

**Faculty Name : Ms. Vanita**

**Research Papers details-**

**Title of Research Paper: Academic Achievement of Senior Secondary School Students in Relation to Self-Efficacy**

**Area of Research Paper: Correlates of achievement**

**ABSTRACT**

*The aim of the present investigation was to study the academic achievement of senior secondary school students in relation to self efficacy. For the purpose of the present study, a sample of 200 secondary school students (100 male and 100 female) of Sri Muktsar Sahib District was chosen with stratified disproportionate technique. The general Self - Efficacy scale by M.Schwazer and R.Jerusalem (1995) was used to measure self-efficacy of senior secondary school students. The data was analyzed using Mean, S.D, k-s test and t-test. The findings of the study revealed that there exists significant correlation between academic achievement of school students and their self-efficacy. Academic achievement of students having high self efficacy is more than that of students having low self efficacy. Further results revealed that academic achievement of male students having high level of self efficacy is more than academic achievement of female students having high self efficacy. Academic achievement of male students having low level of self efficacy is more than academic achievement of female students having low self efficacy.*

**Publication:** in Bi-Annual Research Journal “GHG Journal of Sixth Thought” with ISSN- 2348-9936, Vol.2,Number-2, Sep.2015.

**Title of Research Paper: Role of teachers in inculcation of values**

**Area of Research Paper: Value Education**

**ABSTRACT**

*Values are the desirable ends, goals or modes of action which make human behavior selective. Education without values is not only useless but also very harmful. The objective of the paper is to study the role of teachers in inculcation of values among the students. Primary data was collected with the help of self made Questionnaire from a sample of 50 teachers. Data was analyzed by percentage analysis. Findings of the study show that the teachers can inculcate Health values through games/sports and yoga. Moral and social values can be developed among the students through project work in groups. Cultural values can be transmitted by organizing various activities and celebrating various weeks. Personal values like creativity, imagination,*

*self confidence can be inculcated through creative writing competitions, participation in debates, declamation, seminars. Aesthetic values can be inculcated through music, drawing, painting, clay modeling, preparation of charts and models. Spiritual values can be developed through morning assemblies, thought of the day and celebration of festivals. Above all, a teacher should be the role model.*

**Publication:** in Bi-Lingual International Research Journal “Shodh Sanchar Bulletin” with ISSN-2229-3620, Vol.3, Issue 11-12 July-Dec.2013.

**Title of Research Paper: A study of job involvement of senior secondary school teachers in relation to their mental health.**

**Area of Research Paper: Teaching and Teacher behavior**

***ABSTRACT***

*The study was conducted to investigate the job involvement of senior secondary school teachers in relation to their mental health. The study was conducted on a stratified sample of 150 senior secondary school teachers (75 male and 75 female) of Sri Muktsar Sahib District. The Mental Health Inventory (Dr. Jagdish & Srivastava, A. K. 1983) and Job Involvement Scale (Prof. Santosh Dhar & Upinder Dhar) were used to collect the data. The results of the study revealed that there is a normal level of job involvement among senior secondary school teachers and significant relationship exists between job involvement and mental Health of senior secondary school teachers. Further it was found that there is no significant difference in job involvement of male and female having sound mental health and poor mental health. It was observed that male and female having sound mental health have higher level of job involvement as compared to male and female having poor mental health.*

**Publication:** Journal of Education in emerging Indian society, Vol.II, Number I, Jan-Dec.2015 by Dev Samaj College of Education for Women, Ferozepur.

**Articles Details:**

**Title of Article: An Innovative Strategy: Experiential Learning**

***Abstract***

*Experiential learning is a theory that defines the cognitive processes of learning and it asserts the importance of critical reflection in learning. Kolb's model called 'experiential learning cycle' consists of four elements namely, concrete experience, observation and reflection, the formation of abstract concepts and testing in new situations. Peter Jarvis developed a model which allowed different routes taken by learners in an experiential learning situation. Depending upon the route taken by a learner, the end product is either non-learning or non-reflective learning or reflective learning. Kolb agrees that effective learning entails the possession of four different abilities - experience abilities, reflective observation abilities, abstract conceptualization abilities and active experimentation abilities. These four abilities manifest in four basic learning styles that of converger, diverger, assimilator and accommodator. Knowledge of the diversity in learning styles in a classroom helps a teacher in selection or development of learning material that best fits the diversity of the classroom.*

**Publication: in a Book Titled "Promotion of Learning" with ISBN: 978-93-85447-86-0 during NAAC sponsored International seminar on 23-24<sup>th</sup> Feb.2016 at Hans Raj Memorial college of Education, Bajakhana.**

### **Title of Article: Blended Learning: Benefits and Challenges**

#### ***ABSTRACT***

*Blended learning should be viewed as a pedagogical approach that combines the effectiveness and socialization opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment. Blended learning proves to be an effective step which allows faculty to begin with a course that is mostly face to face, and then switch it over to the online component as soon as the students' expertise in the field increases. It caters to individual preferences in learning style and gives scope for self regulated learning. Teaching a hybrid course can be challenging, since it requires acquiring different teaching skills, redesigning a course to take into account new teaching and learning opportunities, managing the course content both online and in-class, and preparing students to work in a hybrid format. It is the responsibility of authorities to provide necessary learning support in providing access to online learning so that our students become blended learners with self regulatory authentic learning experience.*

**Publication: in a Book Titled “Preparing world Class Teachers through On-Line Education” with ISBN: 978-93-85447-52-5 by Dev Samaj College of Education for Women, Ferozepur.**

**Title of Article: Education as a Tool for Sustainable Development**

***ABSTRACT***

*Though Education is an essential tool for sustainable development, it is not a magic bullet in approaching sustainability. There is need of integrating Education for sustainable development into current educational practices by enhancing curriculum development and supporting knowledge sharing among all sections of the society. Promoting sustainable development must be an important aspect of the educational agenda at all levels. If the goals of sustainable development are to be realized, the attitudes of all the stakeholders of education at all levels with regard to our current life styles and impact they have on the environment, need to change.*

**Publication: Chetana** (International Educational Journal) ISSN 2455-8729

**Title of Article: Swami Dayananda Saraswati- Maker of Modern India**

***ABSTRACT***

*Swami Dayananda Saraswati was and no doubt still is one the most important reformers and spiritual forces India has known in recent times. The dominant personality of Dayananda Saraswati had found extraordinary reflection in the virility of the Arya Samaj movement, and in almost every one of its adherents. Dayananda put all his energy to liberate the people from all sorts of superstitions and ignorance. By doing so, he tried to make them physically, intellectually, spiritually strong and thereby enabled them to achieve political independence. Hindu Women have to pay back to Swami Dayananda ji the Greatest, if he had not come forward to improve their Social Rights, rights to educate themselves, right to read Vedas , Upnishads, Remarriages, equal rights as per men’s, abolition of Dowry system, equal opportunity to select their partners etc.*

**Publication: in a Book Titled “Swami Dayanand Saraswati: Different Perspectives of thought and their Relevance in Contemporary Socio-Religious Milieu” with ISBN: 978-93-85447-51-8 by D.A.V. College of Education, Abohar.**

**Title of Article: *Techno Pedagogical strategies in teacher education: challenges and response***

## **ABSTRACT**

*Techno-pedagogy refers to weaving the techniques of the craft of teaching into the learning environment itself Techno-pedagogical skills are the ways to make accessible and affordable quality education to all. Through (a) Meta-teaching and Process Oriented Instruction (b) technology exposure, and (c) critical reflection, techno-pedagogically skills can be developed. In teacher education, techno-pedagogical skills facing some challenges such as; destitute infrastructure of ICT, scarce competence on English language and online content, calamity, and lack of incentives and awareness of teachers, hitch of using software, limited techno-pedagogical resources, lack of coordination among the departments, frequent power outages and fluctuations. These challenges can be way-out by the bumping of infrastructure, enhancing competence on English language and online content, dissolving the crisis of teachers, comprising of incentives of teachers, encompassing of awareness of existing techno-pedagogical services, using of licensed software, eternal techno-pedagogy supportive resources, removing of frequent power outages and fluctuations, developing e-Content and web page for techno-pedagogical skills, developing Computer Based Learning Resources Management Systems, increase publicity about existing ICT services.*

**Publication: in a Book Titled “Transforming Teacher Education in Changing Scenario” with ISBN: 978-93-85447-65-5 by B.S.K. College of Education, Mandi Dabwali.**

## **Title of Article: Universal Declaration of Human Rights**

### **ABSTRACT**

*Universal Declaration of Human Rights is the most translated document in the world — a testament to its universal nature and reach. It has inspired the constitutions of many newly independent States and many new democracies. It has become a yardstick by which we measure respect for what we know, or should know, as right and wrong. It is our duty to ensure that these rights are a living reality — that they are known, understood and enjoyed by everyone, everywhere. It is often those who most need their human rights protected, who also need to be informed that the Declaration exists — and that it exists for them.*

**Publication: in Book entitled “Human rights of Women” with ISBN:-978-93-5212-513-5 by D.A.V. College of Education, Fazilka.**

## **Title of Article: Role of Government and NGOs in making India clean and green**

### **ABSTRACT**

*Clean India Drive is a national level campaign run by the Indian Government to cover all the backward statutory towns to make them clean. This campaign involves the construction of latrines, promoting sanitation programmes in the rural areas, cleaning streets, roads and changing the infrastructure of the country to lead the country ahead .It is launched as a responsibility of the each and every Indian citizen to make this country a Swachh country. This campaign has initiated people globally especially NGOs towards the cleanliness. It is big challenge for all the citizens of India. It is only possible if each and every person living in India would understand this campaign their own responsibility and try to meet hands together to make it a successful mission.*

**Publication: in a Book Titled “Education for Healthy India Clean India” with ISBN: 978-93-85447-57-0 during International seminar on 23-24<sup>th</sup> Feb.2016 at M.D college of Education, Abohar**

**Title of Article: Right to Education Act 2009 and Responsibilities of schools and teachers\**

***ABSTRACT***

*The need of Right to Education Act is necessary to protect the quality of education and to maintain its importance. The Act provides assistance to disadvantaged and weaker section of the society and it is about free and compulsory education. It gives guidelines to the school for the fee structure and it employees the trained or learned teachers. The Act perpetuates the multi-layer discriminating school system in India. Provision of Free and Compulsory education shall be the concurrent responsibility of the Central and State governments. The government schools will provide compulsory and free education to all children in the age-group of 6-14 years admitted therein, and the aided private schools will provide such education in such proportion of children admitted therein as its annual recurring aid or grant bears to its recurring annual expenses, subject to a minimum of 25 per cent. The Right of Children to Free and Compulsory Education Bill, 2008, is anchored in the belief that the values of equality, social justice and democracy and the creation of a just and a humane society can be achieved only through provision of inclusive elementary education to all. This paper clarifies the responsibilities of schools including private unaided schools and teachers according to different sections of the RTE Act in order to achieve Education for All.*

**Title of Article: Implications of NCF (2005) Recommendations for Quality Improvement in Teacher Education**

***ABSTRACT***

*Exercise of revising school curriculum with the aim to revitalize school education cannot be achieved without addressing the need for creating reflective teacher practitioners. The transformation of the capacities, skills, knowledge and attitude of the teachers are the*

*prerequisites for the transaction of an enlightened curriculum. Teacher education is to be revitalized for the sake of existence of teacher community, learner community, community of educationists and nation as a whole. Organised efforts are required to fill up the deficiencies in the existing system.*

**Publication: in a Book Titled “Resurgence of Education: An Effort towards Quality Culture in Education” with ISBN: 978-81-923919-6-0 during NAAC sponsored National seminar on March 8-9 2013 at BCM College of Education, Ludhiana**

**Detail of Workshops/ Seminars/Symposiums/Conferences participation or Paper presentations**

<b>Date/ Month/Year of Event</b>	<b>Venue of Event</b>	<b>Title of Paper or Participation</b>	<b>State/National/International Level</b>
<b>March 23-24, 2012</b>	<b>D.A.V. College of Education, Abohar.</b>	<b>Role of Education in Making knowledge Based Society’</b>	<b>UGC Sponsored National Seminar on “Recommendations of National Knowledge Commission(NKC): Directions for Implementation”</b>
<b>March 25 , 2012</b>	<b>B.S.K. College of Education, Mandi Dabwali.</b>	<b>Problems in the implementation of Right to education Act 2009</b>	<b>UGC Sponsored National Seminar on “Right to education act-2009: Implementation and Future Challenges”</b>
<b>March 8<sup>th</sup>&amp;9<sup>th</sup> 2013</b>	<b>B.C.M. College of Education, Ludhiana</b>	<b>Implications of NCF (2005):Recommendations for quality Improvement in Teacher Education</b>	<b>NAAC Sponsored National seminar on “ Quality Culture in Education”</b>
<b>November 9<sup>th</sup> 2013</b>	<b>Dasmesh Girls College Of Education, Badal</b>	<b>Participation</b>	<b>National level ‘Rural Science Congress’</b>
<b>Feb. 20<sup>th</sup> 2014.</b>	<b>Dasmesh Girls College of Education, Badal</b>	<b>Participation</b>	<b>CDC, P.U. Sponsored Seminar on “Lesson Planning- A Plan of Action for Teachers”</b>

5 <sup>th</sup> to 8 <sup>th</sup> March 2014	Dasmesh Girls College of Education, Badal	Participation	four Days Workshop on “Psycho-Social Concerns in Educational Research”
March 20 <sup>th</sup> & 21 <sup>st</sup> 2014.	Desh Bhagat University, Mandi Gobindgarh	Continuous and Comprehensive evaluation- Developing the Holistic Profile of Learner’	ICSSR Sponsored National seminar on “ Continuous and Comprehensive Evaluation- A Paradigm Shift in assessment System”
Feb. 7 <sup>th</sup> 2015	D.A.V.College of Education, Abohar	Participation	One Day Workshop on “Uniformity in Lesson Plan Format”
Feb.13 <sup>th</sup> & 14 <sup>th</sup> , 2015	Punjabi University Regional Centre, Bathinda	Education as a tool for Sustainable Development.	National seminar on “Education for Sustainable Development ”
Feb 26 <sup>th</sup> , 2015	D.A.V. College Of Education, Fazilka	Universal declaration on Human Rights, 1948 on	NHRC Sponsored Seminar on “ Human Rights of Women ”
March 23 <sup>rd</sup> 2015	D.A. V. College of Education, Abohar	Participation	Workshop on ‘Construction and Standardization of Psychological Tools’
April 25 <sup>th</sup> & 26 <sup>th</sup> 2015.	Shree Satya Sai B.Ed. College, Karaiwala	General Strategies for Value Education	ICSSR Sponsored National seminar on “ Education for Peace and Harmony ”
May 27 <sup>th</sup> 2015	G.G.S. College of Education, Gidderbaha	Subject Expert	Workshop on “Curriculum Development”
June 4 <sup>th</sup> 2015	G.H.G. khalsa College of Education, Gurusar Sadhar	Subject Expert	Punjab University Sponsored Two Years B.Ed. Curriculum Development workshop
December 13,2015	B.S.K. College of Education, Mandi Dabwali.	Techno Pedagogical strategies in teacher education: challenges and response	DGHE,Haryana Sponsored National Seminar on : Transforming Teacher education in Changing Scenario”



<b>Jan 22, 2016</b>	<b>G.H.G. khalsa College of Education, Gurusar Sadhar</b>	<b>Participation</b>	<b>CDC, P.U. Chd. Sponsored workshop on “ B.Ed. School Internship Programme”</b>
<b>Feb. 13,2016</b>	<b>D.A. V. College of Education, Abohar</b>	<b>Swami Dayananda Saraswati- Maker of Modern India</b>	<b>UGC Sponsored “Swami Dayanand Saraswati: Different Perspectives of thought and their Relevance in Contemporary Socio-Religious Milieu”</b>
<b>Feb. 23-24, 2016</b>	<b>Hans Raj Memorial college of Education, Bajakhana.</b>	<b>An Innovative Strategy: Experiential Learning</b>	<b>NAAC sponsored International seminar on “Promotion of Teaching and learning”</b>
<b>Feb. 25-26, 2016</b>	<b>M.D college of Education, Abohar</b>	<b>Role of Government and NGOs in making India clean and green</b>	<b>Two Days International seminar in Collaboration with ICSSR (MHRD)</b>
<b>March 26-27 2016</b>	<b>Kenway College of Education, Abohar</b>	<b>Students participation in Quality Enhancement</b>	<b>NAAC Sponsored National seminar on:Quality Enhancement in Educational Institutions.</b>
<b>April 28-29,2016</b>	<b>Dasmesh Girls College of Education, Badal</b>	<b>Participation</b>	<b>Sahitya Akademi Delhi sponsored Two days National Seminar on “Punjabi Bhasha, Sahit ate Sabhiyachar de Sanmukh Chunautian”</b>