SUMMARY

1. Introduction
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INTRODUCTION

It is generally agreed that the main function of education is to promote a balanced development of physical, mental, social, moral and spiritual aspects of the educed in order to produce balanced citizens who strive to promote social welfare and progress. Education in the context of social changes is not impart information and to teach skills to the educed but also to inculcate the values of humanism, democracy, socialism, secularism and national integration. This is necessary for the realization of our national objectives of building a democratic and just social order based on equality, social justice, fraternity and freedom.

Several educations in India and abroad have stressed the importance of promoting values through education, which is facing the crisis of character in different spheres of life. Radhakrishnan Commission (1949) held the view that in addition to the search for truth through scientific and scholarly pursuits an important task of education is a concern with values. Kothari Commission (1964-66) with its emphasis on education’s role in national development includes among the functions of higher education cultivation of right includes among the functions of higher education cultivation of right interests; attitudes and moral and intellectual values. The National Policy on Education, 1986 observes, “The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values.”

The inseparable link between educations that values is evident in the nature and aim of education. The primary task of education is the creative extension of knowledge, but it is not the total task. The educator’s task is a wholistic task, and one can not say to the
students that he will care only of their minds. Young people at their school and university should be given an understanding of impart an integrated view of life. If education has a relationship with the meaning of life, then a proper value orientation of education becomes imperative.

Teachers at school directly affect the value of their students. The teachers come in the school through teacher education institutes, so whatever methodology they have learnt and their own attitude have a deep effect on their students. So the teacher educators themselves must be up to date and relevant regarding their values. So they could provide proper training to the prospective teachers. The present study was designed to measure the different value of teacher educators. So the actual status of their values should come in our notice;

**STATEMENT OF THE PROBLEM:**

A SURVEY OF VALUES AMONG TEACHER EDUCATORS WITH SPECIAL REFERENCE TO THEIR SEX, LOCALE AND TEACHING EXPERIENCE

**OPERATIONAL DEFINITION OF TERMS USED IN THE STATEMENT OF THE PROBLEM**

Some terms have been used in the present study which explanation. It is necessary to define these terms to understand further description in proper way. Following main terms are used in the statement of the problem -

**VALUES:**

What distinguishes man from the other entire living creature is his value system. Also higher is the level of evolution of a human being the more
pronounced is his value system. Man and values are inseparable. The term value comes from a Latin word 'Valera' which means 'to be of worth' literally value means something that has a price. Values are conscious and unconscious preferences accepted by the majority of members of the society and are socially regulated. Value is something, which an individual holds to be important and preferable.

According to Allport-Vernon-Lenzey (1961), the term value is operationally defined as 'a belief upon which man acts by preferences. It is thus a cognitive, a motor and above all a deeply appropriate disposition. According to Murphy and Newcomb 'A value is simply the maintenance of a set towards the attainment of a goal'. It emphasizes that value is a motivation which sustain an individual's efforts to achieve a particular goal. Prof. Potdar and other define traditional value in the following words "Traditional values may broadly be defined on those principles embodied in the beliefs and practices of a people, transmitted through successive generations that continue to be regarded in the contemporary life as worthy as esteem and adoption". According to Potdar "values those principles embodied in tine beliefs and practices of people that are regarded as worthy of esteem". Thus it is clear that values are considered as principles underlying beliefs and practices. It is the cognitive aspect of value which is stressed in this definition. Hariram has defined 'values a.s (1) brilliance of a color (II) Judgement about the worthy of an entity or concept. Judgement of values is axiological proposition statement of facts or existential proposition. Clyde Kluckhohn has f Yp Jainco! "A value is a conception implicit or explicit distinctive of an individual or of a group of the desirable which influence the selection from available modes, means and ends of action". Peppu lias mentioned that the term; values may refer to interest, pleasures, likes, preferences, duties, moral obligations desires, wants, needs, aversions and attractions. Good has illustrated
7th types of values are considered for the present study.

1. Aesthetic Value: Aesthetic value is characterized by appreciation of beauty, form proportion and harmony, love for fine arts, drawing-painting, music-dance, sculpture, poetry and architecture, love for literature, love for decoration of the home and the surroundings, neatness and system in the arrangement of the things.

2. Theoretical Value: The dominant interest of the theoretical man is the discovery of truth. In the pursuit of his goal her characteristically takes a cognitive attitude, one that looks for identities and differences, one that divests itself of judgments regarding the beauty of utility of objects and seek only to observe and to reason. Since the interests of the theoretical man are empirical, critical and rational, he is necessarily an intellectualist, frequently Scientist or Philosopher. His chief aim in life is to order end systematize his knowledge.

3. Religious Value: This value is defined in term of faith in God, attempt to understand him. Fear or divine worth and action according to the ethical codes prescribed in the religious books. The outward acts of behavior expressive of this value are going on pilgrimage, living a simple life, having faith in the religious leaders, and worshipping God and speaking the truth.

4. Social Value: This value is defined in term of charity, kindness, love and sympathy for the people, efforts to serve God through the service of mankind, sacrificing personal comforts and gains to relieve the needy and the affiliated of their misery.

5. Economic Value: This value stands for desire for money and material gains. A man with economic value is guided by considerations
of money and material gain in the choice of his job- His attitude towards the rich persons and the industrialists is favorable and he considers then hopeful for the progress of the country.

6. Hedonistic Value: Hedonistic value, as defined here, is the conception of the desirability of loving pleasure and avoiding pain. For a Hedonist the present is more important than the future. A man with hedonist value indulges in pleasures of sense and avoid pain.

7. Political Value: The political man is interested primarily in power. His activities are not necessarily with's the narrow field of politics. Leader in any field generally have high power value. Since competition and struggle play a large part in all life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, certain personalities in whom the desire for a direct expression of this motive is uppermost, who wish, above all else for personal power, influence and renown. Construction and Standardization of the Inventory:

TEACHER EDUCATORS:- In the present study all those teachers, who have been teaching to the students of B.Ed. classes in different colleges / departments of education situated in west Uttar Pradesh (Agra, Bareilly, Saharanpur and Jhansi Division), were called as teacher educators.

SEX:- Either as the two main groups (Male and Female) in which living things are placed according their reproductive function

LOCALE: The scene or locality of operation or events It denotes the residential status of teacher educators as Rural & Urban colleges of UP

TEACHING EXPERIENCE: Two levels of teaching experience were
considered in the present study. Teacher Educators with five or more years of teaching experience and those who have less than five years of teaching experience to teach the students of B.Ed. classes.

**OBJECTIVES OF THE STUDY:** Following objectives were set for present study:

1. To find out significant difference between male and female teacher educators in relation to their overall values.
2. To find out significant difference between male and female teacher educators in relation to their aesthetic values.
3. To find out significant difference between male and female Teacher educators in relation to their theoretical values.
4. To find out significant difference between male and female teacher educators in relation to their religious values.
5. To find out significant difference between male and female teacher educators in relation to their political values.
6. To find out significant difference between male and female Teacher educators in relation to their social values.
7. To find out significant difference between male and female teacher educators in relation to their economic values.
8. To find out significant difference between male and female teacher educators in relation to their hedonistic value.
9. To find out significant difference between rural and urban teacher educators in relation to their overall values.
10. To find out significant difference between rural and urban teacher educators in relation to their aesthetic values.
11. To find out significant difference between rural and urban teacher educators in relation to their theoretical values.
12. To find out significant difference between rural and urban teacher educators in relation to their religious values.
13. To find out significant difference between rural and urban teacher educators in relation to their economic values.
educators in relation to their political values.

14. To find out significant difference between rural and urban teacher educators in relation to their social values.

15. To find out significant difference between rural and urban teacher educators in relation to their economic values.

16. To find out significant difference between rural and urban teacher educators in relation to their hedonistic value.

17. To find out significant difference between the teacher educators having more than 6 years teaching Experience and less than 6 years of teaching experience in relation to their overall values.

18. To find out significant difference between the teacher educators having more than 6 years teaching Experience and less than 6 years of teaching experience in relation to their aesthetic values.

19. To find out significant difference between the teacher educators having more than 6 years teaching Experience and less than 6 years of teaching experience in relation to their theoretical values.

20. To find out significant difference between the teacher educators having more than 6 years teaching Experience and less than 6 years of teaching experience in relation to their religious values.

21. To find out significant difference between the teacher educators having more than 6 years teaching Experience and less than 6 years of teaching experience in relation to their political values.

22. To find out significant difference between the teacher educators having more than 6 years teaching Experience and less than 6 years of teaching experience in relation to their social values.

23. To find out significant difference between the teacher educators having more than 6 years teaching Experience and less than 6 years of teaching experience in relation to their economic values.

24. To find out significant difference between the teacher educators having more than 6 years teaching Experience and less than 6
years of teaching experience in relation to their hedonistic value.

ASSUMPTIONS OF THE STUDY:- Following general assumptions were made for the Study-

1. Different types of values affect teacher educators’ personality and ultimately the quality of their Profession. All the teacher educators have different sets of values.
2. Distribution of the variable of values is homogenous in the population.
3. The Values can be measured through standardized tools.
4. Locale, gender and teaching experience may have some effect to develop different set of Values.
5. There is possibility to change modify the values in human being through environment and Training.
6. Sample of the study was a true representative of the population.
7. Information given by the subject of the sample was true.
8. To mention better quality in teacher education, the teacher educators themselves must have good sets of values.
9. Tools used in the study to collect the data related to values was properly reliable and valid so the data collected was authentic.
10. Authenticity of the result of any study may deviate by 5-to 10% due to sampling error.

HYPOTHESES OF STUDY:-
Objective wise hypotheses were framed in null form.

1. There is no significant difference between male and female teacher educators in relation to their overall values.
2. There is no significant difference between male and female teacher educators in relation to their aesthetic values.
3. There is no significant difference between male and female Teacher educators in relation to their theoretical Values.
4. There is no significant difference between male and female teacher educators in relation to their religious values.
5. There is no significant difference between male and female teacher educators in relation to their political values.
6. There is no significant difference between male and female Teacher educators in relation to their social values.
7. There is no significant difference between male and female teacher educators in relation to their economic values.
8. There is no significant difference between male and female teacher educators in relation to their hedonistic value.
9. There is no significant difference between rural and urban teacher educators in relation to their overall values.
10. There is no significant difference between rural and urban teacher educators in relation to their aesthetic values.
11. There is no significant difference between rural and urban teacher educators in relation to their theoretical values.
12. There is no significant difference between rural and urban teacher educators in relation to their religious values.
13. There is no significant difference between rural and urban teacher educators in relation to their political values.
14. There is no significant difference between rural and urban teacher educators in relation to their social values.
15. There is no significant difference between rural and urban teacher educators in relation to their economic values.
16. There is no significant difference between rural and urban teacher educators in relation to their hedonistic value.
17. There is no significant difference between the teacher educators having more than 6 years teaching Experience and
less than 6 years of teaching experience in relation to their overall values.

18. There is no significant difference between the teacher educators having more than 6 years teaching Experience and less than 6 years of teaching experience in relation to their aesthetic values.

19. There is no significant difference between the teacher educators having more than 6 years teaching Experience and less than 6 years of teaching experience in relation to their theoretical values.

20. There is no significant difference between the teacher educators having more than 6 years teaching Experience and less than 6 years of teaching experience in relation to their religious values.

21. There is no significant difference between the teacher educators having more than 6 years teaching Experience and less than 6 years of teaching experience in relation to their political values.

22. There is no significant difference between the teacher educators having more than 6 years teaching Experience and less than 6 years of teaching experience in relation to their social values.

23. There is no significant difference between the teacher educators having more than 6 years teaching Experience and less than 6 years of teaching experience in relation to their economic values.

24. There is no significant difference between the teacher educators having more than 6 years teaching Experience and less than 6 years of teaching experience in relation to their hedonistic value.
TOOLS USED-T.V.T) Standardized by Dr.Sabmim Karim was used for the collection of data
METHODOLOGY:-Survey method was used
SAMPLE AND SAMPLING :- Total 363 teacher educators was selected for sample on the basis of stratified random sampling.
STATISTICAL TECHNIQUE :-Mean S.D& t-test was used for analysis of data

FINDINGS:-
Findings related to the comparison of over all values in teacher educators.
Male teacher educators (N-176) were not significantly better than female (N-187) teacher educators.(t-0.17 in relation to their over all values.
Rural teacher educators (N-164) were not significantly better than Urban (N-199) teacher educators (t-0.691) in relation to their over all values.
Teacher educators having more than 6 years of teaching experience (N-173) were not significantly better than teacher educators having less than 6 years (N-190) of teaching experience (t-0.702) in relation to their over all values.

Finding related to the comparison of aesthetic values in teacher educators.
Female teacher educators (N-187,M-33.426) were significantly better than Male (N-176,M-32.586) teacher educators.(t-1.970) in relation to their Aesthetic values
Rural teacher educators (N-164) were not significantly better than Urban (N-199) teacher educators (t-0.974) in relation to their Aesthetic values
Teacher educators having more than 6 years of teaching experience (N-173) were not significantly better than teacher educators having less than 6 years (N-190) of teaching experience (t-0.614) in relation to their Aesthetic values
Male teacher educators (N-176) were not significantly better than female (N-187) teacher educators (t-0.365) in relation to their Theoretical values.

Rural teacher educators (N-164) were not significantly better than Urban (N-199) teacher educators (t-1.161) in relation to their Theoretical values.

Teacher educators having more than 6 years of teaching experience (N-173) were not significantly better than teacher educators having less than 6 years (N-190) of teaching experience (t-0.0274) in relation to their Theoretical values.

Finding related to the comparison of religious values in teacher educators.

Male teacher educators (N-176) were not significantly better than female (N-187) teacher educators (t-1.521) in relation to their Religious values.

Rural teacher educators (N-164) were significantly better than Urban (N-199) teacher educators (t-2.239) in relation to their Religious values.

Teacher educators having more 6 years of teaching experience (N-164) were not significantly better than less than 6 years (N-190) of teaching experience (t-0.203) in relation to their Religious values.

Finding related to the comparison of political values in teacher educators.

Male teacher educators (N-176) were significantly better than female (N-187) teacher educators (t-2.504) in relation to their Political values.
Rural teacher educators (N-164) were not significantly better than Urban (N-199) teacher educators (t-1.755) in relation to their Political values.

Teacher educators having more 6 years of teaching experience (N-164) were not significantly better than less than 6 years (N-190) of teaching experience (t-0.007) in relation to their Political values.

Finding related to the comparison of social values in teacher educators.

Male teacher educators (N-176) were not significantly better than female (N-187) teacher educators (t-0.363) in relation to their Social values.

Rural teacher educators (N-164) were not significantly better than Urban (N-199) teacher educators (t-0.168) in relation to their Social values.

Teacher educators having more 6 years of teaching experience (N-173) were not significantly better than having less than 6 years (N-190) of teaching experience (t-0.696) in relation to their Social values.

Finding related to the comparison of economics values in teacher educators.

Male teacher educators (N-176) were not significantly better than female (N-187) teacher educators (t-0.013) in relation to their economic values.

Rural teacher educators (N-164) were not significantly better than Urban (N-199) teacher educators (t-0.377) in relation to their economic values.

Teacher educators having more 6 years of teaching experience (N-164) were not significantly better than Teacher educators having
Finding related to the comparison of hedonistic values in teacher educators.

- Male teacher educators (N=176, M=31.7.5) were significantly better than Female (N=187) teacher educators (t=2.071) in relation to their Hedonistic values.
- Rural teacher educators (N=164) were not significantly better than Urban (N=199) teacher educators (t=1.857) in relation to their Hedonistic values.
- Teacher educators having more than 6 years of teaching experience (N=173, M=31.705) were significantly better than Teacher Educators having less than 6 years (N=190, M=30.779) of teaching experience (t=2.076) in relation to their Hedonistic values.

CONCLUSIONS:

On the basis of Findings following Conclusions were made in comprehensive way:

Conclusions related to the over all values in teacher educators.

- Factor of sex (gender) had no to determine over all values among teacher educators.
- It was in favors of Female Factor of locale also had no effect to determine over all values among teacher educators.
- Factor of teaching experience was also not found to be effective to determine over all values among teacher educators.

Conclusions Related To The Aesthetic Values In Teacher Educators.

- Factor of sex (gender) was effective to determine Aesthetic values among teacher educators. It was in favors of Female
• Factor of locale also had no effect to determine Aesthetic values among teacher educators

• Factor of teaching experience was also not found to be effective to determine Aesthetic values among teacher educators

Conclusions Related To The Theoretical Values In Teacher Educators.

• Factor of sex (gender) had no effect to determine Theoretical values among teacher educators.

• Factor of locale also had no effect to determine Theoretical.

• Factor of teaching experience was also not found effective to determine Theoretical values among teacher educators

Conclusions Related To The Religious Values In Teacher Educators.

• Factor of sex (gender) had no effect to determine Religious values among teacher educators.

• Factor of locale was found effective to determine Religious values among teacher educators. It was in favor of Rural Teacher Educators

• Factor of teaching experience was also not found to be effective to determine Religious values among teacher educators

Conclusions related to the political values in teacher educators.

• Factor of sex (gender) was found effective to determine Political value among teacher educators. Female teacher educators was better than Male.

• Factor of locale also had no effect to determine Political values among teacher educators.
• Factor of teaching experience was also not found to be effective to determine **Political values** among teacher educators.

**Conclusions related to the social values in teacher educators.**
• Factor of sex (gender) had no effect to determine Social values among teacher educators.
• Factor of locale also had no effect to determine Social values among teacher educators.
• Factor of teaching experience was also not found effective to determine Social values among teacher educators.

**Conclusions Related To The Economic Values In Teacher Educators**
• Factor of sex (gender) had no effect to determine Economic values among teacher educators.
• Factor of locale also had no effect to determine Economic values among teacher educators.
• Factor of teaching experience was also not found to be effective to determine Economic values among teacher educators.

**Conclusions Related To The Hedonistic Values In Teacher Educators**
• Factor of sex (gender) had no effect to determine Hedonistic values among teacher educators.
• Factor of locale also had no effect to determine Hedonistic values among teacher educators.
• Factor of teaching experience was to be found Effective to determine Hedonistic values among teacher Educators. Much teaching experience teacher educators were significantly better than less teaching experience teacher educators.
EDUCATIONAL IMPLICATION: -

The reputation of a teacher education institutions is created by its teachers. Main responsibility of shaping the behavior of prospective teacher is in the hands of teacher educators. Teachers in fact, are the designers of the future of their students, directly or indirectly they influence their students, hence teachers should present themselves as ideals. They should have a clear and clean image among students. They should be honest, sincere, punctual and should follow the professional ethics. They must devote time for discussion with the students. Discussion should be made informal, outside the classrooms also, not only on contents but on social problems, individual problems faced by students and on social values. Teachers should be sensitive, sympathetic and have positive attitude towards students’ emotions. It is the role of a teacher to realize the students about the depth, magnitude and significance of values. Various studies are being conducted in India and overall To measure the values in teacher. The present study is also an effort in this direction.

1. Findings of the present study are useful for policy planners, principles of teacher educator’s institutions and teacher educators themselves. As clearly indicated by the study that sex had no role to determine values among teacher educators, so the policy planners and managerial people can arrange same type of programme to improve and modify value patterns among teacher educators.

2. In the same way area of living also had no significant effect to develop value patterns among teacher educators so programmer on value inculcation should be based only and only on merit not on the factor of local moreover the administrator
must not be biased on account of locale either locale, because were equally meaningful.

3. As far the teaching experience was concern, finding clearly denotes that neither seniors nor juniors were significantly different to each other when compared on account of many values so experience of teaching may not be considered as criteria to deliver any responsibility to teacher educators. Both the groups may or may not have any particular or social value.

4. Since sex, locale and teaching experience had no significant role to determine most of the values, therefore, orientation, training and other activities related to value up gradation can be organized without having any special attention of gender, residential area and teaching experience.

5. Only aesthetic and political values were found significantly better in females, so the managerial personalities can use their potential to enrich the same values among prospective teachers. But simultaneous by some provision to enhance the level of these values among male teacher educators should also be there.

6. Male teacher educators were found with high level of hedonistic values in compression to their counterpart female teacher educators. This tendency was not good for teacher educator so to keep them much more ethical some provision and activities should be organized.

7. Rural teacher educators were significantly better to urban teacher educator in religious values so their capacities can be utilized to inculcate religious values in prospective teacher.

8. Findings of the present study also reveals that much experienced teacher educators had more hedonistic values so
there is a need to eliminate this tendency among seniors, for this special type of programme for short term can be organized.

9. Suggestion for plan action to inculcate values in teacher education institution and teacher educators.

SUGGESTIONS FOR FURTHER STUDIES:-

1. Effect of cultural background can be studied among teacher educators
2. How far the geographical conditions effect the value patterns of teacher educator that should be taken for study.
3. Teacher educator of secondary and primary teacher education can be compared with respect to their values.
4. A correlation study can be conducted to find out the relation (if any) between job satisfaction and level of different values, between the teacher educators serving in self-financial teacher educator institution and government aided institution.
5. An experimental study can taken in account for study that whether, the teacher educators with high moral and values, could transfer good values in prospective teachers.
6. Factor of cast and socio-economic status have any role to formulate value patterns among teacher educators or not, it can be studied.
7. Effect of extrovert and introvert personality to determine sets of values among teacher educators of primary and secondary level.
8. It also can be observed that how far stream of study from schooling to PG and medium of instruction from schooling to PG level effect the values in teacher educators.
9. A co relational study can be conducted to know the relationship of intelligence and different values among teacher educators.
10. Academic achievement and level of job can be taken as variables to study the value patterns in teachers.

11. Value patterns of religiously different teacher educators can be studied.

12. How the materialistic facilities affect the values in early stage of children that can be taken for study.

Limitations:

1. A few limitations of the present study which might have been responsible for inadequateness could not be overcome due to lack of time and resources.

2. The first limitation is relates with the tool used in this present study researcher used Dr. Sabmim Karim (1972) value scale to collect data related to values that test is a modification of Allport Verman and Lindzey (1951) scales the used scale has been developed in fifties. There should be revision in present time because of that value pattern changes according to time.

3. The second limitation is pertaining to independent variables that have used in this study or been left. SEs live TV which is the most influential variable in receding value pattern should be incorporated in this study. The third limitation is related to sample and sampling. It would be better if researcher were used stratified random sampling. Stratified random sampling provides most of powerful inference to estimate the population parameters.
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