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A Special issue for the fifth year of our Academy **RAIJMR** & **Rudra Education Trust**

International Journal of Research in all Subjects in Multi Languages (IJRSML)

International Journal of Research in all Subjects in Multi Languages (IJRSML)
UGC Approved

A Special issue for the fifth year of our Academy RAIJMR & Rudra Education Trust

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Ms. V. V. Lakshmi, Head, National Science Library
Phone: 91-11-2686 3759
E-mail: vvlakshmi@niscair.res.in   website: www.niscair.res.in

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International Journal of Research in all Subjects in Multi Languages (IJRSML) is an Print Monthly International Research Journal in **all Subjects** & **all Languages** which publishes high-quality solicited and unsolicited articles in the following subjects under the head of **RET Academy for International Journals of Multidisciplinary Research (RAIJMR).** The major aims of this PRINT journal to enhance the Researchers Articles in Multidisciplinary subjects and Multidisciplinary languages of Regional field(s) at global platform mostly in following subjects.

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Contents

EFFECTIVENESS OF TEACHING LEARNING MATERIAL IN LEARNING OF SELECTED TOPICS OF MATHEMATICS FOR THE STUDENTS OF STANDARD-IX

PATEL PRERAKKUMAR AMRUTLAL
(B.Sc., M.Sc.)
At. : Gothada, Ta: Satlasana, Dist : Mehsana

Abstract:
Education is the integral part of one's life. Education teaches the human being how to live life and how to be happy in life. In the teaching learning process child is at the Centre and the teacher is just facilitator, guide. Null hypothesis that, there will be no positive response of the students of the experimental group towards Learning with teaching-Learning Material Mathematical Techniques was rejected. Therefore, on the basis of observed frequency of all the statements data can be interpreted as, Frequencies for strongly agreement were higher than for agreement, undecided, disagreement and strongly disagreement responses for Learning with teaching-Learning Material Mathematics technique. It clarifies that majority of the students enjoyed with the Learning with teaching-Learning Material technique of Mathematics.

Keywords: Effectiveness, Teaching learning material, learning of selected topics of mathematics, Students of Standard-IX

1   Introduction

Education is the integral part of one's life. Education teaches the human being how to live life and how to be happy in life. In the teaching learning process child is at the Centre and the teacher is just facilitator, guide. But in the present education system, teachers are at the Centre and students are taught using normal methods. Sometimes students are getting bored by this normal method and so many students are giving disrespect to Mathematics and they don't have interest in Mathematics subject just only due to the Conventional Mathematics teaching in classroom.

So there is need of using different methods in classroom which can boost the interest of the students in Mathematics. One or two line methods can be used effectively for solving divisions, reciprocals, factorization, HCF, squares and square roots, cubes and cube roots, algebraic equations, multiple simultaneous equations, quadratic equations, cubic equations, bi-quadratic equations, higher degree equations, differential calculus, Partial fractions, Integrations, Pythagoras theorem, Apollonius Theorem, Analytical Conics and so on. Whole Teaching-Learning Material Mathematics is one method of teaching Mathematics which makes the teaching of Mathematics interesting and will boost the interest of the students.

2   Importance of Teaching-Learnng Marerial Mathematics:

The importance of Mathematics lies in the fact that any type of complex and critical multiplication or division can be done with simplicity. Through this system, students can resort to their own methods, without sticking to any one particular process. Teaching-Learning Material Mathematics presents in front of us a rational and unified structure of mathematics, with harmonizing, easy methods, at par with what most mathematics teachers of today are perhaps looking for - something better to make geometry and calculus easier for pupils. He realized only sixteen sutras cover all branches of mathematics – arithmetic, algebra, geometry, trigonometry, physics, plain and spherical geometry, conics, calculus, both differential and integral, applied mathematics of various kinds, dynamics, hydrostatics, static, kinematics and all.

3   Statement of the Problem

The title of the present study was verbalized as:

Effectiveness of teaching learning material in learning of selected topics of mathematics for the students of Standard-IX

Explanations of Key Words are given as follows.

4   Objectives of the study

The following are the objectives of the study. These objectives are divided into two sections.

    a. To study the text book of Mathematics of class IX of Gujarati Medium School prescribed by GSEB, Govt. of Gujarat, Gandhinagar in order to select for Teaching Mathematics through Conventional Mathematical Techniques and Learning with teaching-Learning Material Mathematical Techniques.

    b. To prepare teaching material accordingly plan of teaching Mathematics and to develop for Conventional Mathematical Techniques and gets its significance by experts.

    c. To prepare teaching material accordingly plan of teaching Mathematics and to develop for Learning with teaching-Learning Material Mathematical Techniques and gets its significance by experts.

    d. To prepare the test to measure achievement in Mathematics.

    e. To study the effectiveness of learning through Conventional Mathematical Techniques and Learning with teaching-Learning Material Mathematical Techniques in relation to mathematical skills in teaching Mathematics among the students at class IX.

5   Operational Definition of terms

Effectiveness:

    The UNESCO definition of Effectiveness (educational) is: An output of specific review/analyses (*e.g.*, the *WASC Educational Effectiveness Review* or its *Reports on Institutional Effectiveness*) that measure (the quality of) the achievement of a specific educational goal or the degree to which a higher education institution can be expected to achieve specific requirements.

    In the present study effectiveness implies the impact measured by student achievement in Mathematics with reference to Teaching-Learnng Marerial Mathematical teaching approach.

Conventional Mathematical Techniques:

    Conventional Mathematics technique means the present teaching of mathematics in the classroom by the teacher as the traditional method of teaching in the classroom i.e. oral work, drill work, written work, assignment technique, programme learning, computer assisted instruction technique.

Method:

    According to Cambridge International Dictionary, method means 'a particular way of doing something.' A 'method' is a set of procedures of a collection of techniques used in a systematic way which it is hoped will result in efficient learning. A method consists of a number of techniques probably arranged in a specific order.

Experimental Group:

    Group of students taught through Learning with teaching-Learning Material Mathematical Techniques experiment considered as experimental group.

Control Group:

    Group of students taught through conventional teaching method during experiment was considered as control group.

Mathematics Achievement:

    Score on Mathematics achievement test developed by Investigator, was considered as the Mathematics achievement.

Achievement Test:

    After the teaching work of six unit of Mathematics subject for Standard IX has been accomplished a teacher-made-test on related content was administrated in order to ascertain the effect of Learning with teaching-Learning Material Mathematical Techniques. This achievement test was of 60 marks contains objective as well as subjective type of items. Here, achievement test was considered as Post-test.

Questionnaire:

In the present study researcher has constructed the Questionnaire to know the opinion of the students of experimental group on the developed Learning with teaching-Learning Material Mathematical Techniques. After the treatment through Learning with teaching-Learning Material Mathematical Techniques to the students of experimental group, the feelings and experience of a student's were collected. These reaction and experience of the students during experiment were termed as opinion.

6   Variables of the Study

Variables are the conditions or characteristics that the experimenter manipulates, controls or observes. The following variables were considered in the present study.

Independent Variables:

The independent variables are the conditions or characteristics that the experimenter manipulates or controls in his attempt to certain their relationship to observed phenomena.

In the present study, the investigator wanted to measure the effect of Conventional Mathematical Techniques, Learning with teaching-Learning Material Mathematical Techniques and Gender on students' achievement in Mathematics. So the following independent variables were considered for the present study.

- Conventional Mathematical Techniques
- Learning with teaching-Learning Material Mathematical Techniques
- Gender: Male and Female
- Habitat: Urban and rural

Dependent Variables:

The dependent variables are the conditions or characteristics that appear, disappear or change as the experimenter introduces removes or change independent variables. In the present study the effectiveness of Learning with teaching-Learning Material Mathematical Techniques and Conventional Mathematical Techniques was measured on students' achievement in Mathematics' so the dependent variable was Achievement in relation to Mathematical skills of Speed, Accuracy and Interest.

Control Variables:

Some independent variables not included in the study may affect the dependent variable. The Investigator has controlled to maintain the validity of research work. In present study two types of control variables will be involved. One is subject related control variables and second is student's personal domain related control variables. The following variables will be controlled during the implementation of the treatment.

Subject related control variables are:

1. Standard
2. Medium
3. Subject
4. Content

7   Hypothesis

Ho$_1$: There will be no significant difference between mean scores among the total sample students of class-IX after learning through Conventional Mathematical Techniques and Learning with teaching-Learning Material Mathematical Techniques in relation to Mathematical Skills.

Ho$_2$: There will be no significant difference between mean scores among the total sample of male students of class-IX after learning through Conventional Mathematical Techniques and Learning with teaching-Learning Material Mathematical Techniques in relation to Mathematical Skills.

Ho$_3$: There will be no significant difference between mean scores among the total sample of female students of class-IX after learning through Conventional Mathematical Techniques and Learning with teaching-Learning Material Mathematical Techniques in relation to Mathematical Skills.

Ho$_4$: There will be no significant difference between mean scores among the total sample of rural students of class-IX after learning through Conventional Mathematical Techniques and Learning with teaching-Learning Material Mathematical Techniques in relation to Mathematical Skills.

8   Limitations of the study

Due to limitations of time, the present study was limited to the following aspects:

- The research tool developed by the researcher himself.
- The nature of present research work is being experimental in nature is restricted only to Radhanpur Taluka of Gujarat State.
- The research was restricted only to Std. IX of Gujarati Medium schools of GSEB, Gandhinagar.
- Present research study deals with comparisons of conventional Mathematics Techniques and Learning with teaching-Learning Material Mathematics Techniques only.

9 Research Methodology and nature of the Study

Research design is an important part of research. The choice of research design depends upon purpose of the study, the resources available and the kind of data that the problem entails. Post-test Experimental research design is preferred when the researcher wants to observe the effects of independent variables on the dependent variable within certain controlled situations. In the present study the researcher has used post-test experimental research method.

Experimental method provides much control and therefore, establishes a systematic and logical association between manipulated factors and observed effects. The researcher defines a problem and proposes a tentative answer or hypotheses. The researcher tests the hypotheses and accepts or rejects it in the light of the controlled variable relationship that he has observed.

(Post-test Non Equivalent True Experimental Control Group Design)

True – experimental designs are used in experimental situations in which it is not possible for the experimenter to assign subjects randomly to groups or exercise full control over the scheduling of experimental conditions. This design is often used where experimental and control groups are naturally assembled groups as intact classes which may be similar. Analysis of co-variance is used to compensate for the lack of equivalency between the groups. The researcher discussed with different subject experts and with the research experts about the design of the study. One experimental and one control group only posttest design can be diagrammed.

10 Population of the study

"Population is the aggregate of all units possessing certain specified characteristics on which the sample seeks to draw inferences". All the students of IX standard of Gujarati Medium Secondary Schools of Radhanpur City for the academic year 2015-2016 following the Gujarat text Board syllabus constitutes the population for the present study.

11 Sample of the study

"The representative proportion of the population is called a sample".

A sample is a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn.

The present study was experimental in nature. Researcher purposively selected Secondary School, Radhanpur for control group.

In the present study, from the available different sampling methods, the researcher has selected the following sampling methods:

1. Purposive Sampling
2. Random Sampling

From the above two methods of sample selection, samples were selected easily from the population.

12 Research Tools

Mathematics Achievement:

Score on Mathematics achievement test developed by Investigator, was considered as the Mathematics achievement.

Achievement Test:

After the teaching work of six unit of Mathematics subject for Standard IX has been accomplished a teacher-made-test on related content was administrated in order to ascertain the effect of Learning with teaching-Learning Material Mathematical Techniques. This achievement test was of 60 marks contains objective as well as subjective type of items. Here, achievement test was considered as Post-test.

Questionnaire:

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13   Data Analysis and Interpretation

In the present study, the researcher studied the effect of independent variable. As an independent variable, the teaching method has two categories: Learning with teaching-Learning Material Mathematical Techniques and Conventional Mathematical Techniques. As dependent variable, academic achievement in Mathematics was covered. It was to be examined, "by using Learning with teaching-Learning Material Mathematical Techniques, whether the academic achievement in Mathematics of the students could be affected or not. This study constitutes the analysis and interpretation of data collected form two schools of Radhanpur City.

The analysis of data was done by applying the following statistical techniques mean, standard deviation and t-test and Chi-Square test. Graphical representation of data was done as an aid to the understanding of phenomenon under study.

The Teacher Made Test was administered as posttest and the data was collected as per the scoring key. Raw scores obtained from posttest were presented in tabular form for the purpose of interpretation. Mean, SD, F – test and ANOVA was counted for each group. Significant of difference between the mean scores of two groups were tested at 0.05 and 0.01 level and found out applying ANCOVA test.

In the present study true-experimental research design was selected Independent variable was teaching methodology which had two levels:

(1)   Teaching through Learning with teaching-Learning Material Mathematical techniques

(2)   Teaching through Conventional Teaching Mathematical Techniques.

Academic achievement in Mathematics was dependent variable. Measurement of academic achievement of the students was done with the help of teacher made post-test which covered 6 topics of Arithmetic and Algebra portion of Mathematics subject. In post-test objective type answer, very short answer type and short answer type were included. Limitation of the marks was zero to fifty. Time duration was of one and half hours.

Besides this, to get the opinion of the students regarding developed VMT an oppinionnaire was constructed. Opinionnaire was given in the students or experimental group only was given to the students of experimental group only who were taught through VMT. Scores obtained were computed by Chi-Square test.

In the present study, scores obtained in the post-test and opinionnaire were collected by the researcher and were saved in data file prepared in MS Excel 2007. These scores were analyzed with the help of MS Excel and SPSS computer programmer Version 17.

Descriptive statistics is used to describe the basic features of the data in a study. To know the statistical features of the data of distribution table is prepared by using SPSS programme. For each group mean, median, mode, standard deviation, skewness, kurtosis, descriptive statistical measures were calculated.

In the present study, after completion of treatment, post-test was administered on the students of both the group and answer sheets were evaluated according to making scheme. After evaluation, obtained scores were saved in data file and were utilized for knowing statistical features of scores of both the groups. Frequency distribution table was prepared for each group and mean, median, mode, standard deviation, skewness, kurtosis, t-test, Chi-Square test and effect size were calculated.

14   Findings of the Study

Major findings of the study are as follows.

- Major findings with reference to post-test of the experiment.
- Major findings with reference to perceptions towards Learning with teaching-Learning Material

Mathematics teaching experiment with reference to Interest.

- **Major findings with reference to post-test of the experiment.**
1. Mean score of Learning with teaching-Learning Material Mathematical Techniques in relation to Mathematical Skills found significant on the sample of total students. Thus, it has been observed that the mean score of the Experimental group of Learning with teaching-Learning Material Mathematical Techniques in relation to Mathematical Skills were found significantly higher than the control group on the sample of total students.
2. Mean score of Learning with teaching-Learning Material Mathematical Techniques in relation to Mathematical Skills found significant on the sample of total male students. Thus, it has been observed that the mean score of the Experimental group of Learning with teaching-Learning Material Mathematical Techniques in relation to Mathematical Skills were found significantly higher than the control group on the sample of total male students.
- **Major findings with reference to perceptions towards Learning with teaching-Learning Material Mathematics teaching experiment with reference to Interest.**

Null hypothesis that, there will be no positive response of the students of the experimental group towards Learning with teaching-Learning Material Mathematical Techniques was rejected. Therefore, on the basis of observed frequency of all the statements data can be interpreted as:

- Frequencies for strongly agreement were higher than for agreement, undecided, disagreement and strongly disagreement responses for Learning with teaching-Learning Material Mathematics technique. It clarifies that majority of the students enjoyed with the Learning with teaching-Learning Material technique of Mathematics.
- Frequencies for strongly agreement were higher than for agreement, undecided, disagreement and strongly disagreement responses for Learning with teaching-Learning Material Mathematics technique. Majority of the students accepts the present statement with strongly agree perception that difficult problems of the mathematics become easier through Learning with teaching-Learning Material technique of Mathematics.

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PROBLEM OF CHILD LABOUR IN INDIA AND CONCLUSIONS, SUGGESTIONS

MAKWANA SWEETIBEN MAHESHKUMAR

Ph.D Student : HNGU. Patan

Abstract:

Recently the International labour organization (ILO 2013) estimated that there are around 215 million children between the ages five to fourteen who work worldwide and often mistreated and Forced to work for prolonged hours in very bad Conditions, which can affect their health physically, mentally and emotionally as well as children do not have the basic rights like access to school or health care or to create their unions child laour refers to the employment of children in any work that deprives children of their childhood interferes with their ability to attend regular school and that is mentally, physically socially or morally dangerous and harmful. In this paper ILO Report Notes Progress in Reducing child labour, the International labour organizational, ILO say that target of eliminative the worst Forms of child labour will not be met by 2016, even though the global number of child labour was reduced by one third between 2000 and 2012 and A newly released ILO report states that 168 millions minors spread over world – wide and still being forced to engage in child labour and same as Indian laws and Constitutional laws and Provisions are discussed.

Keywords ILO Report, Justice, Care and protection of children ACT, child labor and Indian laws and Constitutional laws and Provisions

Introduction:

For many years Child labour has been one of the biggest obstacles to social development It is a Challenge and long – term goal in many Countries to abdish all forms of Child labour. Especially in developing countries, at is Considered as a serious issue these days child labour refers to Children who miss their Childhood and are not able to have the basic amenities which a child should have Recently the International labour organization (ILO 2013) estimated that there are around 215 million children between the ages five to fourteen who work worldwide. They are often mistreated and forced to work for prolonged hours in very bad Conditions. This can affect their health physically, mentally and emotionally. These children do not have the basic rights like access to school or health care or to create their unions child laour refers to the employment of children in any work that deprives children of their childhood interferes with their ability to attend regular school and that is mentally, physically socially or morally dangerous and harmful.

Definitions :

Child :

"According to CRC a child is a person under the age of 18 years, This definition is used when referring to children in all ages even F "adolescents" in some cases would have been more appropriate"

Child labour – As child labour is a social Construal and not a natural phenomenon there is no single, Correct and indisputable definition, this study uses the uses the definition of child labour started by UNISEF

Causes of Child Labour in India:
- Lack of awareness.
- population explosion.
- dowry system.
- Economic reasons
- Profit motive tendency of the employers.
- Misfortune of few children and families and lack of social Security.
- Public apathy to wards this Social evil
- Flaws in the laws.
- Breaking up of joint family.

Sector Where Child Labour are used :

Involvements of child labour are in different sectors such as various industries, establishments, processes and occupations.
- Domestic Work.
- Agriculture Hazardous Industry
- Commercial Sexual Exploitation.
- Packing Industry.
- Mining and quarrying,

ILO Report Notes Progress in Reducing child labour :

The International labour organizational, ILO say that target of eliminative the worst Forms of child labour will not be met by 2016, even though the global number of child labour was reduced by one third between 2000 and 2012.

A newly released ILO report states that 168 million minors spread over world – wide and still being forced to engage in child labour

Indian laws and Consttiutional Provisions :

There are various laws to prohibit child labour in India, Government has also taken several large and administrative steps to address child abuse.
- The Juvenile Justice Care and protection of children ACT, 2002 The

    principal legislation fom The protection of children This ACT was amended in 2006 to ensure better care and protection or children and aims to enhance the protective environment for Vulnerable, neglected and abroad children by providing them care and protection.
- A Special law the protection of children form sexual op fencer ACT –

    2012 has been made to protect all children under the age of 18 years from the offenes of sexual assault, sexual harassment and pornography which come in to force on 14 Nov 2012
- The child labour (Regulation and prohibition ACT, 1986 – prohibits

    employment of children below the age of 14 years in notified hazardous occupations and processed.

Implementation of the integrated child protection scheme – for children in difficult circumstances and for vulnerable children since 2009.
- The Factories ACT 1948.
- The mines ACT 1952.
- The minimum wages ACT 1948.

Protections of children under constitution of India. :

There are some special provisions to protect the child from being exploited these are as following

- Article 15 (3) enables the state to make special provisions for children.
- Article provides protection of life and personal liberty No. person shall be deprived of his life and personal liberty except accordiny to procedure established by law.

Provisions under Indian penal code 1860. :

Section 82 ACT of child under 7 years of age.

Section 83 ACT of child above seven and under 12 of immature understanding

Section 372 – selling minor for purpose of prostitution.

Section 373 – buying minor for purpose of prostitution.

Provision under code of criminal procedure 1973. :

Section 125, order of maintenance of the wives children and (legitimate or illegitimate) whether married or not unable to maintain itself and even after attaining majority when such male person or women resides.

section – 160 : police officer's power to require attendance of witness – No male person under the age of 15 years or women shall be required by any police officer making investigation to attend as witness at any place other than the place in which such male person or women resides section – 437 when hail may be taken in case of none – liable of fence in case of a person under the age of16 years or a women.

Conclusion and suggestions :

On every 14th November children by is celebrated on the birthday of 1st Prime Minister Jawaharlal Nehru. We take oath, promise at large for the welfare development and protection of children but it is a ground reality that only promise and declaration cannot save to this very significant group of our future national asset. If we want to eradicate these heinous social problems we must to have concrete programmes and scheme with full devotion and the implement station of these schemes and programmers is also prorequisite to establish garden future of the nation, children must be protected in every aspect social economic health , cultural to protect against child labour.

Suggestion:

- In urban and developed away special protection should be given to the children and there must be
- a clear cut provision for their education and moral upliftment.
- Child labour should be contacted completely through law awakening and particidtion of people.
- Special attention is needed to curb the problem of unemployment and
- poverty for this problem population explosion needs special attention, this will safe guaral children from running the risk of trafficking and flesh trading.

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A Study of Job-Satisfaction of the Secondary School Teachers

JETAL J. PANCHAL
(M.Sc., M.Ed., M.Phil., NET (Twice))
Assistant Teacher (Maths-Science),
Andapur Primary School, Tal.-Modasa, Distt.-Aravalli-383315

Abstract

The term Job Satisfaction has been in a variety of ways , most often job satisfaction and job attitude are interchangeably. Both are effective reactions of the incumbent towards the job work situation . Female teachers are always trying to adjust and work in the unique atmosphere of the individual school. In all the process of education, teacher is the key-person in the center of the education system. Teacher is an expert, efficient, loving, co-operative, honest, enthusiastic and responsible person. The present study was aimed to carry out to find the level of Job Satisfaction in the following aspect: Intrinsic aspect of Job , salary Promotional avenues and service condition aspect , Physical facilities aspect , institution plans and policy aspect , satisfaction with social status and family welfare , aspect rapport with students aspect and total components of job – satisfaction sample of 185 secondary teachers was selected randomly.

INTRODUCATION

The term Job Satisfaction has been in a variety of ways , most often job satisfaction and job attitude are interchangeably. Both are effective reactions of the incumbent towards the job work situation . They are engaged in at a given time. Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job experience. Job Satisfaction is related but distinguishable from morale and job involvement. Since a job is not entity or physical things , but a comp led of interrelationships of likes , roles responsibilities interaction , incentives and rewards , it has to be intimately related to all of them. In the secondary school first stage of the modeling life of children is began in the educational and social life. Moreover the children of this stage are imitative. Therefore it can be said that if powers lying among female teachers must be prepare in a proper direction, the same may be helpful in development of personality of a person. So it is very necessary to study the personality traits and characteristics of the female teachers in the various context of personality.Human is the social in the nature. In the Indian context female teachers are continuously engaged in her daily life by acting different active role and put herself in the family, society and education field for serving her service of teacher as well as related social relationships, and tries to adjust with the different desirable and undesirable situations. Female teachers are always trying to adjust and work in the unique atmosphere of the individual school. In all the process of education, teacher is the key-person in the center of the education system. Teacher is an expert, efficient, loving, co-operative, honest, enthusiastic and responsible person.

STATEMENT OF THE STUDY

A STUDY OF JOB SATISFACTION OF THE
SECONDARY SCHOOL TEACHERS

OBJECTIVES OF THE STUDY.

- To study the effect of habitat on job satisfaction of secondary school teachers.
- To study the effect of type of school on job satisfaction of secondary school teachers.
- To study the effect of gender on job satisfaction of secondary school teachers

VARIABLES OF THE STUDY

: .VARIABLE

No.	VARIABLE	TYPE OF VARIBLE	LEVELS
1	Habitat	Independent	Urban rural
2	Type of school	Independent	Government. Private
3	Gender	Independent	Male Female
4	Score of job satisfaction scale	Dependent	-

HYPOTHESIS OF THE STUDY

- There will be no significant difference between the mean score of the Urban Area habitat and rural area habitat teachers on the Job satisfaction scale.
- There will be no significant difference between the mean score of the Government schools and private school teachers on the Job satisfaction scale.
- There will be no significant difference between the mean score of the male and female teachers on the Job satisfaction scale.

METHODOLOGY

The survey method was adopted to conduct the research.

SAMPLE

The sample for the present study from Ahmedabad district of a total sample of 185 teachers comprising of 80 male and 105 female was selected randomly selection by using lottery system basis during the year of 2016-17.

RESE ARCH TOOL

The tool named as Job Satisfaction rating scale was prepared by the investigator for teachers of secondary schools in which economic matters, working conditions, supervision, Benefits, working with co-workers, principals, students institutional facilities and society are like as statement were divided in to ten components for the present study. There were 65 items were given to experts. Finally scale having 55 items in which 29 were positive which indicate positive negative, which is highly reliable and valid.

DELIMITATION OF THE STUDY

The scope of the present study is selected very extensive with reference to characteristics of personality, adjustment and job-satisfaction of female secondary teacher, researcher had delimited the limits of the study are given as follows. Present study is delimited to the only male and female teachers from the secondary school education from Ahemdabad city from the Gujarat state, with reference to

preparation of tools in Gujarati Medium only and for the teachers from the secondary school education serving during their academic year of 2010-11.

DATA COLLECTION AND ANALYSIS

Data collection and analysis were carried out on the following heads.

1.   Effect of Habitat on Job satisfaction of Secondary School teachers:
2.   Effect of type of school on Job satisfaction of Secondary School teachers:
3.   Effect of Gender on Job satisfaction of Secondary School teachers:

The data were collected by using a job satisfaction rating scale for teachers Interpreting the data ,following observation were found.

Table No 1
Statistical description

No.		N	MEAN	SD	SED	t-Value
1	Urban	68	204.56	22.73	3.51	6.58
	Rural	117	211.14	23.46		
2	Government	100	229.77	10.54	4.01	45.82
	Private	85	183.95	35.65		
3	male	80	213.2	32.24	4.98	7.9
	female	105	205.3	35.26		

1   Effect of Habitat on Job satisfaction of Secondary School teachers:

From the above table no. 1 it is evident that the mean score and SD of urban area habitat secondary teachers are found 204.56 and 22.73 while mean score and SD of rural area habitat secondary teachers are found 211.14 and 23.46. Calculated t-value found 6.58 with 3.51 standard error of mean, which is significant at 0.01; level of significance. Hence it can be said that the mean score of the rural habitat secondary teachers towards Job Satisfaction rating scale were found significantly higher than the mean score of urban area habitat teachers on job satisfaction rating scale. So, Ho1 is rejected as: "*There will be no significant difference between mean score of urban habitat and rural area habitat secondary teachers on job satisfaction rating scale.*"

2   Effect of type of school on Job satisfaction of Secondary School teachers:

From the above table no. 1 it is evident that the mean score and SD of secondary teachers from the government school are found 229.77 and 10.54 while mean score and SD of secondary teachers from private school are found 183.95 and 35.65. Calculated t-value found 45.82 with 4.01 standard error of mean, which is significant at 0.01; level of significance. Hence it can be said that the mean score of the secondary teachers from the government school towards Job Satisfaction rating scale were found significantly higher than the mean score of secondary teachers from the private school on job satisfaction rating scale. So, Ho2 is rejected as: "*There will be no significant difference between mean score of teachers from government school and private school secondary teachers on job satisfaction rating scale.*"

3   Effect of Gender on Job satisfaction of Secondary School teachers:

From the above table no. 1 it is evident that the mean score and SD of male secondary teachers are found 213.2 and 32.24 while mean score and SD of female secondary teachers are found 205.3 and 35.26. Calculated t-value found 7.9 with 4.98 standard error of mean, which is significant at 0.01; level of significance. Hence it can be said that the mean score of the male secondary teachers towards Job Satisfaction rating scale were found significantly higher than the mean score of female secondary

teachers on job satisfaction rating scale. So, Ho3 is rejected as: "*There will be no significant difference between mean score of male and female secondary teachers on job satisfaction rating scale.*"

Conclusion:

From the above study it is generalized that mean score of the rural habitat secondary teachers towards Job Satisfaction rating scale were found significantly higher than the mean score of urban area habitat teachers on job satisfaction rating scale. Mean score of the secondary teachers from the government school towards Job Satisfaction rating scale were found significantly higher than the mean score of secondary teachers from the private school on job satisfaction rating scale. Mean score of the male secondary teachers towards Job Satisfaction rating scale were found significantly higher than the mean score of female secondary teachers on job satisfaction rating scale. Hence it can be conclude that the habitat, type of school and gender of the secondary teachers are very responsible variables of affecting factors to the job satisfaction of the secondary teachers.

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PROBLEMS RELATED TO MENTAL HEALTH OF TEACHING PROFESSIONALS & ITS REMEDIES

Trupti Upadhyay
Asst.prof. Soorajba B.Ed College, Kadi

Abstract

Mental health problems can affect the way you think, feel and behave. Some mental health problems are described using words that are in everyday use, for example 'depression' or 'anxiety'. This can make them seem easier to understand, but can also mean people underestimate how serious they can be. A mental health problem feels just as bad, or worse, than any other illness – only you cannot see it. There are also a lot of different ideas about the way mental health problems are diagnosed, what causes them and which treatments are most effective. However, despite these challenges, it is possible to recover from a mental health problem and live a productive and fulfilling life. It is important to remember that, if you have a mental health problem, it is not a sign of weakness.

Keywords: Mental health problems, affect, way of thinking, feel and behave, productive and fulfilling life, Poor interpersonal relationships, Low self-esteem, Poor management of stress, Identity issue, Poor eating habits, Mistrust, Depression

Mental health of teachers:-

Each of these has the potential to be a further source of stress in a teacher's working life. One would think that teachers would be very clear about what their role was within a school. The role of a teacher is pretty self-evident. Well, although the core function of classroom teaching is pretty clear, the role of a teacher beyond that is often far from well defined. In some schools, this is handled well by the head teacher but many leave a lot to be desired.

It is ironic that, in the drive to improve standards in schools, the maintenance of good relationships and support systems is often neglected. Where care is taken to value employees, motivation levels rise and turnover both fall. It makes good sense to make sure good relationships are fostered, support systems are good and roles are clear.

It's also true that what is expected and required of teachers has changed greatly in the last 20 years. Before 1990 many thought that teachers had far too much autonomy. If anyone thinks that is the case now, they know little about the work of today's teachers.

The issues which the teachers have identified are placed in the following categories:

- Poor interpersonal relationships
- Low self-esteem
- Poor management of stress
- Identity issue
- Poor eating habits
- Mistrust
- Depression

mental health and mental illness is not the same thing; but they are also not mutually exclusive. A fundamental difference between mental health and mental illness is that everyone has some level of mental health all of the time, just like physical health, whereas it is possible to be without mental illness. Mental health problems range from the worries we all experience as part of everyday life to serious long-term conditions. The majority of people who experience mental health problems can get over them or learn to live with them, especially if they get help early on. That effective teacher–student relationship in the classroom is necessary for the students' holistic development and therefore teachers'

awareness and understanding of their own behavior and by extension their mental health status is critical.

kinds of mental health problems

Below mental health problems

➢ **Depression**

Depression lowers your mood, and can make you feel hopeless, worthless, Unmotivated. It can affect self-esteem, sleep, appetite . It can also interfere with daily activities and, sometimes, physical health. In its mildest form, depression can mean just being in low spirits. It doesn't stop you leading a normal life, but makes everything harder to do and seem less worthwhile. At its most severe, major depression can be life-threatening, and make you feel suicidal.

• **Anxiety**

Anxiety can mean constant and unrealistic worry about any aspect of daily life. If you are feeling anxious, you may feel restless, experience sleeping problems and possibly physical symptoms; for example, an increased heart beat, an upset stomach. If you are highly anxious, you may also develop related problems, such as a phobia or obsessive-compulsive disorder.

➢ **Phobias**

A fear becomes a phobia when you have an exaggerated or unrealistic sense of danger about a situation or object . You will often begin to organize your life around avoiding the thing that you fear. The symptoms of phobias are similar to anxiety.

1. **Eating problems**

If you have an eating problem, you may find yourself eating too much or too little. You may deny yourself anything to eat, even when you are very hungry, or you may eat constantly. The subject of food or how much you weigh is likely to be on your mind all the time. Anorexia, bulimia, bingeing and compulsive eating are some of the most common eating problems.

9. **Self-harm**

Self-harm is a way of expressing very deep distress where you take actions to cause yourself physical pain. You may not know why you self harm, but it can be a means of communicating what you can't put into words or think clearly about. After self harming, you may feel better able to cope with life again, for a while, but the cause of your distress is unlikely to have gone away.

1. **Personality disorders**

You may receive this diagnosis if you find it difficult to change patterns of thinking, feeling and behaving. You may have a more limited range of emotions, attitudes and behaviors with which to cope with everyday life. This might make your life difficult or affect the people around you.

Some like this problems :-

• Eating or sleeping too much or too little
• Pulling away from people and usual activities
• Having low or no energy
• Feeling like nothing matters
• Having unexplained pains
• Feeling helpless or hopeless
• Smoking, drinking, or using drugs more than usual
• Feeling unusually confused, forgetful, angry, upset, worried, or scared
• fighting with family and friends
• memories you can't get out of your head
• Hearing voices or believing things that are not true
• Thinking of harming yourself or other

causes of mental health problems

- childhood abuse, trauma, violence or neglect
- social isolation, discrimination
- the death of someone close to you
- stress

- homelessness or poor housing
- social disadvantage, poverty or debt
- unemployment
- caring for a family member or friend
- a long-term physical health condition
- physical causes

Recover mental health problem

It is possible to recover from mental health problems and many people do. Most people experiencing a common mental health problem see their symptoms pass quite quickly. Symptoms may return from time to time but people are often more able to manage them after the first experience. With more serious mental health problems, people also usually find a way of managing their condition. For many people, getting better does not mean going back to a previous life, but might mean making choices to live differently and having power over areas of life that seemed out of control before. Deciding what would mean you were feeling better or how to manage condition is personal and depends on life circumstances.

૧. Self – help techniques

Self-help techniques can be effective in managing the symptoms of many mental health problems and for some people mean that no other treatment is needed. Making changes to general lifestyle may also help to prevent some problems from developing or getting worse. However, it's important to remember that there is unlikely to be an instant solution. Recovering from a mental health problem is likely to take time, energy and work.

❖ Maintain your social life

Feeling connected to other people is important. It can help you to feel valued and confident about yourself, and can give you a different perspective on things. Think about the interactions you have every day with family, friends, colleagues, neighbors or people you haven't met before. Spending a little more time on relationships you're interested in can really give you a boost.

❖ Use peer support

Talking to people who have had a similar experience or share similar feelings can be a massive support. a social media site or a support group. Peer support offers many benefits, such as feeling accepted for who you are, increased self-confidence, the value of helping others, information and signposting, and challenging stigma and discrimination.

1. Be active

Doing regular physical activity can be very effective in lifting your mood and increasing your energy levels, and it is also likely to improve your sleep. Physical activity stimulates chemicals in the brain called endorphins, which can help you to feel better. Although you may not feel like it to start with, try to do 20 minutes of physical activity a day. It does not have to be very sporty to be effective. Walking at a reasonable speed and taking notice of what is around you is a good start.

1. Arts therapies

Arts therapies are a way of using the arts – music, painting, dance, voice or drama – to express and understand yourself in a therapeutic environment with a trained therapist. Arts therapies can be especially helpful if you find it difficult to talk about your problems and how you are feeling.

1. Talking treatments

Talking treatments provide a regular time and space for you to talk about your troubles and explore difficult feelings with a trained professional. This can help you to deal with specific problems, cope with a crisis, improve your relationships, or develop better ways of living.

Nongovernmental organizations

There are perhaps thousands of consumer and professional groups for individuals with mental health disabilities and their families in many countries of the world. These groups have had a vital role in raising the awareness of mental health issues, reducing stigma and discrimination, and advocating for appropriate legislation.

Jobs and other meaningful activities are important for a person to be included in the social and economic mainstream. Recently, there has been impetus by some NGOs to frame the discussion and advocacy of

mental health issues within a "human rights" perspective. Often NGOs work closely with government agencies, business groups, corporate sponsors and community-based mental health services. They are an important source of expertise and provide opportunities to reach people with mental health problems.

Strategies to promote positive mental health by schools

Schools offer important opportunities to prevent mental health problems by promoting resilience. Providing pupils with inner resources that they can draw on as a buffer when negative or stressful things happen helps them to even in the face of challenges. This is especially true for children who come from home backgrounds and neighbor hoods that offer little support. In these cases, the intervention of the school can be the turning point. Having a 'sense of connectedness' or belonging to a school is a recognized protective factor for mental health. 'emotional literacy', 'emotional intelligence', 'resilience', 'character and grit', 'life skills', 'violence prevention', 'anti-bullying', and 'coping skills'.

Schools use various strategies, some of which are listed in more detail below, to support pupils who are experiencing high levels of psychological stress or who are at risk of developing mental health problems. This additional support may come from within the school or require the involvement of specialist staff or support services.

School services tend to take the form of qualified counselors having specific one-to-one sessions with pupils, and often counselors will undertake targeted group work with pupils. Counseling in secondary schools is frequently delivered as a talking therapy, drawing on creative approaches where helpful and necessary. In primary schools, in addition to talking therapies, support is often provided through non directive play therapy.

Positive mental health allows people to:

2. Realize their full potential
3. Cope with the stresses of life
4. Work productively
5. Connecting with others
6. Staying positive
7. Getting physically active
8. Helping others
9. Getting enough sleep
10. Developing coping skills

Conclusion:-

It is clear that there are many factors involved in addressing the importance of work for people with mental health problems, as well as identifying effective practices that encourage employment, re-employment and retention. Social support systems, mental health professionals and employers all have good role in helping individuals define options, make choices, learn to manage potentially disabling conditions, and avoid long-term hospitalization. Given the importance of work, and due to advances made in the prevention, treatment and rehabilitation of persons with mental health problems, it makes sense to address all aspects of the mental well-being of employees.

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ENTREPRENEURSHIP CHALLENGES IN 21ST CENTURY

BHAVIK. K. PATEL
STUDENT
Research Scholar HNG University: Patan

ABSTRACT

Entrepreneurship is one of the most meaningful renewed movements of our time. **Peter Drucker**, the eminent author of numerous books on entrepreneurship calls this revival the most significant economic event of our time. Entrepreneurs are the ones who make economic gains from innovative ideas and creative efforts. In order to make entrepreneurship development more effective during the next century it is important to trace the historical process of entrepreneurship. In this paper we are understand that which kind of challenges will be require for the better entrepreneurship. Here we have identifying the entrepreneurial skills followed by the efforts by certain level. However, in the process of entrepreneurship development value addition is an important element. The present set of entrepreneurship development programmers in the country need to take steps in the direction of correcting the weaknesses, particularly with a view to developing skills suited to the 21st century entrepreneur. A comparison of the present entrepreneur with that of the 21st century entrepreneur is indicative enough to necessitate a review of the existing methods and skills and newer approaches to the deployed for entrepreneurship development in the country.

Keywords: Entrepreneurship, movements, economic gain, present entrepreneur with that of the 21st century entrepreneur, characteristics of an entrepreneur

INTORDUCTION

Entrepreneurship is a process undertaken by an entrepreneur to augment his business interests. It is an exercise involving innovation and creativity that will go towards establishing his/her enterprise. One of the qualities of entrepreneurship is the ability to discover an investment opportunity and to organize an enterprise, thereby contributing to real economic growth. It involves taking of risks and making the necessary investments under conditions of uncertainty and innovating, planning, and taking decisions so as to increase production in agriculture, business, industry etc.

Looking at the various roles played by man in the process of economic development, it becomes clear that man is always at the centre of economic activities. The role played by man can be considered the most important and key role. This role of man is directly related to the industrial development. Thus, industrial development, as a part of economic development is dynamic process of higher level and rapid changes take place constantly which create risks in industries and business.

In the 1990s, India exerted greater efforts to promote and nature entrepreneur attempts at various levels have taken place to directly or indirectly promote entrepreneurship. Indians have entrepreneurial capacity. First entrepreneurship has been encouraged in India by systematic attempts at removal of state imposed structural and regulatory roadblocks. On the contrary, the fate of the producer, particularly small and marginal farmers, hangs, in the balance post harvest, when he looks for the market. Therefore, the biggest challenge in the Indian agriculture sector is how to make numerous small farmers with low marketable surplus as a part of the total value chain.

MEANING OF ENTREPRENEURSHIP

With change in time, industrial system became more complex and so instead of limited functions done by an entrepreneur previously, today, the scope of his functions has expanded. Hence, even the interpretation of entrepreneurship has also expanded. With the expansion of scope of an entrepreneur's

functions in this time many other qualities have been added in the interpretation of entrepreneurship. **"Eligibility or qualification of an entrepreneur for taking risks, facing uncertainties, controlling industry by taking leadership for founding a new industry or capacity to guide, inventing and working with progressive ideology means entrepreneurship."**

Some other authors have given different definitions of entrepreneurship in order to explain the concept of dynamic entrepreneurship with reference to changing conditions. Now let us discuss the definition.

DEFINITIONS OF ENTREPRENEURSHIP
CONCISE OXFORD DICTIONARY:
It is said here that, "Entrepreneurship means eagerness initiating tendency and patience for enterprise."
J.E. STEPANEK:
He says that, "Entrepreneurship means strength for risk bearing, capacity for managing and desire for introducing diversity and innovation" : H.W. JOHNOSON:
He says that, "Entrepreneurship is a composite of three basic elements-invention, innovation and adaptation." : JOSEPH SCHUMPETER:
He says that, "Entrepreneurship is innovation. It is not the work of ownership but of leadership." :
PETER F. DRUCKER:
He says that, "Maximization of opportunities is meaningful in business, indeed a precise definition of entrepreneurship job".

WHO IS ENTREPRENEUR ?
The entrepreneur as a person brings in overall change through innovation for the maximum social good. Human values remain scared and inspire him to serve society. He has firm belief in social betterment and he carries out this responsibility with conviction. In this process, he accelerates personal, economic as well as human development. The entrepreneur is a visionary and an integrated man with outstanding leadership qualities. With a desire to excel, he gives top priority to research and Development. He always works for the well-being of the society. More importantly, an entrepreneurial activity encompass all fields/sectors and fosters a spirit of enterprise for the welfare of mankind.

An entrepreneur means the person who starts his won new and small business. Entrepreneur is a person who has property and power. This means any person who is the owner of a business and is responsible for its management is called entrepreneur.

ENTREPRENEUR	ENTREPRENEURSHIP	ENTERPRISE
⇩	⇩	⇩
PERSON	PROCESS OF ACTION	OBJECT
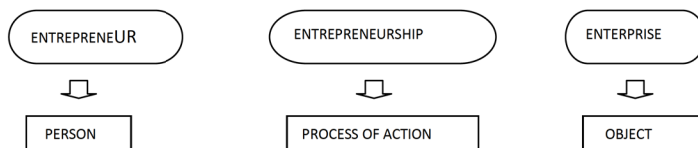
DIFFERENCE BETWEEN ENTREPRENEUR AND ENTREPRENEURSHIP
The term entrepreneur is used to describe men and women who establish and manage their own business. The process involved is called entrepreneurship. Entrepreneurship is an abstraction whereas entrepreneurs are tangible people. Entrepreneurship is a process and an entrepreneur is a person. Entrepreneurship is the outcome of complex socio-economic, psychological and other factors. Entrepreneur is the key individual central to entrepreneurship who makes things Happen. Entrepreneur is the actor, entrepreneurship is the act. Entrepreneurship is the most effective way of bridging the gap between science and the market place by creating new enterprises. An entrepreneur is the catalyst who brings about this change.

EMERGENCE OF ENTREPRENURIAL CLASS :
Entrepreneurial class is a very important and inevitable factor for the development of any nation. Looking from the historical point of view entrepreneurial class has contributed in the initiation of socio-economic development process and as the leader for marinating changes.

Entrepreneur incarnates events. He continuously hopes for work. He is a progressive person without him, no event is possible neither any activity nor any progress. "New entrepreneur is like a

child whose imagination gives joy but its birth is very difficult and painful." It means imagination of an entrepreneur is a subject of joy like the imagination of a lovely and dear child. But story of emergence of entrepreneur is painful and difficult situations.

Emergence of entrepreneurial class from divided in two ways,

➢ Emergence and development of entrepreneurial class at the world level.
➢ Emergence and development of entrepreneurial class in India.

ENTREPRENEURIAL ENVIRONMENT

Entrepreneurship environment refers to the various facets within which entrepreneurs – big, medium, small and others have to operate. Future of any enterprise is not determined only by its factors or property but it depends on the constant development of the enterprise. For the existence and development o enterprise. Study of environment is very necessary. In order to analyses the enterprise or any new business opportunity, analysis of environment is necessary. Entrepreneurial environment is broadly classified into six important segments are as follows,

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ENVIRONMENT
    POLITICAL
    ECONOMIC
    SOCIAL
    TECHNOLOGICAL
    LEGAL
    CULTURAL
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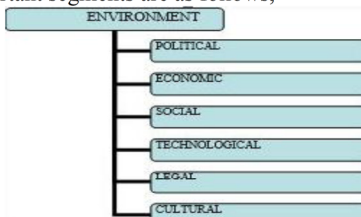
ENTREPRENEURIAL DEVELOPMENT

Many governments in developing countries recognize that small and medium-scale industries continue to play an important role in their socio-economic development. The most commonly adopted approach to entrepreneurship development is training. The entrepreneurial development is a key to achieve overall economic development through higher level of industrial activity. Entrepreneurial development is a process in which persons are injected with motivational drives of achievement and in sight to tackle uncertain and risky situations especially in business undertakings. The process of entrepreneurial development focuses on training, education, re orientation and creation of conducive and healthy environment for the growth of enterprises.

IDEAL ENTREPRENEUR

An ideal entrepreneur is one who combines values in the market economy, that profits do not some how prevent behavior. Entrepreneurship is not confined to industry and is needed in all activities. He followed in agriculture among the cultivators, small and large s seen by all today. The need for entrepreneurship is even greater in management of government, more so as it is the largest entrepreneur.

India has proud record of entrepreneurship. Its present status in the industrial world is its proof. It has now to prepare itself for entrepreneurship of a different order. Every successful company stands on one imagination which is treated seriously in the market for which the company has to rove many matter like increase satisfaction of the costumer, reduce production cost and time, improve the leel of customer etc. strategies are the basis for the success and the most important thing is to make unique place in the market. This strategy, rules and ideals should be framed in the information system of the company.

CHARACTERISTICS OF AN ENTREPRENEUR

The characteristics of an entrepreneur that contribute to successes are the result of his achievement motivation. Entrepreneur is the initiator in the development of the economic system of any country. Economic development becomes possible because of his insight, skill and capacity of accepting challenges. ARTUR COLE says that, "To study entrepreneur means to study the main character of economic activities."

Entrepreneurs who possesses the skills including leadership, risk bearing, decision making, business planning and many other skills like these. All these things or qualities found in an

entrepreneur are known as characteristics, and we can see a clear picture of what an entrepreneur really is.

1. Leadership
2. Avoidance of Risk
3. Decision-making
4. Business planning
5. Other characteristics

ENTREPRENEURS ACCORDING TO THE TYPES OF BUSINESS

Entrepreneurs are founding various types of business occupations of varying size. We may broadly classify them follows.

Business Entrepreneur:
They are individuals who conceive an idea for a new product or service and then create a business to materialize their idea into reality. In a majority of cases, entrepreneurs are found in small trading and manufacturing business and entrepreneurship flourishes when the size of the business is small.

Trading Entrepreneur:
Trading entrepreneur is one who undertakes trading activities and is not concerned with the manufacturing work. These entrepreneur demonstrate their ability in pushing many ideas ahead to promote their business.

Industrial entrepreneur:
Industrial entrepreneur is essentially a manufacturer who identifies the potential needs of customers and tailors a product or service to meet the marketing needs. He is found in industrial units as the electronic industry, textile units, machine tools or video cassette tape factory and like.

Corporate entrepreneur:
Corporate entrepreneur is person who demonstrates his innovative Skill in organizing and managing corporate undertaking. A corporate entrepreneur is thus an individual who plans, develops and manages a corporate body.

Agricultural entrepreneur:
These entrepreneurs who undertake agricultural activities as raising and marketing of crops, fertilizer and other inputs of agriculture. they are motivated to raise agricultural through mechanization, irrigation and application of technologies for dry land agriculture products.

India Social Entrepreneurship Journey
In the development of sericulture industry, the role of State Governments has customarily been the expansion of sericulture activity and provision of farmer level extension as well as other support services, including credit facilitation. India being blessed with prevalence of favorable climatic conditions, Karnataka, Andhra Pradesh, Tamil Nadu, West Bengal and Jammu & Kashmir, which accounts for major share in production of mulberry raw silk in the country. Muga is twined with the culture of Assam and has the monopoly. In the recent years, muga rearing is extended to other states like Mizoram, Arunachal Pradesh, Manipur, Uttarakhand, Andhra Pradesh, and West Bengal. Now, as a result of growing realization, sericulture is gaining ground in non-traditional areas too.

For the development of sericulture, State Governments have been implementing various developmental schemes like supply of chawki silk worms to the farmers at subsidized rate; development of mulberry gardens and distribution of high yielding mulberry saplings to the farmers; supply of quality disinfectant material; capacity building of the farmers; assistance for the construction of rearing sheds; supply of tool and equipments; incentives for setting up of reeling units and marketing supported.

Entrepreneurship Challenges in 21st. Century
The definition of entrepreneurship has been debated among scholars, educators, researchers, and policy makers since the concept was first established in the early 1700's. The term "entrepreneurship" comes from the French verb "entreprendre" and the German word "unternehmen", both means to "undertake". Bygrave and Hofer in1891 defined the entrepreneurial process as 'involving all the

functions, activities, and actions associated with perceiving of opportunities and creation of organizations to pursue them'.

Entrepreneurship begins with action, creation of new organization. This organization may or may not become self-sustaining and in fact, may never earn significant revenues. But, when individuals create a new organization, they have entered the entrepreneurship paradigm. In India one must take stock of entrepreneurship development programmers and a SWOT analysis could be one of the tools.

A very effective method in the facilitation of a scientific analysis of entrepreneurship came through the original work of **McClleland**. He has rightly hypothesized that the need for achievement, i.e., the entrepreneurial potential is the psychological factor which engenders economic growth as well as decline. The sense of high achievement and motivation introduced by the entrepreneurs brings about the required necessities in society, transform the trend of economic thinking, which is necessary to bring about the economic development. Researches by McClelland and many others have produced ample evidence to point to a close relationship between economic development of countries and the prevalence of entrepreneurship among their peoples. Entrepreneurship is not new to India. Many Indians, both within the country and in other countries, have proved to be successful entrepreneurs.

Present entrepreneur	21st Century entrepreneur
1. Planner	1 Visionary
2. Organizer	2 Leader
3. Controller	3 Strategist
4. Motivator	4 Learner
5. Risk-taker	5 Builder
6. Stake holder	6 Achiever
7. Profit maker	7 Value provider (profit giver)

THE CORPORATE ENTREPRENEUR

We all know the industry need to grow and government around the world are pledging many activities to support the governance of corporate. In corporate governance it should be need for different leadership changes at the stages of employee and motivate to them in different stage. Everyone in an enterprise must be innovative, that is only way that the enterprise will be able to change fast enough to meet the demands of its customers stay technologically competent, effectively deal with competition, respond to the pressures of changes both government and corporate.

Skill and Competencies of the Corporate Leader

CORPORATE ENTREPRENEUR

Visionary Entrepreneur	Traditional Entrepreneur
Set an inspirational vision	Natural energy and enthusiasm
Clarity in communicating	Highly attuned to global cultural sensitivities
Trust confidence and belief	Highly attuned to global cultural sensitivities
Passion for building a business	Flexible-always find a way
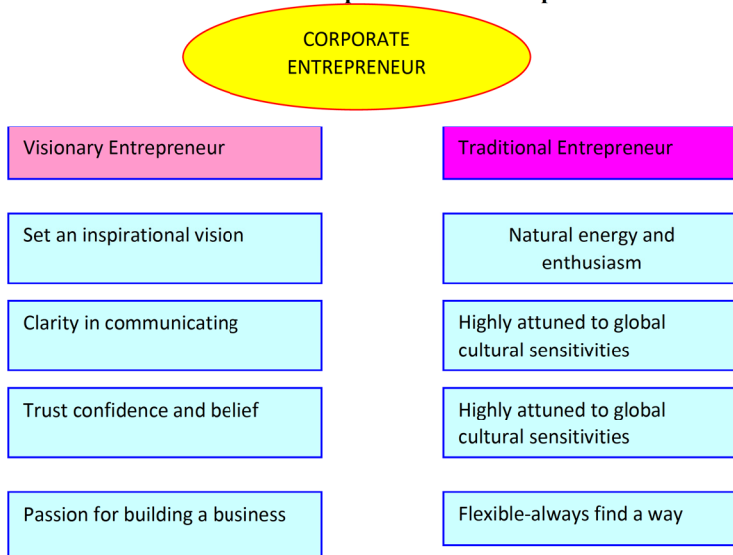
Today's companies are expected to function as good corporate citizens. Corporate citizens. Corporate citizenship requires companies to carry out their business in socially responsible way. Social responsibility refers to keeping interest of various sections of society congruent with the company's business operations. The scope and dimensions of social responsibility that companies are expected to fulfill varies depending upon how developed the countries are in which the are operating.

INFORMATION TECHNOLOGY

IT consultants have had a significant role to play in how IT has been embrace by entrepreneurship. Their traditional role has been to help companies gear up their IT systems to match the requirement of it use in the company's operation.it consulting covers the following services:

A. Development of an information systems strategy
B. Audit of IT management practices and processes
C. Developments of information systems
D. Comparison of competing software systems
E. Selection of vendors

Conclusions

Entrepreneurship development more effective during the next century it is imperative to revamp the existing setup. There is a need to change the thinking. As it is axiomatically said, everything has changed but our thinking. Unless this change takes place, it will be difficult to pave way for creation of entrepreneurs to take on tomorrow. New means of communication and information should be adopted for this. Time has come to review the entire gamut of entrepreneurship development in the light of globalization and the new economic policy. Entrepreneurship development should be an integral part of school education at plus-two level: the idea is to catch them young. The challenges now facing business and society are monumental as whole industries transform themselves or become obsolete. More than any other development in this century, information technology is providing fuel for the fire of innovation and changing the world. It is entrepreneurialism that takes this fuel and breathes new life into the fire. Corporate entrepreneurship principles in the young leaders of the next century. These skills will not only ensure that the solutions for climate change grow to scale, but will surely also help traditional sectors renew and expand.

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A STUDY OF EFFECT OF CREATIVITY ENHANCING TEST ON TEACHERS ATTITUDES TOWARDS CREATIVE TEACHING AND LEARNING

DR. HARESHKUMAR B. BHAMBHANIYA

Assistant Teacher

Shrimati V.P.G. Girls High School : Dhari

Abstract

Creativity is a phenomenon whereby something new and somehow valuable is formed. The created item may be intangible (such as an idea, a scientific theory, a musical composition, or a joke) or a physical object. In this research paper Gender wise male and female, habitat-wise rural and urban habitat, experience-wise and total sample on the mean score of teachers on post-test are found significantly higher than the mean pre-test on Creativity Enhancing Test.

Introduction

Creativity is a phenomenon whereby something new and somehow valuable is formed. The created item may be intangible (such as an idea, a scientific theory, a musical composition, or a joke) or a physical object (such as an invention, a literary work, or a painting). Scholarly interest in creativity is found in a number of disciplines: engineering, psychology, cognitive science, education, philosophy (particularly philosophy of science), technology, theology, sociology, linguistics, business studies, song writing, and economics, covering the relations between creativity and general intelligence, personality type, mental and neurological processes, mental health, or artificial intelligence; the potential for fostering creativity through education and training; the maximization of creativity for national economic benefit, and the application of creative resources to improve the effectiveness of teaching and learning.

Objectives

1. To study the effectiveness of Creativity Enhancing Test Higher Secondary School Teachers towards creative teaching and learning.
2. To study the effectiveness of Creativity Enhancing Test Male Higher Secondary School Teachers towards creative teaching and learning.
3. To study the effectiveness of Creativity Enhancing Test Female Higher Secondary School Teachers towards creative teaching and learning.
4. To study the effectiveness of Creativity Enhancing Test Higher Secondary School Teachers with experience < 10 years towards creative teaching and learning.
5. To study the effectiveness of Creativity Enhancing Test Higher Secondary School Teachers with experience > 10 years towards creative teaching and learning.
6. To study the effectiveness of Creativity Enhancing Test Rural habitat Higher Secondary School Teachers towards creative teaching and learning.
7. To study the effectiveness of Creativity Enhancing Test Urban habitat Higher Secondary School Teachers with towards creative teaching and learning.

Sample of the Study:

The sample of 125 High and Higher Secondary School Teachers has been properly drawn from Amreli districts employing suitable sampling techniques, namely, stratified random sampling and cluster sampling.

Tools and Techniques:

Self-Made on Creative Teaching and Learning to measure the attitude of teachers towards creative teaching and learning, and Creativity Enhancing Test constructed by the investigator.

Research Design:

Single group pre-test – post-test experimental design has been employed to study the effectiveness of the treatment. Four hour training on Creativity Enhancing Test was conducted systematically by distributing printed instructional material on Creativity Enhancing Test to each teacher under session.

Data Analysis:

Percentage, mean, SD, Coefficient of correlation and t-test were the statistical techniques appropriately employed to analyse the data.

Hos	Group	N	Mean	SD	Sed	t-value
1	Pre-Test(Total Sample)	125	46.87	7.404	1.443	6.627
	Post-Test(Total Sample)	125	56.43	7.17		
2	Pre-Test(Total Male)	82	45.77	7.231	1.439	8.172
	Post-Test(Total Male)	82	57.53	7.31		
3	Pre-Test(Total Female)	43	47.64	7.526	1.445	5.551
	Post-Test(Total Female)	43	55.66	7.072		
4	Pre-Test(Exp < 10 Yrs)	56	48.92	7.728	1.45	3.89
	Post-Test(Exp < 10 Yrs)	56	54.56	6.933		
5	Pre-Test(Exp> 10 Yrs)	69	47.71	7.537	1.446	5.574
	Post-Test(Exp < 10 Yrs)	69	55.77	7.086		
6	Pre-Test(Rural)	78	49.66	7.845	1.452	2.865
	Post-Test(Rural)	78	53.82	6.839		
7	Pre-Test(Urban)	47	48.92	7.728	1.45	3.89
	Post-Test(Urban)	47	54.56	6.933		

From the above Table, it is evident that the obtained t-value is 6.627(6.627>2.58) with 1.443 standard error of mean which is significant at 0.01 level of significance. Thus, mean score of total sample on post-test are found significantly higher than the mean pre-test on Creativity Enhancing Test. So hypothesis-1 is rejected which is stated as "There will be no significant difference between mean score of total sample on pre-test and post-test of on Creativity Enhancing Test"

From the above Table, it is evident that the obtained t-value is 8.172(8.172>2.58) with 1.439 standard error of mean which is significant at 0.01 level of significance. Thus, mean score of male teachers on post-test are found significantly higher than the mean pre-test on Creativity Enhancing Test. So hypothesis-2 is rejected which is stated as "There will be no significant difference between mean score of male teachers on pre-test and post-test on Creativity Enhancing Test"

From the above Table, it is evident that the obtained t-value is 5.551(5.551>2.58) with 1.445 standard error of mean which is significant at 0.01 level of significance. Thus, mean score of female teachers on post-test are found significantly higher than the mean pre-test on Creativity Enhancing Test. So hypothesis-3 is rejected which is stated as "There will be no significant difference between mean score of female teachers on pre-test and post-test on Creativity Enhancing Test"

From the above Table, it is evident that the obtained t-value is 3.89(3, 89>2.58) with 1.45 standard error of mean which is significant at 0.01 level of significance. Thus, mean score of experience of teachers less than 10 years teachers on post-test are found significantly higher than the mean pre-test on Creativity Enhancing Test. So hypothesis-4 is rejected which is stated as "There will be no significant difference between mean score of on pre-test and post-test on Creativity Enhancing Test teachers having less than 10 years of experience"

From the above Table, it is evident that the obtained t-value is 5.574(5.574>2.58) with 1.446 standard error of mean which is significant at 0.01 level of significance. Thus, mean score of experience of teachers greater than 10 years teachers on post-test are found significantly higher than the mean pre-test on Creativity Enhancing Test. So hypothesis-5 is rejected which is stated as "There will be no significant difference between mean score of on pre-test and post-test on Creativity Enhancing Test teachers having greater than 10 years of experience"

From the above Table, it is evident that the obtained t-value is 2.865(2.865>2.58) with 1.452 standard error of mean which is significant at 0.01 level of significance. Thus, mean score of rural teachers on post-test are found significantly higher than the mean pre-test on Creativity Enhancing Test. So hypothesis-6 is rejected which is stated as "There will be no significant difference between mean score of rural teachers on pre-test and post-test on Creativity Enhancing Test"

From the above Table, it is evident that the obtained t-value is 3.89(3.89>2.58) with 1.45 standard error of mean which is significant at 0.01 level of significance. Thus, mean score of urban teachers on post-test are found significantly higher than the mean pre-test on Creativity Enhancing Test. So hypothesis-7 is rejected which is stated as "There will be no significant difference between mean score of urban teachers on pre-test and post-test on Creativity Enhancing Test"

Conclusion:
Gender wise male and female, habitat-wise rural and urban habitat, experience-wise and total sample on the mean score of teachers on post-test are found significantly higher than the mean pre-test on Creativity Enhancing Test.

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An Analysis of Language Teaching Approaches and Methods — Effectiveness and Weakness

DR. KAUSHALKUMAR HRISHCHANDRA PAREKH
Principal
Swami Narayanswarup B.Ed. College,
G.I.D.C., Ankleshwar

Abstract:

Language teaching approaches and methods have cast light on the language teaching theory and practice. There are still many controversies about their usefulness and appropriateness. This paper tries to analyze their effectiveness and weakness of several most influential teaching approaches and methods: Grammar-translation Method, Direct Method, Audio-lingual Method, Communicative Teaching Method, in order to have a better understanding and application in the future teaching practice.

Key words: teaching approaches and methods; effectiveness; weakness

1. Introduction

Language teaching has a long, fascinating but rather tortuous history, in which a debate on teaching methods has evolved particularly over the last hundred years. The names of many of the methods (Grammar-translation Method, Direct Method, Audio-lingual Method, Communicative Teaching Method, etc) are familiar enough, yet the methods are not easy to grasp in practice because a method, however ill-defined it may be, is more than a single strategy or a particular technique. As a part of language teaching theories, these methods derived partly from social, economic, political, or educational circumstances, partly from theoretical consideration (new changes in language theories and in new psychological perspective on language learning), partly from practical experience, intuition, and inventiveness. Therefore, to some degree, they represent a combination of language teaching beliefs, but it is evident that they are characterized by the over-emphasis on single aspects as the central issue of language teaching and learning,

2. Effectiveness and Weakness of Teaching Approaches and Methods

2.1 Grammar-translation method

Grammar-Translation Method, just as the name suggests, emphasizes the teaching of the second language grammar, its principle techniques is translation from and into the target language. In practice, reading and writing are the major focus; little or no systematic attention is paid to speaking or listening. The student's native language is maintained as the reference system in the acquisition of the second language. Language learners are passive in language learning and teachers are regarded as an authority, i.e. it is a teacher-centered model.

The Grammar-Translation Method has been facing various attacks from reformers. Some criticizes that this method often creates frustration for students by a tedious experience of memorizing endless list of unusable grammar rules and vocabulary, and the limitations of practice techniques never emancipate the learner from the dominance of the first language; others says that this method pay little attention to the student's communicative competence.

In spite of the severe attacks, the Grammar-Translation Method is stilled widely practiced. Why? Because there is no inherent contradiction between grammar instruction and communicative approach, and a sort of explicit grammar instruction can complement communicative language teaching to raise learners' conscious awareness of the form and structure of the target language. Moreover, the first language, as a reference system, can dismiss the misunderstanding in the process of the second language learning. Then, thinking about formal features of the second language and translation as a practice technique put the learner into an active problem-solving situation. Finally, Grammar-Translation Method appears relatively easy to apply and it makes few demands on teachers, which is perhaps the exact reason of its popularity.

2.2 The direct method

The direct method is a radical change from Grammar-Translation Method by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique. It is a shift from literary language to the spoken everyday language as the object of early instruction. In this method, the learning of languages was viewed as analogous to the first language acquisition, and the learning process involved were often interpreted in terms of an association's psychology.

The direct method was a first attempt to make the language learning situation one of the language use. It demanded inventiveness on the part of teachers and led to the development of new techniques of language, such as demonstrations of pictures and objects, the emphasis on questions and answer, spoken narratives, dictation and imitation, etc. Nevertheless, two questions will be raised inevitably about this method: one is how to safeguard against misunderstanding without translating (especially, some abstract ideas), without reference to the first language; the other is how to apply this method beyond elementary stage of language learning. Furthermore, this method requires teachers who are native speakers or have native-like fluency in the foreign language they teach, but in practice, it is difficult to meet these requirements.

2.3 The audio-lingual method

The audio-lingual method was the first to claim openly to be derived from linguistics and psychology. Audiolingualism reflects the descriptive, structural, and contrastive linguistics of the fifties and sixties. Its psychological basis is behaviorism which interprets language learning in terms of stimulus and response, operant conditioning, and reinforcement with an emphasis on successful error-free learning. It assumes that learning a language entails mastering the elements or building blocks of the language and learning the rules by which these elements are combined, from phoneme to morpheme to

word to phrase to sentence. Therefore, it was characterized by the separation of the skills---listening, speaking, reading, and writing---and the primacy of the audio-lingual over the graphic skills. This method uses dialogues as the chief means of presenting the language and stresses certain practice techniques, such as pattern drills, mimicry and so on. Listening and speaking were now brought right into the centre of the stage in this method, tape recordings, and language laboratory drills were offered in practice.

As one of the most popular methods in the history of foreign language teaching, the audio-lingual method is of some great contributions to language teaching, for example, it attempted to make language learning accessible to large groups of ordinary learners because it proposed that language teaching should be organized in such a way as not to demand great intellectual feats of abstract reasoning to learn a language. In addition, it stressed syntactical progression, while previously methods had tended to be preoccupied with vocabulary and morphology.

In spite of these contributions, audio lingualism was also criticized in many ways. First, its theoretic foundation was attacked as being unsound both in terms of language theory and learning theory by Chomsky's theory of TG grammar; second, the practical results fell short of expectations and students were often found to be unable to transfer skills acquired through Audio lingualism to real communication outside the classroom. Therefore, it ignores the communicative competence in teaching practice.

2.4 Communicative teaching method

Under the influence of British applied linguists (such as John Firth, M.A.K.Halliday, who stressed the functional and communicative potential of language), sociolinguistics works (Dell Hyms, and W.Labov) and some philosophy work (J. Austin and J. Searle), the communicative method was advocated in language teaching. It saw the need to focus on communicative proficiency rather than on mere mastering of structures.

This communicative teaching method aims to make communicative competence the goal of language teaching, and develops procedures for teaching the four skills that acknowledge the interdependence of language and communication. It encourages activities that involve real communication and carry out meaningful tasks. It believes that language is meaningful to the learner supports the learning process. Language learners are expected to be negotiators, teachers to be an organizer, a guide, an analyst, a counselor, or a group process manager.

It is no doubt that the communicative method developed quite fast, it dominates language teaching in many countries because it not only makes language learning more interesting, but helps learners develop linguistic competence as well as communicative competence. However, problems also arose in the initial wave enthusiasm about it. For example, Can this method be applied at all levels in teaching? How such an approach can be evaluated? How suitable it is for non-native teachers? How it can be adopted in situations where students must continue to take grammar-base tests? Of course, these issues will help us have a better application of the communicative method.

3. Conclusion

Each of the different methods has contributed new elements and has attempted to deal

with some issues of language learning. However, they derived in different historical context, stressed different social and educational needs and have different theoretical consideration. Therefore, in teaching practice, in order to apply these methods effectively and efficiently, practitioners should take these questions in mind: who the learners are, what their current level of language proficiency is, what sort of communicative needs they have, and the circumstances in which they will be using English in the future, and so on. In a word, no single method could guarantee successful results.

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EFFECTIVENESS OF MORAL REASONING TEST FOR STUDENTS OF HIGHER SECONDARY SCHOOL

PANCHOLI JIGARBHAI VISHNUBHAI,
Assistant Teacher,
S.V. Shah Vidyavihar High School: Mehsana

Abstract:
Moral reasoning, also known as moral development, is a study in psychology that overlaps with moral philosophy. A moral choice can be a personal, economic, or ethical one; as described by some ethical code, or regulated by ethical relationships with others. This branch of psychology is concerned with how these issues are perceived by ordinary people, and so is the foundation of descriptive ethics. There are many different moral reasoning. Moral reasoning can be culturally defined, and thus is difficult to apply, yet human relationships define our existence and therefore defy cultural boundaries. In 1983, James Rest developed the four component Model of Morality, which addresses the ways that moral motivation and behavior occurs. In this present research gender is not effective variable on the Lying, dishonesty and cheating Moral Reasoning Test of higher secondary school students as well as gender is effective variable on the Stealing Moral Reasoning Test of higher secondary school students.

Keywords: Effectiveness, Psychology, Reasoning, Gender, Moral reasoning Test, higher Secondary School students, Lying, Dishonesty, Stealing,

Introduction:

Moral reasoning, also known as moral development, is a study in psychology that overlaps with moral philosophy. Children can make moral decisions about what is right and wrong from a young age; this makes morality fundamental to the human condition. Moral reasoning, however, is a part of morality that occurs both within and between individuals. Prominent contributors to this theory include Lawrence Kohlberg and Elliot Turiel.

The term is sometimes used in a different sense: reasoning under conditions of uncertainty, such as those commonly obtained in a court of law. It is this sense that gave rise to the phrase, "To a moral certainty;" however, this idea is now seldom used outside of charges to juries. Moral reasoning can be defined as being the process in which individuals try to determine the difference between what is right and what is wrong by using logic.

This is an important and often daily process that people use when trying to do the right thing. For instance, every day people are faced with the dilemma of whether to lie in a given situation or not. People make this decision by reasoning the morality of their potential actions, and through weighing their actions against potential consequences.

The first of these is moral sensitivity, which is "the ability to see an ethical dilemma, including how our actions will affect others". The second is moral judgment, which is "the ability to reason correctly about what 'ought' to be done in a specific situation". The third is moral motivation, which is "a personal commitment to moral action, accepting responsibility for the outcome". The fourth and final component of moral behavior is moral character, which is a "courageous persistence in spite of fatigue or temptations to take the easy way out".

Distinctions between theories of moral reasoning can be accounted for by evaluating inferences (which tend to be either deductive or inductive) based on a given set of premises. Deductive inference reaches a conclusion that is true based on whether a given set of premises preceding the conclusion are also true, whereas, inductive inference goes beyond information given in a set of premises to base the conclusion on provoked reflection.

Title of the study:

EFFECTIVENESS OF MORAL REASONING TEST FOR STUDENTS OF HIGHER SECONDARY SCHOOL

Objectives of the study:

1. To study the effect of the gender on the Lying moral reasoning test for students of higher secondary school.
2. To study the effect of the gender on the Dishonesty moral reasoning test for students of higher secondary school.
3. To study the effect of the gender on the Stealing moral reasoning test for students of higher secondary school.
4. To study the effect of the gender on the Cheating moral reasoning test for students of higher secondary school.

Operational definition of Reasoning's:

1   Worth, desirability, or utility, or the qualities on which these depend.

2   Worth as estimated (set a high reasoning on my time).

3   One's principles, priorities, or standards.

In this present research *Moral reasoning Test* prepared by the investigator has been used. Moral Reasoning for assessing reasoning (MRT) has been specially developed for the school children of higher secondary school. The test have been divided into four dimension like (a) Lying (b) Dishonesty (c) Stealing (d) Cheating.

Population and sample of the study:

In this present study all the students who are studying in the higher secondary school becomes as the population of the study. For the purpose of the study students from the S.V. Shah Vidhya Mandir,Mehsana from the Mehsana district were selected as the sample of the study. Lottery method applied for the selection of the sample of students from the S.V. Shah Vidhya Mandir,Mehsana. The Test has been administrated on a sample of 100 pupil including boys and girls of higher secondary school during the year of the 2017.

Hypothesis of the study

Ho.1   There will be no significant difference between mean score on Lying Moral Reasoning Test of male and female students of higher secondary school.

Ho.2   There will be no significant difference between mean score on Dishonesty Moral Reasoning Test of male and female students of higher secondary school.

Ho.3   There will be no significant difference between mean score on Stealing Moral Reasoning Test of male and female students of higher secondary school.

Ho.4   There will be no significant difference between mean score on Cheating Moral Reasoning Test of male and female students of higher secondary school.

Moral Reasoning:

Moral Reasoning for assessing reasoning has been specially developed for the school children of higher secondary school. The test have been divided into four dimension like (a) Lying (b) Dishonesty (c) Stealing (d) Cheating. Each dimension contains 12 items. After carrying out the item analysis based upon the Lickert Method, only 40 items were finally retained, that is, each four dimensions now consisted of 10 items (4x10=40). The Test has been administrated on a sample of 100 pupil including boys and girls of higher secondary school during the year of the 2017. In selecting the items first preference was given to those items which had high positive discrimination index. Altogether 12 items were rejected as they were not able to meet the Criterion and the final consisted only 40 items.

Scoring of MRT

The maximum possible score for the present is for each component is "1"(One) for correct answer and "0"(Zero) for each false answer. Hence maximum score will be 40 and minimum score will be 0 for the Lying Moral Reasoning Test. Children ask to place right tick (√) on either from the four alternatives.

The maximum possible score for the present is for each component is "1"(One) for correct answer and "0"(Zero) for each false answer. Hence maximum score will be 40 and minimum score will be 0 for the

Dishonesty Moral Reasoning Test. Children ask to place right tick (√) on either from the four alternatives.

The maximum possible score for the present is for each component is "1"(One) for correct answer and "0"(Zero) for each false answer. Hence maximum score will be 40 and minimum score will be 0 for the Stealing Moral Reasoning Test. Children ask to place right tick (√) on either from the four alternatives.

The maximum possible score for the present is for each component is "1"(One) for correct answer and "0"(Zero) for each false answer. Hence maximum score will be 40 and minimum score will be 0 for the Cheating.

Moral Reasoning Test. Children ask to place right tick (√) on either from the four alternatives.

The maximum possible score for the present is for each component is "1"(One) for correct answer and "0"(Zero) for each false answer. Hence maximum score will be 40 and minimum score will be 0 for the Moral Reasoning Test. Children ask to place right tick (√) on either from the four alternatives.

Reliability of MRT :
The test-retest reliability and the split-half reliability were estimated for each group separately.

Validity of MRT
MRT was validated against MJT (Moral Judgment Test) developed by Sinha and Verma (1992). MJT measures moral judgment which involve the cognitive capacity and insight to see the relationship between the abstract principles and concrete cases and to judge the situations as Wright or wrong, keeping in the view the knowledge of moral standards. Both MRT and MJT were administrated on sample of 100, representing 50 from each of the four age groups of age of 14 to 17 years. Subsequently, the concurrent validity for each four age group was estimated separately.

Mean, SD and t-Value on Moral Reasoning Test

		GROUP	N	MEAN	SD	SED	t-Value	sig
1	Lying	MALE	50	5.957	0.91			
		FEMALE	50	6.358	0.97	0.19	2.11	NS
2	Dishonesty	MALE	50	6.547	1			
		FEMALE	50	6.214	0.95	0.2	1.67	NS
3	Stealing	MALE	50	6.124	0.94			
		FEMALE	50	5.266	0.81	0.18	4.77	SIG
4	Cheating	MALE	50	5.672	0.87			
		FEMALE	50	5.452	0.83	0.17	1.29	NS

Ho.1 There will be no significant difference between mean score on Lying Moral Reasoning Test of male and female students of higher secondary school.

Result: From the above Table 4.7, it is evident that the mean and S.D. of Male students of higher secondary school are 5.957 and 0.91 while the mean and S.D. of Female students of higher secondary school are 6.358 and 0.97 on total score of Lying Moral Reasoning Test. The obtained t-reasoning is 2.11(2.11<2.58) with 0.19 standard error of mean which is not significant at 0.01 level of significance. Thus, mean score of female students of higher secondary school are not significantly higher than the mean score of female students of higher secondary school on Lying Moral Reasoning Test. So, H_O1 is accepted. So it can be said that gender is not effective variable on the Lying Moral Reasoning Test of higher secondary school students.

Ho.2 There will be no significant difference between mean score on Dishonesty Moral Reasoning Test of male and female students of higher secondary school.

Result: From the above Table 4.7, it is evident that the mean and S.D. of Male students of higher secondary school are 6.547 and 1.00 while the mean and S.D. of Female students of higher secondary school are 6.214 and 0.95 on total score of Dishonesty Moral Reasoning Test. The obtained t-reasoning is 1.67(1.67<2.58) with 0.20 standard error of mean which is not significant at 0.01 level of significance. Thus, mean score of male students of higher secondary school are not significantly higher

than the mean score of female students of higher secondary school on Dishonesty Moral Reasoning Test. So, H_O2 is accepted. So it can be said that gender is not effective variable on the Dishonesty Moral Reasoning Test of higher secondary school students.

Ho.3 There will be no significant difference between mean score on Stealing Moral Reasoning Test of male and female students of higher secondary school.

Result: From the above Table 4.7, it is evident that the mean and S.D. of Male students of higher secondary school are 6.214 and 0.94 while the mean and S.D. of Female students of higher secondary school are 5.266 and 0.81 on total score of Stealing Moral Reasoning Test. The obtained t-reasoning is 4.77(4.77>2.58) with 0.18 standard error of mean which is significant at 0.01 level of significance. Thus, mean score of male students of higher secondary school are significantly higher than the mean score of female students of higher secondary school on Stealing Moral Reasoning Test. So, H_O3 is rejected. So it can be said that gender is effective variable on the Stealing Moral Reasoning Test of higher secondary school students.

Ho.4 There will be no significant difference between mean score on Cheating. Moral Reasoning Test of male and female students of higher secondary school.

Result: From the above Table 4.7, it is evident that the mean and S.D. of Male students of higher secondary school are 5.672 and 0.87 while the mean and S.D. of Female students of higher secondary school are 5.452 and 0.83 on total score of Cheating. Moral Reasoning Test. The obtained t-reasoning is 1.29(1.29<2.58) with 0.17 standard error of mean which is not significant at 0.01 level of significance. Thus, mean score of male students of higher secondary school are not significantly higher than the mean score of female students of higher secondary school on Cheating. Moral Reasoning Test. So, H_O4 is accepted. So it can be said that gender is not effective variable on the Cheating Moral Reasoning Test of higher secondary school students.

Conclusion:

It has been seen that mean score of female students of higher secondary school are not significantly higher than the mean score of female students of higher secondary school on Lying Moral Reasoning, mean score of male students of higher secondary school are not significantly higher than the mean score of female students of higher secondary school on Dishonesty Moral Reasoning Test and mean score of male students of higher secondary school are not significantly higher than the mean score of female students of higher secondary school on Cheating. Moral Reasoning Test. It has been noted that that mean score of male students of higher secondary school are significantly higher than the mean score of female students of higher secondary school on Stealing Moral Reasoning Test.

Gender is not effective variable on the Lying, dishonesty and cheating Moral Reasoning Test of higher secondary school students as well as gender is effective variable on the Stealing Moral Reasoning Test of higher secondary school students.

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વર્તનનાં પાસાંઓની ત્રિવેણીમાં નવતર પ્રયોગ

ડૉ. તૃપ્તિબાલા એમ. શુકલા

એમ.એ. (સ.શા.) એમ.એડ્., પી.એચ.ડી. (શિ.શા.)

Abstract:

આજીવન અધ્યયન એ દરેક શિક્ષકનો **Motto** હોવો જોઈએ. રોજિંદા જીવનમાં **Change** તો શિક્ષણમાં કેમ નહી? શિક્ષકની પ્રતિભા એવી હોવી જોઈએ કે જેથી બાળકોની આંખમાં પ્રતિમા સતત રહે કારણ... કારણકે **Experience** વ્યક્તિને ઘડે છે **Training** લાયક બનાવે છે અને **Involament** સંતોષ આપે છે.

Keywords: આજીવન અધ્યયન, શિક્ષકે ત્રણ બાબત પર ખાસ શ્રદ્ધા રાખવી જોઈએ પોતાની જાત પર, પોતાના કામ પર અને વિદ્યાર્થી પર.

આજીવન અધ્યયન એ દરેક શિક્ષકનો **Motto** હોવો જોઈએ. રોજિંદા જીવનમાં **Change** તો શિક્ષણમાં કેમ નહી? શિક્ષકની પ્રતિભા એવી હોવી જોઈએ કે જેથી બાળકોની આંખમાં પ્રતિમા સતત રહે કારણ...

કારણકે **Experience** વ્યક્તિને ઘડે છે **Training** લાયક બનાવે છે અને **Involament** સંતોષ આપે છે.

યાદ કરો તમે બાળક હતા ત્યારે તમારા વાલી કે શિક્ષકની કઈ બાબતો તમને ગમતી ન હતી? શું આપણે ફરીથી તો એ બાબતોનું પુનરાવર્તન નહી કરી રહ્યાને? જેના કારણે વિદ્યાર્થી માત્ર ગોખણપટ્ટી અથવા પુસ્તકીય જ્ઞાન તરફ વધે છે અને તેનું મૂલ્યાંકન થાય છે. આપણી શિક્ષક રીતે ફરજ છે અને વર્તમાનની જરૂરિયાત કે આપણે શિક્ષણને તંદુરસ્ત રીતે રજુ કરીએ.

શિક્ષકે ત્રણ બાબત પર ખાસ શ્રદ્ધા રાખવી જોઈએ પોતાની જાત પર, પોતાના કામ પર અને વિદ્યાર્થી પર.

શાળા નામના સ્થળે સમાજમાંથી કાચા માલ તરીકે અધ્યેતા આવે છે. શિક્ષક તેના ઉપર વિવિધ પ્રકારની પ્રક્રિયા કરે છે. આ પ્રક્રિયા અંતે કાચો માલ પાકો બનીને શાળા નામના કારખાનામાંથી પાકા માલ તરીકે બહાર પડે છે અને જે સમાજમાંથી તદ્દન કોરો આવ્યો હતો પણ જેમાં મનુષ્ય આત્મા હતી તેવો બાળક જેવો માણસ માણસ બનીને સમાજમાં જાય છે. આ સમગ્ર પ્રક્રિયામાં ત્રણ મહત્વની પ્રક્રિયાઓનો સમાવેશ થાય છે જેમાં...

(Objectives) હેતુઓ

(T. L. Process)
અધ્યયન –
અધ્યાપન પ્રક્રિયા

(Evaluation)

મૂલ્યાંકન
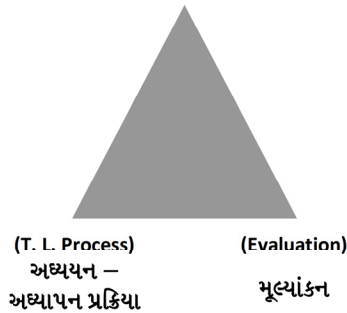
૧. હેતુઓ :–

શિક્ષણ અનુભવો આપીએ ત્યારે અધ્યેતામાં અપેક્ષિત વર્તન પરિવર્તનલાવવા હેતુઓ નક્કી કરવામાં આવે છે.

૨. અધ્યયન, અધ્યાપન પ્રક્રિયા :–

હેતુઓને ધ્યાનમાં રાખીને અધ્યેતાઓને અધ્યયન અનુભવો પૂરા પાડવા માટે વિદ્યાર્થીઓને શું શીખવવું છે? તેઓને કઈ રીતે? ક્યારે? કેટલુ શીખવવું છે? આ બન્ને મુદ્દાઓ સમગ્ર શૈક્ષણિક વાતાવરણ ઉભું કરવું જરૂરી છે. ક્યા શૈક્ષણિક સાધનોનો અને સંદર્ભોનો ઉપયોગ કરવાનો છે? તે પણ એટલું જ મહત્વ ધરાવે છે.

૩. મૂલ્યાંકન :–

શિક્ષક તરીકે આપણે શીખવેલું અને અધ્યેતા તરીકે તેણે શીખેલું કેટલુ આવડયું ? તે જાણવા મૂલ્યાંકન કરવું પડે છે. તેમજ વર્તનનાં પાસાઓમાં.....

Cognitive

Conative　　　　　**Affective**
(ક્રિયાત્મક)　　　**(ભાવાત્મક)**
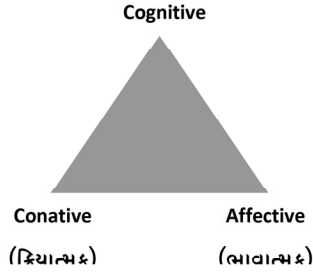
૧. જ્ઞાનાત્મક ક્ષેત્ર :–

જ્ઞાન, સમજ, ઉપયોજન, પૃથક્કરણ, સંયોજન અને મૂલ્યાંકનનો સમાવેશ થાય છે.

૨. ક્રિયાત્મક ક્ષેત્ર :–

આંતરિક પ્રેરણ, કાર્ય કરવું, સંકલન, સ્વભાવીકરણ, ટેવ ઘડતર અને નિયંત્રણનું સમાવેશ થાય છે.

૩. ભાવાત્મક ક્ષેત્ર :–

ગ્રહણ કરવું, પ્રતિભાવ આપવો, મૂલ્ય ધારણ કરવું, પ્રત્યક્ષીકરણ, મૂલ્ય વ્યવસ્થાપન અને ચારિત્ર્ય નિર્માણનું સમાવેશ થાય છે. ઉપરોકત વર્તનનાં પાસાંઓના આધારે બી.એડ્. માં નવતર પ્રયોગ કરાવી શકાય જેમાં...

(જ્ઞાનાત્મક) એસાઈન્મેન્ટ રાઈટીંગ

(ક્રિયાત્મક)　　　　**(ભાવાત્મક)**
પ્રોજેકટ વર્ક　　　　**ડ્રમેટિક**
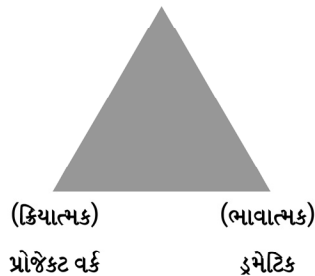
(૧) એસાઈન્મેન્ટ રાઈટીંગ :–

બી.એડ્. માં કેટલાક એસાઈન્મેન્ટ લખવા આપવામાં આવે છે. પણ સમસ્યા એ છે કે એસાઈન્મેન્ટ આપવા બાબતે રાખવી પડતી કાળજી રાખવામાં આવતી નથી. એસાઈન્મેન્ટ પદ્ધતિનાં પણ કેટલાક આગવા સિદ્ધાંતો હોય છે. જે મુજબ કાર્ય કરવામાં આવે તો સફળ થવાય. માત્ર પ્રશ્નો આપી દેવાથી સફળતા ન મળે. મોટા ભાગે એવું જોવા મળે છે કે શિક્ષક પ્રશ્નો આપી દે છે અને તાલીમાર્થી ગાઈડ કે અન્ય માહિતી પુસ્તિકાઓમાંથી સીધા જવાબ લખી લે છે. આમ થવાથી તાલીમાર્થી પક્ષે વિચારવાનું કશું જ રહેતું નથી. ખરેખર તો શિક્ષકે ચિંતનાત્મક પ્રશ્નો કાઢવા જોઈએ. જેમાં તાલીમાર્થીને ચિંતન–મનન કરવાનું આવે. એમને જવાબ સીધી રીતે કયાંયથી મળે નહીં.

જવાબ મેળવવા માટે તાલીમાર્થીએ ચિંતન કરવું પડે, મનન કરવું પડે અને વિવિધ પુસ્તકો ઉથલાવવા પડે તેમજ સહ તાલીમાર્થી અથવા શિક્ષક સાથે ચર્ચા કરવી પડે અને ઈન્ટરનેટનો ઉપયોગ કરવો પડે, ત્યાર બાદ તેને જવાબ મળે. જો આમ કરવામાં આવે તો જ તાલીમાર્થી વિવિધ પ્રકારનું જ્ઞાન અને અનુભવ પ્રાપ્ત કરશે.

દા. ત. ધોરણ – ૯ ના સા. વિ. માં પાઠ ૧૦ 'સરકારના અંગો' ના આધારે એસાઈન્મેન્ટ લખવા આપવામાં આવે તો તાલીમાર્થીઓને પંચાયતી રાજયનું [ત્રિસ્તરીય માળખા પ્રમાણે કેન્દ્ર, રાજય અને સ્થાનિક સ્વરાજયની વિગતો એકત્રઠી કરાવવા માટે તેમને

(૧) પોતાની જિલ્લા પંચાયત

(૨) પોતાની તાલુકા પંચાયત

(૩) પોતાની ગ્રામ પંચાયત ના આધારે તેનુ સંપૂર્ણ માળખા સાથે જે તે કર્મચારીઓની નામ જોગ અને કાર્ય જોગ સંપૂર્ણ માહિતી લખી લાવવા કહેવી જોઈએ. જેથી તે સ્થાનિક માહિતીઓથી માહિતગાર થાય સાથે અન્ય તાલીમાર્થીઓને પણ તેની જાણકારી પ્રાપ્ત થઈ શકે.

(૨) પ્રોજેક્ટ વર્ક :–

પ્રોજેક્ટ વિધિ જોન ડીવીની વિચારધારા પર આધારીત છે અને વિકસિત કરવાનું શ્રેય ક્લિપેડ્રિકને આપવામાં આવે છે જે વિધિ દ્વારા વિદ્યાર્થીઓ અથવા તાલીમાર્થીઓ કોઈ પણ શૈક્ષણિક સમસ્યાનું હલ સ્વાભાવિક પરિસ્થિતિમાં શોધવાના પ્રયાસ કરે છે. તર્ક દ્વારા જાણકારી પ્રાપ્ત કરે છે અને એ જ્ઞાનના આધારે પોતાના વ્યવહારમાં પરિવર્તન કરી સમસ્યાનું સમાધાન કરે છે. પ્રોજેક્ટ વર્ક દ્વારા તાલીમાર્થીઓ અનુભવની પૂર્તિ માટે ભૌતિક સાધનો તથા વસ્તુઓનો ઉપયોગ અને પ્રયોગ કરે તે આવશ્યક બાબત છે. તેથી તાલીમાર્થીઓને પ્રોજેક્ટ વર્કમાં વધારે કાર્ય કરાવવું જોઈએ.

દા. ત. ધોરણ – ૯ માં સા. વિ. માં પાઠ – ૧૨ 'ભારતમાં લોકશાહી' પર પ્રોજેક્ટ વર્ક કરી શકાય જેમાં સંપૂર્ણ લોકશાહીમાં

(૧)   ચૂંટણી કેવી રીતે થાય?

(૨)   મતદારની ભૂમિકા ?

(૩)   મુદ્રિત માધ્યમો અને વીજાણુ માધ્યમ કઈ રીતે કાર્ય કરે છે?

(૪)   રાજકીય પક્ષો કયા કયા છે? એમનાં ચિન્હો કયા કયા છે? જુદા જુદા રાજયોમાં કયા જુદા જુદા પક્ષો છે? એમનાં પ્રમુખ હોદ્દેદારો કોણ છે એવા પ્રશ્નોનું સમાવેશ કરી શકાય છે.

તમામ પ્રશ્નોની માહિતી મેળવી તેને પ્રદર્શન રૂપે પોતાની કોલેજમાં પ્રસ્તુત કરી શકાય સાથે જો જરૂર જણાય તો અન્ય કોલેજોને પણ તેમાં જોડી શકાય છે.

(૩) ડ્રેમેટ્રિક :–

નાટક એ કાવ્યનું રૂપ છે. જે રચના શ્રવણ દ્વારા જ નહીં બલ્કે દ્રષ્ટિ દ્વારા પણ દર્શકોના હ્દયમાં રસાનુભૂતિ કરાવે છે તે નાટક કહેવાય છે. આ પ્રમાણે તાલીમાર્થીઓ સામે વિદ્યાર્થીઓને સરળ સ્વરૂપે કઠિન એકમને સમજાવવું હોય તો પ્રશ્ન ઉભો થાય છે કે સમજાવવુ કેવી રીતે? તેથી જો તાલીમાર્થી નાટ્યપદ્ધતિનો ઉપયોગ કરે તો એમને એકમની સમજૂતી આપવામાં મદદ થઈ શકે.

દા. ત. ધોરણ – ૯ ના સા. વિ. માં પાઠ – ૧૮ 'ભારત લોકજીવન' ને લગતી બાબતોમાં પશ્ચિમ ભારત, ઉત્તર ભારત, દક્ષિણ ભારત, પૂર્વ ભારતની તમામ વિગતો જેવી કે ખોરાક, પહેરવેશ, રહેઠાણ, ભાષા, તહેવારો–ઉત્સવો તથા મેળા

વગેરેની સ્પષ્ટ સમજૂતી આપવા નાનકડી 'વેશભૂષા' કાર્યક્રમનું આયોજન કરી તેની રસ–પ્રદ અને સ્પષ્ટ સમજૂતી આપી શકાય. આમ, વર્તનના પાસાંઓની ત્રીવેણી સ્વરૂપે નવીનતમ પ્રયોગ અપનાવી શિક્ષણમાં નવીનતા અને ગુણવત્તા કેળવી શકાય.

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આધુનિક સમયમાં અધ્યયનમાં ICT નો વિનિયોગ

ચેતનકુમાર સુમનભાઈ પટેલ

Assistant Professor

Jay Jalaram Talimi Snatak Mahavidhyalaya,Thava

❖ **પ્રસ્તાવના:**

શિક્ષણમાં ટેક્નોલોજી નો ખ્યાલ ઝડપથી પોતાનું સ્વરૂપ બદલી રહ્યું છે .ઇન્ટરનેટ અને કમ્પ્યુટર ની દુનિયાનું આક્રમણ શિક્ષણ જગતની સૂરત બદલી નાખવા કટિબદ્ધ થઈ ગયું છે. વર્તમાન સમયની શિક્ષણ પ્રણાલી ઘણી બધી બદલાઈ ગયી છે .હજુ બદલાવનો આ સિલસિલો ચાલુ રહેવાનો છે .શિક્ષણ જગતનાં સર્વ અંગોએ આ બદલાવ સાથે કદમ મિલાવવા જ રહ્યા.

માનવજીવનની કોઈ સમસ્યા ઉકેલવામાં, સુવિધા વધારવામાં કે વિકાસમાં મદદરૂપ થાય તેવા વિજ્ઞાનના સિધ્ધાંતની મદદથી શોધેલાં સાધનો, વસ્તુઓ, કાર્યક્રમો કે પ્રક્રિયાને ટેક્નોલોજી)Technology) કહેવાય છે.ટેક્નોલોજી શિક્ષણ ક્ષેત્ર માટે પણ ઉપયોગમાં લેવાય છે . શિક્ષણનાં હેતુઓની સિધ્ધિ માટે ઉપયોગમાં થાય છે .

❖ **શૈક્ષણિક ટેક્નોલોજીનો અર્થ-:**

જ્યારે અધ્યયનના વિજ્ઞાનનો શિક્ષણની પ્રક્રિયામાં વિનિયોગ થાય છે ત્યારે શૈક્ષણિક ટેક્નોલોજી ઉધભવ છે.શિક્ષણમાં વિજ્ઞાનની બે શાખાઓ મદદરૂપ બને છે .

(1 ભૌતિક વિજ્ઞાન

(2 વર્તનનું વિજ્ઞાન

(1ભૌતિક વિજ્ઞાન-: તેની મદદથી શૈક્ષણિક સાધનો પ્રાપ્ત થાય છેતેમાં કાગળ ., શાહી, પુસ્તકો, ચાર્ટ, નકશા, રેડિયો, ફિલ્મ, કમ્પ્યુટર, ટીતેનો શિક્ષણ માં .ઓવરહેડ પ્રોટેક્ટર વગેરે પ્રાપ્ત થાય સીએયઆર .વી. .ઉપયોગ થાય છે

(2 વર્તનનું વિજ્ઞાન -:તેનાથી શિક્ષણની પ્રક્રિયા અસરકારક બનાવવાની પધ્ધતિઓ, પ્રયુક્તિઓ કે અભિગમો પ્રાપ્ત થાય છેતેમાં અભિક્રમિત અધ્યયન ., તંત્ર અભિગમ, કમ્પ્યુટર સૉફ્ટવેર વગેરે પ્રાપ્ત બને છે .

શૈક્ષણિક ટેક્નોલોજી શિક્ષણની વિવિધ પધ્ધતિઓ, પ્રયુક્તિઓ તથા શૈક્ષણિક ઉપકરણોના ઉપયોગથી અધ્યયન.વામાં માર્ગદર્શન આપે છેઅધ્યાન પ્રક્રિયાને વધારે ફળદાયી બનાવ-

એસ" -:(1969)ફુલકર્ણી.એસ.શૈક્ષણિક ટેક્નોલોજી એ એવી પધ્ધતિઓ, પ્રવિધિઓ અને પ્રણાલી નું શાસ્ત્ર છે કે જેનાથી શિક્ષણના ધ્યેયો સિધ્ધ કરી શકાય છે".

હોબેન ચાર્લ્સ" -:માત્ર માણસો અને યંત્રો એ કઈ ટેક્નોલોજી નથી, ટેક્નોલોજી તો માણસો, યંત્રો, વિચારો, પ્રવિધિઓ અને વ્યવસ્થાપનનું સુગ્રથિત સંગઠન છે".

❖ **શૈક્ષણિક ટેક્નોલોજીના અભિગમો**

(1સોફ્ટવેર અભિગમો -: શૈક્ષણિક ટેક્નોલોજી દ્વિતીય)E.T.I) તરીકે ઓળખાતા આ અભિગમમાં સામાજિક વિજ્ઞાન, અધ્યયન અને મનોવિજ્ઞાન નો સમાવેશ થાય છેઅભિક્રમિત અધ્યયન., શિક્ષણ મશીન વગેરેમાં મનોવિજ્ઞાન ના સિધ્ધાંતો ને અનુરૂપ અધ્યયન અનુભવો પુરા પાડવામાં આવે છે કે જેથી અધ્યેતાના વર્તનમાં અપેક્ષિત પરિવર્તન આવે છેમાં કાર્યવિશ્લેષણ ., વ્યવહાર પરિવર્તનની ભાષામાં ઉદેશ લેખન, અધ્યયન વ્યૂહરચના ના સાચા ઉત્તરોથી પ્રતિપોષણ અને સતત મૂલ્યાંકન ની પ્રક્રિયા થાય છે.

હાર્ડવેર અને સોફ્ટવેર બંને અભિગમ પરસ્પર ભિન્ન કરી શકાય તેમ નથી. અભિક્રમની રચના અને અભિક્રમનો સમાવેશ સોફ્ટવેર અભિગમમાં થાય છેપણ અભિક્રમની સામગ્રી ., પુસ્તક, શિક્ષણ મશીન અથવા કમ્પ્યુટર નો હાર્ડવેર અભિગમમાં સમાવેશ થાય છે.

(2હાર્ડવેર અભિગમ -: શૈક્ષણિક ટેક્નોલોજી પ્રથમ)E.T.I) તરીકે ઓળખતા આ સ્વરૂપમાં શિક્ષણની અસરકારક વધારવા માટે અને શૈક્ષણિક હેતુઓની પ્રાપ્તિ માટે યાંત્રિક સાધનો નો ઉપયોગ છેચાર્ટ ., મોડેલ્સ, ફિલ્મસ્ટ્રીપ, ફિલ્મસ્ટ્રીપ પ્રોજેક્ટ, ઓવરહેડ પ્રોજેક્ટ, રેડિયો, ટેપ રેકોર્ડર્સ, શિક્ષણ મશીન, કમ્પ્યુટર, વિડિયો ટેપ, સીવી.ટી.સી., ટીવી હાર્ડવેર અભિગમ શિક્ષક અને વિધાર્થી બંને માં મદદરૂપ થાય છેખુલ્લા .

વિશ્વવિધાલયો અનેપત્રાચાર પાઠ્યક્રમ નો ખ્યાલ હાર્ડવેર અભિગમ ને આભારી છેસંશોવક ને . કેલ્ક્યુલેટર, કમ્પ્યુટર વગેરે ઉપયોગી થાય છે .

❖ **કમ્પ્યુટર નો અર્થ**-: કમ્પ્યુટર શબ્દ અંગ્રેજી શબ્દ 'કમ્પ્યુટર' પરથી આવેલો છેકમ્પ્યુટરનો અર્થ . અમે પણ કહી શકાય કે કમ્પ્યુટર એક યંત્ર .બાદબાકી થાય છે-સરવાળાર છેજેની મદદથી . આજના કમ્પ્યુટર ના સંદર્ભમાં .કમ્પ્યુટર નો અર્થ મર્યાદિત છે .ગાણિતિક ગણતરીઓ કરી શકાય છે .કમ્પ્યુટર ના અર્થ નીચે મુજબ આપવામાં આવ્યા છે તે વધુ ઉચિત છે .નથી આ અર્થ બંધબેસતો **રાજારામન**(1993),કમ્પ્યુટર એ એક યંત્ર છે કે જે તેની મેમરીમાં આલગોરિ" ધમનો સંગ્રહ કરે છે, તેના કાર્યાન્વત આંકડાને પોષે છે અને માગેલા પરિણામનું નિદર્શન કરાવે છે".

➢ **કમ્પ્યુટર નો શિક્ષણમાં ઉપયોગ**-:

    i. કમ્પ્યુટર આસિસ્ટેડ ઇન્ટરકશન) CAI)

    ii. કમ્પ્યુટર બેઇસ્ડ લર્નિંગ)CBL)

I. **કમ્પ્યુટર આસિસ્ટેડ ઇન્ટરકશન**-: આ શિક્ષણ ની કે અધ્યયનની આગવી કાર્યરીતિ છે કે જેમાં કમ્પ્યુટર નો ઉપયોગ શૈક્ષણિક સામગ્રી પ્રસ્તુત કરવા માટે થાય છેતેમાં કમ્પ્યુટર મોનીટર દ્વારા . વ્યક્તિગત શીખનારની જરૂરિયાત મુજબ માહિતીસભર સામગ્રીની પસંદગી માટેની અભ્યાસ માટે પરસ્પરિક અસરોનો સુમેળ છે.

II. **કમ્પ્યુટર બેઇસ્ડ લર્નિંગ**-: આ શિક્ષણ કે અધ્યયન ની આગવી કાર્યરીતિ છે કે જેમાં એક કમ્પ્યુટર એક વિધ્યાર્થી નો અસરકારક સુમેળ હોય છે(તજ્ઞ/+સંશવિ) જેમાં શિક્ષણ . દ્વારા તૈયાર કરેલા

સોફ્ટવેર નો પ્રત્યેક વિધ્યાર્થી કમ્પ્યુટર માં ઉપયોગ શક્ય હોય છેતેમાં પ્રસ્તુત . વિષયનું પોતાની માતૃભાષા માં મુદ્રિત કરેલ ધ્વનિ સાથેનું સંકલન હોય છે .

❖ **કમ્પ્યુટર ના શિક્ષણ માં અન્ય ઉપયોગો.**

   ➢ **ઈ)મેઈલ-E-Mail):-** ઈરની મદદથી કોઈ પણ કમ્પ્યુટ .મેઈલ અને ઈલેક્ટ્રોનિક મેઈલ- ઈન્ટરનેટનો ઉપયોગ કરતી .મેઈલ કહેવાય છે-વ્યક્તિને પત્ર મોકલવામાં આવે તો તેને ઈ દરેક વ્યક્તિ પોતાના આગવા નામથી ઓળખાય છેજેવી રીતે પોસ્ટ ઓફિસમાં વ્યક્તિને . અને આ પોસ્ટ બોક્ષમાં કોઈ પણ વ્યક્તિ તેને માટે માહિતી .બોક્ષ આપવામાં આવે છે-પોસ્ટ મોકલી શકે છે તેવી જ રીતે ઈન્ટરનેટ માં દરેક વ્યક્તિને પોતાનું એક નામ કે પત્રો આપવામાં આવે છે જેને યુઝર આઇઆ સરનામા પર .ડી કહે છે-મેઈલ આઈ-ડી અથવા ઈ- મેઈલ -આ પત્ર ઈ .મેઈલ કહેવાય છે-જેને ઈ .કોઈ પણ વ્યક્તિ તેનો પત્ર મોકલી શકે છે .જાય છે દ્વારા ખૂબ જ ઝડપથી તે વ્યક્તિ પાસે પહોંચી

➢ **ઇન્ટરનેટ -:** ઇન્ટરનેટ ની મદદથી કોઈ પણ કમ્પ્યુટરને દુનિયાના કોઈ પણ દેશના કમ્પ્યુટર સાથે જોડી શકાય છે .એકબીજા સાથે જોડાયેલા કમ્પ્યુટરની પધ્ધતિને નેટવર્ક તરીકે ઓળખાય છે . તરીકે આમ એકબીજા સાથે જોડાયેલા કમ્પ્યુટર્સને ઇન્ટરનેટ .ઇન્ટરનેટ એટલે ઇન્ટરનેશનલ નેટવર્ક લાખથી વધુ કમ્પ્યુટર્સ ઇન્ટરનેટનું 40 આજ સુધી લગભગ .ઓળખવામાં આવે છેજોડાણ ધરાવે છેઇન્ટરનેટની મદદથી આપણે આપણા કમ્પ્યુટર દ્વારા અન્ય કમ્પ્યુટરને માહિતી મોકલાવી શકીએ . ઇન્ટરનેટ પરનું દરેક કમ્પ્યુટર .છીએ તથા અન્ય કમ્પ્યુટર પાસેથી માહિતી મેળવી શકીએ છીએ .આગવા નામથી ઓળખાય છે એક

➢ **ટેલિકોન્ફરન્સિંગ-:** ટેલિકોન્ફરન્સિંગ એક એવી પધ્ધતિ છે જેમાં સીતે એક એવી .ટી હોય છે.આર. ટી .આર.સી .ઈલેક્ટ્રોનિક ટ્યુબ છે કે જે ટીવી સ્ક્રીન જેવી હોય છે જેમાં માહિતી મેળવી શકાય છે સ્ક્રીન સામે બેસે તો લોકો ગમે તેટલાદુરના સ્થળે પણ સીટી સ્ક્રીન સામે બેઠેલ વ્યક્તિ સાથે .આર. વાતચીત કરી શકે છે અને એકબીજા ને જોઈ પણ શકે છ☺. આ બધુ કમ્પ્યુટર કોમ્યુનિકેશન નેટવર્ક ની મદદથી થાય છે તેને ટેલિકોમ્યુનિકેશન કહે છે.

➢ **ઓન-: લાઈન એજ્યુકેશન-** ઓનલાઈન એજ્યુકેશન એટલે સીધા કમ્પ્યુટર પરથી શિક્ષણ મેળવવું- ટર ઇન્ટરનેટ ની મદદથી દુનિયાના કોઈ પણ કમ્પ્યુટર સાથે જોડાણ કરી શકે કોઈ પણ કમ્પ્યુ .તે છે તથા ઇન્ટરનેટ પરથી એજ્યુકેશન ને લગતી સાઇટો માંથી શિક્ષણ મેળવી શકાય છેજે વિષય . -તેમા અલગ.શીખવો હોય કે તેની માહિતી મેળવવી હોય તે વિષયની સાઇટ ખોલવામાં આવે છે .ત.દા .ણ હોય છેઅલગ બટન હોય છે અને પ્રશ્નો પTeacher behavior વિશેના સંશોધનો વિશે જાણવું હોય તો Research about Teacher behavior પ્રશ્ન select કરી તેના પર ક્લિક કરવાથી તેની વિશે માહિતી આપતી અનેક વિન્ડો ખૂલ છેતમાથી આપણા ઇચ્છિત સંશોધનો વિશેની . .માહિતી મેળવી શકાય છે

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માધ્યમિક શાળાના શિક્ષકોમાં શિક્ષક માટેના અપેક્ષિત મૂલ્યોનો અભ્યાસ

જયેશ જે.પટેલ
તલોદગ્રામ, જિ.સા.કા.

૧. પ્રસ્તાવના

પ્રવર્તમાન સમયમાં સમાજ અને રાષ્ટ્રની સર્વ સમસ્યાઓના મૂળમાં મૂલ્ય કટોકટી નિહીત છે. મૂલ્યોના સંરક્ષણ સંવર્ધન અને સંવહનની જવાબદારી શિક્ષણસંસ્થાની છે. વખતો–વખતના શિક્ષણ પંચોએ આ જવાબદારી અન્વયે શિક્ષણમાં મૂલ્યશિક્ષણની ભારપૂર્વક હિમાયત કરી છે. પરંતુ શિક્ષણના કોઇપણ તબક્કે શિક્ષકની સક્રિય ભાગીદારી વગર કોઇ પણ સુધારો કે અભિગમ સફળ થઇ શકે નહી. સમાજ ના નાગરીકોનું ઘડતર મૂલ્યનિષ્ઠ શિક્ષકો જ કરી શકે છે. સમાજ નો પ્રત્યેક વ્યક્તિ શિક્ષકના સાનિધ્ય માથી પસાર થાય છે, ત્યારે તેના વ્યક્તિત્વ નિર્માણમાં શિક્ષકની ભૂમિકા મહત્વની છે. શિક્ષણના ઉદેશો, અભ્યાસક્રમ, પાઠ્યપુસ્તકો વગેરે મૂલ્યયુક્ત જ છે, પણ જો શિક્ષક મૂલ્યનિષ્ઠ હોય તેના આચર વિચાર, વ્યક્તિત્વમાં મૂલ્યનો સ્વીકાર, આદર ગૌરવ પ્રતિબિંબિત થતા હશે તો જ વિધાર્થીમાં મૂલ્ય સંક્રમણ કરી શક અને મૂલ્ય શિક્ષણમાં અસરકારક ભૂમિકા ભજવી શકે આ સંદર્ભે માધ્યમિક શાળાના શિક્ષકોમાં મૂલ્યો અંગે અભ્યાસ હાથ ધર્યો હતો.

૨. સંશોધન શીર્ષક

"માધ્યમિક શાળાના શિક્ષકોમાં શિક્ષક માટેના અપેક્ષિત મૂલ્યોનો અભ્યાસ"

૩. સંશોધનના હેતુઓ

(૧)   માધ્યમિક શાળાના શિક્ષકો માટેના અપેક્ષિત મૂલ્યો તારવવા.
(૨)   માધ્યમિક શાળાના શિક્ષકોમાં શિક્ષક માટેના અપેક્ષિત મૂલ્યો તપાસવા.
(૩)   જાતિયતા અનુસાર માધ્યમિક શાળાના શિક્ષકોમાં શિક્ષક માટેના અપેક્ષિત મૂલ્યોની તુલના કરવી.
(૪)   શૈક્ષણિક અનુભવ અનુસાર માધ્યમિક શાળાના શિક્ષકોમાં શિક્ષક માટેના અપેક્ષિત મૂલ્યોની તુલના કરવી.
(૫)   શાળા વિસ્તાર માધ્યમિક શાળાના શિક્ષકોમાં શિક્ષક માટેના અપેક્ષિત મૂલ્યોની તુલના કરવી.
(૬)   શાળા પ્રકાર માધ્યમિક શાળાના શિક્ષકોમાં શિક્ષક માટેના અપેક્ષિત મૂલ્યોની તુલના કરવી.

૪. પારિભાષિક શબ્દોની વ્યાખ્યા

૧.   **શિક્ષક માટેના અપેક્ષિત મૂલ્યોઃ** શિક્ષકના વ્યક્તિત્વ, માન્યતાઓ, ઇચ્છાઓ, જરૂરિયાતો, વલણો, આચાર–વિચારનું નિયમન, નિર્દેશન અને સંચાલન કરતા અંતઃસત્ત્વ કે ગુણો જેના અભાવમાં શિક્ષક પ્રભાવશાળી રીતે નિયત કાર્ય કરી શકે જ નહી. આવા મૂલ્યોના સમૂહ માંથી તજજ્ઞોની સહાયતાથી અભ્યાસ માટે તારવેલ અતિ અગત્યના વીસ મૂલ્યોને શિક્ષક માટેના અપેક્ષિત મૂલ્યો કહેવામાં આવ્યા છે.

૫. સંશોધન ઉત્કલ્પનાઓ

૧   માધ્યમિક શાળાના સ્ત્રી શિક્ષકો અને પુરુષ શિક્ષકો વચ્ચે શિક્ષક માટેના અપેક્ષિત મૂલ્યોમાં સાર્થક તફાવત નહી હોય.

૨   માધ્યમિક શાળાના નિમ્ન શૈક્ષણિક અનુભવ ધરાવતા અને ઉચ્ચ શૈક્ષણિક અનુભવ ધરાવતા શિક્ષકોમાં શિક્ષક માટેના અપેક્ષિત મૂલ્યોમાં સાર્થક તફાવત નહી હોય.

૩   ગ્રામ્ય વિસ્તાર અને ગહેરી વિસ્તારની માધ્યમિક શાળાઓના શિક્ષકોમાં શિક્ષક માટેના અપેક્ષિત મૂલ્યોમાં સાર્થક તફાવત નહી હોય.

૪   સ્વનિર્ભર અને અનુદાનિત માધ્યમિક શાળાઓના શિક્ષકોમાં શિક્ષક માટેના અપેક્ષિત મૂલ્યોમાં સાર્થક તફાવત નહી હોય.

૬. સંશોધનની મર્યાદાઓ

(૧)   પ્રસ્તુત સંશોધનમાં મૂલ્યોના વિશાળ ક્ષેત્ર માંથી શિક્ષક માટેના અપેક્ષિત મૂલ્યો તરીકે ૨૦ (વીસ) મૂલ્યોની જ અભ્યાસ કરવામાં આવ્યો હતો.

(૨)   પ્રસ્તુત સંશોધનમાં બહેરા–મૂંગા શાળાના શિક્ષકો કે પ્રવાસી શિક્ષકો તથા માનદસેવા આપતા શિક્ષકો સમાવેશ કરેલ નથી.

૭. ઉપકરણ

પ્રસ્તુત સંશોધન માટે બે સ્વનિર્મિત ઉપકરણો રચવામાં આવેલ હતા.

ક્રમ	પ્રયોજન	ઉપકરણ	પ્રયોજક
૧	શિક્ષકો માટે અપેક્ષિત મૂલ્યો તારવવા	મૂલ્ય તારવણી પત્રક	સ્વનિર્મિત
૨	શિક્ષકોમાં માટે અપેક્ષિત મૂલ્યો ચકાસવા	શિક્ષકો માટે અપેક્ષિત મૂલ્ય માપદંડ	સ્વનિર્મિત

૮. સંશોધન પદ્ધતિ, પ્રકાર અને ક્ષેત્ર

પ્રસ્તુત સંશોધન સર્વેક્ષણ પદ્ધતિ દ્વારા થયુ હતું. પ્રસ્તુત સંશોધન મૂલ્યશિક્ષણ ક્ષેત્રનું વ્યવહારિક પ્રકારનું સંશોધન હતું.

૯. વ્યાપવિશ્વ અને નમૂનો

પ્રસ્તુત સંશોધનમાં સાબરકાંઠા જિલ્લાના તોલદ તાલુકાની કુલ ૩૨ માધ્યમિક શાળાના શિક્ષકોનો વ્યાપવિશ્વ તરીકે સમાવેશ કર્યો હતો. નમૂના તરીકે તલોદ તાલુકાની માધ્યમિક શાળાઓમાંથી સહેતુક નમૂના પસંદગી પદ્ધતિથી ૧૫ માધ્યમિક શાળાઓની પસંદગી કરી તેમાંથી યાદચ્છિક રીતે ૭૦ શિક્ષકોને નમૂનાપાત્ર તરીકે કર્યા હતા.

૧૦. માહિતી એકત્રીકરણ પ્રવિધિ

નમૂનામાં સમાવિષ્ટ શિક્ષકો પાસેથી માહિતી પ્રાપ્ત કરવા તલોદ તાલુકાની માધ્યમિક શાળાઓના આચાર્યોની સંમતિ પ્રાપ્ત કરી ફાળવેલ સમયાનુસાર રૂબરૂ જઈને 'શિક્ષક માટેના અપેક્ષિત મૂલ્યો માપદંડ' દ્વારા શિક્ષકોના પ્રતિચાર મેળવ્યા હતા.

૧૧. માહિતીનું પૃથ્થકરણ

એકત્રાત કરેલ માહિતીને આંકડાશાસ્ત્રીય પ્રયુક્તિઓ ટકાવારી, આવૃતિ વિતરણ, સરાસરી, પ્રમાણ વિચલન, પ્રમાણભૂલ અને ક્રાંતિક ગુણોત્તર આધારે માહિતીનું પૃથ્થકરણ કર્યું હતું.

૧૨. સંશોધનના તારણો

(૧)   માધ્યમિક શાળાના શિક્ષકોમાં શિક્ષક માટેના મૂલ્યના સમુહ માંથી નૈતિકતા, આત્મવિશ્વાસ, શીલ, રાષ્ટ્રપ્રેમ, સદાચાર, કર્તવ્યનિષ્ઠા, વૈજ્ઞાનિક દ્રષ્ટિબિંદુ, જિજ્ઞાસા, માર્ગદર્શકતા, નેતૃત્વ, અહિંસા, વિશ્વાસ,સંવેદના, એકતા, વ્યક્તિસમ્માન, સ્વચ્છતા, સત્યપરાયણતા, ન્યાય, સહકાર, સ્વાસ્થ્યપ્રદતા મૂલ્યો શિક્ષક માટેના અપેક્ષિત મૂલ્યો તરીકે પસંદગી પામ્યા હતા.

(૨)   માધ્યમિક શાળાના શિક્ષકોમાં સૌથી વધુ નૈતિકતા મૂલ્ય રહેલુ છે. જ્યારે ઓછુ વિશ્વાસ મૂલ્ય રહેલુ છે.

(૩)   માધ્યમિક શાળામાં શાળાના શિક્ષકોમાં સૌથી વધુ નૈતિકતા મૂલ્ય ત્યારબાદ ઉતરતા ક્રમે સહકાર, એકતા, વૈજ્ઞાનિક દ્રષ્ટિબિંદુ, રાષ્ટ્રપ્રેમ, સ્વચ્છતા, વ્યક્તિ સમ્માન, સદાચાર, સત્યપરાયણતા, સ્વાસ્થ્યપ્રદતા, શીલ, આત્મવિશ્વાસ, જિજ્ઞાસા, સંવેદના, નેતૃત્વ, ન્યાય, માર્ગદર્શીતા, કર્તવ્યનિષ્ઠા અને સૌથી ઓછુ વિશ્વાસ મૂલ્ય રહેલુ છે.

(૪)   જાતિયતા અનુસાર માધ્યમિક શાળાના શિક્ષકોમાં શિક્ષક માટેના અપેક્ષિત મૂલ્યોમાં સાર્થક તફાવત નથી.

(૫)   શૈક્ષણિક અનુભવ અનુસાર માધ્યમિક શાળાના શિક્ષકોમાં શિક્ષક માટેના અપેક્ષિત મૂલ્યોમાં સાર્થક તફાવત નથી.

(૬)   શાળા વિસ્તાર અનુસાર માધ્યમિક શાળાના શિક્ષકોમાં શિક્ષક માટેના અપેક્ષિત મૂલ્યોમાં સાર્થક તફાવત નથી.

(૭) શાળા પ્રકાર અનુસાર માધ્યમિક શાળાના શિક્ષકોમાં શિક્ષક માટેના અપેક્ષિત મૂલ્યોમાં સાર્થક તફાવત નથી.

૧૩. ફલિતાર્થ

(૧) માધ્યમિક શાળાના શિક્ષકોમાં શિક્ષક માટેના અપેક્ષિત મૂલ્યનિષ્ઠા સારા પ્રમાણમાં પ્રતિબિંબિત થાય છે. તેથી તેઓ વિધાર્થીઓઆમાં મૂલ્ય સંક્રમણ માટે વધુ અસરકરક ભૂમિકા ભજવી શકે છે.

(૨) માધ્યમિક શાળાના શિક્ષકોમાં નૈતિકતા, એકતા, સહકાર, સદાચાર, રાષ્ટ્રપ્રેમ, વૈજ્ઞાનિક દૃષ્ટિબિંદુ જેવા મૂલ્યો વધુ ધનાત્મક કક્ષાએ છે. આ મૂલ્યો આદર્શ વ્યક્તિત્વ, સમાજ અને રાષ્ટ્ર માટે અત્યંત આવશ્યક મૂલ્યો છે. જે વિધાર્થીઓઆમાં વિકસાવવા માટે શિક્ષકો સમક્ષ છે.

(૩) શિક્ષકોની જાતિયતા, શૈક્ષણિક અનુભવ, શાળા વિસ્તાર કે શાળા પ્રકાર જેવા પરિબળો શિક્ષકોમાં મૂલ્યોને સાર્થક અસર કરતા નથી. તેથી વિધાર્થીઓઆમાં સમાનરૂપે મૂલ્ય વિકાસમાં શિક્ષકો પોતાની ભૂમીકા નિર્વાહ કરી શકે છે.

(૪) સમગ્રરૂપે શિક્ષકોમાં શિક્ષક માટેના અપેક્ષિત મૂલ્યો માંથી ન્યાય, માર્ગદર્શકતા, કર્તવ્યનિષ્ઠા અને વિશ્વાસ મૂલ્યો આચારસ્તરે ઓછા સિધ્ધ થતા જોવા મળે છે. જે ચિંતાજનક બાબત છે.

(૫) માધ્યમિક શાળાના શિક્ષકોમાં મહત્તમકક્ષાએ રહેલા મૂલ્યો પોષવા, ટકાવવા તથા મધ્યમકક્ષા અને લઘુત્તમકક્ષાએ રહેલા મૂલ્યો વિકસાવવા અને સર્વધિત કરવા શિક્ષકોમાં મૂલ્યવિકાસની ઝુંબેશ અનિવાર્ય બની રહે છે.

૧૪. સૂચનો

(૧) શિક્ષકોમાં મૂલ્ય વિકાસ માટે વિચાર–મંજુષા અને વિનમય, વિવિધ મૂલ્યપોષક કાવ્યો, કથાઓ, વિચારો, અવતરણો, પ્રસંગો, સૂક્તિઓ, પંક્તિઓ, એકાકરણ સાહિત્ય બેંક સ્થાપવી જોઈએ જેમાંથી શિક્ષકો અને વિધાર્થીઓ ઉપયોગ કરે, ઉમેરો કરે, વિનમય કરે.

(૨) શિક્ષકોમાં પરસ્પર જૂથચર્ચા , ગોષ્ઠી, વિવેચના, ચિંતન, કાર્યશાળા દ્વારા વિચારોના આદાન– પ્રદાનમાં એવા વિષય ચર્ચા સ્થાને રાખવા જેવી તેમનામાં મૂલ્યયુક્ત દૃષ્ટિકોણ અને ભાવના વિકસે. તાલીમ કાર્યક્રમોને પણ રસપ્રદ બનાવવા સિને ફોરમ છબી સમીક્ષા દ્વારા ચલચિઆ, સિરીયલો, નાટકો વગેરેની ગુણ–દોષ મુલક ચર્ચા–અભિપ્રાયના આદાન-પ્રદાનથી મૂલ્ય શિક્ષણની દશા અને દિશા અંગે ચિંતનથી જાગૃતતા અને સભાનતા કેળવી શકાય.

(૩) મૂલ્ય વિકાસ અને સંક્રમણ માટે શુધ્ધાચાર, સુટેવો ઘડતર માટે શાબ્દિક વ્યવહાર જેટલો જરૂરી છે. તેટલો ભાવાત્મક અને ક્રિયાત્મક વ્યવહાર અનિવાર્ય બની રહે છે. તે માટે પ્રવૃતિઓનું આયોજન, સંકલન અને વ્યવસ્થાપન મૂલ્યનિષ્ઠ શિક્ષકો દ્વારા પ્રવૃતિકેન્દ્રી પ્રયુક્તિઓ મૂલ્ય સંવર્ધન કાર્ય અસરકારક થઈ શકે છે. જેમાં પ્રત્યક્ષકાર્યોથી સંવેદના જનક બનાવો, ઘટનાઓ વિષયો કેન્દ્રમાં રાખીને વક્તવ્ય, ચર્ચા, સર્જનાત્મક કાર્યો, કાર્યનુભવનું આયોજન થવું જોઈએ.

(૪) મૂલ્ય પોષક બાબતો અંગેના સર્વેક્ષણો, મુલાકાતો, પ્રવાસ–પર્યટન, ક્લોઝ કે દૃશ્યાંકન, આલ્બમ કે સ્ક્રેપબુક દર્શન દ્વારા તાર્દશ્ય અનુભવો પુરા પાડવાથી નિ:સંદેહ મૂલ્ય અભિવૃધ્ધિ થઈ શકે છે.

(૫) શિક્ષકોની જરૂરિયાતો અને વ્યવસાય સંતોષ પ્રાપ્ત થાય અને વ્યવસાયમાં કર્તવ્યનિષ્ઠા તથા શાળાકીય માનવ સંબંધોમાં પરસ્પર વિશ્વાસ કેળવાય તે માટે શાળાનું સંચાલન અને વ્યવસ્થાપન માનવીય સંબંધો તથા શાળાકીય ભાવાવરણ મૂલ્ય વિકાસને પોષક બની રહી તવા પ્રયાસો કરવા જોઈએ.

(૬) શિક્ષકોમાં ઘટતા જતાં મૂલ્યો ઓળખી તે મૂલ્યોના વિકાસ માટે તથા નિહિત મૂલ્યોના પ્રાગટીકરણ માટે આવશ્યક સુવિધાઓ, પ્રવૃતિઓ અને તકોનું નિર્માણ કરવું જાઈએ જેથી શિક્ષકોના વ્યવહારમાં મૂલ્યનિષ્ઠા પડઘાય અને આચારસ્તરે સિધ્ધ થાય જેના દ્વારા વિધાર્થીઓ સમક્ષ મૂલ્યનિષ્ઠા આદર્શ ઉદાહરણ પ્રત્યક્ષ પ્રાપ્ત થાય, તેની પ્રેરણાથી શિક્ષક અને શિક્ષણમાં ગુણાત્મક વિકાસ થાય અને શિક્ષક ભાવિ નાગરિકોના નિર્માણ દ્વારા રાષ્ટ્રજા અને સમાજને બહેતર આવતીકાલ આપી શકાય.

(૭) સંસ્થા, સમાજ અને સરકાર દ્વારા શિક્ષકોમાં મૂલ્યનિષ્ઠાને વધુ મહત્વ આપી શિક્ષકની ગરિમા અને કર્તવ્યને તાર્દશ કરતા કાર્યક્રમો, પ્રવૃતિઓ મૂલ્યનિષ્ઠ શિક્ષકાનુ સન્માન વગેરે દ્વારા શિક્ષકોના મૂલ્યોનું પણ સંરક્ષણ–સંવર્ધન અને સંવહન થાય તેવા પ્રયાસો કરવા જોઈએ. શિક્ષકોની મૂલ્યનિષ્ઠાને બિરદાવવી જોઈએ.

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વેબકૃત અધ્યાપન(WBI)

કુસુમ સી ચંદાના

Abstract

વિશ્વમાં જ્ઞાનનો વિસ્ફોટ થયો છે. આઈ.ટી. ને લીધે માહિતીના ઢગલા થયા છે. આ માહિતી અલગ અલગ સ્રોતો પર આપણી સામે મૂકાય છે. પ્રવર્તમાન સમયમાં મુખોમુખ શિક્ષણને બદલે ઓન લાઈન અભ્યાસનો નવો અભિગમ છે. વેબ આધારિત શિક્ષણ પરામાધ્યમો આધારિત શૈક્ષણિક કાર્યક્રમ છે. તેWWW ના લક્ષણો અને સંશોધનો નો ઉપયોગ કરતો શૈક્ષણિક સાધન છે. તેનો મુખ્ય હેતુ અધ્યાપનને વિકાસને આધાર પ્રાપ્ત થાય તેવા અર્થપૂર્ણ અધ્યાપનના પર્યાવરણનું સર્જન કરવાનું છે.

ચાવીરૂપ શબ્દો

જ્ઞાનનો વિસ્ફોટ ,નવો અભિગમ, WWW ,સસ્તુ ,વધુ અસરકારક, વધુ કાર્યક્ષમતા,   વધુ આંતરક્રિયાત્મક, બંધનથી મુક્ત, વિપુલતા,વધુ તાત્કાલિકતા,પ્રભાવ,સ્વગતિ,પરિવર્તન.

- ● **પ્રસ્તાવના**

  વિશ્વમાં જ્ઞાનનો વિસ્ફોટ થયો છે. આઈ.ટી. ને લીધે માહિતીના ઢગલા થયા છે. આ માહિતી અલગ અલગ સ્રોતો પર આપણી સામે મૂકાય છે. પ્રવર્તમાન સમયમાં મુખોમુખ શિક્ષણને બદલે ઓન લાઈન અભ્યાસનો નવો અભિગમ છે. પ્રવર્તમાન સમયમાં ટેકનોલોજીનો નકારએ માનવીય વિકાસ અને ગૌરવનો નિષેધ કરે છે. શિક્ષણ સંબંધિત લોકો દ્વારા જ્ઞાન, પ્રાપ્તિ માટે ઈન્ટરનેટનો ઉપયોગ એ હવે સામાન્ય બનતો જાય છે. વેબબેસ્ડએ એવું શિક્ષણ છે જેમાં ઈન્ટરનેટ મહત્ત્વની ભૂમિકા ભજવે છે.

- ● **વેબ આધારિત શિક્ષણના નામો**
  1. ON LINE EDUCATION
  2. WEB BUSED LERNING
  3. VIRTUAL CLASS ROOM
  4. INTERNET BASED TEACHING
  5. SYBER SCHOOL
  6. CMC- COMPUTER MEDIATED COMMUNICATION

- ● **સંકલ્પનાઓ :–**

  પામેલા બ્રાઉન : મતે

  વેબ આધારિત શિક્ષણ એવું શિક્ષણ છે કે જે WWW પર બનાવી શકાય છે. તેને મેળવી શકાય છે. જેને અંતર્ગત વિદ્યાર્થીઓ અને શિક્ષકો અધ્યાપનને લગતા કાર્યો અધ્યયનનો વિકાસ અને આધાર પ્રાપ્ત થાય તેવા અર્થપૂર્ણ અધ્યયન પર્યાવરણ નું સર્જન કરવા થાય છે તેવા WWW ના લક્ષણો અને પરામાધ્યમો આધારિત શૈક્ષણિક કાર્યક્રમ એટલે વેબ આધારિત શિક્ષણ.

  વેબ આધારિત શિક્ષણ પરામાધ્યમો આધારિત શૈક્ષણિક કાર્યક્રમ છે. તેWWW ના લક્ષણો અને સંશોધનો નો ઉપયોગ કરતો શૈક્ષણિક સાધન છે. તેનો મુખ્ય હેતુ અધ્યાપનને વિકાસને આધાર પ્રાપ્ત થાય તેવા અર્થપૂર્ણ અધ્યાપનના પર્યાવરણનું સર્જન કરવાનું છે.

- ● **લક્ષણો :–**

  ### (૧) આજની મોંઘીઘાટ શિક્ષણ પ્રથાના સંદર્ભે ખૂબ જ સસ્તુ

  સામાન્ય વર્ગખંડ પરિસ્થિતિમાં શિક્ષણ મેળવવાનું એ દિવસે ને દિવસે સંકુલ બનતું જાય છે. જેનાથી વિદ્યાર્થીઓની વૈયક્તિક ભિન્નતાઓ ધ્યાનમાં લેવામાં આવતી નથી. વળી, અલગ અલગ ક્ષેત્રમાં

સંશોધનની નવી બાબતો વર્ગખંડમાં તાત્કાલીક અમલમાં કરી શકતો નથી. પણ વેબ આધારિત શિક્ષણ આ સંદર્ભે ઘણું સસ્તુ અને વ્યાજબી છે.

(૨) વધુ અસરકારક :–

વેબ આધારિત શિક્ષણમાં તેની વિશિષ્ટતાઓને લીધે અસરકારક સાબિત થાય છે. જે તે ક્ષેત્રમાં માહિતી મેળવવા ઈચ્છનાર વ્યક્તિ એ તેમની વયકક્ષા અને સમજણકક્ષા મુજબ સામે આવે છે. આમ, હોવાથી વ્યક્તિ એ પોતાની સમજ મુજબ જ ગતિ કરે છે.

(૩) વધુ કાર્યક્ષમતા :–

વેબ આધારિત શિક્ષણમાં એક થી વધુ પ્રકારના અનુભવો શૈક્ષણિક પ્રક્રિયાને કાર્યક્ષમ બનાવે છે. પરિણામે વેબ આધારિત શિક્ષણ એ વધુ ને વધુ પરિણામલક્ષી બને છે.

(૪) વધુ આંતરક્રિયાત્મક :–

વેબ આધારિત શિક્ષણમાં વિદ્યાર્થી સ્વ ગતિએ અને સ્વ સમજણે અધ્યાપનમાં સમજ મેળવતો જાય છે તે સંબંધિત પ્રશ્નો પૂછતો જાય છે. અહીં સમગ્ર પ્રક્રિયા વિદ્યાર્થી કેન્દ્રી હોવાથી તે પોતે વિવિધ પ્રવૃત્તિઓને આધારે જે તે મુદ્દાને સ્પષ્ટ કરતો જાય છે.

(૫) સ્થળ, સમય, બંધનથી મુક્ત :–

વેબ આધારિત શિક્ષણએ વૈશ્વિક સ્તરનું શિક્ષણ છે. દુનિયાના કોઈપણ ખૂણે બેઠેલો વિદ્યાર્થી જે આવશ્યક સાધનોથી સજ્જ હોય તે જ્ઞાનપ્રાપ્તિ માટે યોગ્ય રીતે સમયે સમજી શકે છે. મેળવી શકે છે.

(૬) પુષ્કળ વિપુલતા :–

વેબ આધારિત શિક્ષણમાં કોઈપણ એક જ મુદ્દો કે યંત્ર મુદ્દાને લગતી પુષ્કળ પ્રમાણમાં માહિતી પ્રાપ્તિ થાય છે.

(૭) વધુ તાત્કાલિકતા:–

વિદ્યાર્થીને અપેક્ષિત માહિતી યોગ્ય પ્રક્રિયા કરતા તાત્કાલિક જે તે માહિતી વિદ્યાર્થી સમક્ષ રજૂ થાય છે પરિણામો જ્ઞાનમાં ક્રમશ: વધારો થતો જાય છે.

(૮) માહિતીના અભાવને બદલે પ્રભાવ :–

આ પ્રકારના શિક્ષણમાં કોઈ એક જ મુદ્દાને લગતી અસંખ્ય માહિતી પ્રાપ્ત હોય છે. બીજા શબ્દોમાં કહીએ તો પરંપરાગત સ્ત્રોતમાં માહિતી મર્યાદિત હોય છે. જ્યારે અહીં જે તે મુદ્દાને લગતી વિસ્તૃત માહિતી પ્રાપ્ત થાય છે.

- ● **ફાયદા :–**
  - ➢ તે ચીલા ચાલુ શિક્ષણ કરતા વધુ કાર્યક્ષમ, સસ્તુ, અસરકારક અને આંતરક્રિયાત્મક છે.
  - ➢ મોટા પાયા પર નવી અને તૈયાર માહિતી વિવિધ સ્વરૂપે રજૂ થાય છે. જેથી માહિતીના માધ્યમોનો પ્રકાર બાધારૂપ બનતો જાય છે.
  - ➢ શિક્ષણની જૂની પ્રથા બદલાય છે. પાઠ્યપુસ્તકો માં નવી સંકલ્પનાઓનો સમાવેશ થાય છે. જેની સીધી અસર જ્ઞાન શાસ્ત્ર પર પડે છે.
  - ➢ તેના દ્વારા સમાજમાં આર્થિક, સામાજિક અને રાજકીય પરિવર્તનો એટલા પ્રમાણમાં આવશે કે જેના કારણે પણ શિક્ષણમાં માળખાગત સ્વરૂપમાં પરિવર્તન આવશે.
  - ➢ કેળવણીની કક્ષા અને સંખ્યામાં વધારો થશે.
  - ➢ આજીવન શિક્ષણને વધુ વેગ મળશે.
  - ➢ વસ્તી વિસ્ફોટને કારણે વિદ્યાર્થીઓની વધેલી સંખ્યાને પહોંચી વળાય છે.
  - ➢ વિદ્યાર્થી સ્વગતિએ, સ્વનિયંત્રિત અધ્યયન કરે છે.
  - ➢ સ્થળ સમયના બંધનોમાંથી મુક્તિ મળે છે. તેથી પરંપરાગત માળખામાં પરિવર્તનઆવે છે.

- ● **મર્યાદાઓ :–**
  - ➢ ઈ– લર્નિંગ માટે સાધનો,જરૂરી માળખુ, નાણાંની સગવડો, નિયમિત ઈલેક્ટ્રોનિક પાવરની વ્યવસ્થા.
  - ➢ કમ્પ્યૂટર અને અંગ્રેજ વિષયક સાક્ષરતા.
  - ➢ માત્ર કમ્પ્યૂટરથી ઈન્ટરનેટ સુવિધા મળતી નથી તેના માટે બ્રાઉઝર, ઈન્ટરનેટ સ્કીલ્સ.
  - ➢ કમ્પ્યૂટર અને વિદ્યાર્થી વચ્ચે ભાવાત્મક રીતેનું જોડાણ
  - ➢ શિક્ષકની હાજરીના અભાવે સાંવેગિક બાબતો પડકારરૂપ

> ઇન્ટરનેટ માહિતીનો ખજાનો પૂરો પાડે છે પણ તેની સચોટતા દર્શાવી શકાતી નથી.
> માનવીય સહાયથી માહિતીની ચકાસણી થઈ શકે છે.
> પશ્ચિમના દેશોનો સાંસ્કૃતિક પ્રભાવ જોવા મળે છે. કેટલીક વેબસાઇડ મૂક્યા પછી ક્યારેક અપડેઈટ કરાતી નથી.

સારાંશ

પ્રવર્તમાન સમયમાં મુખોમુખ શિક્ષણને બદલે ઓન લાઈન અભ્યાસનો નવો અભિગમ છે. વેબ આધારિત શિક્ષણ પરામાધ્યમો આધારિત શૈક્ષણિક કાર્યક્રમ છે. તેWWW ના લક્ષણો અને સંશોધનો નો ઉપયોગ કરતો શૈક્ષણિક સાધન છે. તેનો મુખ્ય હેતુ અધ્યાપનને વિકાસને આધાર પ્રાપ્ત થાય તેવા અર્થપૂર્ણ અધ્યાપનના પર્યાવરણનું સર્જન કરવાનું છે. . શિક્ષણ સંબંધિત લોકો દ્વારા જ્ઞાન, પ્રાપ્તિ માટે ઇન્ટરનેટનો ઉપયોગ એ હવે સામાન્ય બનતો જાય છે. વેબબેસ્ડએ એવું શિક્ષણ છે. જેમાં ઇન્ટરનેટ મહત્ત્વની ભૂમિકા ભજવે છે.

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Construction, Application and Effectiveness of a Computer Based Learning Packages for Computer based Learning Methods (CAI and CBL): An Experimental Study

BINNY V. MEHTA
(M.Sc., M.Ed., M.Phil.)
19, Panchamrut Bunglows, L.P.Savani road, Pal, Adajan, Surat-395009

INTRODUCTION:

Nothing is Permanent except Change. Computer education has not established standards of structure, Curricula, Performance of a teachers and educational qualification, Goel, D.R., Das A, and Joshi P. (2000) Our vision is for the support of computer technology to help sharpen instructional techniques. Twenty first century throughout the world is known age of information technology. Through information technology through the world a revolution has been brought in almost every field of life. In the root of information revolution lie one very important factor know as micro-computer & Internet. Right from first generation computer to super power computer, it advanced information technology. Information technology has potential to gather information, store it and display it, whenever required, immediately. All this could be possible through computer & Internet. Internet has popularized it in every nook and corner of the world.

Like other advanced countries of the world even developing country like India has provided facilities of internet to her citizens to bloom in their desired field. E-Commerce, E-mail, E-business, E-education are some popularly known concepts of the information technology. Like business, defence, industry, engineering, medicine, internet is widely used by teachers and students of the India right from Primary level to university level, but due to scarcity of resources, infrastructure and skilled manpower in the field of education, this popular and enriched means of learning is not prevalent in education institutions. The purpose of present paper is to explore effectiveness of computer based learning package for student of computer based learning methods CAI & CBL related to course content Std-VIII Subject: Mathematics decided by Gujarat Madhyamik Shikshan Board, Gujarat. With the intention discussed above researchers undertook an experimental study in which they compared CBLP learning outcomes of students provided Computer based learning methods (CAI and CBL). Researchers also provide own creative Criterion Reference Test (CRT). It was standardized by PH.D. Guide in different universities. Researchers can also study about different research's notes, based on computer based teaching - learning methods like CAI & CBL. This is a humble effort of the researchers about CBLP, CAI, CBL and CRT.

OBJECTIVES OF THE STUDY:

The main objective of the study was
1. To Construct CBLP & Standardization of CRT.
2. To Provide CBLP for CAI & CBL of computer based learning methods to the users.
3. To identify the most useful CBLP for Computer based Learning Method CAI and CBL.
4. To determine utility of the identifier CBLP of CAI and CBL users.

HYPOTHESIS:

CAI & CBL Method students provided CBLP facility. Beside, CAI teaching method does not differ significantly in their performance taught CBL method.

LIMITATIONS:

The Research is limited for

1. The Students of Std. V of English medium.

2. Include only three units of mathematics of Std. V

(I) Exponential (ii) Identities. (iii) Factorization.

3. Single group pre-test, Post-test design was used. It was a preexperimental design, it has some limitations.

SAMPLE OF THE STUDY:

A Sample of CAI group is 30 Students and a Sample of CBL group is 25 Students of Sunflower English Medium School situated in Surat were selected by convenient random sampling method.

PROCEDURE OF EXPERIMENT:

One group Pre-test Post-test design was used. It was a pre experimental design. CBLP: (Computer Based Learning Package) Computer Based Learning Package with the help of Microsoft PowerPoint, HTML & JavaScript. The package was prepared by researcher, In the package include self recorded voice, Clip Art, Word Art, Movies, Attractive Pictures, Music, Bitmap Image Object, Colors, Internet explorer were used in Std-6 Mathematics. CRT: (Criterion Reference Test) The CRT was prepared & standardized by experts of education field in different universities. It was used as a Pre-Test and also as a Post-Test. There are Three Chapters of Mathematics of Std-V were included in it. CAI PROGRAM: The Program for CAI of 25 days was divided for three units (8 + 8 + 9 days). Pre-Test of each chapter was administered before starting the chapter. After teaching of the chapter Post-Test was administered. Analysis of data was made to know the effectiveness of CAI. CBL PROGRAM:

The Program for CBL of 25 days was divided for three units (8 + 8 + 9 days). Pre-Test of each chapter was administered before starting the chapter. After teaching of the chapter Post-Test was administered. Analysis of data was made to know the effectiveness of CBL.

TOOLS USED:

Researcher made achievement CRT Test was used to measure achievements in Essentials of Educational CAI & CBL methods students. Achievement test contained objective type sums, each carrying one mark. CBLP was prepared by researcher. Criterion Reference Test (CRT) prepared and standardized by researcher.

POPULATION:

Students of Std-V of Sunflower English Medium School, Surat, English Medium of the year 2013-14

STATISTICAL TECHNIQUES USED:

Test of significance (t-Test) was applied to significance of difference between two groups. In both Program t - Test was used.

CONCLUSION

Present findings can be used by Teacher for cognitive development of students, individual students can also be benefited by the knowledge of the result then they can increase their scores in mathematics by use of drill work. It is situated in CBLP program. CBLP was made for the subject of Mathematics of Std - V for three Chapters. CBLP and CAI, CBL were found effective. CRT was Constructed and Standardized. Content Validity of the items of CRT was found Satisfactory. In CBL Students' Grasping power is more powerful than CAI method. Comparatively CBL Method is more effective than CAI Method. This program is also able to put on Internet..

RECOMMENDATIONS:

1. Many different Software in different Subject are to be prepared for teaching Learning.
2. CAI, CBL and Multimedia should be used to make the educational process interesting. SUMMARY: This was a Pre-Experimental work. It has some Limitations. CBLP is useful tool. CRT is also a wonderful Test. The Program is able to put on Internet.
Teachers and Researcher can use the Program and CRT.

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प्रयवेक्षक
डा.जी.एल मेनारीया

नाम शोधार्थी
पायलबेन कन्हैयालाल सोनी
(पी.एच.डी.)
पेसेफिक उच्च शिक्षा एवं अनुसंधान
विश्वविद्यालय, उदयपुर (पाहेर)

ब्रिटीश प्रशासनिक नीतियों का भारतीय प्रणाली पर प्रभाव एक अध्ययन

A Study of Effect of The British Administrative Policies on Indian Education

3. स्थिती :

यह शोध कार्य पेसेफिक युनीवर्सिटी से सम्बन्धित पी.एच.डी. स्तरीय अध्यन है । शोधकर्ता ने शोधकार्य हेतु भारतीय परिप्रेक्ष्य में शिक्षा से सम्बन्धित क्षेत्र को चुना है । भारत में ब्रिटिश शिक्षा प्रणाली के प्रभाव की दृष्टि से 1835 से 1947 तक देश के सभी राज्यो में आधुनिक शिक्षा के विकास के लिए समस्त देसी एवं ब्रिटिश राज्य के परिक्षेत्र सम्मिलित है ।

(C) समस्या का परिसीमन -

1   भौगोलिक परीसीमन - यह वर्तमान भारतीय सीमा तक परिसीमीत रहेगा ।

2   राजनैतिक परिसीमन - झसमे भारतीय राजनीतिक परिस्थितियों तक सीमित रहेगा

3   काल परिसीमन - 1835 से 1947 तक भारत में ब्रिटिश कालीन शिक्षा प्रणाली का ऐतिहासिक विवरण प्रस्तुत किया जाएगा ।

4   शिक्षा के स्वरुप का परिसीमन - इस अध्यन में ओपचारिक शिक्षा को ही सम्मिलित किया गया है ।

(D) शोध में प्रयुक्त शब्दावली

शोध में निम्नलिखित शब्दो की व्याख्या की जाएगी जिनका यथा स्थान पर संदर्भानुसार वर्णन किया जायेगा । जैसे - ब्रिटिश शासन प्रणाली, झत झ्ण्डीया कम्पनी कालीन शिक्षा प्रणाली,ईसाई मिशनरी संस्थान, मैकाले की शिक्षा पद्धति, वुड्स डिस्पेच,हण्टर कमीशन, लर्ड कर्जन की शिक्षा नीति,प्राच्य एवं पाश्चात्य शिक्षा विवाद,सार्जेण्ट कमीशन, कलकत्ता विश्वविद्यालय आयोग, वरधा शिक्षा योजना,प्राथमिक शिक्षा, माध्यमिक शिक्षा, तकनीकी शिक्षा, उच्चशिक्षा, अध्यापक शिक्षा, शिक्षा का माध्यम, पाठयक्रम, शिक्षक प्रशिक्षक, छात्र अवधारणा, शिक्षा प्रसाशन एवं परीक्षा पद्धति ईत्यादी को परिभाषित किया जाएगा ।

4. शोध कार्य का महत्व :-

दर्शन पकृति व्यक्तिओ, वस्तुओ तथा उनके लक्ष्यों एवं उदेश्यो के बारे में निरन्तर विचार करता है । कालक्रम की गति के अनुरुप परिवर्तन होने से दर्शन भी प्रभावित होता है । जीवन दर्शन एवं दार्शनिक आधार में बदलाव के फलस्वरुप शिक्षा दर्शन के स्वरुप में भी परिवर्तन होता रहता है ।

19 वी सदी में भारतीय समाज एवं संस्कृति पर पाश्चात्य प्रभाव गहराता जा रहा था कि भारतीय लोग अपनी मूल महान संस्कृति और ईसके प्राचीन स्वरुप को भुल कर पश्चिमी जीवन दर्शन के चकाचौंध में अपने अतीत की शिक्षा प्रणाली से हटकर पाश्चात्याय शिक्षा प्राप्त करना गौरव समझते थे । विशेष रुपसे मैकरले की शिक्षा प्रणाली ने भारतीय प्राच्य विद्या एवं हमारी वैदिक - जैन - बौद्ध शिक्षा से हमें कोसो दूर कर दिया था । पाश्चात्य शिक्षा का प्रचार अंग्रेजी साम्राज्य में भले ही साम्राज्यवादी शासको में प्रशासनिक आवश्यकताओ के लिये किया था परन्तु ईससे भारतीय शिक्षित वर्ग से बौद्धिक चेतना उत्पन्न हुई । भारतीय मिल्टन शैली,बेन्थन, मिल स्पेन्सर रुसों वाल्टेयर से प्रेरीत होकर स्वतन्त्रता, राष्ट्रीयता तथा खशासन के लिए जागृत हो गये ।

भारत में पाश्चात्य शिक्षा का प्रारम्भ 1835 के मैकाले शिक्षा विषयक घोषणा पत्र से माना जाना उचित है । इसके पूर्व प्रत्येक देशी रियासतो में परम्परागत शिक्षा की उन्नत व्यवस्था थी । स्वयं ब्रिटिश लेखक मुन्नरो ने जो कि मद्रास व बाम्बे प्रान्तों का गर्वनर रहा, भारत की शिक्षा प्रणाली की रीपोर्ट तैयार करवायी उसके ईस सर्वेक्षण से पता चलता है कि अंग्रेजो के आने के पूर्व केवल बंगाल प्रान्त में ही 80,000 टोल (देशी विद्यालय) थे जिनमें गणित, व्याकरण संस्कृत एवं बंगला इत्यादी भाषाओं का ज्ञान उच्चकोटी के शिक्षको द्वारा किया जाता था । यही हाल मध्य भारत, गुजरात राजस्थान एवं अन्य प्रान्तो में था ।

कालान्तर में स्वतन्त्रता आनदोलन के दौरान 1835 से 1947 तक विभिन्न संस्थाओ, व्यक्तियों एवं प्रबुद्ध लोगो का में योगदान रहा । ब्रिटीश राज्य की स्थापना के कारण 1835 से 1947 तक ईस्ट इण्डिया कम्पनी एवं ब्रिटीश अधिकारियों ने मैकाले की योजनानुसार प्राच्य भाषाओं एवं प्राचीन भारतीय शिक्षा प्रणाली को अनुपयोगी बताकर आंग्ल शिक्षा प्रणाली पर आधारीत शिक्षा की नीतिर्यां लागू की । अतः आवश्यक है कि ईडर रियासत में शिक्षा के विकास का शोधपूर्ण कार्य किया जाए । शोधार्थी ने उपलब्ध साहित्य के अध्ययन के पश्चात् समस्या चयन के निम्नलिखित आधारों को प्राथमिकता ही है । -

1. शोध कार्य की दृष्टि से औचित्य ।
2. शिक्षा प्रशासको की दृष्टि से औचित्य ।
3. अध्यापको की दृष्टि से अध्ययन का औचित्य ।

4.   छात्र - छात्राओं की दृष्टि से औचित्य ।

5.   स्थानीय जननेताओ एवं स्थानीय प्रबुद्ध वर्ग से औचित्य ।

6.   विभिन्न सामाजीक संगठनो एवं समुदायों की दृष्टि से औचित्य ।

उपरोक्त आधारो से शोधार्थी यह ज्ञात करने का प्रयास करे कि ईडर रियासत में याश्चात्य शिक्षा को प्रभावित करने वाले कौन - कौन से कारण या घटक थे । शोधार्थी यह भी ज्ञात करना चाहना है कि ईडर रियासत के शासको, स्थानीय लोगो समुदायो, निजी व्यक्तिओ एवं ईसाई मिशनरी वर्ग का शिक्षा विकास में क्या योगदान था । ईडर रियासत में शिक्षा का विकास एक दीर्घ एवं धीमी प्रक्रिया का अंग है अतः ऐतिहासिक ढष्टि से कालक्रमानुसार शिक्षा के विभिन्न स्तरो में क्या प्रगति हुई । जनजातीय वर्ग, महिला वर्ग एवं समाज के पिछडे वर्ग में शिक्षा प्रसार में कौन - कौन से व्यक्तियो की भूमिका थी । साथ ही ईस वर्ग के शैक्षिक उन्नयन में क्या कठिनाइर्यां थी । महात्मा गांधी, अम्बेडकर, गोखले, जाकिर हुसैन, गिजु भाई दयानन्द सरस्वती के विचारो से प्रेरित होकर ईस क्षेत्र में राष्ट्रीय शिक्षा प्रणाली पर आधारित कौन - कौन से विद्यालय या शिक्षा संस्थान खुले ? एसे अनेको प्रश्नो के आधार पर शोधार्थी ने पी.एच.डी. स्तरीय शोध प्रबन्ध हेतु निम्नलिखित विषय या समस्या का वचन किया है । - " ब्रिटिश प्रशासनिक नीतीयों का भारतीय शिक्षा पणाली पर प्रभाव - एक अध्ययन

5.   शोध कार्य की प्रासंगिकता :-

भारतीय रियासते ब्रिटिश प्रसासन से प्रभावित थी ईस कारण 1818 से 1935 और तद्नान्तर ब्रिटिश प्रशासको ने भारत में पाश्चात्य शिक्षा का बीजारोपण किया । आधुनिक भारतीय शिक्षा प्रणाली, मैकाले, चार्ल्स वुड, हण्टर, कर्जन, और लोर्ड रिपन ईत्यादी के प्रभाव का प्रतिफल है । वर्तमान भारतीय शिक्षा के सभी स्तर प्राथमिक शिक्षा, माध्यमिक शिक्षा, तकनीकी शिक्षा, उच्च शिक्षा, अध्यापक शिक्षा, शिक्षा का माध्यम, शिक्षा का प्रबन्धन और परीक्षा प्रणाली, पाठ्यक्रम शिक्षा के उदेश्य आदि सभी पक्षों पर ब्रिटिश प्रशासनिक नीतियों का प्रभाव रहा है । स्वतन्त्रता के पश्चात आज भी हमारी शिक्षा प्रणाली मैकाले की योजना से मेल खाती है । ईसके गुण दोषो और ईसकी प्रासंगिकता का आलोचनात्मक अध्ययन आवश्यक है । यही शोध कार्य की प्रासंगतिकता ढष्टी से उपादेय है ।

6.   सम्बन्धित साहित्य का अध्ययन :-

अनुसंधान की प्रकिया में निम्नलिखित संबंधित का अध्ययन किया गया है क्योकि किसी भी शोधकार्य को करने के पूर्व विभिन्न शोध कार्यो की जानकारी आवश्यक है । ईस समस्या के लिए निम्नलिखित ग्रन्थो का अध्ययन किया गया ।

1. भारतीय शिक्षा आयोग के विभिन्न दस्तावेज - मैकाले रिपोर्ट, वुड्स डिस्पेच हण्टर कमीशन रिपोर्ट, कर्जन की शिक्षा नीती, सार्जेंट रिपोर्ट, मुदालियर आयोग, भारतीय राष्ट्रीय शिक्षा आयोग वरधा योजना ईत्यादी ।
2. भारतीय शिक्षा से सम्बन्धित गजेटियर जैसे - राजपुताना गजेटियर ।
3. बोम्बे स्टेट गजेटियर ।
4. बडौदा स्टेट गजेटियर ।
5. पालनपुरु रियासत से सम्बन्धित अभिलेख ।
6. रासमाला - फोर्ब्स कृत
7. एम.बी.बुच - सर्वे ओफ एजुकेशनल रिसर्च खण्ड 1,2,3,4,5 ।
8. मेवाड में ठिकानो में शिक्षा का विकास एवं प्रगति - भगवती प्रसाद शर्मा (शोध प्रबन्ध 2001 मो.ला.सु.वि.वि. उदयपुर)
9. सिरोही रियासत में शिक्षा का विकास - श्रीमती अलका जैन (शोध प्रबन्ध 2011 मो.ला.सु.वि.वि. उदयपुर)
10. श्रीमती कमलेश माथुर (1987) - शोध प्रबन्ध उदयपुर नगर में शिक्षा विकास (1864-1947)

7. प्रस्तावित शोध समस्या पर शोध कार्य की सम्भावना :-

उपरोक्त सम्बन्धित विषय पर गुजरात,राजस्थान, मध्य भारत, बोम्बे ईत्यादी में शिक्षा विकास के विभिन्न स्तरो का शोध हुआ है, परन्तु देश की आजादी के प्रचात भारतीय शिक्षा प्रणाली पर ब्रिटिश शिक्षा प्रणाली के प्रभाव का मौलिक कार्य अभी तक नहीं हुआ है । अत : शोधार्थी ने 1835 से 1947 तक भारतीय शिक्षा प्रणाली पर पाश्चात्य शिक्षा के प्रभाव को अध्ययन में सम्मिलित किया है जो एक ऐतिहासिक दस्तावेज बन सकेगा ।

8. अध्ययन के उदेश्य :-

किसी भी शोध कार्य के लिए उसके उदेश्यो का निर्धारण आवश्यक है, ईस हेतु चयनित शोध विषय के लिए निम्नांकित उदेश्यो का निर्धारण किया गया है

1. ब्रिटिशकालीन अवधि में जब भारत में ईस्ट इण्डीया कम्पनी ने अपनी औपनिवेशिक नीतियों के तहत ईसाई धर्म प्रचारको के माध्यम से भारत में पाश्चात्य शिक्षा प्रणाली की नींव रखी उसका भारत की प्रचलित शिक्षा पणाली पर क्या प्रभाव पडा ।
2. सन् 1835 में मैकाले की शिक्षा योजना के आधारभूत तत्वो के गुण - दोषों का परिक्षण कर यह ज्ञात करना कि भारतीय शिक्षा प्रणाली पर ईसका क्या प्रभाव रहा और आज ईसकी क्या प्रासंगितकता है ।
3. चार्ल्स वुड की शिक्षा नीति का भारतीय शिक्षा के विकास में योगदान का विवेचन करना

4. सन् 1857 सें 1947 तक भारत में शिक्षा के विभिन्न स्तरो पर पाश्चात्य शिक्षा प्रणाली का प्रभाव ज्ञात करना ।

5. हण्टर कमीशन का भारतीय शिक्षा प्रणाली पर प्रभाव ज्ञात करना ।

6. सार्जेट योजना का भारतीय शिक्षा पर प्रभाव की विवेचना करना ।

7. लार्ड कर्जन,लार्ड रिपन ईत्यादी प्रमुख वायसरायो की नितियों का भारतीय शिक्षा पर प्रभाव ज्ञात करना ।

8. पाच्य एवं पाश्चात्य शिक्षा प्रणाली के विषय में युरोपीय एवं भारतीय शिक्षा विशेषज्ञों के विचारो की विवेचना करना ।

9. भारतीय शिक्षा प्रणाली के प्रमुख पक्षो प्राथमिक शिक्षा,माध्यमिक शिक्षा,उच्च शिक्षा, तकनीकी शिक्षा, अध्यापक शिक्षा, शिक्षा प्रबन्धन, शिक्षा का माध्यम, पाठ्यक्रम मूल्याकन प्रणाली ईत्यादी पर ब्रिटिश प्रशासनिक नीतियों के प्रभाव का विवरण प्रस्तुत करना ।

10. ईसाई मिशनरियों का भारतीय शिक्षा प्रणाली के विकास में योगदान की विवेचना करना ।

11. सन् 1937 में गांधी की बुनियादी शिक्षा योजना के परिप्रेक्ष्य में भारतीय राष्ट्रीय शिक्षा प्रणाली के विकास की विवेचना करना ।

12. गोखले, तिलक,गांधी, अरविन्द घोष एवं रवीन्द्रानाथ ठाकुर, मदनमोहन मालवीय ईत्यादी के शैक्षिक विचारधाराओ का विवरण प्रस्तुत करना ।

13. बदलते विश्व परिदृश्य में वर्तमान भारतीय शिक्षा प्रणाली की प्रासंगिकता का मूल्यांकन करना ।

9. अध्ययन का औचित्य :-

1. अभिभावको की दृष्टि से -

यह शोध कार्य छात्रो के अभिभावको की दृष्टि से महत्वपूर्ण है । वे शिक्षा के किस दर्शन और किस प्रणाली को चुने ताकि भारत के युवा राष्ट्रीय और अन्तराष्ट्रीय मूल्यो की दृष्टि से शिक्षा की दिशा निश्चित कर सकें ।

2. शिक्षको की दृष्टि से -

शिक्षको के लिए शोध कार्य उपयोगी सिद्ध होगा क्योकि शिक्षक हो राष्ट्र निर्माता है । वे ही काल और देश के परिवर्तन के सन्दर्भ में शिक्षा के मानदण्डो और शिक्षा की नूतन पढतियो को सम्बल प्रदान करें ताकि विश्व परिदश्य में भारतीय वैदिक शिक्षा प्रणाली को वर्तमान परिदृश्य में स्थापित कर सकं ।

3. पाठ्यक्रम निर्माण एवं नियोजन कर्ताओ की दृष्टि से -

शिक्षा नियोजको और पाठ्यक्रम निर्माताओ के लिए उक्त शोध कार्य उपयोगी सिद्ध होगा ।

4. शोधार्थियों की दृष्टि से -

शिक्षा के क्षेत्र में शोध करने वाले शोधर्थियों और उच्च कोटि के शोध चिन्तको के लिए यह शोध कार्य एक दस्तावेज बन सकेगा ।

10. शोध विधि एवं तकनीक -

1. ऐतिहासिक विधि -

ऐतिहासिक विधि से दत्त संकलन किया जाएगा । ईसके लिए उपलब्ध ऐतिहासिक दस्तावेजो, शोध ग्रन्थो और ग्रन्थालयों में उपलब्ध प्राच्य विद्या से सम्बन्धित पाण्डुलिपियों का प्रयोग किया जाएगा । शोध के विषय के लिए ऐतिहासिक विधि ही उपर्युक्त है क्योकि यह कार्य अतीत से जुडा हुआ है ।

2. तकनीक -

शोधार्थी आर्य समाज से सम्बन्धित शिक्षा संस्थानो और पांडीचेरी आश्रम की शिक्षा प्रणाली से सम्बन्धित शिक्षा बिंदो से साक्षात्कार लेने के लिए एक स्वनिर्मित प्रश्नावली का निर्माण कर दत्त संकलन करें ।

11. सम्बन्धित साहित्य :-

1. रितु चढढा (2014) - भारतीय परिप्रेक्ष्य में रविन्द्रनाथ टैगार एवं पं.मदन मोहन मालबीय कै शैक्षिक दर्शन का तुलनात्मक अध्यन (पी.एच.डी स्तरीय अ.प्र शोध प्रबन्ध - पेसेफिक उदयपुर) ।

2. एस.एम.बारखे (1983) लोकमान्य तिलक एवं विवेकानन्द के शिक्षा दर्शन का तुलनात्मक अध्ययन ।

3. सिंह एस.ए. (1984) - विनोबा भावे के शिक्षा सम्बन्धि विचारो पर शोध प्रबन्ध ।

4. आर.सिन्हा (1984) - टैगारे एवं व्हाईट हैड के शैक्षिक विचारो का तुलनात्मक अध्ययन किया गया ।

5. अवस्थी एस (1987) - आधुनिक परिप्रेक्ष्य में वैदिक शिक्षा प्रणाली के शैक्षिक निहितार्थ का अध्ययन किया गया ।

6. तीवारी उर्मिला (1989) - कृष्णमूर्ति के शैक्षिक दर्शन की विवेचना की गयी ।

7. उमा रानी (1990) - सर्वपल्ली राधाकृष्णनन एवं ब्रेटेण्डरसेल के शैक्षिक विचारो का तुलनात्मक अध्यन किया ।

8. वेद एन के (1991) - एनी बिसेन्ट एवं महात्मा गांधी का शैक्षिक दर्शन पर शोध कार्य किया ।

9. कौर रविन्द्र जीत (1994) - श्री अरविन्द एवं महात्मा गांधी के शैक्षिक दर्शन का तुलनात्मक अध्ययन किया गया ।

12. प्रकरणानुसार : प्रस्तावित शोध कार्य की योजना :-

प्रस्तुत शोध कार्य की अध्यायानुसार प्रतिवेदन निम्नानुसार प्रस्तुत किया जायेगा

:- प्रथम अध्याय - शोध आकल्प

शोध कार्य प्रस्तावना, शोध के उदेश्य, शोध का औचित्य, शोध कार्य का परिसीमन , शोध में प्रयुक्त पारिभाषिक शब्दावली, सम्बन्धित साहित्य, शोध में प्रयुक्त विधि एवं उपकरण, दत्त संकलन एवं दत्त विश्लेषण, प्रस्तावित शोध कार्य की अध्यानुसार रुप रेखा ।

:- द्वितीय अध्याय - सम्बन्धित साहित्यक अध्ययन

चयनित शोध विषय से सम्बन्धित भारत एवं विदेशो में किये गये । एम.एड एवं पी.एच.डी. स्तरीय शोध कार्यो का अध्ययन सम्मिलित है ।

:- तृतीय अध्याय - शोध विधि एवं तकनीकी

उक्त अध्याय में शोध विधि एवं तकनीकी के चयन एवं उसके औचित्य की विवेचना करना ।

:- चतुर्थ अध्याय - दत्त संकलन एवं दत्त विश्लेषण

उक्त अध्याय में दत्त एवं दत्त विश्लेषण वर्गीकरण कर शोध का कार्य का निष्कर्ष निकाला जावेगा ।

:- पंचम अध्याय - शोध कार्य का निष्कर्ष एवं भावी शोध हेतु सुझावो का विवरण प्रस्तुत करना

:- षष्टम अध्याय - शोध सारांश

13.   संदर्भ ग्रन्थ सुची :-

(क) प्राथमिक साधन - अप्रकाशित या अप्रकाशित अभिलेख राष्ट्रीय अभिलेखागार भारत - दिल्ली

(1) फोरेन एन्ड पोलिटिकल डिपार्टमेण्ट

प्रोसीडिंग्स