



JOURNAL OF EDUCATION & PEDAGOGY

Volume-III, No. 1, June 2011

Published Biannually
By National Educationist Council

EDITORIAL BOARD

- Chief Executive Editor** : **Dr. Harendra Singh**, Principal/Professor, R.N.(P.G.) Institute of Modern Management Education & Research Centre, C.C.S. University, Meerut
- Executive Editor** : **Dr. R.S. Mishra**, Reader, C.S.S.S.(P.G.) College, Machhra, C.C.S. University, Meerut, India
- Editors**
- : **Dr. Olena Vynoslavska**, Professor & Head of Psychology and Pedagogic, Department, National Technical University, Kiev, Ukraine
 - : **Dr. R.K. Sharma**, Sr. Lecturer, C.S.S.S.(P.G.)College, Machhra, C.C.S. University, Meerut India
 - : **Dr. Theodore W. Frick**, Professor of I.S.T. Department, School of Education, Indiana University, Bloomington, USA.
 - : **Dr. Neelam Kumari**, Head of English Department, Kisan Post Graduate College, Simbhaoli, C.C.S. University, Meerut, India
 - : **Dr. Dzintra Ilisco**, Professor & Docent Chair, Institute of Sustainable Education of Dugavpils University, Latvia.
 - : **Dr. Samina Malik**, International Islamic University, Islamabad, Pakistan
- Advisory Board**
- : **Prof. R.P. Bhatnagar**, Former Head & Dean, Meerut University, Meerut
 - : **Dr. Fazlur Rahman**, Allama Iqbal Open University, Islamabad, Pakistan
 - : **Dr. Rajarshi Roy**, NITTTR, Kolkata, Under MHRD, Govt. of India
 - : **Prof. Sunita Mishra**, Dean & Head B.B.A. University, Lucknow
 - : **Mohd. Shamsuddoha**, University of Chittagong, Bangladesh
 - : **Prof. Aejaz Masih**, IASE Jamia Milia Islamia, New Delhi
 - : **Prof. B.D. Sharma**, Formerly with Atlanta University, USA
 - : **Dr. Joseph Wamutitu**, Egerton University, Njoro, Kenya
 - : **Prof. I.S. Sethi**, Former Head, Punjabi University, Patiala
 - : **Dr. T.R. Kem**, Former Secretary, U.G.C., New Delhi
 - : **Dr. Pranav**, MJP Rohailkhand University, Bareilly
 - : **Dr. K.R. Singh**, E S, S G S U K L, London UK.
 - : **Dr. S.K. Verma**, C R E N A Un., Maxico
- Co-ordinators**
- : **Mr. Y.V. Krishna**, Former S.V.C., Ch. Charan Singh University, Meerut, India
 - : **Dr. Ajay Kumar**, Reader, Meerut College, C.C.S. University, Meerut, India
 - : **Dr. Narendra Singh**, Lecturer, D.P.M. Institute of Education, Behsuma, C.C.S. University, Meerut, India



JOURNAL OF EDUCATION & PEDAGOGY

Volume-III, No. 1, June 2011

Published Biannually

By National Educationist Council

CONTENTS

Editorial

1. Research in Teacher Education (Comparison between British Rule & Free India)
R.P. Singh..... 1-19
2. Teacher trainees' attitude towards Adolescent Reproductive Health Education
in Awassa, South Ethiopia
K.V. Sridevi..... 20-26
3. Effect of Institutional Climate Perception on Information Skills of Post Graduate Students
Amruth G. Kumar 27-32
4. Ethnopedagogic Juxtaposition of Educational Status and Constraints of Education
of Tribe Teachers in East and Northeast India
Rajarshi Roy & Anjana Paira..... 33-50
5. A Study of the Relationship between Stress, Academic Achievement, Educational
and Vocational Aspirations in Students of Standard X
Giselle D'souza..... 51-63
6. Music and Interruption effects on Spatial Cognition: A probe into Education and
Human Resource during Multitasking
Harmeet Kaur & Harpreet Kanwal Chhabra..... 64-71
7. Anxiety Level and Level of Self-confidence and their Relation with Academic
Achievement: A Correlational study
M.K. Muchhal & Satish Chand..... 72-78
8. In Search of A Better School Method for Division of Common Fractions
Jayanta Mete & Tapan Kumar Maiti 79-87
9. A Comparative Study of Teaching Skills of Pupil Teachers Studying in
Self-Financed and Aided Institutions
Jeetendra Singh & Dr. R.P.S. Raghav..... 88-91
10. Scientific Creativity among Secondary School Students: A Study on Gender Differences
Ajay Kumar Attri..... 92-96
11. A Study of Relationship between Organizational Climate and Stress of
Secondary School Teachers
Gyanendra Singh & Vineet Srivastava..... 97-104



JOURNAL OF EDUCATION & PEDAGOGY

Volume-III, No. 1, June 2011

Published Biannually

By National Educationist Council

ABSTRACTS

Research in Teacher Education (Comparison between British Rule & Free India)

R.P. Singh*

Formerly with NCERT, New Delhi, India. He was a senior Fulbright Fellow. He was a Senior Research Fellow of the ICSSR, while attached to Nehru Memorial Museum and Library. For a period of around two years 1983-85 he was Joint Secretary, in the MHRD for Teacher Commission, 1) He holds his Master's and Doctoral degrees in ancient India from the University of London.

Email: profrpsi@gmail.com

This paper had long become overdue because reading present day researches and the text books on researches in teacher education we get the impression that research by itself is a present day development and teacher education per se is even more of a recent phenomenon, especially in its secular form. If the history of teacher education were to be traced back then we shall have to go back to Socratic days or to Plato's times in his Academy or to his Republic in Europe. By implication it means if by a peculiar accident had the British not come to rule us we would have had no history of teacher education worth its name. I have not come across a good rational paper on the history and development of teacher education in India after colonization of this country. I am trying to differentiate between native teachers and their preparation and teaching as such during our native rulers and our foreign masters. We do not have a single proper history of teacher education in India and not a single comprehensive, rational volume covering the entire country from all angles. Even the best of our professors of Education neither teach such information in any Indian university nor do they have shown any inclination to write research paper in the area. Does this mean that we in India had no indigenous educational system or teachers and the native teachers were not trained to

teach? Why this neglect or indifference to such a fascinating area of educational history?.....

Teacher trainees' attitude towards Adolescent Reproductive Health Education in Awassa, South Ethiopia

K.V. Sridevi*

Lecturer in Education, Amrita School of Education, Mysore, India;

Email: kvsridevi@gmail.com

ABSTRACT

Introduction: The focus of the study was to study the attitude of teacher trainees of Awassa, South Ethiopia towards Adolescent Reproductive Health Education, who mould the future citizens of the nation.

Method: Work Culture scale was administered to a sample of 200 teacher trainees in the range of 18-21 years.

Results: 1) There is no significant difference in the attitude of male and female teacher trainees towards ARHE. 2) Trainees from urban background have favorable attitude towards Adolescent Reproductive Health Education than that of rural background. 3) As the educational level of parents increase the attitudinal level of trainees towards ARHE also increases. 4) Trainees whose parents are professionals have better favorable attitude towards ARHE than non professional parents.

Conclusion: It would be appropriate to include Adolescent reproductive health education as one of the subjects or as integrated subjects at high school level and also at teacher training colleges as they are the future source of transmission and transformation.

Key words: Teacher education, Adolescent reproductive health education, Teacher trainees, Education.

Effect of Institutional Climate Perception on Information Skills of Post Graduate Students

Amruth G. Kumar*

Assistant Professor, School of Education, Pondicherry University, Pondicherry, India,

Email: amruthamar@gmail.com

ABSTRACT

This study is an attempt to find the major institutional factors influencing the Information skills of post graduate students. Institutional climate perception of post graduate students is treated as the independent variable of the study. Information skill of post graduate students is treated as the dependent variable. Information skill in this study is a composite of seven variables Viz., Skill of Locating, Reading, Assessing, Critical Thinking, using Technology, Interpretation and Researching. The major objective of this paper is to study the effect of Institutional climate perception on information skills of the post graduate students. The sample selected for the study was based on stratified cluster sampling. 400 post graduate students from various districts of Kerala state, India were selected for the study. The results of the study found that Institutional climate perception is having significant effect on Information skills and its components. The study also found significant relationship between Institutional climate perception and Information skills and its components.

Key words: Information skills, Institutional climate perception, post graduate students

Ethnopedagogic Juxtaposition of Educational Status and Constraints of Education of Tribe Teachers in East and Northeast India

Rajarshi Roy* & Anjana Paira**

*Asstt. Prof., Dept. of Education, National Institute of Technical Teachers' Training & Research, Kolkata
Research Scholar, Vinaya-Bhavana, Visva-Bharati, Santiniketan, West Bengal, India*

Email: dr_r_roy@yahoo.com

ABSTRACT

As observed from decadal literacy rates, spread of education among the ethnic communities in India is yet to reach desired level. The study follows the axiom that educating tribes in formal system is best possible if students from ethnic communities be taught by teachers from same denomination. Unfortunately present status of tribe teachers in Indian social fabric is till less-known. The paper attempts to explore the status of tribe teachers, especially their educational status and constraints of education as well, in relation to specific parameters in two specific states from two regions within Indian territory, following juxtaposition. While the first phase of the paper, after rationalizing the problem, depicts the methodology, following which the study has been conducted, the second phase systematically analyses the obtained data. Penultimate section of the paper concludes the findings of the study.

Key words: Tribe Teacher, Educational Constraints, Academic Performance, Further Education, Linguistic Status.

A Study of the Relationship between Stress, Academic Achievement, Educational and Vocational Aspirations in Students of Standard X

Giselle D'souza*

Associate Professor, St. Teresa's Institute of Education, Mumbai, Maharashtra India;

Email:welle-colm_dsouza@hotmail.com

ABSTRACT

Adolescents today live in a very competitive world where it seems more important than ever before to excel at school if one hopes to be a success in later life. As a result, many young people worry about letting down their parents, teachers, peers and themselves. In trying to please everyone, they take on too many tasks until it becomes increasingly difficult to balance school assignments and social life. The result is that most young people suffer from stress. The present descriptive research was of the co-relational type. It studied the relationship between stress, academic achievement, educational and vocational aspirations in students of standard X. The sample comprised of 268 students. Rating scales were used to study the selected variables. Descriptive analysis of data included calculation of the Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis. Inferential Statistics included Pearson's coefficient of correlation. The study revealed a negative correlation of stress with academic achievement and educational aspirations and a positive correlation of educational aspirations with academic achievement and vocational aspirations. This study could have important implications in helping students of standard X combat stress effectively by setting achievable academic targets and having realistic educational and vocational aspirations.

Key words: Stress, Academic Achievement (AA), Educational Aspirations (EA), Vocational Aspirations (VA), Stress Scores (SS), Academic Achievement Scores (AAS), Educational Aspirations Scores (EAS), Vocational Aspirations Scores (VAS) and Total Number of Students (TNS).

Music and Interruption effects on Spatial Cognition: A probe into Education and Human Resource during Multitasking

Harmeet Kaur* & Harpreet Kanwal Chhabra**

Research Officer, National Council for Educational Research & Training, New Delhi India

Associate Professor & Former Chairperson, Dept of Psychology, Panjab University Chandigarh, India

E-mail: harmeet.kaur85@yahoo.in

ABSTRACT

The research in hand sought to probe the effects of interruption and music on spatial cognition task performance during multitasking. The sample consisted of 180 female subjects of high school in the age range of 13 to 17 yrs. The effect of interruption was tested through High and Low interruption conditions and that of Music was tested through the Natural Music and Instrumental Music conditions. The results revealed the debilitating effect of interruption on multitasking performance and interestingly brought to light a better performance during natural music condition as compared to the instrumental music condition.

Key words: Spatial cognition, Human resources and Multitasking

Anxiety Level and Level of Self-confidence and their Relation with Academic Achievement: A Correlational study

M.K. Muchhal* & Satish Chand**

Reader, Dept. of Education, D.J. (P.G.) College Baraut, Baghpat, U.P. India

Research Scholar, Deptt. of Education D.J. (P.G.) College Baraut, Baghpat, U.P. India

Email: mkmuchhal@gmail.com

ABSTRACT

The present investigation was undertaken to study the anxiety level and level of self-confidence and their relation with academic Achievement. A representative sample of 200 students studying XI class in senior secondary schools of Baghpat District was drawn using simple random sampling technique. The tools used were anxiety scale by prof. D.N. Srivastava & Govind Tiwari and Self-confidence checklist by M Basavanna. The findings revealed that anxiety are negatively and significantly related to student's academic achievement while self-confidence are significantly but positively related to academic achievement. In the study it was also found that a significant difference between Boys and Girls, Art stream and science stream student's in anxiety and self-confidence.

Key words: Anxiety and Self-confidence

In Search of A Better School Method for Division of Common Fractions

Jayanta Mete* & Tapan Kumar Maiti**

Faculty of Education, Department of Education, University of Kalyani, Kalyani, Nadia, West Bengal,

Assistant Teacher of Barnan High School, Barnan, Kolaghat, Purba Medinipur, West Bengal, India, Email:

jayanta_135@yahoo.co.in

ABSTRACT

At present the traditional school method for division of common fractions is the Reciprocal Method, also known as the Method of Inversion. Practising school teachers often have some grudge about it, because their students using it suffer from numerous learning difficulties and commit abundant errors, lowering their

level of achievement. Through his extended classroom experiment (described here) it has been found that the method of Cross-wise Multiplication can be a better substitute of the Reciprocal Method.

Key words: Fraction

A Comparative Study of Teaching Skills of Pupil Teachers Studying in Self-Financed and Aided Institutions

Jeetendra Singh* & Dr. R.P.S. Raghav*

Lecturer, Shri Parshvanath Institute of Education and Research, Mohiuddinpur, Meerut, India,

Email: singhjeetendra64@gmail.com

ABSTRACT

Until 1999 there was no self-financed teacher training college in U.P. the year 2001 first self-financed teacher training college of U.P. came into existence was Ram Eash Institute of Education Noida; it was affiliated to C.C.S. University, Meerut. Thus year by year number of self-financed teacher education institutions increased and this number reached 250 during academic session on 2010-2011 B.Ed. program runs in education department govt. Aided institutions are praised by the teacher and educationists how far there education department of aided college satisfy pupil teachers academically. Do they provide quality education to pupil teacher or not? To what extent quality of B.Ed. program run in teacher education department of aided college is superior to quality of teacher education of self-financed teacher education institutions. Do they have better teachers and superior staff than self-financed institutions. Thus the study impartially and scientifically compared quality of teacher education programme organized by self-financed and aided institutions. On the basis of result discussed above it can safely be concluded that aided institutions are more effective than self-financed institutions in satisfying their pupil teachers on teaching skills whereas Govt. aided institutions are found more effective than self-financed institute in planning, closing and evaluation in terms of teaching skills and have similar degree in presentation and managerial in terms of teaching Skills.

Key words: Teaching skills, Self-financed Institutions.

Scientific Creativity among Secondary School Students: A Study on Gender Differences

Ajay Kumar Attri*

Lecturer; Department of Education; MLSM College Sundernagar; Mandi; Himachal Pradesh, India

Email: sivattri@yahoo.co.in

ABSTRACT

The paper is an attempt to compare the male and the female secondary school students in relation to their scientific creativity factors- fluency, flexibility and originality. Sample consisted of 140 students of the secondary level of the Mandi district of Himachal Pradesh. To find out the scientific creativity among boys and girls secondary school students verbal test of scientific creativity for 10th class students by Dr. V.P. Shrama and Dr. J.P. Shukla was used in present study. After tabulising the data in the form of standard scores, the different results were found. Boys and girls were found to be significant different on fluency and flexibility components of scientific creativity. On the other hand no significant difference exists on originality among male and female secondary school students. Further female students were found more on fluency and flexibility whereas male students were more on originality component of scientific creativity

Key words: Creativity and Gender differences

A Study of Relationship between Organizational Climate and Stress of Secondary School Teachers

Gyanendra Singh* & Vineet Srivastava**

Lecturer, Lala Babu Baijal Memorial Inter College, Lodhipur (Ghaziabad) Uttar Pradesh, India

Lecturer, Dept. of Education, S.S. P.G. College, Mumukshu Ashram, Shahjahanpur, U.P. India

Email: gsinghg@gmail.com

ABSTRACT

Present paper focused on the relationship between organizational climate of secondary schools and stress experienced by teachers working in them. The main objective of the study was to find out relationship between organizational climate and stress level of teachers working in secondary school. The study has only one hypothesis i.e. significant relationship does not exist between organizational climate of secondary schools and stress of teachers working in them. To achieve the objective of the study survey method of research was used. Universe of the study consisted of all secondary schools affiliated to U.P. Board, Allahabad and situated in educational region Meerut and Saharanpur of Uttar Pradesh and all teachers teaching in these schools. From the universe 180 teachers have been selected they formed sample of the study. To collect data regarding organizational climate of secondary schools and stress levels in teachers, organizational climate questionnaire by Meenakshi Bhatnagar and Teachers stress inventory by Harendra Singh were used respectively. Conclusion drawn in the study was out of nine dimensions of organizational climate only two dimension namely support & satisfaction and democracy & freedom were found significantly related to stress of the teachers.

Key words: Organizational Climate and Stress