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Management of Teacher preparation Programme for Inclusive Education

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Introduction:

A democratic society is that where people live without any prejudices and with equal freedom and equal rights. Here the democratic values are settled as leading ideologies in particular, where humanism and rationalism are inter-woven in the fabric of our lives. When such ideologies are inter woven in our lives then why such injustice to the so-called differently abled persons? Further we talk of a society which is hopeful of having individual with disability living in harmony with their abled colleagues-fully under stood and fully supported. Taking into consideration this aspect and for the upliftment of these people in the society a remarkable progress in the fields of social, economic and medical advances has gained impetus. However, there are many more problems which still remain to be dealt with.

According to WHO (2007), in this fast growing world it is generally believed that around four percentages of the population constitutes one or the other kind of disability. Out of these three percentages constitute persons with mental retardation. However, there is no systematic survey conducted in India to determine the exact number. In 2000 the survey conducted by Indian National Institute for the mentally handicapped (NIMH), Secunderabad reveals an estimation of about 20 million persons who are mildly retarded and about 4 million persons falling under the moderate and the severe categories of mental retardation. If we talk about the world scenario then there are more than 500 million people in the world today having some form of disability. At least 150 million of them are children out of which 120 million live in the developing countries. Still further, it can be estimated that one child in every ten children is born with some form of impairment which leads to permanent disability. Historically special education developed as a specialized service delivery

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system separate from general education, since children with disabilities were perceived as *"different"* from their typical peers. There are only 3,000 Special Schools exist in India. Government of India's initiative to attain EFA cannot be realized unless this very large population of students is provided educational services within the regular school.

EDUCATIONAL AND LEGISLATIVE PERSPECTIVE FOR PERSON WITH DISABILITY

For a long time, people with disabilities have been deprived of basic human rights like an honorable place in the family, education, training and employment. This is not because they can not receive education or training but it is largely because of the negative attitude prevalent in the community. These negative attitudes are basically the product of perceiving disability as threat and we forget that individual differences are an integral part of life. We need to emphasize the fact that people with disability can become as productive as the rest of us. Irrespective of whether the disability is visible, invisible, mild, moderate or severe, the individual does possess quiet a bit of potential for developing his remaining abilities for his own advantage and for the advantage of the community.

Since 1947, various social interventions in the area of disability have been made. In 1977, the ministry of social welfare reserved three percentage vacancies in government departments and public undertakings for the visual, hearing and loco motor impairment. The year 1981 was declared as the International year of disabled person. As a result, in 1981 many NGO's launched new programmes for the education and rehabilitation for the disabled. The period from 1983 to 1992 was declared as an Asia - Pacific decade for the disabled. The United Nations General Assembly developed a world programme of action concerning disability and laid down standard rules to equalize opportunities for persons with disabilities. Remarkable policies and act in the area of disability are as follows:

1. **National Policy on Education (NPE) (1986)**

Taking into consideration all these aspects a national policy on education was put forth in 1986 which for the first time emphasized for

a) the education of children with mild disabilities in regular school.

b) children with severe disabilities to be placed in special school with hostel facilities
c) initiating Vocationalisation of education
d) teachers training programmes to be re-oriented to include education of the disabled children
e) all voluntary efforts to be encouraged.

2. Programme of Action (POA) (1990)

The programme of Action of India (POA) called for the establishment of special schools at district and sub district levels, curricular development a part from provision of infrastructure facilities and specific target setting for universal primary education for the children with disabilities. It was for the first time that the education of the disabled had been recognized as a human resource development activity, rather than a more welfare activity.

3. Rehabilitation Council of India Act 1992

This act passed in 1992 for the purpose of constructing the rehabilitation Council of India, for regulating the training of rehabilitation professionals and for maintenance of a central rehabilitation register. It was amended by rehabilitation council of India Act, 2000, to provide for monitoring the training of rehabilitation professionals and personnel, promoting research in rehabilitation and special education as additional objectives of the council.

4. Persons with disabilities (Equal opportunities protection and right and full participation) ACT 1995

This was passed by the parliament on December 12, 1995 and notified on February7, 1996. The act elaborated the responsibility of the central and state government, local bodies to provide service, facilities and equal opportunities to people with disabilities for participating as productive citizens of the country. The act enlists the rights and facilities persons with disabilities would be entitled to and which are enforceable. Thus it provides both preventive and promotional aspects of rehabilitation. The disabilities covered in the act are blindness, low vision, leprosy cured, hearing impairment, loco motor disability, mental retardation and mental illness.

The act further envisages that every child with disability should have access to free and adequate education till the age of 18. Students with disabilities should be integrated into general schools. Special schools should be established in government and private sectors and equipped with vocational training facilities.

5. National Trust Act (For the Welfare of Persons with Autism, cerebral palsy, mental retardation and multiple disabilities) 1999

The national Trust Act is a statutory body under the Ministry of Social Justice and Empowerment. Government of India set it up for the welfare of persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act (Act 44 of 1999). The main objectives of the act are (a) to enable and empower persons with disability to live as independently and as fully as possible within and as close to the community to which they live. (b) to strengthen facilities to provide support to persons with disability (c) To facilitate the realization of equal opportunities, protection of rights and full participation of persons with disability. The thrust areas of the act are - campaign for positive attitudinal change creating barrier free environment, developing skills, promoting self help groups, research in the four areas of disabilities. Advocacy for the rights of persons with four disabilities programme for persons with severe disabilities and women with disabilities.

6. National Handicapped Finance and Development Corporation(NHFDC)

This is a scheme introduced by government of India for enhancing employment of persons with disabilities. According to this any Indian with disability in the age range of 18-55 yrs with 40% or more disabilities is eligible for the scheme. Specific jobs have been identified for persons with intellectual impairment for availing the facility of loan through the scheme.

7. Scheme of Assistance to Disabled person for purchase of fitting of Aid and Appliances (ADIP)

Provision of aids, appliances and assistive devices at low cost has been a major objective of the government of India. Under this scheme persons with mental retardation may receive free of cost assistive devices, educational kits and supplies for daily living skills depending upon the income of the parents.

8. National Institute of Open School (NIOS)

It is a programme of open education in which children with intellectual impairment are included. Those with borderline intelligence can study at their own pace with a reduced curricular content as per this school system.

9. The District Primary Education Programme (DEEP) or the Sarva Siksha Abhiyan

Throughout the world inclusive education has been emphasized, the DPEP too aims at including the children at primary level i.e. up to class 5 with suitable teacher participation, infrastructural facilities and Aids and appliances.

10. UN Declaration on the rights of Disabled Persons

The UN General assembly proclaims the declaration on the rights of the disabled persons and called for National and International action to ensure that it will be used as a common basis and frame of reference for the protection of these rights.

(1) The term disabled person means any person unable to ensure by himself or herself, wholly or partly, the necessities of a normal individual and / or social life as a result of deficiency either congenital or not or his physical or mental capabilities.

(2) Disabled persons shall enjoy all the rights set forth by this declaration. These rights shall be granted to all disabled persons without any exception what so ever

and without distinction or discrimination on the basis of race, colour, sex, language, religion, political or other option, national or social origin, state of wealth, birth or any other situation applying either to the disable person himself / herself or his or her family.

(3) Disabled persons have the equal right to respect for their human dignity. Disabled persons, whatsoever the origin, nature and seriousness of their handicaps and disabilities have the same fundamental rights as their right to enjoy a decent life as normal as possible.

(4) Disabled person have the same civil and political rights as other human beings. Paragraph - 7 of the declaration on the right of persons with mental

retardation applies to any possible limitation or suppression of those rights for mentally disabled person.

(5) Disabled persons entitled to the measures designed to enable them to become as self reliant as possible.

(6) Disabled persons have the right to medical, psychological and functional treatment including all appliances, medical and social rehabilitation, education, vocational training, counseling, placement services and other services which will enable them to develop their capabilities and skills to the maximum and will hasten the process of their social integration and reintegration.

(7) They have the right to economic and social security and to a decent level of living. They have the right according to their capabilities to secure and retain employment or to engage in a useful, productive and remunerative occupation and to join trade unions.

(8) They are entitled to have their special needs taken into consideration at all stages of economic and social planning.

(9) They have the right to stay with their families or foster parents and to participate in all social, creative and recreational activities.

Inclusive Education for the Disabled Children

It is a scheme implemented by the ministry of human resources development. In this, the trained resource teachers support the regular class teacher so as to provide appropriate education to children with disabilities.

Philosophically and pragmatically, *inclusive education* is primarily about belonging, membership, and acceptance practically, inclusion is not merely determined by student placement, but rather is based on creating an environment that supports and includes all learners.

Inclusive Education Implies 1) School Reform approach and 2) A shift from medical model to Social Model of Disability The equity Concerns indicators for Inclusion are Academic achievement and other student outcomes, Equitable access, Equitable treatment, Equitable opportunity to learn and Equitable resources.

In last 20 years the Inclusive Education is recommended initiated by IEDC Scheme of M/HRD since 1983-84, National Policy on Education – 1986 and POA, Rehabilitation Council of India (RCI) Act 1992, Persons with Disabilities Act, 1995, HRM' s Statement on Inclusion in Education, March 2005 and also by Draft Comprehensive National Action Plan on Inclusion in Education of Children & Delhi Declaration on Education for All in 1993, Youth with Disabilities (IECYD),2005, It is also suggested that to make it functional and effective there is need to have Partnerships approach where the Government System/ Agencies- National Institutes, National Institutes of Handicaps, Universities, Govt. departments etc., NGOs, Parents and Communities.

The need for Partnership has been felt by all and reflected in SSA and other deliberations. It has also shown the conviction that a two- way process of increasing participation in learning and of identifying and reducing or removing the barriers that inhibit the learning and participation of all learners. Of course the Teachers are the Key to Success of this education.Successfully including students with a range of disabilities in general education schools and classrooms meant *changes* for all members of the educational community-*changes* in professional and personal relationship.

Education officers and Administrators provide the support and confidence for Success.

There are certain Challenges envisaged in inclusive education as follows:

- Inclusion demanded a process of transformation.
- Systemic change- system and people associated with system
- Teaching processes had to undergo a shift from being teacher-centered to learner-centered
- To build a wider teaching repertoire by working on the key aspects of the context, the content of learning and pedagogy
- Generally the planning frame of regular classroom teachers is the whole class
- Individualization rarely occurs in general education classrooms and curriculum adaptations are not part of classroom life.
- Revision of admission policy with a focus on all disabilities, the Girl child and the Socially disadvantaged child

- Development of plan for inclusion in clustered neighbourhood schools
- Mainstream schools prepared for inclusion in areas of access, education, aids and appliances, therapy and strategies for full participation.

Teacher's role is significant and crucial in inclusive education as he/she is expected to be well verse with following issues:

- Is he/she aware and sensitive to special education needs?
- Has he/she seen students with disabilities in general schools?
- Is he/she aware of any such directions from authorities?
- Is he/she aware of having inclusive policy and ways to implement it in regular school?
- What are the areas of the management which needs to modify or given more importance?

In the following page an attempt is made to show a comprehensive flow chart of the management of inclusive education programme in regular school. Along with regular practice some special considerations has to be kept in mind to have successful inclusion.

Process of Inclusion in general school requires following modifications;

For inclusion in general school there is need to bring changes in administration, curriculum and supportive services.

The major administrative services include funding (Government or/and private), special admission policy to include students having disability which can be manage well with their other able peers. Another important aspect is the location of inclusion class i.e. special class or in regular class. Last but very important aspect is to see the level of placement for children with special need i.e. full time, part time or/and for use of auxiliary services like for special activities of functional skills, transport etc.

The change in curriculum is another demand of modification in all or selective courses of their need. The teaching learning material also need to develop according and appropriate to their understanding.

The curriculum transaction through Individualized Education Programme, cooperative learning or/ .and peer tutoring as per the need of the child. When the curriculum is

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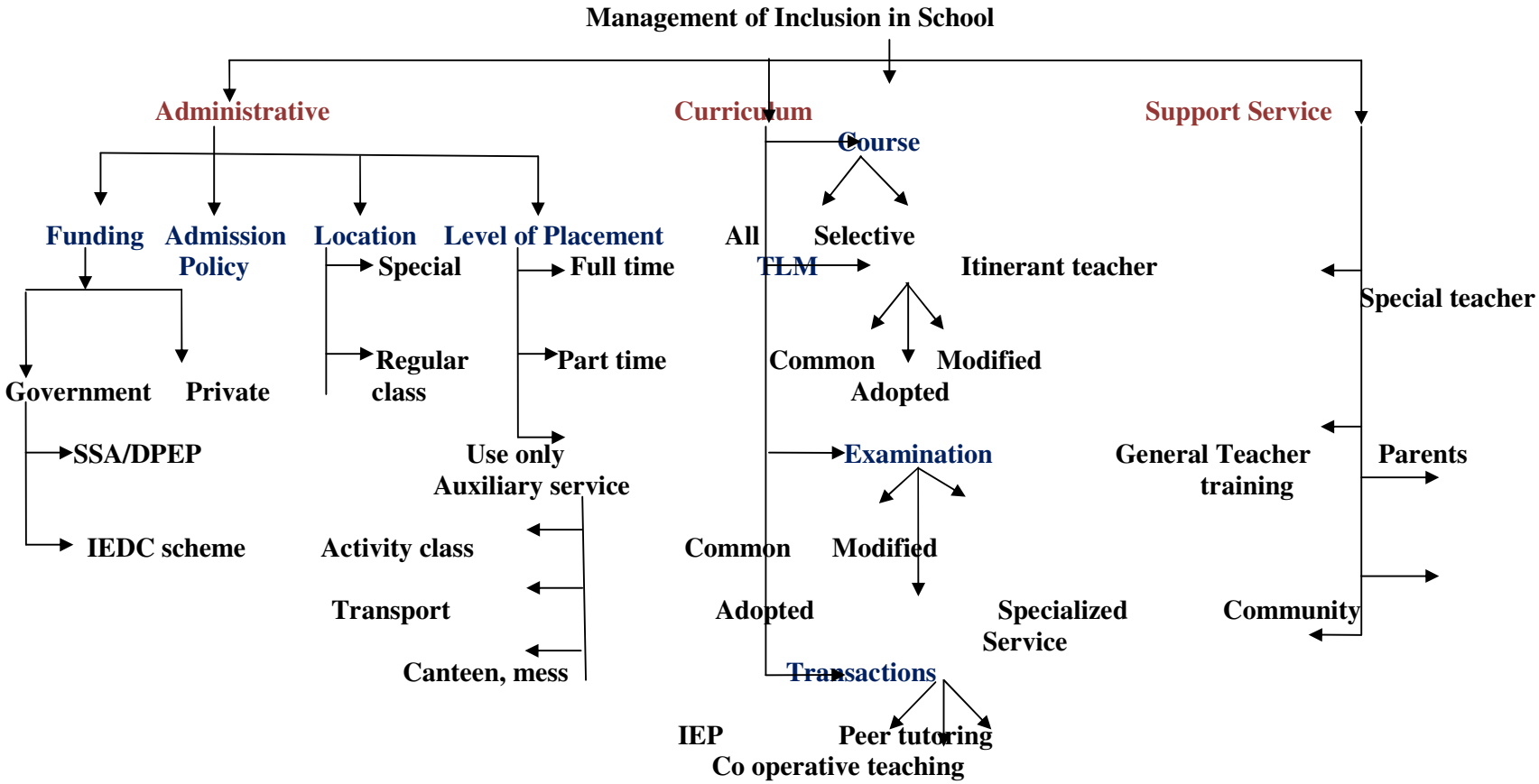
modified, the teaching learning materials and process require changes and so certain modifications in the examination too. There can be relaxation in terms of time or providing writer in common test or adoptive test for them.

Along with all other modifications, it is also expected to make provisions for support system like appointment of special teachers, developing resource room facilities, special training to general teachers, use of parents and community resources and other specialized services.

Having done the modifications in administration, curriculum and support services the scope of inclusion education in general school increases, provided parents ,teachers , fellow students and community is made fully aware about the objectives of inclusion, the role they are expected to play with full confidence.

Inclusion education would be the noble and righteous service to society rather than the obligation. It is the right of every child to have education and such attempts strengthen their survival in society with dignity and pride that is with total acceptance.


Management of Inclusion in School
Administrative
Curriculum
Support Service
Funding
Admission Policy
Location
Level of Placement
Course
All
Selective
TLM
Itinerant teacher
Special teacher
Special
Full time
Regular class
Part time
Common
Modified
Adopted
Government
Private
SSA/DPEP
IEDC scheme
Use only Auxiliary service
Examination
General Teacher training
Parents
Activity class
Transport
Canteen, mess
Common
Modified
Adopted
Specialized Service
Community
Transactions
IEP
Peer tutoring
Co operative teaching

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Development & try out of software for teaching Sanskrit prose for class VIII

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INTRODUCTION

Various Commissions and Committees reviewing education have felt the need and importance of educational technology in the school curricula. NPE (1986) has emphasized on computer literacy. It states that 'As computer has become important and ubiquitous tool, a minimal exposure to computers and training in their use will form a part of professional education. Program of computer literacy will be organized on a wider scale from the school stage'. One of the strategies suggested by POA (1992) is 'computer application with adequate facilities of computers in schools would be encouraged on operational basis at secondary and higher secondary levels'. But inspite of recommendations given by the NPE and POA, the present classrooms are rigid in terms of the schedule, teacher, and duration of period. This makes the teaching-learning process quite uninteresting, unmotivating, non-participatory and boring. The present technology in the form of computers provides lots of flexibility. The learner decides which topic is to be learnt, when to learn and for how much duration. This means that number of students can learn the subject of their choice with their own pace. Students can manipulate different audiovisual elements and experience their impact. This facility can make various concepts intelligible to students. Individualization of instruction is possible through computer. Various curricular subjects can be taught with the help of computers by making use of computer assisted instruction. CAI packages can also be used for classroom instruction under the control of the teacher, either as the main focus of the lesson or to illustrate various points that may arise. Teachers develop the programmed learning material with the help of computer software. Teacher teaches and students learn through CAI. Even CAI can be used as a remedial material for all types of students as it can provide different tasks to different students, like, easy task to slow learners and difficult task to fast learners.

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IMPORTANCE OF SANSKRIT AS COMPUTER LANGUAGE

\The importance of Sanskrit is unquestionable. It is useful for all round development of the individual, which is the aim of education. The Vedantic and Upanishadic study develops our power of thinking and changes our attitude towards life. Books, like, Panchatantra, Hitopadesa create and cultivate many good qualities, like, modesty, generosity, boldness, discrimination, renunciation and love. Classical literature of Sanskrit is called the garden of wisdom. The Sanskrit language has a philosophical significance in as much as most of the Indian languages are derived from it. Article 35 of the constitution of India mentions that the vocabulary, when ever necessary is to be drawn from Sanskrit primarily. The development of modern language, like, Marathi, Hindi, Gujarati, owes a great deal to Sanskrit. It is by now amply proved that the study of Sanskrit language helps the study of modern Indian languages because most of the words, phrases, grammatical terms we find in the regional languages have been directly derived from Sanskrit language.

Thus, the study of Sanskrit is useful for building up the good and moral character, developing the self-confidence and qualities of heart and head, which ultimately leads to the sublimation of most natural human instincts. This language is the most primary need of today.

This is testimonial to the fact that this classical language is not far removed from technology. Hence it was hardly surprising when German scientists declared that Sanskrit, with its rich vocabulary of more than two thousand root words, with thrice as many multiple derivative words using suffixes and prefixes, could be the best language for computers.

The National Aeronautics and Space Administration (NASA) has acknowledged the scientific importance of Sanskrit as a possible computer language, since the syntax is perfect, with little room for error.Bala Sarveswara Gurukkal, founder of Sanskrit Vikas Kendra, Karaikal said the language has lost its importance in recent decades in India. To revive it, we need to take the language close to the masses and encourage students from all sections of society.

OBJECTIVES OF TEACHING SANSKRIT PROSE

- To enable the students to comprehend Sanskrit literature.
- To enable the students to read Sanskrit Prose.
- To enable students to Read Sanskrit lines with proper stops and correct pronunciation.
- To enable students to speak Sanskrit with ease and grammatical exactness.
- To enable students to appreciate Sanskrit language and literature.
- To enable students to translate Sanskrit passages and verses in their mother tongue or English.
- To enable the students to increase their vocabulary.
- Exposure to and familiarization with Prose terminology and devices.
- Development of the skills necessary to engage with a Prose components and thus come to an initial and then refined understanding of the meaning of that Prose.
- Drafting and revision of the original works of Prose, followed by appropriate written reflection on the creative process, and culminating in a student Prose reading.
- Independent, careful reading and reflection on prose.
- Creation of their writing to show each student's understanding of the reading, understanding, writing, and revision process behind Prose and its meaning.
- To enable the students to understand given Prose.
- To enable the students to appreciate the beauty of the language and the thought in the Prose.
- To enable the students to Read the poem with proper beats, strees, accent, intonation and rhythm.
- To enable them to kindle their imagination and develop their aesthetic sense.

STATEMENT OF THE PROBLEM

Development & try out of software for teaching Sanskrit prose for class VIII

OBJECTIVES OF THE STUDY

1. To develop Computer Assisted Instruction (CAI) on Sanskrit Prose for Standard VIII Students.

2. To study the effectiveness of the CAI in terms of achievement of Std. VIII Students in Sanskrit Prose.
3. To study the reactions of the Standard VIII Students on the CAI developed by the investigator.

OPERATIONALIZATION OF TERMS

CAI IN SANSKRIT: CAI in Sanskrit in the presents study refers to the Computer Assisted Instructional Package developed by researcher using various software to teach Sanskrit Prose to Std. VIII students.

ACHIEVEMENT: Here, achievement means the marks obtained by the students of standard IX on the pre- test and post-test of Sanskrit constructed by the investigator on the selected Prose of Sanskrit from Std. VIII.

EFFECTIVENESS OF CAI: Here, effectiveness of CAI has been studied in terms of the significance of difference of mean achievement gain scores of the students obtained on the pre-test and post-test, and their reactions on the developed CAI.

HYPOTHESES

1. There will be no significance difference in the mean gain scores of experimental and control group of the students on written pre-test and post-test.
2. There will be no significance difference in the mean scores of experimental group and control group of the students on oral post-test.
3. There will be no significant difference in the observed frequencies and frequencies expected against equal probability against various statements of the reaction scale.

DELIMITATION OF THE STUDY

The present study is delimited to Sanskrit Prose Section of Std. VIII of GSHEB.

RESEARCH DESIGN

Pre-test, Post-test experimental and control group design was employed for the study for the written test. Further post-test only experimental and control group design was employed for oral testing.

POPULATION

All the Gujarati medium schools of Gujarat State under GSHEB were the target population of the present study.

SAMPLE

Students of Std. VIII of Nutan Vidyalaya constituted the sample for the study. One of the Std. VIII sections (40 Students) was treated as experimental group, whereas, another section as control group (40 Students).

TOOLS AND TECHNIQUES

Following tools were constructed to realize the above objectives:

1 Achievement test:

Achievement tests, both, written and oral were constructed by the investigator.

The written tests were constituted covering the contents of Prose.

The oral achievement test items were constructed on Reading of the Prose text, Reading of the difficult words, pronunciation of the similar sounding words.

Prose text, Difficult words and similar sounding words were selected from the 1 Prose for the purpose of testing. Equal Weightage was given to the Reading of the Prose text, Reading of the difficult words and pronunciation of the similar sounding words.

2 Reaction Scale:

In order to study the reactions of the students towards the developed CAI, objective-3 the researcher constructed a five point- Strongly Agree, Agree, Disagree, Undecided, Strongly Disagree reaction scale.

DATA COLLECTION

The Written pre-tests were administered on both, the experimental and control groups. After installing the CAI, the sample of 40 students was taken to the computer laboratory. As only 30 computers were available and were in working condition, 2 students were asked to work on each computer at a time and to study through CAI. They were taught through CAI for 7 days. After the completion of CAI, both the experimental and control group students were administered Written post-test poem-wise. Oral post-test was administered on the both the experimental and control

groups. The researcher also administered the Reaction Scale on the experimental group.

DATA ANALYSIS TECHNIQUES EMPLOYED

1. The significance of difference between the mean gain scores of experimental group and control group on written test was studied through 't' test.
2. The significance of difference between the mean scores of experimental group and control group on oral post test was studied through 't' test.
3. Chi-square test was employed to study the observed frequencies against each statement of the reaction scale with respect to the frequencies expected against equal probability.

FINDINGS

1. The mean gain score of experimental group has been found significantly greater than the mean gain score of control group on the Prose at .05 level.
2. The mean score of experimental group on "Reading from Text" has been found significantly greater than the mean score of control group at .01 level.
3. The mean score of experimental group on "Reading Difficult Words" has been found significantly greater than the mean score of control group at .01 level.
4. The mean score of experimental group on "Reading Similar Sounding Words" has been found significantly greater than the mean score of control group at .01 level.
5. The students were found to have favorable reactions towards the CAI in Sanskrit.

IMPLICATIONS OF THE STUDY

- The CAI developed by the investigator in Sanskrit for Std.VIII students on Sanskrit Prose can be widely deployed.
- The teacher should be trained in developing and utilizing CAI on Sanskrit.
- The various Text Book Boards can attach CDs of such computer software with the Text Books.

CONCLUSION

The study conducted by the investigator has revealed that the CAI developed by the investigator on the selected chapters of class VIII Sanskrit Prose was found to be effective in terms of the achievement of the learners and their reactions. Such Softwares need to be developed and widely deployed for the revival of Sanskrit. Such attempts need to be made at a large scale at all levels of Education.

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Effectiveness of deBono thinking tools on enhancing students' critical thinking

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Introduction:

The unique difference between a human being and an animal being is the ability to think and to use cognitive skills. Developing higher order thinking skill is an ultimate goal of education. Education should help an individual in the process of developing thinking skills. Schools are workshops that engage individual students to think and act. They provide ample opportunities for intellectual development. Thus, if schools are understood in this way, then education is not a process of merely imparting knowledge but cultivation of certain abilities in the minds of the young. Development of thinking has been one of the important and commonly expressed aims of education. Thinking has been defined as "going beyond the information given" (Bruner 1957); as a complex and high level skill "that fills up gaps in the evidence" (Bruner 1957); and as a process of searching through a problem space (Newell & Simon 1972); and as what we do "when we are in doubt about how to act, what to believe or what to decide" (Baron 1994). Educational objectives range from the development of 3Rs to the promotion of self direction, positive self-concept and cultivation of human value. The basics of reading and writing have a major objective to enhance thinking ability. Learning of Mathematics and Science deals with systematic approach to problem solving and improving quality of life. The teaching of logic is aiming at facilitating thinking of the most rigorous kind. Developing thinking is a subtle aim of any school activity irrespective of any subjects.

Rote learning: present day educational practice

The age-old tradition of rote learning still continues to dominate our classrooms. Education practiced today as knowledge gathering, remembering and reproducing it is at its peak at all levels of education. Memorization and recall become the fundamental

modes of learning, whereas, student's personal point of view and their Philosophy of life are ignored. Students who are good at remembering and reproducing in examination hours are considered to be the best scholars. In the present situation a strong need is being felt among educators to enable students with individual thinking ability. Students need to learn how to access and explore given information, analyze assumptions and draw conclusions based on sound rational ground and to think impartially from different points of view.

Teaching critical thinking skills: an alternative approach to rote learning

We need to recognize that much of our thinking is subconscious, automated and irrational. Any democratic society has a strong need to crate citizens who are comfortable with the skill of weighing, reconciling and assessing contradictory arguments and points of view through 3D (dialogue, discuss and debate). Training citizens in critical thinking helps in overcoming existing problems and it empowers the society. Present educational practices are being criticized for their bias towards memorization of textbook knowledge. In the growing days of technology and in the age of computers, knowledge itself has no value unless it is clearly understood and applied effectively in the demanding situation. When any information is processed in critical ways, thoughts are analyzed, refined and internalized.

Critical thinking: meaning and concept

The term "critical" is derived form ancient Greek. The word critical was derived from two Greek words "kriticos" meaning discerning judgment and "kriterian" meaning standards. Etymologically, then the word implies development of discerning judgment based on standard. In Webster's New Word Dictionary, the relevant entry reads "characterized by careful analysis and judgment" and is followed by the gloss: "critical, in its strictest sense, implies an attempt at objective judgment so as to determine both merits and faults". For example, those who think critically typically engage in intellectual practices of the following sort : monitoring, reviewing and assessing goals and purposes; the way issues and problems are formulated; the information or data of evidence presented for acceptance, interpretations of such information, data or evidence; the quality of reasoning presented or developed, basic concepts or ideas inherent in thinking, assumptions made, implications and consequences that may or may not follow; point of view and frames of reference.

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Those who think critically, therefore, characteristically strive for such intellectual ends as clarity, precision, accuracy, relevance, depth, breath and logicalness.

Critical thinking is thinking more deeply. It involves reasoning logically and analyzing, organizing, examining and questioning information to attain several possible answers rather than focusing on finding just the correct answers. The concept of critical thinking as defined by Robert Ennis (1985), states that critical thinking is focused on deciding what to believe or do. This definition allows flexibility and diversity of application, including decision making, problem solving, value judgment and higher levels of Bloom's (1974) taxonomy.

Critical thinking: its place in Indian education

Creative and critical thinking in Indian education is not a foreign concept. The soul of Indian theory of education that lies in the teaching of Vedanta, Upanishad and Nyaya is concerned with the condition as correct thinking and rigorous criticism that is to be inculcated in students. In ancient India, then, all learning was based upon discussion method. The four sources of knowledge i.e., perception, inference, comparison and trustworthiness were put to test in the form of discussion. In fact knowledge, then, grew by a series of reaction against and reflection upon the subject matter under consideration. However, with the increasing rigidity that cropped up in the caste system and later with the introduction of British Education System, the ancient Indian practices of education came to an end. This and much more, paved way to indoctrination rather than teaching based on thinking as a means and an end to education.

Review of related literature

The only stirring of critical thinking movement can be traced back to experiment in the development of critical thinking and the development of Watson-Glaser critical thinking test (1940). The center of critical thinking and moral critique, Sonoma state university, USA, conducts advanced research and disseminates information on critical thinking. The institute for the advancement of Philosophy for children, a division of Montclair State College, New Jersey, is conducting several programmes to foster reasoning skills.

According to Lipman and Bierman (1970), the skills that Philosophy of children aim at sharpening are formatting a concept , making appropriate generalization, formulating questions, identifying assumptions. Investigation using control group design, forty students were divided randomly into two groups and tested on California test of Mental Maturity. After treatment of nine weeks both the groups were re-tested on the same instrument. On second testing the experimental group achieved mental scores that were 27 months higher that those of control group.

Jackson R, M. (1985) taught critical thinking using a variety of techniques, including formal logic to middle school language and Art students. Findings of the study states that students had learned the skill of understanding an author, that is, recognize and understand figurative language. Students learn to analyze whole stories, articles and to use their finding to support and opinion about the author's writing.

Bruce B. H (1988) studied the effect of self-directed critical thinking upon individual children's thinking. Experimental children were taught the self-directed critical thinking skills as members of small discussion groups. After eight discussion lessons authors reported that student not only gave reasonable assessment of the statements but also gave evidence in support of conclusion and gave justification.

Paul, Richard (1995), conducted a study of teacher preparation programmes to assess the extent to which these programmes prepare candidates for teaching credentials to teach critical thinking and problem solving in elementary and secondary schools, with assistance from Sonoma State university interview protocols were designed for use for telephone interviews. Sample consisted of 38 public college and universities and 28 private ones. The major objectives of the study were (1) to assess current teaching practices (2) to identify exemplary teaching practices that enhance critical thinking (3) to develop policy, recommendation based on the results of the study. The study reported that many teachers have no clear understanding of the basic concept of critical thinking and very few have a comprehensive sense of how to cultivate it while teaching the content subject or disciplines. It also recommended that students should be assisted to develop certain specialized concept, give reasons for conclusions arrived at, make interpretation of data, travel implications and consequences of decisions or action, define problems, concerns and issues, think in terms of other's points of view and soon.

Studies conducted in India

Fourth Survey of research in education (1983-1988) reported number of studies conducted in lines of teaching thinking, a few of which are compiled and reported briefly as under:

Buddhisagar (1979) and Patani (1980) conducted studies using Advanced Organizer Model. Passi B.K., Singh L. C., and Sansanwal (1986) conducted a series of studies using Joyse and Weil's models of teaching. Das (1986) used the Concept Attainment Model in his study. Thus, some attempts have been made to use different models to enhance thinking in students.

Meghani (1999) conducted a study entitled effectiveness of a teaching learning strategy to develop critical thinking in students of XI using Psychology as content, with major objectives to evolve a strategy for teaching learning, to develop a critical thinking tool and to study the effectiveness of the evolved strategy. The major finding of the study was there is a significant improvement in student's critical thinking using the evolved strategy. Students developed their ability to think independently using reasoning. A few students learned to compare and contrast using CAF technique. Students showed an ability to think dialectically. Majority of student showed improvement in questioning skill.

Dutta (2002) reported in the study entitled effectiveness of the skill of questioning for enhancing thinking in students of standard IV using Environmental Science as content. Major objectives of the study were: to evolve a strategy using deBono thinking tools and Socratic Questioning method and to study the effectiveness of the evolved strategy using developed tool. Forty four students of Std IV of the academic year 2001-2002 of Urmi School affiliated to GSEB of Baroda city constituted sample. Remodeled lessons using different thinking tools of deBono were used for curriculum transaction. Pre test post test single group design was used and correlated t test was used for data analysis. Major finding of the study reported were a significant improvement in students thinking using developed strategy, students were more comfortable with using thinking skills in verbal form than in written form. Students were able to use PMI more comfortable than other tools of thinking. Many students

reported that Socratic technique helped them to question themselves more deeply and draw out conclusion and inference.

Successful critical thinking instructions require that teachers should have a full range insight into cognitive processes and their complex relationships. It further demands that Bloom's hierarchy becomes two-sided. Also teachers grasp that rational learning is process oriented rather than product oriented. It is also observed that there is a huge gap between theories of thinking, programmes to teach thinking and the actual practices of the classrooms. Present investigation is an attempt to study the classroom interaction pattern that aimed at studying effectiveness of deBono thinking tools in enhancing students' critical thinking.

Statement of the study

Effectiveness of deBono thinking tools on enhancing students' critical thinking

Objectives of the study

1. To study the interaction pattern of the teacher with the students in the class.
2. To integrate the selected thinking tools of deBono in classroom content transactions.
3. To study the impact of the strategy carried out on students' level of critical thinking.

Limitations of the study

Present study is limited to one selected school and class only. Content was selected purposively in order to incorporate the above mentioned critical thinking tools during the instructional process. The test used to measure critical thinking was developed by the researcher and not the standardized one.

Design of the study

Present study comprised of pre test post test single group experimental design. Using selected thinking tools lessons were discussed to facilitate critical thinking in students. As the study was exploratory in nature and carried out in natural setting all other related variables were functioning in a natural fashion and no attempt was made to control them.

Sample

All student of academic year 2011-12 of standard X of Adarsh vidyalaya of Patan city who have opted for English as one of the subject constituted sample of the study.

Tools to collect data with respect to objective (1) participatory observation was employed; the investigator developed a test for assessing critical thinking , which included items on reasoning and decision-making in which the respondent are required to select a response form the given alternatives with their justification.

Procedure for the data collection

In order to introduce thinking tools investigator first observed some of the classes in order to understand the existing interaction pattern between teachers and students in different subjects. For this purpose students were observed in their classroom namely, Science, Social Studies and English. The observed interaction pattern between teacher and students were categorized using Blooms taxonomy of educational objectives, namely knowledge, understanding, application, analysis, synthesis and evaluation (Bloom 1974).

Table 1: Frequencies of interactions between teacher and student during observed class

Subject	Knowledge	Understanding	Application	Analysis	Synthesis	Evaluation
Social Studies	7	6	1	1	-	-
English	7	6	1	-	-	-
Science	6	7	6	5	2	-

Analyzed pattern of interaction directed investigator for selection of science as subject to introduce thinking tools to the students as they were found more interactive during these classes.

Pre test was administered to all the students prior to the expose of thinking tools. The selected thinking tools were introduced and discussed using suitable content form Science which is already taught to them by the regular teacher. Critical thinking as a skill and its significance in education and in life in general was explained to the students in the beginning of the intervention. DATT (Direct Attention Thinking

Tools) of deBono were then explained to them giving both general examples and content specific exercises to make them familiar with and use them in their learning process. An example of how it was carried out for on of the selected tool namely, CAF (Considering All Factors) is presented below.

Example: List all factors to be considered for the selection of new vehicle

Factors:

Price

Aesthetic appeal

Performance

Colour

Space for family and luggage

Service center

Resale value

Maintenance

This is only an illustrative procedure. Similar procedures were adopted for other selected tools.

After a gap of one month a post test was conducted on the same subjects. The data are presented in table 2.

Table 2 the mean scores of pre and post intervention

Mean 1	Mean 2	Degree of freedom (df)	t-value	Level of significance
9.66	12.07	26	10.46	0.01

Discussion of observation of classroom interaction and findings of the study

1. It was observed that the interaction patterns of students during Science lessons were more compare to other classes. Moreover, it is also observed that interactions under the category of analyses and synthesis recorded more in Science compare to English and Social Studies.
2. Teacher student interaction ratio is 80:20 meaning thereby teacher dominated the classroom interaction in all the subjects.

3. The investigator also found that during the teaching of social studies, there ware ample opportunity to reflect on social issues, which could have been taken up by the teacher during the processes of interaction some how this was not done and as a result, live social issues were treated as frozen bits of information.
4. It is interesting to note that those students who failed to support their answers with reason during the pre test have provided justification for the same at the post test.
5. Some students were abele to come out with unique logical arguments which the investigator had not thought of earlier.
6. On test item namely, if 1 is related to X (multiplication as in 20X1=20) which number is related to + (addition) was not attempted by all the students. The failure to respond to the item correctly by the students may be attributed to their not ability to perceive the identity characteristics of multiplication and addition or unable to establish the relationship.
7. Significance of t value at 0.01 level of significance supported that students have improved in their levels of critical thinking through the exposed tools of thinking.

Conclusion:

The findings of the study suggest that it is possible to enhance critical thinking of students using Science as content. A mere teaching of content following the telling method, the traditional practice in our classrooms will not do this. Therefore, the teacher has to consciously manipulate content using the thinking tools in order to cultivate thinking abilities of our students. According to the investigator any content matter could be employed in enhancing thinking provided we use the content in certain way that stimulates thinking processes. The thinking tools are ways to direct thought processes of students in certain ways.

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A Study of the Socio-Economic Status and Educational Achievement of Higher Secondary School Students

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INTRODUCTION

Socio-Economic Status (SES) is a concept that is understood and utilized well beyond the scope of African American education, however given the sociopolitical context of American history, SES has a unique and distinct relationship with the progress and position of African American in Education.SES is one of the most important variables in social science researches. A measure of students SEs relies heavily and oftentimes exclusively on the SES of their parents more specifically, students and their families are generally classified into high, middle and low SES based on a standardized composite index score of their Parents education, occupation, Income, family size and other facilities they used.Recently most of the researcher used SES scale developed by Kuppuswami but it is outdated now,. It was felt that the currently available scales were either outdated or there was a need for redefinition of some relevant items for indicating the SES accurately that why researcher selected this problem for the Study.

RESEARCH OBJECTIVE

Following objectives were established for the present study.

1. To reconstruct the SES scale of Dr.R.S.Patel.
2. To establish norms for the SES Scale.
3. To establish the Level of SES of the Students.
4. To Study the relationship between SES and Educational Achievement of the Students.

HYPOTHESIS

Following hypothesis were framed for the present study.

HO_1 There will be no significant difference in Educational Achievement of the Low and High SES level students.

HO_2 There will be no significant difference in Educational Achievement of the Low and Medium SES level students.

HO_3 There will be no significant difference in Educational Achievement of the Medium and High SES level students.

METHODOLOGY

Survey method has been used for present study.

POPULATION AND SAMPLE

High Secondary School students of Ahmedabad City were the population of the study. Total 230 Students (130 girls, 100 boys) were selected by random sampling method of Std-XII from the higher secondary schools of Ahmedabad City for the study.

RESEARCH TOOL

Researcher reconstructed the SES scale of Dr.R.S.Patel for this study. Some of the items of that scale is outdated so researcher include new items in place of old items. The first draft were administrated on the 20 families were selected by stratified random sampling method. After try out final draft of tool administrated on the selected sample. Researcher collect Std-XI result of the selected students for their Educational Achievement Score.

DATA ANALYSIS

Researcher collected all the data and after scoring it researcher find out different statistical measures for data analysis. First researcher calculated percentage for know the level of SES which is shown below.

Table-1

Level of SES of the Students

Level of SES	Students	Percentage
Low Level	60	26.09
Medium level	128	55.65
High Level	42	18.26
	230	100

Above table no-1 shown that maximum numbers of students (128 students) have medium level of SES , 60 students have low level and 42 students have high level of SES.

HO_1 There will be no significant difference in Educational Achievement of the Low and High SES level students.

To test this null hypothesis researcher calculated Mean, S.D SEd and t value which shown in table no-2.

Table -2

Statistics of Low and High level SES Students

Level of SES	N	Mean	S.D	SEd	t
Low level	60	34	8.2	1.87	2.144
High Level	42	38	7.56		

Above table no-2 shown that the mean value of low level and high level SES students were 34 and 38 respectively. S.D of both was 8.2 and 7.56. t value was 2.144 which is higher than its tabulated value at 0.05 level so null hypothesis was rejected. It means low Level SES students and High Level SES students have significant difference in their Educational Achievement.

HO_2 There will be no significant difference in Educational Achievement of the Low and Medium SES level students.

To test this null hypothesis researcher calculated Mean, S.D SEd and t value which shown in table no-3.

Table -3

Statistics of Low and Medium level SES Students

Level of SES	N	Mean	S.D	SEd	t
Low level	60	34	8.2	1.755035	1.14
Medium Level	128	36	6.3		

Above table no-3 shown that the mean value of low level and medium level SES students were 34 and 36 respectively. S.D of both was 8.2 and 6.3. t value was 1.14 which is lower than its tabulated value at 0.05 level so null hypothesis was Accepted . It means low Level SES students and Medium Level SES students have no significant difference in their Educational Achievement.

HO_3 There will be no significant difference in Educational Achievement of the Medium and High SES level students.

To test this null hypothesis researcher calculated Mean, S.D SEd and t value which shown in table no-4.

Table -4

Statistics of High level Medium level SES Students

Level of SES	N	Mean	S.D	SEd	t
High Level	42	38	7.56	1.614479	1.24
Medium Level	128	36	6.3		

Above table no-4 shown that the mean value of High level and medium level SES students were 38 and 36 respectively. S.D of both was 7.56 and 6.3. t value was 1.24 which is lower than its tabulated value at 0.05 level so null hypothesis was Accepted . It means high Level SES students and Medium Level SES students have no significant difference in their Educational Achievement.

FINDINGS

55.65 % Students have medium level of SES while 26.09% and 18.26% Students have low level SES and High level SES. Most of the selected students have medium level of SES.SES level have significant effect on Educational achievement of the Students low level SES students and High level SES students have significantly differ in their educational Achievement.

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Evaluation through Practical Works with Reference to Innovation in Evaluation

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INTRODUCTION:

21st century is a century of rapid change and quality in education. The quality of teacher – trainees depend upon the quality of a teacher. Quality of a teacher depends upon the type of education they received through pre-service education programs. NAAC is the important national organization mainly constituted for ensuring & enhancing quality in education colleges. Unless the quality of training a teacher – trainee is improved & assured from education colleges, the welfare of the society cannot be possible.

NEED OF THE STUDY:

The investigator has decided to collect the issues in evaluation of practical works, such as practice teaching, book-review, workshop, administration of psychological test. They all are included as a part of practical works submitted for the semester-I, B.Ed. degree syllabus implemented by the Gujarat University 2011, with reference to innovation in evaluation by presenting this paper.

OBJECTIVES:

1. To study the responses of teacher – trainees regarding practice – teaching with reference to innovation in evaluating practical works.
2. To study the responses of teacher – trainees regarding book-review with reference to innovation in evaluating practical works.
3. To study the responses of teacher-trainees regarding workshop with reference to innovation in evaluating practical works.
4. To study the responses of teacher-trainees regarding psychological test with reference to innovation in evaluating practical works.

SAMPLE:

The sample of the present study is one hundred teacher –trainees from A.G. Teachers college, affiliated to Gujarat University of Ahmedabad.

TOOL :

Selection of proper tool is an important aspect of the study. The investigator has selected an opinionaaire as a tool for the present study. After necessary changes; 60 statements were selected & the final opinionaaire was prepared for the purpose.

METHOD:

The survey method, being the best applicable for the opinionaaire, survey method was used. Moreover if it saves time, energy and money.

LIMITATIONS OF THE PRESENT STUDY :

- The data was collected from the teacher trainees of A.G. Teachers College only.
- The selected practical works decided by Gujarat University was used for the present study only.

COLLECTION OF DATA :

The opinionnaire was given to the sample, i.e. A.G. Teachers College of the Ahmedabad City, was distributed among the teacher-trainees. The necessary instructions were given & thus, the filled opinionnaire was then collected.

ANALYSIS :

The analysis & interpretation of the data is the most important aspect of any study because it is due to proper use of statistical method, the path towards the conclusion is derived. The analysis of data is being done with the help of scoring. Against each statement to record their reaction, respondents are allowed five alternatives as : SA (Strongly Agree), A (Agree), UD (Undecided); D (Disagree), and SD (Strongly Disagree). For positively illustrated statement, scoring scheme is followed as 5,4,3,2,1 & this order is reversed while scoring the responses against negative statements. The

highest scored statement was then converted into the percentile, a statistical method and the result thus obtained; is then interpreted.

INTERPRETATION:

From the analysis of the data, the following has been interpreted.

Table : 1

Practice – Teaching with Reference to Innovation in Evaluation

No.	Statement	%	Opinion
1	Practice Teaching is done with the various skills	48	SA
2	P.T. is done with the help of using only one method.	50 26	DA A
4	P.T. provides effectiveness with the use of various method.	58	SA
5	P.T. is done with the help of ICT.	24 34	DA A
6	P.T. is done through keeping a student in centre.	38	A UD
8	P.T. is done with the help of using various references.	50 14	A UD
9	P.T. is done without having any seriousness in mind.	34	DA
		30	A

From the analysis of the data, the following has been interpreted.

1. It is clear from the table-1 and the responses of 48% trainees is strongly agreed that the practice teaching is done with the various skills.
2. Responses of 50% trainees is disagree and 26% of trainees is agreed for that the P.T. is done with the help of using only one method.
4. Responses of 58% trainees is strongly agree that the P.T. provides effectiveness with the right use of various methods.
5. It is clear that the responses of 24% trainees is disagree that the P.T. is done with the help of ICT whereas 34% trainees is agree for the same.

6. Responses of 38% trainees is agree that the practice teaching is done through keeping a student in centre. Whereas the 18% responses of trainees is undecided.
8. Responses of 50% trainees is agree that the P.T. is done with the help of using various references. While 14% of responses is undecided for the same.
9. Responses of 34% trainees is disagree where as 30% of responses is agree that P.T. is done without having any seriousness.

Table : 2

Book Review with Reference to Innovation in Evaluation

No.	Statement	%	Opinion
10	Central idea of a book is written for doing book-review only.	42% 16%	DA SD
11	The objective of an author is not clarified while doing Book Review.	46% 18%	DA A
12	The characters of a book are described in detail.	34% 18%	A DA
13	B.R. is done traditionally only.	30% 18%	DA UD
14	B.R. is done with the help of selection only	44% 44%	SA A
15	B.R. is done in groups.	30% 28%	DA Agree
17	B.R. is done sitting in the college library only	34% 32%	DA SD

From the analysis of the data, the following has been interpreted.

10. It is clear from the table no. 2 that the responses of 42% trainees is Disagree where as 16% of the same is strongly disagree that the book review is done writing the central idea of a book only.
11. Responses of 46% trainees is Disagree & 18% of the same is agree for that the objective of an author is not clarified.

12. Responses of 34% trainees is Agree & 18% of the same is disagree for that the characters of a book are described in detail.
13. Responses of 30% trainees is disagree & 18% of the same is undecided for that the book review is done traditionally only.
14. Responses of 44% trainees is strongly agree & 44% of the same is agree for that the B.R. is done with the help of selection only.
15. Responses of 30% trainees is disagree & 28% of the same is agree for that the B.R. is done in groups.
17. Responses of 34% trainees is disagree & 32% of the same is strongly disagree for that the B.R. is done sitting in the college library only.

Table :3

Workshop with Reference to Innovation in Evaluation

No.	Statement	%	Opinion
18	All subjects are not covered for the presentation of workshop	28% 38%	SA A
19	Topics are not given before the presentation of workshop	38% 30%	UD A
20	Useful subjects are selected for future teacher for the presentation of workshop	62%	SA
21	Modern world of education is not covered for the presentation of workshop	38% 30%	DA SD
22	The workshop presentation is done traditionally only	50% 44%	A SA

From the analysis of the data, the following has been interpreted.

18. It is clear from table no. 3 that the responses of 28% trainees is strongly agree where as 38% of the same is agree for that all subjects are not covered for the presentation of workshop.
19. Responses of 38% trainees is undecided & 30% of the same is agree for that the topics are not given before for the presentation of workshop.
20. Responses of 62% trainees is strongly agree for that the useful subjects are selected for future teachers for the presentation of workshop.

21. Responses of 38% trainees is disagree where as 30% of the same is strongly disagree for that the modern world of education is not covered for the presentation of workshop.
22. Responses of 50% trainees is agree & 44% of the same is strongly agree for that the workshop presentation is done traditionally only.

Table : 4

Psychological Test with reference to Innovation in Evaluation

No.	Statement	%	Opinion
23	Accurate measurement is not done with the help of administrating psychological test.	46% 26%	DA SD
24	Modern psychological test is not used.	42% 24%	DA A
25	The validity of the test is changed.	52% 14%	A UD
26	Manual is used for administration of psychological test.	56% 18%	A UD
27	Psychological test is done for the sake of submission work only.	50% 28%	DA SD

From the analysis of the data, the following has been interpreted.

23. It is clear from the table no. 4 that the responses of 46% trainees is disagree where as 26% of the same is strongly disagree for that the accurate measurement is not done with the help of administrating psychological test.
24. Responses of 42% trainees is disagree where as 24% of the same is agree for that the modern psychological test is not used.
25. Responses of 52% trainees is agree where as 14% of the same is undecided for that the validity of the test is changed.
26. Responses of 56% trainees is agree where as 18% of the same is undecided for that the manual is not used for administration of psychology test.

27. Responses of 50% trainees is disagree whereas 28% of the same is strongly disagree for that the psychosocial test is done for the sake of submission only.

CONCLUSIONS

1) Practice teaching with reference to innovation in evaluation
   - The practice teaching is done with the help of using various skills of teaching.
   - The practice teaching must be done with the help of ICT.
   - The practice teaching should be done keeping a student in centre.
   - The practice teaching must be carried out with the right use of various references.
   - The practice teaching should be done having seriousness of it.
2) Book Review with reference to innovation in evaluation
   - The Book Review is not done writing the central idea of a book only.
   - The objective of an author is kept in mind while doing B.R..
   - The B.R. must be carried out seriously.
   - The college library should be used for doing B.R. effectively.
3) Workshop with reference to innovation in evaluation.
   - Various kinds of topics should be covered for the presentation of workshop.
   - Topics should be given on advance for the presentation of workshop.
   - Modern world of education should be covered for the effective presentation of workshop.
   - The workshop must not be done traditionally.
4) Psychological test with reference to innovation in evaluation.
   - The modern psychological test should be administered.
   - The validity of the psychology test must not be changed.
   - Psychology test must not be carried out for the purpose of submission work only.
   - Enough time should be provided for the administration & writing a report of the psychological test.

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A Study of Achievement of STD-VIII Students of Anand district in the Subject Science

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Introduction:

A common practice in the education system is the way knowledge being taught students often have the expectation that their role in the knowledge transmission process to sit passively in class and waiting for their lectures to impart to knowledge them such attitude. However the students come to class unprepared to do reasoning and discussion and failure in providing two way communications such attitude has led the students to become more assisted learner rather than ability in the survival of the competitive world to overcome such limitation. There have been call by practitioner and universities for change in the learning approach from teacher clearness to student centeredness one of the approach suggested to improving students performance is learning of Achievement.

The study brings together the field of Achievement of students learning and Science language. Science language teaching creates optional schooling experience for school students from the Science language accretion it helps for comprehensible input. Comprehensible output the interaction and context the effect domain of motivation for Science language.

Importance of study:

Science is a common language in 21st century because it influences every fields of life. One cannot do daily routine jobs without Science. It is obvious that Science have a daily routine use in all people's life. Science enforces all people to change. As a contemporize person, each individual have to adapt themselves in accordance with innovations.

This study is very helpful in education process. This study gives the new direction to education. Teacher of Science use best methods to teach Science for teaching and learning process. From Achievement of the students we can know how students are learning in the subject Science.

Learning of Science helps to raise achievement of students build positive relationship among students. It provides the kind of experiences that develop both good learning and language skill. It helps develop better attitude toward teachers. It suggestshigher self esteem greatest motivation for language. Students can provide individual attention and assistance to one another is the aim of this study.

This study also helps to teachers that they can improve their teaching and get best performance from the teaching of Science effective on teaching process so teacher continues their interest in teaching students.

Objective of the Study:

- To construct an achievement test in Science.
- To study the approaches of teaching Science.
- To study the Achievement of Rural and urban area of the students of Anand district in the subject Science.
- To study the Achievement of Boys and Girls of the students of Anand district in Science subject.

Hypotheses of the Study:

1. There is no significant difference between mean scores of rural and urban area students in the Achievement of Subject Science of STD-VIII.
2. There is no significant difference between mean scores of boys and girls in the Achievement of Subject Science of STD-VIII.
3. There is no significant difference between mean scores of rural boys and girls in the Achievement of Subject Science of STD-VIII.
4. There is no significant difference between mean scores of urban boys and girls in the Achievement of Subject Science of STD-VIII.
5. There is no significant difference between mean scores of rural and urban boys in the Achievement of Subject Science of STD-VIII.
6. There is no significant difference between mean scores of rural and urban girls in the Achievement of Subject Science of STD-VIII.

Limitation of the Study:

The investigator has put some limitations. They are given below.

1. The present study was delimited the Anand District of the Gujarat state only.

2. The data were collected in the academic year 2012 - 13 only.
3. The data were collected from STD- 8 Science subject only during semester –II.
4. The Data were collected from rural and urban area schools of Anand district.

Variable of the Study:

1. ***Independent variable :*** Achievement of students
2. ***Dependent Variable***
   a) Area(Rural and Urban)
   b) Gender (Boys and Girls)
3. ***Control Variable***
   a) Science subject b) Std - 8

Methodology of the research:

Achievement test for under mentioned subject were prepared and given to the experts (Experienced School teachers & professors who are teaching Science) for verification. Forty statements were final as an achievement test. Question paper (Achievement test) was balanced according to blue print. Achievement test was given to the students of Anand district by selecting schools randomly.

- **Name of the chapters (semester- II)**

  1. Lense 2. Prajanantantr- Utsarjantantr 3.Combustion 4. Fossil Fuels

- **List of Schools :**

Name of the schools	Boys	Girls
Ruparel Primary School, Ruparel	**40**	**25**
Napad Primary School, Napad	**50**	**25**
NagrikSahkari Primary School, Borsad	**30**	**30**
Khetiwadi Primary School, Anand.	**40**	**45**
D N Primary School, Anand	**70**	**45**
TOTAL	**230**	**170**

Interpretation of the research:

Table.1:Area-Wise Achievement in Science

Types	Numbers	Mean	Standard Deviation
Urban	200	30.98	9.12
Rural	200	27.74	7.45
Boys	230	26.75	9.23
Girls	170	30.02	6.00
Urban Boys	110	30.57	7.55
Urban Girls	90	32.34	7.78
Rural Boys	120	24.77	8.12
Rural Girls	80	27.71	9.11

I is found from table.1 mean of the Achievement of urban Girls is higher than all mean and it is 32.34. The lowest mean achievement is from rural boys and it is 24.77. To verify achievement six hypotheses were made and it is mentioned above.

To check hypotheses t calculation was arranged with the help of analysis techniques in computation .Whole results are derived by SPSS (Statistical Programme for Social Sciences) 21 and Microsoft Excel Programmer. Tabulation from hypotheses is as below according to hypotheses.

H01: There is no significant difference between mean scores of rural and urban area students in the Achievement of Subject Science of STD-VIII.

Table.2: Significance difference between mean scores of rural and urban area students in the Achievement of Subject Science of STD-VIII.

	NUMBERS	MEAN	Standard Deviation	t value	t table	REMARKS
Rural	**200**	**27.74**	**7.45**	**4.22**	**1.96(0.05) 2.58(0.01)**	**HYPOTHESIS 1 IS REJECTED**
Urban	**200**	**30.98**	**9.12**			
TOTAL	**400**					
	t value	**4.22**	**Significant at 0.01 level (DF= 398)**			

As mentioned in the table.2 t calculated is 4.22 .The table values at 0.01 level is 2.58.Here, hypothesis: 1 is rejected. There is significant difference between mean score of the achievement of rural and urban area students in the Achievement of Subject Science of STD-VIII. According to table achievement of urban area students of Anand district is higher than rural area students.

H02: There is no significant difference between mean scores of rural and urban area students in the Achievement of Subject Science of STD-VIII.

Table.3: Significance difference between mean scores of boys and girls in the Achievement of Subject Science of STD-VIII.

	NUMBERS	MEAN	Standard Deviation	t value	t table	REMARKS
Boys	230	26.75	9.23	4.25	1.96(0.05) 2.58(0.01)	HYPOTHESIS 2 IS REJECTED
Girls	170	30.02	6.00			
TOTAL	400					
	t value	4.25	Significant at 0.01 level (DF= 398)			

As mentioned in the table.3 t calculated is 4.25 .The table values at 0.01 level is 2.58.Here, hypothesis: 2 is rejected. There is significant difference between mean score of the achievement of boys and girls in the Achievement of Subject Science of STD-VIII. According to table achievement of girls of Anand district is higher than boys.

H03:There is no significant difference between mean scores of rural area boys and girls in the Achievement of Subject Science of STD-VIII.

Table.4:Significant difference between mean scores of rural area boys and girls in the Achievement of Subject Science of STD-VIII.

	NUMBERS	MEAN	Standard Deviation	t value	t table	REMARKS
Rural Boys	120	24.77	8.12	3.73	1.96(0.05) 2.58(0.01)	HYPOTHESIS 3 IS REJECTED
Rural Girls	80	27.71	9.11			
TOTAL	200					
	t value	3.73	Significant at 0.01 level (DF= 198)			

As mentioned in the table. 3 t calculated is 3.73 .The table values at 0.01 level is 2.58.Here, hypothesis: 3 is rejected. There is significant difference between mean score of the achievement of rural boys and girls in the Achievement of Subject Science of STD-VIII. According to table achievement of rural girls of Anand district is higher than rural boys.

H04: There is no significant difference between mean scores of urban area boys and girls in the Achievement of Subject Science of STD-VIII.

Table.4:significantdifferences between mean scores of urban area boys and girls in the Achievement of Subject Science of STD-VIII.

	NUMBERS	MEAN	Standard Deviation	t value	t table	REMARKS
Urban Boys	110	30.57	7.55	3.96	1.96(0.05) 2.58(0.01)	HYPOTHESIS 4 IS REJECTED
Urban Girls	90	32.34	7.78			
TOTAL	200					
	t value	3.96	Significant at 0.01 level (DF= 198)			

As mentioned in the table. 4 t calculated is 3.96 .The table values at 0.01 level is 2.58.Here, hypothesis: 4 is rejected. There is significant difference between mean

score of the achievement of urban boys and girls in the Achievement of Subject Science of STD-VIII. According to table achievement of urban girls of Anand district is higher than urban boys.

H05: There is no significant difference between mean scores of rural and urban area boys in the Achievement of Subject Science of STD-VIII.

Table.5:Significant difference between mean scores of rural and urban area boys in the Achievement of Subject Science of STD-VIII.

	NUMBERS	MEAN	Standard Deviation	t value	t table	REMARKS
Rural Boys	120	24.77	8.12	4.97	1.96(0.05) 2.58(0.01)	HYPOTHESIS 5 IS REJECTED
Urban Boys	110	30.57	7.55			
TOTAL	230					
	t value	4.97	Significant at 0.01 level (DF= 228)			

As mentioned in the table.5 t calculated is 4.97 .The table values at 0.01 level is 2.58.Here, hypothesis: 5 is rejected. There is significant difference between mean score of the achievement of urban boys and rural boys in the Achievement of Subject Science of STD-VIII. According to table achievement of urban boys of Anand district is higher than rural boys.

H06: There is no significant difference between mean scores of rural and urban area girls in the Achievement of Subject Science of STD-VIII.

Table.6:Significant difference between mean scores of rural and urban area girls in the Achievement of Subject Science of STD-VIII.

	NUMBERS	MEAN	Standard Deviation	t value	t table	REMARKS
Rural Girls	80	27.71	9.11	4.41	1.96(0.05) 2.58(0.01)	HYPOTHESIS 6 IS REJECTED
Urban Girls	90	32.34	7.78			
TOTAL	170					
	t value	4.41	Significant at 0.01 level (DF= 168)			

As mentioned in the table.6 t calculated is 4.41.The table values at 0.01 level is 2.58.Here, hypothesis: 6 is rejected. There is significant difference between mean score of the achievement of urban girls and rural girls in the Achievement of Subject Science of STD-VIII. According to table achievement of urban girls of Anand district is higher than rural girls.

Findings of the study:

1. Construction of an achievement test in the Science subject will be useful to Primary teachers and students of Anand district.
2. Achievement of urban area students of Anand district is higher than rural area students.
3. Achievement of girls of Anand district is higher than boys.
4. Achievement of rural girls of Anand district is higher than rural boys.
5. Achievement of urban girls of Anand district is higher than urban boys.
6. Achievement of urban boys of Anand district is higher than rural boys.
7. Achievement of urban girls of Anand district is higher than rural girls.

Conclusion:

The findings regarding the achievement in Science students are encouraging and useful to the different educational agencies as well as to the teachers, parents and their forthcoming generation too. They are describing in the present research in the form of study of Achievement.

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Problems of Teaching Poetry in English

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INTRODUCTION

Education is the most powerful instrument to bring desirable changes in the students and the teacher is a change agent in the whole the process of education teacher prepares or trains the future generation to meet the challenges of modern society. Education helps in directing a person to do right things at right time at right place which makes more productive individual as well as the society. The future of the nation depends upon the quality of education. According to United Nations Educational Scientific and Cultural Organization (UNESCO, 2004), "The purpose of education is to ensure that all pupils acquires the knowledge, skills and values necessary for the cognitive development of learners to nurture the creative and emotional growth of learners, to oppose discrimination against any particular group in any manner or, in other words, leads towards and equitable society." Language plays an important role for the transaction of knowledge through teaching learning process. "Language as a vehicle of communication is very crucial on the process of education it is through language that everything is taught and learnt in a majority of teaching learning including the classroom."

National Curriculum framework for school education (2000), 'language education' has the greater potential as a means of develop, progressively through various stages attitudes and values related to all the core components by incorporating appropriate themes and adopting suitable that teaching strategies'. According to NCFSE (2000) "at the secondary stage in the first language full mastery over the applied form of language and good acquaintance with literary language would be aimed at. Desirable attitudes and values must be inculcated through carefully selected language materials. Thus school curriculum helps to promote the development in learning of language, abilities, communication skills which are needed for social living and further learning".

IMPLICATION FOR THE PRESENT STUDY:

Many studies have been considered in the area of problems faced by Hindi teachers at different primary secondary and higher secondary level. Researcher has came across at primary level. Chitare (1999) found that teachers have poor vocabulary. Vyas (1978) Found that the state of teaching Hindi was unsatisfactory. Yagnik (1979) found that teachers were working for their professional growth moreover; The time allotted for teaching Hindi was not enough. All this above studies have done under caption of primary school level. It indicates that most of the teacher faced difficulties in teaching of poetry, teachers have poor vocabulary and the state of teaching Hindi was unsatisfactory due to less importance given by state government.

At secondary and higher secondary level many studies have been taken place SIERT (1966) found about interest of students o class VIII, they interested in poems inspiring poems on great personalities, motherland, patriotism, nationalism and art of bravery and they liked to recite poems. Jain (1981) studied on determination of communicability in the new poetry from the point of view of teaching. He found that teacher faced difficulties in teaching of poetry, were attitudinal in nature, and also because of the form of poetry Teachers did not consider new poetry as poetry. Verma (1971) has pointed out that the teaching of Hindi in lower classes should stress on hearing, speaking, reading and writing. In the long run the aim language teaching should be to develop cultural and social interaction of people. Theodore (1957) studied on evaluation of English poetry among Indian students, it was found that students that value of studying poetry is real and aesthetic, reading poetry gives pupils and enjoyment and capacity for literary appreciation and it enables pupils to acquaint themselves with poetic mind. Singh (1984) studied appreciation of Hindi poetry at higher level and found most of students are not able to understand BIMB, PRATEEK, and DHARNAS and RASAS.

We can also see that at secondary and higher level very few works has done on poetry. Moreover, Verma (1971) found that curriculum occupied a very important place in the process of education.

As per the review of above literature investigator did not come across any study dealing with problems of teachers in English poetry teaching at secondary level. So investigator wants to conduct a study on problems faced by English teachers in poetry teaching.

RATIONALE OF THE STUDY

It has been observed that these days largely the poetry is taught through recitation & grammar translation method & explanation. At times the objectives of teaching poetry are not properly realized because the approach becomes too mechanistic. Teaching learning of poetry needs to be strengthened through innovative approaches. Its suitable attributes can help in realizing the objectives of poetry instruction, such as, vocabulary, recitation, pronunciation, modulation, intonation, explanation. Though Std. 9th Students are at formal operational level but learning through poetry becomes too abstract in the absence of sound effects, visuals, animation and colors.

The climax of the plight of a poetry in the form of composition establishing relationship amongst very remote elements, though, highly creative, but at times goes beyond the levels of comprehension of readers/listeners in the absence of context and conditions. Poetry is one of the best creations of mankind. It means that keeping interest in poetry is the sign of love and creativity of art. In contemporary period, when we are moving further for materialistic development, we should not be passive to our social, cultural and spiritual development. Therefore like other names, effective poetry teaching also can play an important role in spreading good thought and emotions among people. A broad survey of literature in different areas like teaching methods, techniques, approaches and instructional material. A study of the literature in him teaching and learning of English indicates that investigators in India are concerned with studying in greater depth of the teaching and learning process Involving English. As class 9th is the secondary stage in English and teaching of language should provide pupils full mastery over the applied form of language and maturity in oral and written expression, study at this stage should bring to them opportunity to appreciate the depth and diversities of human mind. Poetry is also taught for that purpose involved in English subject.

As importance of English poetry, at secondary, higher secondary and college level, it is proving fruits of English language in the form of essence of nature, truth, beauty and goodness. But it is possible for students at that level when in primary education it is provided. Therefore there is a need to provide poetry teaching effectively at secondary level, because in English as well as Gujarati medium schools of Gujarat state, there are several problems regarding English teaching-learning problems as students are come from Gujarati background. Chitre (1999) & Dubey (2003-04).

Heterogeneous students in Gujarati medium schools of Baroda city as they are having different socio-economic backgrounds, impact of their (regional) mother tongue. These reasons are responsible for arising problems in English teaching and learning. In this kind of climate, there are many difficulties regarding spelling mistakes, vocabulary and recitation of poetry.

Teachers felt difficulties in English poetry teaching because its form. They did not consider poetry as poetry. In their views if these lines were written in a continuous and sequential manner, they would turn into prose and some teachers are facing difficulties by their attitudinal nature. Jain (1981)

Poetry teaching starts there when children are at 1st standard. They are small kids, it is taken casually. At this level poetry is taught only recitation base. But at secondary level gradually when the child goes to secondary to higher secondary stage emphasis is more given on poetry teaching and learning from recitation to essence poetry. English poetry will give the fruits of English language in the form of truth, beauty and goodness at secondary, higher secondary and college level only if it is taught properly in real essence at secondary level.

In our education system, Secondary stage is very crucial stage. It is a bridge between secondary and higher secondary school education that provides experiences to the students facing a statewide examination. Generally the result of standard 10th decides child's future, and 9th is based for it. At this stage English language has its importance as one of the subject because it is also the medium of instruction in the Gujarati Medium schools. if students are not much proficient in this language, they would not be able to

do well in other subjects. so, for the development of proficiency in language English Subject Teachers should have mastery over the English language as a whole and specific to poetry as one of the important part of it.

The investigator will select Grant-in-aid schools because in those schools it is found that well experienced teachers with some years experience so, investigator will get the benefit to reach the actual problems of poetry teaching.

METHODOLOGY

Methodology decides the nature, plan and procedure of the study. As such it is regarded as the main body of the research. It is desirable to have a proper methodologically designed research plan. An appropriate methodology can help in a getting proper research out comes. As the present study is survey in nature the methodology of scientific research has been followed.

STATEMENT OF THE PROBLEM

An Investigation into the Problems Faced by Teachers in Teaching of Poetry in the Subject of English for Standard IX

OBJECTIVES OF THE STUDY

To study the problems faced by teachers of standard IX in the subject of English during the teaching of poetry with respect to - Problems related to speech

- Difficulties in teaching poetry
- Difficulties in teaching different forms of poetry
- Facility available in schools for poetry teaching

EXPLANATION OF THE TERM

Problem: In the present study the term 'Problem' is in teaching of poetry in English subject. It is the problems faced by the teachers in teaching of poetry in terms of

- Pronunciation of words
- Methods of teaching
- Facilities available for poetry teaching
- Interest of the students

DELIMITATIONS OF THE STUDY

The present study has the following delimitations.

1. The study is delimited to Grant in aid secondary Gujarati Medium schools in Vadodara city and also delimited to teachers of standard 9th following GSEB syllabus.
2. The study is delimited to the teachers of standard 9th

DESIGN OF THE STUDY

The study is a survey type in nature and was carried out by administering the questionnaire. The study seeks to understand the present problems of teaching poetry by the teachers in Vadodara city through the information and data provided by the teachers through questionnaire and also through structured interview of secondary school teachers.

POPULATION

All the Grant-in-Aid secondary schools (108) in Vadodara city constituted the population for present study.

(Source: DEO)

SAMPLE

For the present study the investigator selected 27 schools randomly as a sample being 25% of population. Investigator has selected 24 schools having one single teacher for Gujarati subject and the rest of 3 schools having two separate teachers for Gujarati subject. All these 30 teachers were selected for the study.

TOOLS AND TECHNIQUES

Investigator prepared a questionnaire tool for the study "An investigation into the problems faced by teachers," investigator used the tools to keep in mind one of the objectives of the study and preparing the following tool.

Questionnaire

The questionnaire was prepared by the investigator which included total number of 10 questions. The 6 questions were close ended and rests of 4 questions were open ended. The questionnaires were validated by the experts in the field of language.

Interview

The investigator had conducted a structured interview including 9 questions with respect to

Problems related to pronunciation, pitch, intonation or recitation.

Difficulties in teaching poetry

Difficulties in teaching different forms of poetry

Facility available in schools for poetry teaching

The interview was concluded with the same teachers who were feeling the questionnaire in order to craft validate the information given in questionnaire along with getting more reliable information.

TOOLS FOR DATA COLLECTION

Questionnaire

A questionnaire, for teachers of standard 9th in Gujarati Medium Schools, was prepared by the investigator to collect data for the present study. In the questionnaire there were open ended & close ended questions related to problems faced by them during teaching of poetry in the subject of English.

The items of questions prepared in terms of speech related problems, problems in teaching of poetry, problems in teaching different types of poetry, facility available in schools for teaching poetry. The questionnaire keeping in view the above mention dimensions, investigator has prepared Semi-Structured Interview. Semi-Structured Interview

The investigator has prepared a set of pre-determined questions, in a particular order and sequence. At the same time flexibility of approach to questioning kept in mind. The investigator felt that their interviewer were share their ideas, facts and their experiences by which investigator collect the data from them with regard to problems faced in teaching of poetry in subject of English.

DATA COLLECTION

The data were collected personally by the investigator. Investigator personally visited all Grant-in-Aid secondary schools teachers followed GSEB syllabus and collected data from school teachers with the permission of Principal.

DATA ANALYSIS

Data collected using questionnaire and structured interview, questionnaire analyzed through frequency and percentage and structured interview analyzed through content analysis.

MAJOR FINDINGS

The findings of the present study are based on the analysis & interpretation done in the previous chapter. The investigator has arrived to these major findings by focusing on some major aspects of the study. Simultaneously, the discussion on based on the findings is also done in the present chapter. Whatsoever, the investigator has found out is presented below:

Findings of Questionnaire:

It was found that 53% teachers having problems in teaching of poetry. They justified their responses that students are not interested in poetry. Some poems are not to the level of students, the teachers gave response that students have approached towards poetry only exam oriented. Most of the teachers had problems with recitation of the poetry. It also indicates that 47% teachers did not have any problems while teaching of poetry.

It was found that 50% teachers believed that the words in the poem are difficult to pronounce some extent. By playing games of words, puzzle. We can develop the vocabulary. To explain the difficult words, we have developed reading habit of students. In the form of Gazal, there are some Urdu words include, so it's difficult to understand. There are heterogeneous group in the classroom having different region, students sometimes can't understand the meaning of word & also cannot pronounce it properly. By giving synonyms of some

difficult word, we can make it easy to pronounce.

It also indicated that 50% teachers did not have any difficulty in pronunciation of words while teaching of poetry. They justified that Words are easy and understandable Sometimes it is quite difficult to pronounce the word which is unfamiliar for the students.

It was found that 70% teachers recite poetry while 30% teachers were not recite poetry. They followed traditional method of teaching poetry by just reading and explaining. Teachers did not have proper voice modulation, intonation for reciting poetry. Some teachers found that there is problems with time, so cannot recite poetry in limited time.

It was found that 70% teachers believed that students have faced problems with recitation of poetry. Teachers believed that by giving them regular practice to recite poetry it will help students to recite poetry effectively.

Sometimes, by providing them C.D. of other poetry, it will help students to recite poetry. Teachers have giving them regular practice so students can recite poetry with proper modulation and intonation. Teachers have to teach poetry in simple way if proper recitation of poetry is done by teachers then students will follow them. Proper gesture, pose, intonation is very essential for effective recitation of poetry. To providing them clear understanding about different forms of poetry. Through poem recitation we can motivated our student.

It is also indication that out of 30 teachers, 9 teachers that are 30% teachers believed that there are no any difficulties students facing in recitation of poetry. Students did not have any problems regarding recitation. They fully enjoyed it. They can recite very well.

It was found that 100% teachers agreed that different linguistic activities organized by them in their schools.

It was found that 70% teachers felt that the poetry of GSHEB text book syllabus is relevant to the age of students. The rest of 30% teachers felt that it was not relevant to the age of students. These teachers justified their response.

Findings of Structured Interview:

It was found that 70% teachers using recitation method for different forms of poetry. While 30% teachers did not know the various methods of teaching poetry.

Item no. 4.2.8 indicates that 76% teachers had listing out of the different teaching aids like C.D., computer, projector, charts, tape recorder, etc. while 7 teachers that is 24% teachers wrote only one or two common teaching aid. They did not know any other name of teaching aid.

It was found that all the 30 teachers had listed out the different moral values which they inculcated in the students by teaching of poetry that is Ahimsa, Unity, Truth, Cooperation, Pity, Duties towards the society and Nation, Honesty, social services, etc. all the teachers listed out these all values.

It was found that 30% teachers were aware about the steps of poetry teaching and 47% teachers were not aware about the steps of poetry teaching and they were not attempt any answers of this question. The rest of 23% teachers were written down the different types of poetry rather than steps of poetry.

The investigator also found that having lack of facilities for poetry teaching in schools, teachers faced problems.

DISCUSSION

With respect to problems faced by English subject teachers, the present study revealed that majority of teachers having problems in recitation of poetry. They use simply traditional method that are reading and explaining during teaching of poetry. Due to lack of facility for poetry teaching in the schools, it was found out that teachers cannot use different facilities for poetry teaching like language lab, projector, C.D., Tape recorder, etc. It creates uninterested for poetry among the students as well as teachers also.

CONCLUSION

Findings of the study shows that in Gujarati medium grant-in-aid schools having more than 30 years experienced teachers in the subject of English faced many problems with regards to recitation of poetry, pronunciation of difficult words, lack of facilities in schools and do not having awareness about effective way of teaching poetry. Some

teacher had English or other subject as a major subject even though they have taught English as a whole and poetry in particular. So having lack of knowledge about nature and structure of English poetry, they have to face these kinds of certain problems in teaching of poetry.

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માધ્યમિક શાળાના વિદ્યાર્થીઓની અભિરૂચિનો કેટલાક ચલોના સંદર્ભમાં અભ્યાસ

A Study of the Interest of Secondary School Students With Reference To Certain Variables

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પ્રસ્તાવના :–

"An interest is a tendency to become absorbed in an experience and to continue it. While an oversion is atnedency to turn away from it."

આજનું વિશ્વ ઝડપથી બદલાઈ રહ્યું છે. ઝડપી વિસ્તારના યુગમાં વિદ્યાર્થી કયાંક ખોવાયો છે, અટવાયો છે. વિદ્યાર્થી શાળાની પ્રવૃત્તિઓમાં હોંશભેર આગળ પડતો ભાગ ભજવતો હોય છે. તો કયારેક શૂન્યમનસ્ક બની જતો હોય છે. યોગ્ય માર્ગદર્શનના અભાવે વિદ્યાર્થીઓની ઘણીવાર યોગ્ય દિશામાં પ્રગતિ થઈ શકતી નથી. વિદ્યાર્થીને સંપૂર્ણપણે ઓળખવા માટે વિદ્યાર્થીઓના રસને પારખવો પડે તો જ તેને યોગ્ય દિશાનું માર્ગદર્શન આપી શકાય.

અધ્યયન–અધ્યાપનના કાર્યમાં રસનું સ્થાન કેવું છે, એની પ્રતિતિ રોજ–બરોજ દરેક શિક્ષકને થતી હોય છે. જેમાં બાળકને રસ છે એ ભણાવતી વખતે શિક્ષકને એક જુદી જ અનુભૂતિ થાય છે. બાળકને રકસના હોય તેવા વિષયો ભણવવાની ચેષ્ટા એ સામા પ્રવાહમાં નાવ હંકારવા જેવી મુશ્કેલ બાબાત બની રહે છે. આ ઉપરાંત વિદ્યાર્થીઓ માધ્યમિક શિક્ષણ પૂર્ણ કર્યા પછી ઉચ્ચ શિક્ષણ તરફ આગળ વધતા હોય છે, અથવા ટેકૂનીકલ વિષયો પસંદ કરી વ્યવસાયિક કૌશલ્યો પ્રાપ્ત કરતો હોય છે. આ સર્વેમાં તેમની રસ–અભિરૂચિ મહત્વનો ભાગ ભજવતો હોય છે.

અર્થાત્ જેનું મન જેમાં લાગ્યું તેને મન તે મીઠું, બાળકોના વય પ્રમાણે રસના ક્ષેત્રો બદલાયા કરે છે. એજ વિદ્યાર્થી દસમાં ધોરણમાં આવે ત્યારે શિક્ષક કે પોલીસ ઈન્સ્પેકટર બનવાનું પસંદ કરે છે. એ જ વિદ્યાર્થી બારમાં ધોરણમાં આવે ત્યારે ડૉકટર, એન્જિનિયર, પ્રોફેસર, વકી બનવા પર સપંદગી ઢાળે છે. આ ઉમર અનુભવ અને કેટલીકવાર આર્થિક સામાજિક સ્થિતિ, પ્રમાણે અભિરૂચિ બદલાતી રહે છે.

નાના બાળકો કોઈ એક કાર્યમાં લાંબા સમય સુધી પરોવાયેલા રહે એવું જોવા મળતું નથી. વય વિકાસની સાથે રસ વૃત્તિમાં સ્થિરતા આવે છે. પુખ્ય વયની વ્યકિતના રસક્ષેત્રો બદલાયા કરે તો એ બાલિશતા અને નાદાનિયતની નિશાની ગણાય છે.

રસ એ સાર્વત્રિક ખ્યાલ છે. રસના વિવિધ ક્ષેત્રો છે. અભિરૂચિ એ રસના ક્ષેત્રોનો એક ભાગ છે. અભિરૂચિ દ્વારા જ રસ પેદા થાય છે.

જોન્સના મત પ્રમાણે "Interest are very important both for vocational choices and for useful and satisfying participation in the activities of the home and community with wise guidance. The life at school and the activities in the community can be very

effective tools in the development of interests, such as will lead to a realistic occupational choice and satisfying adjustments in life."

અર્થાત્ રસ એ વ્યવસાયિક પસંદગી અને ઘર–સમાજની પ્રવૃત્તિઓના સંતોષકારક ભાગીદારી અને ઉપયોગીતા બંને માટે ખૂબ જ મહત્ત્વનો છે. ઉચિત માર્ગદર્શન રચના વિકાસમાં શાળાકીય જીવન અને સમાજની પ્રવૃત્તિઓ માટે અસરકારક સાધન બની રહે છે.

નિશ્ચિત ક્ષેત્રોમાં પોતાની શકિત પ્રદર્શિત કરવા માટે વલણ જવાબદાર છે. છતાં પણ રસ તેને પ્રવૃત્તિ કરવા માટે પ્રેરણા આપે છે. રસ વગર વ્યકિત ઉચ્ચ કક્ષાએ તેના વલણને વિકસાવી શકતો નથી. આ સત્યોને નજર સમક્ષ રાખીને મનોછૈજ્ઞાનિકોએ આ સદીમાં કામ કરવાની શરૂઆત કરી છતાં પણ આ ક્ષેત્રમાં તુલનાત્મક રીતે ખૂબ જ ઓછું કામ થયું છે. આથી સંશોધકે માધ્યમિક શાળાના વિદ્યાર્થીઓમાં કયા–કયા ક્ષેત્રોમાં કઈ–કઈ અભિરૂચિ ધરાવે છે તે જાણવાનો ઉપક્રમ રાખેલ છે.

સમસ્યા શીર્ષકઃ–

માધ્યમિક શાળાના વિદ્યાર્થીઓની અભિરૂચિનો કેટલાક ચલોના સંદર્ભમાં અભ્યાસ

A STUDY OF THE INTEREST OF SECONDARY SCHOOL STUDENTS WITH REFERENCE TO CERTAIN VARIABLES

સમસ્યા કથન :–

પ્રસ્તુત સંશોધન માધ્યમિક શાળાના વિદ્યાર્થીઓ કઈ–કઈ અભિરૂચિઓ ધરાવે છે. તેથી તેમના વિવિધ રસક્ષેત્રોને જાણવાની જિજ્ઞાસા સંશોધકના મનમાં આવી તેમજ જાતિ, વિસ્તાર અને માતા–પિતાની શૈક્ષણિક લાયકાતના આધારે વિદ્યાર્થીઓ કયા–કયા પ્રકારના રસ ક્ષેત્રો (અભિરૂચિ) ઉપર પસંદગી કે ના પસંદગી કરે તે જાણવાનો ઉપક્રમ રાખેલ છે.

ચાવીરૂપ શબ્દોની સમજ :–

સંશોધકે હાથ ધરેલા અભ્યાસની સમસ્યાનું શીર્ષક સ્વયં સ્પષ્ટ છે છતાં સમસ્યાના શીર્ષકમાં આવતા પારિભાષિક શબ્દોની સ્પષ્ટતા કરવી જરૂરી છે. જેથી તેમાં વપરાયેલા શબ્દોનો અર્થ વ્યાપક ન રહેતા તેને યોગ્ય રીતે વ્યખ્યાયિત કરી અર્થટન કરી શકાય છે.

(1) માધ્યમિક શાળા (Secondary School)

Oxford Advanced Learners ના મત અનુસાર

"Nonu a School for young people between the ages of 11 and 16 or 18 compare - Primary School High School."

પ્રાથમિક શાળા પછીનો અને ઉચ્ચત્તર માધ્યમિક શાળા પહેલાના વર્ગો, ગુજરાત રાજયમાં 10+2+3 ની તરાહમાં ધોરણ–8 થી 10 સુધીનું શિક્ષણ આપણી સંસ્થા.

(2) વિદ્યાર્થી (Student)

વિદ્યા + આર્થિન

વિદ્યાર્થી એટલે વિદ્યા ભણનાર, નિશાળિયો કે શિષ્ય.

" વિદ્યાર્થી એટલે વિદ્યાનો અભ્યાસ કરનાર."

(3) અભિરૂચિ (Interest)

J. P. Guilford (1973) ના મત અનુસાર "Interest is a tendency to give attention. to attract, to like and find satisfaction an activity object a persion."

" રસ એ કોઈ ક્રિયા, વસ્તુ કે વ્યકિત પર ધ્યાન દેવાની તેના તરફ આકર્ષિત થવાની, તેને પસંદ કરવાની તથા તેનાથી સંતૃપ્ત પામવાની પ્રવૃત્તિ છે."

M. V. Bingham (1937) ના મત મુજબ,

"An interest is a tendency to become absorbed in an experience and to continue it."

" જયારે કોઈપણ વ્યકિત તક મળતા કોઈપણ પ્રવૃત્તિમાં જોડાઈ જાય, તેમાં તન્મય બની જાય અને તેમાંગી સંતોષ મળતો હોય તે પ્રવૃત્તિમાં રહેવા માટે લાંબો સમય પ્રયાસ કરે છે ત્યારે એમ કહી શકાય કે વ્યકિતને તે પ્રવૃત્તિ તરફ અભિરૂચિ છે."

પ્રસ્તુત સંશોધનના સંદર્ભમાં અભિરૂચિ એટલે વિદ્યાર્થીઓમાં ગમા–અણગમા જાણવા માટેનું સાધન કે જે દ્વારા વ્યવસાય, શાળાના વિષયો, અભ્યાસક્રમ બે બીજી પ્રવૃત્તિઓમાં કેવો રસ (અભિરૂચિ) છે તેનો ખ્યાલ મેળવી શકાય છે.

(4) અભ્યાસઃ–

"અભ્યાસ એટલે કોઈ સમસ્યાના ઉકેલ શોધવામાં લાગી જવું."

" કોઈપણ વિષયનું ઊંડાણપૂર્વકનું જ્ઞાન મેળવવું અને તેની વૈજ્ઞાનિક અભિગમ મૂજબની ચકાસણી એટલે અભ્યાસ"

(5) સંશોધનના હેતુઓઃ–

પ્રસ્તુત સંશોધનના હેતુઓ આ પ્રમાણે છે.

(૧) માધ્યમિક શાળાના વિદ્યાર્થીઓની અભિરૂચિ રસ સંશોધનિકા દ્વારા જાણવી.

(૨) માધ્યમિક શાળાના વિદ્યાર્થીઓની અભિરૂચિનો જાતિયતાના સંદર્ભમાં અભ્યાસ કરવો.

(૩) માધ્યમિક શાળાના વિદ્યાર્થીઓની અભિરૂચિનો વિસ્તારના સંદર્ભમાં અભ્યાસ કરવો.

(૪) માધ્યમિક શાળાના વિદ્યાર્થીઓની અભિરૂચિનો માતા–પિતાની શૈક્ષણિક લાયકાતના સંદર્ભમાં અભ્યાસ કરવો.

(6) સંશોધનની ઉત્કલ્પનાઓઃ–

ઉત્કલ્પના શૈક્ષણિક સંશોધનમાં હાર્દ સમાન છે. આથી કોઈપણ સંશોધનમાં ઉત્કલ્પનાની રચના ઘણી જ આવશ્યક છે. ઉત્કલ્પનાઓ દ્વારા સંશોધન કરનારને પોતાની સમસ્યા અંગેનો માર્ગ સૂઝે છે.

ઉચાટ (1997) એ દર્શાવ્યું છે તે મુજબ,

"સંશોધન અભ્યાસના હેતુઓ અને શીર્ષક નક્કી કર્યા બાદ સંશોધક પોતાની સમસ્યાના સંદર્ભમાં કામ ચલાઉ જવાબો કે ઉકેલો રચે છે જેને ઉત્કલ્પના તરીકે ઓળખવામાં આવે છે."

ટૂંકમા સંભવિત કારણોની વિચારણા અંગે પાયાની માહિતી એકત્રીત કરી સમસ્યા નિવારણ માટે શું શું કરી શકાય તે વિચારવાની ક્રિયાને ઉત્કલ્પના કહી શકાય.

HO_1 શહેરી વિસ્તાર અને ગ્રામ્યવિસ્તારના વિદ્યાર્થીઓએ ગમતા વ્યવસાયના સંદર્ભે રસ સંધોધનિકા પર મેળવેલા પ્રાપ્તાંકોની સરાસરી વચ્ચે સાર્થક તફાવત નહી હોય.

HO_2 છોકરાઓ અને છોકરીઓએ ગમતા વ્યવસાયના સંદર્ભે રસ સંશોધનિકા પર મેળવેલા પ્રાપ્તાંકોની સરારી વચ્ચે સાર્થક તફાવત નહી હોય.

HO_3 ઉચ્ચ અને નિમ્ન શૈક્ષણિક લાયકાત ધરાવનાર વાલીઓના વિદ્યાર્થીઓએ ગમતા વ્યવસાયના સંદર્ભે રસ સંશોધનિકા પર મેળવેલા પ્રાપ્તાંકોની સરાસરી વચ્ચે સાર્થક તફાવત નહી હોય.

HO_4 શહેરી વિસ્તાર અને ગ્રામ્ય વિસ્તારના વિદ્યાર્થીઓએ શાળાના વિષયોના સંદર્ભે રસ સંશોધનિકા પર મેળવેલા પ્રાપ્તાંકોની સરાસરી વચ્ચે સાર્થક તફાવત નહી હોય.

HO_5 છોકરાઓ અને છોકરીઓએ શાળાના વિષયોના સંદર્ભે રસ સંશોધનિકા પર મેળવેલા પ્રાપ્તાંકોની સરાસરી વચ્ચે સાર્થક તફાવત નહી હોય.

HO_6 ઉચ્ચ અને નિમ્ન શૈક્ષણિક લાયકાત ધરાવનાર વાલીઓના વિદ્યાર્થીઓએ શાળાના વિષયોના સંદર્ભે રસ સંશોધનિકા પર મેળવેલા પ્રાપ્તાંકોની સરાસરી વચ્ચે સાર્થક તફાવત નહી હોય.

HO_7 શહેરી વિસ્તાર અને ગ્રામ્ય વિસ્તારના વિદ્યાર્થીઓએ પ્રવૃત્તિઓના સંદર્ભે રસ સંશોધનિકા પર મેળવેલા પ્રાપ્તાંકોની સરાસરી વચ્ચે સાર્થક તફાવત નહી હોય.

HO_8 છોકરાઓ અને છોકરીઓએ પ્રવૃત્તિઓના સંદર્ભે રસ સંશોધનિકા પર મેળવેલા પ્રાપ્તાંકોની સરાસરી વચ્ચે સાર્થક તફાવત નહી હોય.

HO_9 ઉચ્ચ અને નિમ્ન શૈક્ષણિક લાયકાત ધરાવનાર વાલીઓના વિદ્યાર્થીઓએ પ્રવૃત્તિઓના સંદર્ભે રસસંશોધનિકા પર મેળવેલાં પ્રાપ્તાંકોની સરાસરી વચ્ચે સાર્થક તફાવત નહી હોય.

HO_{10} શહેરી વિસ્તાર અને ગ્રામ્ય વિસ્તારના વિદ્યાર્થીઓએ લોકોના પ્રકારનાં સંદર્ભે રસ સંશોધનિકા પર મેળવેલા પ્રાપ્તાંકોની સરાસરી વચ્ચે સાર્થક તફાવત નહી હોય.

HO_{11} છોકરાઓ અને છોકરીઓએ લોકોના પ્રકારના સંદર્ભે રસ સંશોધનિકા પર મેળવેલા પ્રાપ્તાંકોની સરાસરી વચ્ચે સાર્થક તફાવત નહી હોય.

HO_{12} ઉચ્ચ અને નિમ્ન શૈક્ષણિક લાયકાત ધરાવનાર વાલીઓના વિદ્યાર્થીઓએ લોકોના પ્રકારના સંદર્ભે રસ સંશોધનિકા પર મેળવેલા પ્રાપ્તાંકોની સરાસરી વચ્ચે સાર્થક તફાવત નહી હોય.

HO_{13} શહેરી વિસ્તાર અને ગ્રામ્ય વિસ્તારના વિદ્યાર્થીઓએ તમારી ખાસિયતોના સંદર્ભે રસ સંશોધનિકા પર મેળવેલા પ્રાપ્તાંકોની સરાસરી વચ્ચે સાર્થક તફાવત નહી હોય.

HO_{14} છોકરાઓ અને છોકરીઓએ તમારી ખાસિયતોના સંદર્ભે રસ સંશોધનિકા પર મેળવેલાં પ્રાપ્તાંકોની સરાસરી વચ્ચે સાર્થક તફાવત નહી હોય.

HO_{15} ઉચ્ચ અને નિમ્ન શૈક્ષણિક લાયકાત ધરાવનાર વાલીઓના વિદ્યાર્થીઓએ તમારી ખાસિયતોના સંદર્ભે રસ સંશોધનિકા પર મેળવેલા પ્રાપ્તાંકોની સરાસરી વચ્ચે સાર્થક તફાવત નહી હોય.

સંશોધનની મર્યાદા :–

સંશોધકને સંશોધનકર્તા સમય, શકિત અને સાધનોની સુવિધાની મર્યાદાને ધ્યાનમાં રાખીને પોતાનું સંપૂર્ણ કાર્યપૂર્ણ કરવાનું હોય છે. તેથી કોઈપણ સંશોધક માટે અમુ મર્યાદાઓ હોય છે.

પ્રસ્તુત સંશોધનની મર્યાદાઓ આ પ્રકાણે છે.

(1) પ્રસ્તુત સંશોધનમાં વર્ષ 2011-12 માં અભ્યાસ કરતા ધરોણ–9 ના 300 વિદ્યાર્થીઓનો સમાવેશ કરવામાં આવ્યો છે.

(2) પ્રસ્તુત સંશોધનમાં સમયની મર્યાદાને કારણે ફકત 300 મનૂનાને આધારે સંશોધનના તારણો તારવવામાં આવ્યા હતાં. જે વ્યાપવિશ્વને લાગુ પાડવામાં આવ્યા હતાં.

(3) પ્રસ્તુત સંશોધનમાં માધ્યમિક શાળના વિદ્યાર્થીઓની અભિરૂચિ જાણવા માટે ડૉ. વી.વી. ચૌધરીએ પ્રમાણિત કરેલ રસ સંશોધનિકાનો જ ઉપયોગ કરવામાં આવ્યો છે.

(4) વિદ્યાર્થીઓએ જે પ્રમાણે પ્રતિચારો આપ્યા છે તે મુજબ અર્થઘટન કરવામાં આવ્યું છે.

સંશોધનનું ક્ષેત્ર, પ્રકાર અને પદ્ધતિ :–

❖ **સમસ્યા ક્ષેત્ર:–**

પ્રસ્તુત સંશોધનનો મુખ્ય હેતુ માધ્યમિક શાળાના વિદ્યાર્થીઓની અભિરૂચિ જાણવાનો હોઈ પ્રસ્તુત સંશોધનનું ક્ષેત્ર શૈક્ષણિક મનોવિજ્ઞાન છે.

❖ **પ્રકાર:–**

પ્રસ્તુત સંશોધનનો પ્રકાર વ્યાવહારિક છે.

❖ **પદ્ધતિ :–**

પ્રસ્તુત સંશોધનની પદ્ધતિ સર્વેક્ષણ પ્રકારની છે.

સંશોધનમાં સમાવિષ્ટ ચલ :–

પ્રસ્તુત સંશોધનમ્રા સમાવિષ્ટ ચલની વિગત સારણી 5.2 માં દર્શાવેલ છે.

સારણી : 5.2

સંશોધનમાં સમાવિષ્ટ ચલ

ક્રમ	ચલનો પ્રકાર	ચલ	ચલની કક્ષા	માપનનું સાધન
1	સ્વતંત્ર	જાતિ	1. વિદ્યાર્થી	પ્રાથમિક માહિતી
			2. વિદ્યાર્થીનીઓ	
2	સ્વતંત્ર	વિસ્તાર	1. શહેરી	નગરપાલિકામાં જેનો સમાવેશ થાય તે શહેરી વિસ્તાર
			2. ગ્રામ્ય	નગરપાલિકામાં જેનો સમાવેશ થતો નથી તે ગ્રામ્ય વિસ્તાર
3	સ્વતંત્ર	માતા–પિતાની શૈક્ષણિક લાયકાત	--	પ્રાથમિક માહિતી
4	સ્વતંત્ર	અભિરૂચિ	--	રસસંશોધનિકા

ઉપકરણની પસંદગી :–

પ્રસ્તુત સંશોધનમાં સંશોધકે ઉપરોકત ઉપકરણોમાંથી તૈયાર પ્રાપ્ત પ્રમાણિત સંશોનિકાનો ઉપયોગ કરેલ છે.

પ્રસ્તુત સંશોધનમાં માધ્યમિક શાળાના વિદ્યાર્થીઓની અભિરૂચિ જાણવાની હોવાથી ડૉ. વી. વી. ચૌધરી દ્વારા પ્રમાણિત કરેલ રસસંશોધનિકાનો ઉપયોગ કરવામાં આવ્યો છે.

માહિતી એકત્રીકરણની રીત :–

પ્રસ્તુત સંશોધનમાં હેતુઓને અનુરૂપ સંપૂર્ણ સાચી અને વિશ્વસનીય માહિતી પ્રાપ્ત કરવા સંશોધક દ્વારા માહિતી એકત્ર કરવા માટેની પૂર્વ આયોજીત પ્રક્રિયા સંપૂર્ણપણે અનુસારવામાં આવી હતી.

માહિતીના એકત્રીકરણ માટે ઉપકરણ તરીકે તૈયાર ઉપકરણનો ઉપયોગ કરવામાં આવ્યો હતો. જેમાં ડૉ. વી. વી. ચૌધરી (2002) રચિત રસ સંશોધનિકાનો ઉપયોગ કરવામાં આવ્યો હતો. પ્રસ્તુત સંશોધનમાં સંશોધકે નમૂનામાં સમાવિષ્ટ કુલ 3 શહેરી વિસ્તાર અને 3 ગ્રામ્ય વિસ્તાર એમ કુલ–6 માધ્યમિક શાળાઓમાં રૂબરૂ જઈને આચાર્યશ્રીની પૂર્વ મંજુરી મેળવી હતી અને આચાર્યશ્રીએ આપેલ સમય મુજબ દરેક સ્કુલોમાં સમયસર પહોંચીને ધોરણ–9 ના વર્ગખંડમાં જઈને સંશોધકે સૌ પ્રથમ પોતાનો પરિચય આપી વિદ્યાર્થીઓને રસ સંશોધનિકા સંબંધી યોગ્ય સૂચનાઓ આપવામાં આવી હતી.

ત્યાર બાદ સંશોધકે આ રસ સંશોધનિકા વિશે જરૂરી સુચના આપી આ રસ સંશોધનિકા પાંચ વિભાગમાં વર્ગીકૃત છે. જેમ કે (1) ગમતા વ્યવસાયો (2) શાળાના વિષયો (3) પ્રવૃત્તિઓ (4) લોકોના પ્રકારે અને (5) તમારી ખાસિયતો વગેરેનો સમાવેશ કરેલ છે. જેમાં પાંચ વિભાગો મળીને કુલ 142 કલમોવાળી રસ સંશોધનિકા વિદ્યાર્થીઓને આપવામાં આવી. તેમાં આપેલ વિધાન સામે

વિદ્યાર્થીઓને જો તમને તે પ્રકારનું કાર્ય ગમતું હોય તો તેની સામેની જગ્યામાં 'ગ' ની આપસપાસ કુંડાળુ કરો, જો તમને આ કાર્ય એક યા બીજી રીતે ગમતું ન હોય તો તેની સામે 'ન' ની આસપાસ કુંડાળુ કરો, જો તમારી ચોક્કસ પસંદગી કે ના પસંદગી ન હોય તો 't' ની આસપાસ કુંડાળુ કરો વગેરે સુચનાઓ આપવામાં આવી હતી. આ વિગતોને ઉદાહરણ સહિત કાળા પાટિયા ઉપર સમજાવવામાં આવી હતી. આ રસ સંશોધનિકા ભરવા માટે વિદ્યાર્થીઓએ 30 થી 35 મિનિટનો સમય લીધો હતો. ત્યાર બાદ વિદ્યાર્થીઓ પાસેથી આ રસ સંશોધનિકા ભરીને પરત મેળવવામાં આવી હતી. નિદર્શના કુલ 300 વિદ્યાર્થીઓને બદલે 320 વિદ્યાર્થીઓને રસ સંશોધનિકા આપવામાં આવી હતી. આ સંશોધનિકામાં જરૂરી સુચનાઓ આપવા છતાં ભૂલો હોવાને કારણે કુલ 300 રસ સંશોધનિકાઓ સાચી ભરાઈ હતી. આ રીત માહિતીનું એકત્રીકરણ કરવામાં આવ્યું હતું.

માહિતી પૃથક્કરણની રીત :–

પ્રાપ્ત થયેલ માહિતીનું પૃથક્કકરણ નીચે મુજબ કરવામાં આવ્યું હતું.

પ્રસ્તુત સંશોધનમાં સંશોધકે માહિતી એકત્ર કર્યા પછી દરેક સંશોધનિકા દ્વારા આપેલા પ્રતિચારોનું ગુણાંકન કરવામાં આવ્યું હતું. સમગ્ર વિદ્યાર્થીઓના જાતિ, વિસ્તાર તેમજ માતા–પિતાની શૈક્ષણિક લાયકાત પ્રમાણે રસ સંશોધનિકા વડે મેળવેલા પ્રાતાંકોને આધારે વર્ણનાત્મક પદ્ધતિ દ્વારા M. S. Excel પ્રોગ્રામમાં સરાસરી, મધ્યસ્થ, પ્રમાણવિચલન, બહુલક, પ્રથમ ચતુર્થક, તૃતીય ચતુર્થક, ચતુર્થક વ્વિલન, 10 મું શંતાશસ્થ, 90 મું શતાંશસ્થ, વિરૂપતા, વિરૂપતાની પ્રમાણભૂલ, વિરૂપતાનો ક્રાંતિક ગુણોત્તર, કકુદતા પ્રમાણભૂલ, કકુદતાનો ક્રાંતિક ગુણોત્તરના મૂલ્યને આધાર['t' મુલ્ય શોધી તેના આધારે ઉત્કલ્પનાની ચકાસણી કરવામાં આવી હતી. તેના પરથી તારણો તારવવામાં અને સુચનો કરવામાં આવ્યાં હતાં.

સંશોધનના તારણો :–

સંશોધકે સંશોધનના તારણોનું યોગ્ય રીતે અર્થઘટન કરી તેના આધારે સામાન્યીકરણો તારવવાની જવાબદારી અદા કરવાની છે. આપણા સંશોધનની મર્યાદાઓ લક્ષમાં રાખીને સંશોધનના તારણોનો ધ્વનિ દર્શાવવાનો છે. ઉપરાંત ભવિષ્યમાં વધુ સંશોધન માટેનાં તથા આપણાં તારણોના વ્યવહારલક્ષી ઉપયોગ માટેના સુચનો પણ આપણે કરવાં જોઈએ.

1. **ગમતા વ્યવસાયો અંગેના તારણોઃ–**
    1. શહેરી વિસ્તાર અને ગ્રામ્ય વિસ્તારના વિદ્યાર્થીઓમાં રસસંશોધનિકાના ગમતા વ્યવવસાયોની પસંદગીમાં સમાન રસ જોવા મળ્યો હતો.
    2. છોકરાઓ અને છોકરીઓમાં રસસંશોધનિકાના ગમતા વ્યવસાયોની પસંદગીમાં સમાન રસ જોવા મળ્યો હતો.
    3. ઉચ્ચ અને નિમ્ન શૈક્ષણિક લાયકાત ધરાવતા વાલીઓના વિદ્યાર્થીઓમાં રસ સંશોધનિકાના ગમતા વ્યવસાયોની પસંદગીમાં સમાન રસ જોવા મળ્યો હતો.
    4. ગમતા વ્યવસાયોની બાબતમાં વિસ્તાર, જાતિ કે માતા–પિતાની શૈક્ષણિક લાયકાત અસર કરતા નથી.
2. **શાળના વિષયો અંગેનાં તારણો :–**
    1. શહેરી વિસ્તાર અને ગ્રામ્ય વિસ્તારના વિદ્યાર્થીઓમાં રસ સંશોધનિકાના શાળાના વિષયોની પસંદગીમાં સમાન રસ જોવા મળ્યો હતો.
    2. છોકરાઓ અને છોકરીઓમાં રસ સંશોધનિકાના શાળના વિષયોની પસંદગીમાં સમાન રસ જોવા મળ્યો હતો.

3. ઉચ્ચ અને નિમ્ન શૈક્ષણિક લાયકાત ધરાવતા વાલીઓના વિદ્યાર્થીઓમાં રસ સંશોધનિકાના શાળાના વિષયોની પસંદગીમાં સમાન રસ જોવા મળ્યો હતો.
4. શાળાના વિષયોની બાબતમાં વિસ્તાર, જાતિ કે માતા–પિતાની શૈક્ષણિક લાયકાતની અસર જોવા મળતી નથી.

3. <u>પ્રવૃત્તિઓ અંગેના તારણોઃ–</u>

1. શહેરી વિસ્તાર અને ગ્રામ્ય વિસ્તારના વિદ્યાર્થીઓમાં રસ સંશોધનિકાના પ્રવૃત્તિઓમાં પસંદગીમાં સમાન રસ જોવા મળ્યો હતો.
2. છોકરાઓ અને છોકરીઓમાં રસ સંશોધનિકાના પ્રવૃત્તિઓની પસંદગીમાં સમાન રસ જોવા મળ્યો હતો.
3. ઉચ્ચ અને નિમ્ન શૈક્ષણિક લાયકાત ધરાવતા વાલીઓના વિદ્યાર્થીઓમાં રસ સંશોધનિકાના પ્રવૃત્તિઓની પસંદગીમાં સમાન રસ જોવા મળ્યો હતો.
4. પ્રવૃત્તિઓની બાબતમાં વિસ્તાર, જાતિ કે માતા–પિતાની શૈક્ષણિક લાયકાતના સંદર્ભમાં સમાનતા જોવા મળે છે.

4. <u>લોકોના પ્રકારો અંગેના તારણોઃ–</u>

1. શહેરી વિસ્તાર અને ગ્રામ્ય વિસ્તારના વિદ્યાર્થીઓમાં રસ સંશોધનિકાના લોકોના પ્રકારોની પસંદગીમાં સમાન રસ જોવા મળ્યો હતો.
2. છોકરાઓ અને છોકરીઓમાં રસ સંશોધનિકાના લોકોના પ્રકારોની પસંદગીમાં સમાન રસ જોવા મળ્યો હતો.
3. ઉચ્ચ અને નિમ્ન શૈક્ષણિક લાયકાત ધરાવનાર વાલીઓના વિદ્યાર્થીઓમાં રસ સંશોધનિકાના લોકોના પ્રકારોની પસંદગીમાં સમાન રસ જોવા મળ્યો હતો.
4. લોકોના પ્રકારોની બાબતમાં વિસ્તાર, જાતિ કે માતા–પિતાની શૈક્ષણિક લાયકાત અસર કરનાર પરિબળ નથી.

5. <u>તમારી ખાસીયતો અંગેના તારણોઃ–</u>

1. શહેરી વિસ્તાર અને ગ્રામ્ય વિસ્તારના વિદ્યાર્થીઓમાં રસ સંશોધનિકાના તમારી ખાસીયતોની પસંદગીમાં સમાન રસ જોવા મળ્યો હતો.
2. છોકરાઓ અને છોકરીઓમાં રસ સંશોધનિકાના તમારી ખાસીયતોની પસંદગીમાં છોકરીઓ કરતાં છોકરાઓમાં વધુ રસ જોવા મળ્યો હતો.
3. ઉચ્ચ અને નિમ્ન શૈક્ષણિક લાયકાત ધરાવતા વાલીઓના વિદ્યાર્થીઓમાં રસ સંશોધનિકાના તમારી ખાસીયતોની પસંદગીમાં સમાન રસ જોવા મળ્યો હતો.
4. તમારી ખાસીયતોના સંદર્ભમાં જાતીયતા અસર કરનાર પરિબળ છે.
5. તમારી ખાસીયતોના સંદર્ભમાં પણ વિસ્તાર કે માતા–પિતાની શૈક્ષણિક લાયકાત અસર કરનાર પરિબળ નથી.

<u>ભાવિ સંશોધન અંગેની ભલામણો</u> :–

સંશોધન હાથ ધરતી વખતે સંશોધકને મળતા અનુભવો અને પડતી મુશ્કેલીઓમાંથી ઘણા નવા મુદ્દાઓ દ્રષ્ટિ સમક્ષ આવે છે પરંતુ સમયની મર્યાદાઓને કારણે બધાજ મુદ્દાઓની ચકાસણી કરવાનો સમય હોતો નથી. તેથી આગળ નવા સંશોધન હાથ ધરતી હોતો નથી. તેથી આગળ નવા સંશોધન હાથ ધરતી વખતે સંશોધકોને માર્ગદર્શનરૂપે કેટલીક ભલામણો સુચવવામાં આવી છે. જે નીચે પ્રમાણે જોવા મળે છે.

- પ્રાથમિક શાળાના ધોરણ–5,6,7 ના વિદ્યાર્થીઓની અભિરૂચિનો તુલનાત્મક અભ્યાસ.
- માધ્યમિક શાળાના વિદ્યાર્થીઓનો અભિરૂચિના ધોરણો, જાતિ તેમજ વિસ્તારનો આલોચનાત્મક અભ્યાસ.
- ઉચ્ચતર માધ્યમિક શાળાના વિદ્યાર્થીઓની રસ સંશોધનિકાની રચના અને પ્રમાણીકરણ.
- ઉચ્ચતર માધ્યમિક શાળાના સામાન્ય પ્રવાહ, વાણિજયપ્રવાહ અને વિજ્ઞાનપ્રવાહના વિદ્યાર્થીઓની અભિરૂચિનો અભ્યાસ.

- ગુજરાત રાજયના માધ્યમિક શાળના વિદ્યાર્થીઓની અભિરૂચિનો કેટલાક ચલોના સંદર્ભમાં અભ્યાસ.
- સ્નાતક કક્ષાના વિવિધ પ્રવાહમાં અભ્યાસ કરતા વિદ્યાર્થીઓની વ્યવસાયિક અભિરૂચિનો અભ્યાસ.
- પ્રાથમિક શાળાના વિદ્યાર્થીઓની અભિરૂચિ જાણવા માટેના કાર્યક્રમની રચના અને અજમાયશ.
- ઉચ્ચતર માધ્યમિક શાળાઓમાં અભ્યાસ કરતા વિદ્યાર્થીઓના વ્યવસાયિક અભિરૂચિઓનો અભ્યાસ.
- ઉચ્ચતર માધ્યમિક શાળાના વિદ્યાર્થીઓમાં સાહિત્યિક અભિરૂચિ સંશોધનકિાઓ કેટલાક ચલોનાં સંદર્ભમાં અભ્યાસ કરવો.
- માધ્યમિક શાળાઓમાં અભ્યાસ કરતા વિદ્યાર્થીઓના વ્યવસાયિક અભિરૂચિનો આલોચનાત્મક અભ્યાસ.
- જાતીયતા, ધોરણ, માતા–પિતાની શૈક્ષણિક લાયકાત અને કાર્યમુલ્યના સંદર્ભમાં વિદ્યાર્થીઓની અભિરૂચિનો ભભ્યાસ.
- માધ્યમિક શાળાના ધોરણ–ટલઠલક્ષ્ડ ના વિદ્યાર્થીઓનો રસક્ષેત્રોનો ચાલોચનાત્મક અભ્યાસ.
- માધ્યમિક શાળાના વિદ્યાર્થીઓના વ્યવાસાયિક રસક્ષેત્રોનો કેટલાક ચલોના સંદર્ભમાં તુલનાત્મક અભ્યાસ.
- માધ્યમિક શાળાના વિદ્યાર્થીઓ માટે વિજ્ઞાન અભિરૂચિ સંશોધનિકાની રચના અને પ્રમાણીકરણ.
- પ્રાથમિક શાળાના શિક્ષકોની વાંચનરૂચિનો અભ્યાસ.
- શાળામાં અભ્યાસ કરતા વિદ્યાર્થીઓના વાલીના વ્યવસાય અને તેમના વ્યવસાયિક અભિરૂચિનો અભ્યાસ.
- શાળામાં અભ્યાસ કરતાં ઉચ્ચ આર્થિક દરજ્જો અને નિમ્ન આર્થિક દરજ્જાવાળા વિદ્યાર્થીઓના રસનો અભ્યાસ.

<u>શૈક્ષણિક ફલિતાર્થ :–</u>

સંશોધન દરમિયાન સંશોધકે કરેલા અવલોકન અને અનુભવને આધારે કેટલાક શૈક્ષણિક ફલિતાર્થો નીચે મુજબ છે.

❖ **<u>શાળાકીય :–</u>**

- આ રસ સંશોધનિકાના ઉપયોગ વડે શાળાના આચાર્યો વિદ્યાર્થીઓના રસ (અભિરૂચિ) ને ઓળખી શકશે.
- શાળાકક્ષાએ વિવિધ અભ્યાસિક પ્રવૃત્તિઓ કરવામાં આવે છે ત્યારે તેનાં સંચાલન માટે યોગ્ય વિદ્યાર્થીની પસંદગી તેનો પ્રવૃત્તિગત અભિરૂચિ જાણીને કરી શકાશે.
- આ રસક્ષેત્ર દ્વારા વિવિધ રસક્ષેત્રોમાં જે વિદ્યાર્થીઓનો ઓછો રસ છે તો તે ક્ષેત્રમાં રસ કેળવી તેનો વિકાસ સાધવમાં અને માર્ગદર્શનમાં ઉપયોગી બનશે.
- વિદ્યાર્થી જયારે વિષય પસંદગીની મુંઝવણ અનુભવતો હોય ત્યારે આ રસસંશોધનિકા દ્વારા તેનો વિષયગત રસ જાણી તેની વિષય પસંદગી માટે માર્ગદર્શન આપી શકાશે.
- વિદ્યાર્થીઓમાં રહેલી સુષુપ્ત શકિતઓના વિકાસ માટે અને તે કઈ વિશેષ પ્રવૃત્તિમાં રસ દાખેલ છે તે આ રસસંશોધનિકા દ્વારા જાણી શિક્ષક જરૂરી માર્ગદર્શન વિદ્યાર્થીને આપી શકશે.

❖ **<u>વાલીઓને :–</u>**

- આ રસ સંશોધનિકાના ઉપયોગ વડે વાલીઓને પોતાના સંતાનોના યોગ્ય રસ (અભિરૂચિ) ને ઓળખી શકશે.
- આ રસસંશોધનિકા દ્વારા બાળકના રસ જાણી તેને પોષક પ્રવૃત્તિઓ હાથ ધરવા માટે તે ઉપયોગી બનશે.
- પોતાના બાળકને વિવિધ ક્ષેત્રોમાં કેટલો રસ પડે છે તે જાણી જેમાં વધુ રસ હોય તે ક્ષેત્ર અને તે પ્રમાણેના કાર્યો માટે વાલીઓ માર્ગદર્શન આપી શકશે.
- વ્યવસાયિક રૂચિ મુજબ જ જે તે અભ્યાસક્રમમાં પ્રવેશ માટે આ રસસંશોધનિકા દ્વારા વાલીઓ પોતાના બાળકને જરૂરી પ્રોત્સાહન પુરૂ પાડી શકે.

❖ **<u>વિદ્યાર્થીઓ માટે :–</u>**

- આ રસ સંશોધનિકા દ્વારા વિદ્યાર્થી પોતાની જાતને સારી રીતે ઓળખી શકશે.

- જેમાં રસ (અભિરૂચિ) પડે છે તે ક્ષેત્રમાં કઈ કઈ પ્રવૃત્તિઓ છે તેની સમજ આ સંશોધનિકા દ્વારા કેળવી શકાશે.
- જીવનમાં પોતાને માટે કયા ક્ષેત્રોમાં આગળ વધવું તેનો નિર્ણય લેવામાં આ રસસંશોધનિકા માર્ગદર્શક બનશે.

<u>સંદર્ભ:</u>

❖ **<u>ગુજરાતી પુસ્તકો</u> :–**

આચાર્ય, મોહિની (2008) ***શિક્ષણમાં સંશોધનનું પધ્ધતિશાસ્ત્ર,*** અમદાવાદ : અક્ષર પબ્લિકેશન.

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દેસાઈ , કે. જી. અને અન્ય (1981) ***મનોવૈજ્ઞાનિક પરિભાષા અને વિભાવના*** અમદાવદ : યુનિ. ગ્રંથ નિર્માણ બોર્ડ, ગૂજરાત રાજય.

દેસાઈ, કે. જી અને અન્યો ***શૈક્ષણિક પરિભાષા અને વિભાવના*** અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિમાર્ણણ બોર્ડ.

દેસાઈ , કે.જી. તથા ***અન્યો મનોવૈજ્ઞાનિક પરિભાષા અને વિભાવના*** (પ્રથમ આવૃતિ) અમદાવાદ : યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, ગૂજરાત રાજય.

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મોલિયા, એમ.એસ . (1979) ***વર્ણનાત્મક સંશોધન પદ્ધતિ.*** રાજકોટ : અર્થગ્રાફિકસ

રાવલ, એન. વી. તથા અન્યો. ***શૈક્ષણિક મનોમાપન તથા શૈક્ષણિક આંકડાશાસ્ત્ર.*** અમદાવાદ : નીરવ પ્રકાશન.

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❖ **<u>Encychopedia and Dictionary</u> :**

Oxford , ***Aduance Learner Dictionary,*** Oxford University, Press.

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A STUDY ON STATUS OF TEACHING OF HINDI IN SECONDARY SCHOOLS OF VADODARA CITY

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Introduction:

Education builds the future of the nation. All the culture, moral, social, spiritual and aesthetic values are inculcated in the younger generation by the education. Education is the most important inputs of the development of an individual society and nation. Education is a process which involves two human elements the teacher and the taught. The teacher is considered as a kingpin in the educational process.

Language plays an important role for the transaction of these elements between the teacher and the taught. According to **Ravel (2006)** "In school curriculum language plays vital role. Language as a vehicle of communication is very crucial on the whole process of education. It is through language that everything is taught and learnt in a majority of teaching learning including the classroom."

In any nation, the national language has to be its own language and which could be understood by maximum number of its people. According to **Radhakrishna, Ramdaat, & Ambalal, (2006)** "In case of India, it is Hindi which is spoken by about 60% of its people." In addition to this, its great relevance with so many other language in India like, Gujarati, Marathi, Urdu, Sanskrit etc. Moreover Hindi is not a language of scholars like Sanskrit or language of rulers like English; rather it is a language of common people. It is for such reasons that Hindi was recognized as national language of India on 14th September 1949. But nowadays it is known as official language in India.

It may be mentioned here that, Hindi was recognized as national language in the Indian constitution in the year 1949, but it is English which is working as our national medium to a large extent till today. The efforts made by Bal Gangadhar Tilak, Mahrishi Dayanand Sarswati and Mahatma Gandhi to create a good will for Hindi is

worth appreciating.

In order to maintain national unity, language is a very good instrument. It is Hindi which must create felling of mother India in all citizens of the nation. Thus, Hindi has to play a very vital role as national language in India.

Major Observation on Review of Related Studies:

The brief review of research studies indicate that, Verma (1971) studied on methods and means of teaching Hindi. On the basis of his study the investigator found that curriculum occupied a very important place in the process of education. But it had not received due importance of Hindi. It was found that without proper teaching of Hindi there was no possibility of effective teaching in other subjects. It was also pointed out that the teaching of Hindi in lower classes should stress on hearing, speaking, reading and writing. In the long run the aim of language teaching should be to develop cultural and social interaction of people.

Chinnappa (1978) conducted study on problems and difficulties in learning Hindi by the Telung students in Andhra Pradesh. Objectives of the study were; to study problems and difficulties faced by Talung speaking students of class VIII in learning Hindi. In teaching Hindi in the secondary level. Questionnaire and interview tools were used on 960 sample students. Findings of the study were; Hindi as lack of proper environment for learning Hindi. Untrained Hindi teachers, inadequate of instructional materials etc. leads to problems for learning Hindi.

Vyas (1978) conducted a study of the teaching Hindi in Gujarat state. Objectives of the study were; to study qualification of teachers, numbers of periods devoted to the teaching of Hindi. 650 teachers were sample of the study. Findings of the study were Hindi which was not considered satisfactory.

“A Survey of the teaching of Hindi in the school of Baroda.” had done in year of 1969.

Vasava (2006) studied on problem faced by primary teachers to teach Hindi in Gujarati schools of Baroda city. Objectives of the study were; to study the difficulties faced by teachers teaching Hindi in Gujarati medium schools of Baroda city, with respect to methods of teaching Hindi. Findings of the study were, **1.** Mother tongue Gujarati was found to have a lot impact on teachers in teaching Hindi in Gujarati medium schools of Baroda city. **2.** Most of teachers used only translation method. **3.** Most of teachers do not use other instructional material. Investigator has been not

found study related to status of teaching Hindi. So, here need arise that to know the status of teaching Hindi in secondary schools of Baroda city.

Rationale of the Study:

When we have unanimously admitted the importance and utility of Hindi teaching in schools. It becomes our prime concern that, it will not be of any use if Hindi is taught haphazardly without putting foreword any concrete aims and objectives and chalking out a thoughtful scheme. It is necessary that it's teaching at the secondary level is that of grounding of Hindi language. Government and other Educational bodies have tried to give fairly good financial backup for teaching of the Hindi. Sufficient funds have been allotted for training of the teachers.

If the present position is to be changed and efforts are to be made to improve the teaching of Hindi at secondary stage, then it is essential to know how Hindi is taught by the teachers. It is found that Hindi teachers are lacking in skills and capacities to generate interest among their students. It is found that proper skills in Hindi language lack among students. Hence, the investigator understands this to be a problem of immediate concern. Such problems are not limited to the teachers of secondary schools but also principal as we know. There are many problems in this research regarding the world of school. The field of the study selected by the investigator is in Gujarat. Here, the mother tongue is Gujarati. It is a challenge for teachers because the influence of mother tongue Gujarati, influence with the correct pronunciation & writing of Hindi. So, the teachers face so many problems in teaching and learning of Hindi. Also there are problems related to teaching learning process, infrastructural facilities, language laboratory in schools, of the step motherly treatment given to language as compared to other subjects. Three language formulas in the Gujarat have been accepted since 1948. According to that formula the first place is given to the mother tongue or regional language. Then comes the link language or Hindi, which is to be studied by all the pupils as the second language. Last comes English which is to be studied as the third language. So, teachers have to make efforts to teach secondary students all the language skills. The Grammar part is also important to make the base of Hindi sound. As a teacher educator we should make them aware all the things related to second language Hindi in the schools of Baroda city. We have seen that in standard X Sanskrit and Hindi are made optional in schools. And after passing standard IX majority of students are taking Sanskrit as an optional one. And students

have been getting bucket of marks in Sanskrit, even though, they are not able to speak and write few sentences in Sanskrit Language. And students at same level although they speak and write Hindi language very well than Sanskrit but they are not getting good marks in Hindi. This makes them prefer Sanskrit over Hindi therefore, investigator wants to study on Status of Teaching of Hindi in Secondary Schools of Vadodara city.

Statement of the Problem:

"A study on status of teaching of Hindi in secondary schools of Vadodara City."

Objectives of the Study:

1. To study the status of Hindi teaching in schools with reference to…
   - ❒ Facility made available by principal.
   - ❒ Difficulty faced by principal to get Hindi teacher.
   - ❒ Effort made by the principal to promote Hindi teaching.
2. To study the status of Hindi teaching in schools with reference to…
   - ❒ Methods adopted by Hindi teachers.
   - ❒ Problems faced by teachers in teaching of Hindi.
   - ❒ Common error committed by students in Hindi.
3. To study the status of Hindi teaching with reference to…
   - ❒ Numbers of period allotted for Hindi subject.
   - ❒ Hindi textbook followed by teachers.

Delimitations of the Study:

The present study is delimited to the standard IX Gujarati medium schools principals and teachers of secondary level following GSEB curriculum in Vadodara city.

Methodology:

The study is a survey type in nature and was carrying out by investigator. The study seeks to understand the present status of Hindi teaching in secondary school of Vadodara city.

Population:

All the principals and Hindi teachers of 127 secondary schools of Vadodara city was

constitute as the population of the study. There are total four groups of schools in Baroda city.

1. Maharshi Arvind Shala Vikas Sankul – 5

2. Dr.C.V.Raman Shala Vikas Sankul – 6

3. Dr.Madhubhai Buch Shala Vikas Sankul -7

4. Sir Sayajiroo Gaekwad Shala Vikas Sankul – 8

The distribution of the schools as follow:

Table: 1

SCHOOLS IN SHALA VIKAS SANKUL (SVS)	TOTAL SCHOOLS IN SVS NO- 5	TOTAL SCHOOLS IN SVS NO- 6	TOTAL SCHOOLS IN SVS NO- 7	TOTAL SCHOOLS IN SVS NO- 8	TOTAL SCHOOLS
Total number receiving grant in aid	25	12	15	14	66
Total number receiving Non-grant aid	12	22	10	17	61

Source: D.E.O, (2010). Shala Vikas Sankul. Sampark Setu; Vadodara.

Sample:

Stratified random sampling technique was used to select the sample from the population for the proposed study. First of all, one hundred and twenty seven Gujarati medium secondary schools of Vadodara City were stratified into four sub-groups from Shala Vikas Sankuls of Vadodara City. From each of the sub-groups six schools were randomly selected. A total twenty four schools was selected as the sample of the study. The sample for the present study was constituted of all the twenty four Principals and twenty four Hindi language teachers of selected Gujarati medium secondary schools of Vadodara City.

Tools:

The researcher had prepared Questionnaire for Principals and Questionnaire for Hindi Teachers as a tool focusing on the objectives of the proposed study and was validated by experts.

Questionnaire:

The researcher has prepared two Questionnaires, one for principals and one for teachers who teach Hindi in school. The details of the Questionnaire are explained as below:

1. Questionnaire for Principal:

To keep in mind first objective Questionnaire was prepared carefully. Investigator framed Questions include open ended and close ended to get data from Principal.

2. Questionnaire for Teacher:

To keep in mind second and third objectives of the present study investigator prepared Questionnaire. Investigator was framed Questions include open ended and close ended to get data from Teachers.

Data Collection:

For data collection, permission was taken from principals of the sampled schools and school authority. The data was personally collected by the investigator. The Questionnaire was prepare by the investigator was distributed in school with their written manual for Principals and Hindi teachers. After filling Questionnaire, it will be collected personally by the investigator.

Data Analysis:

After collection data, the data were analyzed qualitatively as well as quantitatively and then interpreted by the researcher. The data collected through closended questions were analyzed quantitatively using frequency and percentage and analysis the data collected through open-ended questions were analyzed qualitatively using content analysis.

Major Findings and Discussion:

The **Education Commission (1964-66)**, said that government realized the facts and recommended the study of Hindi as essential feature of education at the school stage. It laid essential emphasis on strengthening the study of Hindi.

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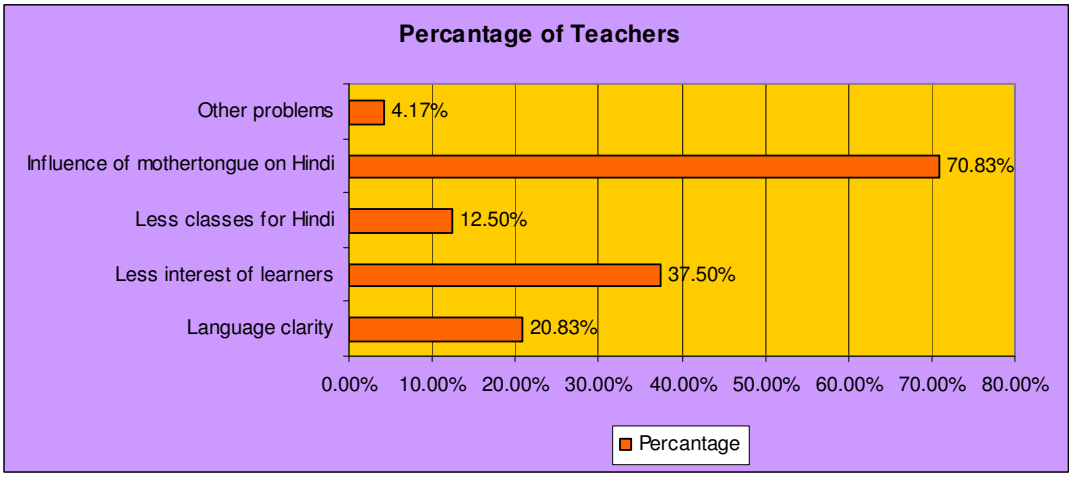
Now the Discussion on the present study basis on certain criteria's which are below, Investigator surveyed twenty four schools, it is found that schools had not difficulty in appointing Hindi teachers; also the Schools are not paying different scale of Salary to the teachers. But there are three schools which gave 3000 salary per month this low scale salary may be affected on the part of teaching in schools.

Only two schools had language Laboratory. Very less number of Hindi teachers are using language laboratory for teaching Hindi. But they were not clear that how to use it in a proper way. In the modern era schools equipped with the minimum requirement of facility for teaching and laboratory where in students learns themselves. Most of the Schools have library facility but they do not have enough Books for Hindi. Also they do not have proper infrastructure for library. When investigator saw the library of schools, some schools had in staff room they put all the books in cupboard. Library plays important role in the students' life to achieve the mastery over language skills. Most of the Schools are not subscribing Magazines, apart from syllabus of textbooks certain things very important like magazines, reference book to develop habit in reading and also command over language. In teaching learning process, teaching learning materials have own impact, through which we can make content more effective while using in a proper way. Most of the Schools had only charts as a Teaching Learning Material.

Most of the Schools are not organizing presentation by Scholars, it will give another effect on students because; from them students also want to develop same personality in his/her life. Most of the schools celebrate only Hindi day for Importance of Hindi language. Most of the schools promote students to take part in state level exams, and when investigator asked to the principals to give name of the students who had participated ion examination then in some schools they have no data they had simple write the name of students. At a researcher point of view felt that we should maintain data which related to our institutions, its help to us as well others also. Most of Hindi teachers do not take part in seminars, Workshop and discussions organized by Educational Institutions. And it was found that school authorities are not encouraging teachers to take part in training organized by Educational Institutions. As we know that teacher should have update knowledge in the area of education, without attain any kind of training program teacher will not aware about what going on in surrounding.

It was found that the textbook of Hindi subject is quite appropriate to the level of students. It is also related to real life. Most of the Hindi teachers use lecture and story telling method while teaching prose. There are number of workshop organized by educational institutions that, How to deliver content through using different methods? But they had not attained any kind of training program so they do not aware. That is why investigator felt that they used only simple lecture method for teaching of Hindi. Most of the Hindi teachers use questioning method while teaching poetry. Most of the Hindi teachers use inductive and deductive method for Grammar teaching. They used different methods for different type of content but that is not enough. Every content which given in textbook have own strategies to deliver so teacher should know the multiple way of teaching content. They have to use something new in teaching of Hindi. Most of the Hindi teachers use charts as a teaching aid for teaching of Hindi. They had chart but teachers had not used at all.



Most of the teachers face Problems related to non-cooperation of students while teaching Hindi. Students have been saying that there is nothing in the Hindi teaching. The Mother Tongue Gujarati was found to have a lot of impact on teachers in teaching Hindi as well as on the part of students in Gujarati medium secondary schools of Vadodara City. Allotted period for Hindi subject is found to be enough for Hindi teaching. Most of the Hindi teachers do not use Audio-Visual aid for teaching Hindi. Most of the Schools do not have language corner for reading. Most of the Hindi teachers evaluate to the students by asking questions & by reading. In Classroom, It is found that most of the Hindi teachers organize Unit test. All the Hindi teachers had given Assignment & Project Work as a part of evaluation. All the

Schools organizing Drama & Poetry recitation for evaluation. It is found that while reading Hindi students make mistakes in pronunciation and where to give proper stress on words. It is found that while writing in Hindi, Students make mistakes in full stop, coma, while making line on words. Most of the Students face problems regarding Vocabulary & influence of mother tongue Gujarati. Chitra (1999) also found that in her study that the student's do not put line on the top of words. They have poor vocabulary.

Most of the teachers face problem that students do not have interest towards Hindi. When investigator was interacted with the teachers and asked questions that which remedies will you use to overcome the problems related to students in reading, writing and speaking? Then some teachers said that we can not do anything. Because students had not taken seriously. Most of the Hindi teachers suggested that Hindi subject should be made compulsory from Standard I to standard XII. Most of the Hindi teachers suggested that Government should also do something in the area of Developing Software for Teaching of Hindi. Vyas (1978) also found that, Hindi which was not considered satisfactory Hindi should made compulsory at schools level.

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A Case Study of Girls' in Primary School at Sayajipura, Vadodara.

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INTRODUCTION

Education is important not only for the complete development of one's personality but also for adequate growth of the nation from the birth to death of human being. Education is continues process in which all the stages of formal education i.e. pre primary, primary, secondary, higher secondary, graduation, post graduation etc are very important. But the primary education being foundation and the basis of the whole education claims to be more important and essential. In National Policy on Education (1986) has stated that, "if a child goes through good education at this stage, he never looks back in his life for he has been prepared to exercise his initiative to overcome difficulties".

Primary education is very vital being a foundation for the entire structure of formal education system. No country can develop itself without a sound and efficient system of primary education and India is not an exception. We value primary education not only because it is fundamental human right but also because it is believed to be an effective tool.

Primary education in India means seven years of schooling from the age of six. The Education Commission (1964-66), and the National Policy on Education 1986, reiterated the state responsibility to provide free and compulsory education to all children up to the age of 14 years. The supreme court of India in its judgment of 1993 declared primary education as fundamental right. The constitution of India has stipulated free and compulsory primary education for all citizens of the country without any kind of discrimination on the basis of caste, sex, religion etc. Primary education is not only the right of a boy but also a right of girls. Primary education is totally free in Gujarat for girls.

According to Gandhiji (1937) "If man is educated only one individual is educated, but if a woman is educated the whole family is educated". This sentence gives importance of girl's education. Dasgupta (1938) "The education of the mother and

through her to her children". Girl's education is better in urban area in comparison to villages. More than 70 percentages of Indian people reside in the villages. An attempt at national development or economic upliftment, therefore, cannot ignore the sizable section of its population.

IMPLICATIONS OF THE STUDY

All the reviewed focus on both aspect girls' education as well as primary education. Baruna(1971),Kapadia(1984) and Dhongade(1986) find factors of wastage in primary school students were poverty ,ignorance of parents and bad physical condition of school.Saxena(1982),Chavare (1991) find reasons for drop out were in adequate physical facilities ,adequate aids in rural area ,responsibility of looking after younger brother and sister and domestic work. Nessa (1995) factors affecting academic achievement of primary students depends upon father and mother education. Chokshi (2003)find status of primary education in Surat municipal corporation inadequate physical facilities .Sathyabalan (1993)find adequacy of facilities in rural area . Eswara and Sharma(1982)and Sharma(1982)find high stagnations of girls than boys .Gotage (1984)find less enrollment of girls than boys .Khan and Ayesha (1982)less than 30 percentage of girls had not being enrolled in the school. Krishnamurthy (1985) find a problem involved in their enrollment just like non suitability of timing, poverty, looking after sibling care. Kumar (2008) reasons for students low attendances in primary and upper primary schools reasons were lack of basic facilities, poor economic condition of parents, house hold work and sibling care. Begur (2003) find causes of high repetition were carelessness and ignorance of children's studies. Poor living condition too much load of domestic work. Parmar (1962), focused on primary stage of the girl's education and main causes for wastage. Naik (1966), focused on popularization of co-education and employment of women teachers in far numbers. A World Bank Country Study (1991), focused on Adult education. Informal education for girls and improving the quality of girl's education. Kalbagh (1991), focused on the inequality in literacy and traditional prejudices against female education. Krishnan & Chaturvedi (1991), Inequality of opportunities for women in work organization especially at higher level. Nura (1991), focused on the problems of educability of girls in the rural areas, the liberation of rural women, the social attitude of men towards women continues to be determined by the rigid social values, which are detrimental to the interest of women. Tilak (1991), focused on the educational inequalities in

economically backward states. Varma (1991), focused on providing equal status to women belonging to all the regions of the country. Ahluwalia (2000), focused on increasing awareness about educational schemes and other Government schemes related to education of girl's. Wal & Banerji (2001), focused on the Improvement elementary school facilities, girl's enrolment and recruitment of female teacher's. Desai (2003), focused on the primary education as the fundamental right of an individual.

Rao (2008), focused on giving equal status to women. Many studies have been conducted on wastage and stagnation, drop out, repetition of students of primary school and problem of attendance of primary education, but investigator does not come across any in depth study of problem of girls' education and the teaching learning process of rural school.

RATIONALE OF THE STUDY

Everyone has right to education; Education shall be free at least in the elementary & fundamental Stage". (Article 26 of universal declaration) which is based on the justice liberty, equality and fraternity. Elementary education in India is fundamental Right of every child up to age of 14 from 2009. The National Policy on education (NPE, 1986) "If a child goes through good education at primary stage, he never looks back in life for he has been prepared to exercise his initiative to overcome difficulties".

One of the aims is to bridge between social in equally, and gender in equally. Government has given importance to improvement of girls' education. Education commission (1964-1966) "A well order home to make well ordered men. The mother who is inquiring and alert well informed and familiar with subject such as history and literature and who lives and works with her children in home, will be the best teacher in the world of both character and intelligence". University Education Commission (1948-1949) "There cannot be an educated people with educated women, that opportunity should be given to women, for then it would be most surely be passed on to the next generation."

The girls' education according to census 2001 is 54.16 pecentage in comparison to male education 75 percentages (Total literacy rate 65.38 percentage) in India. In Gujarat total literacy in 2001 69.67 percentages among male literacy was 80.21 percentage & female literacy was 58.29 percentage. Saroja (1994) "The girls oppression caused by family, community and religion is one of the root causes of low

literacy among girls". Naik (1986) "Rural children completing Primary school and low achievement is greater among girls because of irregular attendance caused by the demand of sibling care and other house hold chores".

Sayajipura Prathmik Shala is only one school of Sayajipura village. In this shala the student come from the low socio economic background. In the seven standard the investigator found that all the 22 girls are first generation learners. The girls come from the labors family and poor farming family. So the investigator wants to know about the problems of girls' education for those first generation learner girls. The problem of girls' education related to many things but the problem related to teacher and academic is very much important.

To know in detail about this problem the investigator wants to study the teacher student interaction pattern of class room

RESEARCH QUESTIONS

1. Why the people are illiterate in Sayajipura village since the school is started in 1944?
2. What are the problems of girls' education of first generation learners?
3. How is the teacher student interaction pattern in the class room of VII standard?

STATEMENT OF THE PROBLEM

A case study of Girls' in primary school at Sayajipura, Vadodara.

OBJECTIVES OF STUDY

1. To study the girl's education in primary school at Sayajipura at Vadodara.
2. To study the interaction pattern of teacher and student at Sayajipura, Vadodara.

OPERATIONALIZATION OF TERM

Education: in the present study girls education means academic problems of girls, home related problem of girls, teacher related problem of girls, relationships among girls, problem related to school facilities to girls, and problem related to government help which is provided to girls.

DELIMITATION OF STUDY

The study is delimited to girls of VII standard of Sayajipura Prathmik Shala, Vadodara.

POPULATION

All the girls studying and teacher teaching in VII standard in primary Gujarati medium school, following GSEB syllabus in Vadodara city was constitute the population for present study.

SAMPLE

In order to achieve the objectives of the study purposive sampling was employed for the present study.

There are five teachers teaching in VII standard. All the five teachers and twenty two girls of one section of VII standard of Sayajipura Prathmik Shala was considered as sample for the present study.

TOOLS

Questionnaire for girls was prepared by the investigator to find out the relationship among girls and problem of girls. Which contain open ended and closed ended.

Semi structure Interview schedule was prepared by the investigator **for girls** to know the problems of girls related to teacher, academic problem, problem related to home and family, relationship among girls, problem related to school facilities and problem related to government help.

Semi structured Interview schedule was prepared by the investigator **for teacher** of vii standard to know the problems of girls related to academic problem, problem related to home and family.

Teacher student activity rating scale was prepared by investigator to observe the classroom teaching learning. This rating scale contains 41 items. This rating scale is five point rating scale. In this rating scale most of the activities covered that are generally in class room teaching learning.

Two tests were prepared. One is **pre test** and the other **post test** by the investigator to find out the achievement of the student. In the pre test only that items that is basic for Gujarati language are covered. In the post test those items of teaching presented by the investigator is included.

DATA COLLECTION

The data was collected personally by the investigator. Questionnaire and semi structure interview were administered to girls to know the problems of girl's education and relationship among girls. The teacher student activity rating scale was used to know teaching learning interaction pattern in class room. The investigator observed the 15 lessons of 7th standard. The investigator observed 5 classes of Gujarati subject, 5 classes of mathematics subject and 5 classes of science subject with the help of teacher student activity rating scale. After that investigator administer pre test to student in Guajarati subject from which lesson which is already teach by teacher in class. Then investigator taught 3 lessons of Guajarati subject in 10 periods. When investigator was teaching another teacher used to observe the lesson and rate with the help of teacher student activity rating scale. After teaching post test was administered.

DATA ANALYSIS

The collected data was analyzed with the help of Correlation, t test, standard deviation, frequency, percentage and content analysis. Nature of the data being qualitative in nature was analyzed qualitatively. For better understanding of results the data were analyzed objective wise.

MAJOR FINDINGS

- Relationship in achievements of girls and boys score, it is positively co-related.
- Most of the girls have no time for study at home because they were active member in household work.
- The household work and taking care of sibling were major interference in study of girl's education.
- 82 percentage girls' student said that their parents were not supported for study, because they were illiterate and busy in occupation work. The girls come from the poor socio economic background.
- Majority of girls, 80 percentages of girls have difficulties in mathematics subject.
- 36 percentage girls' students have difficulties in English subject.
- More than 70 percentage girls were satisfied with their result because they know reading, writing & calculation.

DISCUSSION

They were illiterate and they have poor socio-economic background. The Krishnamurty (1985) found problems involved in their enrollment just like non suitability of timing, poverty, According to 2001 census data, the male literacy rate is 75.85 percentage where as female literacy rate is only 54.6 percentage which is very low compared to the literacy rate of male. Through many steps, schemes and programms have been implemented by the government. There was not much rise in rate of female literacy.

The problems of girls education in primary schools, related to home were household work, taking care of siblings. Parents were not supporting for study of girls because looking after siblings care. Kumar (2008) reasons for low attendance and poor economic condition of parents, household work and siblings care. Begur (2003) point out the causes of high repetition and poor living condition, Too much load of domestic work and there were less numbers of government help, related to academic problems and relationship among girls.

The classroom interaction in school was basically teachers centered and used mostly the lecture method in classroom.

CONCLUSION

According to Gandhiji (1937) “If man is educated only one individual is educated, but if women are educated the whole family is educated.” From above sentence we can understand the importance of girls’ education. Government also promotes girls’ education thorough many schemes and programs. But still there are problems in educating a girl child. For the solution, we have to change our attitude with the time. There are many peoples in our society who do not understand the importance of girls’ education. And for the better education we have to modify our teaching pattern. So, we should use student centered activities, group discussion and group activities. To solve the problems and our society we should be aware of our peoples, specifically in rural areas.

SUGGESTION

The present study is a case study of girls education in Primary School at Sayajipura, Vadodara. In which find out the problems related to girls education and to study teaching learning interaction pattern.

It is however, difficult to understand overall picture of girls education in rural area so investigator is of the view that:

- The similar kind of study may also conduct at another rural area.
- A comparative study based on sex and background can be carried out in similar study.
- Similar kind of studies may also be conducted at the secondary school level in rural area.
- Similar kind of studies may also be conducted at urban areas.
- A detailed study may be conducted in teaching learning interaction pattern at all the levels and area.

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A study of educational implication of The Quran

Kureshi Altafhusen

INTRODUCTION

Education is the knowledge of putting one's potentials to maximum use. Without education no one can find proper path in this world. This importance of education is basically for two reasons. One education makes man right thinker, without education no one can think properly in appropriate manner. It tells man how to think and how to make decisions. The second reason for importance of education is that only through the attainment of education; man is able to receive from the external world. This is why Islam attaches such great importance to knowledge and education. According to Quraishi(1972) "Without education , man is although in a closed room and with education he finds himself in a room with all its windows open towards outside world." Islam is a monotheistic abrahamic religion, originating with the teaching of Prophet (S.A.W.W). The word Islam is derived from the Arabic word Aslama, which means, "to accept, surrender or submit", or "the total surrender of oneself to God". An adherent of Islam is known as Muslim, meaning "one who submits to God. Islam is the religion of peace, and it is one of the most sacred and it trustworthy religion which has given guidance in every aspect of life. Islam has relation with knowledge, which has no limits. The holy Quran is the most sacred book of God revealed on Prophet (S.A.W.W), for the upliftment, guidance and enrich message to humanity. When the Quran began to revealed. The first word of the first verse was ***'iqra'*** i.e. 'read'. The philosophy of education in Islam is predicted the teaching of the Quran, which in its several verses extols knowledge, emphasis its acquirement and indicates the means of acquiring it. The tradition of the Prophet also makes it obligatory to the Muslims to acquire knowledge. The theory of education in Islam is discussed by number of Muslims thinkers, including man of eminence like Imam Ghazzali and Ibn Khaldun and the aims of education according to Muslim ideals have been propounded and discovered by Imam Abu Hanifa, ImamGhazala, Ibn Jamaah and others.

IMPLICATION OF THE STUDY

India has a rich tradition of philosophical thoughts; therefore the investigator expected substantial research in this area of education. But review of related literature showed

that the position is quite different .The philosophy of education terms appears to be rather neglected area of study and research. During the review the researcher come across studies conducted on various educational philosophy of like Epic poem Mahabharata, Gita, Guru Govindsingh Bani and various educational philosophies of thinkers like Tulsi, Swami Vivekananda.

The methodologies adopted in these studies have been variously described as historical, library research, descriptive analytical, comparative and content analysis. As far as research is concerned there is very few research have been found on the present study. Many Muslim philosophers have been given there philosophical view only therefore here researcher wants to focus on the educational implication of the Quran.

RATIONALE

As w e have seen that there are number of studies have done related to different religious literatures. Educational implication of shrimad Bhagwad Gita, Guru Govind singh Bani, Bible. And philosophy given by various thinkers and philosophers, both western as well as Indian. Ghandhiji spoke of Basic education, implication of his philosophy we can see inn some of the schools, Sri Aurobindo gave philosophy of mind. So in the era of modernization there is lack of values .according to the modern education thought, education is continuous process of learning and acquaintance of knowledge in systematic order .Education enables a person to achieve self realization and helps in the task of fullest expression of one's personality. The process of education continues from birth to death. It attempts to develop one's personality and makes him a useful member of human society. Its aim is to train a person with a definite purpose and to give a particular direction to an individual and the society. Education is the mother of all civilizations.

Islam is one of the major religions of the world and the Muslims constitute the second largest population of the world. Islam constitutes the second largest population of the world. Islam is not merely a ritualistic religion, nor is it confirmed to some beliefs and personal prayers only. It presents complete way of life, a system of values, a code of conduct, a unique ideology, a socio-economic order, a manual of politics and above all the doctrines of faith in oneness of Allah (God) and resurrection etc.Islam is a universal religion and the teachings of Quran and Sunni are addressed to the entire

humanity. These prove guidelines to all aspects of life such as economics, education, commerce, jurisprudence and culture etc.

The modern western system of education is materialistic. In spite of all the scientific knowledge, technical and professional education, the very existence of life on this planet earth is threatened. Material gains and prosperity have failed to provide peace of mind and spiritual satisfaction to the modern man. The younger generation of our time is frustrated. Their life is aimless and they are suffering from various complexes. The entire world and specially the scientifically advanced and materially prosperous nations are facing a grave moral crisis. The solution of all these problems and the salvation of entire humanity lie in living a righteous life. The teachings of Quran and Sunnah are applicable in the crisis of modern world. These teachings provide solution to the problems of an individual as well as those of humanity. The most characteristic and significant teachings of Quran and Sunnah are the concepts of Oneness of God and Equality of mankind

RESEARCH QUESTIONS

The present study tries to answer the following question;

1. What are the thoughts of Prophet Muhammad on education?
2. What is the thinking of today's saint related to education?
3. How can we inculcate the thoughts as described in the Quran in today's education?

STATEMENT OF THE PROBLEM

A study of educational implication of The Quran

OBJECTIVES OF THE STUDY

1) To study the educational implication of the Quran with respect to

A) Curriculum

B) Method of teaching

C) Role of Teacher

2) To study of values cited in the Quran

SOURCES OF DATA

The sources of data included secondary sources such as History of Islam, The Quran Islamic holy book Serrate Mustafa, Hadish Sharif, personal interviews of Alims visit

of madrasahs, old research commentaries, speeches and writings. Here research is descriptive in nature and researcher wants to know the education as per the Quran .so he is try to study following literature of Islam,

History of Islam, contains history regarding origin of Islam

The Quran Islamic holy book

Serrate Mustafa (life of Prophet), it contains about life of Prophet

Hadish Sharif, it contains sayings of Prohphet.

METHODOLOGY

This chapter gives detailed description of the procedure was adopted in the present study. Since the present study is in the area of philosophy it differs much from other allied areas in education, basically because it mostly engages speculative thinking and logical analysis which is totally dominated by the mental exercise rather than with pragmatic world of tool, technique and material.

SAMPLE

In order to suffice the data obtained from the literature and researcher will visit the madrahsas of Baroda from where researcher will take the interviews of Alims. Snow ball sampling technique will be used by researcher as here Researcher will visit madrasahs of Baroda if he will find more than one Alim, then They will be also interviewed by researcher.

DATA COLLECTION

As the present study is reflective and explorative in nature the necessary data is collected by researcher in the form of interview. Most of the data will be collected through the library work and by reading different literature of Islam.

TOOLS

Researcher has made tools in accordance with the study because as study is philosophical and descriptive in nature and researcher want to know the views of Muslim Alims on education .In order to conduct interview of Alims researcher will prepare an unstructured interview schedule which will be validated by expert in the field.

PROCEDURE OF THE STUDY AND DATA ANALYSIS

The data obtained from the religious books and through interviews will be content analyzed. It would be classified and categorized as per the requirement of the study. The categorization will be mainly will be to fulfill the objectives of the study, particularly to know the curriculum, methods of teaching, role of teacher, inculcation of values. The process involves investigation, analyzing and interpretation of the Quran and also analysis of interview.

MAJOR FINDINGS

Education for All according to the Quran

In Islam, the duty of seeking knowledge and learning is obligatory for every Muslim. Islam affirms the right to education for all without gender discrimination. For example, in verse 39/9, the Quran addresses all people and indicates that will be judged by their knowledge and understanding.

In addition to the emphasis on knowledge for all in the Quran, women's education is emphasized in many of the Hadiths of the Prophet. He encouraged the education of members of the most marginalized including slave girls.

Curriculum According to the Quran

Islam has not only allowed the study of sciences useful for civics and social purposes, but at times it has actually made it obligatory, and has never inner-directed their study on religious grounds.

There are three kinds of professions according to the Quran:

1. Professions which are fundamentally important for the existence of society, viz agriculture, for man's food; weaving, for his clothing; engineering, for his housing; governance, for domestic management and administration of the state.
2. Profession which provide means and instruments for above, e.g. iron-mongering and carding.
3. Professions which are auxiliary to the first kind, e.g. cooking, tailoring.

   The professions of the first kind are superior to the rest; but in them also governance is of the highest order, for it is responsible for the organization of the society. People who belong to this profession can be divided into four groups:

a) The first in order are the apostles and messengers of Allah who are the teachers and guides of the world.

b) The next are the caliphs and the sultans who issues frimans for the maintenance of law and order. Their rule is external.

c) The third are the ulama, who are the successors to the apostle. They rule over the hearts of the people.

d) The last are the preachers who reform the common people.

The noblest occupation after a Prophet's role is that of imparting knowledge and teaching moral habits to the people.Therefore there is no doubt that learning the Quran and understanding its social and economic implications would contribute to the achievement of justice and social equity.

Personal Qualities of a Teacher

The teacher was not merely responsible for the educational activities of the students, but also for the elevation of their moral character and for bringing them into contact with the eternal verities of life. A teacher was to present himself as an ideal before the students and, therefore, it was obligatory on him to be morally irreproachable, may an embodiment of virtues. Some of the qualities that a teacher must need posses according to Islamic ideals are:

- **Fear of God**
- **Dignity and Solemnity**
- **Compliance with the shariat**
- **Continuity of studies**

Pupil-Teacher Relations

The relation of a teacher with his pupils and his demeanor towards them are treated with details in Muslim ethical literature. The basic principle with regards to pupils' teacher relation is the just and equal treatment of his pupils by teacher

Method of Teaching

According to the Quran and Hadith there are various methods of teaching;

a) Teaching by Preaching, Advice, commandment

b) Teaching by Repetition

c) The dialogue method

d) Teaching by Examples

e) Teaching through Practice and Application

f) Teaching by dictation

Implication of Curriculum

The Quran Curriculum speaks about several areas such as academic learning, value education, technological proficiency, observation of nature, religious education, activity based education and peace education. Education helps in the complete growth of an individual's personality, whereas instruction merely trains an individual or a group in the efficient performance of some task. The implications for present education system some of which are as follows,

- The curriculum should be such that students should be able to achieve the highest level of academic excellence.
- Education for the promotion of the peace, tolerance, and interfaith harmony.
- Students should be able to get knowledge for the betterment of humanity and society
- Minute and keen observation and full attention towards nature should be a part of school curriculum since it leads to the awakening of an intelligence
- Students should be involved in various activities if day- to- day life.
- Students should be able to acquire basic knowledge about how to earn livelihood honesty and live a decent life.
- Curriculum should include mathematics, languages, law, medical science, science

Implication of methods of teaching

After studying the methods of teaching according to the Quran and Hadith, researcher would be able to find out following implications of methods of teaching.

- Involve all the students in the discussion so that total participation of the students can be taken place.
- Try to find out different methods of teaching to make topic interesting.
- Always teach students with several types of easy examples to clarify the contents.
- Teacher has to provide repetition of the topic at proper time
- Dialogue method is very useful when teacher will teach science, social science subjects

- Recitation of poems in language subject
- Teacher has to update himself/herself in knowledge
- Teacher can increases group cohesiveness among students during discussion
- Story telling methods can be used
- Providing certain activities to the students

Implications for the Role of the Teacher

A teacher should have following types of qualities within him/her

-Content mastery

-Piety

-Practice What You Preach

-Close Relation with the students

-Not Be Too Lenient or Too Strict

-Be Creative

-Values According to the Quran

There are some basic values in Islam and Islam preaches to that. A human being cannot live without these basic values. Individuals and states are advised to protect or at least to respect these basic values.

1. Life
2. Religion
3. Eternity
4. Unity
5. Power
6. Truth or Wisdom
7. Knowledge
8. Justice
9. Love
10. Goodness
11. Beauty

CONCLUSION

Islam has holistic view of human development, which views education and knowledge as central. Islam encourages the acquisitions of knowledge and its use for the benefit of humanity. Furthermore, the principles of justice, equality and equity

are important in Islam; by extension this entails acquiring knowledge, wisdom and skills to carryout one's duties. While knowledge is needed to fulfill religious and spiritual responsibilities, it is also highly important for achieving social and economic development, for the wellbeing of the community, and for enduring harmony, freedom and human rights.

The Quran and a Hadith indicate that knowledge and education is important for all Muslims in order for them to fulfill their duties and obligations to Allah and humanity. As such, it is clear that obtaining knowledge and providing equal access to education for all sections of society is central importance in Islam. Wile focusing on economic and social development is focus for international development organizations, Muslim faith based organizations focus mostly on relief work rather than on long term development projects, which would include education. As illustrated above, both the acquisition and the provision of knowledge are obligatory in Islam. Furthermore, education for marginalized groups such as girls and members of disadvantaged sections of the society should have a priority in project planning.

SUGGESTIONS

- Similar study can be conducted by reviewing the other sources related to the present study which are available plenty
- A comparative study with other religious literatures can be done
- he various aspects of the Quranic philosophy of education, viz the awakening of intelligence, the psychological freedom self king in depth study to get detailed understanding of it so that it can be made available for immediate are by the educational practioner.
- In depth study of each Quranic's surah can be done and meaning can be carried out through analysis and interpretation.

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CCE for Economics subject: Need of the hours

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The development of any country depends on its citizens. And role of preparing good citizens depends upon the process of Education. The aim of education system, hence, is to make wholistic development of the child, so that he can contribute in the development of the country. For this purpose, the education system has decided certain objectives at School Levels and Higher Education Levels. To achieve those objectives at different level, teaching learning experience is provided by the teacher and to know to what extent these objectives are achieved evaluation is being done. Here, the evaluation means a systematic process of determining the extent to which instructional objectives are achieved by learners. *[Gronlund (1981)]* The evaluation of subject's learning provides direction to the teacher, students, parents, policy makers, etc. that whether their efforts and investment are in right direction or not. It provides guidance to teachers and students in different way. Evaluation is an imortant aspect of any education process.

The economics is one of the important subjects provided at school level. The economics is not only a branch of social science but it is related with daily life of common people of the world. The objectives of teaching Economics at different levels are decided and here, in this paper the authors have considered the objectives of teaching Economics at Higher Secondary level.

Objectives of Economics Subject

For providing knowledge of Economics subjects at higher secondary school level different objectives are decided. These objectives are as under.

1. Understanding of some basic economic concepts and develop economic reasoning which the learners can apply in their day-to-day life as citizens, workers and Consumers.

2. Realisation of learners' role in nation building and sensitise them to the economic issues that the nation is facing today.

3. To equip with basic tools of economics and statistics to analyse economic issues. This is pertinent for even those who may not pursue this course beyond higher secondary stage.

4. To develop an understanding that there can be more than one view on any economic issue and to develop the skills to argue logically with reasoning.

To achieve these objectives at higher secondary school level teaching learning experiences are provided by the teacher and evaluation carried out to find actual achievement of objectives. The instructional objectives, teaching-learning activities and evaluation are interrelated and inter-dependent. The evaluation of learners helps in deciding the extent of achievement of the objectives. This will also suggest us about the human resource which will be available to the society and will contribute to National Development. So, it becomes imperative that evaluation should be proper. It should be with reference to the objectives of the economic subject.

In this paper, authors have attempted to evaluate the assessment pattern followed for evaluating learning of economics subject at Higher Secondary level (standard-12) by the Gujarat Secondary and Higher Secondary Education Board (GSHSEB). Towards the end some suggestions regarding the innovative ways for evaluating learning of Economic subject are made.

Criteria given by GSHSEB for Evaluation of Economics Subject

The Gujarat Secondary and Higher Secondary Education Board (GSHSEB) have decided certain criteria for evaluating learning of Economic subject. The criteria given for different aspects, like,

- Weightage given to each chapter,
- Difficulty level of questions and

- Types of questions for evaluating learning of economics subject at 12 standards.

On the basis of the given criteria for evaluation, question paper is prepared for evaluating learning of Economic subject. These evaluation criteria are presented as follows.

First Criteria: Weightage given to each chapter

Below table describes the weightage given to each chapter of economic subject at 12 standards.

Weightage given to the chapter

Chapter No.	Name of the Chapter	Weightage (Marks)
01	Importance of Statistical Data in the Study of India's Economic Problems	06
02	Economic Problems	08
03	Economic Growth and Development	06
04	The structure of the Indian Economy	08
05	Infrastructure	08
06	Strategies of Development	08
07	Economic Reforms since 1991	08
08	Population in India	08
09	Poverty in India	08
10	Unemployment in India	08
11	New emerging Issues in Indian Economy (Other Problems)	08
12	Urbanization	08
13	Agriculture Sector in India	08
	Total	100

As per above table, for each chapter, weightage is given in terms of marks out of 100 marks. Out of 13 chapters, 11 chapters have given equal weightage i.e *eight marks* and 2 chapters (i.e., Importance of Statistical Data in the Study of India's Economic Problems and Economic Growth and Development) have given *six marks* weightage for each chapter.

Second Criteria: Difficulty levels of questions

The difficulty levels of question are based on the levels of objectives. The objectives are base for finding out the extent to which these objectives are achieved. The criteria for difficult levels of questions are given in terms of levels of domains covered by the objectives of economics. Therefore, the difficulty levels of questions are given in terms of weightage given to each levels of objectives which is given in following table.

Weightage as per different levels of objectives

Sr. No.	Types of objective	Weightage (%)	Marks
01	Knowledge	35	35
02	Understanding	35	35
03	Application	25	25
04	Skill	05	05
Total		**100**	**100**

The weightage given to different types of objectives show that more importance is given to cognitive domain and very less importance is given to psychomotor domain. The affective domain is totally ignored. In the Cognitive Domain, only three levels are covered; Knowledge, Understanding and Application and more weightage is given to Knowledge and Understanding levels compare to Application level.

Present Evaluation Pattern of Economics Subject

To know the present evaluation pattern, the evaluation pattern was analysed. The analysis of evaluation pattern was carried out with reference to the Objectives of Economics Subject and Criteria given by the GSHSEB. 12th standard Economics question papers of the last five years were analysed as under.

Weightage given to different chapter at different levels of objectives in Question Papers

Chapter No.	Name of the Chapter	Cognitive			Skill	Weightage (Marks)
		Knowledge	Understanding	Application		
01	Importance of Statistical Data in the Study of India's Economic Problems	50%- 60%	50%- 40%	-	-	06
02	Economic Problems	25%- 30%	75%- 70%	-	-	08
03	Economic Growth and Development	50%- 60%	50%- 40%	-	-	06
04	The structure of the Indian Economy	80%- 85%	20%- 15%	-	-	08
05	Infrastructure	75%- 70%	10%- 20%	15%- 10%	-	08
06	Strategies of Development	75%- 70%	15%-10%	10%- 20%	-	08
07	Economic Reforms since 1991	45%- 35%	10%-15%	-	60%- 50%	08
08	Population in India	45%- 30%	10 %-05%	-	60%- 50%	08
09	Poverty in India	80%- 70%	15%- 10%	-	60%- 50%	08
10	Unemployment in India	40%- 50%	-	-	60%- 50%	08
11	New emerging Issues in Indian Economy (Other Problems)	35%- 45%	35%-45%	30%-10%	-	08
12	Urbanization	60%-70%	20%-10%	20%-10%	-	08
13	Agriculture Sector in India	50%-60%	20%-30%	30%-10%	-	08
Total						**100**

From the above analysis of the Economics Question Papers, some findings have emerged, which are described as under.

1. For evaluating learning of economics subject only written examination was conducted at specific time interval and paper pencil test was used. In paper

pencil test, more weightage given to short answers and objective type questions compared to long answer questions.

2. 95% questions were related to cognitive level and 05% questions related to skill level. In cognitive level also more importance was given to knowledge level then the other levels in cognitive domains.
3. Very less importance is given to skill level and mostly plotting graph was asked. Only one item was asked and mostly from the chapters, like, Economic Reforms since 1991, Population in India, Poverty in India and Unemployment in India.
4. Questions related to application level did not make students to apply their knowledge. At application level questions asked, such as, "For the development of economy health service is important". Explain , etc.
5. Objective types of questions were mostly at knowledge level. Long Answer type questions were at knowledge and understanding levels and Shot Answer type questions were at all levels.
6. More importance was given to rote memory and not application of knowledge to daily life.
7. By comparing questions asked in question papers with the objectives of economics subject, it was found that some objectives which focus understanding and development of skill were not assessed.
8. One of the evaluation criteria was different weightage given to different chapter and accordingly question paper decided. Due to students gives more importance to those chapters which has higher weightage compare to other chapters.
9. As per the analysis of last few years papers, It was found that it was not very difficult to score good marks in economics subject because the weightage of knowledge level question was 35 marks, skills was 05 marks which is mostly plotting graph, understanding was 35 marks and very less importance given to application level which was 25 marks. Passing marks was 40 marks and if students attended correctly only knowledge and skill they can pass very easily. So, scoring was not difficult task for students.
10. The focus of students, parents and teachers got shifted because of this kind of evaluation pattern. They gave more importance to marks and not the learning of the concepts. The teacher also trained the students in rote memorizing the

most frequently asked questions.

Further to support finding emerged from the analysis of economics questions papers with reference to the criteria given by GSHSEB focused group discussion was carried out with students of 12th standards. In the focused group discussion, some of questions were asked to the students where they have to apply their theoretical knowledge of economics. The questions which were put to them were very simple related to their day to day life such as:

- *Why does the price of Green Peas in winter and summer differs?*
- *Two friends, Rajan and Raj went to stationary shop for purchasing pen. Raj purchased pen because he did not have a single pen and Rajan purchased pen because he liked to collect different types of pen. From this situation decide who will get more utility from pen and why?*
- *Give the examples to explain what is 'means' and 'ends' in definition of scarcity and many more such questions were put.*

The responses received from the students are classified as per their performance in the examination such as *high achiever, average achievers and poor performers.* The response received from different group of students like - *high achiever, average achievers and poor performers* was disappointing. It was found that none of them were able to apply their theoretical knowledge in practical base situations. Their understanding regarding economics subject was same. The percentage received by them through evaluation system did not indicate their understanding. At the same time when they were asked questions like:

- *Define Scarcity ?*
- *Define Utility?*
- *What is Law of Demand?*

Most of the students of different levels were able to respond to such questions. As they have memorized the definitions.

By these finding, it is clear that today evaluation system is giving more importance to the rote memory and not giving more importance to the development of competencies

which are essential for economic students. If this kind of education is provided to the future youth then we can think what kind of Human Resources will be available to the nation.

Quality of Human Resources received by the Indian economy

After completing School Education, some students opt for Higher Education and some of them go for employment. After completing Higher Education, many of them join corporate sectors, teaching profession where they are expected to use some competencies and knowledge related to economics. By studying economics subject at different level, students needs to develop certain skills and competences with the knowledge of the subject which they can apply for making development of the economy. Today, human resources supplied to the economy having economics knowledge are inadequate as given below.

1. They possess theoretical knowledge of economics.
2. They are not able to relate these theoretical knowledge of economics with daily life.
3. They do not possess skill required in the corporate sector.
4. They find difficulty in adjusting into corporate sector due to lack of practical knowledge.
5. They do not like economics subject.
6. They are not able to take decisions for investment by applying their knowledge related economics subject.
7. They do not find usability of their theoretical knowledge in real world.

Due to such kind of human resources provided by the Education, the development of country gets affected. To make optimum utilization of human resources certain changes are necessary. As mentioned in the objectives of the Economics subject change in different aspects of evaluation pattern needs to be brought. Present evaluation pattern has numbers of loophole.

The authors has made an attempt to prepare an innovative and comprehensive evaluation pattern which can be helpful for achieving objectives of Economic subject and assesses the real competencies of economics students.

Suggested innovative and comprehensive evaluation pattern

To improve quality of economics learning, evaluation pattern needs to be changed. For evaluating learning of economics subject, through paper pencil test some other techniques needs to be introduced.

Firstly, for improving the quality of written examination, quality of questions asked in the paper needs to be improved. Instead of asking direct questions related to economics subject some questions needs to be asked where they have to apply their knowledge related to subject. Interpretative questions wherein students can be asked to analyze data and interpret it. Some of the examples of questions are given below.

1. Write down interpretation for data given below related to population living below poverty line with reference to impact on the economy.

Year	**Population below poverty line (%)**
1973-74	48.15
1999-2000	14.07

2. Total income of the country is Rs. 10,98,39,30,000 and total population of the country is 3,00,00,000, find out Per Capita Income of the country.
3. Below Per Capita Income of the country are given. Write down trend of economical development of the country and compare per capita income of both the county.

Country	**Per capita income ($)**	
	1990	**2000**
India	980	1060
Pakistan	940	931

Secondly, the evaluation should not be done at the end of specific period but it needs to be done through out the year. So that it gives an opportunity to improve if some thing is not in right direction. So, along with the written examination, continuous and comprehensive evaluation needs to be done. To do continuous and comprehensive evaluation, some innovations need to be brought in the teaching learning in the class with reference to the objectives of economics subject. The objectives of economics subject are giving emphasis to development of skills and competencies. Present teaching learning process provides more theoretical knowledge directly. So, instead of providing direct knowledge to the students related to economics subjects, make them to prepare some projects, collect some information from the economy and make them to relate with their daily life with theoretical knowledge of economics. The projects and assignment work done by the students needs to be evaluated with reference to the objectives of economics subject. Few examples of project work and assignment are given below.

1. Prepare chart or project showing impact of population on economy development.
2. Collect data related to employment of male and female in India and tries to find out in which sectors female employment is more than male.
3. Collect data from 20 persons of your locality regarding their daily consumption of various commodities. Then rank the persons on the basis of relatively better off and worse, to get the degree of relative poverty.

Even in the board examination, practical tests similar to practical in Science subjects. The nature of test will differ compared to science as Economics is Social Science.

The practical examination of economic subject can be in terms of their involvement in application of economic subject knowledge. For example, the students can be asked to do some economic activity and earn profit. For this some amount of money can be given as initial investment and then he can be evaluated on the basis of what activity he/she performs, how s/he procures resources, how s/he has fixed the prices and profit margin and how much profit s/he has made at the end of the given time and so on.

Conclusion

Economics subject is such subject which is related with daily life of the people. Due to this learning of Economics subject becomes important. The learning of economics subject needs to be assessed in such a way that it gives real picture. The evaluation needs to be comprehensive and continues. The importance needs to be given to quality of learning and not quantity. Present, evaluation of economics subjects is faulty and it gives importance to percentage and not actual learning of economics subject. The students possessing high percentage in economics examination do not reveal actual learning of the economics subject. The knowledge of economics subject is same in case of ranker student and failed student, when they have to apply economics knowledge in their real life. Present, evaluation pattern evaluates academic literacy and not economic literacy. The purpose of economics subject teaching is to develop competent and skill human resources which could not be able to achieve. So, present Economics evaluation is failed to discriminate students as pass or fail on the basis of actual understanding they have gained regarding economics subject which needs to be change by brining change in evaluation pattern. To achieve objectives of economics subject needs to adopt continues and comprehensive evaluation pattern where is importance is given to understanding and not to the percentage acquired.

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