shut out of high quality education. Universities and colleges expanded and now offer flexible degree and diploma programmes that blend a strong Caribbean character and selected global principles.
2. Many African youth that receive education almost always leave their homes. They will either leave their homes for larger cities in search of work and education, or they will leave their countries altogether in an attempt to send money home to their families. Those that leave their country find it more profitable to be taxi drivers in Europe than to be Professional workers in Africa. So, education is not valued, nor are there returns on investment for the youth that are lucky enough to receive an education.
3. The causes are plentiful, but three major reasons for a lack of development are paramount. In the past, only the richest and most powerful families received quality educations. In more recent years, this trend has shifted to provide education for many post-colonial nations citizens. Many post colonial African nations have come a long way in terms of education. In the past, a quality education was only attainable by the rich and powerful within these states. Recently, we have seen higher education attainability rates throughout the post-colonial world. However, at the lowest level, better access to education must be provided.
4. Perhaps the biggest cause of conflict is the borders which were arbitrarily created by colonial rulers during their tenure. These

ongoing conflicts detract from the ability to focus the massive amounts of attention required to develop post-colonial nations. It also creates a natural rift in everyday life, from education to culture and even language. The long term solution to this problem is to allow the African Union (AU) to set borders in a non-arbitrary way.

5. The spread of education in the region has engendered many social changes that influenced the position of women in MENA countries. Most importantly, even in the conservative regimes, women had access to education. Throughout the region, while the percentage of girls in primary schools was as important as that of boys, female access to higher education was steadily rising. Correspondingly, due to their improved level of literacy, educated women could work as lawyers, doctors, and employees in social services. In countries such as Tunisia and Iraq where the state governments were willing to rapidly modernize their societies, women held offices in government.
6. In the Middle East and North Africa, during the post-colonial era, education spread as result of the significant social changes and the rise of indigenous élite as a ruling power. The willingness of national governments to build a strong nation made the acquisition of literacy a necessary skill for maximizing human potential.
7. In the post-colonial period, the dominant pattern has been governments' control of education.[8] Free education was promoted by many leaders, including Egypt's Gamal Abdel Nasser, as a critical aspect of nation-building, and promised that each graduate would find a position in the public sector. The expansion of primary, secondary and tertiary education has paralleled the rapid population growth since the 1960s. Between 1965 and 1990, the percentage of students enrolled in primary education increased from 61% to 98%.

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An Analysis of Personality Dimensions of Science and Arts College Graduates

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ABSTRACT

Personality dimensions are the powerful factors which are responsible for shaping the behaviour of the students. Knowledge of personality dimensions is a valuable tool in the hand of a teacher. Study of personality dimensions offers a teacher number of techniques and methods by which teaching, learning and adjustment can be facilitated. Thus knowledge of personality dimensions works as a useful resources to an alert teacher (Skinner-2002). Therefore investigator decided to measure the personality dimensions of college graduates. In the present investigation the investigator decided to measure the personality dimensions of arts and science graduates “DIMENSION PERSONALITY INVENTORY” constructed by Dr. Mahesh Bhargava has been used in the present study. It was found that Science and Art college graduates differ significantly on activity –passivity, assertive-submissive and emotionally stable and instable dimension of personality.

Key words: *Personality dimensions, activity –passivity, assertive-submissive, emotionally stable & instable.*

INTRODUCTION

The word personality has been derived from the Latin word PERSONA which means mask used by the actors on the stage. This however is not the actual meaning of the term. Now personality is known by the conduct, behaviour, activities, movement and everything else concerning the individual. Personality covers the whole nature of the individual. By personality we mean the sum total of our ways of behaving towards ourselves and towards others in different situation of life. Thus personality is described in terms of an individual behaviour, action, postures, attitudes and opinions regarding his external world. To be simple, personality is the behaviour of the individual in a situation.

SIGNIFICANCE OF THE PROBLEM

guidance of youth. After knowing the dynamic idea of personality a teacher can refine and organize his/her teaching and ideas into more systematic manner and can work more effectively. Knowledge of personality dimension facilitated a teacher for analyzing the personality of a student. It helps a teacher to understand him. Not only for a teacher but student are also benefited for it. A personality dimension assessment increase various things like self-awareness, needs, joys, values, and stressors. This in turn leads to greater self-esteem and self-confidence so that a student can develop proper career and personal life.

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A personality dimension assessment also goes beyond person development. A teacher can understand his/her students, their strength and preferences and the way they complement each other. This enables us to interact more effectively with other people by enhancing the ability to communicate, resolve conflict and works in team and leadership role. Personality dimensions give the ability to understand the behavior of the student more deeply. Although the prime responsibility of a teacher is teaching, but a teacher can promote learning only through the understanding of personality of their students and it's dimensions.

No school or college can deal with the minds exclusively, because the youngsters always being along to college their physical bodies, anxieties, joy, friendship and their frustration. All these are inseparable aspects of their lives and personalities. Whatever learning is occurred in the college depends upon the diverse aspect of their activities of study in classroom and libraries. The effective teacher of a subject or skill is alert to the psychology of interaction throughout the personality as well as to the process by which intellectual understanding may be attained in a particular field of study.

Knowledge of personalities of students is really very useful for teacher. To make sound interpretation of behavior teacher has to require a broader outlook. Since as a teacher we deal continuously with students so we should always try to combined scientific knowledge of personality with genuine empathic understanding. Teacher should always develop a broad and useful understanding of personality of students so that he/she can meet with the classroom challenges easily. Views of personality dimension provide helpful setting in guiding the students at adolescent stage. When a teacher meets a new student at that time he/she can differentiate the students by observing several aspect of personality. A teacher associates the name of girl and boy with particular pattern of personality aspect, but this listing of personality has been made from the view point of teacher only through observations and this recognition of personality difference, by the teacher is relatively superficial, so it is necessary to measure the personality dimension through some scientific measure. It is found that students are differing in their behaviour, traits and characteristics. Some students get good marks in their studies, while others in spite of their hard work

do not get good marks in their studies and are frustrated .These all led to investigate into the different personality dimensions of the students. As personality dimensions are the powerful factors which are responsible for shaping the behaviour of the students. Knowledge of personality dimensions is a valuable tool in the hand of a teacher. Study of personality dimensions offers a teacher number of techniques and methods by which teaching, learning and adjustment can be facilitated. Thus knowledge of personality dimensions works as a useful resources to an alert teacher (Skinner-2002). Therefore investigator decided to measure the personality dimension through psychological test.

STATEMENT OF THE PROBLEM

Keeping the above fact in mind the title of the problem may be stated as **“An analysis of Personality dimensions of Science and Arts College graduates”**

OBJECTIVE OF STUDY

To study the personality dimensions of Science and Arts College graduates.

HYPOTHESIS OF THE STUDY

In order to achieve the above said objective following hypothesis has been formulated:-
There is no significant difference between the personality dimensions of science and art college graduates.

DEFINITION OF THE TERMS USED PERSONALITY

- (1) **According to Dashiell** “An Individual’s personality is the system of reactions and reaction- possibilities in total as viewed by fellow member of the society. It is the sum total of behaviour trends manifested in his social adjustment.”
- (2) **Allport suggested** “Personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment”.

PERSONALITY DIMENSIONS

Personality dimensions mean different psychophysical system that make up the individual personality (Hurlock-1977). A personality dimension refers to any characteristics in which one individual is differ from another in relatively permanent and consistent way. Dimensions of personality means group of related and consistent reaction characteristics of a person(Sarala-2004). Thus personality dimensions are the motivational, social and emotional component of behaviour which are used to discuss the unique quality of individual.

SCIENCE GRADUATES

In the present study B.Sc. students are considered as science graduates

ARTS GRADUATES

B.A. / B.Com. Students are considered as arts graduates. There are some supporting studies related to the problem.

Uchat (1979) studied the self-concept of pre-university students of Arts, Science and commerce faculties of Saurashtra University. He found that students from the Arts faculty had the higher self concept while those from science faculties possessed the lowest self concept and those from the faculty of commerce ranked in the middle.

Haq Najmul (1988) attempted to find out different personality factors of Arts and Science male and female students (with respect of achievement) . Major findings of the study were- * 1-

1. Male overachievers of Arts were more obedient, submissive, accommodating, and intelligent and emotionally stable than female over achievers
2. Female overachievers of Arts were higher on excitability, apprehensiveness and tension than male overachievers of Arts.
3. Male underachievers of Arts were more emotionally stable, sober, assertive, excitable, tough minded but less tense than underachievers female

4. Male overachievers in Science (Mathematics) were more intelligent, emotionally stable, and enthusiastic than female. On the other hand female overachievers were more assertive, apprehensive, self sufficient and tense than male.

Johan (1985) compared the personality profile of Art's, Science and commerce male and female students. Major findings of the were-

- 1) Overachievers of science stream students were reserved, intelligent, emotionally stable, excitable, obedient, sober, conscientious, shy, self assured, self sufficient controlled and relaxed
- 2) Overachievers of art's stream were warm hearted, intelligent, affected by feelings, assertive, enthusiastic, zestful, apprehensive and tense.
- 3) Overachievers of commerce stream were reserved, intelligent, affected by feelings, sober and self assured.

P.S. Chatterji (1983) made a comparative study of personality characteristics of students in different academic groups. He found that

- * Commerce and agriculture students obtained significantly higher extraversion score in comparison to those in arts and science group.
- * Students of arts and science group differ significantly on neuroticism in comparison to commerce group.
- * Science students were most intelligent and arts students were least.

George (1969) compared the personality pattern of science, humanities, and engineering, commerce, medicine and agriculture students. He found that arts group women were more emotionally stable and science students were more thoughtful.

VARIABLES OF THE STUDY

DEPENDENT VARIABLE

In the present investigation six Personality dimensions (Activity- Passivity, Enthusiastic- non enthusiastic, Assertive-Submissive, Suspicious- Trusting, Depressive- Non -Depressive, Emotionally instability-Emotionally stability) acted as dependent variable.

INDEPENDENT VARIABLE

*Art and Science stream students

TOOLS USED

To measure the personality dimensions of college graduates “**DIMENSION PERSONALITY INVENTORY**” constructed by Dr. Mahesh Bhargava has been used in the present study.

The population of present study constitutes all students, studying in B.A./B.Sc classes of degree college of Ghaziabad district.

STATISTICAL TECHNIQUE – To study and compare the personality dimension of college graduates mean, SD and t test was used to test the hypothesis

RESULT AND ANALYSIS

HYPOTHESIS-1

“There is no significant difference between the personality dimensions of science and art’s college graduates”

Obtained Mean, S.D. and ‘t’ value for six personality dimensions of science and art’s college graduates are provided in table-1

TABLE-1
MEAN, S.D. AND ‘t’ VALUE FOR SIX PERSONALITY DIMENSIONS OF SCIENCE AND ART’S COLLEGE GRADUATES

SIX PERSONALITY DIMENSIONS	Science college graduates N=58		Art’s college graduates N=62		‘t’ value (df=118)
	Mean	S.D.	Mean	S.D.	
Activity-passivity	11.45	3.22	10.16	2.21	2.59 *
Enthusiastic-and Non Enthusiastic	11.43	2.72	10.85	2.09	1.30
Assertive-submissive	9.5	2.18	11.01	3.38	2.93 **
Suspicious-Trusting	9.72	2.41	10.47	2.14	1.80
Depressive-Non depressive	10.41	2.52	11.22	2.40	1.91
Emotional Instability and Emotional Stability	11.05	2.59	12.89	2.37	3.06 **

* Significant at .05 level of significance

** Significant at .01 level of significance

Table-1 presents the summary of the results. After considering null hypothesis -1, it is found that obtained 't' value for Activity- Passivity dimension is 2.59 which is found higher than the table value at .05 level of significance. Thus it is found significant at .05 level of significance with 118 degree of freedom. So null hypothesis is rejected at .05 level of significance with regard to Activity- Passivity dimension. It can be concluded that science and art's college graduates differ significantly at .05 level of significance with regard to Activity- Passivity dimension.

It may be observed from table-1 that obtained 't' value for Assertive-Submissive dimension is 2.93, which is found significant at both the level (at .05 and .01 level of significant). Thus it can be concluded that science and art's college graduates differ significantly on Assertive-Submissive dimension and null hypothesis -1 is rejected at both the level. With regard to Assertive-Submissive dimension.

Table-1 reveals that science and art's college graduates also differ significantly on Emotional- instability- Emotional stability dimension, as obtained 't' value (3.06) is higher than the table value at both the level. Thus null hypothesis is rejected at both the level with regard to this dimension. It may be interpreted that there is significant difference between science and art's college graduates with regard to Emotional- instability –Emotional stability dimension of personality.

't' value for Enthusiastic-Non-Enthusiastic, Suspicious-Trusting and Depressive- Non-Depressive dimensions are 1.30, 1.80, and 1.91 respectively, which are not found significant at any level of significance. Thus null hypothesis is accepted at both the level and it may be concluded that there is no significant difference between the personality dimensions of science and art's college graduates with regard to these three dimensions- Enthusiastic-Non-Enthusiastic, Suspicious-Trusting and Depressive- Non-Depressive dimensions.

Table-1 also presents a vivid picture of each personality dimensions of science and art's college graduates. Detailed analyses of six personality dimensions are as follows-

1) A perusal of table-1 reveals that mean score of science and art's college graduates on Activity-

Passivity dimension is 11.45(sc) and 10.16(art's) respectively. This indicates that science students are more active than art's students. This seems empirically true also, because students have to done a lot of practical work and due to this practical work they are busy and can concentrate for long time on a particular work. That's why they seem more active than art's students.

2) Mean value on Enthusiastic-Non-Enthusiastic dimension of personality of science students is 11.43 and art's students is 10.85. This indicates that science students are more energetic, warm hearted person and enjoying courageous work than art's students. No doubt science student's deals with situation very enthusiastically because their teaching-learning style is quite differ as compared to art's students. They perform every work with great zeal and enthusiasm. They can work hard to reach the goal.

3) While comparing Assertive- Submissive dimension, it is found that mean value of art's students is more than science students. Thus it can be concluded that art's students are more assertive than science students. Art's students appear straight forward in all dealing of life. They have leadership trait. It appears to be true in day – to- day life that arts students feel themselves inferior to science students. Sometimes they appeared frustrated and disappointed. So to hide these negative dimensions they become more assertive and straight forward. This result is also supported by with the finding of Haq Najmul(1988) who investigated that male overachievers (art's group) were more assertive than female overachievers.

4) Table-1 shows that mean value for Suspicious-Trusting dimension for art's students is 10.47 and for science students is 9.72. It is clear from table-1 that art's students are more suspicious than science students. It is due to their course and content designing. Because science student's deals with the facts and findings based on the observation and experiments, so science students do more trust than science students. Generally they are adoptable, cheerful, good team worker and easy to get on with others. Arts students appear suspicious about others having no faith on others and feel

- that others are jealous of him.
- 5) While comparing the both group on depressive and non-depressive dimensions it can be concluded that art students are more depressive than science students. As mean value (11.22) of arts students is more than science students (10.41). It appears empirically true also because arts students due to theoretical course feel themselves worthless and unwanted. They do not prepare themselves for any specific profession, so they are undecided towards their aim and future career. Generally they appear moody and worried in their behaviour. On the other hand science students seems confident, relaxed and satisfied
 - 6) Table-1 shows that mean value on emotional instability and emotional stability of arts students is 12.89 and science students are 11.05. This shows that science students are more emotionally stable than art students as low score indicates emotionally stable trait of personality where person is full control over their emotional expression, emotionally mature and stable. On the other hand arts students seems emotionally in- stable, easily annoyed and upset having frustration and low tolerance for unsatisfactory conditions. It seems to be true also that art's students due to inattentive to practical matters seem unconcerned over everyday matters. Generally they do not follow protocol, that's why they are less emotionally stable. On the other hand science students do anything unless the work undertaken is completed. They work hard to reach the goal, so they have strong control over their behaviour and emotion. This finding is also supported by the study of Johan (1985) who found that science stream students were emotionally stable.

To sum up, it may be concluded that Science and art college graduates differ significantly on activity –passivity, assertive-submissive and emotionally stable and instable dimension of personality.

IMPLICATION OF FINDINGS

The findings of the present investigation have following implications.

- 1) Teachers and administrators will be benefited by this study because the personality of

students influences the academic achievement, class room adjustment and other curricular and co-curricular activities. A teacher can make his/her teaching effective by keeping in their mind the personality of students during class room teaching.

- 2) The findings of the present study will be helpful for the parents in developing desirable and positive personality dimension. Parents can motivate their children to up lift their personality.
- 3) The finding of the present study is helpful for the counselor in organizing guidance service programs for adolescents to inculcate positive aspects of personality.
- 4) On the basis of findings of the present study problems of college graduates can be identified and analyzed related to their learning.

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Teaching Effectiveness of Teacher Educators in Relation To Their Teaching Subjects and Teaching Experience

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ABSTRACT

The present study aims at investigating the teaching effectiveness of teacher educators in relation to their teaching subjects and teaching experience. Descriptive survey method is adopted for the present study. The sample of 100 teacher educators (with experience / without experience) of B.Ed. colleges in Ghaziabad District of Uttar Pradesh has been chosen through the random sampling technique. Teacher effectiveness scale (Kumar and Mutha, 1976) and personal information form has been used to collect the data. The data is subjected to descriptive and differential analyses for verifying null hypotheses. The result revealed that the teacher educators have very highest teacher effectiveness. Beside it is inferred that there is no significant difference between arts and science teacher educators in their teaching effectiveness. Further it is concluded that there is significant difference between experienced and non experienced teacher educators with regard to their teaching effectiveness.

Keywords: Teaching Effectiveness, Teacher Educator.

INTRODUCTION

The ultimate goal of education is the harmonious and progressive development of the child. It can be achieved only when teachers have certain characteristics and qualities in them. The great teacher is concerned with what the pupil can do with subject matter and how knowledge affects the learner, and not primarily with the mastery of a subject for its own sake. The major responsibility of a teacher is to plan and carry out instructional activities taking into account the needs and capabilities of the students, resources available at his disposal operating on him. He should be interested in assessing how far he has been successful in this process. Teaching is effective to the extent that teacher acts in ways that are favorable to the development of basic skills, understanding, work-habits, desirable attitudes, value judgments and

adequate personal adjustment of the pupils. The term "Teacher Effectiveness" is mainly used to the results a teacher gets or to the amount of progress the pupils make towards some specified goal of education. The implication of this is that Teacher Effectiveness must be defined, and can only be expressed in terms of behavior of pupils and not behaviors' of teachers, for this reason, because the amount that pupils learn is also strongly affected by factors, not under the teacher's control.

Johnson (1956-57) suggests three primary approaches to measuring teacher effectiveness: (a) evaluation of qualities assumed to function in the act; (b) appraisal of teaching activity; and (c) evaluation of pupil intellectual/or academic growth. While Ryans (1960) makes a mention of general approaches to the measurement of teacher effectiveness which involve the evaluation of

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process, product and concomitants of teacher behavior. According to Walls (1999) Student learning is better, faster, and/or more long lasting when teachers are able to play the 'Four Aces'. The Four Aces of effective teaching are Outcomes, Clarity, Engagement and Enthusiasm. Teachers' credibility depends on how they take up the rights and responsibilities, which are associated with the position. Teachers are different with respect to their attitudes and in what they expect from students. To take up their rights and responsibilities, and to improve teaching and learning qualitatively, it is necessary for a teacher to evaluate the teaching effectiveness of teachers. To improve the quality of information about teaching effectiveness, Bill and Melinda gates (2009) foundation launched the two-year measures of effective teaching (MET) project to rigorously develop and test multiple measures of teacher effectiveness. Objectives of the study of Khan S.H, & Saeed Muhammad (June 2009) were to find out the Effectiveness of Pre-service Teacher Education Program me (B.Ed) in Pakistan: The findings of the study reveal two major conclusions. First, the B.Ed pre-service teacher education programme at UE (university of education) is relatively better in the curriculum content, areas of lesson planning, lesson presentation, and assessment skills. Second, female graduates were relatively more satisfied with their male counterpart with regard to the relevance and effectiveness of B.Ed programme. Rahman f, Jumani N.B, Akhter Yasmin (march2011) was to assess the training skills of female teachers to examine the attitude of trained female teachers towards teaching and to determine effectiveness of teaching in terms of student achievement. The aspects of teaching effectiveness according Muijs D & Reynolds D (2005) include having a positive attitude, the development of a pleasant social / psychological climate in the classroom, having high expectations of what pupils can achieve, lesson clarity, effective time management, strong lesson structuring .The above reviewed literature indicates the dearth of information about the teacher effectiveness of teacher educators. Hence the present study is an attempt this direction.

NEED OF THE STUDY

The possession of teaching skills and competence is an essential feature of teaching professionals.

Teaching skill is a set of overt behaviors'. It has three components; perception, cognition and action. Teaching skills are of three categories. Core teaching skills which are used by all the teachers across various subjects and levels of teaching; specific teaching skills to teach the various subjects and to teach students at different levels of education and target group specific skills to recognize the individuality in the teaching-learning process.

An index of teacher effectiveness can be had by specifying the attributes like instructional strategies; classroom management; personal disposition, temperament and tendencies; evaluation and feedback; interpersonal relations; job involvement; initiative and enthusiasm; professional values and innovativeness respectively in the everyday teaching-learning situation. Only the teacher who possesses all the skills, knowledge and values can function effectively both in academic and non-academic spheres of educational enterprise. The teacher educators of teacher education colleges play a vital role in shaping the behavior of prospective teachers with all competencies.

In the present context of digital era, when there are more expectations and demands for total quality management in higher education, the effectiveness of teacher educators is vital to face the emerging challenges of Liberalization, Privatization and, Globalization on the one side and advancement of science and technology on the other. Therefore, the present study is an attempt in this direction.

OBJECTIVES OF THE STUDY

The present study has been carried out with the following objectives.

1. To find the teaching effectiveness of teacher educators.
2. To find if there is any significant difference between Art and Science teacher educators in their teaching effectiveness.
3. To find if there is any significant difference between experienced and non experienced teacher educators in their teaching effectiveness.

HYPOTHESES OF THE STUDY

The following hypotheses were formulated from the above objectives.

1. The teacher educators have high level of teaching effectiveness.
2. There is no significant difference between Art and Science teacher educators in their teaching effectiveness.
3. There is no significant difference between experienced, non experienced teacher educators in their teaching effectiveness.

METHODOLOGY

The present study has been conducted on the teacher educators (with teaching experience of B.Ed classes more than 5 years and without have experience of B.Ed classes) working in teacher education colleges /institutes affiliated to Chaudhary Charan Singh University, located in Meerut District of Uttar Pradesh. A random sample of 100 teacher educators has been selected for the study. Teacher effectiveness scale (Kumar and Mutha, 1976) has been used for the present investigation. The scale consists of 69 items. The 69 items of teacher effectiveness scale belonged to the following eleven teaching behavior categories:

Information source

Motivator

Advisor and Guide

Relationship with pupils, fellow teachers, and parents

Teaching skills

Co-curricular activities

Professional knowledge

General appearance and habits in relation to class room management and personality characteristics.

All the 69 items of the scale are positively worded. Items are given a score of '5', '4', '3', '2', and '1' for strongly agree, agree, undecided, disagree and strongly disagree respectively. The sum of these values gives the teacher effectiveness score for the subject. The total score varies from 69 to 345, showing least teacher-effectiveness to highest teacher effectiveness. Data collected and analyzed by using SPSS packages, Statistical techniques such as mean and 't' test have been used for the verification of hypotheses.

RESULT AND DISCUSSION

The scores obtained by subjects for teacher effectiveness were analyzed. The means and standard deviations of teacher effectiveness are given in table 1.

Table 1
Mean and Standard Deviation of Teacher Effectiveness Score for Total Sample

Variable	N	Mean	S.D
Teacher effectiveness	100	255.5	26.02

Table 1 reveals that the mean score and standard deviation of teacher effectiveness of teacher educators are found to be 255.5 and 26.02 respectively. It is concluded that the teacher educators have very highest teacher effectiveness. Teaching effectiveness is a demonstrated collection of competencies involved with teaching plans and materials; classroom procedures, interpersonal skills and learners points out that effective teaching

depends upon the personality characteristics of a teacher, teaching acts and their effects on the educational outcomes reinforcement-involvement reflected in teacher behavior. The result of the present study indicates that the teacher educators are comprehensively knowledgeable, enthusiastic, simulative, cooperative, suggestive democratic, kind and sympathetic.

Table 2
Mean difference between arts and science Teacher Educators in Teaching Effectiveness

Variable	Groups	No	Mean	SD	Df	t-value	Level of Significance
Teaching Subjects	Arts	68	15.84	3.88	98	0.22	Not significant
	Science	32	15.93	3.91			

An observation of table 2 shows that the 't' value for teaching effectiveness between arts and science teacher educators is 0.22 and it is found to be insignificant. Therefore, the null hypothesis 2 is accepted. The result of the present study inferred that the teaching effectiveness of teacher educators does not vary significantly with respect to their teaching subjects.

The table 3 clearly shows that 't' values for teaching effectiveness is greater than the table value at the 0.01 level of significance. The teachers educators with teaching experience of B.Ed classes (More than 5 years) have higher level of effectiveness of teaching than teacher educators without have experiences of B.Ed classes. So the experienced teacher educators do significantly higher in teaching effectiveness in comparison to the non experienced teacher educators. Therefore, the null hypothesis 3 is

rejected. The competency based, commitment-oriented and performance-centered teaching is called effective teaching. Most important characteristics of teacher educators contributing effective teaching were comprehensive knowledge, interested, enthusiastic, good presentational skills, encourage active participation and provide prompt feedback. The result of the present study indicates that the experienced teacher educators are better than non experienced teacher educators in the above mentioned characteristics of effective teaching.

CONCLUSION

1. On the basis of the present study it is concluded that teacher educators exhibit very effectiveness in their teaching. It is also inferred that the teacher educators are comprehensively knowledgeable, enthusiastic, simulative, cooperative, suggestive democratic, kind and sympathetic.

Table 3
Mean difference between experienced and non experienced Teacher Educators in Teaching Effectiveness

Mean difference between experienced and non experienced Teacher Educators in Teaching Effectiveness

Variable	Groups	No	Mean	SD	df	t-value	Level of Significance
Teaching Experience of B.Ed classes	Without Experience	40	14.83	3.97	98	2.24	Significant at the 0.01 level
	With Experience (More than 5 years)	60	15.86	4.34			

2. Further it is concluded that the arts and Science teacher educators do not differ significantly in their teaching effectiveness.
3. It is concluded that the experienced teacher educators with teaching experience of B.Ed classes (More than 5 years) do significantly better in teaching effectiveness than non experienced teacher educators.
4. Teacher effectiveness greatly depends on teacher clientele. The teachers attain the needed competence in their roles and functions such as the preparation and planning of teaching, classroom management, subject matter knowledge, vocational knowledge, emotional control, moral values, personality characteristics and interpersonal relations.

Teacher effectiveness is also very important for teacher training colleges because these colleges prepare effective teachers. So how teacher educators teach the syllabus allotted to him/her in the best and most efficient manner should be taken note of. Effective teacher educators also lead to best academic performance and optimal all round development of the prospective teachers.

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A Study of Environmental Achievement in IX class Students through Environmental Awareness of Distt. Bulandshahr (U.P)

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ABSTRACT

The present study examined functions and performances of students in strengthening environmental education and environmental awareness. Correlation has been found between the achievement of the students in environmental education and awareness. Environmental education is very important for self fulfillment and social development. The environmental education is needed for the protection and preservation of environment in order to maintain the quality of life. The role of students should go a long way in strengthening the environmental education for society. Normative survey method was used for this study. A sample of 200 students was drawn from IXth standard of four different schools of Lakhavati Block, Distt. Bulandshahr. Questionnaire was used to collect the data from students and an environment awareness ability test was used to measure the extent and degree of awareness among students. Percentage calculation was used to find out the performance of students. Coefficient of correlation "r" was used to find out the relationship between achievement in environmental education and environmental awareness ability. The study indicates that the students are not performing to solve the problem of population explosion, exhaustion of natural resources, and pollution of the environment. As a result, students are not having enough awareness and skills for identifying and solving environmental problems. No significant positive relationship was found between achievement in environmental education and environmental awareness ability. The outdoor project and the orientation programme is to be given to students to enrich and strengthen the environmental education. Project and out of class activities should also be given to students to increase performance of students.

Key words : *Environmental Awareness, Outdoor Projects, Manmade Surrounding, Biosphere, Global, Prejudices, Endeavors*

INTRODUCTION

Environmental education means the educational process dealing with man's relationship with his natural and manmade surroundings. It should aim not merely at imparting knowledge and understanding of man's total environment but also at including skills, attitudes and values necessary to understand and improve the biosphere and the troposphere. 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. Environmental education is not a separate branch of science but it is a life-long integral education. Environment is a global concept today. 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

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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, thereby threatening our subsistence and existence. Environmental education is very important for the child and the adult for self-fulfillment and social development. It helps in the maintenance of life to get good health. Environmental education helps to understand and appreciate how the environment is used for making a living and for promoting a material culture. It helps in appreciating and enjoying the nature and society. The need for the protection of environment in order to maintain the quality of life has been identified by many countries in the world. Environmental protection starts by creating awareness among the people so that it becomes part of people's life style. Environmental education addresses issues of population explosion, exhaustion of natural resources and pollution of the environment and sheds light on methods of solving them.

RATIONAL OF THE PROBLEM

In the current context the need for studying the environmental awareness of secondary school students is a must. It is very essential for each individual to develop an awareness of protection and preservation towards environment. Our environment is threatened due to many hazards. Air, water and soil pollution is on the increase. Degradation of environment results in many problems. Therefore, there is a great need to protect and preserve our environment. The role of students would go a long way in achieving such desired goals. In order to hasten their awareness towards

environment, it is necessary to know what levels of awareness they possess, towards environment.

STATEMENT OF THE PROBLEM

In this context the problem has been stated as “A Study of Environmental Achievement in IX class Students through Environmental Awareness of Dist. Bulandshahr (U.P))

OBJECTIVES

- Major objectives of the problems are as listed below
1. To study the environmental achievement as awareness of class IXth students.
 2. To study the role of students in strengthening environmental education.
 3. To find out the environmental awareness ability among students.
 4. To find relation between achievement scores in environmental education and environment awareness ability.

HYPOTHESIS

It was hypothesized that there will be no relation between learning achievement of students in environmental education and environmental awareness ability.

METHODOLOGY USED

The normative survey method is used for this study to examine the role of students in strengthening environmental education of secondary school students.

S.No.	Name of The School	No. Of the Students
1	Nav Jyoti Public School	50
2	Azad Higher Secondary School	50
3	Agarsen Senior Secondary School	50
4	Government Girls inter cillegel	50

VARIABLES USED

Environmental awareness ability and learning achievement are dependent variable.

DATA COLLECTION

The investigator personally visited all the selected schools and met the students to explain the purpose of study and instructed them as to how to respond to the questionnaire and Environment Awareness Ability Scale.

TOOLS USED

The questionnaire has 50 yes or no questions. 10 are related to subject knowledge in environmental education, 10 are related to protect the natural resources and 10 are related to environmental pollution and 10 are related to environment and social issues. Environment Awareness Ability Measure is having 50 items. Each item carried the value of one mark and each disagreed item carried zero mark. The negative items are scored inversely. Thus, on the total scale the scores ranged between 0-50. The scale gives a composite score of environment awareness ability of the subject.

TABLE 1
Responses of students to achieve the basic knowledge in environmental education

S.No	Particulars	Yes %	No%
1	Role to take interest and know the objectives of environmental education	72 (144)	28. (56)
2	Role to advise the parents and society about the importance of environmental education	60(120)	40(80)
3	Role to instruct the parents and society to feel the impact of environmental education	61 (122)	39 (78)
4	Role to help the society to acquire a basic understanding and its associated problems	60(120)	440(80)
5	Role to help the social groups and individual to acquire an awareness and sensitivity to the total environment and its allied problems through various competitions like speech drawing, dramas	62, (124)	38(76)
6	Find the solutions for developing awareness of environmental education through community meeting or camp	62(124)	38(76)
7	Helps to social groups and individuals acquired with skills for identifying and solving environmental problems	52 (104)	48(96)
8	Knowing the ecosystem	67(134)	33 (66)
9	Role to know the impact of environmental education	58(116)	42(84)
10	Achievement of students in environmental education	28 (56)	72(144)
	Average percentage of performing and not performing role respectively	58.2	41.8

From Table 1 it is clear that 58.2 per cent of students performing well and 41.8 per cent of students are not performing well to achieve the basic knowledge in environmental education.

SAMPLE

The sample of this study comprised 200 students from four different schools of Lakhavati block of Bulandshahr district. The sample of students was selected using simple random sampling technique. All the students of one section from IXth standard

were taken for the study. The students included in the sample were both boys and girls.

The calculated value of 'r' is 0.16 and is lower than the value of 'r' at 0.01 level of significance and indicates negative or negative relationship.

TABLE 2
Classifications of students on their basic knowledge in Environmental Education.

S.No	Role Performance Level	Frequency	Performance in Percentage
1	High Level	56	28
2.	Moderate Level	100	50
3.	Low Level	44	22

From Table 2 it is clear that 28 per cent of students perform their role at high level, 50 per cent of the students perform their role at moderate level, and 22 per cent of students perform this role at low level.

TABLE 3

Particulars	Yes %	No%
Role to protect the natural resources of land or soil	68(136)	32(64)
Role to protect the natural resources of water	56 (112)	44(88)
Role to protect the natural resources of air	31 (62)	69 (138)
Role to protect the natural resources of sunlight	61 (122)	39 (78)
Role to protect the natural resources of minerals	22 (44)	78 (156)
Role to develop afforestation	72(144)	28.(56)
Role to prevent deforestation	51 (102)	49 (98)
Role to protect the coal mines	21(42)	79(158)
Role to participate in field trip to the appreciation of wind energy, solar energy sea wave energy, biotic energy, atomic energy	60(120)	40(80)
Role to know the applications of trees and wild animals and protect the same	50(100)	50(100)
Average percentage of performing and not performing Role respectively	49.2	50.8

From Table 3 it is clear that 49.2 per cent of students performing well and 50.8 per cent of students are not performing well to protect the natural resources.

TABLE 4
Classifications of students on preservation of the natural resource

S.No	Role Performance Level	Frequency	Performance in Percentage
1	High Level	64	32
2.	Moderate Level	100	50
3.	Low Level	36	18

Table 4 it is clear that 32 per cent of students perform their role at high level, per cent of the students perform their role at moderate level, and 18 per cent of students performing at low level.

TABLE 5
Responses of students in protecting environmental pollution.

Particulars	Yes %	No%
Role know the causes of ozone depletion	71(142)	29 (58)
Role to know the causes to acid rain	72(144)	28(56)
Role to avoid air pollution especially bursting of crackers	43(86)	57 (114)
Role to avoid air pollution especially bursting of crackers	54(108)	46(92)
Role to avoid water pollution	62(124)	38 (76)
Role to avoid land pollution	68(136)	32(64)
Role to do social work like proper disposal of sewage, water effluents hospital wastes and industrial waste	65(130)	35(70)
Role to advise to avoid burning of plastics	67(134)	33(66)
Role to avoid the use of plastics	61(122)	39(78)
Role to form gobar gas plant	46(92)	54 (108)
Average percentage of performing and not performing role respectively	60.9	39.1

From Table 5 It is clear that 60.9 per cent of students performing well and 39.1 per cent of students are not performing well.

TABLE 6
Classifications of students in protecting environmental pollution

S.No	Role Performance Level	Frequency	Performance in Percentage
1	High Level	108	54
2.	Moderate Level	86	43
3.	Low Level	6	3

From Table 6 it is clear that 54 per cent of students perform their role at high level and 43 per cent of the students perform their role at moderate level, and only 3 per cent of students performing at low level.

TABLE 7
Responses of students on environmental and social issues

Particulars	Yes %	No%
Role to help the society to follow environmental protection act	63(126)	37 (74)
Role to know about the impact of global warming	68(136)	32(64)
Role to conserve the rain water. harvesting in every house	71(142)	29(58)
Role to help the society to avoid the CO ₂ , SO ₂ gas by the burning of coal, underground oil gas	38 (76)	62 (124)
Role to know the impact of chlorofluoro carbon in atmosphere	67(134)	33(66)
Role to guide the people about the conservation of human health	71 (142)	29 (58)
Role to help to know the moral values of environmental education	63(126)	37 (74)
Role to help society to know the human rights with respect to environmental education	44 (88)	66(136)
Role to advise the society not carry the unnecessary fancy life for the protection of environment	22(44)	78(156)
Role to give awareness about HIV/AIDS to the society	82(164)	18 (36)
Average percentage of performing and not performing role of students respectively	58.9	42.1

From Table 7 it is clear that 58.9 per cent of students performing well and 42.1 per cent of students are not performing well.

TABLE 8
Classification of students with respect to environment and social issues

S.No	Role Performance Level	Frequency	Performance in Percentage
1	High Level	68	34
2.	Moderate Level	88	44
3.	Low Level	44	22

From the Table 8 it is clear that 34 per cent of students perform their role at high level, 44 per cent of the students perform their role at moderate level, and 22 per cent of students performing at low level.

Since the 'r' value is very low it is concluded that there is a no positive relationship between learning achievement and environment awareness ability. It indicates the very low environment awareness ability among students due to the poor achievement in environmental education.

FINDINGS

1. Role of students to achieve the basic knowledge of environmental education is 58.2 per cent and only 28 per cent of students performing at high level.

TABLE 9
Showing the value of 'r' and its significance

N	r	dt	Significance at 0.01 level
200	0.16	198	0.181

2. Role to protect the natural resources is 49.2 per cent of students and only 32 per cent of students performing at high level.
3. Role of students in protecting the environmental pollution is 60.9 per cent of students involving and 54 per cent of students performing at high level.
4. The role of students in keeping the relation between environment and social issues is that 58 per cent and 34 per cent of students performing at high level.

The conclusion is that students are not performing their role properly and systematically at high level in strengthening environmental education. Therefore student's involvement is needed in optimum level for above mentioned roles in strengthening the environmental awareness. Also the students' roles are not satisfied to protect the national resources.

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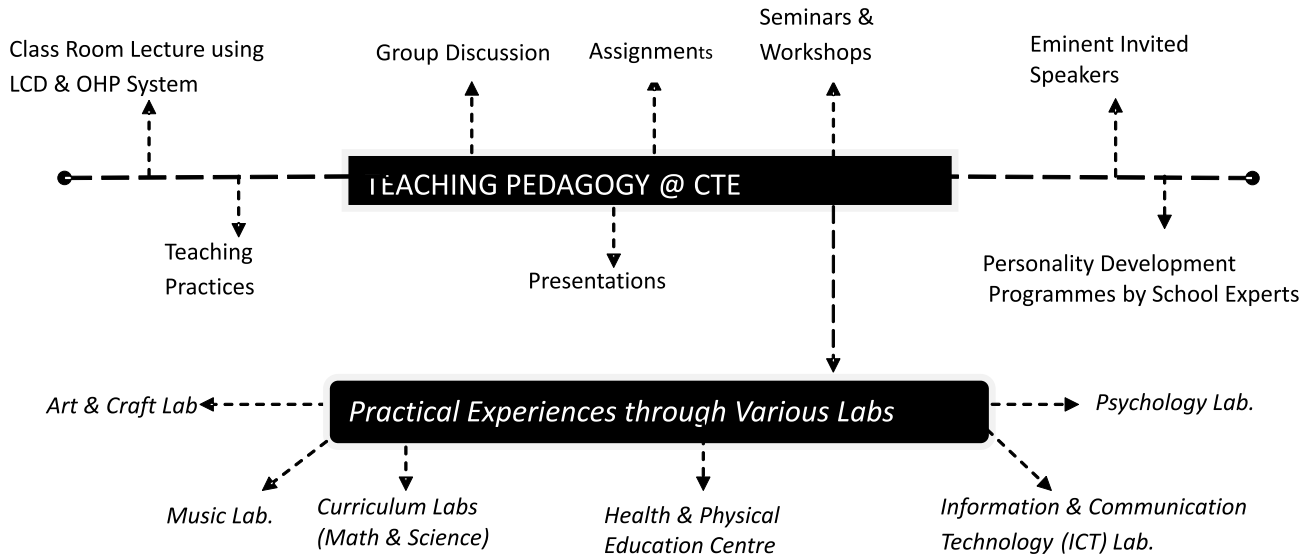
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