

Opinions of Home Science Teachers Regarding Teaching Dimension of Educational Excellence in Home Science Colleges across SAUs of Northern India

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ABSTRACT Educational excellence in institutions of higher learning is of vital importance that seeks to promote quality, creativity, ideas and search for truth. It basically works at cultivating new knowledge and analyzing old facts in the light of new needs and discoveries. Keeping this in mind, the study was conducted to elicit opinions regarding teaching dimension across SAUs of Northern India as teachers are critical success factors for excellence in higher education. A questionnaire using Likert scale technique was developed to measure their opinions against different principles governing this dimension of educational excellence. The respondents were 65 teachers (Assistant Professors, Associate Professors and Professors) representing five SAUs of northern India i.e. HAU, PAU, MPUAT, GBPUAT and CSHPKV. Survey design was used to collect information through questionnaire technique on this dimension. The results revealed that the opinions of teachers regarding the principle 'Quality teachers are well prepared' were neutral i.e. neither favourable nor unfavourable. However, the opinions showed favourable bend towards rest of the principles i.e. 'Quality teachers learn from experience, have high teaching skills, are committed to student learning, know the subject they teach, are members of the learning community and have high ethical standards. Hence, majority of teachers belonging to

different SAUs of Northern India were favourably inclined towards teaching excellence, an important dimension of educational excellence at higher levels of learning.

INTRODUCTION

Teachers constitute the most important critical success factor for excellence in higher education. Good faculty can help improve bad systems but even good systems with bad faculty cannot lead to excellence. A great teacher will inspire his/her pupils and leave a permanent mark in the process of personality development of students. It is hypothesized that a strong correlation exists between reputation of an institution and quality and commitments of its faculty members. A good teacher will ignite the creative minds and facilitate in developing great qualities of head and heart among students, who in turn will reinforce the teacher's own academic development process, because it is the effective synergy between the teacher and the taught that will lead to academic excellence. Wherever, institutions have shown signs of academic decline, the major role for that must have been played by the academic leadership and the teachers which eventually percolates down to all other stakeholders-employees and students alike. For this reason, faculty development becomes a core issue in the success of universities/institutions and it demands teacher's efficiency for educational excellence.

Effective teaching is a matter of the teacher finding the right 'niche' i.e. the appropriate situation in which to operate. So, if there is a mismatch between the personal factors and the situation- effective and good teaching relations are unlikely to prosper (**Cortes, 1978**). Since, the major objective of teaching is to cause learning and to maximize learning outcome, so, it is the effectiveness of the teaching which matters. Hence, the study was conducted with focus on the following objective:

o To obtain opinions of Home Science teachers belonging to different SAUs of Northern India towards teaching dimension of educational excellence based on established principles.

METHODOLOGY

A representative sample constituted of 65 teachers from Home Science colleges of five SAUs viz; Haryana Agricultural University, Hisar; Govind Ballabh Pant University of Agriculture and Technology, Pantnagar; Chaudhary Sarwan Kumar Himachal Pradesh Krishi Vidyalaya,

Palampur; Maharana Pratap Agricultural University, Udaipur and Punjab Agricultural University, Ludhiana from Northern India. Survey research design-a suitable and widely adaptable research survey design was followed to collect information and describe and explain the phenomenon of excellence in Teaching Home Science across SAUs based on established principles as expressed by teachers (Assistant Professors, Associate Professors and Professors) of these institutions.

RESULTS AND DISCUSSION

The principle wise discussion of opinions concerning teaching dimension proceeds as follows.

1. Opinions regarding observance of the principle ‘Quality teachers are well prepared’

Tables 1 revealed that majority of the teachers (90.77 %) were of the opinion that they display enthusiasm which is recognizable by students and they are highly interested in teaching (86.15 %). Data in Table 1 further revealed that 75.38 per cent of teachers show concern for their student well being. They also expressed that they are always available for students help whenever they may need them. An equal number of teachers (73.85 %) were of the opinion that they create a supportive environment in the classroom so that students get opportunity to actively participate in classroom discussions. They felt it was important for them that their students are given responsibilities and respect at the same time (73.85 per cent). Further, 56.92 per cent of teachers were of the view that they have high expectations from every student for success. This is also supported by study conducted by Jerry Bamberg (1994) which showed that good teachers have expectations from their students. The study further poses that teacher expectations have a tangible effect on student achievement and therefore play a significant role in teaching-learning. However, an insignificant number (32.31per cent) of teachers focus on teaching their students on how to identify strategies like developing action plans, anticipating results and reviewing plans accordingly, being creative in developing plans, visually rehearsing plans and making adjustments and being self-advocative and communicative for achieving goals for academic excellence and spend longer doing administrative tasks (16.92 %). In general, the opinions of teachers regarding this principle of teaching were neither favourable nor unfavourable.

2. Opinions regarding observance of the Principle ‘Quality teachers learn from experience’

It is evident from Table 2 that majority of the teachers (96.92 per cent) were of the opinion that giving whole some experience makes students more independent. It was also

supported by **Stronge 2002** that experienced teachers tend to know and understand their students' learning needs, learning styles, prerequisite skills, and interests better than beginners.

Teaching experience has upto 30 percent beneficial effect on student academic performance. Teachers with more than three years of experience are most effective than those with three years or fewer. Further, that 92.31 per cent of teachers were of the view that they always focus on teaching-learning during classroom time followed by 84.62 per cent of teachers who believed in modifying strategies that proved to be unsuccessful in the teaching learning process. About sixty eight per cent of respondents also preferred to randomly link learning objectives and activities while planning each class session as they believed it serves to connect content and assessment around learning, guides selection of teaching/learning activities that will best achieve objectives, gives learners a clear picture of what to expect and what is expected of them and form the basis for evaluating teachers, learners and curriculum effectiveness. Around thirty six per cent teachers opined that they are conservative about sharing knowledge and expertise with students.

In general, the opinions of teachers reflected favourable inclination towards the principle 'Quality teachers learn from experience'.

3. Opinions regarding observance of the Principle 'Good teachers have high teaching skills'

Table 3 depicted that cent per cent of the teachers were of the view that lecturing is a significant part of their class sessions. The reasons could be that lectures are a straightforward way to impart knowledge to students quickly, it can be blended with other teaching methods and aids easily, teachers have a greater control over what is being taught because they are the sole source of information. Besides, students who are auditory learners find that lectures appeal to their learning style and logistically, a lecture is easier to create than other methods of instruction. However, 90.77 per cent of teachers were of the opinion that they always keep their students' attention span while designing instructional plans. It is also observed that 75.38 per cent of the teachers use technological tools for instruction such as power-point presentations, projectors, etc. followed by use of all kinds of instructional media/aids/resources such as diagrams, graphs, tables and pictures, audio and video for teaching (87.69 per cent). The findings is in contradiction to Punia and Malik (1993) study which revealed that faculty members were fully convinced about the effectiveness of audio-visual aids but faced constraints in using these such as lack of funds for meeting hardware and software requirements for effective teaching-learning.

Table 3 further depicted that majority of teachers encouraged their students to use instructional media and resources for learning and use technological tools which was

favoured by 76.92 per cent and 75.38 per cent of respondents respectively. This can be attributed to the fact that their use enhances retention of content for longer period and helps students visualize ideas and transfer abstract concepts into concrete reality. Besides, 67.69 per cent of teachers always considered their students' abilities while planning instructions. However, 64.62 per cent of respondents proceeded without advance preparation of instructional material and resources. Only, 47.69 per cent agreed that they provided opportunities to their students to use myriad ways to present and discuss their ideas, such as using analogies, drama, metaphors, and stories. The reason could be the mounting workload and multifarious responsibilities that do not permit much time to teachers for engaging students in real purposeful exercises. Only 26.15 per cent of teachers confessed aiming for lower order thinking skills. Hence, the opinions of teachers were favourably inclined towards the principle 'Quality teachers have high teaching skills'.

4. Opinions regarding observance of the Principle 'Quality teachers are committed to student learning'

Majority of the teachers opined that active students during their class-sessions get opportunities for discussion (87.69 per cent) and they spend time in consulting their students on how to improve their work on individual and/or group projects, 76.92 per cent also make their students to demonstrate their understanding of concepts and meanings to them. Most of the teachers (75.38 per cent) expressed that they engage students in problem solving activities in their class to build higher order thinking skills among them and guide students' work on course projects by asking questions, exploring options, and suggesting alternative ways to do things. Further, 56.92 per cent of teachers favoured that students design one or more self-directed learning activities in class, 53.85 per cent encouraged students to develop their own ideas about content issues, whereas, only 38.46 per cent of teachers opined that students are typically prepared for working on course projects independently without much guidance from them. An equal number 29.23 per cent of teachers were of the view that they planned subject matter to suit different learning abilities of students and focus on discouraging queries while interacting with students. Only 7.69 per cent of teachers employed questioning techniques to embarrass students. It has been inferred from table that opinions of teachers showed positive inclination towards the principle 'Quality teachers are committed to student learning'.

5. Opinions regarding observance of the Principle 'Good teachers know the subject they teach'

Data given in Table 5 clearly indicated that hundred per cent of teachers regularly update their knowledge of the subject matter through the use of internet, attending workshops and

refresher courses. A large majority 93.85 per cent was also of the view that they always select contents that help students acquire broader perspective on issues. They also help students in learning what to learn (86.15 per cent), and provide clear guidelines to students to complete their tasks (81.54 per cent). Further, 78.46 per cent of the teachers confessed to have a rich understanding of the subject they are teaching and they plan course activities to encourage students to take initiative and responsibility for their learning.

The data further revealed that about thirteen per cent of teachers refrain from giving personal support and encouragement to students to do well in their courses followed by inaccessibility of 10.77 per cent students for solving their day to day problems.

In general, the opinions of teachers were in agreement towards the favourable deviation towards the principle 'Quality teachers know the subject they teach.'

6. Opinions regarding observance of the principle 'Quality teachers are members of the learning community'

The perusal of data in Table 6 depicted that 92.31 per cent of teachers were of the opinion that they use university and community to provide worthwhile learning experiences to students, followed by 87.69 percent of teachers who opined that they are skillful at employing available resources as per the needs of their students. Whereas, 46.13 per cent of teachers admitted that they remain aloof from newly recruited teachers to undermine their confidence. Only, 10 per cent of teachers agreed that they avoid professional development opportunities to look after their day to day responsibilities. Hence, the opinions of teachers reflected favourable bending towards the principle 'Quality teachers are the members of the learning communities.'

7. Opinions regarding observance of the Principle 'Quality teachers have high ethical standards'

Data in Table 7 revealed that highest percentage (98.46 per cent) of teachers conform to the view that it is obligatory for all members to build strength of an organization through positive actions and attitudes, followed by 95.38 per cent who were opined that they refrain from spreading rumors and disseminating information that may prove damaging or detrimental to the progress of the institution. Majority (92.31 per cent) refrain from using profane and obscene language at workplace. Besides, 30.77 per cent of teachers measure the success of students on past performance rather than what they are doing at present and 29.23 per cent teachers conformed to the opinion that it is difficult to avoid reference to religious and political beliefs of people. Two observations particularly causing concern, though agreed by 9.23 per cent and 7.69 per cent of respondents respectively were of the view that they violate rules and regulations of the organization followed by those who seek favours at the cost of their colleagues.

In general, the opinions of teachers depicted favourable inclination towards the principle 'Quality teachers have high ethical standards.'

CONCLUSION

Based on the above principles, it is concluded that the teachers from all SAUs showed favoured inclination towards the Teachers-Teaching dimension based on established principles. Hence, the major challenge of faculty development process is to attract, motivate and retain the best of the intellectual capital with teaching profession as their first choice, because people who join teaching out of the other compulsions are unlikely to achieve the heights of excellence.

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8. TABLES:

Table1: Frequency distribution of opinions of respondents regarding the principle ‘Quality teachers are well prepared’

n=65

Statements	Opinions of Teachers(Frequencies)										Total	
	PAU n ₁ =15		HAU n ₂ =15		GBPUAT n ₃ =15		MPUAT n ₄ =10		HPKV n ₅ =10			
	f	%	f	%	f	%	f	%	f	%	f	%
Show concern for students’ well-being	12	80.00	10	66.67	12	80.00	7	70.00	8	80.00	49	75.38
Create a supportive environment in class room	11	73.33	12	80.00	11	73.33	7	70.00	7	70.00	48	73.85
Have high expectations from every student for success	7	46.67	10	66.67	9	60.00	5	50.00	6	60.00	37	56.92
Give fair treatment to favourite students by communicating appropriate expectations	10	66.67	12	80.00	11	73.33	7	70.00	6	60.00	46	70.77
Teach students how to identify strategies for achieving their goals	5	33.33	6	40.00	5	33.33	3	30.00	2	20.00	21	32.31
Exhibit high interest in teaching	13	86.67	14	93.33	12	80.00	9	90.00	8	80.00	56	86.15
Display enthusiasm which students can easily recognize	15	100.00	15	100.00	12	80.00	9	90.00	8	80.00	59	90.77
Give responsibility and respect to some students at the same time	12	80.00	12	80.00	11	73.33	7	70.00	6	60.00	48	73.85
Take longer doing administrative tasks	3	20.00	2	13.33	2	13.33	1	10.00	3	30.00	11	16.92

Table 2: Frequency distribution of opinions of respondents regarding the Principle ‘Quality teachers learn from experience’

n=65

Statements	Opinions of Teachers(Frequencies)										Total	
	PAU n ₁ =15		HAU n ₂ =15		GBPUAT n ₃ =15		MPUAT n ₄ =10		HPKV n ₅ =10			
	f	%	f	%	f	%	f	%	f	%	f	%
Whole some experience makes them more independent	15	100.00	13	86.67	15	100.00	10	100.00	10	100.00	63	96.92
Past experience makes them under confident	11	73.33	12	80.00	13	86.67	9	90.00	8	80.00	53	81.54
Conservative about sharing knowledge and expertise with students	4	26.67	3	20.00	6	40.00	5	50.00	5	50.00	23	35.38
Modify or adapt strategies based on their experiences that are unsuccessful	13	86.67	13	86.67	11	73.33	9	90.00	9	90.00	55	84.62
Randomly link learning objectives and activities while planning each class session	11	73.33	10	66.67	10	66.67	6	60.00	7	70.00	44	67.69
Focus classroom time on teaching and learning.	14	93.33	13	86.67	14	93.33	9	90.00	10	100.00	60	92.31

Table 3: Frequency distribution of opinions of respondents regarding the Principle ‘Good teachers have high teaching skills’

n=65

Statements	Opinions of Teachers (Frequencies)										Total	
	PAU n ₁ =15		HAU n ₂ =15		GBPUAT n ₃ =15		MPUAT n ₄ =10		HPKV n ₅ =10			
	f	%	f	%	f	%	F	%	f	%	f	%
Proceeds without advance preparation of instructional material and resources	9	60.00	8	53.33	11	73.33	6	60.00	8	80.00	42	64.62
Lesson plans focuses on instructional delivery to the total exclusion of measurement of learning	10	66.67	14	93.33	11	73.33	9	90.00	8	80.00	52	80.00
Aim for lower order thinking skills	5	33.33	3	20.00	2	26.67	3	30.00	4	40.00	17	26.15
Always consider their students’ attention span when designing instructional plans	14	93.33	15	100.00	12	80.00	9	90.00	9	90.00	59	90.77
Always consider their students’ abilities while planning for instructions	10	66.67	11	73.33	12	80.00	6	60.00	5	50.00	44	67.69
Always consider their students’ readiness while designing instructions/lessons	9	60.00	8	53.33	6	40.00	5	50.00	4	40.00	32	49.23
Use technological tools for instruction such as projectors	11	73.33	10	66.67	13	86.67	7	70.00	8	80.00	49	75.38
Use all kinds of instructional media/aids/resources such as diagrams, graphs, tables and pictures, power point presentations (ppts), audio and video for teaching	13	86.67	13	86.67	12	80.00	10	100.00	9	90.00	57	87.69
Encourage their students to use instructional media and resources for aiding learning	12	80.00	12	80.00	10	66.67	8	80.00	8	80.00	50	76.92
Encourage their students to use myriad ways to present and discuss their ideas, such as using analogies, drama, metaphors, and stories	9	60.00	10	66.67	3	20.00	4	40.00	5	50.00	31	47.69

Enrich learning by linking their instruction to real-life situations of their students	12	80.00	13	86.67	14	93.33	8	80.00	7	70.00	54	83.08
Lecturing is a significant part of how they teach in each of their class sessions	15	100.00	15	100.00	15	100.00	10	100.00	10	100.00	65	100.00

**Table 4: Frequency distribution of opinions of respondents regarding Principle ‘Quality teachers are committed to student learning’
n=65**

Statements	Opinions of Teachers (Frequencies)										Total	
	PAU n ₁ =15		HAU n ₂ =15		GBPUAT n ₃ =15		MPUAT n ₄ =10		HPKV n ₅ =10			
	f	%	f	%	f	%	f	%	f	%	f	%
Put high premium on facts, concepts and principles as the most important things that students should acquire	11	73.33	10	66.67	13	86.67	8	80.00	6	60.00	48	73.85
End instructions abruptly without recapitulation	5	33.33	5	33.33	4	26.67	4	40.00	4	40.00	22	33.85
Strategically plan lessons for verbal learners	4	26.67	3	20.00	3	20.00	2	20.00	3	30.00	15	23.08
Plan subject matter to suit different learning abilities of students	4	26.67	5	33.33	3	20.00	3	30.00	4	40.00	19	29.23
Plan questions ahead to explore and ascertain students' understanding	10	66.67	8	53.33	10	66.67	8	80.00	6	60.00	42	64.62
Practise consistent and proactive discipline	10	66.67	9	60.00	10	66.67	7	70.00	6	60.00	42	64.62
Ensure limited disruptions and/or interruptions during class sessions	10	66.67	11	73.33	12	80.00	9	90.00	6	60.00	48	73.85
Active students are provided opportunities for discussion during their class-sessions	14	93.33	12	80.00	14	93.33	8	80.00	9	90.00	57	87.69

Focus on discouraging queries while interacting with students	5	33.33	4	26.67	5	33.33	4	40.00	1	10.00	19	29.23
Employ questioning techniques to embarrass students	2	13.33	1	6.67	0	0.00	1	10.00	1	10.00	5	7.69
Make their students demonstrate their understanding of concepts and meanings	10	66.67	14	93.33	11	73.33	7	70.00	8	80.00	50	76.92
Help students to draw connections from prior learning to new learning	12	80.00	13	86.67	11	73.33	8	80.00	9	90.00	53	81.54
Engage students in listening without problem solving	5	33.33	5	33.33	5	33.33	4	40.00	5	50.00	24	36.92
Make students work on course projects alone with little guidance from teachers	4	26.67	6	40.00	6	40.00	3	30.00	6	60.00	25	38.46
Activities in class encourage students to develop their own ideas about content issues	8	53.33	7	46.67	9	60.00	6	60.00	5	50.00	35	53.85
Engage students in individualized learning experiences	7	46.67	9	60.00	12	80.00	2	20.00	7	70.00	37	56.92
Guide students' work on course related projects and assignments	13	86.67	12	80.00	12	80.00	7	70.00	5	50.00	49	75.38
Focus on developing the ability of students to think and work independently	10	66.67	10	66.67	12	80.00	7	70.00	6	60.00	45	69.23

Table 5: Frequency distribution of opinions of respondents regarding the Principle ‘Good teachers know the subject they teach’

n=65

Statements	Opinions of Teachers (Frequencies)										Total	
	PAU n ₁ =15		HAU n ₂ =15		GBPUAT n ₃ =15		MPUAT n ₄ =10		HPKV n ₅ =10			
	f	%	f	%	f	%	f	%	f	%	f	%
Emphasize on creating, organizing and linking up the knowledge of their subject matter with real problems	13	86.67	12	80.00	12	80.00	8	80.00	8	80.00	53	81.54
Update their knowledge of the subject matter regularly	15	100.00	15	100.00	15	100.00	10	100.00	10	100.00	65	100.00
Have a rich understanding of the subject they are teaching	11	73.33	12	80.00	13	86.67	7	70.00	8	80.00	51	78.46
Focus on contents that help students build broader perspective on problems/issues	12	80.00	15	100.00	14	93.33	10	100.00	10	100.00	61	93.85
Help students to learn what to learn	12	80.00	14	93.33	13	86.67	7	70.00	10	100.00	56	86.15
Reflect over their teaching to enrich their understanding of the subject	12	80.00	12	80.00	11	73.33	10	100.00	10	100.00	55	84.62
Provide very clear guidelines to students to complete their task	11	73.33	13	86.67	11	73.33	8	80.00	10	100.00	53	81.54
Rigidly plan course activities and do not assign responsibilities to students	5	33.33	4	26.67	2	13.33	1	10.00	2	20.00	14	21.53
Leave upto the students to do their practical	3	20.00	0	0.00	2	13.33	3	30.00	2	20.00	10	15.38

assignments on their own without guidance												
Give leverage to students to experiment new ideas	2	13.33	2	13.33	1	6.67	4	40.00	2	20.00	11	16.92
Refrain from giving personal support and encouragement to students to do well in their course	1	6.67	2	13.33	1	6.67	2	20.00	2	20.00	8	12.31
Are inaccessible to students for solving their day to day problems	1	6.67	1	6.67	2	86.67	2	20.00	1	10.00	7	10.77

Table 6: Frequency distribution of opinions of respondents regarding the principle ‘Quality teachers are members of the learning community’

n=65

Statements	Opinions of Teachers (Frequencies)										Total	
	PAU n ₁ =15		HAU n ₂ =15		GBPUAT n ₃ =15		MPUAT n ₄ =10		HPKV n ₅ =10			
	f	%	f	%	f	%	f	%	f	%	f	%
Remain aloof from newly recruited teachers to undermine their confidence	8	53.33	6	40.00	7	46.67	6	60.00	3	30.00	30	46.13
Use university and community resources to provide worthwhile learning experiences to students	15	100.00	15	100.00	14	93.33	6	60.00	10	100.00	60	92.31
Skilled at employing available resources as per needs of their students	15	100.00	13	86.67	13	86.67	8	80.00	8	80.00	57	87.69
Avoid professional development opportunities to look after their day to day responsibilities	2	13.33	1	6.67	0	0.00	4	40.00	0	0.00	7	10.77

Table 7: Frequency distribution of opinions of respondents regarding the Principle ‘Quality teachers have high ethical standards’

n=65

Statements	Opinions of Teachers (Frequencies)										Total	
	PAU n ₁ =15		HAU n ₂ =15		GBPUAT n ₃ =15		MPUAT n ₄ =10		HPKV n ₅ =10			
	f	%	f	%	f	%	f	%	f	%	f	%
Refrain from spreading rumors	14	93.33	13	86.67	15	100.00	10	100.00	10	100.00	62	95.38
Consider it obligatory to build the strength of their organization through positive actions and attitudes	15	100.00	14	93.33	15	100.00	10	100.00	10	100.00	64	98.46
Refrain from using profane and obscene language at workplace	12	80.00	14	93.33	15	100.00	9	90.00	10	100.00	60	92.31
Seek favours at the cost of their colleagues	1	6.67	1	6.67	1	6.67	1	10.00	1	10.00	5	7.69
Make uncomplimentary remarks and indulge in adverse remarks on others	5	33.33	6	40.00	9	60.00	3	30.00	4	40.00	27	41.54
Avoid reference to religious and political beliefs of people	4	26.67	4	26.67	5	33.33	2	20.00	4	40.00	19	29.23
Measure success of students on past performance	6	40.00	2	13.33	7	46.67	3	30.00	2	20.00	20	30.77
Violate rules and regulations of the organization	2	13.33	1	6.67	1	6.67	1	10.00	1	10.00	6	9.23

