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## CONTENTS

1. The Extend to Which Mathematics Lessons are Attended to by Teachers as A Means of Covering The Subject Syllabus in Secondary Schools in Kenya  
Zakaria Kariuki Mbugua & Joseph Mworira Wamutitu..... 1-6
2. Study of Emotional Intelligence of B.Ed. Students  
Santwana G. Mishra..... 7-10
3. A Study of School Readiness in Early Childhood Years and Its Influence on School Success  
Padma Yadav..... 11-18
4. Academic Anxiety and Personality Types of Class X Students  
Kirti Munjal & Jasim Ahmad..... 19-28
5. Effect of Institutional Climate Perception on Information Skills of Post Graduate Students  
Amruth G. Kumar..... 29-34
6. Teaching Skills of Primary Teachers: Development and Standardization of Teaching Skills Observation Schedule  
B.K. Pal..... 35-46
7. Work Experience Education in Elementary Teacher Education: A Study of DIETs  
Mohd. Mamur Ali..... 47-54
8. Family Violence Linked to Children's Height and Weight  
Asha Chawla..... 55-61
9. The Impact of Instructional Television Programme on Achievement and Attitude of the Secondary Biology Students  
Surendra Kumar, Manju Gupta & Priyanka Rani..... 62-68

# **The Extend to Which Mathematics Lessons are Attended to by Teachers as A Means of Covering The Subject Syllabus in Secondary Schools in Kenya**

**Zakaria Kariuki Mbugua**

Zakaria Kariuki Mbugua, Senior Lecturer of Mathematics Education and Pedagogies, Egerton University, Njoro: Kenya. P.O Box 536-20115 Egerton-Njoro, Kenya. E-mail: mbuguazk@yahoo.com

**Joseph Mworio Wamutitu**

Joseph Mworio Wamutitu, Senior Lecturer of Social Studies Education and Pedagogies, Egerton University, Njoro: Kenya. P.O Box 536-20115, Egerton-Njoro, Kenya. E-mail: mmmworio@gmail.com

## **ABSTRACT**

*Mathematics is a compulsory subject in primary and secondary school education in Kenya. Achievement in the subject has been poor. The subject is allocated more hours in the school timetable where mathematics teachers are expected to attend to all lessons and remain in class throughout the lesson. Research on the extend to which teachers attend to mathematics lessons is minimal and has not addressed how students get affected since the expectation of the society is the school to produce members who fit into the society, further more the examination council sets exams with the assumption that the syllabus was well covered thus disadvantages those students whose mathematics time was not well covered. Therefore, the purpose of this study is thus to investigate the extent to which mathematics lessons are attended in secondary schools. The findings of the study will provide a basis for emphasizing the need to have all mathematics lessons taught and improve on learning of the subject, which is of value, since mathematics provides skills in logical thinking, which helps in solving daily problems in society. Purposeful selections of schools along the highway from Busia district to Nairobi province were used in the study. Six hundred and sixty one students and seventy one mathematics teachers participate in study. Data was collected using one questionnaire for secondary school teachers and one questionnaire for students. Frequencies and percentages were used to organize and interpret the results. The findings indicate that mathematics lessons are poorly attended and there is need to improve on this.*

**Key Words:** Mathematics Lesson, Attendance by Teachers.

# **Study of Emotional Intelligence of B.Ed. Students**

**Santwana G. Mishra**

Assistant Professor, Department of Education, Dr. Babasaheb Ambedkar Marathwada University,  
Aurangabad Email: smishra.edu@bamu.net, santwana21@gmail.com

## **ABSTRACT**

*It was a common belief that a person's general intelligence measured as intelligence quotient is the greatest predictor of success in any walks of life. However researches and experiments conducted in the 90's onwards have tried to challenge such over dominance of intelligence and replaced it with the concept of emotional intelligence. Today emotional intelligence is considered to be important for success in all walks of life. The present study is aimed to understand the level of emotional intelligence in the B.Ed. students. Emotional Intelligence Test developed by Prof. N. K. Chadha and Dr. Dalip Singh was administered to a group of 215 students. The data was analyzed statistically using one-way ANNOVA. It was concluded that gender and method subjects play no significant role in determination of emotional intelligence. It was recommended that emotional intelligence should not be judged on the basis of emotional intelligence.*

**Key words:** Emotional Intelligence.

# **A Study of School Readiness in Early Childhood Years and Its Influence on School Success**

**Padma Yadav**

Assistant Professor, Department of Elementary Education, NCERT, New Delhi

## **ABSTRACT**

*This paper is an outcome of the Research study conducted for Ph.D. degree from Jamia Milia Islamia University New Delhi. The purpose of the study was to collect research-based information on children's entry-level readiness for class I; to get an insight and direction to help the primary school teachers in facilitating the readiness and the level of school success among the children they receive in class I; to help teachers plan individualized attention and also enable and encourage parents to provide a suitable environment for their children before entry to formal schooling; to illuminate the factors influencing school readiness and to study the relationship between school readiness and school success.*

*The following research questions were thus developed: (1) What are the programmes available for the primary school entrants? What kind of activities do they take up to prepare children for formal learning? (2) What is the association of participation in ECE with Readiness levels of children at entry to primary stage? (3) How participation in various early childhood programmes / preschool models affect school success? (4) How children perform in class I to attain school success? (5) What are the factors influencing school readiness and school success for children in class I?*

**Key words:** School Readiness; Early Childhood Years; School Success.

# **Academic Anxiety and Personality Types of Class X Students**

**Kirti Munjal**

Research Scholar, IASE, Jamia Millia Islamia, New Delhi

**Jasim Ahmad**

Senior Assistant Professor, IASE, Jamia Millia Islamia, New Delhi

## **ABSTRACT**

*The broad objective of the present study is to understand better academic anxiety among adolescents in Ambala commissionerate of Haryana. Specifically, it aims to assess the relationship between academic anxiety and personality types (Type A, Type B and Type AB) of students studying in class X. The effect of gender and type of school has also been studied. The findings reveal that there is a significant difference in the mean level of academic anxiety experienced by male and female students and also a significant difference in the mean level of academic anxiety experienced by students having different personality types. But there is no significant difference in the mean level of academic anxiety experienced by male and female students having different personality type. Also, there is a significant difference in the mean level of academic anxiety experienced by government and public school students and also in academic anxiety experienced by government and public school students having different personality types.*

**Key words:** Academic Anxiety and Personality.

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

**Amruth G. Kumar**

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

## **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 student.

# Teaching Skills of Primary Teachers: Development and Standardization of Teaching Skills Observation Schedule

**B.K. Pal**

Senior Lecturer, DIET (East), Institutional Area, Karkardooma, Delhi-110092

## ABSTRACT

**Aim:** *The present study was carried out to develop and standardized core and primary teaching skills of in-service primary school teachers of Delhi and suggests important and relevant implementation strategies to make teaching more effective in Primary schools.*

**Objective:** *To develop and standardize Teaching Skills Observation Schedule (TSOS) for assessing the teaching skills of primary school teachers and to suggest implementation strategies to make teaching more effective in Primary schools of Delhi.*

**Methodology:** *208 teachers were selected from 112 school of Delhi State. Teaching Skill Observation Schedule which was developed and standardized by the investigator was administered on the sample taken for the study. In total ten skills (5 core i.e., Questioning, Explanation, Illustrations with Example, Reinforcement, Stimulus Variation and 5 primary i.e., Encouraging Pupil Participation, Dramatization, Narration, Recitation, Classroom Management) have been taken in to considerations.*

*The observation of the teachers was carried out by two observers in same time and average score of both the observers was considered as final score for teaching skills.*

**Findings:** *Apart from the standardization of the tool which was used in the study it has been found that total competency can be measured of each teacher and skill wise competency can be measured also as well.*

**Key words:** Teaching Skills, Primary School Teachers, Teaching Skills Observation Schedule.



# **Work Experience Education in Elementary Teacher Education: A Study of DIETs**

**Mohd. Mamur Ali**

Guest Faculty, Department of Teacher Training & Non-Formal Education, IASE, Faculty of Education,  
Jamia Millia Islamia New Delhi

## **ABSTRACT**

*Though the work experience education is an important integral component of the curriculum of all pre-service teacher education programmes for elementary and secondary school teachers, yet it remains to be the weakest link of the curriculum transaction. In spite of being the weakest link, Work experience possesses the potentiality of converting itself into a strong component, if properly organized and managed. The study attempted to investigate the problems of the student-teachers related with work experience education in the DIETs of Delhi region. The problems pertained in the five major areas viz. Planning organizing and managing the work experience activities; teaching methodology and evaluation by teacher educator; community involvement in work experience activities; infrastructural facilities and work experience activities during school experience programme. The results indicate that inadequate student to teacher ratio, lack of annual planning, selection procedure of work experience activities, lack of motivation, inadequate evaluation methods and lack of feedback and reinforcement to student teachers, lack of community involvement etc are major hurdles in the way of work experience education. The effectiveness of the work experience is being affected negatively due to lack of the essential tools, equipments, raw materials and other resources including expert and efficient human resources and facilities in the DIETs and the schools.*

**Key words:** Work Experience, DIET, School Experience Programme.

# Family Violence Linked to Children's Height and Weight

Asha Chawla

Assistant Scientist, PAU, Ludhiana

## ABSTRACT

*The present cross sectional investigation is based on a sample of 840 children (430 boys and 420 girls) ranging in age from 8 to 16 years to study the impact of domestic violence on the weight and height of children. The data have been collected from different schools of Ludhiana city. To assess the domestic violence in the families of school children, Family Violence Scale (Bhati and George, 2001) has been followed. Height and weight of children have been taken by following standard techniques (Tanner et.al. 1969). Students 't' test was calculated to see the impact of domestic violence on weight and height of children. The children both boys and girls from low domestic violence families have been statistically significantly heavier and taller than children from high domestic violence families.*

**Key words:** Family Violence, Children Height & Weight.

# **The Impact of Instructional Television Programme on Achievement and Attitude of the Secondary Biology Students**

**Surendra Kumar**

Asst. Teacher, Janta Inter College, Kharkhauda, Meerut

**Manju Gupta**

Associate Professor, Department of Education, Meerut College, Meerut

**Priyanka Rani**

Asst. Professor, S. K. D. College of Education, Meerut

## **ABSTRACT**

*Television is the most powerful medium of mass communication which has ever existed and it has revolutionized our lives in many ways. Programmes designed specially for educational purpose can be used to create an interest on the ground which can not normally be dealt with success in the classroom and generally to improve the standard of teaching which the students receive then it should make a unique and important contribution to education. In the present study an attempt has been made to study the impact of instructional television programmes on achievement and attitude of the secondary biology students. The self-constructed achievement test and attitude scale was administered on students of different schools of Meerut City. To find out the significant difference between two means t-Test was carried out association between method of teaching and attitude towards ITV of secondary biology students, qualitative statistical technique ( 2 test) was used to compare the observed frequencies and expected frequencies obtained on attitude scale towards ITV programmes. The result of investigation revealed that achievement of the students modified when students taught through ITV programmes and there is independence between method of teaching and attitude towards ITV.*

**Keywords:** Instructional Television, Academic Achievement, Attitude.



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\* Malik, A.P. (1998) Education Policy and Perspective. New Delhi: Allied.

\* Majumdar, Ramesh (1997) "The Role of the Society", Journal of Educational Views, 1 (3 & 4), July-October, pp. 1-11.

\* Ganeshan, P.R. (1989) "Educational Finances in a Federal Government", Seminar on Mobilisation of Additional Resources for Education. New Delhi: National Institute of Economic Planning (mimeo).

**Dr. Harendra Singh**

**778(B)/7, Jagriti Vihar,**

**Meerut-250004 (U.P.) INDIA**

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