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## LIST OF CONTRIBUTORS

S.No.	Name	Designation
1	<b>Khush Bakht Hina</b>	Lecturer, Department of Education, National University of Modern Languages, Islamabad, Pakistan.
2	<b>Muhammad Ajmal</b>	Lecturer, Department of Distance, Non formal and Continuing Education, Allama Iqbal Open University Islamabad, Pakistan
3	<b>Fazalur Rahman</b>	Lecturer, Department of Early Childhood & Elementary Teacher Education, Allama Iqbal Open University Islamabad, Pakistan
4	<b>Arun Kumar Mandal</b>	Assistant Professor, Union Christian Training College, Berhampore, Dist. Murshidabad, West Bengal, India
5	<b>Jayanta Mete</b>	Associate Professor, Dept. of Education, University of Kalyani, Nadia, West Bengal, India
6	<b>Jagpreet Kaur</b>	Lecturer, Deptt. of Education, Punjabi University, Patiala, Punjab, India
7	<b>Shashi Oberoi</b>	Research Scholar, Deptt. of Education, Banaras Hindu University, Varanasi,U.P., India
8	<b>Deepak Jaiswal</b>	Teacher, P. Vidhyalaya, Amkhera, Pilibhit U.P. India
9	<b>Preeti Verma</b>	Centre of Special Education, S.N.D.T. Women's University, Mumbai, Maharashtra,India
10	<b>Ms. Ritu Mahal</b>	Research Fellow, (AICRP-HD), Department of Human Development, College of Home Science, Punjab Agricultural University, Ludhiana, Punjab, India
11	<b>R.S. Mishra</b>	Reader in Education, C.S.S.S. (P.G.) College, Machhra, C.C.S. University, Meerut, U.P., India
12	<b>Sonu Grewal</b>	Research Scholar in Education, C.S.S.S. (P.G.) College, Machhra, Meerut, U.P., India
13	<b>K.V. Sridevi</b>	Lecturer in Education, Amrita School of Education, Mysore, Karnataka, India
14	<b>Savita Kaushal</b>	Assistant Professor at Department of EMIS, National University of Educational Planning and Administration (NUEPA), New Delhi, India
15	<b>Harendra Singh</b>	Professor & Principal, R.N. (P.G.) Institute of Modern Management Education & Research Centre, C.C.S. University, Meerut, U.P.,India
16	<b>Neelam Tyagi</b>	Sr. Lecturer, Department of Education Gokuldas Girls College, Moradabad,U.P., India
17	<b>Shahjahan Ali</b>	Sr. Lecturer, Department of Education, B. H. College, Howly, Assam, India

# **RELATIONSHIP BETWEEN MULTIPLE INTELLIGENCE CATEGORIES AND LEARNING STYLES OF STUDENTS**

**Khush Bakht Hina\* Muhammad Ajmal\*\* & Fazalur Rahman\*\*\***

## **ABSTRACT**

The study designed to build on foundations laid down by other investigators particularly Gardner (1993), Linda & Campbell (1999), Chen, Krechevsky & Viens (1998). This was co relational in nature, and used survey format. The study conducted in six girls' secondary schools of Islamabad. 354 students of grade X participated in the study. The modified version of multiple intelligence assessment scale and modified Version of VAK learning styles inventory used as instrument. The finding revealed that different learners have different type of intelligence learning styles. The study did not found any relationship between learning styles and multiple intelligence. The results showed that mostly students have auditory and kinesthetic learning style and it has relationship with multiple intelligence categories. The study recommended that curriculum may be designed keeping in view students' intelligence categories and learning styles.

**Key words:** Multiple intelligence; learning styles

# **EDUCATION OF SLOW LEARNERS; BARRIERS AND CHALLENGES: A CASE STUDY OF RURAL HIGHER SECONDARY SCHOOL IN THE DISTRICT OF BURDWAN OF WEST BENGAL**

**Arun Kumar Mandal\* & Jayanta Mete\*\***

## **ABSTRACT**

In the field of teaching learning situations most of the teachers have a common experience that a section of students in class are efficient, another section of students in class are average and rest of the students belong to poor categories in terms of learning disabilities. In this backdrop, inclusion education having conceived as the special type of education for slow learners representing a group who underachieve in the class and confront a lot of obstacles and difficulties in the process of teaching -learning has been merged with the general stream of education to bring them into the main stream of society being recognized as the crucial part of human resource development. So, the present study is to take into investigation the importance of inclusion of slow learners in education with barriers and challenges.

**Key Words:** Emotional Intelligence, Social Intelligence

# **IMPACT OF GENDER, LOCALE AND SCHOOL ENVIRONMENT ON COGNITIVE STYLE OF ADOLESCENTS**

**Jagpreet Kaur\* & Shashi Oberoi\*\***

## **ABSTRACT**

The aim of present investigation was to explore the relationship of cognitive styles of adolescents with school environment. To achieve the objectives of the study, a random sample of 250 adolescents was taken and standardized tests were used for the assessment of cognitive style and school environment among adolescents. Group Embedded Figures Test (Witkin et al., 1971) was used for assessing the cognitive style among adolescents and School Environment Inventory (Misra, 1984) was used for measuring school environment of adolescents. The results of the study revealed male adolescents to be having significantly better i.e. field independent cognitive style than their female counterparts. Urban adolescents in the study are significantly more field independent in their cognitive styles than their rural counterparts. Also, no significant differences are found in cognitive style of adolescents across low and high groups on creative stimulation, cognitive encouragement, permissiveness, acceptance and control dimensions of school environment, except for rejection dimension. In case of rejection dimension, adolescents perceiving school environment to be better (low group) are significantly more field independent than their poor (high group) counterparts. The study has important implications for educators and guidance personnel.

**Key Words:** Cognitive Style, Gender, Locale, School Environment, Adolescents.

# **A STUDY OF LEARNING STYLE PREFERRED BY HIGH AND LOW CREATIVE STUDENTS**

**Deepak Jaiswal\***

## **ABSTRACT**

The present study explores that whether the creativity makes a difference in learning style preferences of the students. The sample comprised of 125 high creative and 125 low creative students. Students Learning Style Scale by Grasha-Riechman and Prof. Baquer Mehdi creative thinking test were employed. The data so obtained was analysed using rank order, correlation, mean, S.D. and t. test. The findings of the study reveal that preferences of six styles of learning for high and low creative students were found almost same. Mean value make it evident that low creative students seemed to comparatively lower preference for independent, dependent, collaborative and participant learning style while low creative students had more inclination towards avoidant learning style.

**Key Word:** Learning Style, Creativity

# **MOTIVATIONAL DEFICIT AMONG LEARNING DISABLED: EFFECT OF INTERVENTION**

**Preeti Verma\***

## **ABSTRACT**

Thirty-six learning disabled (ld) children were identified from among the 160 discrepant achievers screened from 1140 male students belonging to 3rd, 4th and 5th grades of three English medium schools of Western suburban in Mumbai. Standard score and regression methods were used to compute aptitude achievement discrepancy. Children, whose difference score fell between -10 and -100 and 1 (S.E) of estimate below the predicted scores; commonly in at least two school subjects, were considered discrepant achievers. They were rated by their teachers on BCSLD. Those, scoring at or above 75th percentile were further administered WISC-II., Of these, who scored P>V by 12 to 15 points were designated learning disabled. They were N=36. The thirty-six lds were randomly assigned to experimental and control groups (N=18 each group). The experimental group was exposed to treatment while the control group received none. But they did take pretest and all the posttests. First round of treatment was given for 15 days, followed by posttest (O1). Quite a few could not reach the criterion. Hence a second course of treatment for next 15 days was given, followed by the posttest (O2). A third posttest was done after a blank period of next 15 days to test stability of gain. 2×4 repeated measure ANOVA and paired t test revealed that the C.B.M. based strategy training intervention succeeded in remediation of self-concept deficit in a statistically weak way (F., Sig. at .10 level). It proved effective in case of need achievement. But the intervention did not work with academic self-image and level of aspiration deficit. Time emerged as a crucially important factor in changing the deficit condition among experimental group subjects in case of all variables, self-concept, academic self-image, need achievement and level of aspiration. Time within subject and time x group interaction effect were highly significant.

**Key Words:** Motivation, behaviour, aspiration

# **IMPACT OF A COMPREHENSIVE INTERVENTION PROGRAM ON MOTOR AND MENTAL DEVELOPMENT OF RURAL FEMALE CHILDREN AGED 25 TO 30 MONTHS**

**Ms. Ritu Mahal\***

## **ABSTRACT**

The study entitled 'Impact of a comprehensive intervention programme on motor and mental development of rural female children aged 25 to 30 months' was conducted on 60 rural female children belonging to low socio-economic families. The sample was equally divided into groups namely intervention (experimental) and control group. Six villages of Ludhiana -I block of Ludhiana district were selected. The 'age paced' intervention programme was conducted for a period of six months. Bayley scale of Infant Development (BSID, 1961) was used to assess the motor and mental development of intervention (experimental) and control group children. After intervention it was found that intervention (experimental) group children improved significantly in the motor and mental scores than their control group counterparts. Thus, the study shows that intervention helped in improving the mental and motor development of intervention group children.

**Key words:** Intervention, Intervention group, Control group, Motor development, Mental Development

# **CLASSROOM INTERACTION OF AN ENGLISH PROSE LESSON AND ITS PEDAGOGICAL ANALYSIS**

**R.S. Mishra\* & Sonu Grewal\*\***

## **ABSTRACT**

Present paper focussed on classroom interaction between an English teacher and students in teaching of English prose. Actually it is a case study of an effective English teacher. The topic of interaction was 'An Actress'. The teacher in her teaching has demonstrated how to introduce lesson and involve students in developing the lesson. She has demonstrated different teaching skills needed in prose teaching. Her illustrations from the society life are marbalocin us and maintains student interest in the lesson. Class does not feel bore and teacher achieves her objective of prose teaching.

**Abbreviation:** B.B.W. stands for Black Board Writing, Tr-Teacher, St-Student.

# **A STUDY OF PERCEPTION OF NATURE OF SCIENCE AMONG SECONDARY SCHOOL STUDENTS**

**K.V. Sridevi\***

## **ABSTRACT**

The phrase "nature of science" is often used in referring to issues such as what science is, how it works, the epistemological and ontological foundations of science, how scientists operate as a social group and how society itself both influences and reacts to scientific endeavors. These and many other thoughts regarding the nature of science are best informed by contributions from several disciplines including, but not limited to, the history, philosophy, and sociology of science. This research aimed to study secondary school student's perception in the nature of science. Two hundred and nine students were studied by administering a test. Data were collected, categorized, and analyzed in terms of students' perceived about nature of science. The results showed that 1) Secondary schools students have moderate perceptions on nature of science. 2) Central school students (CBSE) have perceived science better than State government school, Private aided and Private unaided school students. 3) Girls perceived the nature of science better than boys. 4) There is no significant interaction of 'gender' and 'type of school' on the perception of nature of science of secondary school students. Right perceptions towards science would improve science achievement and scientific attitude among the students and in turn would instill inquiry among our students..

**Key Word:** Perception of Nature

## **TARGETING GIRLS IN SCHOOL EDUCATION: SOME REFLECTIONS**

**Savita Kaushal\***

### **ABSTRACT**

Education is universally acknowledged as one of the key inputs contributing to the process of national development. In a developing country like India the main challenge is to expand access, to improve retention in schools so that all children are able to attend the school without dropping out and to facilitate better learning achievements. The Constitution of India is committed to give free and compulsory education to all children of 6-14 years. The Central and State Government have been endeavouring to achieve the goal of Universalization of Elementary Education. Despite the initiatives, the gender gap in India has persisted in the field of education since independence. Though, the situation continues to improve, girls still have lower enrolments, lower attendance rates as well as higher drop out rates compared to boys. In this paper two major issues have been addressed i.e. the problems faced by girls and resultantly the lower participation of girls in school education. The paper also informs about the initiatives taken by the government to facilitate participation of girls in education.

**Key Words:** Girls education

## **A COMPARATIVE STUDY OF MENTAL HEALTH OF SPECIAL B.T.C. AND B.T.C. TRAINED PRIMARY SCHOOL TEACHERS**

**Harendra Singh\*& Neelam Tyagi\*\***

### **ABSTRACT**

Present paper focussed on mental health status of primary school teachers with B.T.C. and special B.T.C. training. The researchers were interested in knowing, whether, B.Ed. degree of special B.T.C. teachers promotes their mental health or mars it. The main objective of the study was to find out present status of mental health of two type of teachers. For it 400 teachers selected as sample. Mental health check list was administered on the sample. Raw data was statistically treated with N.P.C. and t-test. Finding of the study was B.T.C. teachers were found superior to special B.T.C. teachers that in terms of their mental health.

**Key words:** B.T.C., Special B.T.C. and Mental Health.

## Ph.D. Summary

# **A COMPARATIVE STUDY OF LEARNING LANGUAGES THROUGH CO-OPERATIVE MASTERY LEARNING STRATEGY AMONG TRIBAL & NON-TRIBAL FIFTH GRADERS**

**Shahjahan Ali\***

### **OBJECTIVES -**

- To study the effect of mode instruction i.e. Co-operative Mastery Learning and conventional group learning on self-esteem and achievement of fifth graders in English, Hindi and Assamese.
- To investigate the effect of habitat and Non- Tribal on self-esteem and achievement of fifth graders in English, Hindi and Assamese.
- To study the effect of Family background i.e. Educated and Uneducated on self-esteem and achievement of fifth graders in English, Hindi and Assamese.
- To investigate interaction effect of mode of instruction (CML Vs CGL) and Family background (Educated and Uneducated) on self-esteem and achievement of fifth graders in English, Hindi and Assamese.

**SAMPLE** consists of 242 students studying in grade-V of two regions. The **tools** used in the study-

1. Entry behaviour test for English, Hindi and Assamese.
2. Instructional material based upon Co-operative Mastery Learning strategy in Assamese, Hindi and English.
3. Conventional instructional materials on the same content and classified under the similar number of lesson in Assamese, Hindi and English.
4. Formative unit test: One test is develop for each unit of each instructional package of Assamese, Hindi and English, in all 30 such formative unit test is develop by the investigator ten each of the three languages.
5. Criterion referenced test on the content of the instructional material in Assamese, Hindi and English -used for the summative evaluation.

**FINDINGS** from the study are -

- Co-operative Mastery Learning yielded higher achievement gain scores than Conventional group learning for fifth grade students in English, Hindi and Assamese language.
  - Non-Tribal fifth graders yielded higher achievement gain scores than Tribal fifth grade Students in English, Hindi and Assamese language.
  - No difference was found between achievement scores of students of fifth grade coming from educated and Uneducated Family background in English, Hindi and Assamese language.
  - A significant difference was found in achievement gain score of Tribal/ Non-Tribal students in English, Hindi and Assamese language Learning through Co-operative Mastery Learning strategy and group learning situations.
  - No interaction was found between instructional mode (CML/CGL) and family background (EFB/UFB) for achievement gain scores of fifth grade students in English, Hindi and Assamese language.
  - Habitation (Tribal/Non-Tribal) and family background (EFB/UFB) were found to operate independent of each other with regard to achievement gain scores of fifth grade students in English, Hindi and Assamese language.
  - No interaction was found among the instructional mode (CML and CGL), Habitation (tribal/Non-Tribal) and family background (Educated/Uneducated) with regard to achievement gain scores in English, Hindi and Assamese language.
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