DECEMBER
2012

EDITORSPEAK

December, 2012

"Sadbhavna" means goodwill. Sadbhavna is 'bona fide.'

Research is defined as a scholarly scientific and careful study, studious examination or the process of collection of detailed information about a particular subject.

A Journal is basically a compiled record of incidents, experiences, ideas, facts or reports.

Human Development is explained as the growth of human species towards maturity. It is the advancement in the richness of human life in all spheres, i.e. social, political, economic, cultural, educational etc. It is about enlarging the people's choices, and improving human capabilities & freedoms. Thus it is both a process and the outcome.

At our end, we have committed ourselves to chronicle all progressive steps made for the above purpose and to disseminate that scientific information amongst academic world. We know that this is a baby-step. But this is, we believe, the right direction.

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SADBHAVNA COLLEGE OF EDUCATION FOR WOMEN, RAIKOT, LUDHIANA, PUNJAB

(AN ISO 9001:2008 ORGANIZATION).
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AFFILIATED TO PUNJAB UNIVERSITY, CHANDIGARH

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MY STORY

In 1975, I scored 27 out of 100 in Maths in class VII. It was obviously a failure, a huge one. And I was apprehensive about the beating that my mother would do to me [she used to beat me with her *jhadu* in those days]. I was also worried about the wellbeing of my ears because my daddy was particularly interested in elongating them by pulling them both.

At this very moment my classmate Supriyo Bhowmik consoled me, "Now that you have failed for the first time. You will no longer be afraid of failing." Till date I have not heard any better words of wisdom than the words uttered by my friend of 7th standard. Whatever I have achieved materially, major credit goes to him who made me shed my fear of failure.

Even today I fail in almost 8 of my endeavours out of 10. But my friend, whom I could not meet after that time, always encourages me to take another attempt.

Life has taught me the following things which I wish to share with you

Most people fail primarily for three reasons :

1. They don't start
2. They don't see the opportunity while in difficulty
3. Most of those who start don't complete.

But please remember, failure is THE only constant feature in life. One day, everybody of us will fail to live. Everybody of us fail everyday at some of our daily personal chores. There is only one person who never fails; the person who never tries. The only place where there is no fear of failure is the cemetery. Failure is the most practical mean to learn. Failure shows what might have gone wrong, when, where, how and why? There is no failure; only learning experience. Success stems from the ability to go from failure to failure, and then from failure to achievement, without losing the enthusiasm. Failure is not in falling down, but in staying down.

Please dump the fear of failure. Own your failures. Analyse your failures. Learn from them.

The earth may have ended for you. But the sky still remains. Try again.

Again and again and again. Learn each time.

Surge ahead. And Win.

Dr AK Banerjee, MBBS, MS, FAMS
Editor-in-Chief

WE DON'T MAKE MODELS, WE MAKE ROLE MODELS!

WE DON'T USE 'FAIR & LOVELY', WE TRY TO BE FAIR & LOVELY

"WE WANT THE SUNSET TO BE REPLACED BY SUNRISE"

"DREAM+DEADLINE+SADBHAVNA = SUCCESS"

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w w w . s a d b h a v n a g r o u p . o r g

Professor A.K.Grover
Vice -Chancellor

PANJAB UNIVERSITY
CHANDIGARH, *India* 160 014

No. 1322 VCYDS
14/11/2012

MESSAGE

For dissemination of scientific knowledge both amongst academia and general public, it is imperative to publish a dedicated chronicle of scientific facts, incidents, experiences, ideas and reports. I am pleased to know that the Sadbhavna College of Education for Women, Raikot has committed itself to publish a regular Research Journal aimed at such a noble purpose.

I trust that the Sadbhavna Research Journal of Human Development will promote research for advancing the richness of human life in all spheres, i.e. social, political, economic, cultural or educational by incorporating in it the original and well researched articles of students and teachers.

Best wishes !

Arun K. Grover
Vice-Chancellor

In view of 8th March "International Women's Day" & recent gender based atrocities, we dedicate our March 2013 issue to -

"The Silent Sufferer - Women in India".

Research Studies & Review Articles on different facets of women's rights are welcome.

Disclaimer

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INDEX

"A CORRELATION OF STUDY HABITS AND ATTITUDE TOWARDS STUDY WITH ACHIEVEMENT IN SCIENCE OF SCHEDULED CASTES STUDENTS OF RAJASTHAN "

DR. NAND KISHOR CHOUDHARY

Present age is an age of science, technology and information explosion. In the digital age, things and knowledge are changing rapidly. Now days there are various opportunities as well as challenges to students, teachers and parents also. In competitive time Parents have very high aspiration and set high goals to educate their children. To get high achievements in both academic and non academic fields, the hidden potentialities of students must be identified and developed. **According to Swami Vivekanand** "Education is the manifestation of human's behavior" **According to Prof. Drever** "Education is the process in which and by knowledge character and behavior of the young are shaped and moulded." According to **Dr.Radhakrishnan.** "Education, to be complete must be humane; it must include not only the intellect but also the refinement of the least and the discipline of the sprit ." Study habits and attitude towards study have long reaching effect on the academic achievement of student ,These help a student not only to achieve better but also to use his leisure fruitfully .To get high academic achievement good and healthy study habits and attitude towards study have to develop. In present time student himself, teacher and parents are facing low academic achievement although they are paying more attention.

Need for the study- Academic achievement has always been crucial area and main centre of educational research .Despite many statements about the aim of education, academic achievement is the one of the most important goals of education.The success or failure of student is measured in term of academic achievement. Academic achievement the amount of knowledge and other dominants attained and skills developed by the student indifferent

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subjects during study, which is asses by educational institutions with help of various evaluation tools. Academic achievement is the wider concepts and outcome of those all efforts which made by students during their studies. It includes students study habits and attitude towards study. Study habits and attitude towards are those which have been used in study period .In this context all habits and attitude related feelings ,tendencies , prejudice likes, dislikes towards confidence concentration examinations teachers homework and library use etc ,include . it is observed and concluded many researchers that study habits and attitude towards study are closely related to each other Education has vital significant role in an individual 's life. The End Product of the educational process has been a matter of great concern to the Various educationists since the times of Greek academics and Indian Gurukuls to present information and technical age. In the formal education there is promotion Mainly in school and at home, a student's Study habits and attitude towards study develop and then academic achievement got in the form of outcome. The index of a good Study habits and Attitude towards study and student in a particular in the class high academic achievement which he acquires during his various experiences in the class room, laboratories, library, play ground and home.

OPERATIONAL DEFINITION OF KEY TERMS

Study Habits - can be derived from the buying out a dedicated scheduled and un-interrupted time to apply one's self to the task of learning. Without it, one does not grow and becomes self-limiting in life. Study habit is sum total of all the habits determine purpose and enforced practice that individual uses in order to learn. Study habit includes, study styles, concentration, mental conflict, homework, examination and self confidence etc. **According to C.V .Good** "The basic features involved in the application of the mind to a problem or subject, the characteristic pattern which an individual follows in learning about things and people "According to goods dictionary " study habits is the pupil's or student's way of studying whether systematic or unsystematic ,efficient or inefficient"

Attitude towards Study- Attitude towards study is the mental of readiness, feeling, prejudice, fear and tendency related to study dimensions . It includes

attitudes of likes and dislikes of learners**(Bem1970) According to Allport** (1935) "An attitude is mental or neural state of readiness ,organized through experience ,exerting a directive or dynamic influence on the individual's responses to all objects and situations to which it is the related". According to (**Eagly & Chaiken 1993)** "Attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor of disfavor"

 Achievement in   Science -In Modern use Science (from latin scentia ,Meaning Knowledge) is a systematic enterprise that builds and organizes knowledge in the form of testable explanation and predictions about the universe. Science refers to the body of reliable knowledge itself, of the type that can be logically and rationally explained. " more often refers to a way of pursuing knowledge, not only the knowledge itself. It is "often treated as synonymous with 'natural and physical science', and thus restricted to those branches of study that relate to the phenomena of the material universe and their laws, sometimes with implied exclusion of pure mathematics. This is now the dominant sense in ordinary use." **The *Oxford English Dictionary* dates** the origin of the word **"Scientist" to 1834**. This sometimes left the study of human thought and society in a linguistic limbo, which was resolved by classifying these areas of academic study as social science Similarly, several other major areas of disciplined study and knowledge exist today under the general rubric of "science", such as formal science and applied science. Achievement is synonym with accomplishment of proficiency as performance. Academic achievement of the students is the most cherished concern of parents and teachers.   **According to crow and crow** " Academic Achievement means the extent to which a learner is profiting from institution in a given area of learning " **According to Wolman Dictionary of Behavioral Science (1973)** Academic achievement is the level of proficiency attained in the scholastic or academic work " According to Webster's opinion,"Academic achievement is the performance by a student in a course based on formal study in an institution of learning**.** Higher achievement in education facilitates better adjustment of students. **According to Merriam Webster's " collegiate Dictionary (2001)** Achievement is act of achieving a result gained by efforts

the quality and quantity of a student's work "

Scheduled Castes The scheduled castes, which group of historically disadvantaged people that are given express recognition in the constitution of India .During the period of British rule in the Indian sub-continent, they were known as the depressed. The scheduled castes make up around 15%and of the population of India .the proportion of scheduled castes in the country's population has steadily risen since independence in 1947.The constitution (Scheduled castes) order,1950 lists 1,108 castes across 25 states in its first schedule. After independence, the Constitutional Assembly continued the prevailing definition of scheduled Castes (article 341). The President of India and Governors of states responsibility to the compile a full listing of castes and tribes and also the power to edit it later as required. The actual complete listing of was made the order The Constitution (Scheduled Castes)

Statement of the Problem The present study entitled **"A Correlation of Study Habits and Attitude Towards Study With Achievement in Science of Male And Female Students of Scheduled Castes."**

OBJECTIVES OF THE STUDY

1. To study significant correlation between achievement in Science and Study Habits of Male Students of Scheduled Castes .

2. To Study significant correlation between achievement in Science and Attitude towards study of Male Students of Scheduled Castes .

3. To Study significant partial co-relation between achievement in Science and Attitude Towards Study s when study habits was partial out of Male Students of scheduled Castes.

4. To study significant partial co-relation between achievement in Science and attitude towards study when study habits was partial out of Male Students of Scheduled Castes .

5. To Study significant correlation between achievement in Science and study habits of Female students of Scheduled Castes .

6 To Study significant correlation between achievement in Science and Study Habits of Female students of Scheduled Castes .

7. To Study significant partial co-relation between achievement in Science and Study Habits of Female Students of Scheduled Castes when their Attitude Towards Study was partial out.

8. To study significant partial co-relation between achievement in Science and attitude towards study of Female Students of Scheduled Castes when their Study Habits was partial out.

HYPOTHESES OF THE STUDY

1. There will be no significant correlation between achievement in Science and Study Habits of Male Students of Scheduled Castes .

2. There will be no significant correlation between achievement in Science and Attitude towards study of Male Students of Scheduled Castes .

3. There will be no significant partial co-relation between achievement in Science and Attitude Towards Study s when study habits was partial out of Male Students of scheduled Castes.

4. "There will be no significant partial co-relation between achievement in Science and attitude towards study when study habits was partial out of Male Students of Scheduled Castes .

5. There will be no significant correlation between achievement in Science and study habits of Female students of Scheduled Castes .

6. There will be no significant correlation between achievement in Science and Study Habits of Female students of Scheduled Castes .

7. There will be no significant partial co-relation between achievement in Science and Study Habits of Female Students of Scheduled Castes when their Attitude Towards Study was partial out."

8. There will be no significant partial co-relation between achievement in Science and attitude towards study of Female Students of Scheduled Castes when their Study Habits was partial out.

Design of the Study Methodology is the essential in systematic research . Methodology is a science of orderliness. it is a technique adopted for an orderly arrangement of facts and principles. The   successes of any study

depends largely on the suitability of method ,tools and techniques used for the data. Survey is a procedure in which data is systematically collected from a population through a test of questionnaire. Investigator selected survey method to collect the data.

Population- In this research the population consisted of all students studying in 11th class students in Kota Division includes six districts in Eastern Rajasthan.

Sample -The investigator used simple random sampling technique for selecting the sample consists of 127 student of 11th class from 18 senior secondary schools In Kota Division includes Six districts in Eastern Rajasthan.

Tool Used-In the present investigation ,in order to measure the study habits and attitude towards study among students of 11th class, the investigators used was the standardized test 'Test of study habits and Attitudes' prepared by Dr .C.P Mathur. This test includes 9 dimensions in 60 items which are related to study habits, mental conflict, concentration, home work self confidence, examination , attitudes towards teacher, school family and study. Validity of test is +0.63 and reliability +0.89 for academic achievement in science of students of 11th class their marks were collected of(10th class) from office record.

Statistical Techniques Correlation and partial correlation were calculated by product movement method of karl Pearson .

Table -1

Value of co-relation between Achievement in Science and Study Habits of Male Students Scheduled Castes

Variable	No of Candidates	Correlation Coefficient $(r_{1.3})$	Level of Significance
Study Habits Achievement in Science	77	0.4479**	0.01

In the present study there were 77 Male Students of Schedule Castes (n=77) df was 75(n-2). Calculated value of co-efficient of co-relation between achievement in science and study habits was 0.4479. Table value for r at 0.05 level was 0.264 and at 0.01 level was 0.343, as calculated value 0.4479 was greater than table value. Therefore co-relation was significant at 0.01 level So Hypothesis 1 "There will be no significant correlation between achievement in Science and study habits of male students of Scheduled Caste ." Stands rejected.

Table-2

Value of co-relation between Achievement in Science and Attitude towards Study of Male Students of Scheduled Castes

Variable	No of Candidates	Correlation Coefficient($r_{2.3}$)	Level of Significance
Attitude Towards Study	**77**	**0.3213****	**0.01**
Achievement in Science			

In the present study there were 77 Male Students of Schedule Castes (n=77) df was 75 (n-2). Calculated value of co-efficient of co-relation between achievement in science and study habits was 0.3213. Table value for r at 0.05 level was 0.264 and at 0.01 level was 0.343, as calculated value 0.3213 was greater than table value. Therefore co-relation was significant at 0.01 level So Hypothesis 2 "There will be no significant correlation between achievement in Science and Attitude Towards Study ." Stands rejected.

Table-3

Value of co-relation between Achievement in Science and Study Habits of Male Students of Scheduled Castes

Variable	No of Candidates	Correlation Coefficient ($r_{13.2}$)	Level of significance
Study Habits	**77**	**0.4440****	**0.01**
Achievement in Science			

In the present study there were 77 Male Students of Schedule Castes (n=77) df

was 75(n-2). Calculated value of partial co-efficient of co-relation between achievement in science and attitude towards study was 0.4440 when their attitude towards study was partial out. Calculated value 0.4440 was greater than table value which was 0.264 at 0.05 and 0.343 at 0.01. Therefore co-relation was significant at 0.01 level so Hypothesis 3 "There will be no significant partial co-relation between achievement in Science and study habits When their attitude towards study was partial out ." was rejected.

Table- 4

Value of co-relation between Achievement in Science and Attitude Towards Study of Male Students of Scheduled Castes

Variable	No of Candidates	Correlation Coefficient ($r_{23.1}$)	Level of significance
Attitude Towards Study		**0.0225**	
Achievement in Science	**77**		**Not significant**

In the present study there were 77 Male Students of Schedule Castes (n=77) df was 75(n-2). Calculated value of partial co-efficient of co-relation between achievement in science and attitude towards study was 0.0225. When the variable study habits was partial out. Calculated value 0.0225 was less than table value which was 0.264 at 0.05 and 0.343 at 0.01. Therefore co-relation was insignificant at 0.05 level so Hypothesis 4 "There will be no significant partial co-relation between achievement in Science and attitude towards study when their study habits were partial out of male Students of Scheduled Castes." was accepted.

Table-5

Value of co-relation between Achievement in Science and Study Habits of Female Students Scheduled Castes

Variable	No of Candidates	Correlation Coefficient (r_{13})	Level of significance
Study Habits			
Achievement in Science	**50**	**0.1744**	**Not significant**

In the present study there were 50 Female Students of Schedule Castes (n= 50) df was 48(n-2). Calculated value of co-efficient of co-relation between

achievement in science and study habits was 0.1744. Table value for r at 0.05 level was 0.264 and at 0.01 level was 0.343, as calculated value 0.1744 was less than table value. Therefore co-relation was insignificant at 0.05 level So Hypothesis 5 "There will be no significant correlation between achievement in Science and study Habits of Female Students of Scheduled Castes." Stands accepted.

Table -6

Value of co-relation between Achievement in Science and Study Habits of Female Students Scheduled Castes.

Variable	No of Candidates	Correlation Coefficient ($r_{2.3}$)	Level of significant
Attitude Towards Study	**50**	**0.0897**	**Not Significant**
Achievement in Science			

In the present study there were 50 Female Students Schedule Castes (n= 50) df was 48(n-2). Calculated value of co-efficient of co-relation between achievement in science and study habits was 0.0897. Table value for r at 0.05 level was 0.264 and at 0.01 level was 0.343, as calculated value 0.0897 was greater than table value. Therefore co-relation was insignificant at level 0.05 So Hypothesis 6 "There will be no significant correlation between achievement in Science and Attitude Towards study of female Students of Schedule Castes." Stands rejected.

Table - 7

Value of Partial co-relation between Achievement in Science and Study Habits of Female Students of Scheduled Castes when their Attitude towards Study was partial out .

Variable	No of Candidates	Correlation Coefficient ($r_{13.2}$)	Level of Significance
Study Habits	**50**	**0.1612**	**Not significant**
Achievement in Science			

In the present study there were 50 Scheduled Castes Female Students (n= 50) df was 48(n-2). Calculated value of partial co-efficient of co-relation between achievement in science and Study Habits was 0.1612. When the

variable Attitude Towards Study was partial out. Calculated value 0.1612 was less than table value which was   0.264 at 0.05 and   0.343 at 0.01. Therefore   Partial co-relation was insignificant at 0.05 level   so Hypothesis 7 "There will be no significant partial co-relation between achievement in Science and Study Habits when their Attitude Towards Study was partial out of female Students of Scheduled Castes ." was accepted.

Table -8

Value of Partial co-relation between Achievement in Science and Attitude Towards Study   of Male Students of Scheduled Castes when their Study Habits were partial out.

Variable	No of Candidates	Correlation Coefficient ($r_{23.1}$)	Level of significant
Attitude Towards Study			
	50	**0.01731**	**Not significant**
Achievement in Science			

In the present study there were 50 Female students of Schedule Castes (n= 48) df was   50(n-2). Calculated value of partial co-efficient of co-relation between achievement in science and attitude towards study was 0.01731. When the Variable study habits were   partial out. Calculated value 0.01731 was less than table value which was   0.264 at 0.05 and   0.343 at 0.01. Therefore co-relation was insignificant at 0.05 level so Hypothesis 8 "There will be no significant partial co-relation between achievement in Science and Attitude towards Study when   their Study habits were partial out ." was accepted.

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IMPACT OF HOME ENVIRONMENT ON EMOTIONAL MATURITY AND SELF-   CONCEPT OF ADOLESCENTS

DR.SANDEEP SAWHNEY*

JAGDEEP KAUR**

INTRODUCTION

Modern age is an age of technological advancement, rapid industrialization, urbanization and hard competition that has made an individual's life more confused and insecure. Though man has conquered time and space to a greater extent, by the present level of scientific advancement yet there is a threat to his existence. With the rapid development in all walks of life, problems have also multiplied in that proportion. Hurlock (1972) stated that the children whose parents believe that they should sacrifice personal interests, produce a child centered home in which a child is treated as the most important member of the family. Coleman (1973) rightly pointed out "The family carries responsibility for the welfare of its members from cradle to grave". Good (1959) has stated that emotional maturity refers to the emotional patterns of an adult, who has progressed through the inferior emotional stages, characteristics of infancy, childhood and adolescence and is now fitted to deal successfully with reality and a practice in adult love relationship without undue emotional strain. Cattle (1957) "Self – concept as the keystone of personality".

 Jerslid (1960) "Self-concept is composite of a person's thought, feelings, striking, hopes, fears and fantasasise his views of what he is, what he has been, what he might become and his attitude pertaining to his work."

STATEMENT OF THE PROBLEM

"IMPACT OF HOME ENVIRONMENT ON EMOTIONAL MATURITY AND SELF-CONCEPT OF ADOLESCENTS".

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Objectives of the Study

The study was undertaken with the following objectives:

1.   To find out the relationship between home environment and self – concept of senior secondary school students of Ludhiana district.

2.   To find out the relationship between home environment and emotional maturity of senior secondary school students of Ludhiana district.

HYPOTHESES

1. There exist significant difference between Self-Concept of Rural and Urban Girls.

2. There exist significant difference between Self-Concept of Rural and Urban Boys.

3. There exist significant difference between Emotional Maturity of Rural and Urban Girls.

4. There exist significant difference between Emotional Maturity of Rural and Urban Boys.

5. There exist significant difference between various dimensions of home environment among Rural and Urban Girls.

6. There exist significant difference between various dimensions of home environment among Rural and Urban Boys.

7. There exist significant relationship between Self-Concept and various dimensions of Home Environment.

8. There exist significant relationship between Emotional Maturity and various dimensions of Home Environment.

DELIMITATIONS OF THE STUDY

1.   The present study was restricted to Ludhiana district senior secondary schools only.

2.   The study is restricted to 500 students (250 boys and 250 girls)

METHOD AND PROCEDURE

Sample

For the present study 500 students both boys and girls from senior secondary schools of Ludhiana district were selected.

TOOLS USED

The tools used in the present investigation are:-

1.   Home Environment Inventory (HEI) by Dr. Karuna Shanker Mishra.

2.   Emotional Maturity Scale (EMS) by Dr. Yashvir Singh and Dr. Mahesh Bhargava.

3.   Self – Concept Scale by Dr. Harmohan Singh and Smt. Sarswati Singh.

RESULTS AND CONCLUSIONS

The purpose of the present study was to see the impact of home environment on emotional maturity and self-concept. On the basis of analysis of data collected some conclusions are drawn which are as given below:-

1. The t-value is 6.288 which is significant at 0.05 level and shows difference in Self- Concept among rural and urban girls. Hence the hypothesis that there exist significant difference between Self-Concept of Rural and Urban Girls is accepted. Further Rural girls are found to have higher Self-Concept than urban girls.

2. The t-value is 3.927 which is significant at 0.05 level and shows difference in Self- Concept among rural and urban boys. Hence the hypothesis that there exist significant difference between Self-Concept of Rural and Urban Boys is accepted. Further Rural boys are found to have higher Self-Concept than urban boys.

3. The t-value is 7.667 which is significant at 0.05 level and shows difference in Emotional Maturity among rural and urban girls. Hence the hypothesis that there exist significant difference between Emotional Maturity of Rural and Urban Girls is accepted. Rural girls are found to have more Emotional Maturity than urban girls.

4. The t-value is 12.057 which is significant at 0.05 level and shows difference in Emotional Maturity among rural and urban boys. Hence the hypothesis that there exist significant difference between Emotional Maturity of Rural and Urban Boys is accepted. Rural boys are found to have more Emotional Maturity than urban boys.

5. The t-values are 3.865, 0.216, 0.939, 1.141, 0.912, 0.953, 3.131, 1.841, 1.145 and 2.230 of dimensions Control, Protectiveness , Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, Nurturance, Rejection and Permissiveness. Only Deprivation of Privileges and Permissiveness dimension are significant at 0.05 level of significance and other dimensions are not significant at 0.05 level of significance. Hence the hypothesis that there exist significant difference between various dimensions of home environment among Rural and Urban Girls is rejected.

6. The t-values are 11.830, 7.808, 6.628, 4.048, 2.193, 2.701, 1.339, 5.453, 2.208, 0.304 of dimensions Control, Protectiveness , Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, Nurturance, Rejection and Permissiveness. All dimensions except Deprivation of Privileges and Permissiveness are significant at 0.05 level of significance Hence the hypothesis that there exist significant difference between various dimensions Control, Protectiveness , Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, Nurturance, Rejection and Permissiveness of home environment among Rural and Urban Boys is accepted. Urban boys have more Control, Protectiveness , Punishment, Conformity in home than rural boys and rural boys were more Socially Isolated and Rejected in home than urban boys.

7. Coefficient of correlation between dimensions Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, Nurturance, Rejection and Permissiveness and self-concept are .187, .198, .066, .144, .017, .154, .099, .094, .094, .061. Dimensions Control, Protectiveness, Conformity, Reward, Deprivation of Privileges, Nurturance, Rejection are significant at 0.05 level of significance and dimensions Punishment, Social Isolation and Permissiveness are not significant at 0.05 level of significance. Hence the hypothesis that there exist significant relationship between Self-Concept and various dimensions Control,

Protectiveness , Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, Nurturance, Rejection and Permissiveness of Home Environment is accepted.

8. Coefficient of correlation between dimension Control, Protectiveness , Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, Nurturance, Rejection and Permissiveness and emotional maturity are .221, .265, .040, .114, .343, .076, .132, .203, .235, .150. Dimensions Control, Protectiveness ,Conformity, Social Isolation, Deprivation of Privileges, Nurturance, Rejection and Permissiveness are significant at 0.05 level of significance and dimensions Punishment and Reward are not significant at 0.05 level of significance. Hence the hypothesis that there exist significant relationship between Emotional Maturity and various dimensions Control, Protectiveness , Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, Nurturance, Rejection and Permissiveness of Home Environment is accepted.

DISCUSSION OF RESULTS

The above conclusions shows that rural girls and boys differ from urban girls and boys in case of Self-Concept. Rural girls and boys have higher Self-Concept than urban girls and boys. Rural girls and boys differ from urban girls and boys in case of Emotional Maturity. Rural girls and boys have more Emotional Maturity than urban girls and boys. Urban boys have more Control, Protectiveness , Punishment, Conformity in home than rural boys and rural boys were more Socially Isolated and Rejected in home than urban boys. Urban girls have more Deprivation of Privileges and Permissiveness in home than rural girls. Control, Protectiveness, Conformity, Reward, Deprivation of Privileges, Nurturance, Rejection dimensions of Home Environment have impact on Self- Concept. Control, Protectiveness, Conformity, Social Isolation, Deprivation of Privileges, Nurturance, Rejection and Permissiveness dimensions of Home Environment have impact on Emotional Maturity.

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EFFECT OF SHAKTIPAT MEDITATION ON SPIRITUAL INTELLIGENCE OF PROSPECTIVE TEACHERS IN RELATION TO SOME DEMOGRAPHIC VARIABLES

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ABSTRACT

The present paper is based on research study undertaken to find out the effect of Shaktipat Meditation on Spiritual Intelligence of Prospective teachers. An experiment was conducted on 151 Prospective teachers of B. Ed. on the basis of non-randomized control group pre-test post-test design. For data collection, Spiritual Intelligence Scale (2006) developed by Dr. Tirath Singh, Dr. Arjinder Singh and Binderjit Kaur was used. Analysis by ANCOVA revealed that Meditation practiced to experimental group was found to be significantly effective to increase the spiritual intelligence level of Prospective teachers when both groups matched with respect to pre-spiritual intelligence. Adjusted mean scores of spiritual intelligence of male and female prospective teachers of experimental and control groups differ significantly when pre-spiritual intelligence was considered as covariate.

Keywords: *Shaktipat* Meditation, Spiritual Intelligence, Prospective Teachers.

INTRODUCTION

Practice of meditation is suggested by many Indian educational philosophers like Vivekanand, Dayananad, Aurbindo. There are many methods of meditation. Shaktipat is one of Indian methods of meditation. The basis of *Shaktipat* meditation technique is flow of energy (*Shakti*) in human body. The body's energy centres are called *chakras*. There are total nine *chakras* (including *Hara* and Upper *Anahat*) which reside along the spine and the head. These *Chakras* play significant role in Meditation and influencing

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human behaviour. Blockage and weakness of these *Chakras* leads to maladjusted behaviour. The downward flow of energy in human being enhance negativity in behaviour (Anand, 2003). In *Shaktipat* Meditation, with the help of deep breathing exercise and energy of the master (usually touch at *Agya* Chakra) the flow of energy is changed from down to upward and blockage of *chakra(s)* is/are removed. The change leads the meditator to new change in behaviour including spirituality.

Empirically, the term 'spirituality' is not easy to define. In an interview with Danah Zohar and Dr. Ian Marshall by David Bowman, Zohar (2003) explained that our spirituality is located in the deep self, which is ultimately connected to the ground of reality itself. Physicists would call this the quantum vacuum. Religious people would call it God.

As regard to the variable spiritual intelligence (SQ), 'it is the intelligence with which we balance meaning and value, and place our lives in a wider context. It is the 'ultimate intelligence' as without it both EQ and IQ cannot function—they crumble away' (Zohar et al., 2001). King (2009) defined spiritual intelligence as a set of adaptive mental capacities based on non-material and transcendent aspects of reality, specifically those that contribute to the awareness, integration, and adaptive application of the nonmaterial and transcendent aspects of one's existence, leading to such outcomes as deep existential reflection, enhancement of meaning, recognition of a transcendent self, and mastery of spiritual states. Our ability to access SQ can be deliberately developed and that this will in turn recruit IQ and EQ into a superior association. SQ is the life worthy living, the happy life, the life of purpose that renews the marriage between our EQ and IQ within a new and meaningful context (Bowell, 2004).

Most of the previous researches provide evidences regarding importance of spirituality for human beings in general and for teacher in particular. Renteria (2001) confirmed effectiveness of teaching of public school teachers from their spirituality. Van (2006) suggested that success is more than teaching to the intelligence quotient (IQ) and emotional quotient (EQ), but we also must attend to the soul quotient (SQ). The author supported soul-filled education might transform teaching and learning. Zimmer (1994) revealed that

a spiritual calling had significant relationships to very meaningful attractive qualities in a teacher's personal attitude towards teaching career. Potts (1998) explored that the spiritual maturity was positively associated with better mental health and specifically spiritually mature students tend to feel moral, lovable and powerful. Lips-Wiersma (1999) found that spiritual belief strongly determined careers choice, transition and experience. On the basis of above discussed theoretical and empirical finding spiritual intelligence was taken as dependent variable. In order to get the answer of question 'Whether gender, age, religion and socio economic status influence the spiritual intelligence?' These variables were taken as additional moderator variables. Finally, the present study was designed with following objective.

OBJECTIVE

To study the effect of *Shaktipat* Meditation, Gender, Age, Religion, Socio-Economic Status and their various interactions on Spiritual Intelligence of Prospective teachers by taking pre-spiritual Intelligence as covariate.

MATERIALS AND METHODS

Participants

For present study B.Ed. students from Lovely Institute of Education, Phagwara (Mean Age=23.72, SD=2.64), Govt. College of Education, Jalandhar (Mean Age=23.14, SD=2.15) and G.N. College of Education Kapurthala (Mean Age=23.33, SD=2.37), were selected on voluntarily basis. In Govt. College and G.N. College of Education, only hostellers were approachable for Meditation. Age range of students was between 20 to 32 years. Total 151 subjects (Mean Age=23.52, SD=2.51) participated in the present study out of which 91 were in Experimental (Mean Age=23.57, SD=2.43) and 60 in Control group(Mean Age=23.52, SD=2.63). 56 Prospective teachers were male (Mean Age=23.64, SD=2.35) and 95 Prospective teachers were female (Mean Age=23.49, SD=2.60). 65 Prospective teachers belonged to Sikh Religion (Mean Age=23.48, SD=2.59) and 86 to Hindu Religion (Mean Age=23.60, SD=2.46).

Experimental Design

The present study was experimental in nature. It was based on the lines of non-randomized control group pre-test post-test design.

Procedure

Students, who voluntarily offered themselves to practice Meditation, were divided (randomly) into two groups i.e. experimental and control groups, from each College. Before the start of the experiment, Spiritual Intelligence Scale was administered to collect pre-spiritual and general intelligence scores. The experimental group students were practiced *Shaktipat* Meditation for three months (105 sittings i.e. first five days 4 sittings and rest days one sittings daily) at the rate of one hour per sitting under the supervision, direction and guidance of the expert (Mata Yog Amrit Ji from Amritdham Meditation Center, Hoshiarpur). In all Colleges Meditation was practiced through *ShaktiPat Vidhi* only. At the end of the treatment the Spiritual Intelligence Scale was administered separately to the student of both experimental and control groups. Scoring of all the tools were done as directed in their respective manuals.

Measures

Following tools were used to collect data in the present study.

Spiritual Intelligence Scale (2006) developed by Dr. Tirath Singh, Dr. Arjinder Singh and Binderjit Kaur. The scale consisted of 120 items and 16 dimensions. It was a five point scale. The scale was found highly reliable with test-retest reliability =.81 and split half (even odd) = .81, split half (1st and 2nd half) = .78. The scale possessed high content validity as only those items were included in the scale which got consensus of the judges. The concurrent validity with Wolman's (2001) PSI and Khaira et al.'s (2004) SFSIS were found (N=65) 0.69 and (N=50) 0.63 respectively.

Observation Tools: Recording of process of meditation and behaviours of meditators with the help of Video Camera and Photo Camera was done.

RESULTS

Table 1

Levene's test of Homogeneity of Error Variance between Groups

F	df1	df2	p
1.49	32	118	.064

The F value for Levene's Test of Equality of Error Variances comes out to be 1.49, which is not significant. It means that there is homogeneity of variance between the groups.

Table 2

Summary of (2x2 and 2x3) ANCOVA for Spiritual Intelligence by taking pre Spiritual Intelligence as Covariate

Source	Sum of Squares	df	Mean Square	F	Sig.
Model	13466089.99	13	1035853.08	1403.87	.000
SI	25222.35	1	25222.35	34.18	.000
Meditation	6012.73	1	6012.73	8.15	.005
Gender	258.95	1	258.95	0.35	.555
Age	185.20	2	92.60	0.13	.882
Religion	68.03	1	68.03	0.09	.762
SES	1602.92	1	1602.92	2.17	.143
Meditation X Gender	1127.70	1	1127.70	1.53	.218
Meditation X Age	1313.06	2	656.53	0.89	.413
Meditation X Religion	997.78	1	997.78	1.35	.247
Meditation X SES	1542.27	1	1542.27	2.09	.151
Error	101824.01	138	737.86		
Total	13567914.00	151			

Table 2 reveals that the adjusted *F* value for Meditation is 8.15, which is significant at .01 level with *df* 1/138. It indicates that adjusted mean score of spiritual intelligence of experimental group and control group differ significantly when pre-spiritual intelligence was considered as covariate. Further, the adjusted mean score of spiritual intelligence of the experimental group (M=303.91, N=91) is higher than that of the control group (M=293.53, N=60). It reflects that Meditation practiced to experimental group was found to be significantly effective to increase the spiritual intelligence level of Prospective teachers when both groups matched with respect to pre-spiritual intelligence.

The adjusted *F* value (table 1) for gender is 0.35, which is not significant. It indicates that adjusted mean scores of spiritual intelligence of male and female Prospective teachers do not differ significantly when pre-spiritual intelligence was considered as covariate.

The adjusted *F* value (table 1) for age is 0.13, which is not significant. It indicates that adjusted mean scores of spiritual intelligence of Prospective teachers belonging to different age groups do not differ significantly when pre-spiritual intelligence was considered as covariate.

The adjusted *F* value (table 1) for religion is 0.09, which is not significant. It indicates that adjusted mean scores of spiritual intelligence of Prospective teachers belonging to Sikh and Hindu religions do not differ significantly when pre-spiritual intelligence was considered as covariate.

The adjusted *F* value (table 1) for SES is 2.17, which is not significant. It indicates that adjusted mean scores of spiritual intelligence of Prospective teachers belonging to different socio-economic status groups do not differ significantly when pre-spiritual intelligence was considered as covariate.

The adjusted *F* value (table 1) for interaction between meditation and gender is 1.53, which is not significant. It indicates that adjusted mean scores of spiritual intelligence of male and female prospective teachers of experimental and control groups do not differ significantly when pre-spiritual intelligence was considered as covariate.

The adjusted *F* value (table 1) for interaction between meditation and age is 0.89, which is not significant. It indicates that adjusted mean scores of

spiritual intelligence of Prospective teachers belonging to different age groups of experimental and control groups differ significantly when pre-spiritual intelligence was considered as covariate.

The adjusted *F* value (table 1) for interaction between meditation and religion is 1.35, which is not significant. It indicates that adjusted mean scores of spiritual intelligence of Prospective teachers belonging to different religion of experimental and control groups differ significantly when pre-spiritual intelligence was considered as covariate.

The adjusted *F* value (table 1) for interaction between meditation and SES is 2.09, which is not significant. It indicates that adjusted mean scores of spiritual intelligence of Prospective teachers belonging to different SES groups of experimental and control groups differ significantly when pre-spiritual intelligence was considered as covariate.

DISCUSSION

Shaktipat Meditation was found to be an effective technique to improve spiritual intelligence of student-teachers when pre-spiritual intelligence was considered as covariate. It may be concluded that *Shaktipat* Meditation was an effective mathod to improve spiritual intelligence of student-teachers. Although spiritual intelligence is a new construct, but the effectiveness of different techniques of Meditation on spiritual variables such as wisdom (Sussman & Kossak, 2011), psychological strengths (Wisner et al., 2010), subjective well-being (Jacob eta la., 2009), tolerance and compassion (Zinger, 2008), positive spiritual change (Schure et al., 2008), spiritual health (Hauser-Meyers, 2006), spiritual well-being, equanimity (Mulvaney, 1996), self-actualization (Anyanwu, 1998; and Greene et al., 1988), intuition power (Fling et al., 1981), love (Roth, 2000; and Wang, 2006), quality of life (Dua, 1998; Kondwani, 1998; La Vorgna-Smith, 1996; Dani, 2005; and Srivastava et al., 2003) were examined by many researchers. Most of these variables are near to the dimensions of spiritual intelligence as the investigator identified in the literature of Bowell (2004), Levin (2000), Zohar et al. (2001) and Wolman's (2001) PSI. All these researches have revealed significant positive effect of meditation on above mentioned dependent variables. Only a few divulged zero effect of meditation such as Compton et al. (1983) who showed that a learning

period (or selection period) existed for Zen meditation during which there is no increase in group self-actualization. Hauser-Meyers (2006) explored one of the seven participants identified a 'no change' response (spiritual growth), possibly due to the quality of her meditation. However, she too reported experiencing psychological transformation. Further, no interaction of meditation and demographic variables was found. It indicates that *shaktipat* meditation is equally effective method to improve spiritual intelligence for male and female student-teachers with different age groups; student-teachers with Hindu and Sikh religion and student-teachers from different socio-economics status.

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EFFECT OF CONSTRUCTIVE TEACHING APPROACH ON ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS

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ABSTRACT

The Study was undertaken to examine the effect of constructive teaching approach on academic achievement of students. For this we have conducted an experimental study on 10+1 students in subject of Economics(optional). A sample of 80 students was divided into four equal groups. One experimental group of high intelligence students, one controlled group of high intelligence students, one experimental group of low intelligence students and one controlled group of low intelligence students. Experimental groups were taught by the constructive teaching approach and controlled groups were taught by conventional method. Pre and Post tests were conducted on all the groups and the post test scores and the differences of pre and post tests were taken into consideration for analysis of the result. This study revealed that the students who taught by constructive method they gained better than those students who taught by conventional method.

INTRODUCTION

Formalization of the theory constructivism is generally attributed JEAN PIAGET, who articulated mechanism by which knowledge is internalized by learners. It is a theory of knowledge (epistemology) that argues that humans generate knowledge and meaning from an interaction between their experiences and their ideas.

Mahoney, 2004 said that students come in a classroom with their own experiences and a cognitive structure based on those experiences. These preconceived structures are valid, invalid or incomplete. The learner

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reformulate his/her existing structures only if new information or experiences already in memory. Inferences, elaborations and relationship between old perceptions and new ideas must be personally drawn by the student in order for the new idea to become an integrated, useful part of his/her memory. In short the learner must actively construct new information onto his/her existing mental framework for meaningful learning to occur.

In this theory, the focus tends to shift from the teacher to the students. The classroom is no longer a place where the teacher (expert) pours knowledge into passive students , who waits like empty vessels to be filled the teacher function more as a facilitator who coaches, mediates, prompts, and helps students to develop and assess their understanding, and thereby their learning .   Thus the role of teacher is to organize information around conceptual clusters of problems, questions and discrepant situations in order to engage the students' interest

A constructive learning setting differs greatly from one based on the traditional model. In the constructivist classroom, the teacher becomes a guide for the learner, providing, bridging, or scaffolding, helping to extend the learner's zone of proximal development. The student is encouraged to develop meta cognitive skills such as reflective thinking and problem solving techniques. The independent learner is intrinsically motivated to generate, discover, build and enlarge his/her own framework of knowledge.

Naylor and Keogh (1999**)** said, "The central principle of this approach is that learners can only make sense of new situations in terms of their existing understanding. Learning involves an active process in which learners construct meaning by linking new ideas with their existing knowledge."

Driscoll (2000) explains that constructivist theory asserts that knowledge can only exist within the human mind, and that it does not have to match any real world reality. Learners will be constantly trying to derive their own personal mental model of the real world from their perceptions of that world. As they perceive each new experience, learners will continually update their own mental models to reflect the new information, and will, therefore, construct their own interpretation of reality

Jenkins (2000) defined, "Constructivism of different persuasion (hold a) commitment to the idea that the development of understanding requires active engagement on the part of the learner."

Posner (2004) defined, "Constructivism is the reflection on the innate ideas that yields the exploration of knowledge related to those ideas."

Hung (2006) defined, "Constructivism holds that knowledge is created through learner engagement in meaningful and authentic activities."

The constructivist classroom presents the learner with opportunities to build on prior knowledge and understanding to construct new knowledge and understanding from authentic experiences. In solving their Problems, students are encouraged to explore possibilities, intent alternative solutions, collaborate with other students or external experts, try out ideas and hypothesis, revise their thinking and finally present the best solution they can derive.

RELATED STUDIES

Caprico (1994) found in a study that better exam grades were obtained by students taught using constructivist methodology.

Young, Nastasi & Braumhardt(1996) conducted a study on use of constructivist design for learning and found a conceptual changes in classroom teaching regarding the nature of learning after implementing a constructivist design in a constructivist way.

Tynajala (1998) found that writing in a constructivist learning environment influenced learners at university level, not only on the accumulation of new information but also in terms of development of their thinking and communication skills. In other words, it enhanced creative thinking.

Siago and White (1999) found that constructivist model has been found to slightly influence students achievement in a positive way. The constructivist model is capable of getting students more involved in learning. Brad, (2000) concluded that constructivist instruction showed higher degree of academic achievement than students in the traditional (lecture) instruction in all conditions.

Yildrum (2001)   found that learner outcomes were similar in their post-test results in constructivist and traditional classroom instruction and also found that retention test scores showed favorable significant difference when they were compared to the scores of students obtained through traditional learning instruction.

Kurt and Somchai, (2004) found that students used for their study participated more in the classroom activities and gained in content knowledge when a constructivist approach was used.

Oludipe Bimbola and Olidipe (2010) have found that with use of constructivist approach to learning, there is   improvement in academic performance of junior Secondary School Students in integrated Economics at the junior secondary school level.

OBJECTIVES OF THE STUDY

➢ To find out the difference between the achievement level of post-test scores of experimental and control group of high intelligence.

➢ To find out the difference between the achievement level of post-test scores of experimental and control group of low intelligence.

➢ To find out the difference between the gains scores of experimental and control group of high intelligence.

➢ To find out the difference between the gains scores of experimental and control group of low intelligence.

HYPOTHESES OF THE STUDY

➢ H1: There will be no significant difference between the achievement level of post-test scores of experimental and control group of high intelligence.

➢ H2: There will be no significant difference between the achievement level of post-test scores of experimental and control group of low intelligence.

➢ H3: There will be no significant difference between the gain scores of experimental and control group of high intelligence.

➢ H4: There will be no significant difference between the gain scores of experimental and control group of low intelligence

SAMPLE

80 students of class 10+1 Khalsa senior secondary school kharar affiliated to Punjab School Education Board were taken to conduct the experiment.

RESEARCH DESIGN

The present study employed on the variable of instructional treatment which was studied at two levels namely experimental group (T1) Which was taught by constructive teaching approach, and control group (T2) Which was taught by traditional instruction. The variable of intelligence was studied at two levels i.e. high intelligence (I1) and low intelligence (I2) levels.

TOOLS USED:

The following tools were used to collect the necessary data:

❖ Jalota's test of general mental ability.

❖ Lesson plans developed on the basis of Constructive approach

❖ Achievement test in Economics prepared by investigator.

Achievement Test on 7 topics in Economics i.e. Money, Barter system, Banking, Demand, Supply from the syllabus of class 10+1 of 25 items, in which 5 items in multiple choice question, 8 items based on constructive approach

(i) Will you keep your savings in bank, if yes, give reasons.

(ii) Suppose you are a businessman and you have, to make daily many transaction in crores. Will you do your transaction with cheque. If yes, give reasons.)
5 items in matching and 7 items in fill in blanks. The reliability of the test was 0.79.

STATISTICAL TECHNIQUES USED

Mean, S.D. and t – test were employed to analysis data.

METHODOLOGY:

In order to realize the above said objectives, Experimental method was employed.

PROCEDURE:

Stage 1 Selection of the sample

The present study was conducted on 80 students of class 10+1 Khalsa senior secondary school kharar   affiliated to Punjab School Education Board. Students were selected for experimentation after administration of intelligence test on 110 class 10+1 students.

Stage 2 Conducting the experiment

The experiment was conducted in three phases as given below:

Phase I : Administration of the pre –test.

This Phase involved the administration of the Achievement test in Economics to students of the experimental groups and control group.

Phase II : Conducting the instructional program.

The instructional treatment was manipulated in the form of teaching based on use of constructive teaching approach and traditional instruction method. The instructional treatment was given for 10 days to the two groups. The experimental group was taught through constructive teaching approach and control group was taught through traditional instruction. Same topics were taught to all groups. The instructions were conducted through well structured lesson plans on the content selected for treatment.

Phase III : Administration of the post –test.

In this phase, after completion of instructional programme, the students of both the experimental and control group for post test, achievement test in Economics was administered.

DATA ANALYSIS

H1 states that there is no significant difference between the achievement level of post-test scores of experimental and control group of high intelligence. The results pertaining to this hypothesis are presented in Table-I.

TABLE-I Mean, Standard Deviation, t-test of Achievement of Post-Test Scores of High Intelligence Students.

	Group	N	Mean	S.D.	t-test	Level of significance
A	EXPERIMENTAL GROUP	20	24.1	.96		Significant at both levels
B	CONTROLROUP	20	22.5	.97	5.33	

Table-I shows the mean of group A is 24.1 and of group B is 22.5. Their SD's are 0.96 and 0.97 respectively. The t value works out to be 5.33, which is significant at 0.01 level. Thus, the results show that the hypothesis H1 is rejected i.e. there is no significant difference between the achievement level of post-test scores of experimental and control group of high intelligence is rejected.

H2 states that there is no significant difference between the achievement level of post-test scores of experimental and control group of low intelligence.

TABLE-II Mean, Standard Deviation, t-test of Achievement of Post-Test Scores of Low Intelligence Students.

	Group	N	Mean	S.D.	t-test	Level of significance
A	EXPERIMENTAL GROUP	20	18.8	2.24		Significant at both levels
B	CONTROLROUP	20	16.7	1.57	3.44	

Table-II shows the mean of group A is 18.8 and of group B is 16.7. Their SD's are 2.24 and 1.57 respectively. The t value works out to be 3.44, which is significant at 0.01 level. Thus, the results show that the hypothesis H2 i.e. there is no significant difference between the achievement level of post-test scores of experimental and control group of low intelligence is rejected.

H3 states that there is no significant difference between the gain scores of experimental and control group of high intelligence

TABLE-III Mean, Standard Deviation, t-test of Gain Scores of Experimental and Control Group of High Intelligence Students.

	Group	N	Mean	S.D.	t-test	Level of significance
A	EXPERIMENTAL GROUP	20	3.75	1.21	2.00	Significant at both levels
B	CONTROLROUP	20	2.95	1.46		

Table-III shows the mean of group A is 3.75and of group B is 2.95. Their SD's are 1.21 and 1.46 respectively. The t value works out to be 2.00, which is significant only at 0.05 level. Thus, the results show that the hypothesis H3 i.e. there is no significant difference between the gain scores of experimental and control group of high intelligence is partially rejected.

H4 states that there is no significant difference between the gain scores of experimental and control group of low intelligence.

TABLE-IV Mean, Standard Deviation, t-test of Gain Scores of Experimental and Control Group of Low Intelligence Students.

	Group	N	Mean	S.D.	t-test	Level of significance
A	EXPERIMENTAL GROUP	20	5	1.36	4.48	Significant at both levels
B	Control group	20	3.25	1.13		

Table-IV shows the mean of group A is 5 and of group B is 3.25. Their SD's are 1.36 and 1.13 respectively. The t value works out to be 4.48, which is significant at 0.01 level. Thus, the results show that the hypothesis H4 i.e. there is no significant difference between the gain scores of experimental and control group of low intelligence is rejected.

The results indicate that there is improvement in academic achievement of students in constructivist group on pre test and post test level were higher than

the scores at the pre test and post test levels compared to conventional group. The results of this study also supported by Caprico (1994), Siago (1999), Brad(2000) and oludipe(2010).

CONCLUSION

Students attained better when they taught through constructive teaching approach as comparison to those students who taught through conventional method.

Constructive approach is more useful for gain scores of low intelligence students. As it is shown that t value of gain scores of low intelligent students is more (4.48) than the value (2.00) of high intelligent students.

The students in experimental group actively participate in the classroom activities and show more effective result as compared to control group.

The results suggested that constructive teaching approach has overall positive effect on Economics achievement.

EDUCATIONAL IMPLICATIONS

➢ To develop values of small group work and cooperative development of ideas among students.

➢ To prepare the students to make sense of all information that they perceive and able to "construct" their own meaning (ideas) from that information.

➢ To prepare the students for problem solving and critical thinking skills.

➢ To create such a classroom environment where Knowledge can be shared between teachers and students.

➢ To enable students to explore new knowledge through setting connections with their previous knowledge.

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MATHEMATICAL ACHIEVEMENT OF 8TH CLASS STUDENTS IN RELATION TO EDUCATIONAL ASPIRATION

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MS. MAMTA**

ABSTRACT

The main objective of the study was to study Mathematical Achievement of 8th class students in relation to Educational Aspiration. To achieve the objective of the study, Mathematics Achievement Test (MAT) by Dr. L.N. Dubbey (1996) and Educational Aspiration Scale (EAS) by Dr. V.P. Sharma and Dr. Anuradha Gupta (1987) were used. The sample consisted of 200 students of 8th class selected randomly from Private Schools of Moga District of Punjab. The sample was equally categorized between Boys and Girls. It was further equally categorized between Rural and Urban also. Results revealed that there is significant relationship between Mathematical Achievement and Educational Aspiration of 8th class students. Both the variables highly correlated with each other. Further there is no significant difference in the mean scores of Mathematical Achievement of Boys and Girls but there is significant difference in the mean scores of Mathematical Achievement of rural and urban students of 8th class. Rural students shows better Mathematical Achievement than Urban students. Results further revealed that there is no significant difference in the mean scores of Educational Aspiration of boys and girls of 8th class students. There is also no significant difference in the mean scores of Educational Aspiration of rural and urban students of 8th class.
Keywords: Mathematical Achievement, Educational Aspiration

INTRODUCTION

Mathematics is regarded as the father of all sciences. Mathematics is the way to settle the mind in a habit of reasoning. Mathematical Achievement refers to the attainment of Mathematical abilities and skills. Mathematical Achievement is the amount of success of an individual in the field of

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mathematics. Mathematical ability is the power of solving with speed and accuracy the difficult and complex problems. Mathematical achievement is essentially cognitive in character. It includes problem solving ability, clear expression of thoughts, logical reasoning etc. Educational aspiration is a strong desire to reach something high. Educational aspiration has been identified as a key strategy for widening educational participation in lifelong learning process. It is the means by which an individual attain the highest position in the educational field in which they work. According to Walberg (1989) "Educational Aspiration is a strong desire; an eagerness to learn. Young people's aspiration guide, what students learn in school, how they prepare for adult life and what they eventually do." Educational aspiration affects the whole education. Here is an important question. How much educational aspiration affects the mathematical achievement of 8th class students? So to answer this question small but significant efforts were taken by investigator to find out the relationship between mathematical achievement and educational aspiration of 8th class students.

OBJECTIVES OF THE STUDY

The study was carried out with the following Objectives:-

1. To study the Mathematical Achievement of 8th class students.

2. To study the Mathematical Achievement of 8th class students with respect to gender.

3. To study the Mathematical Achievement of 8th class students with respect to locale.

4. To study the Educational Aspiration of 8th class students.

5. To study the Educational Aspiration of 8th class students with respect to gender.

6. To study the Educational Aspiration of 8th class students with respect to locale

7. To study the relationship between Mathematical Achievement and Educational Aspiration of 8th class students.

HYPOTHESES OF THE STUDY

The main hypotheses of the present study were:-

1. There will be no significant difference in the mean scores of Mathematical Achievement of 8th class students with respect to gender.

2. There will be no significant difference in the mean scores of Mathematical Achievement of 8th class students with respect to locale.

3. There will be no significant difference in the mean scores of Educational Aspiration of 8th class students with respect to gender.

4. There will be no significant difference in the mean scores of Educational Aspiration of 8th class students with respect to locale.

5. There will be no significant relationship between Mathematical Achievement and Educational Aspiration of 8th class students.

METHODOLOGY

In the present study descriptive survey method was employed in ordered to know the Mathematical Achievement and Educational Aspiration of 8th class students of private schools of Moga district of Punjab. Relationship between these variables were calculated by Pearson's Product Moment Method of correlation. In ordered to know the significant difference between the mean scores of both variables, the statistical technique 't'-ratio was employed.

SAMPLE

The present study was conducted on random sample of 200 students of 8th class of private schools of Moga District of Punjab. The study was equally balanced between 100 boys and 100 girls. The study was further equally balanced between 100 rural and 100 urban students.

TOOLS USED

1. Mathematics Achievement Test (MAT) by L.N. Dubbey (1996)

2. Educational Aspiration Scale (EAS) by Dr. V.P. Sharma and

   Dr. Anuradha Gupta (1987)

STATISTICAL TECHNIQUES USED

Mean, S.D., 't'-ratio and Co-efficient of correlation (r)

ANALYSIS AND INTERPRETATION OF DATA

Table – I showing the Mean, S.D., S.ED. and 't'- ratio of Mathematical Achievement of 100 boys and 100 girls of 8th class.

Group	N	Mean	S.D.	S.ED.	't'- Value	Level of Significance
Boys	100	11.16	3.88	0.6	0.8	Non- Significant difference at 0.05 level and 0.01 level of significance
Girls	100	11.64	4.58			

From table 1 it is found that 't'-value of Mathematical Achievement of 100 boys and 100 girls of 8th class students is .0.8 which is non-significant at 0.05 level and 0.01 level of significance.

Hence Hypotheses –I   There will be no significant difference in the mean scores of Mathematical Achievement of 8th class students with respect to gender is accepted.

Table – II showing the Mean, S.D., S.ED. and 't'- ratio of Mathematical Achievement of 100 rural and 100 urban students of 8th class.

Group	N	Mean	S.D.	S.ED.	't'- Value	Level of Significance
Rural	100	12.64	4.32	0.59	3.83	Significant difference at 0.05 level and 0.01 level of significance
Urban	100	10.38	3.96			

From table II it is found that 't'-value of Mathematical Achievement of 100 rural and 100 urban students of 8th class is 3.83 which is significant at 0.05 level and 0.01 level of significance.

Hence Hypotheses –II   There will be no significant difference in the mean scores of Mathematical Achievement of 8th class students with respect to locale is rejected.

Table – III showing the Mean, S.D., S.ED.   and 't'- ratio of Educational Aspiration of 100 boys and 100 girls of 8th class.

Group	N	Mean	S.D.	S.ED.	't'- Value	Level of Significance
Boys	100	40.55	8.35	1.27	1.69	Non- Significant difference at 0.05 level and 0.01 level of significance
Girls	100	42.7	9.55			

From table III it is found that 't'-value of Educational Aspiration of 100 boys and 100 girls of 8th class is 1.69 which is non-significant at 0.05 level and 0.01 level of significance.

Hence Hypotheses –III There will be no significant difference in the mean scores of Educational Aspiration of 8th class students with respect to gender is accepted.

Table – IV showing the Mean, S.D., S.ED. and 't'- ratio of Educational Aspiration of 100 rural and 100 urban students of 8th class.

Group	N	Mean	S.D.	S.E_D.	't'- Value	Level of Significance
Rural	100	42.4	8.55			Non- Significant difference
Urban	100	40.85	9.45	1.27	1.22	at 0.05 level and 0.01 level
						of significance

From table IV it is found that 't'-value of Educational Aspiration of 100 rural and 100 urban students of 8th class is 1.22 which is non-significant at 0.05 level and 0.01 level of significance.

Hence Hypotheses –IV There will be no significant difference in the mean scores of Educational Aspiration of 8th class students with respect to locale is accepted.

Table – V showing the Coefficient of Correlation between Mathematical Achievement and Educational Aspiration of 8th class students.

S. No.	Group of Variables	N	'r'	Level of Significance
1	Mathematical Achievement	200		Significant at 0.05 level
2	Educational Aspiration	200	0.987	and 0.01 level of
				significance

From Table – V it is found that coefficient of correlation (r) between Mathematical Achievement and Educational Aspiration of 8th class students is 0.987 which is significant at 0.05 level and 0.01 level of significance. Thus it indicates that there is significant relationship between Mathematical Achievement and Educational Aspiration of 8th class students.

Hence hypothesis-V There will be no significant relationship between Mathematical Achievement and Educational Aspiration of 8th class students is rejected.

MAJOR FINDINGS

On the basis of results obtained during the course of the present investigation the following major findings has been drawn:-

➢ There exists no significant difference in the mean scores of Mathematical Achievement of Boys and Girls of 8th class.

➢ There exists significant difference in the mean scores of Mathematical Achievement of Rural and Urban students of 8th class.

➢ There exists no significant difference in the mean scores of Educational Aspiration of Boys and Girls of 8th class.

➢ There exists no significant difference in the mean scores of Educational Aspiration of Rural and Urban students of 8th class.

➢ There exists significant relationship between Mathematical Achievement and Educational Aspiration of 8th class students.

EDUCATIONAL IMPLICATIONS

➢ These results will give immense help to researchers, guidance workers, teachers and school counselors to develop suitable methods of teaching.

➢ It helps the teachers to develop healthy environment in the class room.

➢ It helps the teachers and parents to know about the importance of Educational Aspiration among students.

➢ These results will give immense help to the teachers to develop good attitude and logical reasoning among students.

➢ It helps the teachers to motivate the students and aspire them so that they can achieve high.

➢ The present study helps the teachers to develop the all-round personality of the students.

➢ It helps the teachers and parents to channelizing the energy of

their wards in constructive, creative and productive areas so that their potential can be better utilized.

➢ This problem has practical implications also. Thus it can play a pivotal role in the field of education.

➢ It will help the teachers, parents and administrators to find out the reasons behind low achievement of students in mathematics.

CONCLUSION

It is concluded that there is significant relationship between Mathematical Achievement and Educational Aspiration of 8th class students. Both variables are positively correlated with each other. It means Educational Aspiration affects the Mathematical Achievement of 8th class students. If the student has high Educational Aspiration then their Mathematical Achievement will be high but if their Educational Aspiration is low then their Achievement in mathematics will be low.

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RESEARCH ARTICLE
HUMAN RIGHTS AWARENESS AMONG TEACHER TRAINEES

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ABSTRACT

In the present study an attempt was made to elaborate Human Rights awareness among teacher trainees from Ludhiana district. A sample of 160 teacher trainees was administered. Subsequently the data was subjected to statistical analysis. Results clearly indicated that teacher trainees were above average aware of issues and concept of Human Rights. On the basis of area, gender and subject their exist a significant difference in the awareness level of Human Rights. Urban teacher trainees are more aware about Human Rights rather than rural teacher trainees. Science teacher trainees are highly aware about Human Rights rather than arts teacher trainees. Female teacher trainees are less aware about Human Rights rather than male teacher trainees.

INTRODUCTION

> *"My notion of democracy is that under it the weakest should have the same opportunity as the strongest"*

> *(Mahatma Gandhi, 2/10/1869- 30/1/1948)*

World is so beautiful. Human being is the greatest and strongest animal in the world. Men, women and children belong to the homo species and are above all others animals. Like all other animals, human being differ in appearance, differ in colour and stature, livelihood, religion and beliefs. They converse in different languages. They live in different environment. Inspite of all these differences they all are human beings. Throughout much of history, people acquired rights and responsibilities through their membership of a group, a family, religion, class, community or state. Most societies have had traditions similar to the 'golden rule' of do "unto others as you would have them

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to unto you". The reference in the Hindu Vedas about "the entire world is my family" addresses the question of Human Rights. Human Rights may generally be defined as those rights, which are inherent in our nature and are essential if we are to live as human beings. Human Rights and fundamental freedom allow us to develop fully and use our human qualities, intelligence, talents and conscience in order to satisfy our spiritual and other needs. They are based on humankind, increasing demand for a life in which the inherent dignity and worth of each human being are accorded respect and protection.

According to Dev Arjun (1996), "Human Rights are generally defined as the rights which every human being is entitled to enjoy and to have protected."

Human Rights are important because they:

> Protect us from discrimination
>
> Protect us from unfair treatment
>
> Promote the development of democratic values and attitudes and freedom.
>
> Developing global awareness.

According to Chitkara MG.(2008), "Human Rights in the form of natural rights, are inherently moral rights which every human being at all times ought to have simply because of the fact that he is rational and moral

EMERGENCE OF PROBLEM

Human Rights are the rights a person has simply because he or she is a human being. Human Rights gained at birth cannot be violated by any one basing on different classes, colour, races, castes, status, genders, childhood or adulthoods. Human Rights are important because people interact at all level of society in the family, the community, schools, the workplace in politics etc. Human Rights have emerged as a central issue for humankind due to the activities of international organizations to the intense focus of the media on Human Rights, the magnitude of Human Rights violations in the world today's and to increased awareness of Human Rights by people all over the world. Human Rights are Important promoting the positive role of governments international and non governmental agencies in mitigating abuses of Human Rights in the world. Human Rights are important because of developing global awareness and all human beings as Human Rights literate. Human Rights

abuses, as history reveals, sow the seeds of future wars. The heightened awareness of Human Rights and informed world opinion are essential for the protection and implementation of Human Rights. There is a need to nip the evil in the bud. It means we need to make children who are the future citizens aware of their Human Rights. In this regard, role of teachers gain importance. If teachers are well informed about the Human Rights only then they will be able to make children aware about the same.

STATEMENT OF THE PROBLEM

"HUMAN RIGHTS AWARENESS AMONG TEACHER TRAINEES"

OBJECTIVES

1. To study the level of awareness about Human Rights among teacher trainees.

2. To compare the level of awareness about Human Rights among teacher trainees belonging to urban and rural area.

3. To compare the level of awareness about Human Rights among male and female teacher trainees.

4. To compare the level of awareness among teacher trainees belonging to science and arts faculties.

HYPOTHESES

1. All teacher trainees are highly aware about Human Rights.

2. A significant difference exists in the level of awareness about Human Rights among teacher trainees belonging to urban and rural area.

3. A significant difference exists in the level of awareness about Human Rights among male and female teacher trainees.

4. A significant difference exists in the level of awareness about Human Rights among teacher trainees belonging to science and arts faculties.

SAMPLE

Sampling was done at random. A sample of 160 teacher trainees was taken from 6 colleges of Ludhiana district of Punjab.

SAMPLE OF STUDY

**TOTAL SAMPLE
(160)**

80 (Rural)   80 (Urban)

40 (Male)   40 (Female)   40 (Male)   40 (Female)

20   20   20   20   20   20   20   20
(Science)   (Arts)   (Science)   (Arts)   (Science)   (Arts)   (Science)   (Arts)
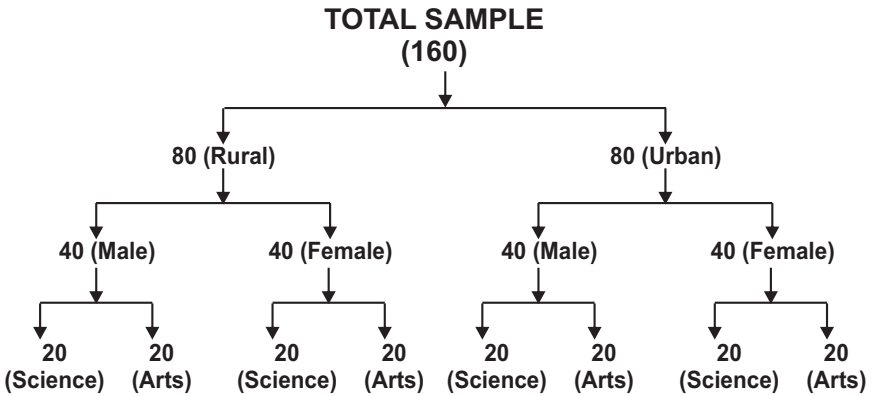
TOOL USED

Human Rights scale as constructed by Sukhwinder Kaur (2001)

ANALYSIS AND DISCUSSION OF RESULTS

The first hypothesis of the study was all teacher trainees are highly aware about Human Rights.

Table 1 : Level of awareness about Human Rights among teacher trainees

Level of awareness	Low	Below average	Average	Above average	High
% Teacher Trainees	Nil	1.875	28.125	67.5	2.5

Table 1 shows that no teacher trainee was found to be poorly aware of this vital issue. 67.5% teacher trainees were above average aware of issues and concept of Human Rights and this is a good sign. Hence the above mentioned hypothesis stands accepted.

The second hypothesis of the study was A significant difference exists in the level of awareness about Human Rights among teacher trainees belonging to Urban and Rural area.

Table 2 : Showing the significance of difference between awareness level of urban and rural teacher trainees

Sample	N	Mean	S.D.	t-ratio	Level of significance
Urban teacher trainees	80	25.6125	3.23546	3.029	Significant at 0.01 level
Rural teacher trainees	80	23.8375	4.56582		

Table 2 shows that the mean score for urban and rural teacher trainees are 25.6125 and 23.8375. The t - ratio is significant at 0.01 level of significance. Urban teacher trainees are highly aware about Human Rights rather than rural teacher trainees. Hence the above hypothesis stands accepted.

The third hypothesis was that a significant difference exists in the level of awareness about Human Rights among male and female teacher trainees.

Table 3 : Showing the significance of difference between awareness level of Human Rights among male and female teacher trainees

Group	N	Mean	S.D.	t- ratio	Level of significance
Male teacher trainees	80	26.0125	2.99152	4.11	Significant at 0.01 level
Female teacher trainees	80	23.4375	4.53912		

Table-3 shows that mean scores for male and female teacher trainees are 26.0125 and 23.4375. The t- ratio is significant at 0.01 level of significance .Male teacher trainees are more aware rather than female teacher trainees .Hence the above hypothesis stands accepted.

 The forth hypothesis was that a significant difference exists in the level of awareness about Human Rights among teacher trainees belonging to science and arts faculties.

Table 4 : Showing the significance of difference between awareness level about Human Rights among teacher trainees belonging to science and arts faculties

Group	N	Mean	S.D.	t- ratio	Level of significance
Science teacher trainees	80	25.6875	3.30934	3.161	Significant at both levels
Arts teacher trainees	80	23.7625	4.48131		

Table-4 shows that mean scores for science and arts teacher trainees are 25.6875 and 23.7625.The t value is significant at both levels of significance. Science teacher trainees are more aware rather than arts teacher trainees. Hence the hypothesis stands accepted.

FINDINGS

Systematic analysis and interpretation carried out as following findings:

1. All the teacher trainees under the study were found to have above average level of awareness about Human Rights. Not a single teacher trainee was found to have poor knowledge of this vital issue.

2. A significant difference exists in the level of awareness about Human Rights among teacher trainees belonging to urban and rural area. Urban teacher trainees are more aware about the Human Rights rather than the rural teacher trainees.

3. There exist a significant difference in the level of awareness about Human Rights among male and female teacher trainees. Male teacher trainees are more aware about Human Rights rather than female teacher trainees.

4. Science teacher trainees are highly aware of Human Rights issues than the arts teacher trainees.

EDUCATIONAL IMPLICATIONS

In the light of the result of the present study, it is suggested seminars, workshops, conference should be organized in different colleges to make students and teachers aware of this issue. Human Rights are important because people interact at all level of society in the family, community, schools, the workshops in politics etc.

More literature related to Human Rights should be published for colleges as well as for all readers. The study reveals that urban teacher trainees, teacher trainees belonging to science subject and male teacher trainees are found to be more aware as compared to their counterparts. Therefore an effort should be made to make female teacher trainees, teacher trainees from rural areas and teacher trainees of arts more aware about the Human Rights.

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A STUDY OF EMOTIONAL COMPETENCE OF ADOLESCENTS IN RELATION TO THEIR MENTAL HEALTH

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ABSTRACT

The present study reveals that a study of emotional competence of adolescents in relation to mental health of schools of Ludhiana district. For this study 200 adolescents were taken. Emotional Competence Scale by R.Bhardwaj and H.Sharma (1998) and Mental Health Check List (MHC) by Promod Kumar are used to collect the data. Significant relationship between emotional competence and mental health was found among adolescents of schools of Ludhiana district. Significant relationship between emotional competence and mental health was found among adolescents of schools of Ludhiana district w.r.t urban as well as both sexes. Also significant relationship between emotional competence and mental health was found among adolescents of schools of Ludhiana district w.r.t rural.

***Key words**- emotional competence, mental health, adolescents*

NTRODUCTION

The great importance of the period of adolescence has been clearly emphasized by philosophers, sociologists and psychologists. The problem of emotional competence and mental health assumes special significance during this stage of life. As adolescent personality function effectively if he is free from emotional disturbances.

Emotional competence leads an individual to make best decisions and successful at work place and also keep him to build healthier relationship. So it also affects his mental health. If an individual is not emotionally competent, he will fail to do all there and this indirectly after his mental health. Due failures, he become depressed, dejected anxious person .So emotional competence also effect and mental health.

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EMOTIONS

Different people define emotions in different ways. Some make a distinction between emotions and feelings saying that a feeling is the response part of the emotion and that an emotion includes the situation or experience, the interpretation, the perception, and the response or feeling related to the experience of a particular situation. For the purposes of this article, I use the terms interchangeably.

MC Clelland (Clelland et al. 1977) outlines the history of the definition of emotion: In the third century BC, Aristotle considered emotion an experiencing and evaluating stimuli that weights experiences taking into account the potential for gain or pleasure. This definition represents the first sign of dualism, the belief that mind and body are two completely different entities. The consequence of this belief is that mind and body were studied like two isolated and even irreconcilable subjects. Dictionaries in the 17th and 18th centuries described emotion in a direct meaning from the Latin derivation emovere (to move away from): "1695: a moving out, a migration. 1735: causing a movement 1822: a physical moving, stirring or agitation" (Clelland et al. 1977).

COMPETENCE

The concept of competence has different meanings. It is not always immediately clear which of the many forms of competence is being used or discussed. Four influential (but confusing) definitions during the last decade can be summarized as:

1. Predictive competency - i.e. testing the characteristics and aptitudes that are likely to differentiate superior performers.

2. Organizational core competencies - i.e. aggregates of capabilities, where synergy is created that have sustainable value and broad applicability for an organization.

3. Proven competence - i.e. a real and demonstrated ability to successfully carry out some activity which is totally identified.

4.   Adaptive competence - i.e. 'met competence' or the ability to read a new situation and adapt/apply appropriate competences.

EMOTIONAL COMPETENCE

Emotional competence refers to a person's competence in expressing or releasing their emotions. It implies an ease around emotions which results in emotionally competent people being relaxed about other people being emotional.[of the situation. The concept of emotional competence is rooted in the understanding of emotions as being normal, useful aspects of being human. Anger is a reaction to aggression and gives a person the strength to repel the aggression. Fear is a response to danger and has a clear physiological effect of heightening our senses and speeding up our reactions. From this it can be seen that the suppression of emotion is not useful and that teaching people to suppress their emotions is part of trying to control them. Emotionally competent people will express emotion appropriate to the situation and their needs and they will not seek to suppress emotions in others.

According to Daniel Goleman (1998), "For star performance in all jobs, in every field, emotional competence in twice important as purely cognitive abilities. For success at the highest levels, in leadership positions, emotional competence accounts for virtually the entire advantage." He further elaborated it by saying, "Organizations must refocus their training to include the Limbic (emotional) system. They most help people break old behavioral habits and establish now ones. That not only takes much more time than conventional training programs, it also requires an individualized approach"

Concept of Mental Health

The term 'Mental Health' consists of two words : 'Mental' and 'Health'. Health generally means sound conditions or well-being or freedom from diseases. Mental Health means a sound conditions or a state of psychological well-being or freedom from mental diseases. Mental Health is a condition or state of harmonious functioning of human personality. It is a state of one's own peace of mind, satisfaction, happiness, effectiveness and harmony brought out by one's level of adjustment with his self and world at large.

A person is said to be physically healthy or fit when his body is functioning well

and he is free from pains and troubles. Similarly person is in good mental health, when his mind or body function effectively and he is free from emotional disturbances. In general, he enjoys life with happiness. Mental health in broader terms, suggests a degree of happiness and satisfaction, under condition that warrant such a state of mind and a capacity for making satisfactory personal and social relationship. According to Crow and Crow (1951) "Mental health includes physical well being, adjustment to mental ability, emotional control, social adjustment and sex adjustment."

NEED AND SIGNIFICANCE OF THE PROBLEM

There are changes and advancement in every sphere of life. Like various other aspect of personality, emotion plays a vital role in the manifestation of individual's behaviour. Emotions are basic primeval forces of great power and influence and designed by nature to enable the organism to cope with circumstances which demand the utmost effort for survival. Today, the adolescent face so many complex problems, which affect their emotional competence. Emotional competence is one of the major factors, which affect our performance in every field of work. So it is quite hot issue and a major requirement of each person for best performance.

A successful teacher is one who communicates very well with the students and students also reveal things about himself with the teacher. A teacher is required to communicate with the child constantly so as to guide him and to help him in developing good mental health. A mentally healthy person is able to understand his situation and mould his approach according to the requirements.

From the literature reviewed, it is apparent that large number of studies on emotional competence has been conducted abroad. Though a few studies are conducted in Indian schools yet the results of these studies are inconsistent. Keeping in view, the importance of emotional competence and mental health of our students, this has been undertaken by the investigator to measure the emotional competence of adolescent in relation to their mental health. The present investigation was designed to study emotional competence of adolescents of Ludhiana District in relation to their mental health. Data was

collected from adolescents between age 14-17 years, of different schools and it was subjected to statistical analysis.

OBJECTIVES OF THE STUDY

1. To find out relationship between Mental Health and Emotional Competence of adolescents.

2. To find out relationship between Mental Health and Emotional Competence among adolescents of schools of Ludhiana district with respect to locale.

3. To find out relationship between Mental Health and Emotional Competence among adolescents of schools of Ludhiana district with respect to sex.

HYPOTHESES

1. There exist no significant relationship between emotional competence & mental health of adolescents.

2. There exists no significant relationship between Mental Health and Emotional Competence among adolescents of schools of Ludhiana district with respect to locale.

3. There exists no significant relationship between Mental Health and Emotional Competence among adolescents of schools of Ludhiana district with respect to sex.

DELIMITATION OF THE STUDY

Only 200 adolescents were taken for present study. The present study is restricted up to Ludhiana (District) only.

TOOLS to be employed

1. Emotional Competence Scale [R.Bhardwaj and H.Sharma(1998)]

2. Mental Health Check List (MHC) – Promod Kumar (1992)

DESIGN OF THE STUDY

The generally accepted methods of research are historical method, experimental method, survey method and case study method. The given

problem "A study of Emotional competence of adolescents in relation to their mental health", is of survey type. Therefore, the investigator has used survey method

STATISTICAL TECHNIQUES USED

The statistical techniques mean, S.D, t-ratio and product moment correlation was employed.

Table 1 : There exist no significant relationship between emotional competence & mental health of adolescents.

Variable	r value	Level of significance
Emotional competence	0.169	Significant at 0.05 level
Mental Health		

The value of coefficient of correlation is 0.169at 0.05 level f confidence. it means that there is significant relationship between emotional competence and mental health of adolescents. Hence the hypothesis there exist no significant relationship between emotional competence & mental health of adolescents is accepted .It means that there exist significant relationship between emotional competence & mental health of adolescents.

Table 2 There exist no significant relationship between emotional competence and mental health of urban adolescents.

Variable	Group	r value	Level of significance
Emotional competence	Urban	0.065	Not significant
Mental Health			

The value of coefficient of correlation shows is 0.065, which is insignificant. It means that there is no significant relation between emotional competence and mental health of urban adolescents. Hence the hypothesis there exist no significant relationship between emotional competence & mental health of urban adolescents is accepted. It means there exist no significant relationship between emotional competence & mental health of urban adolescents.

Table 3 There exist no significant relationship between emotional competence and mental health of rural adolescents.

Variable	Group	r value	Level of significance
Emotional competence	Rural	0.307	Significant at 0.01 level
Mental Health			

The value of coefficient of correlation is 0.307, which is highly significant at 0.01 levels. It means that there is significant relationship between emotional competence and mental health of rural adolescents. Hence the hypothesis there exist no significant relationship between emotional competence & mental health of rural adolescents is rejected. It means there exist significant relationship between emotional competence & mental health of rural adolescents.

Table 4 : There exist no significant relationship between emotional competence and mental health of male adolescents.

Variable	Group	r value	Level of significance
Emotional competence	Male	0.252	Significant at 0.05 level
Mental Health			

The value of coefficient of correlation 0.252 at 0.05 levels, it shows that there is significant relationship between emotional competence and mental health of male adolescents of Ludhiana (District).Therefore hypothesis that there exist no significant relationship between emotional competence and mental health of male adolescents is rejected. It means there exist a significant relationship between emotional competence & mental health of male adolescents.

Table 5: There exist no significant relationship between emotional competence and mental health of female adolescents.

Variable	Group	r value	Level of significance
Emotional competence	Female	0.139	Not significant
Mental Health			

The value of coefficient of correlation 0.139 is in significant; it shows that there is no significant relationship between emotional competence and mental

health of female adolescents. There fore the hypothesis there exist no significant relationship between emotional competence & mental health of female adolescents is accepted. It means there exist significant relationship between emotional competence & mental health of Female adolescents.

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TEACHER: HIS ROLE AND RESPONSIBILITIES

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ABSTRACT

The teacher is one of the pillars of the society and country. Without good teachers, no country can progress. The importance of teachers cannot be overlooked. Teacher treats and moulds the young minds into various forms. The future of the nation is built by teacher through the process of education. As nation tries to march ahead on the road to road, progress must do so with the help of able teachers. A nation cannot offered to leave its future in the hands of incompetent teachers. Teachers through their perservance love and sacrifices have shows us the right path in which great men have build our nation. It is the dear teachers who mould the character, personality and show the right direction which leads the pupils to the final destination. Flourishing national development and a society truly prosperous with knowledge all begins from its teachers. In this article an attempt has been made to discuss the teachers, qualities, role and responsibilities.

The entire educational system of our country is in the process of change. We all know that no educational system can be successful unless the quality of teacher is improved, but in turn the quality of teacher depends to a large extent on the quality of teacher education.

Education prepares the future generation to take their due place in the society. A teacher plays a pivotal role in this process. A teacher happens to be the key person to initiate and support change for educational improvements. With the increasing complexity of problems, expectations from teachers are also increasing. Education of teachers at all levels is highly significant. In order to enable the teachers to act as catalyst in the process of developing the future citizens, the teacher education programme needs to be revised from time to time.

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The teacher is one of the pillars of the society and the country. Without good teachers, no country can progress. The importance of teachers cannot be overlooked. Teacher treats and moulds the young minds into various forms. The future of the nation is built by teacher through the process of education. As nation tries to march ahead on the road to progress must do so with the help of able teachers. A nation cannot afford to leave its future in the hands of incompetent teachers. According to philosopher, " the world of tomorrow will be born from the schools of today". Thus teacher can be called national builder. Teachers through their perseverance love and sacrifices have shown us the right path in which great men have build our nation. It is the dear teachers who mould the character, personality and show the right direction which leads the pupils to the final destination. Flourishing national development and a society truly prosperous with knowledge all begins from its teachers.

RESPONSIBILITIES

Our nation needs a regiment of qualified and dedicated teachers with adequate potentiality for developing new generation with strong values and wisdom. Therefore, a teacher not only needs to be armed with heavy degrees, long experience and means of spreading knowledge but should have a vision, capacity to impart meaningful knowledge and inspire students for achieving creative ends in life.

RESPONSIBILITIES

1.	Teacher should prepare the students to participate in way of life of the society.

2.	Teacher should motivate the students to learn.

3.	Teacher should create an encouraging environment for learning to take place.

4.	Teacher should evaluate the each and everything performance of the students.

5.	Teacher should teach the students honestly and dedicatedly and devotedly.

6.   Teacher should introduce, develop good habits among the students.

7.   Teacher should aware the students about social evils.

8.   Teacher should develop good values among the students.

9.   Teacher should provide the knowledge, our and other countries culture.

10.   Teacher should involve himself in community people to productive work.

11.   Teacher should play a role in modernization of the society.

12.   Teacher should counsel the students for their bright future.

13.   Teacher should motivate the students to participate in social activities.

14.   Teacher should guide the students to avoid intoxication.

15.   Teacher should guide and help the students and society members in removing of social superstition.

16.   Teacher should provide/impart education to illiterate adults.

17.   Teacher should infuse confidence in students.

18.   Teacher should have a cordial role in the building up of the character of next generation.

19.   Teacher should teach a lesson of civilization to the students.

20.   Teacher should develop strong will power among the students.

21.   Teacher should provide the information of political, historical, geographical conditions and society to the students.

22.   Teacher should prepare students for future challenges.

23.   Teacher should develop positive thoughts among the students.

24.   Teacher should enable the students to understand the cultural

traditions and to be proud of their culture, to respect their national character and national emblems and to ornament themselves with societal conduct and morale.

25.   Teacher should be model for his students.

QUALITIES OF TEACHER

1.   Teacher should be good communicator.

2.   Teacher should have information management.

3.   Teacher should have ability of knowledge management.

4.   Teacher should have ability of motivation.

5.   Teacher should have knowledge of learner centered pedagogy.

6.   Teacher should aware about the latest development of the world in the terms of demand, quality, standard preferences and practices etc.

7.   Teacher should have leadership qualities.

8.   Teacher should have professionalism approach.

9.   Teacher should have self central.

10.   Teacher should have knowledge of social problems and bear the social responsibility.

11.   Teacher should have self awareness.

12.   Teacher should have global vision and strategy.

13.   Teacher should have analytical skills.

14.   Teacher should have content management skills.

15.   Teacher should have personal leadership skills.

16.   Teacher should have competency skills.

17.   Teacher should have self management skills.

18.   Teacher should have interpersonal skills.

19.   Teacher should have scanning skills.

20.   Teacher should have social skills.

21.   Teacher should have correlative skills.

CONCLUSION

Teacher can be rightly called a national builder. Teacher through his perseverance love and sacrifices have shown us the right path in which great men have built our nation. It is dear teacher who moulds the character, personality and show the right direction which leads the pupil to the final destination. The importance of teacher in the life of nation cannot be overlooked. Without good teachers, no country can progress. A nation which tries to march ahead on the road to progress must do so with the help of able teachers. The role of modern teacher is also changing. The functions of the teacher are those of a philosopher, a guide and a friend. Our nation needs a regiment of qualified and dedicated teachers with adequate potentiality for developing new generations with strong values and wisdom. Therefore, a teacher not only needs to be armed with heavy degrees, long experience and means of spreading knowledge but should have a vision, capacity to impart meaningful knowledge and inspire students for achieving creative ends in life. The role of the teacher is a multi-faceted one comprising academic, pedagogical and social role.

The teacher will have to shoulder a great responsibility in transforming India into a socially matured, economically developed, technologically advanced and strategically sustainable country for making the country strong, prosperous and safe. It is necessary to develop a sound, value based and quality oriented system of education. Teacher should develop a sense of self confidence, knowledge of self potentials, a skills of efficiency enhancement a tool of self development without quality no can develop. There is an urgent need of creating an atmosphere of intellectual rigor, ensuring freedom for innovations and creativity and realizing seriousness of purpose.

Educationist as Franklin D. Roosevelt once said " We cannot always build the future of our youth, but we always build youth for our future with the new point there should have qualitative improvements of teachers of great importance. For the qualitative improvement of teachers, Centre and State both Governments should join the hands to bring the reforms in educational system and various programmes, purely quality based, should organize time to time, so that teachers could bear the responsibilities towards the society as well as nation because quality based teacher could be called national builders.

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TQM: QUALITY FOR HIGHER EDUCATION

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ABSTRACT

Globalization of higher educational services has become an area of key focus for many countries in post WTO scenario. In order to fuel the socio-economic development of the country, higher education is playing a more active role in our country and this requires a paradigm shift in terms of governance and service delivery. Higher education institutions must become more innovative leading to quality institutions of knowledge production and dissemination. Realizing the importance of higher education, a lot of innovative experiments are being done to improve the performance of this sector. The Application of Total Quality Management (TQM) concepts is one of such measures, which will go a long way in revolutionizing the higher education system. Total Quality Management is recognized as an important management philosophy widely used in US industry. It has been used very successfully in the development and acquisition of systems such as satellites and aircraft to preparing officer performance reports. Over the last few years, TQM has been applied in the education industry. The Air Force Academy has been a leader in this application of TQM. The principles of TQM are described with an emphasis on the importance of identifying the customer and analyzing the processes. The 14 Points of Dr. W. Edwards Deming, which form a framework for the implementation of the TQM, are individually applied to the academic environment based on the experience gained at the Air Force Academy. The indomitable spirit of higher education paves the way for the growth of a nation in the political, economic, social, intellectual and spiritual dimensions. Teacher education is one of the areas in higher education which trains student-teachers in pedagogy, which in turn helps them to train the young minds of educational institutions. The "Fate of the nation is decided in the classroom," is a remark made by the Education Commission of India. Such classrooms are created by committed and dedicated teachers.

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Total quality Management (TQM) has gained wide acceptance in the business world as an institutional transformation philosophy. During the last two decades, it has claimed the attention of scholars and practitioners as a "paradigm worth considering" for managing higher education. While accepting the successes of TQM in business and industry, it is worth noting that the barriers to implementing TQM in education are the same as those experienced in the industry and the health care sector.

Total Quality Management (TQM) was first espoused by Dr. W. Edwards Deming in the late 1950's. His ideas were not accepted by US industry but were heartily endorsed by Japan in their recovery from World War II. Largely as a result of the implementation of TQM, `Made in Japan' has changed from a derogatory term to high praise. In the 1980's, US industry began to see the value of a TQM approach. Universities, however, have been slower to see the value of using TQM in their business, although several schools are now using TQM to improve the administration of the university. In 1990, Oregon State University endorsed TQM as its management philosophy and has experienced outstanding success in improving the operations of the university.

Total Quality Management (TQM) is inevitably common factor that will shape the strategies of higher educational institutions in their attempt to satisfy various stakeholders including students, parents, industry and society as a whole. The new economic growth theories have emphasized the role of human capital as the key of economic growth and development. The World Bank's recent study of 190 countries reveals that it is higher education that helps in enriching the quality of manpower. Thus higher education is a basic investment necessary to improve the overall quality of life. The strong linkage between the economy and education was never as clearly visible as now. It is the availability of employment in the market that makes the learners chooses their areas of study.

MEANING OF QUALITY

The word quality is derived from Latin word qualis, which means "what

kind of". It connotes a variety of meanings and implies different things to different people. According to Juran "Quality is fitness for use or purpose". Crosby considers it as "conformance to standards". Deming defines quality as "a predictable degree of uniformity and dependability at low cost and suited to market". In general quality is one, which satisfies customer needs and continuously keeps on performing its functions as desired by customers as per specified standards.

Quality is easy to visualise and yet difficult to define. Quality is used both in absolute and in relative terms. Quality may be defined as something which passes a standard or something which is consistently good with no defects. Quality may also be defined with reference to a purpose, i.e., something which fulfils the purpose for which it exists. Some define quality as equitable value for money. Quality may be defined as excellence with reference to both the price and the cost. Quality is neither mind nor matter, but a third entity independent of the two. Quality of education is a multi-dimensional concept, with varying conceptualizations. It includes, within its ambit, the quality of inputs in the form of students, faculty, support staff and the infrastructure.

Total Quality Management in Education

The Gurukula System of education was probably the best example of quality management in education. In the Gurukula (Gurukula means Preceptor"s family) system, students lived with the Guru in his family until the time they completed their study. The Gurukula tradition of total quality was successfully transferred to the early Indian Universities like Nalanda and Takshasila.

The expertise of visionaries also in institutional planning should be a part of planning the academic curriculum. The Concept of Total Quality Management should not be left to the corporate world. It should extend its reach to educational institutions too. Now some computer education institutions have obtained ISO 9001 to assure their clientele (the learners enrolling in their institutions) of quality education.

Quality Education in schools and colleges will lead to qualified human resources moving to higher education and in their producing highly qualified manpower for demanding careers (Barnett, 1994). Once appointed in colleges in government scale of pay, there is stagnation in the teachers" growth and development. The teaching community should not be come complacent with the belief that experience alone would suffice to carry on their work effectively.

Theory and Principles of TQM

Philosophy, Vision, Strategy, Skills, Resources, Rewards and Organisation are the principles of total quality management (Myron Tribus, 1994). Many people have their own definition of quality and restrict the concept of quality to some sectors only. Education is an obligation and quality should extend its reach to the Education Diaspora. The concept of quality instruction goes above and beyond innovation. It is not that we do not know how to make learning more innovative and joyful. We do. It is that we need to design educational experience that will deliver predictable learning. Success can come from thinking about acting strategically to define, design and deliver quality instruction. Teachers should design Quality Instruction Planning Programme to optimize learning situations. They have to define, design and deliver educational experiences in the context of quality provided the instruction is innovative and will be useful for the target learner. The learning experience should be rewarding, leading to life-long learning, so that the learners learn where and when to use them effectively to empower themselves (Kaufmanns and Zahn, 1993). When applying TQM principles to learning, Principles should be taken to give due importance to all the above.. The omission of anyone in this chain renders the theory inoperable since all are interlinked.

Philosopy: Inspiration

The presence of sound philosophy leads to inspiration but in the absence of philosophy, there are no followers. Application of TQM principles to classroom teaching will inspire the learners, which will lead them to adopt a similar methodology in their future assignments.

Vision: Life-Long Learning

A good vision leads to life-long learning while the absence of vision may lead to confusion. This is a long-term benefit that a learner will enjoy. Lifelong learning is an important aspect in one"s life. Any course or degree should not be considered an end to learning. The teacher should be a visionary in inculcating a passion for lifelong learning in the learners.

Strategy: Learning Skills

The presence of a sound strategy leads to developing learning skills; otherwise there will be a problem from the very beginning. To achieve the objectives of learning and to have the desired learning outcomes, it is necessary to devise the learning instruction in such a way that learners learn to learn. Developing learning skills are very important not only to accomplish the immediate course or degree requirement but also to imbibe the quality to learn.

Skills: Holistic Approach

Presence of good skills leads to a holistic approach but in the absence of skills there is anxiety. A holistic approach to learning ensures quality in education and makes learning a pleasure and joy. The attachment to learning should be healthy. It requires dedication and commitment to facilitate self-directed learning.

Resources: Maximum: Usage of Available Resources and Facilities

The availability of appropriate resources leads to optimum usage of available resources and facilities. The absence of resources leads to frustration among both learners and teachers. Before going in for procuring new resources and facilities for facilitating the process of innovative teaching and practice, the existing resources should be used in an optimum manner. Instead of wasting precious time, money and energy, a teacher should use the available resources.

Rewards: Desired Learning Outcomes

The presence of suitable rewards leads to desired learning outcomes. In the absence of rewards, there is bitterness. Rewards and recognition for innovative teaching leads to the desired learning outcomes. The following are

some of the rewards that can motivate the teachers.

Completion of units of the course in an innovative way.

Involvement of all learners in the learning process.

Recognition from learners, colleagues and the head of the institution.

Benefit from teamwork and learning the art of working as a team.

Different learning environments resulting in development of leadership qualities.

Co-operative and collaborative learning.

Recognition and appreciation of peers.

Appreciation for the learning experience.

Organisation: Cooperation of Support Services

For any innovative experiment to be successful, the co-operation of both the teaching and the non-teaching staff of the educational institution are necessary. In the absence of organization, there is no co-operation of support services which hinders organized learning.

TQM Process and Strategies

In an educational institution, the TQM process brings with it the commitment to quality, commitment to the employees, and commitment to the organisation. Principals, administrators and teachers, as parts of the educational partnership, really want good things to happen for students. All those who contribute to the system should be involved, with a clear understanding of the purpose. It is an approach to improve the effectiveness and flexibility of the organisation as a whole. The quality performance is directed towards satisfying cross functional goals as quality, cost, manpower development, quality of work life, etc. These activities ultimately lead to increased students and employee satisfaction. The process to introduce TQM in colleges should generally have the following steps:

1. **Mission and Passion:** Total quality is an idea which has to be communicated. The determination and announcement of mission statement is the first and foremost task on which the whole tqm will depend. It helps everyone to focus on the central theme. Everyone shares a passion to move continuously close to the ideal vision. The students, the teachers, the employees and the administrators push the college in one direction. Action of each one of them will be directed and moved by a common philosophy.

2. **Administrator as a Role Model:** you have completely identified yourself with your institution. you are always thinking of making, it is a better and better college every day and fighting with all your strength. It must also be clear from the side of administrator/principal of the institution that he/she is committed to total quality. The commitment should be communicated in meetings with employees and students It must be by word of mouth and action visibly demonstrated. The process of pursuing this agenda should be continuous and never lost sight of.

3. **Environment factors:** The next step is identification of the factors of internal and external environment, which have a bearing on the institution building. These include factors effecting the work environment in the institution (proper cleanliness, lighting, teaching aids, projectors, computer labs, lab materials, canteen, sports, gardening, water, etc) and factors helpful in image building of the institution (industry-institution interaction, debates, conferences, seminars, public relation including media management etc.) In managing total quality, endeavour should be to involve both internal and external environment factors. Involve students to help create environment for better learning/activity process. There is a need to develop self-motivation for TQM in everybody. Liberalisation and globalisation have set new trends in domestic and global competitive environment. This has led to a great disparity between what is taught and what is needed at the work place. Due to the socio-economic, cultural and technological transformation which has taken place during past decade, newer demands are being placed upon educational institutions.

Educational system can effectively react to these internal and external challenges only when it emphasizes on total quality. Engage in the delicate balancing act of ensuring quality to external customer (students, parents, taxpayers), while at the same time paying attention to the needs of internal customers (teachers, board members, and other co-workers).

4. **Accountability:** We have to develop the system in which every group (student, teachers, researcher and manager) is accountable to all other groups and members of each group are accountable to one another. Accountability is defined in terms of explicitly stated objective criteria, in which students are accountable to teachers because they have to submit regular assignments and they are subject to regular and continuous open internal assessment and accountable to taxpayer who wants them to receive their education by hard work. We should develop a system in which teachers are accountable to students through instruction surveys and are accountable to management through self assessment and assessment of teacher by outside organizations and in which researchers are prepared to be assessed by outside agencies and funding agencies for their work. Moreover all accountability at all levels has to be in terms of criteria laid down sufficiently in advance.

5. **Human Relations:** There is a need to enthuse quality in the whole setup, including the relationship. All individuals, small or big must be viewed as important human beings with physiological, psychological, social and ego needs. Establish systematic and continued communication among everyone. Develop skills in conflict resolution, problem solving and negotiations while displaying greater tolerance and appreciation of conflict. The informal relations must be tuned to help the formal organization.

6. **Feedback**: TQM is a continuous process. There is a need for continuous performance appraisal of all the subsystems as well as the system as a whole. The quality standards may be fixed in advance and performance compared both in qualitative and quantitative terms. The standards may

also be reviewed as the graph of performance rises. The independent assessment machinery should be created in the form of a Quality Co-odinator or TQM committee to achieve the goal of Total Quality. The machinery should be such as may have high moral credentials and faith of everyone, completely independent of the management/administration.

CONCLUSION

It is generally viewed that quality lies in business organizations, but due to rapid change in social needs, it has become prime agenda of the countries worldwide. Consequently, many countries initiated "national quality assurance mechanisms" and many more are in the process of evolving suitable Strategy. Most of the quality assurance bodies were established in nineties and after a few years of practical experience, they have started rethinking many issues of quality assurance. Despite massive expansion of Indian higher education, quality has been a crying concern as reflected in the reports of the various committees appointed from time to time by University Grants Commission. Although conventionally loss of quality has been related, in cause and effect relationship, to expansion, this is difficult to prove on the basis of knowledge assessment in educational science. Although in the popular and administrative perlance, quality of higher education is linked to per capita expenditure -- infrastructure particularly, laboratories workshops, ICT facilities, etc. Educational science provides clear indication that quality of higher education stands on the tripod of curriculum, instruction and evaluation. There are various techniques of quality management in education like Quality Circle, Quality Benchmarking, Total Quality Management, Six Sigma, etc. Almost all these techniques profess optimizing human quality and contribution. But Quality management is not an overnight process and it is not the product of a single hand.

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TOTAL QUALITY MANAGEMENT IN EDUCATION

MS. DIMPAL RANI*

With changing patterns of education delivery from face to face to online, course content and organizational structures and the concept of quality has become an inherent component of the educational process for its success. Globally various bodies have been established to develop guidance for quality products and services their maintenance. The globalization of education, migration of students from one community to other, one country to another, provides adequate causes for concern to the educationists and administrators. Total quality management (TQM) in education is a timely tool, which must be in the system as soon as possible.

TQM is both a mind-set and a set of practical activities—an attitude of mind as well as a method

Of promoting continuous improvement.

CONTINUOUS IMPROVEMENT

TQM is a practical but strategic approach to running an organization that focuses on the needs of its customers and clients. It rejects any outcome other than excellence. TQM is not a set of slogans, but a deliberate and systematic approach to achieving appropriate levels of quality in a consistent fashion that meet or exceed the needs and wants of customers. It can be thought of as a philosophy of continual improvement only achievable by and through people.

CHANGING CULTURES

TQM requires a change of culture. This is notoriously difficult to bring about and takes time to implement. It requires a change of attitudes and working methods. Staff needs to understand and live the message if TQM is to make an impact. However, culture change is not only about changing behaviors. It

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also requires a change in institutional management. Two things are required for staff to produce quality. First, staff needs a suitable environment in which to work. They need the tools of the trade and they need to work with systems and procedures which are simple and which aid them in doing their jobs.

Secondly, to do a good job the staff needs encouragement and recognition of their successes and achievements. They deserve leaders who can appreciate their achievements and coach them to greater success. The motivation to do a good job comes from a leadership style and an atmosphere that heightens self-esteem and empowers the individual.

THE UPSIDE-DOWN ORGANIZATION

The key to a successful TQM culture is an effective internal/external customer-supplier chain. Once the concept has been grasped, it has enormous implications for the organization and the relationships within it. The first casualty is the traditional notion of organizational status. It is the role of senior and middle management to support and empower the teaching and support staff and the learners. Control is not a feature of TQM organizations.

The upside-down organizational focus does not affect the structure of authority in the school or college, and neither does it diminish the essential leadership role of senior managers. In fact, leadership is pivotal to the success of TQM.

KEEPING CLOSE TO THE CUSTOMERS

Quality is what the customer wants and not what institution decides is best for them. Without customers there is no institution.

A customer focus is, however, not by itself a sufficient condition for ensuring total quality. TQM organizations need fully worked out strategies for meeting their customers' requirements. Education faces a considerable challenge in its relationships with its external customers.

CUSTOMERS NEEDS

Internal customers-academic

Students personal	:	Knowledge ,skills, and abilities to Pursue
		and professional Goals ;joy in learning
Faculty	:	Continuous personal growth, security, joy in work, information, input
Programs/ departments	:	continuous improvement, information exchange, cooperation

INTERNAL CUSTOMERS-ADMINISTRATIVE

Students	:	Service provided when requested, questions answered when asked
Employees	:	continuous personal growth, security, joy in work, information ,input
Units/departments divisions	:	continuous improvement ,information exchange, cooperation and collaboration
community	:	competent workforce, leaders and followers, volunteers in community service, politically active citizens
accrediting agencies	:	compliance with established criteria and standard
alumni	:	pride in having attended, continuing edu
Donors	:	awareness of both the quality and Need of the colleges/uni, approaches

Acknowledgement of Internal customers is the students, faculty, programs, and departments with in the academic programs of campus that influence a specific program.

TQM IN EDUCATIONAL INSTITUTIONS

'Successful institutions of the future must be as responsive and fluid as the world around them.'

Edward Sallis

Organizations are not static entities. They exist only so long as they fulfil a useful purpose. They and their environment are in a constant state of change and, to adopt a biological analogy, all institutions have a life cycle.

The organizational life or developmental cycle has four main stages.

These are formation, growth, maturity, and lastly a stage that can lead either to decline and decay or to renewal and revitalization. The developmental cycle is the same for educational institutions as for any other organization, especially now that education operates in a more deregulated and market environment. Each stage in the life cycle has its own special challenges, and a failure to meet them can lead to disaster.

At each stage an institution must change, adapt and develop. TQM, with its powerful ingredients of long-term strategic planning and the involvement of staff in continuous improvement, provides the means of facing up to the challenges at each stage.

INSTITUTIONAL LIFE-CYCLE THEORY

The first stage in the cycle is the birth and formation of the institution. A newly established institution requires a strategy to gain recognition and acceptance. It must establish its niche in the market and find a clientele.

The new organization must build a client base and ensure that it is aware of and is in tune with consumer needs, even if it has created those needs in the first place. The foundation of a new organization is sometimes described as the entrepreneurial phase because the founders are often visionaries who, through personal effort and risk taking, ensure the institution's future.

If the new organization succeeds it passes into the growth and development

stage where it will face new and novel challenges. It has to ensure that it can continue to generate the excitement and optimism that is a strong feature of the formation stage. There is a danger that, while growth requires the establishing of rules and procedures, this can quickly degenerate into a needless bureaucracy that can stifle the original vision and mission of the organization. There is a risk at this stage that the organization will move from being marketed to being product driven. The maturity stage is potentially the most dangerous stage of an organization's development. It is the stage in which most educational institutions find themselves. Too many mature institutions cease to be proactive and instead only react to external events. They cease to innovate and attempt to mould customers into their ways of doing things. The commercial world is littered with the memories of once famous household names. The roll call of the demise of the famous names of the British motorcar industry bears witness to this.

Austin, Morris, MG, Riley, Triumph, Hillman, Sunbeam and others were all innovators in their day. The difference between them and Nissan, Honda, Toyota, BMW and Volkswagen is one of management commitment to listen to the market and to develop products that exceed the consumers' expectations. Failure to adapt can swiftly lead to decline and failure. In the new educational marketplace the same fate can befall educational institutions.

However, the maturity stage can also be one of renewal if the message of total quality is adopted and the institution develops strategies for adaptation and finds ways of keeping close to its customers. It can be a dynamic phase where the experience of the institution can be harnessed for its further development. Maintaining the dynamism and entrepreneurial flair is of major importance when there are rapid changes in the external environment. What TQM offers is the opportunity for institutions to adopt a different outlook, diametrically opposed to the traditional model. TQM organizations will have integrated quality into their structure and recognize that quality involves everyone's commitment and contribution at every level. To achieve this considerable investment needs to be made in people as they are the keys to quality, and hence to the institution's future.

If a school or college aspires to be a total quality institution it must act like one? It must innovate and drive ahead to achieve the vision contained in its mission statement. It must recognize that quality will always provide an edge in the market. Most important, it must carry the message to its staff and ensure that they are partners in the process. The quality route is by now well trodden but just as hard. The driving force has to come from the top and the process has to be constantly nurtured and reinforced. Leadership is the key, but so is listening and learning. It is often the little things that provide the evidence of quality. Institutions that make the effort to get the details right also have the right approach to the major issues. In a world where so many services look superficially similar it is attention to detail that provides the competitive edge.

LEAN FORM, SIMPLE STRUCTURE

There are no correct forms of organization for TQM, although some structures are more suitable than others. Structures need to be appropriate and facilitate the TQM process. The evidence suggests that, as TQM develops, much of the hierarchy is eliminated, and flatter structures with strong cross-institutional links take their place. The more appropriate organizational forms are simple, lean, and are built around strong teamwork. The development and strengthening of teamwork, so much a feature of TQM, reduces the need for much of the middle management controlling and scheduling function. Teamwork needs to be structured within a simple but effective management system. It is important that teams understand the vision and the policies of the institution. This is one of the reasons why vision and leadership are so heavily emphasized in the TQM literature.

Organizations, from a TQM perspective, are systems designed to serve customers. In order to serve the customers all the parts and systems of the institution must dovetail. The success of any one unit of the organization affects the performance of the whole. The difference between a mature structure operating under TQM and the more usual organizational forms is that traditional organizations are structured around functions while TQM institutions are organized around processes. The idea is that the whole of a

process should be under a single and simple chain of command. For example, are all the functions associated with pupil or student support and welfare integrated and under a single source of control?

Under TQM, structure follows process, and the following are necessary features of any quality organization:—every unit, programme, and department needs to operate efficiently and effectively. Each area needs to have clear, and preferably written, quality standards within which to operate.

Every member of staff needs to understand the strategy of the institution, and its direction and mission, although they may not need to know the detailed breakdown of objectives.

There should be a lack of competition between units/programmes/departments, and an understanding of the aims and requirements of other parts of the organization. Mechanisms need to be in place to deal effectively with any boundary problems. A single command for each process—the key processes, whether they are curriculum, pastoral, or administrative—needs to be charted and organized so that each process is brought under a single chain of command. The charting process is best carried out from an analysis that starts by asking who the customers for a process are and continues by analyzing their needs and the standards they should expect. Structural reorganizations are not a requirement for TQM.

Reorganizations may be useful and necessary to the quality improvement process, but equally they can divert attention from quality improvement and lead to institutional fatigue. There are plenty of examples in education where organizational restructuring has impeded quality development. There is usually only so much energy within a system. TQM usually provides as much change as the organization can reasonably cope with. Staffs need some familiar signposts while adapting to new working methods. It is sensible to let structural change develop out of the process of improving quality, and so it is probably best to avoid organizational restructuring at the start of the TQM programme.

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