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I am much thankful to all the Dignitaries, Professors, Associate Editors, The Board Members (India & International), Faculty Members, Political Leaders, Social Workers, Supporters, Motivators, Authors, Web developers, Subscriber, Best Complimenters and my Family Members for giving me their fruitful support to release this research work on Wide Area Network via IJRE.

Thanks.

**Date:** 11/02/2013  
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www.raijmr.com  
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RET ACADEMY FOR INTERNATIONAL JOURNALS OF MULTIDISCIPLINARY RESEARCH (RAIJMR)

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Aims and Scopes

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A Comparative Study of Values and Attitudes of School and College Teachers towards Teaching Profession

DR. DINUBHAI M. CHAUDHARI
Associate Professor,
Swami Vivekanand Sarvodaya Education College,
Nagalpur, Mehsana, Gujarat (India)

Abstract:
Teacher performs his/her duty as a teacher is reliant, to a huge extent, on his/her attitudes and values. A positive favourable attitude makes the work not only easier but also more agreeable and competently rewarding. Unenthusiastic and unfavourable attitude makes the teaching job harder, monotonous and distasteful. Additionally, teacher’s attitude influences the behaviour of her/his students. Thus effective and productive learning on the part of students can be achieved only by teachers with desirable attitudes. Therefore, Values and Attitudes of School and College Teachers towards Teaching Profession form the major variable for the present study on School and College teachers.

Keywords: Attitude, Value, Teaching Profession, Teacher

1. Introduction
A society with domestic idea attempts consciously to improve its programme and agencies for serving the common welfare of all of the citizens of nation. It attempts to ensure those improvements chiefly by establishing educational institutions which socially acceptable interest and needs that youth feels may be citizen’s responsibility. The educational system plays a very important role developing various kinds of personality traits, values and national feelings. Bandura argued that individuals create and develop self-perceptions of capability that become instrumental to the goals they pursue and to the control they exercise over their environments. Beliefs of the personal competence help to determine the outcomes one expects. Human personality is a creative value of synthesis of acceptable life values. The most important human Endeavour is the striving for morality in our action.

2. Review of Related Literature
Patni U. (1983) studied with the major objective of the study (1) To find out the relationship between values and achievement motivation among college girls, and (2) To develop and standardize a test of values for college girls in India. Sample: The sample consisted for 1002 college girls from eight college of Rajasthan. The sample included only the final year college girls of the arts, science and commerce faculties. The normative survey method was followed. The tools used were a Scale of Life Values developed and standardized by the investigator, and Mukherjee’s Sentence Completion Test. Descriptive statistics and critical ratio were used for drawing conclusions. The major findings were: (1) The girls studying in different faculties had almost similar value patterns. (2) All students showed the highest preference for aesthetic values. (3) The students showed minimum preference for moral values. (4) The arts and science students differed significantly on knowledge values, aesthetic values, social values, national and political
values, moral values, and self values. (5) The science students were found higher on social values and national and political values than the other two groups. (6) The correlations of values and achievement motivation of each category of values in all the three groups were found to be insignificant. (7) In the group of arts students, knowledge values, aesthetic values and money and material values were negatively correlated with level of achievement motivation, whereas in the science group only knowledge and aesthetic values, in the commerce group, only money and material values, were negatively correlated with the level of n-achievement of these students. (8) Religious values, social, national political values, self values and moral values had the positive but insignificant correlation with achievement motivation.

Sanehy, S.P. (1984), studied with the major objective (1) To find out the difference between delinquents and non-delinquents boys in relation to psychoticism, extraversion/introversion and neuroticism (2) To find out the extent to which the delinquents differed from the non-delinquents in respect of personality characteristics. (3) To find out the difference in adjustment of delinquents and non-delinquents in home, emotional, health, social and total adjustment and (4) To find out the difference in preference of values of delinquents and non-delinquents. Sample The sample of the study comprised two groups of 105 boys each, viz, delinquents and non-delinquents. The delinquent’s samples were selected from the certified schools of Hoshiarpur of Punjab State and non-delinquents from a school of Jalandhar of Punjab State. The Eysenck Personality Inventory (1970) The Jesness Inventory to measure the level of delinquency (1966) The Bell Adjustment Inventory (1937) The Rokeah Value Questionnaire (1967) Findings of the study were (1) The delinquents showed significant difference from non-delinquents in respect of extraversion/introversion, social maladjustment and atomism and denial. (2) The delinquents showed significantly poor adjustment on home, health, emotion, social and total adjustment. (3) As regards values as compared to non-delinquents. Marked difference were observed on values of ‘Broadminded’, ‘Capable’, ‘Clean’, ‘Honest’, ‘Obedient’, ‘Responsible’ and ‘Self-Controlled’ in ease to delinquents.

Sharma S.K. (1986) studied with the major objective (1) The investigator attempted to study the quality and adjustment and intelligence and their impact upon developing intrinsic desirable values. Sample 1000 students of first year of 20 different college of Rajasthan were selected by the stratified method of sampling. The normative, comparative and correlation survey method was employed to study the values and personality of students. Value Test, Group Intelligence Test and Adjustment Inventory were adopted. Findings of the present study were (1) The role of the teacher quite different in traditional and industrial societies. (2) The teaching experience did not affect significantly their classroom behavior. (3) Student’s perceptions regarding female teacher classroom behavior were better than their perceptions regarding the classroom behavior of male teachers. (4) In the context of rapid development in the field of science and technology, teacher faced a changed and disorganized social order, met with the explosion of expectations, and had to take up the role of an agent of social change and innovator of educational ideas.

3. Objectives of the Study
1. To study the values and attitudes towards teaching profession of teachers and its correlation with each other.
2. To compare the values of B. Ed Trainee Students with the values of P.T.C. Trainee Students.
3. To find out whether values of male and female teachers differ.
4. To determine whether the locality (urban/rural) of the teachers affects their values.
5. To compare the attitude of B. Ed Trainee Students towards teaching profession with that of P.T.C. Trainee Students.
6. To find out whether the attitude towards teaching profession is gender biased.
7. To explore whether the attitude towards teaching profession is determined by the locality of the teachers.

4. Meaning of Value
   - Worth, desirability, or utility, or the qualities on which these depend.
   - Worth as estimated (set a high value on my time).
   - One's principles, priorities, or standards.

5. Research Method
   The institute, gender and locality have been considered as independent variables, whereas, values and attitude towards teaching profession as dependent variables in the study. Descriptive method of research has been suitably employed for the study.

6. Sample of the Study
   The sample of 400 teachers has been systematically drawn using multistage randomization technique. 200 teacher trainee form B.Ed. College and 200 teacher trainee form P.T.C. College were selected from Junagadh District.

7. Tools and Techniques
   Value Inventory and Teacher Attitude Inventory prepared by the Investigator Dr. D. M. Chaudhary.

8. Data Analysis
   Suitable statistical techniques, namely, mean, median, mode, standard deviation, skewness and kurtosis were applied to examine the nature of distribution of scores of the sample. Cochran test was employed to test the homogeneity of variance in the groups. Analysis of Variance (ANOVA), 2x2x2 factorial design was employed to study the main effects and interactional effects of these variables.
   To further explore the interactional effects of variables, t-test was employed wherever F-ratio was found significant. Pearson’s coefficient of correlation was used to study the relationship between attitude towards teaching profession and different types of values.

9. Findings of the Study
   The study is quite revealing as follows:

9.1 Findings related to political value, religious value economic value theoretical value, social value and attitude:
   There is a negative and significant correlation between theoretical value, social value and attitude towards teaching profession. There is a positive and significant correlation between political value, religious value economic value and attitude towards teaching profession. There is a positive and significant correlation between aesthetic value and attitude towards teaching profession.
   - The P.T.C. Trainee Students have been found higher in the theoretical value than the B. Ed Trainee Students.
   - There has been found no significant difference in the theoretical value of male teachers and female teachers.
• The rural teachers have been found higher in the theoretical value than the urban teachers.
• Gender and locality of the trainee teachers have not been found to interact significantly in determining theoretical value of the teachers as well as Institute, gender and locality do not interact significantly in determining theoretical value of trainee teachers.
• The mean score of economic value of B. Ed Trainee Students has been found higher than that of P.T.C. Trainee Students.
• The mean score of economic value of female teachers has been found higher than that of male teachers.
• The mean score of economic value of urban trainee teachers has been found higher than that of rural teachers.
• No significant difference found between interaction between institute and gender of teachers with respect to their economic value.
• No significant difference found between interaction between institute and locality of trainee teachers with respect to their economic value.
• Gender and locality of the trainee teachers have been found to interact significantly in determining their economic value.
• Gender and locality of the trainee teachers have not been found to interact significantly in determining economic value of teachers.

9.2 Analysis and interpretation of data with respect to aesthetic, social, political and religious values:
• No significant difference found between the attitude of P.T.C. trainee and B. Ed Trainee Students towards teaching profession.
• No significant difference found between the attitude of urban and rural teachers towards teaching profession.
• No significant difference found between interaction between Institute and Locality in determining the attitude of teachers towards teaching profession.
• No significant difference found between interaction between Gender and Locality in determining the attitude of teachers towards teaching profession.
• No significant difference found between interaction between Institute, Gender and Locality in determining the attitude of teachers towards teaching profession.
• Significant difference found between interaction between Institute and Gender in determining the attitude of teachers towards teaching profession.
• Male teachers have been found to have higher favorable attitude towards teaching profession as compared to their counterparts.

10. Conclusion
There is Negative and significant correlation between theoretical value, social value and attitude towards teaching profession. There is a positive and significant correlation between political value, religious value, economic value and attitude towards teaching profession. There is a positive and significant correlation between aesthetic value and attitude towards teaching profession. The P.T.C. Trainee Students have been found higher in the theoretical value than the B. Ed Trainee Students. There has been found no significant difference in the theoretical value of male teachers and female teachers. Gender and locality of the trainee teachers have been found to interact significantly in determining their economic value. Significant difference found between interaction between Institute and Gender in decisive the attitude of teachers towards teaching profession.
profession. Male teachers have been found to have higher favorable attitude towards teaching profession as compared to their counterparts.

References
Need of Environmental Conservation for Sustainable Development

DR. JAYANTIBHAI I. PATEL
Associate Professor,
Swami Vivekanand Sarvodaya Education College,
Nagalpur, Mehsana, Gujarat (India)

Abstract:
The environment of our planet is degrading at an alarming rate because of non-sustainable urbanization, industrialization and agriculture. Unsustainable trends in relation to climate change and energy use, threats to public health, poverty and social exclusion, demographic pressure and ageing, management of natural resources, biodiversity loss, land use and transport still persist and new challenges are arising. Since these negative trends bring about a sense of urgency, short term action is required, whilst maintaining a longer term perspective. The main challenge is to gradually change our current unsustainable consumption and production patterns and the non-integrated approach to policy-making. It offers a unique treatment of the subject, linking various protection strategies for sustainable development, describing the inter-relationships between the laboratory and field eco-toxicologist, the biotechnology consultant, environmental engineers and different international environmental regulatory and protection agencies.

Keywords: Environment, Urbanization, Industrialization, Sustainable, Development

1. Introduction
In a vacuum no life is possible materials and forces which forms its environment and form which it must derive its needs surround every living organism. It is survival, a plant, an animal or a microbe cannot remain completely aloof in a shell. For diverse fundamental basic requirements each living organisms has to depend and also to interact with different living/biotic, non-living/biotic compounds or environment. The right to development is a fundamental human right. We along with other developing countries have to find alternative paths to an alternative good. A goal of development is ultimately is the true, if the goal of development of environmentally sound and sustainable development. In 1987 in a seminar report named ‘Our Common Future’ the world commission on Environment and Development (The Brundt land Commission), bring in the term Sustainable and Development. The concept has terrifically worked out in creating public awareness for sustaining the planet with the enhanced management. The concept precisely stresses upon using the earth resources with caution and compensating for it in some sense and this would be resulted in maintaining the earth fine balance between resources consumption and resource generation.
1.1 Sustainable: The literal meaning of sustainability is “that can be maintained” or “keep goal continuously”. In ecological sense it refers to “Conservation of ecological balance by avoiding depletion of natural resources”. Thus, it is understand that it is as something, which has got to do with longevity of a resources, commodity, species, ecosystem, earth, environment like as.

1.2 Development: The literal meaning of Development is “ The act or instance of growth, advancement”. So, the growth can be several types like as growth of population, growth of industry, growth of education, growth of forest and same as.

1.3 But what type of growth are we addressing to? Here it is noted that one of the most sensitive issue of growing concern about improving the well-being of human beings. The Nations economic development should not stand upon the earth’s resources. Mahatma Gandhiji a great social scientist, rightly pointed out that “The earth provides enough to satisfy everyone’s need, but not everyone’s greed.”

1.4 Sustainable Development
The world Commission on Environmental and Development (1987) defined Sustainable development as development that meets of present generations without compromising the ability of future generations to meet their needs. Sudhir and Soundhary (2006) defines Sustainable Development as a process by which the socially and economically deprived classes can attain a remarkable and required level of basic health, nutritional status, educational achievements, access to resources and increase in per capita income. According to Moore and Ryne (1995) Sustainable Development refers to creating a style of economic development which is Sustainable within the context of the planet’s ecosystem and human society.

Sustainable Development is multilayer, which covers economic, social, political educational development. The puzzle of Sustainable Development cannot be solved by concentrating on point of pieces. It has to be seen in both its scientific and social dimension not as a series of a isolated problems or issues. Agenda 21 and other UN documents (Earth Charter, Millennium Declaration) emphasize that education and science are critical for promoting Sustainable Development and improving capacity of the people to address environment and developments. Ever since Sustainable Development has been a common concern in all UN conference and there has been a common consensus that education is a driving force for the change needed.

1.5 Environment
Environment has been defined as the aggregate of all external conditions and influences affecting the life and development of an organism. Environment is both a physical and milieu. Eduard Suess (1875) an Australian geologist has defined biosphere as the part of the world where life exists. The environment is any region or circumstances in which anything is exits or everything external to the organic or biotic milieu (geographical location) including non living organic matter and all other organisms, plants and animals in the region. Environment is viewed in different ways with different angels by different groups of people. Environment is interdisciplinary nature of studying which is related to mainly as under.

1. Physical Sciences
2. Bio-Sciences
3. Social Sciences and

1. Environmental studies
2. Environmental Sciences
3. Environmental Engineer and
4. Teacher Education Programme

Conservation of the Environment is related to all these aspects for sustainable development.

1.6 Meaning of Environmental Conservation
According to Dictionary of Environment (McMillan). Environmental Conservation means the planning and management of resources so as to secure their wise use and continuity of supply while maintaining and enhancing their quality, value and diversity. Resources may be man-made or natural. The action of conservation includes preservation from destructive influences, natural decay or waste.

According to Whyte (1977) Environmental perception is “Human Awareness” and general understanding of one’s environment. Behavior is an Environment is influenced by our awareness of the need to adopt to the environment which is turn triggers to the behavior of the individuals. Conservation has been defined as “the management for the benefit of all life including mankind of the bio-sphere so that it may yields sustainable benefits to the present generation which maintaining its potential to the needs and aspiration of the future generations.

1.7 Characteristics of Environmental Conservation
1. Conservation is the careful use of the natural resources
2. Conservation is the wise use of land, air, water and other minerals.
3. Conservation rests on the perceptual levels the individuals
4. In concerns with human awareness and
5. Consciousness of the Environment

2. Objectives of Conservation
1. To maintain essential ecological processes and life support system
2. To preserve biological diversity
3. To ensure that any utilization of species and ecosystem is sustainable
4. To preserve natural resources for feature generation
5. To use wisely land, water, air, forest and minerals

3. Categories of Conservation
There are two main categories of Conservation are as follows.
1. In situ Conservation and
2. Ex situ Conservation

4. Types of Conservation Method
Natural resources are very essential for ecological balance and maintaining biodiversity of the area of environment.
4.1 Social conservation method
   a. Biological methods
   b. Mechanical method and
   c. Other methods

4.2 Forest and wildlife conservation method
   d. Conservation of reserve forest
   e. Chipko moment
   f. Appiko chaluvali
   g. Environment Day
   h. Social Forestry and
   i. Forest Conservation Act 1980

4.3 Water Conservation and land use planning methods
   j. Watershed management
   k. River valley projects
   l. Water land management
   m. Multipurpose projects

5. Need of Conservation
Conservation has main focus to meet the need and aspirations of future generation and sustain the benefits of present generation by using carefully natural resources land, water, air and other minerals setting individual perception.

Expanding human population resulted into expanding needs of man. With Scientific progress and technological development man started utilizing natural resources at a larger scale. Conservation is also concerned with complete elimination of some unique species for which there may no alternative at all. There is urgent need to check the degradation of the environment and to maintain or restore the balance of the nature is the single most important challenge with different kind of internal as well as external dimension to mankind. In the perspective of economical and technical development of the world always had been better today than yesterday years and will always be better then tomorrow then today. But the condition of the environment will always be poorer than before. Hence, the concept of sustainable development raises particular questions for the present generation to answer.

6. Dimension of Environmental Conservation
Five basic aspects of the Environmental Conservation are given as under.
   1. Environmental Awareness
   2. Environmental Education
   3. Resources Management
   4. Environmental Impact assessment
   5. Control of the Environmental pollution

7. Measures of Environmental Conservation
The following are main measures of Environmental Conservation.
   1. An Ideal system for Genetic resources
2. Genetic Resources  
4. World Environmental Commission  
5. International organization and Environmental Conservation  
6. National organization and Environmental Conservation  
7. Education and Environmental Conservation

8. Environmental Crisis
There is urgent need to maintain the quality of the environment by checking its degradation and maintain ecological balance.

   1. Environmental/ Ecological Crisis  
   2. Population Crisis and Population Explosion  
   3. Energy Crisis  
   4. Perception Crisis

9. Guideline Given By WCS for Sustainable Development
Under the auspices of the International Union of Conservation of Nature and Natural Resources (IUCN), World Wildlife Fund (WWF) and UNEP, a World Conservation Strategy (WCS) was prepared and release for adoption and implementation in India on 5th March, 1980. The WCS is to ensure the management of human use of bio-sphere in manner which may yield greater sustainable benefits to the present generation while maintaining its potential to meet the needs of aspirations of the future generation. The kinds of efforts that responsible agencies can and should make to encourage sustainable development outlined in the WCS. The framework of WCS attempt to provide guideline as under and how this could be done.

   1. Defining clearly the concepts of Environmental Conservation.  
   2. Identifying the universally recognized area which has threatened life support system.  
   3. Enumerating the Conservation of objectives.  
   4. Indicating broad as well specific priority area of action at the national and international level.  
   5. Providing the framework for evolving the National Conservation Strategy (NCS). by different countries as well as mechanism for translation of strategies into operational plans and programme.

The WCS also stressed that NCS be prepared by keeping in the mind the needs and aspirations of the country. In India, the Sixth plan document emphasized the needs to ensure conservation of environmental resources for Sustainable Development.

10. Conclusion
Environment includes physical, social, cultural and psychological components, which are responsible for the growth and development of human kind. Conservation has main focus to meet the need and aspirations of future generation and sustain the benefits of present generation by using carefully natural resources land, water, air and other minerals setting individual perception. There is urgent need to check the degradation of the environment and to maintain or restore the balance of the nature is the single most important challenge with different kind of internal as well as external dimension to mankind.
References
Manner towards Commerce Education of the Students of Education College

PARIMAL P. GOHIL
Vidhyasahayak,
Shree Vajadi Virada Primary School,
Rajkot, Gujarat (India)

Abstract
In India, commerce as an educational stream is first opted at intermediate level i.e. at 10+2 level or after Class 10th. B.Com is awarded to students if he/she pursues commerce at the undergraduate level. For example, if a candidate chooses to study Accountancy as major at Bachelors level then B.Com. (Hons.) in Accountancy is awarded. The student who makes outstanding performance in the final examination is awarded with distinction. As part of post graduate studies, a candidate chooses to do specialization from the subjects that he / she has studied as part of Under Graduate studies; Commerce / Accountancy / Business / Finance etc. Master of Commerce (M.Com) is awarded in the relevant subject. Thereafter one can go for research studies viz. M.Phil. and Ph.D. The Indian Universities / Institutions and Colleges offers admission into different B.Com and M.Com degree programs, or research programs etc according to guidelines laid by the University Grants Commission (UGC), Ministry of Commerce and Industry and Ministry of Human Resource Development (MHRD) of Government of India. Now days in Gujarat State there are no any recruitment in Commerce field on a post of teacher since 1992. So the flow of commerce students is going to be down since last ten years in schools and colleges of commerce field. Therefore the researcher decided to study to know the attitude towards commerce education of the students of first year commerce.

Keywords: Commerce, Commerce Education, SWOT analysis, Teaching aids

1. Introduction
Commerce is a very popular subject in India these days. Indian economy is growing at a rapid pace and since Services sector constitutes the largest chunk of India's GDP therefore there are ample career opportunities for Commerce graduates. One of the most obvious career options available to commerce students is to pursue B.Com and thereafter work as Accountants. Educational background in commerce also gives an edge to the students interested in a career in Insurance and stock market. The more ambitious and brighter ones can opt to become Chartered Accountants, Cost and Work Accountants and Company Secretary. Read for detailed information on nature of work, eligibility requirements, and course content of all the above professional courses.

2. Problems of Commerce Education
Expansion of liberal commerce education, as a matter of fact indiscriminate expansion in its wake, has brought about certain problems too. The quantitative expansion has definitely resulted in qualitative degeneration. As a result, today a commerce graduate has little edge over his
counterparts in being selected to such positions which were once considered his domain at one time. The present courses are not adequate in preparing the students for competitive examinations either. The present system of commerce education does not equip the students either for taking up jobs requiring knowledge of general subjects or jobs that demand knowledge of a technical or specialized nature. Time has come now when a commerce graduate is not being accepted even as a qualified book-keeper. Consequently, he finds himself in a “no man’s land” neither a generalist nor a specialist. In such a situation it is but natural that the popularity of the course declines. The process has started in many States especially in rural areas. The reasons for unpopularity / weaknesses of commerce education are:

- Craze for Medicine, Engineering, Management and IT courses.
- Unpopularity of commerce at competitive examinations: the syllabi of commerce at competitive examinations are not attracting even the meritorious commerce students.
- Commerce graduates are not eligible for teacher training courses, such as B.Ed in many States.
- Lack of knowledge about commerce at school level as commerce education is not introduced at school level in many States.
- No preference or reservation for commerce graduate either in employment or in admissions to professional courses like C.A, CWA, CS, M.B.A. etc. Poor teaching in many colleges forcing many students to go for tuitions, which means additional cost and effort.
- High student low teacher ratio.
- Lack of proper infrastructure: - it is sometimes remarked that many colleges are virtually academic slums.
- Instruction in regional media and inadequate or non availability of reading material in regional media.
- Inadequate teaching aids like commerce lab, CTV-Video films.
- Untrained and ill-equipped teachers.
- It is more content oriented rather than skill and practice oriented.
- Even the content (syllabus) is not up-to-date.
- It is not keeping pace with the changing business environment.
- Many a time commerce graduates are found lacking communication and decision-making skills.
- Lack of practical exposure both to the teacher and taught. Perhaps commerce may be the only practical subject which is theoretically taught without practical exposure.
- Defective admission policy: - In many a case students who are not able to get seats in other courses are opting for commerce for scholarships. In such a case it is futile to expect wonderful results.
- Commerce teacher is a jack of all trades: - perhaps he is the only person who is expected to teach all the subjects.
- Paucity of funds for improvement.

Thus, commerce education is facing innumerable problems today. These problems have a direct bearing on the course objectives, course content and course conduct. These problems need serious attention and close scrutiny. It is high time for soul searching for an objective appraisal which will provide the basis for evolving a new strategy for giving a better deal to commerce education in the years to come. Therefore, the need for an all-out effort to re-orient and re-designing the commerce education in such a way that it will be relevant for today and tomorrow. For this we have to make some sort of SWOT/TOWS analysis.

T = Identify the threats to commerce education
O = Identify the areas of opportunities still available for commerce even after providing for CA, CWA, CS and MBAs and new opportunities into which you can enter.

W = What are your weaknesses because of which you are not preferred? (Here, deliberate efforts have to be made to overcome the weaknesses).

S = What are your strengths, if any? It is better to concentrate on and consolidate on your strengths.

3. Objectives of the Study
The present study has been conducted to pursue the following objectives.
1. To prepare the attitude scale to know the attitude towards Commerce education of the students of B.Ed. College.
2. To know the level of attitude towards Commerce education of the students of B.Ed. College.

4. Research Methodology
In the light of the foregoing discussion, this empirical study gauges the attitude of the students about attitude towards Commerce education with the help of a well designed four point attitude scale. The students of this faculty have been chosen purposefully. The scale was administered to 89 students of College of Education Vadasma. Random sampling was used for collecting the data. Out of which, 84 students provided the response in time. The students were requested to respond fairly and fearlessly on the assurance that their identities will not be disclosed.

<table>
<thead>
<tr>
<th>Parameters for Degradation of Commerce Education</th>
<th>A: Strongly Agree</th>
<th>B: Agree</th>
<th>C: Disagree</th>
<th>D: Strongly Disagree</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Govt. Policy</td>
<td>91.25</td>
<td>8.75</td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>2. Teacher’s Behaviour</td>
<td>2.50</td>
<td>1.75</td>
<td>3.25</td>
<td>92.50</td>
<td>100</td>
</tr>
<tr>
<td>3. Govt. Job Recruitment in Commerce faculty</td>
<td>95.00</td>
<td>4.00</td>
<td></td>
<td>1.00</td>
<td>100</td>
</tr>
<tr>
<td>4. Possibility of the Govt. job for post of Lecturer/Teacher</td>
<td>98.00</td>
<td>2.00</td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>5. Social Climate</td>
<td>4.75</td>
<td>1.25</td>
<td>4.00</td>
<td>90.00</td>
<td>100</td>
</tr>
<tr>
<td>6. Science &amp; Technology</td>
<td>45.25</td>
<td>38.75</td>
<td>6.00</td>
<td>10.00</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 1 Overall response of all students (In Percentage)

Chart 1 Overall Response Chart
5. Conclusion
Table 1.1 indicates that 91.25 % students strongly believed that Government policy is responsible for degradation of commerce education. 92.50 % students strongly disagree about teacher’s attitude towards degradation of commerce education, it indicates that no role of the teacher for degradation of commerce education. 95 % students strongly agree for the responsibilities of the Government job recruitment in commerce faculty. 98 % students strongly agree for the possibility of Govt. job for the post of Lecturer/Teacher. 90% students strongly disagree about social climate for the degradation of commerce education. 45.25 % and 38.75 % students agree about Science & Technology is responsible for the degradation of commerce education.

References
Personality of High School Students of Mehsana District

DR. NILESH B. GAJJAR
Assistant Professor,
S.V.S. Education College, (M.Ed.) P.G. Dept.,
Nagalpur, Mehsana, Gujarat (India)

DR. SURESH R. PARMAR
Assistant Professor,
Swami Vivekanand Sarvodaya Edu. College,
Nagalpur, Mehsana, Gujarat (India)

Abstract:
Personality is the particular combination of emotional, attitudinal, and behavioral response patterns of an individual. Different personality theorists present their own definitions of the word based on their theoretical positions. Psychologists such as Freud and Erickson have attempted to come up with personality theories. Personality type refers to the psychological classification of different types of individuals. Personality types are sometimes distinguished from personality traits, with the latter embodying a smaller grouping of behavioral tendencies. Types are sometimes said to involve qualitative differences between people, whereas traits might be construed as quantitative differences. According to type theories, for example, introverts and extraverts are two fundamentally different categories of people. According to trait theories, introversion and extraversion are part of a continuous dimension, with many people in the middle. The researchers want to know about the personality of the high school students of Mehsana District via this study.

Keywords: High School students, Multidimensional Personality Inventory, Personality, Personality traits, Students

1. Introduction
A society with domestic idea attempts consciously to improve its programme and agencies for serving the common welfare of all of the citizens of nation. It attempts to ensure those improvements chiefly by establishing educational institutions which socially acceptable interest and needs that youth feels may be citizen’s responsibility. The educational system plays a very important role developing various kinds of personality traits, values and national feelings.

2. Review of Related Literature
Bhushan (1968) generalized factors were sustainably selected to the leadership and performance, Gupta (1975) found that age affected significantly the stratum factor of adjustment, Prabhavati (1978) found that male teachers secured better points in values, and most of the variables were found to be correlated, Chaube (1982) found that the girls studying in different faculties has almost the similar value patterns, all the students shows the minimum preference for the values, Chettri (1983) fount that the different faculty group significantly found higher, Sanehy(1989) found as regards to the value as compared to non-delinquents and Sharma(1986) found experience affect to the behavior of the person.
It is also conclude that different kind of the study has been conducted with reference to different kind of students of sample in relation to personality and values with different area.

3. Objectives of the Problem
1. To study the effects of different component of personality of students of secondary school of Mehsana District
2. To study the effects of gender with reference to personality of students of secondary school of Mehsana District
3. To study the effect of habitat with reference to personality of students of secondary school of Mehsana District
4. To study the effect of standard (8 and 9) with reference to personality of students of secondary school of Mehsana District

4. Hypotheses of the Study
$H_0_1$ There will be no significant difference between mean score on Multidimensional Personality Inventory of different component of personality of secondary school of Mehsana District.
$H_0_2$ There will be no significant difference between mean score on Multidimensional Personality Inventory of total male and total female students of secondary school of Mehsana District.
$H_0_3$ There will be no significant difference between mean score on Multidimensional Personality Inventory of total urban and total rural students of secondary school of Mehsana District.
$H_0_4$ There will be no significant difference between mean score on Multidimensional Personality Inventory of standard eight and standard nine students of secondary school of Mehsana District.

5. Definitions of the terms
“To define a problem means specify it in detail and with Precision.”

5.1 Personality
According to E.L. Thorndike “Personality is one of the most abstract words in our language and like any abstract word suffering from excessive use, its connotative significance’s is very broad, its denotative significance is negligible. Hardly there is any modern term relating to the personality resemble one another in one-way or the other because they are derived from the same origin.

5.2 Multidimensional Personality Inventory
(By Km. Manju Agrawal) has been used for the age group of 13 to 26 years.

5.3 School
Educational institution for pupils up to 19 years of age or (US) is including college or university level.

5.4 High School Students
In this present research High School Students means Student, who are studying in standard-8 and standard-9?
6. Delimitation of the Study
The present study is delimited for the students (Standard-8 and Standard-9) of secondary schools of Mehsana District only, who are studying regularly during the year of the 2012-2013.

7. Tool used for the Study
For the present study selected tools (Multidimensional Personality Inventory (by Manju Agraval) was applied for the study.

Table 1 Reliability of Multidimensional Inventory

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Component</th>
<th>Test-Retest</th>
<th>Split-half Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Extroversion- Introversion</td>
<td>0.72</td>
<td>0.82</td>
</tr>
<tr>
<td>2</td>
<td>Self-concept</td>
<td>0.81</td>
<td>0.84</td>
</tr>
<tr>
<td>3</td>
<td>Dependence-Independence</td>
<td>0.69</td>
<td>0.78</td>
</tr>
<tr>
<td>4</td>
<td>Temperamenet</td>
<td>0.72</td>
<td>0.87</td>
</tr>
<tr>
<td>5</td>
<td>Adjustment</td>
<td>0.84</td>
<td>0.79</td>
</tr>
<tr>
<td>6</td>
<td>Anxiety</td>
<td>0.71</td>
<td>0.86</td>
</tr>
<tr>
<td>7</td>
<td>Multi Dimensional Inventory</td>
<td>0.74</td>
<td>0.74</td>
</tr>
</tbody>
</table>

8. Population and Sample

8.1 Population
For the present study all the students of standard-8 and standard-9, from the Mehsana District studying during the year of 2012-2013.

8.2 Sample
For the present study random sampling technique was used. Total 728 students were selected from the 8 (4 schools from rural area and 4 schools from urban area) schools from the Mehsana District of north Gujarat region.

9. Data Analysis and Interpretation
Quantitative data were analyzed by the frequency distribution as the variables of the objectives of the research. Mean, median, t-value, F-value and correlation value calculated for the present research.

Component wise ANOVA on Multidimensional Personality Inventory

<table>
<thead>
<tr>
<th>Source</th>
<th>Df</th>
<th>Sum of Square</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig. at 0.01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Among</td>
<td>6</td>
<td>311.56</td>
<td>51.926</td>
<td>0.389</td>
<td>NS</td>
</tr>
<tr>
<td>Within</td>
<td>722</td>
<td>96372.1</td>
<td>133.479</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>728</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

H₀₁ There will be no significant difference between mean score on Multidimensional Personality Inventory of different component of personality of secondary school of Mehsana District.
The above table indicate that, the F-value of the above comparison of means of component of Multidimensional Personality Inventory is 0.389 (Less than 3.78), which is not significant at 0.01 level of significance. Therefore, it can be inferred that Mean of component of Multidimensional Personality Inventory is not significantly higher on Multidimensional Personality Inventory. So, \(H_0\) is accepted, which stated as “There will be no significant difference between mean score on Multidimensional Personality Inventory of different component of personality of secondary school of Mehsana District.”

**Statistical description of t-value on the Total Sample of Secondary School Students on Multidimensional Personality Inventory**

<table>
<thead>
<tr>
<th>No.</th>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>SEd</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Total Male Students</td>
<td>347</td>
<td>244.47</td>
<td>33.14</td>
<td>2.46</td>
<td>3.85</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>Total Female Students</td>
<td>381</td>
<td>236.14</td>
<td>33.18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Total Rural Students</td>
<td>486</td>
<td>240.5</td>
<td>35.93</td>
<td>2.69</td>
<td>0.46</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>Total Urban Students</td>
<td>242</td>
<td>241.75</td>
<td>33.48</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Total Students of Std-8</td>
<td>387</td>
<td>236.92</td>
<td>31.31</td>
<td>2.47</td>
<td>2.73</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>Total Students of Std-9</td>
<td>341</td>
<td>243.68</td>
<td>35.01</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**H02** There will be no significant difference between mean score on Multidimensional Personality Inventory of total male and total female students of secondary school of north Gujarat.

**Result:** From the above Table, it is evident that the mean and S.D. of total male students are 244.47 and 33.14 while the mean and S.D. of total female students are 236.14 and 33.18 on total score of Multidimensional Personality Inventory. The obtained t-value is 3.85(3.85>2.58) with 2.46 standard error of mean which is significant at 0.01 level of significance. Thus, mean score of total male students are significantly higher than the mean score of total female students on Multidimensional Personality Inventory. So, \(H_0\) is rejected. Which is stated as: “There will be no significant difference between mean score on Multidimensional Personality Inventory of total male and total female students of secondary school of Mehsana District.”

**H03** There will be no significant difference between mean score on Multidimensional Personality Inventory of total urban and total rural students of secondary school of north Gujarat.

**Result:** From the above Table, it is evident that the mean and S.D. of total urban students are 240.5 and 35.93 while the mean and S.D. of total rural students are 241.75 and 33.48 on total score of Multidimensional Personality Inventory. The obtained t-value is 0.46(0.46< 2.58/1.96) with 2.69 standard error of mean which is not significant at 0.05/0.01 level of significance. Thus, mean score of total rural students are not significantly higher than the mean score of total urban students on Multidimensional Personality Inventory. So, \(H_0\) is accepted. Which is stated as: “There will be no significant difference between mean score on Multidimensional Personality Inventory of total urban and total rural students of secondary school of Mehsana District.”

**H04** There will be no significant difference between mean score on Multidimensional Personality Inventory of standard eight and standard nine students of secondary school of north Gujarat.

**Result:** From the above Table, it is evident that the mean and S.D. of students of standard-8 are 236.92 and 31.31 while the mean and S.D. of students of standard-9 are 243.68 and 35.01 on total score of Multidimensional Personality Inventory. The obtained t-value is 2.73(2.73>2.58)
with 2.73 standard error of mean which is significant at 0.01 level of significance. Thus, mean score of students of standard-9 are significantly higher than the mean score of students of standard-8 on Multidimensional Personality Inventory. So, \( H_0 \) is rejected. Which is stated as: “There will be no significant difference between mean score on Multidimensional Personality Inventory of standard eight and standard nine students of secondary school of Mehsana District.”

10. Findings
From the above research findings of the study are given as under.
(1) No significant difference was found between the mean scores component of Multidimensional Personality Inventory.
(2) Mean score of total male students are significantly higher than the mean score of total female students on Multidimensional Personality Inventory.
(3) No significant difference was found between the mean scores rural students and urban students on Multidimensional Personality Inventory.
(4) Mean score of total students of standard -9 are significantly higher than the mean score of total students of standard -8 on Multidimensional Personality Inventory.

11. Conclusion
From the above findings it can be concluded that the total students of standard -9 differed in their perceptions regarding Personality Inventory than the total students of standard -8 and total students of Male differed in their perceptions regarding Personality Inventory than the total female students. No significant difference found between components of Multidimensional Personality Inventory and habitat of students

References
Approach about Grading System in Education

DR. RANJAN G. PATEL
Assistant Professor,
Sarva Vidhyalaya M.Ed. College, Kadi,
Mehsana, Gujarat (India)

Abstract:
This study attempts to do exactly that. At the outset itself, it needs to be understood that the Recommendations of the Higher Education Council are of an advisory nature only. This reform will have to be implemented by the Universities only through the usual process of academic debate in its academic bodies, the board of studies, faculties and the academic councils. These bodies may make amendments in the recommendations as they deem fit. The researcher wants to compare the attitudes towards grading.

Keywords: Grading, Grade Point Average, Grading System

1. Introduction
The Indian education system has taken a step forward towards reviving the education system with the introduction of grading system in session 2009-10. It will help in reducing the pressure on students during exams. In the last five years the meaning of education has changed for students from imbibing knowledge to merely scoring marks, resulting in myriad forms of education policies.

As per reports, every day more than 17 students aged between 15-25 years commit suicide in India due to non-performance in the examination or an entrance test. Watching young children of the country succumbing to the undue pressure of scoring high marks is horrifying. One of the points to note here is the thinking of the society, which puts lot of pressure on students to 'to perform'.

This pressure from schools, parents, peer groups and society takes away the youthfulness of a child. Further, a health report also supports that this often causes health hazard such as fatigue, body aches, eye weakness, stress and in more severe cases, depression (neurotic/psychotic.) Looking at today's education scenario, the Central Board of Senior Education has introduced educational counselors and child psychologists in schools to boost the confidence of young students and mentally prepare them for the board examination. This method has helped in reducing the stress and making them comfortable with the examination.

Understanding the board exam system in India and its relation with students is of great importance in present times. While coping with the expectations of school, parents and society and keeping
pace with their talent, students face a lot of hardships. Thus, the implementation of a grading system and abolition of board exams is really a boon for students.

Adoption of grading system in India, the grading system was introduced in 2008-09 from class I-VIII, reducing the exam stress. Extending the concept to class IX and X has further reduced the pressure, giving students an opportunity to explore other avenues. Following the US model, the implementation of the grading system is to bring in more practical education than the current theoretical method. This model prescribes a varied range of opportunities, providing children of all levels a platform to showcase their talent and pursue their interests traditionally; class XI students were given subjects as per marks scored in Class X. This system often disappointed students if they scored low. Moreover, if a student didn't get the required percentage due to poor scoring in one subject, then the entire percentage gets affected. The grading system will give students relief. It will provide ample opportunities to students to excel in their choice filed.

Its implementation will help an average student to cope with the stress though leaving a lot of toppers to question it. Students will be evaluated on a 9-point grading system, which will diminish the difference between a student scoring 99% and one scoring 91%. Both students will get the A+ grade. To make the grading system a success, parents and teachers need to acknowledge children's special assets and encourage them pursue their interest.

The grading system by HRD minister - Kapil Sibal has brought in a new wave of transformation in the Indian education system. He put India up on the ladder of the global education system. The HRD minister commenting on the system said that it would provide a standardization of excellence at the school level. (Article Source: http://ezinearticles.com/?Grading-System-in-Indian-Schools&id=4592044)

Grades in the realm of education are standardized measurements of varying levels of comprehension within a subject area. Grades can be assigned in letters (for example, A, B, C, D, or F), as a range (for example 4.0–1.0), as a number out of a possible total (for example out of 20 or 100), as descriptors (excellent, great, satisfactory, needs improvement), in percentages, or, as is common in some post-secondary institutions in some countries, as a Grade Point Average (GPA). GPA is calculated by taking the number of grade points a student earned in a given period of time divided by the total number of credits taken. The GPA can be used by potential employers or further post-secondary institutions to assess and compare applicants. A Cumulative Grade Point Average is a calculation of the average of all of a student's grades for all semesters and courses completed up to a given academic term, whereas the GPA may only refer to one term.

Universities here follow Percentage System and 10 point GPA System. The Percentage System works as : Maximum Marks:100, Minimum Marks: 0, Minimum Marks Required for Passing: 35. 100-80% Considered Excellent, 79-65% Considered Very Good, 55–64% considered good, 45–55% considered fair, 41–44% considered Pass, 0-40% considered fail. A percentage above 65% is referred as 1st Division and indicates high intellectual level. Some Universities follow weighted average pattern to calculate percentage: 1st and 2nd Semester–40% of the aggregate marks, 3rd and 4th Semester-60% of the aggregate marks, 5th and 6th Semester-80% of the aggregate marks, 7th and 8th Semester-100% of the aggregate marks. The 10 point GPA is categorized as follows: 10-9.1 (A+)- Best, 9-8.1(A)-Excellent, 8-7.1(B+)-exceptionally good, 7-6.1(B)-very good, 6-
5.1(C+)- good, 5-4.1(C)- average, 4-3.1(D+)-fair,3.1-2(D)- Pass,2-0(E+-E)-fail. A GPA of over 7 is generally considered to be an indication of a strong grasp of all subjects.

2. Objectives
1. To compare the approach of B.Ed. and M.Ed. students about Grading System.
2. To compare the level of approach towards Grading System of B.Ed. and M.Ed. students.
3. To compare the level of approach towards Grading System of male and female students of B.Ed. and M.Ed. College.

3. Hypothesis
1. There is a significant mean difference in the level of approach about Grading System Between the all students of B.Ed. and M.Ed.
2. There is a significant mean difference in the level of approach about Grading System Between the male students of B.Ed. and M.Ed.
3. There is a significant mean difference in the level of approach about Grading System Between the female students of B.Ed. and M.Ed.

4. Methodology of the Study
The sample was selected from S.V.S. Education College, Mehsana and New Progressive M.Ed. College, Mehsana. Total 30-30 students (30 male and 30 female students) of each faculty were selected randomly. In this way total 60 students were selected From B.Ed. and M.Ed faculty. Five point Attitude scale was prepared by researcher, which contains 40 statements, among 40 statements, 29 statements ware positive & other 11 statements were negative statements to know the level of attitude about Grading System. The range of marks was 0 to 200.Out of 120 marks, who got below 100 marks, they considered as unfavorable approach towards Grading System and who got 100 or more then 100 marks, they considered as a favorable attitude towards Grading System attitude.

5. Statistical Calculations
Statistical parameters like mean, medium, standard deviation (S.D.) t-test were calculated for testing the hypothesis. The calculated data is mentioned in the table no.1.

<table>
<thead>
<tr>
<th>Students</th>
<th>Faculty</th>
<th>N</th>
<th>Mean</th>
<th>S.D.²</th>
<th>S.D.</th>
<th>MDf</th>
<th>t-Value</th>
<th>Sig./N.S.</th>
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<td>99.25</td>
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<td>22.04</td>
<td>23.77</td>
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<td>22.04</td>
<td>3.58</td>
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<tr>
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<td>5.81</td>
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<tr>
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<td>18.67</td>
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<tr>
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<td>88.69</td>
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<td>1.56</td>
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<tr>
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<td>1039.95</td>
<td>32.25</td>
<td>19.32</td>
<td>1.56</td>
<td>NS</td>
</tr>
</tbody>
</table>

*NS=Not Significant
6. Findings
The findings of this present study are as under.

1. There is a significant mean difference shown at 0.01 and 0.05 level of significance in the level of approach about Grading System between students of B.Ed. and M.Ed. Moreover, the students of M.Ed. College are found to be better than the students of B.Ed. in respect of their Grading System attitude.

2. There is a significant mean difference shown at 0.01 and 0.05 level of significance in the level of approach about Grading System between male students of B.Ed. & M.Ed. Moreover, the male students of M.Ed. College are found to be better than the students of B.Ed. in respect of their Grading System attitude.

3. There is a no significant mean difference shown at 0.01 and 0.05 level of significance in the level of approach about Grading System between the female students of B.Ed. & M.Ed.

References
Choice Based Credit System and Semesterisation for Undergraduate Programmes

TRUPTI J. VYAS
Assistant Professor,
Maharshi Dayanand College of Education,
Visnagar, Mehsana, Gujarat (India)

Abstract:
In Higher Education the option must be introduced for the students in undergraduate and post graduate courses to choose additional subjects not related to their core courses. “For instance, a student in Arts stream can choose some Science subjects Today education must follow the all knowledge access system so that the student can learn and progress the way he/she likes. CBCS has the ability to accommodate diverse choices that students may like to have. It is also recommended to establish centers of excellence in all universities and provisions for core-credits and elective or optional credits for different levels of academic programmes.

Keywords: Credit, Semesterisation, Choice-based Credit System, Grading, Continuous assessment

1. Introduction
The various universities of Gujarat State has recently adopted the report of the Committee on Restructuring of Undergraduate (UG) Education in India. As the academic community is gearing up to adapt the same, certain ideas embedded in the report requires explanation in plain English. This article attempts to do exactly that. At the outset itself, it needs to be understood that the Recommendations of the Higher Education Council are of an advisory nature only. This reform will have to be implemented by the Universities only through the usual process of academic debate in its academic bodies, the board of studies, faculties and the academic councils. These bodies may make amendments in the recommendations as they deem fit.

2. The Four Pillars of the U.G. Reforms
The four major aspects of the newly proposed reforms are:
- Semesterisation
- Choice-based credit system
- Continuous assessment
- Grading

2.1 Semesterisation
What should be the ideal length of an academic term? 3 years? 2 years? 1 Year? 6 months? 4 Months? ... All the above models have been used/are in use in various Universities, year system being the rarest internationally. The examination at the end of the B.A. / B.Sc. Honors Programme supposedly covered all that was transacted in the 3 years of the degree programme. One can imagine what a demand on memory recall such a 3-year final examination would have
created. Also, it can be any one’s guess as to whether examination questions in such an examination could have achieved a comprehensive coverage of topics studied. If we reject the 3-year and 2-year alternatives, a year system best suits the administration of examinations. This is because the current work force and work-load of the University administrative Set-up is in principle tuned to the year system. However, by the same logic we reject a 3-year examination; there is an academic case for 6-month academic term. Shorter terms seem to be more suited academically, as (i) shorter terms will have relatively less demand for memory recall (ii) Questions can cover topics more comprehensively (iii) it is easier to ensure cohesive learning Experience and academic momentum for shorter terms. As already noted, this requires a careful Transformation in teaching and learning practices.

2.2 Choice-Based Credit System

Our traditional degree courses are reminiscent of a served lunch, or the traditional sadya. Irrespective of the need and taste, the same food is served for all, with no choice for the main course, with a few choices in the final course! It has its advantages and disadvantages. If people take the full course, some balance of diet as envisaged traditionally will be met. Also the logistics of administering the lunch is simplified. But for those who want to meet their needs only, it is no good. The new choice based system is like a buffet lunch, where students choose the ‘papers’ of their choice, within certain broad restrictions (if we let kids eat an unrestricted buffet lunch, they might end up eating just chicken and ice cream, a nutritionally imbalanced meal!). In a choice-based Credit system, we divide the papers into core and elective groups and ask students to choose, say, 60% of their papers from core group and the rest from electives. The electives could ideally come from other Departments also. This ensures inter-disciplinary teaching and learning. For instance, in an ideal situation, a student specializing in mathematics can opt to learn a paper in Sanskrit, or Ethics or Introduction to Life Sciences, if she so desires. A horizontal integration of learning experience across disciplines will thus become possible. This suits the changing knowledge scenario. Today, no biology student can ignore mathematics and computer science, no computer science student can ignore linguistics; no biology student can ignore ethics.

Naturally, the logistics of administering the courses under a choice based credit system will become more complicated especially, in view of shortage of teachers and also infrastructure. But the system is fairer to the student, permitting her to seek knowledge that suits her varied interests, aptitudes and also ensures the interdisciplinary knowledge requirements of the present times.’

In the new system, “papers” will be referred to as “courses” and B.A./B.Sc. “courses” will be referred to as B.A./B.Sc. “programmers”. One of the major features of the new system is that not every paper (course) is treated equal. While designing syllabus, courses can have weight ages defined. These weight ages are called credits. A paper/course which has 4 contact hours per week per semester is taken as a full paper/course and is considered as having a weight age of 4, or as a 4-credit course. A paper with 2-credits is like a half paper. An example is a seminar. Dissertation Projects typically carry higher credits. Instead of adding all marks directly, they are meaningfully multiplied by their weight ages (i.e., credits) to arrive at the aggregate (we will soon see that we do away with marks). This is indirectly equivalent to giving more marks for more important papers or for activities such as dissertation projects.

In the new system, instead of specifying number of papers/courses, only the total credits to be
earned are specified. If a 6-semester UG programme specifies credit requirement as 120 credits, it means that at an average 20 credits need to be earned each semester, which can be earned in different ways such as: (i) five 4-credit courses (five full papers) or (ii) four 4-credit courses and two 2-credit courses (four full papers and 2 half papers) or (iii) six 3-credit courses and one 2-credit course.

A vast majority of Universities and higher education institutions in the world (including Central Universities, IITs and II Sc in India) have been practicing the credit system for decades. Most Universities practice the credit system in their PG programmers, and also for selected UG programmes. In an age where student mobility is on the increase, this system will ensure that our academic programmers are understood well by other educational institutions and students find it easy to transfer their credits across institutions.

2.3 Continuous Assessment

In the year system, assessment of students is through end-of-the year university examinations. Even though class tests are practiced, as they do not form part of formal assessment. A continuous assessment in semester system (also known as internal assessment/formative assessment) is spread throughout the duration of the course and is done by the teacher teaching the course through various means including written tests, MCQ (multiple choice question)–based quizzes, mini projects, presentations, group activities, field visits etc.

The most important aspect of continuous assessment is that continuous feedback on teaching and learning are available to the teachers /students which are crucial in readjusting the teaching and learning accordingly.

By its very nature, continuous assessment can afford unstructured assessment tasks spread across a span of time and also reaching out of the classrooms, like case studies, projects, field visits and other such activities. Typical end-semester assessment attempts to measure direct and indirect cognitive achievement alone. Continuous assessment makes it feasible to measure non-cognitive outcomes also. This implies taking into account the specific conditions of the class room and also the teaching style of the teacher and learning style of the students and hence is feasible only if conducted by the teacher concerned. Indeed, for the same reasons, there is strong case that all assessment must be made by concerned teachers – those who teach must mark. Teaching, learning and evaluation are inseparably linked.

Continuous assessment is often discussed in the backdrop of (i) victimization of students by some teachers and (ii) generous granting of marks in profit-motivated institutions. A very transparent and somewhat structured assessment system (structured to the extent that it does not kill the creativity in assessment envisaged in continuous assessment) will address the victimization possibility which must be seen as one-off incidences, anyway. Transparency can be achieved by publishing assignment questions and grading policies in advance. There should also be clear grievance redressed system in place. When assignment is given, there must be clear guidelines as to how to earn each grade. See for example the assignment guideline below:

This assignment is aimed at giving the students an opportunity to practice some activities that will enable them to acquire Knowledge/statistics related to some topics covered in the syllabus. The starred questions may require self-study of topics not covered in the course. Dead-line: 3PM, Friday of the 16th week of the semester (if holiday, then the subsequent working day) Delayed submission will attract 5% less marks/day. Any request for delayed submission will be
entertained only if the work completed as on the deadline is submitted. Grading would be as follows:

A : Evidence of exceptionally keen involvement and successful completion of all tasks.
B : Evidence of keen involvement and attempt to solve at least some of the starred tasks and successful completion of other tasks.
C : Successful completion of all tasks except starred ones
D : Partial/Satisfactory completion of all tasks except starred ones
F : Unsatisfactory

2.2.1 Scientific Normalization Procedures
(for instance, conversion to z-scores) adopted by the University can, to certain extent, address the generous granting of marks in profit-motivated institutions. Continuous assessment to the tune of 40% has been practiced in professional courses in Kerala for the past 30 years. The complaints are very few (indeed, there could lot of untold complaints) considering the fact that over 25000 students in each year of four year courses, totaling 1,00,000 students, are under it anytime, currently. It is also to be noted that the democratic movements of students and teachers can play a positive and balancing role to prevent victimization and also in preventing false allegations of victimization.

2.4 Grading: The Basic Idea
Universities and higher education institutions in the world (including Central Universities, IITs and II Sc in India) have been practicing grading for decades. The grading system proposed in the UG restructuring is not just a mere translation of range of marks to letter grades, but a comprehensive and philosophical shift in assessment practices. At the bottom of the practice of grading is the scientific outlook that measurement of educational outcomes is subjective. The subjectivity arises from many sources such (even the so-called objective type tests (MCQs) are subjective in many of these aspects):

- The subjective choice of questions in examinations
- The subjective assignments of weight age to questions
- The subjective interpretation of marking schemes by examiners
- The human element in making assessment

It is also to be noted that it is impossible for any education system to ensure that the students who are subjected to a ‘standard assessment’ also have a standard educational experience. The wide variations such as the following are well-known:

- The varied learning experiences of students
- The varied linguistic skill of students
- The varied socio-economic background of students

Due to long standing history of assigning numerical scores during evaluation of answer scripts, sometimes marks are taken too seriously as an indication of the exact measurement of the students’ achievement. How else can we fail a student who scores 39 and pass one who gets 41? In most cases a revaluation by the same examiner might result in 39 becoming 42 or 41 becoming 37. This is not a fault of the examiner, it is the natural subjectivity of assessment coming to fore. Harper & Harper (1990) quotes many studies in India itself regarding unreliability of examination marks. (i) 90 photocopies of the same history answer books were awarded marks ranging from 22% to 76% marks by 90 experienced examiners (ii) A mathematics examiner remarked 50 scripts after 6 months raised the marks of one student by 20 points and reduced another by 8 points. On an average (in 4000 scripts covering subjects Hindi, Biology, History and Mathematics), 34% of the scripts were awarded a different class or division.
when they were marked again (happily, the researchers report that Indian examiners are slightly more reliable than those of many other countries, including USA, England and France).

The best proof that we seem to be ignorant of such invalid ... inadequate ... subjective nature of examinations is that we still have the ranking system in Degree programmes in our Universities. Is it fair is it to compare students based on such a subjective measurement? How can one say a student with 78.11% aggregate is above a student whose aggregate is 77.98%. If the figures quoted by Harper and Harper are considered, can we even say that a 78.11% is above 68.11%? If we accept the premise that educational measurement is subjective, then conscious steps are required to prevent disadvantage to the student community. The focus thus falls on reducing (not removing) this subjectivity.

One way of reducing the subjectivity is to consider an alternative to the 0-100 point scale of differentiation. Even though we mark answers in shorter ranges, this final scale cannot be justified, as ultimately this is what we depend on. Some means of using a shorter scale at every level of assessment would be reasonable, given the subjectivity that has already been pointed out. It would be fairer to classify students into 5 or 10 categories than 101 categories as the 0-100 mark range does. If we choose a short differentiation range such as 0-5 and replace numeric figures with letters, we have the skeleton of a grading system.

**References**

Teacher’s Interest in Technology

PARAGI R. SHAH
Assistant Professor,
Kakanpur M.Ed. College,
Panchmahal, Gujarat (India)

Abstract
The technological advancement has helped to introduce many positive changes in the educational sector. New methods of learning and teaching have made the process simple and more interesting. Computer technology in schools and colleges has helped explain subjects properly and in detail and this has reflected in the overall performance of the students. The Internet technology has been a revolution for the educational sector as it is an ocean of information. Students can search for the concepts which they learn in the books on the Internet and find out more information on the same. Therefore teacher must create interest in modern Technology. This will increase the depth of their knowledge. Distance learning programs have become possible only because of the Internet. Students who cannot attend colleges due to financial reasons or due to traveling problems can sit at home and study using the online learning methods. Many examinations these days are conducted online which have helped bring in more transparency in the scoring system and complete the tests quickly. The slide shows meant especially for students, are a great way of learning things. Use of technology in physical education cannot be sidelined. This research focuses on the teacher’s interest in technology. The researcher prepared the five point interest scale to know the level of interest of the teacher in Technology.

Keywords: Technology, Interest, Problems, Incorporating technology

1. Introduction
Many people see technology as a solution to some of the problems that exist on our planet. It’s true that technology can be used for good, but with new developments come new challenges issues. The digital divide is one such issue, one that people are actively trying to overcome. Telecentre aim to bridge the digital divide by providing people access and knowledge about information technologies. A global telecentre movement is growing right now. Unfortunately, even where computer facilities are readily available, the digital divide persists even in the world's most wealthy countries; access to the latest and most beneficial technologies is limited for those in rural areas and people with disabilities.

As technology advances, it can be difficult to keep up and adapt to the advancements in both our personal and professional lives. Teachers have an especially important role to play in technological advancements, as incorporating technology in the classroom can be both a learning tool for students and a teaching tool for the instructor. Kids seem to be adapting to the rapid advancements in technology better than many adults, and they actually embrace it. For this reason, incorporating technology in the classroom is a great way to increase a child’s interest in learning. Most classrooms today provide access to computers and other sources of technology. Incorporating that technology in the classroom and daily lesson plans can be a challenge for many teachers, as they must choose the most efficient means of delivering a lesson and the assignments that reinforce it while staying on target with imposed standards. However, many teachers are finding that once they incorporate technology in the classroom, it benefits their
students by engaging them in ways they are familiar with and enjoy, which ultimately makes their job easier.

2. Objectives
To study the level of Graduates teacher’s interest in Technology.
1) To compare the level of Graduate teacher’s and Post Graduate teacher’s interest in Technology.
2) To compare the level of interest of male and female Graduates teacher’s interest in technology.
3) To compare the level of interest of male and female Post Graduates teacher’s interest in technology.

3. Hypothesis
1) There will be no significant mean difference in the level of interest about technology between Graduate teachers and Post Graduate teachers.
2) There will be no significant mean difference in the level of interest about technology between male and female Graduate teachers.
3) There will be no significant mean difference in the level of interest about technology between male and female Post Graduate teachers.

4. Research Methodology
The researcher has selected 50 Graduate teachers and 50 Post Graduate teachers randomly from the schools of Mehsana city. 25 male teachers and 25 female teachers were selected among 50 Graduate teachers and 50 Post Graduate teachers. In this way total 100 teachers were selected by the researcher. Five point interest rating scale was prepared by the researcher, which have contains 40 statements to know the level of interest about technology. Among 40 statements 28 statements were positive and other was negative. The score considered 0 to 5 for positive statements and 5 to 0 for negative statements. The range of the score was 0 to 200. Out of 200 marks that got below 90 marks, they considered as unfavorable interest towards technology and who got 91 or more then 91 marks, they considered as a favorable interest towards technology. The researcher calculated t-test to analyze the data.

Table 1 Summary of Data Analysis

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<td>158.94</td>
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</table>
5. Conclusion
The conclusions of the study are as follows.
1) There will be a significant mean difference shown in the level of interest about technology between Graduate teachers and Post Graduate teachers. The difference of mean shown on the side of Post Graduate students. It indicates that, Post Graduate students have more interested in technology.
2) There will be no significant mean difference shown in the level of interest about technology between Graduate male teachers and female teachers. It indicates that, Post Graduate male and female teachers have equally interested in technology.
3) There will be a significant mean difference shown in the level of interest about technology between Post Graduate male teachers and female teachers. The difference of mean shown on the side of male students. It indicates that, Post Graduate male students have more interested in technology.

References
The Effect of Creativity Enhancing test on The Teachers Attitudes towards Creative Teaching and Learning

DR. CHANDRAKANT J. KONKANI
Shree Vaidhya Shree M.M. Patel College of Education, Ahmedabad, Gujarat (India)

Abstract:
The school curriculum is changing! Learning, Personal and Thinking Skills are a key part of the secondary curriculum, and cross-curriculum project based work is now central to teaching in schools. The government wants the endowment of creativity and critical skills in pupils to be a core mission of schools. Some significant strategies used by teachers, the creative learning experienced and the meaning that the experiences had for the students involved. We conclude that this research has laid the basis for a common discourse for further research in a comparative approach that will investigate commonalities to build an understanding of international creative pedagogy and investigate differences to enhance the conceptualisation of it. This research paper has been found out the effectiveness of Creativity Enhancing Test of Higher Secondary School Teachers towards creative teaching and learning.

Keywords: Attitude, Creative teaching, Creativity Enhancing Test, Effectiveness

1. Introduction
Creativity refers to the invention or origination of any new thing (a product, solution, artwork, literary work, joke, etc.) that has value. "New" may refer to the individual creator or the society or domain within which novelty occurs. "Valuable", similarly, may be defined in a variety of ways. In a summary of scientific research into creativity Michael Mumford suggested: "Over the course of the last decade, however, we seem to have reached a general agreement that creativity involves the production of novel, useful products" (Mumford, 2003, p. 110). Creativity can also be defined "as the process of producing something that is both original and worthwhile". What is produced can come in many forms and is not specifically singled out in a subject or area. Authors have diverged dramatically in their precise definitions beyond these general commonalities: Peter Meusburger reckons that over a hundred different analyses can be found in the literature.

2. Aspects of Creativity
Theories of creativity (particularly investigation of why some people are more creative than others) have focused on a variety of aspects. The dominant factors are usually identified as "the four Ps" - process, product, person and place. A focus on process is shown in cognitive approaches that try to describe thought mechanisms and techniques for creative thinking. Theories invoking divergent rather than convergent thinking (such as Guilford), or those describing the staging of the creative process (such as Wallas) are primarily theories of creative
process. A focus on creative product usually appears in attempts to measure creativity (psychometrics, see below) and in creative ideas framed as successful memes. The psychometric approach to creativity reveals that it also involves the ability to produce more. A focus on the nature of the creative person considers more general intellectual habits, such as openness, levels of ideation, autonomy, expertise, exploratory behavior and so on. A focus on place considers the circumstances in which creativity flourishes, such as degrees of autonomy, access to resources and the nature of gatekeepers. Creative lifestyles are characterized by nonconforming attitudes and behaviors as well as flexibility.

An article by R.J. Sternberg in the Creativity Research Journal reviewed the "investment" theory of creativity as well as the "propulsion" theory of creative contribution, suggesting that there are eight types of creative contribution; replication - confirming that the given field is in the correct place - redefinition - the attempt to redefine where the field is and how it is viewed - forward incrementation - a creative contribution that moves the field forward in the direction in which it is already moving - advance forward movement - which advances the field past the point where others are ready for it to go - redirection - which moves the field in a new, different direction - redirection from a point in the past - which moves the field back to a previous point to advance in a different direction - starting over/ re-initiation - moving the field to a different starting point - and integration - combining two or more diverse ways of thinking about the field into a single way of thinking.

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

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

5. Tool and Techniques
Creative Teaching and Learning to measure the attitude of teachers towards creative teaching and learning, and Creativity Enhancing Test constructed by the investigator, were the tools employed for the study.
6. 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.

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

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<tr>
<td>1</td>
<td>Pre-Test( Total Sample)</td>
<td>125</td>
<td>46.87</td>
<td>7.404</td>
<td>1.443</td>
<td>6.627</td>
</tr>
<tr>
<td></td>
<td>Post-Test( Total Sample)</td>
<td>125</td>
<td>56.43</td>
<td>7.17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Pre-Test( Total Male)</td>
<td>82</td>
<td>45.77</td>
<td>7.231</td>
<td>1.439</td>
<td>8.172</td>
</tr>
<tr>
<td></td>
<td>Post-Test( Total Male)</td>
<td>82</td>
<td>57.53</td>
<td>7.31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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”

<table>
<thead>
<tr>
<th>Hos</th>
<th>Name of Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Sed</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-Test( Total Female)</td>
<td>43</td>
<td>47.64</td>
<td>7.526</td>
<td>1.445</td>
<td>5.551</td>
</tr>
<tr>
<td></td>
<td>Post-Test( Total Female)</td>
<td>43</td>
<td>55.66</td>
<td>7.072</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Pre-Test( Exp &lt; 10 Yrs)</td>
<td>56</td>
<td>48.92</td>
<td>7.728</td>
<td>1.45</td>
<td>3.89</td>
</tr>
<tr>
<td></td>
<td>Post-Test( Exp &lt; 10 Yrs)</td>
<td>56</td>
<td>54.56</td>
<td>6.933</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Pre-Test( Exp&gt; 10 Yrs)</td>
<td>69</td>
<td>47.71</td>
<td>7.537</td>
<td>1.446</td>
<td>5.574</td>
</tr>
<tr>
<td></td>
<td>Post-Test( Exp &lt; 10 Yrs)</td>
<td>69</td>
<td>55.77</td>
<td>7.086</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Pre-Test( Rural)</td>
<td>78</td>
<td>49.66</td>
<td>7.845</td>
<td>1.452</td>
<td>2.865</td>
</tr>
<tr>
<td></td>
<td>Post-Test( Rural)</td>
<td>78</td>
<td>53.82</td>
<td>6.839</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Pre-Test( Urban)</td>
<td>47</td>
<td>48.92</td>
<td>7.728</td>
<td>1.45</td>
<td>3.89</td>
</tr>
<tr>
<td></td>
<td>Post-Test( Urban)</td>
<td>47</td>
<td>54.56</td>
<td>6.933</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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”

References
A Comparative Study of Physical Fitness of Trained and Untrained Students

DR. GANESH U. RAJPUT
Associate Professor,
V. R. Patel Commerce College
Mehsana, Gujarat (India)

Abstract:
There are 1,440 minutes in every day. Schedule 30 of them for physical activity! Regular exercise is a critical part of staying healthy. People who are active live longer and feel better. Exercise can help you maintain a healthy weight. It can delay or prevent diabetes, some cancers and heart problems. Most adults need at least 30 minutes of moderate physical activity at least five days per week. Examples include walking briskly, mowing the lawn, dancing, swimming for recreation or bicycling. Stretching and weight training can also strengthen your body and improve your fitness level. The key is to find the right exercise for you. If it is fun, you are more likely to stay motivated. You may want to walk with a friend, join a class or plan a group bike ride. If you've been inactive for awhile, use a sensible approach and start out slowly.

Keywords: Physical Fitness, Speed, Muscular Power, Muscular Power, Tolerance

1. Introduction
Physical fitness is the unique gift of the god, for the human mankind. Physical fitness cannot be bought from the market or by paying any cost of money. Good healthy people are the best property for the nation. The milestone of the progress; of the nation depend upon the health and wealth of the citizens of the nation. For these reason it is very necessary to develop the physical fit person as fit citizen of the country.

Sound ideas always develop only in a sound mind and for this sound mind created by the physical exercise. It is very necessary physical fitness to know about the present era of the youth thinking and action about the physical fitness. Joyful life and aim of the life with the selected vision presentation of the physical fitness is necessary. If we have not good kind of health and physical fitness; we cannot live life with enjoy and better understanding. From the research it is conclude that physical fitness is one of the great necessary components of human life which provide the required energy to strengthen from fatigue.

Physically fitness releases the tiredness of the person and prepares to fight with tolerance. Physically fit person can make the process of respiration effective and make the heart powerful. For that’s reason; one can explain or behave his/her mental powers in better and improved manner.

From the scientific research review it is conclude that regular exercise support to the great healthy life. It is also comes to know that the sitting style without doing any work style life is the responsible for the many human diseases. Many of the disease shown are shows that these are
the entered by the laziness of the human kind in the general life. Statistics of the National Health shows that most of the complaints in the hospital development of the fat, heaviness and tiredness noted by the physicians.

Physical Fitness develops by the regular and necessary exercise with pleasant life. Perfect desirable pleasant life is the high level physical fitness. Dull physical fitness and bad habits of life; both are the dangerous for the health and daily life of the human kind. Every Nation has to come with this kind of the human problem. Every Nation has to start health and awareness programme for the physical programme. “Competency For Life” is the basic and important thing and should be generalized as National maxims for any kind of sports and competition.

2. Objectives of the Study
1. To study the physical fitness of trained and untrained students of higher secondary school.
2. To study the physical fitness of trained students with reference to higher secondary school.
3. To study the physical fitness of untrained students with reference to higher secondary school.
4. To study the physical fitness of trained and non trained students of higher secondary school with reference to variable of pull-ups, bandy sit up, shuttle run, standing broad jump, 50 yard run and 1.5 mile run/walk.
5. To study the correlation between variable of pull-ups, bandy sit up, shuttle run, standing broad jump, 50 yard run and 1.5 mile run/walk of trained-group of school students.

3. Population
In this present research Population of the study was selected randomly from the school group of Mehsana Taluka from Mehsana District of Gujarat region.

4. Sample of the Research
In sampling study’s conclusions derived from the population by just watching a few units or few individuals of the population. So it is necessary to examine the question of the degree of reliance which can be placed on the sample estimates. The sample for the study was selected by using random sampling method from the school group of Mehsana Taluka from Mehsana District of Gujarat region. There are two type of group selected for the study purpose are given as total 200 students were selected among them 100 students were trained student’s group and 100 students as untrained group.

5. Delimitations of the Study
Present study is delimited for the following limitation.
Present study is delimited for the school students of higher secondary school of Sardar Patel High School, Deesa for the age group of 14-17 years Male students only.

6. Hypothesis
1. There will be no significant difference between mean score of trained and untrained and untrained group of school students on pull-ups on AAHPERD youth physical fitness test.
2. There will be no significant difference between mean score of trained and untrained and untrained group of school students on Bandny Sit-ups on AAHPERD youth physical fitness test.
3. There will be no significant difference between mean score of trained and untrained and untrained group of school students on Shuttle Run on AAHPERD youth physical fitness test.
4. There will be no significant difference between mean score of trained and untrained and untrained group of school students on Standing Broad Jump on AAHPERD youth physical fitness test.
5. There will be no significant difference between mean score of trained and untrained and untrained group of school students on 50 Yard Run on AAHPERD youth physical fitness test.
6. There will be no significant difference between mean score of trained and untrained and untrained group of school students on 1.5 mile run/walk on AAHPERD youth physical fitness test.
7. There will be no significant difference between mean score of trained and untrained and untrained group of school students on total sample on AAHPERD youth physical fitness test.

7. Operational Definitions of the Terms
Operational definitions for the present study are given as under.

7.1 Physical Fitness
Physical Fitness means ability to overcome the unexpected condition and the power to do work with pleasantly and to live the life fatigue and enjoy the life in free time without any hesitation.

7.2 Speed
Necessary preliminary demonstrations work in multidimensional within the short duration of time.

7.3 Muscular Power
Muscle power of the body that becomes active towards any kind of the resistance.

7.3 Activeness
Control Situation of situation and direction of body with speed frequently.

7.4 Tolerance
Doing activities with feel of power with desirable qualities in sports without any situation of fatigue is called tolerance.

7.5 Trained
Those who are practice daily the exercise of the sports with following rules of the sports in indoor games or outdoor games regularly as well as practice the exercise and participates in various competition of sports and gets regular training of physical fitness are called trained students.

7.6 Untrained
Those who are not practice daily the exercise of the sports with following rules of the sports in indoor games or outdoor games regularly as well as not practice the exercise and participates in various competition of sports and not gets regular training of physical fitness are called untrained students.

8. Major Findings of the Study
Major findings of the research are given as follows.
• Significant difference was found between mean score of trained and untrained and untrained group of school students on pull-ups on AAHPERD youth physical fitness test, trained group was significantly higher than the untrained groups on pull-ups.
• No Significant difference was found between mean score of trained and untrained and untrained group of school students on bandy sit-ups on AAHPERD youth physical fitness test, trained group was not significantly higher than the untrained groups on bandy sit-ups.
• No Significant difference was found between mean score of trained and untrained and untrained group of school students on shuttle run on AAHPERD youth physical fitness test, trained group was not significantly higher than the untrained groups on shuttle run.
• Significant difference was found between mean score of trained and untrained and untrained group of school students on standing broad jump on AAHPERD youth physical fitness test, trained group was significantly higher than the untrained groups on standing broad jump.
• No Significant difference was found between mean score of trained and untrained and untrained group of school students on 50 yard run on AAHPERD youth physical fitness test, trained group was not significantly higher than the untrained groups on 50 yard run.
• No Significant difference was found between mean score of trained and untrained and untrained group of school students on 1.5 yard run/walk on AAHPERD youth physical fitness test, trained group was not significantly higher than the untrained groups on 1.5 yard/walk.
• Significant difference was found between mean score of trained and untrained and untrained group of school students on total test on AAHPERD youth physical fitness test, trained group was significantly higher than the untrained groups on total test.

9. Conclusion
From the above discussion, it is fond that there are significant difference between mean score of trained and untrained students on the Youth Physical Fitness test on the activities of pull-ups, standing broad jump and total test. From the study it is found that trained student are found significantly higher than untrained groups on pull-ups, standing broad jump and total test.

Reference
Comparative Study of Effectiveness of Computer Assisted Learning (CAL) and Lecture Method in Teaching Research at B.Ed Level

GAMI MAHESHBHAI S  
Research Scholar, Bhagwant University,  
Ajmer, Rajasthan (India)

SONI ASHVINKUMAR  
Research Scholar, Bhagwant University,  
Ajmer, Rajasthan (India)

Abstract:  
Technology has brought about major changes in the field of teaching and learning. The use of information and communication technology has acquired importance in the classroom at the present and so computer, internet, web-based study, mobile device and other audio-visual aids become necessary in the learning process. But in our country there is a lack of facilities. In this situation some other methods can also be used for better teaching and learning and so CAL is one of the most current trends which has opened new possibilities and the researcher has tried to explore those possibilities.

The present study was experimental type, in which the students of B.Ed were divided into two groups and sample was chosen randomly. Methodology of the study was experimental method, Pre-Test and Post-Test equivalent group design and purposive sampling method was used for the study. One group was taught with CAL and another group was taught with Traditional method. T-value was found to compare the effectiveness of CAL and Lecture Method. It was found that the CAL programme was found significantly effective than Lecture Method of Teaching Educational Research.

Keywords: Educational Method, Higher Education, Effective Study

1. Introduction
Technology gives better interactions between teachers & students, teachers & teachers, and students & students. It is possible to acquire information through using computers, web based and the internet at different level of education. By using such teaching tools, students could learn the subject matter in a better way, as they are provided with a variety of knowledge, and a medium where they can observe the virtual experiments and repeat the same experiments many times if they request. As a result, it is expected that Computer-Assisted Learning applications affect the student’s achievement. One of the common teaching methods that prefer for teaching is the lecture method. In this case the teacher transmits knowledge to the students who sit passively in the classroom and listen. The best part of this method is that it enables the students to apply what they have learnt to what they are living through?

In Computer-Assisted Learning (CAL), the teacher can use computers at different times and places according to the characteristics of the subject matter. Computer programs can be used for
practice, revision, one-to-one instruction, problem solving, or simulations during the applications. With CAL, there is an opportunity for the students to proceed at their own pace, repeating parts of the exercise as they wish. None of these features are easily available in a didactic classroom situation. In addition, there is added variety along with the potential to use vivid and animated graphics, enabling three-dimensional aspects, and other features to be viewed more realistically. This paper describes the development, implementation and administration of Computer-Assisted Learning.

2. Objectives
- To study effectiveness of teaching style on achievement of students.
- To study the use of Computers in developing and administering.
- To study the comparison of CAL and Lecture method

3. Hypotheses
- Ho₁: There will be no significance difference between the mean scores of Control group of Pre-test and Post-test.
- Ho₂: There will be no significance difference between the mean scores of Experimental group of Pre-test and Post-test.
- Ho₃: There will be no significance difference between the mean scores of Pre-test of Control group and Experimental group.
- Ho₄: There will be no significance difference between the mean scores of Post-test of Control group and Experimental group.

4. Variables of the Study
- Dependent Variable of the study: - Achievement of B.Ed Students.
- Independent Variable of the study: - Teaching Method.

There were two types of method of the teaching. (a) Computer Assisted Learning (b) Common Lecture Method.

5. Limitation
The present study was limited to the B.Ed students of Year 2012-2013 of Palanpur Taluka only.

6. Method
The experimental method was used to conduct the present study. The pre test-Post test design of experimental method was used to perform this study. In this way two equal groups were created for examine the effect of CAL on the achievement of the students compare to lecture method.

7. Population and Sample
B.Ed Students of Hemchandracharya North Gujarat University were the population of study. Among these 100 students of S. S. Govinda B.Ed College, Palanpur, Hemchandracharya North Gujarat University, Gujarat was selected.

8. Tool Used for this Study
Achievement test was introduced for data collection including 100 questions and one mark for each question. So, 100 mark Achievement test was prepared by the researchers.
9. Study of Null Hypothesis (Result)

Table: 1 The Statistical Evaluation of the of the Controlled and the Experimental Group of Pre and Post-test Results

<table>
<thead>
<tr>
<th>Group</th>
<th>Test</th>
<th>N</th>
<th>Average</th>
<th>SD</th>
<th>MDf</th>
<th>SEd</th>
<th>t-Value</th>
<th>Sig. level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>Pre-Test</td>
<td>50</td>
<td>48.9</td>
<td>9.32</td>
<td>-20.8</td>
<td>1.65</td>
<td>19.64</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>Post-Test</td>
<td>50</td>
<td>69.7</td>
<td>8.71</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>Pre-Test</td>
<td>50</td>
<td>47.3</td>
<td>8.56</td>
<td>-36.2</td>
<td>1.19</td>
<td>41.51</td>
<td>0.01</td>
</tr>
<tr>
<td>Group</td>
<td>Post-Test</td>
<td>50</td>
<td>83.5</td>
<td>7.03</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the above table it could be said that Ho1: There will be no significance difference between the mean scores of Control Group of Pre-Test and Post-Test is rejected (t= 19.64, p< 0.01). Ho2 There will be no significance difference between the mean scores of Experimental Group of Pre-Test and Post-Test is rejected (t= 41.51, p< 0.01).

Table: 2 The Statistical Evaluation of the Pre and Post-test Results of the Controlled and the Experimental Group

<table>
<thead>
<tr>
<th>Test</th>
<th>Group</th>
<th>N</th>
<th>Average</th>
<th>SD</th>
<th>MDf</th>
<th>SEd</th>
<th>t-Value</th>
<th>Sig. level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>Control Group</td>
<td>50</td>
<td>48.9</td>
<td>9.32</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>50</td>
<td>47.3</td>
<td>8.56</td>
<td>1.6</td>
<td>1.43</td>
<td>1.74</td>
<td>N.S</td>
</tr>
<tr>
<td>Post-Test</td>
<td>Control Group</td>
<td>50</td>
<td>69.7</td>
<td>8.71</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td>50</td>
<td>83.5</td>
<td>7.03</td>
<td>-13.8</td>
<td>1.41</td>
<td>10.28</td>
<td>0.01</td>
</tr>
</tbody>
</table>

N: number of students; x: average, SD: standard deviation, t: significance factor

Ho3: There will be no significance difference between the mean scores of Pre-Test of Control Group and Experimental Group is accepted (t= 1.74, p> 0.05). Ho4: There will be no significance difference between the mean scores of Post-Test of Control Group and Experimental Group is rejected (t= -10.28, p< 0.01).

10. Findings

1. Post-Test result of Control Group scored high as compare to those of Pre-Test result of Control Group.
2. Post-Test result of Experimental Group scored high as compare to those of Pre-Test result of Experimental Group.
3. There will be no significance difference between the mean scores of Pre-test of Control group and Experimental group.
4. Post-Test result of Experimental Group scored high as compare to those of Post-Test result of Control Group.
11. Conclusion
Students in the experimental group were observed to have adequate knowledge and skills to use computers. However, the students have less experience related to technology, concerning the computers. But students of the control group have no knowledge and skills to use computer.

References
Effect of Meditation on the Achievement of the Students of Standard Nine

JAGRUTI R. PATEL
Research Scholar,
Ganpat University, Kherva,
Gujarat (India)

Abstract:
Meditation is universal. It transcends all divides like religion, country and culture. It is a gift given to mankind to access the infinite spirit not limited by any identity. It is the only tool that can aid a person to return to innocence. Modern life style has high exposure to anger, hate, fear and other negative emotions. These human emotions have a high tendency to duplicate and spread. For example, when a person gets cheated, he starts to suspect everything around him. This also has an impact on people around him. These emotions form strong impressions and opinions on an individual and social level. The result of which is an insecure individual and an unstable society. Meditation helps an individual overcome these emotions to facilitate a calm peaceful mind and a healthy and stress free body. Upon daily practice an individual will blossom into an unshakable personality. With increase in the number of people who are calm, peaceful and healthy will facilitate a social transformation, enabling a society that is trusting, happy and content.

According to the Hindu Yoga Sutra, written by Patanjali, Meditation is one of the eight limbs of Yoga, (the other seven being Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, and Samadhi). According to Patanjali, the founder of yoga philosophy, the final stage of meditation in Dhyana is considered to be jhana. At this stage of meditation, one does not see it as a meditational practice, but instead merges with the idea and thought. In this study the researcher wants to know the effect of meditation on the Academic Achievement of the Students of standard 9th. In this study the researcher have build null Hypotheses according to the objectives and calculated t-value of the final score.

Keywords: Meditation, Effect, Academic Achievement

1. Introduction
Memory is an essential part of human being. Without memory there is no existence of human life. Everyone can meditate, no matter who they are. You should commit to daily meditation, no matter for how long. Until you sit down on a cushion or on a chair, meditation won't start. The most important point is to take a comfortable seat. If you practice meditation every day for fifteen or twenty minutes, after a while when you look back, there will be no doubt of its effectiveness. So it is important to improve our memory. The researcher have read about Dhyana (Meditation) that it is only an easy way for it to meditate yourself on specific object some time every day. Therefore the researcher wanted to study the Effect of Meditation on Academic Achievement of the Students of standard 9.
2. Objectives
(1) To study the effect of Meditation on the Academic Achievement of the students of standard-9th.
(2) To study the effect of Meditation on the Sex of the students of standard-9th.

3. Hypotheses
(1) There is no significant difference in the mean score between pre test and post test of academic achievement of the students of Experimental Group.
(2) There is no significant difference in the mean score of academic achievement post test between male and female students of Experimental Group.
(3) There is no significant difference in the mean score of academic achievement post test of the students between Controlled and Experimental Group.

4. Methodology

4.1 Selection of Sample
Out of total students of standard-9th 10-10 students were selected randomly. In this way total 20 students were selected. Among 20 students 10 female students were selected. The table:1 mentioned below of sample selection.

<table>
<thead>
<tr>
<th></th>
<th>Controlled Group</th>
<th></th>
<th>Experimental Group</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>05</td>
<td>Male</td>
<td>05</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Female</td>
<td>05</td>
<td>Female</td>
<td>05</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

4.2 Tool
An Achievement test of 50 marks was prepared by researcher, which have 20 objectives type questions were included to know the effect of Meditation.

4.3 Experiment
The researcher created two equal groups on the first exam’s result of the students and distributes 10-10 students to each group.

4.3 Statistical calculation
Statistical software package (MS-Excel) was used to analyze the standard parameters like mean, medium, standard deviation (S.D.) t-test were calculated for testing the hypothesis.

4.4 Data collection
In the present study, the researchers took pre test of both groups then collect the score of pre test. After that he gave treatment of Meditation on the students of Experimental group continuously one week. After passed one day transition period Achievement post test was given to both groups. In this way the researcher collected the final data.

4.5 Data analysis
The researcher gave the Achievement test to the students. After collecting the data, the researcher has made frequency distribution. With the help of frequency distribution. The researcher found out that mean and standard deviation. ‘T’-value were calculated for testing the hypotheses.
Table 1 Statistic of Academic Achievement test of the Students of Experimental Group

<table>
<thead>
<tr>
<th>Test</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t-value</th>
<th>Sig./N.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre test</td>
<td>10</td>
<td>33.00</td>
<td>4.57</td>
<td>2.85</td>
<td>Significant</td>
</tr>
<tr>
<td>Post test</td>
<td>10</td>
<td>38.50</td>
<td>4.03</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 Statistic of the Post test of Academic Achievement of the Students of Experimental Group

<table>
<thead>
<tr>
<th>Sex</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t-value</th>
<th>Sig./N.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5</td>
<td>31.60</td>
<td>5.55</td>
<td>1.78</td>
<td>N.S.</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>37.80</td>
<td>5.45</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 Statistic of the Post test of Academic Achievement

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t-value</th>
<th>Sig./N.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controlled</td>
<td>10</td>
<td>32.40</td>
<td>1.58</td>
<td>2.35</td>
<td>Significant at 0.05 level</td>
</tr>
<tr>
<td>Experimental</td>
<td>10</td>
<td>36.9</td>
<td>5.84</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Testing of Hypothesis and Findings
1. The null hypothesis Ho₁ is Rejected at both the level (i.e. 0.05 & 0.01). It shows that the effect of Meditation improves academic achievement of the students.
2. The null hypothesis Ho₂ is Accepted at both the level (i.e. 0.05 & 0.01). It shows that the effect of Meditation is not any favour of Sex of the students.
3. The null hypothesis Ho₃ is Accepted at 0.01 level but Rejected at 0.05 level. It was in favour of experimental group. It shows that the effect of Meditation improves academic achievement of the students.

References
Responsiveness about Democracy in Relation to Certain Variables

MOHAMMADIZAZ G. SHAIKH
Assistant Professor,
K. C. Sheth Arts College,
Virpur, Gujarat (India)

Abstract:
Indian is the largest democracy in the world. The Constitution of Indian was enforced on 26 January, 1950. It ushered in the age of democracy. India became a democratic republic infused with the spirit of justice, liberty, equality and fraternity. The Preamble, the Directive Principles of State Policy and the Fundamental Rights reflect the Indian ideology as well as the caste, creed, religion, property, or sex has the right to cast their vote. After an election, the majority party or coalition forms the government and its leader becomes the Prime Minister.

Political parties are the vehicles of ideas. Parties act as the bridge between social thought and political decision in democracy. The Indian politics system is a multiparty system. However, gradually politics has become a game of opportunism and corruption. Most political parties are only interested in coming to power. Every party adopts different caste politics. Some try to influence the people thought caste politics. Some try to raise the religious sentiments of the people. The Indian ideology today is replaced by caste and religion.

India is a constitutional republic governed under the world's longest written constitution, federally consisting of 28 states and seven centrally administered union territories, with New Delhi as the nation's capital. The country has three main national parties: the Congress, Bharatiya Janta Party (BJP), and the Communist Party. India is the seventh largest (by area) and the second most populous country in the world, with roughly one-sixth of its population, of about a billion and a quarter. It is the world's largest democracy. It is one of the world's oldest civilizations yet, a very young nation. Elections to its Parliament are held once every 5 years. Currently, Prime minister Dr. Manmohan Singh is the head of the government, enjoying a majority in the Parliament, while President Pranab Mukherjee, is the head of state. In this study the researcher wants to know the responsiveness of democracy from the students of Arts College. Therefore, the researcher prepared a Questionnaire to collect the data. The sample was selected randomly for data assortment. T-test were applied In favor of analyzed the data. Null Hypothesis created to find out the significant different at 0.01 and 0.05 level of significant.

Keywords: Democracy, Responsiveness, Population, Parliament

1. Introduction
Democracy is a form of government in which people are governed by their own elected representatives. It is a government of the people, for the people and by the people. In this system of government, it is the people who are supreme and sovereign. They control the government.
They are free to elect a government of their own choice. Freedom of choice is the core of democracy.

Democracy existed in ancient Greek and Roman republics but with little success. It had very little scope in ancient India. Democracy entered its golden stage in the twentieth century. Many countries in the world today follow the democratic form of government. Democracy depends on the following conditions (i) co-existence of ideas and of parties; (ii) the right to free discussion; (iii) universal adult suffrage; and (iv) periodic elections.

Democracy demands from the common man a certain level of ability and character, like rational conducts, an intelligent understanding of public affair, in depended justice and unselfish devotion to public interest. People should not allow communalism, separatism, casteism, terrorism, etc to raise their heads. They are a threat to democracy. The government, the NGOs and the people together should work collectively for the economic development of the nation. Changes should come through peaceful, democratic and constitutional means. The talented youth of today should be politically educated so that they can become effective leaders of tomorrow.

2. Objectives
(1) To study the level of responsiveness of B.A. and M.A. colleges students about Democracy.
(2) To compare the level of responsiveness of B.A. and M.A. colleges students about Democracy.
(3) To compare the level of responsiveness of male and female students of B.A. and M.A. colleges about Democracy.

3. Hypothesis
(1) There is no significant mean difference in the level of responsiveness about Democracy between all students of B.A. and M.A.
(2) There is no significant mean difference in the level of responsiveness about Democracy between male and female students of B.A.
(3) There is no significant mean difference in the level of responsiveness about Democracy between male and female students of M.A.

4. Methodology of the Study
For this present study Descriptive survey method was used to collect the data. Out of total students of B.A. and M.A., 50-50 students of each faculty were selected randomly. In this way, total 100 students were selected. Among 50 students of each Faculty, 25 female students were selected from each faculty. A Questionnaire was prepared by the researcher to know the responsiveness of Democracy. In this Questionnaire, there are total 25 items included and out of 25 items; 10 items were negative and other were positive.

5. Statistical Calculation
A Statistical software window SPSS was used to analyze the standard parameters like mean, median, standard deviation (S.D.) and t-test were applied for testing the Hypothesis.

6. Data Collection
In the present study, to collect the data of student’s awareness about Thalassemia, first to make them understand the objectives of study, then told them to give responses without prejudice by using the given tools. After finishing the accomplishment of measurement, the forms were conforming and back to reward.
7. Data Analysis
The researcher gave the Questionnaire to the students to know responsiveness about Democracy. After collecting the data; the researcher has made frequency distribution by using proper scheme to convert response into score. With the help of frequency distribution. The researcher found out that mean and standard deviation. ‘T’-value were calculated for testing the hypotheses.

Table 1 Summary of Data Analysis

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>C.R.</th>
<th>Sig./N.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>B.A.</td>
<td>50</td>
<td>27.88</td>
<td>20.56</td>
<td>4.58</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>M.A.</td>
<td>50</td>
<td>18.00</td>
<td>16.36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.A.</td>
<td>Male</td>
<td>25</td>
<td>30.74</td>
<td>30.45</td>
<td>1.04</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>25</td>
<td>19.58</td>
<td>20.39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.A.</td>
<td>Male</td>
<td>25</td>
<td>20.89</td>
<td>22.41</td>
<td>3.97</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>25</td>
<td>24.74</td>
<td>23.47</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*NS=Not Significant

8. Hypothesis testing and Findings
1. There is a significant difference shown between all the students of B.A. and M.A. Colleges about responsiveness of Democracy. It is indicate that, the B.A. students is more aware then the M.A. students.
2. There is a significant difference shown between male and female students of B.A. Students about responsiveness of Democracy. Moreover the difference
3. There is no significant difference shown between male and female students of M.A. Students about responsiveness of Democracy.

References
Effect of Group Discussion Method on Achievement

BHAVIN H. PATEL
Assistant Professor,
Smt. K. C. M. Shah B.Ed. College,
Kakanpur, Gujarat (India)

Abstract:
The researcher decided to study the effect of Group Discussion Method on the students of standard 9 of Godhra district. Therefore, the researcher constructed the tool of spellings exercises regarding the Sanskrit subject of standard -9. The sample was selected randomly for data assortment. T-test were applied In favor of analyzed the data. Null Hypothesis created to find out the significant different at 0.01 and 0.05 level of significant.

Keywords: Achievement, Discussion, Group Discussion, Method

Introduction
Research has shown that participants in Extension educational programs strongly prefer interactive delivery methods, which allow them to learn new information by seeing, experiencing, and discussing. In working with groups, Extension educators often find it easier to provide opportunities for seeing and experiencing than for discussion. This fact sheet briefly describes methods that can be used to promote effective discussions in learner groups. When used as one part of a broader program delivery system, these methods can be very helpful in facilitating the learning process.

In the subject of Sanskrit, there are four basic skills for learning Sanskrit. Among these basic skills to write Sanskrit language without any Group Discussion Method is most important part of learning. It is very essential for the students that to learn Sanskrit language by using the Group Discussion Method. Here the researcher has studied the effect of Group Discussion Method on achievement of the students of standard 9.

Discussion Methods
Panel. In a panel discussion, a small group of individuals (from three to five) who are knowledgeable about a particular subject discuss the topic among themselves in front of an audience. Panel participants make no formal presentations; they exchange ideas through conversation.

Dialogue. This method is very similar to a panel discussion, but only two individuals take part in discussing the subject in front of an audience.

Symposium. In a symposium, a small number of speakers who are knowledgeable about a particular subject make short presentations in succession. These presentations usually range from five to fifteen minutes each.

Forum. This form of discussion allows for participation by the audience. There are several types of forums. The most common are:

- **Open forum**: Members of the audience are allowed to participate at any time during the meeting.
- **Panel-forum**: Members of an audience hear a panel discussion and are then allowed to ask questions or to comment on the subject under discussion.
- **Symposium-forum**: Members of the audience hear presentations by invited speakers and are then allowed to question, discuss, or comment.
- **Dialogue-forum**: Members of the audience are allowed to question, discuss, or comment after the dialogue.
- **Lecture-forum**: After a formal presentation by a knowledgeable speaker, audience members are given the opportunity to question, comment, seek clarification, or discuss the information presented.

Colloquy. This method combines a panel discussion with a forum. During the course of a panel discussion, audience members may be invited to comment or ask questions if panel members or the chair perceive a need to clarify points, avoid neglecting an issue, or assure that a misperception is not allowed to stand. Any interruptions of the panel discussion must be focused on the point at hand. When the matter has been resolved, the organized discussion among panel members resumes.

Buzz Session. The audience is divided into groups of six to eight persons for discussion of relevant questions posed by the leader. One individual from each group may be asked to summarize the group's discussion and report to the entire audience.

Audience Reaction Team. Three to five members of the audience are preselected to listen to a presentation and respond by offering a brief summary and interpretation of the information.
presented. This discussion method can be used effectively in large group settings and when time is limited.

**Question Period.** Members of the audience are provided an opportunity to ask questions of program participants after their formal presentations have been completed. Usually, a time limit is set for each question and for the entire question-and-answer period.

**Brainstorming.** Members of the audience are encouraged to participate by sharing their ideas or suggestions for solving a problem. No discussion of each point is allowed until all ideas have been expressed. Since the intent of this discussion method is to generate a wide range of ideas, no contributor is allowed to defend the information presented. The atmosphere should be open and encouraging.

**Discussion Group.** A group of people meet informally to discuss a topic of mutual concern.

**Workshop.** A small group of people (25 or fewer) with a common interest meet to study, research, and discuss a specific subject or to enhance their individual knowledge and proficiency.

**Seminar.** A group of people who are studying a specific subject meet for a discussion led by a recognized authority.

**Conference.** Large or small groups of people having similar interests meet to hear formal presentations to the entire group; they also meet in smaller groups to discuss specific aspects of the conference's general topic.

**Objectives**
1. To study the effect of Group Discussion Method of the students of standard 9 of Godhra District.
2. To study the Group Discussion Method of the urban students and rural students of standard 9.
3. To study the Group Discussion Method of the granted school students and self finance school students of standard 9.

**Hypothesis**
1. There will be significant mean difference will shown in the mean score of Achievement post test between the urban students and rural students of standard 9.
2. There will be significant mean difference will shown in the mean score of Achievement post test between the granted school students and self finance students of standard 9.

**Methodology of the study**
Two schools were selected randomly of Godhra district. Among these two schools one school was from rural area and one from the urban area. In this way, the researcher selected 40-40 students randomly from each school. Then after for the application of the treatment of Spellings exercises, two equal groups (controlled and experimental) were prepared by the researcher.
Achievement test was prepared by the researcher, which contains 50 questions among the selected five chapters of Sanskrit text book of standard 9. Statistical parameters like mean, medium, standard deviation, t-test were calculated for testing the hypothesis.

**Experiment**
The research prepared two equal groups as per simple equal group pre-test post test design of experimental method by using the overall result of the first test of the School. The researcher considered this result as a pre test and prepared two equal groups (i.e. Experimental group & Controlled group). The researcher gave the treatment of Group Discussion Method to the Experimental group and no treatment was given to the students of Controlled group.

**Data collection**
To collect the data the researcher has made the Achievement test contains 50 questions of the selected five chapter of Sanskrit text Book of standard 9. The research gave the Achievement test as post test and collect the score of pre test. After collected the score of pre test the treatment was given to the students of experimental group of spellings exercises for one week. After the period of one week, the post test of the spellings exercises was given to the students by the researcher and collected the final score.

**Data analysis**
After collection of the data, the researcher has made frequency distribution by using proper scheme to convert response into score. With the help of frequency distribution. The researcher found out that mean and standard deviation. t- Value was calculated for testing the hypotheses.

**Table 1 Summary of Data Analysis**

<table>
<thead>
<tr>
<th>Students</th>
<th>N</th>
<th>M</th>
<th>t-value</th>
<th>Sig./N.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban Rural</td>
<td>20</td>
<td>35.20</td>
<td>24.25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>35.20</td>
<td>24.25</td>
<td>Significant</td>
</tr>
<tr>
<td>Granted Non Granted</td>
<td>20</td>
<td>30.98</td>
<td>22.88</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>30.98</td>
<td>22.88</td>
<td>Significant</td>
</tr>
</tbody>
</table>

**Findings**
The findings of this present study are as under.
1. There is a Significant mean difference shown at 0.01 and 0.05 level of significance in the Group Discussion Method between the rural students and the urban students of standard 9. The difference shown in favour of the students of urban school.
2. There is a Significant mean difference shown at 0.01 and 0.05 level of significance in the Group Discussion Method between the granted school students and the self finance school students of standard 9. The difference shown in favour of the students of granted school.
References

E-Environment and new Challenges for Academic Libraries & Librarians

DR. AJAYKUMAR M. RAVAL
Librarian,
B. K. Mer. Bank Law College,
Palanpur, Gujarat (India)

Abstract:
This paper tangibly reflects paradigm shift emerging from technological developments required for effective and efficient services by the academic libraries of 21st Century. The open information culture has shifted focus from subject experts and limited modes to common man’s participative domain where inputs can be simultaneously added and accessed and new modes of wikis, blogs, Web 2.0, information commons, instant messaging are in vogue, where academic libraries has great onus of quenching the quests of information seekers by incorporating the revolutionary technological changes to provide state of the art services. The challenges associated with acquiring, organizing, making available, and preserving the information. The remarkable growth of Internet has made significant revolution in all the areas of science and technology. Libraries and librarians have to be change otherwise it is difficult to provide good service to students and researcher.

Keywords: Academic libraries, Challenges, E-Environment, E-learning, Librarian

1. Introduction
At the present era we can see developments in computers, microelectronics, and communication technologies have radically changed the library and information environment. The information atmosphere around the world is changing every minute and growing at a tremendous speed due to the emergence of the web based Information and Communication Technologies (ICT), globalization of networks and Internet.

The information and communication revolution in the last decade have created many new scenarios for academic institutions to ponder. E-learning, open learning, digital libraries, collaborations and strategic alliances are some of the buzzwords we hear today.

2. Changing role of academic libraries
Academic libraries are changing dramatically by adopting new means of technology in all activities of print to e-environment like printed library card catalogues have been replaced by computerized OPAC system with a variety of web-based graphical user interface (GUI) functions, availability of numerous e-databases, e-journals, information resources, services for users. To face the new information explosion, academic libraries will have to meet even more challenges and opportunities to serve students, faculty, staff, scholars and other users, all with
many expectations and many more demands triggered by the growth of emerging and cutting edge technologies in academic learning environments. Libraries are also changing in terms of their collection, facilities and services owing to constant changing scenario of information on account of Information and Communication Technology [ICT] applications and information seeking behavior of clientele. Libraries are no longer considered as store house of knowledge rather they now act as Learning Resource Centre. Information and communication technology (ICT) has made a deep impact on all types of libraries. Today we are talking about digital and virtual libraries. At the same time we are very much worried about the future of libraries in general and academic libraries in particular. But we would like to emphasize that the future of academic libraries is dependent both on external and internal changes. The ICT is providing the library and information professionals with both opportunities and challenges.

*The new role of academic libraries, we can see at present environment as:*

### 2.1 Hybrid library

E-environment created hybrid library. The hybrid library is a term used to describe libraries containing a mix of traditional print library resources and the growing number of electronic resources. Hybrid libraries are mixes of printed books and magazines, as well as electronic materials such as downloadable audio books, electronic journals, e-books, etc. Hybrid libraries are the new norm in most public and academic libraries.

### 2.2 Automated library

Library automation may be defined as the application of computers to perform traditional library housekeeping activities such as acquisition, circulation, cataloguing, reference and serials control. Automation is used to reduce the amount of staff time devoted to repetitive (and often less challenging) activities that must be done in any properly functioning library. It is to remember that, various library operations are automated, not the library as such.

Automating an academic library is the process which restructures its functions and reinvents its services. By keeping a database as the basis, automation converge new technologies of information storage and retrieval with traditional housekeeping operations. An automated academic library can serve the teaching and learning community more effectively. A reduction in the time needed for routine operations can be utilized to give customized services to the users.

### 2.3 Digital library

Digital library is a library in which a significant proportion of the resources are available in machine-readable format (as opposed to print or microform), accessible by means of computers. Now engaged in different sector as content developer, knowledge manager, cyberarian and so on. This is due to the sea change in the Info-world. The Information world is now undergoing through a transitional period. Now the world is shifting from a Library-centered to an information- centered society. Resources are shifting from paper-based documents to predominantly digital documents, which are, using search engines, online databases, data mining, etc.
2.4 Library 2.0
Library 2.0 is not to replace traditional philosophy and service whatever library has, but it’s about enhancing and extending its services into new areas. For being everywhere, library has to push their genuinely valuable content, services, staff expertise from the self defined boundaries to where user might stand to take benefit from them. Library can take the advantage of Web 2.0 technologies and implement them in the different services to meet the expectations of new generation of users. In this changing environment, the marriage of web 2.0 with academic library create a new buzz word ‘Academic Libraries 2.0’ or A-Lib 2.0, which the new generation librarians see as a great survivor. As changing role of libraries, other side role of librarians is also being changed.

3. Role of Librarian
In the present electronic environment, academic librarians are required to work independently or as a team to deliver service-oriented and user-centered applications, instructions, programmes, projects and services. In addition to general qualification and requirements, a commitment to excellent user centered services, effective oral and written communications, as well as team collaborator must also possess additional capabilities, experience, knowledge and skills such as:

1. Expertise in the use of innovative emerging technologies to design and develop web-based applications, programmes and services.
2. Assist users to locate access, store and transform electronic information resources, services and instructions across multiple applications, databases, networks, platforms and systems through an academic library’s information commons.
3. Having knowledge of designing, developing, launching and maintaining of digital content management and assess, evaluate, recommend and test various methodologies, policies, and standards for utilizing computer software in the process of creating and preserving digital collections and resources.
4. Assess, understand, think and adopt changes fit to the requirements rather become blind follower of versatile technological developments.

4. Challenges
Libraries are supplementing and replacing print resources with electronic resources at a fast pace and almost all of the electronic resources are now available on the web. One of the advantages of web environment as compared to print environment is that you can link from one document to another logically related document very easily. For example, it is very important for researchers to be able to link directly from a citation or abstract to the full-text of the article and from a reference at the end of a full-text article to the referenced full-text article without any navigation. As more information resources become available electronically on the web, linking becomes even more important to researchers. Retrieval methodology on the web has developed within this open and unstructured environment, where tools have purposely developed to provide simple and easy to understand interfaces based on word searching and simple directories. This is an environment where retrieval services can produce results irrespective of the skills of the client, where the medium itself, hypertext linking, can provide the retrieval method and deliver the actual results, and where the provision of intuitive options and visual cues are critical to the effectiveness of retrieval tools. The need to accommodate user behavior is made more challenging because users do not necessarily exhibit a single approach when adopting retrieval...
strategies on the web. Instead it must be assumed that users may act differently when searching for different types of content, or when assuming contextual persona. Their behaviours will reflect different states of knowledge in a given subject area, different assumptions about content, and the different social and emotional contexts that generate specific user needs. The solution to this issue is to provide a variety of discovery tools and to design the web site so as to present them all as equally accessible alternatives. The libraries all over the world are now responding with adaptability, creativity and flexibility. Indian librarians of today serve in a society which is actually in flux, torn by the technological revolution and rapid political changes. Librarians and information professionals in India are now experiencing both excitement and anxiety as a result of the sweeping societal changes.

The major challenges faced by present college librarians are:
- Complexity in locating and analyzing and linking of Information;
- Overloading and redundancy of information;
- Lack of Standardization of hardware and software;
- Financial investment for setting and maintaining the technology;
- Interpretability of Intermediary and end users;
- The existing technology may be insufficient to accommodate the tremendous growth of information on Internet.

5. Conclusion
Changes are inevitable thus, ignoring the change leads to failure and acceptance trails to success. The challenges associated with acquiring, organizing, making available, and preserving the information. The remarkable growth of Internet has made significant revolution in all the areas of science and technology. Library staff must be capable of working effectively in partnership with faculty members to enhance the strength of teaching and research. The information and communication revolution in the last decade have created many new scenarios for universities to ponder. E-learning, open learning, virtual libraries, digital libraries, co laboratories and strategic alliances are some of the buzzwords we hear today. If we cannot or will not do this, our campuses will invest in other priorities and the libraries will slowly, but surely, atrophy and become a little used museum of the book.

References
A Study of Scientific Attitudes of Students of Secondary Level in Context of Certain Variables

DR. YOGESHCHANDRA K. BAROT
Smt. J. D. Thakkar B.Ed. College,
Radhanpur, Gujarat (India)

Abstract:
The attitudes are changed in various situations. The person having scientific attitude feels easy to adjust in scattered society in comparison to other people. He can become helpful to maintain peace to other people, so he as well as the nation can progress smoothly. We face many problems like pollution, population explosion, lack of energy, unemployment; poverty etc. Education is the weapon which can never fail in solving such problems. Scientific attitude can be cultivated by science education. Scientific attitude is necessary for progress of the nation.

Scientific attitude helps an individual to develop vision for better life, to make life meaningful and teaches him to do all work systematically. Scientific attitude is like a foundation for all the fields of life so this must be attended. Evaluation is a process which can change the teaching techniques. Evaluation presents the true position of students and also propriety of teaching process. If we want to think for developing scientific attitudes in students, we also should know the level of scientific attitudes in them. So the researcher had selected this subject for research.

Keywords: Attitude, Science, Scientific Attitude, Secondary level

1. Introduction
Now a day, science has become an internal part of human life. The world without science can’t be imagined. Science has changed the world from modern civilization to scientific civilization by its wonderful achievements. One of the objectives of education is to develop scientific attitudes in students. The curriculum and educational system should be arranged in a way that the views of Indian citizen be scientific. On the other hand central or state government has not tried their best to develop the scientific attitudes in students at secondary level. It resulted in decrease of number of students in science colleges. This is enough state of affair to make us anxious.

Students learn science subject till standard – 10. Secondary Education Board also tries to develop interest, attitudes and aptitudes in science subject. Science fairs, science exhibitions, science clubs, science projects, seminars etc are arranged at Taluka, District and state level. In spite of such efforts the students in science stream are decreased. So developing scientific attitude has become inevitable now.
2. Objectives of the research

The variable under measurement was the scientific attitude, so the researcher had decided to construct the Scientific Attitude Scale to measure the scientific attitudes of students in this research. He had planned to study the scientific attitudes of students studying in standard 8 to 10 in Gujarati medium Secondary schools. The objectives of this research were decided as below.

1. To construct and standardize the Scientific Attitude Scale to measure scientific attitudes of students of secondary level.
2. To decide validity and reliability of scientific Attitude Scale.
3. To establish norms of the Scientific Attitude Scale.
4. To know the level of scientific attitudes of secondary school students in context to standard, area of schools and sex of students.
5. To know the level of scientific attitudes of secondary school students in context to standard of students.
6. To know the level of scientific attitudes of secondary school students in context to area of students.
7. To know the level of scientific attitudes of secondary school students in context to sex of students.
8. To study the scientific attitudes of secondary school students in relation to interaction with their standard, area of schools and sex.

3. Hypotheses of the research

The hypotheses in any research are formed keeping objectives in mind. The hypotheses for this study are mentioned below.

\( H_01 \) There will be no significant difference among the average score of scientific attitudes of students studying in standard. 8, 9 and 10.

\( H_02 \) There will be no significant difference between the average score of scientific attitudes of students studying in standard. 8 and 9

\( H_03 \) There will be no significant difference between the average score of scientific attitudes of students studying in standard. 8 and 10

\( H_04 \) There will be no significant difference between the average score of scientific attitudes of students studying in standard. 9 and 10

\( H_05 \) There will be no significant difference between the average score of scientific attitudes of students studying in urban area and rural area.

\( H_06 \) There will be no significant difference between the average score of scientific attitudes of boys and girls of secondary schools.

\( H_07 \) There will be no significant effect of interaction between students’ standard and area of schools on their average score of scientific attitudes at secondary level.

\( H_08 \) There will be no significant effect of interaction between students’ standard and sex on their average score of scientific attitudes at secondary level.

\( H_09 \) There will be no significant effect of interaction between students’ area of schools and sex on their average score of scientific attitudes at secondary level.

\( H_{10} \) There will be no effect of interaction among students’ standard, area of schools and sex on their average score of scientific attitudes at secondary level.
4. Operation definitions of terms

4.1 Secondary level
According to definition stated in Gujarat State Secondary Education resolution 1972 code No. (2), the institution giving education for standard 8 to 10 is called secondary level (school)

4.2 Attitude
Some definitions are stated here to understand the meaning of an attitude.
“An attitude means inclination of favour or oppose toward anything or situation.”
- J.P. Guilford (1965)

“An attitude is defined as generalized deposition towards group of people and it is emotionally tones.”
- Thurston (1960)

“Attitudes are associated with likes and dislikes consequently have on emotional confront.”
- Morris (1946)

“Attitudes is a dispositional readiness to respond to certain situations persons and objects in a consistent manners which has learned and has become one’s typical mode of response”
- Freeman (1965)

4.3 Scientific Attitude
“Scientific approach for things, machines, experiments of science.”
- Reader Digest (1984)

“Scientific attitude means psychological thinking of any person toward science.”
- Noll (1935)

“Most often characterized by a list of components attitudes such as objectivity, open mindedness, sespecticism and a willingness to suspend judgment if there is insufficient evidence.”
- Education commission (1977)

“Scientific attitudes can be defined as open – mindedness a desire for accurate knowledge, confidence in procedures for seeking knowledge and expectation that solution of the problem will come through the use of verified knowledge.”
- Rethinking science education (1960)

5. The variables under the research
The variables included in this study and their levels are mentioned as below.
- **Dependent variable**
  - Scientific attitudes
- **Independent Variables:**
  - Standards of the students
  - Area of schools
  - Sex of the students

6. Importance of the research
Today’s student is a citizen of tomorrow. Future society depends on all round development of students. Umashankar Joshi had rightly said, “Man should become human.” The importance of this research is stated below.
1. The research was aimed at constructing a standardized Scientific Attitude Scale. So such Scientific Attitude scale will be available to measure scientific attitudes of students studying in standard 8, 9 and 10.

2. The Scientific Attitude scale will be useful not only to know the scientific attitudes of students but also to draw attention to deficiencies in developing scientific attitudes in students. It will guide to arrange educational programmes to develop such attitudes.

3. Attitudes are shaped with physical and mental development of students. Positive or negative attitudes are formed by good and bad experiences in family, school, society etc. This study will provide guidance to develop positive scientific attitudes in students so they will take interest in science stream after passing standard.10. The number of students will be increased in science colleges.

4. After knowing the level of scientific attitudes of secondary school students by this study, more programmes will be planned to develop scientific attitudes.

5. So many programmes are planned for development of scientific attitudes. The Scientific Attitude scale will be useful to test effectives of all these programmes and approaches and methods of science education.

6. It will be known to which extent the variables like standard, area and sex of students contribute to develop scientific attitudes.

7. **Data Collection**
An accurate method should be used to collect information on any subject or research. Quantitative or qualitative data should be collected according to subject of research. In this study, to achieve decided objectives and to make the results effective, the researcher had collected the data using the Survey Method.

The researcher had to collect score using the Scientific Attitude Scale from the students of standard 8, 9 and 10 studying in secondary schools in urban and rural areas of Gujarat state. He had visited the selected schools and got the permission to collect data on the scientific attitude scale. Then he went to schools and gave the scientific attitude scale to students on the fixed day and collected the data. The Principals had allotted time with glad after hearing the importance of this study. Both the Principal and teachers had co operated in selecting one class from each standard, to manage the class for test etc. The following care was taken while giving the Scientific Attitude Scale to students and collecting them.

(1) The class was managed – Necessary instructions related to the Scientific Attitude Scale were given and then the Scientific Attitude Scale was distributed.

(2) Students were made to note the information on the first page of the Scientific Attitude Scale then they were told to read the instructions carefully.

(3) Enough time was allotted to response all the items in the Scientific Attitude Scale as the Scientific Attitude Scale is not a kind of test within any time period. Students had passed about 25 minutes for their response.

In the form of response, the students had to mark in the Scientific Attitude Scale so they had responded naturally without any anxiety. Some students in schools in rural area were found weak in reading and comprehension in standard. 8. They had taken more time than normal students in reading and understanding the statements. After completing, the Scientific Attitude Scales were
collected and checked according to score system. Then score were noted and used for analysis and finding norms.

8. Data Analysis
Statistical calculation of data was done as below.

1. To construct and standardize the Scientific Attitude Scale, the discriminative value of statements was found out using t-test suggested by Allen Edward.
2. The reliability and validity was found out using calculation suggested by Pearson factorial method.
3. To know the level of scientific attitudes of students of standard – 8 to 10, average and percentage were calculated.
4. The significance difference between two or more averages is tested using f-value by ANOVA. If F-value is found out significant at 0.01 or 0.05 levels, the superior out of two groups is cleared the mean value. For three or more groups, t-value is used to know the significance of average score between two groups. When the groups are more in numbers and f-value is found significant, the Newman - Keuls method is useful to examine significance between average scores.
5. Winer (1962) had explained the use of new man – Keuls method for necessary calculations in detail. The researcher had also used N. K. Test when it was found necessary after ANOVA.

9. Findings
The following findings are concluded after analysis of data of 1446 characters of sample and interpretations.

* Level of scientific attitudes of students of secondary level
- Only 6.08% students of secondary level get A grade
- Only 30.84% students of secondary level get B grade
- Only 46.95% students of secondary level get C grade Means most of students are found in normal level of scientific attitudes.
- Only 13.48% students of secondary level get D grade
- Only 2.62% students of secondary level get E grade means a few students are found in the lowest level of scientific attitudes.
- The percentage of students of standard – 8, 9 and 10 having A, Grade are 3.94%, 3.19% and 11.13% of respectively.
- The percentage of students of standard – 8, 9 and 10 having B, Grade are 26.69%, 30.59% and 35.77% of respectively.
- The percentage of students of standard – 8, 9 and 10 having C, Grade are 94.13%, 38.81% and 46.42% of respectively.
- The percentage of students of standard – 8, 9 and 10 having D, Grade are 11.9%, 24.65% and 5.98% of respectively.
- The percentage of students of standard – 8, 9 and 10 having E, Grade are 4.13%, 2.81% and 1.85% of respectively.
- The percentage of students having A-grade from urban area are 8.85% and from rural area are 3.71%.
- The percentage of students having B-grade from urban area are 35.43% and from rural area are 26.92%.
- The percentage of students having C-grade from urban area are 40.24% and from rural area are 52.56%.
- The percentage of students having D-grade from urban area are 13.06% and from rural area are 13.97%.
- The percentage of students having E-grade from urban area are 2.40% and from rural area are 3.0%.
- The percentage of boys and girls having A-grade are 6.04% and 6.16% respectively.
- The percentage of boys and girls having B-grade are 25.13% and 41.55% respectively.
- The percentage of boys and girls having C-grade are 48.88% and 43.11% respectively.
- The percentage of boys and girls having D-grade are 17.07% and 6.95% respectively.
- The percentage of boys and girls having E-grade are 2.86% and 2.18% respectively.

*The scientific attitude of students of secondary level in reference to independent variables*

The research was aimed at studying the scientific attitudes of students of standard – 8, 9 and 10 in reference their standard, area of school and sex. The researcher had decided to apply analysis to variance. For this purpose, obtained score of 720 students classified according to 3x2x2 factorial design.

- F-ratio for students of standard – 8, 9 and 10 was found 17.59 which was significant at 0.01 level so significant difference was found among the average score of scientific attitudes of students of standard – 8, 9 and 10.
- Significant difference was found between average score of scientific attitudes of urban students and rural students at 0.01 level. The scientific attitudes of students from urban area were found superior to those from rural area.
- Significant difference was found between the scientific of boys are girls of secondary schools at 6.01 level. The girls had better scientific attitudes than boys had.
- The significant effect of interaction of standard and area was found on average score of scientific attitudes of students at secondary level.
- The significant effect of interaction of sex and area was found on average score of scientific attitudes of students at secondary level.
- The significant effect of interaction of standard, area and sex was found on average score of scientific attitudes of students at secondary level.

10. Conclusion

To prepare a research design is an important step for any study. Here information of variables, population, and selection of sample, data collection and analysis are mentioned. In the next chapter, procedure of construction and standardization of the scientific Attitudes scale is discussed.
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A Study of Self-Performance Management (SPM) of Teacher Trainees of B. Ed. Colleges

DR. PRAVINA K. PATEL
Assistant Professor,
Swami Vivekanand Sarvodaya Education College,
Nagalpur, Mehsana, Gujarat (India)

Abstract:
The objectives of the present research study were: (i) To study the level of effectiveness of ‘Self-Performance Management (SPM)’ of teacher trainees; (ii) To study the Self-Performance Management (SPM) of teacher trainees in relation to the following background variables: (a) Gender; (b) Academic Qualifications and (iii) Geographical Locations. Research Area: The present research study was conducted taking sample from Grant-in-aid college of Mehsana City of North Gujarat. Research Design: The present research was Descriptive Survey by its nature. Population and Sample of the Study: The population of the study was the Teacher Trainees of college of Mehsana City. The sample for the study was selected by using purposive random sampling method from Swami Vivekananda Sarvodaya Education College of Mehsana City. To collect the data for the present investigation the investigator had constructed the Self-Performance Management (SPM) Scale using seven scale measurements and data were collected by the investigator. Findings: (i) The Self-Performance Management (SPM) of Teacher Trainees was found to be higher than the average scores on Self-Performance Management (SPM) Scale; (ii) No significant difference was found between the mean scores of Male Teacher Trainees and Female Teacher Trainees on Total Scores of the Self-Performance Management (SPM) Scale; (iii) The mean scores of Post Graduate Teacher Trainees were found to be significantly higher than the Graduate Teacher Trainees on Self-Performance Management (SPM) Scale. (iv) No significant difference was found between the mean scores of Rural Teacher Trainees and Urban Teacher Trainees on Total Scores of the Self-Performance Management (SPM) Scale.

Keywords: Gender, Geographical Locations, Self-Performance Management, Teacher Trainees’ Perception

1. Introduction

“Try to be men of success rather try to be a man of value.”
- Albert Einstein.

Education as the process of bringing about behavior changes in the recipients can be realistic only through qualitative teaching and learning by prospective methods. Innovation and quest for quality are the source of institution’s enduring strength. "Investment in teacher education can yield very rich dividends, because the financial resource required a small when measured against the resulting improvements in the education of millions. First rate teacher training institutions thus play a crucial role in the development of education." Indeed the Kothari
commission has given importance to the role of teacher education. Education is the bipolar process in the context of classroom, there is one pole is teacher and another is student.

To teach students, teacher keeps various general and specific objectives. After completing teaching-learning process, to measure the achievement of the objectives teacher uses various kind different kind of evaluation system. Teacher also uses various kind of activity, so that the maximum outcomes of the teaching-learning process are possible. Basically the word ‘performance’ means an outcome a result. It is the end point of people, resources, and certain environments being brought together with the intention of producing certain things, weather a tangible product or less tangible service. It can be state as individual’s judgment about desired level of satisfactory of the performance.

Performance is differed from person to person and time to time. It directly related to individual’s ability and motivation to the work. Various kinds of the factor affect to individual’s performance and the group performance. So, it can be said that performance is the function of the ability and motivation. The term ‘Self-Performance Management (SPM)’ refers to individuals and group work. In this paper ‘Self-Performance Management (SPM)’ refers to individual’s function of ability and motivation. It covers planning, measurement, diagnosis, and help for individual.

3. Rationale of the Study
Teacher Education Institutions are directly related with education of teacher trainees in all spheres of education. Teacher Education Institutions try to develop various types of desirable skills for modifications of behaviors. The teacher is a one of the most effective change agent of the society who is accountable for responsible society and nation. Teaching is the only profession in which the teacher not only educates but also trains the teacher trainees. In Teacher Education Institutions students come from different regional locations and community with their particular beliefs about the task. Teacher Trainees also differ from their castes, qualifications, gender, habitat and stream. Consequently, the teacher trainees differ in their ability to work and deal with the teaching-learning processes.

Today’s teacher must be competent with modern teaching-learning processes, skills, using technologies and performing tasks related to teaching tasks. In this context, the teacher trainees should be competent with respect to their own work and managing factors related to their own performance.

So, it is essential to know with reference to the level of Self-Performance Management (SPM) of teacher trainees according to their perceptions of their capability for challenging responsibilities. So, in the present research work an endeavor has been made to find out the level of Self-Performance Management (SPM) of teacher trainees of Educational Institutions.

4. Objectives of the Study
The objectives of the present research were:
   (1) To study the level of effectiveness of ‘Self-Performance Management (SPM)’ of teacher trainees.
(2) To study the Self-Performance Management (SPM) of teacher trainees in relation to following background variables:
   (i) Gender
   (ii) Academic Qualifications
   (iii) Geographical Locations

5. Hypotheses of the Study
Hypotheses of the present investigation were:
   \( H_0_1 \) There will be no significant difference between mean score of Male Teacher Trainees and Female Teacher Trainees on the Self-Performance Management (SPM) Scale.
   \( H_0_2 \) There will be no significant difference between mean score of Graduate Teacher Trainees and Post Graduate Teacher Trainees on the Self-Performance Management (SPM) Scale.
   \( H_0_3 \) There will be no significant difference between mean score of Urban-Area habitat Teacher Trainees and Rural-Area habitat Teacher Trainees on the Self-Performance Management (SPM) Scale.

6. Variables of the Study
Variables of the present research study were:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Type of Variables</th>
<th>Variables under the Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dependent Variable</td>
<td>(a) Self-Performance Management (SPM)</td>
</tr>
<tr>
<td>2.</td>
<td>Independent Variable</td>
<td>(b) Teacher Educators’ Perceptions</td>
</tr>
<tr>
<td>3.</td>
<td>Moderate Variables</td>
<td>(a) Gender</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(b) Academic Qualifications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(c) Habitat</td>
</tr>
</tbody>
</table>

7. Operational Definitions of the terms
   a. Self-Performance Management (SPM): Self-Performance Management (SPM) refers to individual’s ability and motivation to the work.
   b. Teacher Trainees’ Perception: Teacher Trainees’ perceptions refer to Teacher Trainees’ perception of Management Performance
   c. Geographical Location: Geographical location refers to the urban and rural location of the Teacher Trainee’s residence.
   d. Gender: Gender refers to male and female category of the Teacher Trainees.

8. Delimitations of the Study
The study has been delimited to the Teacher Trainees of Teacher Education Institutions of Mehsana City. The study has been delimited to following dimensions of Self-Performance Management (SPM) Scale: (a) Gender (b) Academic Qualifications (c) Geographical Locations

9. Research Area
The present research study was conducted taking sample from Grant-in-aid College of Mehsana City of North Gujarat.
10. Research Design
The present research was Descriptive Survey by its nature.

11. Population and Sample of the Study
The population of the study was the Teacher Trainees of Grant-in-aid college of Mehsana City. The sample for the study was selected by using purposive random sampling method from Swami Vivekananda Sarvodaya Education College (Grant-in-aid) of Mehsana City from Gujarat State.

12. Research Method
In the present investigation survey method was employed.

13. Tools of the Study
To collect the data for the present investigation the investigator had constructed the Self-Performance Management (SPM) Scale using seven scale measurements with ten items related to performance of trainee.

14. Data Collection
Data for the present research was collected by the investigator.

15. Statistical Treatment
For the calculation of the data, the researcher had employed the formulas of Mean, Standard Deviation, and t-value.

16. Data Analysis
The sample of 72 Teacher Trainees from grant-in-aid secondary teacher education institutions of Mehsana City of North Gujarat were studied on Self-Performance Management (SPM) Scale. The tabulation and statistical calculations were made for analysis and interpretations of data. The t-test was employed for the comparison of two groups. The analysis and interpretation of the data have been presented under the following heads:

A. Effect of Gender on Teacher Trainees’ Perceptions of Self-Performance Management (SPM).
B. Effect of Academic Qualifications on Teacher Trainees’ Perceptions of Self-Performance Management (SPM).
C. Effect of Habitat on Teacher Trainees’ Perceptions of Self-Performance Management (SPM).

Table: 2
Showing Mean and S.D. and t-value of Gender, Educational Qualification and on Teacher Trainees’ Perceptions

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SEd</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>H02</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>18</td>
<td>70.523</td>
<td>9.353</td>
<td>2.569</td>
<td>1.009</td>
</tr>
<tr>
<td>Female</td>
<td>54</td>
<td>73.118</td>
<td>9.697</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>H03</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>23</td>
<td>68.131</td>
<td>9.035</td>
<td>2.354</td>
<td>2.698</td>
</tr>
<tr>
<td>Post Graduate</td>
<td>49</td>
<td>74.484</td>
<td>9.878</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>H04</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td>32</td>
<td>74.003</td>
<td>9.814</td>
<td>2.289</td>
<td>1.219</td>
</tr>
<tr>
<td>Rural</td>
<td>40</td>
<td>71.211</td>
<td>9.434</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A. Effect of Gender on Teacher Trainees’ Perceptions
From the above table no-1; it is evident that the obtained means scores of Male Teacher Trainees (N=18) on Total Scores was found to be 70.523 and the obtained S.D. was found to be 9.353 respectively. The obtained means scores of Female Teacher Trainees (N= 54) on Total Scores was found to be 73.118 and the obtained S.D. was found to be 9.697 respectively with 2.569 standard error of mean and obtained t-value(1.009) had not reached the 0.01/ 0.05 level of significance. Hence, this has accepted the Ho.1, which was stated as “There will be no significant difference between mean score of Male Teacher Trainees and Female Teacher Trainees on the Self-Performance Management (SPM) Scale.”

B. Effect of Educational Achievement on Teacher Trainees’ Perceptions
From the above table no-1; it is evident that the obtained means scores of Graduate Teacher Trainees (N= 23) on Total Scores was found to be 68.131 and the obtained S.D. was found to be 9.035 respectively. The obtained means scores of Post Graduate Teacher Trainees (N= 49) on Total Scores was found to be 74.484 and the obtained S.D. was found to be 9.878 respectively. The mean score of the Post Graduate Teacher Trainees was found significantly higher than the mean scores of Graduate Teacher Trainees. Thus, mean score Post Graduate Teacher Trainees on Self-Performance Management (SPM) was found to be significantly higher since the obtained t-value had reached the 0.01 level of significance. Hence, this has rejected the Ho2, which states as “There will be no significant difference between mean score of Graduate Teacher Trainees and Post Graduate Teacher Trainees on the Self-Performance Management (SPM) Scale.”

C. Effect of Habitat of trainee on Teacher Trainees’ Perceptions
From the above table no 2; it is evident that the obtained means scores of Teacher Trainees of Urban Area (N=32) on Total Scores was found to be 74.003 and the obtained S.D. was found to be 9.814 respectively. The obtained means scores of Teacher Trainees of Rural Area (N=40) on Total Scores was found to be 71.211 and the obtained S.D. was found to be 9.434 respectively with 2.289 standard error of mean and obtained t-value(1.219) had not reached the 0.01/0.05 level of significance. Hence, this has accepted the Ho3, which states as “There will be no significant difference between mean score of Urban-Area habitat Teacher Trainees and Rural-Area habitat Teacher Trainees on the Self-Performance Management (SPM) Scale.”

17. Findings
(i) No significant difference was found between the mean scores of Male Teacher Trainees and Female Teacher Trainees on Total Scores of the Self-Performance Management (SPM) Scale.
(ii) The mean scores of Post Graduate Teacher Trainees were found to be significantly higher than the Graduate Teacher Trainees on Self-Performance Management (SPM) Scale.
(iii) No significant difference was found between the mean scores of Rural Teacher Trainees and Urban Teacher Trainees on Total Scores of the Self-Performance Management (SPM) Scale.

18. Conclusion
From the above findings it can be concluded that the Post Graduate Teacher Trainees differed in their perceptions regarding Self-Performance Management (SPM) than the Graduate Teacher Trainees. They were found to have higher motivation for achievement. No significant difference
was found between the male and female teacher trainees and teacher trainees of Rural Area and teacher trainees of Urban Area.

References
Effectiveness of Microteaching of B.Ed. Trainee by Self-Evaluation Method

DR. K. S. DEDUN
Associate Professor,
College of Education, Daramali
Dist. Sabarkantha Gujarat (India)

Abstract:
Investment in teacher education can yield very rich dividends, because the financial resource required a small when measured against the resulting improvements, in the education of millions. First rate teacher training institutions thus play a crucial role in the development of education. After completing teaching-learning process, to measure the achievement of the objectives teacher uses various kind different kind of evaluation system. Microteaching is the platform of teacher-students for the all kind of practice teaching. During this situation supervisor and teacher-students interact. In this present study total 87 teacher-students were selected randomly during the year of 2012-2013 from the Education College from Daramali. Students were informed about self evaluation method. Teach and re-teach system organizes and self-evaluation method employed for the present study. The former needs of Microteaching to communicate his/her feelings, impression and various views of matter. From the research it has been found that introduction, explanation and using black board work skill found significant in the re-teach.

Keywords: Effectiveness, Self-evaluation method, Teaching Skill

1. Introduction
"The destiny of India is being shaped in the classroom"
- Kothari commission

"A teaching skill is a set of teacher behaviors which are especially effective in bringing about changes in pupils."

"Investment in teacher education can yield very rich dividends, because the financial resource required a small when measured against the resulting improvements in the education of millions. First rate teacher training institutions thus play a crucial role in the development of education."

Indeed the Kothari commission has given importance to the role of teacher education. Education is the bipolar process in the context of classroom, there is one pole is teacher and another is student.

Teacher Education College's curriculum is divided into two parts, namely theoretical works and practical work. Theoretical work relates to the foundation of education for example psychology, history. Practical works relates to Microteaching, bridge-lesson, stray lesson, unit-lesson and preparation of various teaching material, teaching as well as evaluation. To teach students, teacher keeps various general and specific objectives. After completing teaching-learning process, to measure the achievement of the objectives teacher uses various kind different kind of evaluation system. Teacher also uses various kind of activity, so that the maximum outcomes of the teaching-
learning process are possible. Teacher use various activity is known as the technique. In the era of the globalization, teacher uses various kinds of teaching technique. For example, Microteaching. Concept of the Microteaching had been first developed in 1961 in California University. Prof. Dwite Alane had used first time the word of ‘Microteaching’ and developed Micro-clinic in 1964-65. After work on Microteaching it had been said that Microteaching is the process of teaching, but it is the process to get the skill. Now, the training of the teacher Microteaching becomes the technique of make a teacher to skilful. In the history of MT Center of the Advanced Study in Education (CASE) of the M.S. University, Baroda had started at practical base in Punjab for two years. After 1976 it is applied to the University of the County for the part of teacher training.

Microteaching is a scaled down teaching in class size and class time. It is a teacher training technique in which the complexities of normal classroom teaching are specified. It is considered as a miniaturized classroom teaching. The five steps generally involved for attainment of a particular skill are teach, feedback, re-plan, re-teach and re-feedback. Stanford University had given 14 types of various skill of Microteaching. Canter of the Advanced Study in Education analyzed the different type of 22 skills of Microteaching. As for example, introducing a lesson, fluency in questioning, probing question, stimulus variation, closure, non verbal cues, reinforcement, explaining, using black board, illustrating and use of Example. Etc.

2. Rationale of the Study
Main aim of the teacher education is to prepare teachers who could efficiently carry out the school education programme. Practice teaching and field experience are the most effective ways of acquiring the skills a teacher needs. Microteaching is the platform of teacher-students for the all kind of practice teaching. During this situation supervisor and teacher-students interact. The former needs of Microteaching to communicate his/her feelings, impression and various views of matter. To provide the scope of improvement supervisor and observer shares the perception about the teacher-student's achievements. In this study researcher tries to focus on that in Microteaching teacher-student try to get the various skill of teaching. In this process teacher-student evaluate him by the self-evaluation for further improvements. In this stage, training of teacher-student also self-evaluated by various skill according to grade and the rank for each skill of Microteaching.

3. Objectives of the Study
1. To study the effectiveness of self-evaluation of grade of skill of Microteaching and rank of the skill of the Microteaching of trainee of B. Ed faculty.
2. To study the effectiveness of self-evaluation of grade of skill of Microteaching and rank of the skill of the Microteaching of male trainee of B. Ed faculty.
3. To study the effectiveness of self-evaluation of grade of skill of Microteaching and rank of the skill of the Microteaching of female trainee of B. Ed faculty.

4. Hypothesis of the Study
1. There will be no significant difference between mean score of INTRODUCTION GRADE and mean score of INTRODUCTION RANK of self-evaluation of trainee.
2. There will be no significant difference between mean score of QUESTION GRADE and mean score of QUESTION RANK of self-evaluation of trainee.
3. There will be no significant difference between mean score of REINFORCEMENT GRADE and mean score of QUESTION RANK of self-evaluation of trainee.
4. There will be no significant difference between mean score of ILLUSTRATION GRADE and mean score of ILLUSTRATION RANK of self-evaluation of trainee.
5. There will be no significant difference between mean score of EXPLAINING GRADE and mean score of EXPLAINING RANK of self-evaluation of trainee.
6. There will be no significant difference between mean score of BLACK-BOARD WORK GRADE and mean score of BLACK-BOARD WORK RANK of self-evaluation of trainee.
7. There will be no significant difference between mean score of INTRODUCTION GRADE and mean score of INTRODUCTION RANK of self-evaluation of male trainee.
8. There will be no significant difference between mean score of QUESTION GRADE and mean score of QUESTION RANK of self-evaluation of male trainee.
9. There will be no significant difference between mean score of REINFORCEMENT GRADE and mean score of QUESTION RANK of self-evaluation of male trainee.
10. There will be no significant difference between mean score of ILLUSTRATION GRADE and mean score of ILLUSTRATION RANK of self-evaluation of male trainee.
11. There will be no significant difference between mean score of EXPLAINING GRADE and mean score of EXPLAINING RANK of self-evaluation of male trainee.
12. There will be no significant difference between mean score of BLACK-BOARD WORK GRADE and mean score of BLACK-BOARD WORK RANK of self-evaluation of male trainee.
13. There will be no significant difference between mean score of INTRODUCTION GRADE and mean score of INTRODUCTION RANK of self-evaluation of female trainee.
14. There will be no significant difference between mean score of QUESTION GRADE and mean score of QUESTION RANK of self-evaluation of female trainee.
15. There will be no significant difference between mean score of REINFORCEMENT GRADE and mean score of QUESTION RANK of self-evaluation of female trainee.
16. There will be no significant difference between mean score of ILLUSTRATION GRADE and mean score of ILLUSTRATION RANK of self-evaluation of female trainee.
17. There will be no significant difference between mean score of EXPLAINING GRADE and mean score of EXPLAINING RANK of self-evaluation of female trainee.
18. There will be no significant difference between mean score of BLACK-BOARD WORK GRADE and mean score of BLACK-BOARD WORK RANK of self-evaluation of female trainee.

5. **Methodology of the Study**
The study is casual comparative study Data regarding the grade and rank of the skill of the Microteaching collected from the trainee by using Questionnaire. Whereas, the data regarding different variable were collected directly from the trainee.

6. **Population of the Study**
All the B.Ed. trainees of the year of 2012-2013 from College of Education Daramali, affiliated to Hemchandracharya North Gujarat Uni., Patan were the population of this study.

7. **Sample of the Study**
All the B.Ed. trainees of the year of 2012-2013 from College of Education Daramali, affiliated to Hemchandracharya North Gujarat Uni., Patan were selected as the sample of this study.
8. Tools Used for the Study
All the B.Ed. trainees of College of Education, Daramali were instructed for grade and rank of the Microteaching by self-evaluation, There are six type of the Microteaching skill were used those are Introduction of the lesson, Questioning, Reinforcement, Illustration with Example, explaining and using Black-board. Grade had been dividing in five parts for each skill of Microteaching. (Performance of 80 to 100 for A-Grade, 60 to 79 for B-Grade, 40 to 159 for C-Grade, 20 to 39 for D-Grade, 00 to 19 for E-Grade). 5 marks given to A-Grade, 4 marks given to B-Grade, 3 marks given to C-Grade, 2 marks given to D-Grade, 1 marks given to E-Grade. Same type of the Rank system trainee have to give 1 to 6 rank for above six skill of the micro teaching according to their choice according to their command over the skill. 1 rank have given 6 marks, 2 rank have given 5 marks, 3 rank have given 4 marks, 4 rank have given 3 marks, 5 rank have given 2 marks, 6 rank have given 1 marks, Questionnaire was given to the trainee to fill grade and rank of each skill according to their choice by self-evaluation.

9. Data Collection
For the collection of data, questionnaire containing grade and rank for each micro-teaching with six skills for self-evaluation has been given to the 36 male trainees and 51 female trainee of Education College from Daramali, after completing micro-teaching lesson.

10. Data Analysis
As it is comparative study, descriptive spastics did the data analysis for the present study. The descriptive statistical technique like mean, standard deviation, and t-test were used in data analysis.

11. Findings of the Study

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>N</th>
<th>Diff.</th>
<th>Std. Dev. Diff.</th>
<th>t.</th>
<th>t.</th>
<th>t.</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT_1</td>
<td>4.26</td>
<td>1.73</td>
<td>87</td>
<td>0.52</td>
<td>1.69</td>
<td>2.91</td>
<td>Significant</td>
<td></td>
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<tr>
<td>INT_2</td>
<td>3.73</td>
<td>0.75</td>
<td>87</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>QUE_1</td>
<td>3.77</td>
<td>1.41</td>
<td>87</td>
<td>0.26</td>
<td>1.33</td>
<td>1.84</td>
<td>Not Significant</td>
<td></td>
</tr>
<tr>
<td>QUE_2</td>
<td>3.50</td>
<td>0.74</td>
<td>87</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REL_1</td>
<td>3.48</td>
<td>1.310</td>
<td>87</td>
<td>-0.08</td>
<td>1.28</td>
<td>0.58</td>
<td>Not Significant</td>
<td></td>
</tr>
<tr>
<td>REL_2</td>
<td>3.56</td>
<td>0.71</td>
<td>87</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXA_1</td>
<td>3.96</td>
<td>1.58</td>
<td>87</td>
<td>0.17</td>
<td>1.51</td>
<td>1.06</td>
<td>Not Significant</td>
<td></td>
</tr>
<tr>
<td>EXA_2</td>
<td>3.79</td>
<td>0.70</td>
<td>87</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXP_1</td>
<td>2.82</td>
<td>1.51</td>
<td>87</td>
<td>-0.87</td>
<td>1.50</td>
<td>5.43</td>
<td>Significant</td>
<td></td>
</tr>
<tr>
<td>EXP_2</td>
<td>3.70</td>
<td>0.76</td>
<td>87</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BBV_1</td>
<td>2.71</td>
<td>2.03</td>
<td>87</td>
<td>-0.66</td>
<td>1.63</td>
<td>3.81</td>
<td>Significant</td>
<td></td>
</tr>
<tr>
<td>BBV_2</td>
<td>3.37</td>
<td>1.02</td>
<td>87</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table: 2
Grade and Rank of Female Trainee

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>N</th>
<th>Diff.</th>
<th>Std. Dev. Diff.</th>
<th>t.</th>
</tr>
</thead>
</table>
| INT_1_F   | 4.27 | 1.60      | 51| 0.62  | 1.67          | 2.67| Significant 
| INT_2_F   | 3.64 | 0.71      | 51| 0.23  | 1.20          | 1.38| Not Significant 
| QUE_1_F   | 3.66 | 1.42      | 51|       |               |    | 
| QUE_2_F   | 3.43 | 0.70      | 51| -0.03 | 1.16          | 0.24| Not Significant 
| REL_1_F   | 3.47 | 1.30      | 51|       |               |    | 
| REL_2_F   | 3.50 | 0.70      | 51|       |               |    | 
| EXA_1_F   | 4.31 | 1.59      | 51| 0.52  | 1.48          | 2.54| Significant 
| EXA_2_F   | 3.78 | 0.70      | 51|       |               |    | 
| EXP_1_F   | 3.09 | .513      | 51| -0.50 | 1.52          | 2.38| Significant 
| EXP_2_F   | 3.60 | 0.75      | 51|       |               |    | 
| BBV_1_F   | 2.21 | 1.86      | 51| -0.88 | 1.68          | 3.74| Significant 
| BBV_2_F   | 3.09 | 0.92      | 51|       |               |    | 

### Table: 3
Grade and Rank of Male Trainee

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>N</th>
<th>Diff.</th>
<th>Std. Dev. Diff.</th>
<th>t.</th>
</tr>
</thead>
</table>
| INT_1_M   | 4.25 | 1.93      | 36| 0.38  | 1.72          | 1.35| Not Significant 
| INT_2_M   | 3.86 | 0.79      | 36|       |               |    | 
| QUE_1_M   | 3.91 | 1.40      | 36| 0.30  | 1.50          | 1.21| Not Significant 
| QUE_2_M   | 3.61 | 0.80      | 36|       |               |    | 
| REL_1_M   | 3.50 | 1.34      | 36| -0.13 | 1.45          | 0.57| Not Significant 
| REL_2_M   | 3.63 | 0.72      | 36|       |               |    | 
| EXA_1_M   | 3.47 | 1.46      | 36| -0.33 | 1.41          | 1.41| Not Significant 
| EXA_2_M   | 3.80 | 0.70      | 36|       |               |    | 
| EXP_1_M   | 2.44 | 1.46      | 36| -1.38 | 1.31          | 6.33| Significant 
| EXP_2_M   | 3.83 | 0.77      | 36|       |               |    | 
| BBV_1_M   | 3.41 | 2.07      | 36| -0.36 | 1.53          | 1.41| Not Significant 
| BBV_2_M   | 3.77 | 1.04      | 36|       |               |    | 

From the above table it can be different said that
There is significations been found in the mean score of grade is higher than mean score of rank of self-evaluation of all trainee and female only for introduction skill, male trainee's score has no significant difference.

There is no any significant difference found in mean score of grade and rank of self-evaluation of question and reinforcement skill for all, male and female trainee.

There is significant difference has been found in the mean score of grade is higher than mean score of rank of self-evaluation of female trainee for illustration with example skill, all trainee and male trainee's score has no significant difference.
It is noted that there is significant/found for explaining skill. There is significant has been found in the mean score of rank is higher than mean score of grade of self-evaluation of all trainee and male only for explaining skill, and significant difference has been found in the mean score of grade is higher than mean score of rank of self-evaluation of all trainee and female only for explaining skill.

There is significant been found in the mean score of rank is higher than mean score of grade of self-evaluation of all trainee and male only for using black-board skill, female trainee’s score has no significant difference.

References
Ideal and Real Leadership Behavior of College Principal

DR. HETAL T. PATEL
Assistant Professor,
The New Progressive College of Education,
Mehsana, Gujarat (India)

Abstract: Behaviors of leaders’ far-reaching effects on the persons working in their organization. Question is not that of the status of a leader, but is that of the manifest action of ideal and real leadership behavior towards effective achievement of the set goals this would involve questions such as how a college principals should behave to improve the standard of quality in his college through the improvement of organizational climate and development of the lecturer.

Keywords: Achievement, Leader, Real leadership, Behavior

1. Introduction
The term behavioural science encompasses all the disciplines that explore the activities of and interactions among organisms in the natural world. It involves the systematic analysis and investigation of human and animal behaviour through controlled and naturalistic observation, and disciplined scientific experimentation. It attempts to accomplish legitimate, objective conclusions through rigorous formulations and observation. Examples of behavioural sciences include psychology, psychobiology, and cognitive science. The term behavioural sciences are often confused with the term social sciences. Though these two broad areas are interrelated and study systematic processes of behaviour, they differ on their level of scientific analysis of various dimensions of behaviour. Behavioural sciences abstract empirical data to investigate the decision processes and communication strategies within and between organisms in a social system. This involves fields like psychology, social neuroscience and cognitive science. In contrast, social sciences provide a perceptive framework to study the processes of a social system through impacts of social organisation on structural adjustment of the individual and of groups. They typically include fields like sociology, economics, public health, anthropology, demography and political science.

Obviously, however, many subfields of these disciplines cross the boundaries of behavioral and social. For example, political psychology and behavioral economics use behavioral approaches, despite the predominant focus on systemic and institutional factors in the broader fields of political science and economics.

2. Definition of the Terms
2.1 Leader
“A leader is one who influences his followers to achieve an objective in given situation”. “Leadership is influences, a positive influence act directing a group and making difference among group”.

– Gune (1936)
3. Objectives of the Study
1. To study interrelationship among leadership behaviour of college principal of rural and urban.
2. To study interrelationship among leadership behaviour of college principal of Arts, Commerce and Special Courses.
3. To study interrelationship among leadership behaviour of College Principal of Real-self and Ideal-Self.

4. The Variables
   (a) Independent
   I. Rural and Urban (Area)
   II. Arts, Commerce and Special Course (Field)
   (b) Dependent:
   I. Leadership behaviour of College Principal (Real-Self and Ideal-Self).

5. Hypotheses
1. There is no significance difference between the mean of Real leadership behaviour of College Principal of Rural and Urban.
2. There is no significance difference between the mean of Ideal Leadership behaviour of College Principal of Rural and Urban.
3. There is no significance difference between the mean of Real Leadership behaviour of College Principal of Arts and Arts-Commerce.
4. There is no significance difference between the mean of Real Leadership behaviour of College Principal of Arts and Special Course.
5. There is no significance difference between the mean of Ideal Leadership behaviour of College Principal of Arts and Arts-Commerce.
6. There is no significance difference between the mean of Ideal Leadership behaviour of College Principal of Arts and Special Course.
7. There is no significance difference between the mean of Leadership behaviour of College Principal of Rural and Ideal of Rural.
8. There is no significance difference between the mean of Leadership behaviour of College Principal of Real and Ideal of Urban.

6. Tools Used
For the collection of data of study, the following tools were adapted by the investigator. Leadership behaviour Description Questionnaire (LBDQ) (Real & Ideal Self).

7. Sample
For the collection of data of study, the following sample was adapted by the investigator.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sub variable</th>
<th>No.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Behavior (a)</td>
<td>Real A1</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>Ideal A2</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Area (B)</td>
<td>Rural B1</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Urban B2</td>
<td>90</td>
<td>120</td>
</tr>
<tr>
<td>Level (C)</td>
<td>Arts C1</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Commerce – Arts C2</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Branch</td>
<td>Special Course C3</td>
<td>48</td>
<td>120</td>
</tr>
</tbody>
</table>
8. Research Design
The Investigator have selected research design is as hereunder.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sub Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Behavior (a)</td>
<td>Real A1</td>
</tr>
<tr>
<td></td>
<td>Ideal A2</td>
</tr>
<tr>
<td>Area (B)</td>
<td>Rural B1</td>
</tr>
<tr>
<td></td>
<td>Urban B2</td>
</tr>
<tr>
<td>Level (C)</td>
<td>Arts C1</td>
</tr>
<tr>
<td></td>
<td>Commerce – Arts C2</td>
</tr>
<tr>
<td>Branch</td>
<td>Special Course C3</td>
</tr>
</tbody>
</table>

9. Procedure
The Investigator has made procedure is as under.
- The Investigator has decided for clarifying its abstracts.
- The Investigator has seen the problem in education management and in specially college principal because in principal have important role of learning process.
- The investigator has selected the sample from the Gujarat state’s college principal
- The investigator has get date by questionnaire and scale.
- The investigator has calculated the data as per research design and statistical method and technique and used the SPSS software.
- The investigator has tested hypotheses and noted the conclusions.

10. Statistical Method and Technique
The investigator has selected statistical method and technique is as under.
Mean = M, Standard deviation = Std. Quartile deviation = Q Kurtosis = Ku Skewness = Sk
Error of standard deviation = Er.Std. Error of Kurtosis = Er. Ku. Error of Skewness = Er. Sk.
‘t’ Value

11. Analysis of Data
Values mentioned in Table 1 of central tendency, dispersion and it’s error of leadership behaviour Description Questionnaire [LBDQ] [Real & Ideal Self] and variables such as [A] Area.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>30</td>
<td>30</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>M</td>
<td>58.13</td>
<td>61.03</td>
<td>56.28</td>
<td>58.71</td>
</tr>
<tr>
<td>Q</td>
<td>3</td>
<td>8</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Std.</td>
<td>8.49</td>
<td>8.85</td>
<td>5.36</td>
<td>5.59</td>
</tr>
<tr>
<td>SK.</td>
<td>4.34</td>
<td>3.06</td>
<td>-1.47</td>
<td>-0.9</td>
</tr>
<tr>
<td>SKEr.</td>
<td>0.43</td>
<td>0.43</td>
<td>0.25</td>
<td>0.25</td>
</tr>
<tr>
<td>Ku.</td>
<td>21.82</td>
<td>12.9</td>
<td>0.50</td>
<td>-0.31</td>
</tr>
<tr>
<td>Ku Er.</td>
<td>0.83</td>
<td>0.83</td>
<td>0.40</td>
<td>0.50</td>
</tr>
</tbody>
</table>
(1) Table no. 1 and columns (2&4) indicates that the mean of college principal LBDQ (Real) of Rural and Urban area are 58.13 and 56.28. It indicates skewness value 4.34 and -1.47 also kurtosis value 21.82 and 5.54. so that, it can be said that the mean of Rural area is high. Also it can be said that the value of skewness of LBDQ[Real] of Rural is Plus but LBDQ[Real] of Urban is minus and the kurtosis of both are platy. 

(2) Table no. 1 and columns (3&5) indicates that the mean of college principal f LBDQ[Real] of Rural and Urban are 61.03 and 58.71. It indicates skewness value 3.06 and -0.9 also kurtosis value 12.9 and -0.31. So that, it can be said that the mean of Rural area is high. Also it can be said that the value of skewness of LBDQ[Real] of Rural is Plus but LBDQ[Real] of Urban is minus and the kurtosis of both are platy.

Table 2

| Scale | Rural [LBDQ1 Real | Rural [LBDQ| Ideal | Urban [LBDQ| Real | Urban [LBDQ| Ideal | Urban [LBDQ| Real | Urban [LBDQ| Ideal |
|-------|------------------|---------|--------|----------|---------|----------|---------|----------|---------|----------|
|       | [Cl]             | [Cl]    | [C2]   | [C2]     | [C3]    | [C3]     | [C3]    | [C3]     | [C3]    | [C3]     |
| N     | 33               | 33      | 33      | 33       | 33       | 33       | 33      | 33       |
| M     | 55.94            | 58.88   | 55.21   | 59.21    | 57.15    | 57.59    |         |         |
| Q     | 6                | 10      | 6       | 6        | 4        | 6        |         |         |
| Std.  | 4.06             | 6       | 6.08    | 4.76     | 4.21     | 5        |         |         |
| SK.   | -0.50            | -0.05   | -2.09   | 0.27     | -0.57    | 0.13     |         |         |
| SKEr. | 0.41             | 0.41    | 0.41    | 0.41     | 0.41     | 0.41     |         |         |
| Ku.   | 0.27             | -1.01   | 8.7     | -0.18    | 1.84     | 0.05     |         |         |
| KuEr. | 0.80             | 0.80    | 0.80    | 0.80     | 0.80     | 0.80     |         |         |

(1) Table no. 2 and columns [2&3] indicates that the mean of college principal of LBDQ- Real of Arts and LBDQ-Ideal of Arts are 55.94 and 58.88. It indicates skewness value -0.50 and -0.05 also kurtosis value 0.27 and -1.01. So that, it can be said that the mean of LBDQ-Ideal of Arts is high. Also it can be said that the value of skewness of LBDQ-Real & Ideal of Arts are minus and the kurtosis of both are platy.

(2) Table no. 2 and columns [4&5] indicates that the mean of college principal of LBDQ-Real of Arts-Commerce and LBDQ-Ideal of Arts-Commerce are 55.21 and 59.21. It indicates skewness value [-2.09] and 0.27 also kurtosis value 8.7 and f-0.18]. So that, it can be said that the mean of LBDQ-Ideal of Arts-Commerce is high. Also it can be said that the value of skewness of LBDQ-Real of Arts-Commerce is minus and LBDQ-Ideal of Arts-Commerce is Plus and the kurtosis of LBDQ-Real of Arts-Commerce is platy and LBDQ-Ideal of Arts-Commerce is lepto.

(3) Table no. 2 and columns (6&7) indicates that the mean of college principal of LBDQ-Real of Special Course and LBDQ-Ideal of Special Course are 57.15 and 57.59. It indicates skewness value -0.57 and 0.13 also kurtosis value L84and 0.05. So that, it can be said that the mean of LBDQ-Ideal of Special Course is high. Also it can be said that the value of skewness of LBDQ-Real of Special Course is minus and LBDQ-Ideal of
of Special Course is Plus and the kurtosis of LBDQ-Real of Special Course is platy and LBDQ-Ideal of Special Course is lepto.

**Testing of Hypothesis**

<table>
<thead>
<tr>
<th>S.N.</th>
<th>HYPOTHESIS</th>
<th>Value 't'</th>
<th>Sign. At 0.01 &amp; 0.05</th>
<th>Accept. Of Hypo. At 0.01 &amp; 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>There is no significance difference between the mean of Real leadership behaviour of College Principal of Rural and Urban.</td>
<td>1.28</td>
<td>No.</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>There is no significance difference between the mean of Ideal leadership behaviour of College Principal of Rural and Urban.</td>
<td>1.02</td>
<td>No.</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>There is no significance difference between the mean of Real leadership behaviour of College Principal of Arts and Commerce.</td>
<td>-0.18</td>
<td>No.</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>There is no significance difference between the mean of Real leadership behaviour of College Principal of Arts and Special Course.</td>
<td>0.19</td>
<td>No.</td>
<td>Yes</td>
</tr>
<tr>
<td>5</td>
<td>There is no significance difference between the mean of Ideal leadership behaviour of College Principal of Arts and Commerce.</td>
<td>0.51</td>
<td>No.</td>
<td>Yes</td>
</tr>
<tr>
<td>6</td>
<td>There is no significance difference between the mean of Ideal leadership behaviour of College Principal of Arts and Special Course.</td>
<td>-0.65</td>
<td>No.</td>
<td>Yes</td>
</tr>
<tr>
<td>7</td>
<td>There is no significance difference between the mean of leadership behaviour of College Principal of Real and Ideal of Rural.</td>
<td>2.67</td>
<td>Yes</td>
<td>No.</td>
</tr>
<tr>
<td>8</td>
<td>There is no significance difference between the mean of leadership behaviour of College Principal of Real and Ideal of Urban.</td>
<td>2.87</td>
<td>Yes</td>
<td>No.</td>
</tr>
</tbody>
</table>

12. **Findings**

The findings of the study are as under.

- There is no effect Real leadership behaviour of College Principal between Rural and Urban.
- There is no Effect Ideal leadership behaviour of College Principal between Rural and Urban.
- There is no effect Real leadership behaviour of College Principal between Arts and Arts - Commerce.
- There is no effect Real leadership behaviour of College Principal between Arts and Special Course.
- There is no effect Ideal leadership behaviour of College Principal between Arts and Arts - Commerce.
- There is no effect Ideal leadership behaviour of College Principal between Arts and Special Course.
- There is effect to be seen leadership behaviour of College Principal between Real and Ideal of Rural.
- There is effect to be seen leadership behaviour of College Principal between Real and Ideal of Urban.

References
A Study of the Self-Concept of College Principal

DR. ASHA CHAUDHARY
Assistant Professor,
Sarvajanik Education College,
Mehsana, Gujarat (India)

Abstract:
Self-concept (also called self-construction, self-identity or self-perspective) is a multi-dimensional construct that refers to an individual's perception of "self" in relation to any number of characteristics, such as academics (and non academics), gender roles and sexuality, racial identity, and many others. Each of these characteristics is a research domain (i.e. Academic Self-Concept) within the larger spectrum of self-concept although no characteristics exist in isolation as one’s self-concept is a collection of beliefs about oneself. While closely related with self-concept clarity (which "refers to the extent to which self-knowledge is clearly and confidently defined, internally consistent, and temporally stable"), it presupposes but is distinguishable from self-awareness, which is simply an individual's awareness of their self. It is also more general than self-esteem, which is a function of the purely evaluative element of the self-concept. The self-concept is an internal model which comprises self-assessments. Features assessed include but are not limited to: personality, skills and abilities, occupation(s) and hobbies, physical characteristics, etc. For example, the statement "I am lazy" is a self-assessment that contributes to the self-concept. However, the statement "I am tired" would not be part of someone's self-concept, since being tired is a temporary state and a more objective judgment. A person's self-concept may change with time as reassessment occurs, which in extreme cases can lead to identity crises.

Another model of self-concept contains three parts: self-esteem, stability, and self-efficacy. Self-esteem is the "evaluative" component it is where one makes judgments about his or her self-worth. Stability refers to the organization and continuity of one's self-concept. Is it constantly in flux? Can singular, relatively trivial events drastically affect your self-esteem? The third element, self-efficacy, is best explained as self-confidence. It is specifically connected with one's abilities, unlike self-esteem. In this study the researcher studied about the interrelationship of self-concept of College Principals through certain variables.

Keywords: Personality, Self Concept, Self-Presentation

1. Introduction
Pragmatic View of Self: The self is a complex process of gaining self awareness. We develop a concept of who we are through our interactions with others. This view is expressed in pragmatic philosophy in the works of William James and George Herbert Mead, among others. Dramatism and Self-Presentation: We construct roles that we perform in the everyday drama of life and shape the image we choose to convey to others. The Humanistic view of Self: Drawing on perspectives of Abraham Maslow and Carl Rogers, this view of self emphasizes individual growth toward self-actualization.
Postmodern Self: Our sense of self is a relational view that is defined and negotiated in relational communities. Self-Esteem is the need to affirm self worth and gain confidence in interacting with others. This focus also draws on humanistic psychology.

2. Assessment of Self-Concept
There are even individual differences in the ability to form a self concept. Jane Loevinger[1966] has proposed that there is a measurable dimension of personality related to the ability to conceptualize one Self to assume distance from oneself, and to describe oneself precisely, and that this variable it self is dependent upon age, intelligence, education and socio economic status.

3. Definition of terms
Your self is your basic personality or nature, considered especially in term of what you are really like as a person or what you are really like at a particular time in your life.

A concept is an idea or abstract principle which relates to particular subject or to particular view of that subject. Here, self-concept means what believer he/she (College principal) for himself.

4. Objectives of the Study
1. To study interrelationship among Rural and Urban area for Self-Concept of College Principal.
2. To study interrelationship among Woman and Man for Self-Concept of College Principal.
3. To study interrelationship among High and Low Self-Concept of College Principal for Job-Satisfaction.
4. To study interrelationship among Branch of Arts, Commerce and Science for Self-Concept of College Principal.

5. Variables of the Study

5.1 Independent Variables
a) Urban and Rural [Area]
b) Woman and Man [Sex]
c) Job-Satisfaction-High&Low [Level]
d) Arts, Commerce and Science [Branch]

5.2 Dependent Variable
a) Self-Concept of College Principal

6. Hypothesis
[i] There is no significance difference between the mean of self-concept of College Principal of Rural and Urban area.
[ii] There is no significance difference between the mean of self-concept of College Woman Principal and Man principal.
[iii] There is no significance difference between the mean of high self-concept of Job-Satisfaction of College Principal and low self-concept of Job- Satisfaction of College principal.
[iv] There is no significance difference between the mean of self-concept of College Principal of Arts and Commerce.
[v] There is no significance difference between the mean of self-concept of College Principal of Arts and Science.
[vi] There is no significance difference between the mean of self-concept of College Principal of Commerce and Science.
7. Tools used for this Study
For the collection of data of study, the following tools were adapted by the researcher.
* Job-Satisfaction Questionnaire: This is tool developed by Dr. N.T. Chauhan.
* Self-Concept Scale: This is tool developed by Dr. Bina Shah

8. Sample of the Study
For the collection of the data following demographic sample were adapted by the researcher.

Table-1 Variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sub variabie</th>
<th>No. Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area [A]</td>
<td>Rural A1</td>
<td>30 120</td>
</tr>
<tr>
<td></td>
<td>Urban A2</td>
<td>90</td>
</tr>
<tr>
<td>Sex [B]</td>
<td>Woman B1</td>
<td>8 120</td>
</tr>
<tr>
<td></td>
<td>Man B2</td>
<td>112</td>
</tr>
<tr>
<td>Level [C]</td>
<td>High Self-Concept's [J. S.] C1</td>
<td>80 120</td>
</tr>
<tr>
<td></td>
<td>Low Self-Concept's [J. S.] C2</td>
<td>40</td>
</tr>
<tr>
<td>Branch [D]</td>
<td>Arts D1</td>
<td>40 120</td>
</tr>
<tr>
<td></td>
<td>Commerce D2</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Science D3</td>
<td>40</td>
</tr>
</tbody>
</table>

9. Research Procedure
The investigator has seen the problem in education management and in specialty College Principal because in Principal have important role of learning process. The investigator has selected the sample from the Gujarat state's colleges principal. The investigator has get data by questionnaire and scale. The investigator has calculated the data as per research design and statistical method and technique. The investigator has tested all the null hypotheses and noted the conclusions.

10. Analysis of the data
Values of central tendency, dispersion and its error of Self concept of College Principal and variables such as [A] Area; [B] Sex [C] Level [D] Branches.

Table - 3

<table>
<thead>
<tr>
<th>Variable</th>
<th>Area</th>
<th>Sex</th>
<th>Level</th>
<th>Branches</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>196.83</td>
<td>191.76</td>
<td>190.5</td>
<td>194.54</td>
</tr>
<tr>
<td>Std</td>
<td>21.95</td>
<td>2.48</td>
<td>16.51</td>
<td>23.63</td>
</tr>
<tr>
<td>Q</td>
<td>32</td>
<td>34</td>
<td>15.5</td>
<td>32</td>
</tr>
<tr>
<td>SK</td>
<td>0.46</td>
<td>0.76</td>
<td>0.03</td>
<td>0.31</td>
</tr>
<tr>
<td>Ku</td>
<td>0.20</td>
<td>0.93</td>
<td>1.30</td>
<td>1.12</td>
</tr>
<tr>
<td>Er.Std.</td>
<td>4</td>
<td>2.47</td>
<td>15.83</td>
<td>23.62</td>
</tr>
<tr>
<td>Er.sk</td>
<td>0.43</td>
<td>0.25</td>
<td>0.75</td>
<td>0.23</td>
</tr>
<tr>
<td>Er.ku</td>
<td>0.83</td>
<td>0.50</td>
<td>1.48</td>
<td>0.45</td>
</tr>
</tbody>
</table>
Table no. 3 & Columnmu no. 1-2 Indicates that the mean of self concept of College Principal of urban and rural area are 196.83 and 191.76. It indicates skewness value -0.46 and -0.76 also kurtosis value 0.20 and 0.93. So that, it can be said that the mean of Urban area is high. Also it can be said that the value of skeweness are minus and the kurtosis of urban is lepto kurtosis but rural-kurtosis is platy.

Table no. 3 & Columnmu no. 3-4 indicates that the mean of self concept of College Principal for woman and man 190.54 and 194.54. So that, it can be said that the mean of man is high. It indicates skewness value -0.03 and -0.31 and kurtosis value 1.30 and 1.12. So also it can be said that the value of skeweness is minus and the kurtosis of woman is lepto-kurtosis, butthe kurtosis is platy for man.

Table no. 3 & Columnmu no. 5-6 indicates that the mean of self concept of principal's job satisfaction 308.91 and 304.27. So that, it can be said that the mean of high self concept of principal's job satisfaction is high. It indicates skewness value are -2.64 and -3.77 and kurtosis value are 17.46 and 20.66. Also it can be said that the both value of skeweness are minus and the both kurtosis are platy kurtosis.

Table no. 3 & Columnmu no. 7, 8, 9 indicates that the mean of self concept of Principal of arts, commerce and science are 194.75,193.85 and 193.83. So that, it can be said that the mean of self concept of Principal of arts is high. It indicates skewness value -0.25, -0.61 and 1.67. also kurtosis value are -0.56,0.03. and 5.71. Also it can be said that the value of skeweness of arts& commerce are minus but science is plus also the kurtosis of arts & science are platy kurtosis but commerce is lepto kurtosis.

11. Testing of Hypotheses

1. There is no significance difference between the mean of high self-concept of Job-Satisfaction and low self-concept of Job-Satisfaction of College principal.
2. There is no significance difference between the mean of self-concept College Principal of Arts and Commerce.
3. There is no significance difference between the mean of self-concept College Principal of Arts and Science.
4. There is no significance difference between the mean of self-concept College Principal of Commerce and Science.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Hypotheses</th>
<th>Df</th>
<th>Value f</th>
<th>Value P</th>
<th>Significance</th>
<th>Acceptance of Hypotheses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>There is no significance difference between the mean of self-concept of College Principal of Rural and Urban area</td>
<td>28</td>
<td>4.88</td>
<td>0.11</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>2</td>
<td>There is no significance difference between the mean of self-concept of College Woman Principal and Man principal</td>
<td>7</td>
<td>41.80</td>
<td>0.12</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Hypotheses</td>
<td>Df</td>
<td>Value f</td>
<td>Value P</td>
<td>Significance</td>
<td>Acceptance of Hypotheses</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----</td>
<td>---------</td>
<td>----------</td>
<td>--------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>3</td>
<td>There is no significance difference between the mean of high self-concept of Job-Satisfaction of College Principal and low self-concept of Job-Satisfaction of College principal</td>
<td>33</td>
<td>6.20</td>
<td>0.01</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>4</td>
<td>There is no significance difference between the mean of self-concept of College Principal of Arts and Commerce</td>
<td>27</td>
<td>0.40</td>
<td>0.98</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>5</td>
<td>There is no significance difference between the mean of self-concept of College Principal of Arts and Science</td>
<td>27</td>
<td>0.53</td>
<td>0.91</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>6</td>
<td>There is no significance difference between the mean of self-concept of College Principal of Commerce and Science</td>
<td>27</td>
<td>1.72</td>
<td>0.23</td>
<td>yes</td>
<td>no</td>
</tr>
</tbody>
</table>

1. Findings
1. The significant difference has been shown between the mean of self-concept of College Principal of rural and urban area.
2. The significant difference has been shown between the mean of self-concept of College woman Principal and man principal.
3. The significant difference has been shown significance difference between the mean of high self-concept of Job-Satisfaction of College Principal and low self-concept of Job-Satisfaction of College principal.
4. No significant difference has been shown between the mean of self-concept of College Principal of Arts and Commerce.
5. There is no significance difference has been shown between the mean of self-concept of College Principal of Arts and Science.
6. The significance difference has been shown between the mean of self-concept of College Principal of Commerce and Science.

References


Relevance of Linear Programme in Higher Education in Ahmedabad City

GUNJAN SHAH
Principal,
Shri Swaminarayan Gurukul B.Ed. College, Kalol
Dist. Gandhinagar Gujarat (India)

Abstract:
In the fast developing country like ours there is the significant decrease in government funding available in the area of post-secondary and higher education day by day.

At the same time, educational research has expanded our understanding of how individuals learn, information technology has become a tool for learning, hence our roles as learners become as essential as any other aspect of our lives. Here, in this small piece research work the investigators want to know the effects of learning through Linear Programmed in higher education in Ahmedabad city in relation to achievement, area and sex.

Keywords: Achievement, Linear Programme, Instruction

1. Introduction
Linear Programming is a Mathematical and Operations Research technique, used in administrative and economic planning to maximize the linear functions of a large number of variables, subject to certain constraints (see Algebra Functions; Mathematics). The development of high-speed electronic Computers and data-processing techniques has brought about many recent advances in linear programming and the technique is now widely used in industrial and military operations.

Linear programming is basically used to find a set of values, chosen from a prescribed set of numbers, which will maximize or minimize a given polynomial form (see Binomial). This is illustrated by the following example of a particular kind of problem and a method of solution. A manufacturer makes two varieties viz VI and V2, of an article having operations viz cutting, assembling, and finishing; the manufacturer knows that as many articles as produced can be sold. Variety VI takes 25 minutes to cut, 60 minutes to assemble and 68 minutes to finish; it yields Rs.30 profit, Variety V2 takes 75 minutes to cut, 60 minutes to assemble and 34 minutes to finish; it yields Rs. 40 profits. Not more than 450 minutes of cutting time, 480 minutes of assembly time and 476 minutes of finishing time are available per day. How many articles of each variety should be manufactured per day to maximize profit?

The profit can be maximized by using the equation \( p = 30x + 40y \) where \( p \) is profit. For \( x \geq 3 \) and \( y \geq 5 \) the manufacturer will earn a maximum profit (of Rs.290). So if 3 articles of variety VI and 5 of variety V2 are made per day than the manufacturer may earn maximum profit. Any other quantities of the two varieties, within the constraints of the time limitations, will yield a smaller profit. In the world of globalization and Liberalization, the economic scenario of every country is changing remarkably to sustain the growth and development of the nation. Due this fundamental
shift, the new economical constraints are created, which compel institutions of higher education for changes. In this changing scenario the intuitions of higher educations have to think differently to cope up the challenges in the nature of work, new job responsibilities, careers of the students and their personality.

2. Definition of the Terms
Linear Programme means the reading material, which is prepared by the teacher and delivered to students. The student read the instruction and information of study materials and writes the answers of the questions and passes the one by one under the supervision of teacher.

3. Objectives of the Study
1. To study interrelationship among Rural and Urban Area for Learning through Linear Programme of College Student.
2. To study interrelationship among Girls and Boys for Learning through Linear Programme of College Student.
3. To study interrelationship among Achievement test scores and Learning through Linear Programme test scores of College Student.

4. Variables of the Study

4.1 Independent Variables
a) Urban and Rural [Area]
b) Girl and Boy [Sex]
c) Achievement test scores

4.1 Independent Variables
a) Learning through Linear Programmed test scores.

5. Hypotheses
1. There is no significance difference between the mean of Rural and Urban area for Learning through Linear Programme of College Student.
2. There is no significance difference between the mean of Girl and Boy area for learning through Linear Programme of College Student.
3. There is no significance difference between the mean of Echeivement test scores and Learning through Linear Programme test scores of College Student.

6. Research tools of the Study
For the collection of data of study, the following tools, were- adapted by the researcher.

1. Linear Programme test; this tool is developed by N. B. Gajjar
2. Linear Programme : This tool is developed by Pri. K.M. Patel & Dr. N.T. Chauhan.
3. Echeivement test; Prof. J. M. Kadiya.

7. Sample of the Study
For the collection of data of study, the following, sample was adapted by the investigator.
8. Analysis of the Data
Table: Values of central tendency, dispersion and it's error of Achievement Test and Learning through Linear Programme of F.Y.B.Sc Physics students, variables such as [A] Area, [B] Sex & [C] Test are as under.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sub Variable</th>
<th>No.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area</td>
<td>Rural</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Sex</td>
<td>Girl</td>
<td>32</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Boy</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>Test</td>
<td>Linear Protest scores</td>
<td>100</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>Achievement test scores C2</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parameters</th>
<th>Area</th>
<th>Sex</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Urban</td>
<td>Girl</td>
<td>Lin. Pro.</td>
</tr>
<tr>
<td>Mean</td>
<td>4.4</td>
<td>4.5</td>
<td>4.54</td>
</tr>
<tr>
<td>S. D.</td>
<td>0.96</td>
<td>.80</td>
<td>0.78</td>
</tr>
<tr>
<td>Er. Std.</td>
<td>0.19</td>
<td>0.14</td>
<td>0.07</td>
</tr>
</tbody>
</table>

9. Findings
The researcher has carried out the following findings.
1. It clearly indicates the significant effect of learning through Linear Programme on the mean of F. Y. B.Sc -students of rural and Urban Area. Hence it can be said that the effect is high on Rural Area as compared to Urban.
2. There is no significant effect of Learning through Linear Programme on the mean of Girls and Boys. Hence it can be said that the effect is normal on the variable-sex.
3. There is significant difference between the mean of Traditional Achievement test scores and learning through Linear Programme test scores. Hence it can be said that the effect is high in learning through Linear Programme as compared to Traditional Achievement test scores.

From above findings it is clear that the self learning and self evaluation is better for the students of Higher Education, so learning through Linear Programme can be implemented for the Higher Education. By adopting this simple method of Self Learning can help the students to become a part of Self Learning Society in the Self Learning World.

References

Development and Big Five Dimensions of Personality

DEVYANI K. RAVAL
Adhyapak Sahayak,
S.T.T. Education (B.Ed.) College, Visnagar
Dist. Mehsana Gujarat (India)

Abstract:
An individual's personality is an aggregate conglomeration of the decisions they have made throughout their life and the memory of the experiences to which these decisions led. There are inherent natural, genetic, and environmental factors that contribute to the development of our personality. According to process of socialization, "personality also colors our values, beliefs, and expectations ... Hereditary factors that contribute to personality development do so as a result of interactions with the particular social environment in which people live." There are several personality types as Katharine Cook Briggs and Isabel Briggs Myers illustrated in several personalities typology tests, which are based on Carl Jung's school of Analytical psychology. However, these tests only provide enlightenment based on the preliminary insight scored according to the answers judged by the parameters of the test.

Other theories on personality development include Jean Piaget's stages of development, Erik Erikson's stages of psychosocial development, and personality development in Sigmund Freud's theory being formed through the interaction of id, ego, and super-ego. This research article focuses on how to develop your personality and its development.

Keywords: Drives, Extraversion, Energy (libido), Personality Development, Personality

1. Introduction
Freud believed that at particular points in the child's development, a single part of the body is particularly sensitive to sexual stimulation. These erogenous zones are the mouth, anus and the genital region. At any given time, the child's libido is focused on the primary erogenous zone for that age. As a result, the child has certain needs and demands that are related to the erogenous zones for that stage. Frustration occurs if these needs are not met, but, a child may also become overindulged, and so may be reluctant to progress beyond the stage. Both frustration and overindulgence may lead to fixation some of the child's libido remains locked into that stage. If a child is fixated at a particular stage, the method of obtaining satisfaction that characterised that stage will dominate their adult personality.

Although many people view Freud's descriptions of personality development as pure fantasy, his ideas have endured and have had far reaching influences both in and outside psychology. Freud has changed the way we think about the importance of childhood, and also made us aware of the unconscious elements of our psyche that are essential for development.

2. Freud's Psychoanalytic Theory
Personality is defined as the enduring personal characteristics of individuals. Although some psychologists frown on the premise, a commonly used explanation for personality development
is the psychodynamic approach. The term ambot describes any theory that emphasizes the constant change and development of the individual. Perhaps the best known of the psychodynamic theories is Freudian psychoanalysis.

2.1 Drives
Freud believed that two basic drives—sex and aggression—motivate all our thoughts and behaviour. He referred to these as Eros (love) and Thanatos. Eros represents the life instinct, sex being the major driving force. Thanatos represents the death instinct (characterised by aggression), which, according to Freud, allowed the human race to both procreate and eliminate its enemies.

2.2 Structure of Personality
Freud conceived the mind as only having a fixed amount of psychic energy (libido). The outcome of the interaction between the id, ego and the superego, (each contending for as much libidinal energy as possible) determines our adult personality.

2.3 Tripartite personality
Freud believed that personality had three parts the id, ego, and super-ego referring to this as the tripartite personality. The id allows us to get our basic needs met. Freud believed that the id is based on the pleasure principle, i.e. it wants immediate satisfaction, with no consideration for the reality of the situation.

As a child interacts more with the world, the ego begins to develop. The ego's job is to meet the needs of the id by taking into account the constraints of reality. The ego acknowledges that being impulsive or selfish can sometimes hurt us, so the id must be constrained. The superego develops during the phallic stage as a result of the moral constraints placed on us by our parents. It is generally believed that a strong superego serves to inhibit the biological instincts of the id (resulting in a high level of guilt), whereas a weak superego allows the id more expression (resulting in a low level of guilt).

2.4 Defense Mechanisms
The ego, having a difficult time trying to satisfy both the needs of the id and the superego, employs defense mechanisms. Repression is perhaps the most powerful of these. Repression is the act by which unacceptable id impulses (most of which are sexually related) are "pushed" out of awareness and into the unconscious mind. Another example of a defense mechanism is projection. This is the mechanism that Freud used to explain Little Hans' complex. Little Hans is said to have projected his fear for his father onto horses, which is why he was afraid of them.

3. Know your Personality
As you are rating yourself, you are encouraged to rate another person. By rating someone else you will tend to receive a more accurate assessment of your own personality. Also, you will be given a personality profile for the person you rate, which will allow you to compare yourself to this person on each of five basic personality dimensions. Try to rate someone whom you know well, such as a close friend, co-worker, or family member. Here some tips are given to know your actual personality.

- Express yourself appropriately
- Appreciate yourself & others
- Negotiate more effectively
Today, many researchers believe that they are five core personality traits. Evidence of this theory has been growing over the past 50 years, beginning with the research of D. W. Fiske (1949) and later expanded upon by other researchers including Norman (1967), Smith (1967), Goldberg (1981), and McCrae & Costa (1987).

The "big five" are broad categories of personality traits. While there is a significant body of literature supporting this five-factor model of personality, researchers don't always agree on the exact labels for each dimension. However, these five categories are usually described as follows.

**Figure: 1 Diminutions of Personality**

4. Major Diminutions of Personality

4.1 Extraversion
This trait includes characteristics such as excitability, sociability, talk activeness, assertiveness and high amounts of emotional expressiveness.

4.2 Agreeableness
This personality dimension includes attributes such as trust, altruism, kindness, affection, and other prosaically behaviors.

4.3 Conscientiousness
Common features of this dimension include high levels of thoughtfulness, with good impulse control and goal-directed behaviors. Those high in conscientiousness tend to be organized and mindful of details.
4.4 Neuroticism
Individuals high in this trait tend to experience emotional instability, anxiety, moodiness, irritability, and sadness.

4.5 Openness
This trait features characteristics such as imagination and insight, and those high in this trait also tend to have a broad range of interests.

It is important to note that each of the five personality factors represents a range between two extremes. For example, extraversion represents a continuum between extreme extraversion and extreme introversion. In the real world, most people lie somewhere in between the two polar ends of each dimension.

5. Big 5 Personality Research
McCrae and his colleagues have also found that the big five traits are also remarkably universal. One study that looked at people from more than 50 different cultures found that the five dimensions could be accurately used to describe personality.

Based on this research, many psychologists now believe that the five personality dimensions are not only universal; they also have biological origins. Psychology David Buss has proposed that an evolutionary explanation for these five core personality traits, suggesting that these personality traits represent the most important qualities that shape our social landscape.

6. Final Thoughts
Always remember that behavior involves an interaction between a person's underlying personality and situational variables. The situation that a person finds himself or herself in plays a major role in how the person reacts. However, in most cases, people offer responses that are consistent with their underlying personality traits.

These dimensions represent broad areas of personality. Research has demonstrated that these groupings of characteristics tend to occur together in many people. For example, individuals who are sociable tend to be talkative. However, these traits do not always occur together. Personality is a complex and varied and each person may display behaviors across several of these dimensions.

7. Conclusion
Almost every day we describe and assess the personalities of the people around us. Whether we realize it or not, these daily musings on how and why people behave as they do are similar to what personality psychologists do.

While our informal assessments of personality tend to focus more on individuals, personality psychologists instead use conceptions of personality that can apply to everyone. Personality research has led to the development of a number of theories that help explain how and why certain personality traits develop.

References


Experiences of Hispanic Population in the United States

DR. MICHAEL O. AKINTAYO
Adjunct Professor
General Human Services (Ph. D.), Masters in Administration (M. Sc).
Graduate of Capella University, Minnesota, and Metropolitan College New York.
Metropolitan College of New York, NY. USA.
New York City Department of Health and Mental Hygiene, USA.

Abstract:
Immigrants come from around the world to the United States. Some come legally, some come in other ways. Legal immigrants are those who are able to come through legal channels such as marriage to a citizen or permanent resident, through an employer, or as a refugee. Others come on temporary visas such as student or tourist visas. Discrimination is something that has been very common among human race. This can be experienced both consciously and unconsciously. Discrimination among ethnic minorities has to do with how people perceive foreigners or immigrants. This is an exploratory research based on existing literature that critically analyzes the experiences of Hispanic population in America. This study concludes that human services profession can be most effective responding nationally with collective efforts across the country based on these experiences. Additionally, the information gathered can help them better navigate the human service agency system as they try to find assistance for their immigrant clients.

Keywords: Cultural Patterns, Hispanic population, Human services profession, Human service agency

1.0 Introduction
Immigrants come from around the world to the United States. Some come legally, some come in other ways. Legal immigrants are those who are able to come through legal channels such as marriage to a citizen or permanent resident, through an employer, or as a refugee. Others come on temporary visas such as student or tourist visas. Very few people in the world are eligible to come in these ways and many are permanently ineligible (Jasso, et.al., 2008). Unauthorized immigrants are those who either do not use those legal channels when entering the United States or who enter through legal channels but stay longer than their visas allow. It is estimated that nearly half (40-50%) of unauthorized immigrants in the country at this time became unauthorized by overstaying their visas (Pew Hispanic Center, 2006, May). Contrary to popular opinion, immigration law and the breaking of that law are civil matters, not criminal matters (Antos-Fallon, 2008). This paper analysis the experiences of Hispanics or Latinos, their cultural values and patterns and provides implications for human services profession.

2. History of Hispanic Population
History reveals that since our country’s beginning, immigrants from each continent have come to America. During the early years, the settlers came mainly from the British Isles, Northern and Southern Europe. The twentieth century was marked by two great waves of immigration. The first wave was from 1800 until 1927 when 21 million immigrants came to the United States. We
are now in the midst of the second great wave in which the country has seen 27 million new immigrant arrivals. The most obvious difference between the immigrants at the beginning of the last century is their places of origin. Most of the earlier immigrant populations came from Canada and Europe. However, during the 1920s, Mexico emerged as the most significant contributor to the United States and still accounts for the greatest immigrant population (Johnson, 1999).

The earlier immigrants who came primarily from Europe settled in the U.S. Northeast and Midwest while recent immigrants from Central and South America are moving eastward (Johnson, 1999). The 1990s marked the beginnings of new immigration trends in which the fastest growth in the immigrant population was represented in such states like New York, California and Baltimore.

The 1980s brought a large wave of Hispanics to Maryland, California, and New York. As outlined in a report by the Baltimore Catholic Archdiocese, between 1980 and 1990 the Hispanic immigrant population increased by 93% to more than 125, 000 people in New York (O’Mara, 1993). Further, between 1990 and 1994, the Hispanic immigrant population grew by an additional 29% and by 1995; the Hispanic immigrant population had grown to 112,000 people in Maryland (Maryland Department of Human Resources 1997 “Fact Book” 1997; Maryland in Perspective, 1997). Data have shown that the Hispanic immigrant population has continued to grow throughout the 1990’s, in the entire country (Maryland Department of Human Resources, 1997).

According to the U.S. Census Reports (2003), the primary Hispanic immigrant groups originate from Mexico. During the last hundred years, few racial or ethnic groups have had as much an impact on the demographics in America as the Hispanics. Gratton and Gutman (2000) report in 1900 there were a little more than 500,000 Hispanic immigrants living in the United States. Over the past 30 years immigration has heavily shifted the socioeconomic and demographics of the United States. Suro and Singer (2002) explain that the Hispanic immigrants are responsible, and currently the Hispanic population numbers more than 35 million. They represent one of the most culturally diverse groups in this country.

3. Treatment of the Group (Discrimination and Policies)

Discrimination is something that has been very common among human race. This can be experienced both consciously and unconsciously. Discrimination among ethnic minorities has to do with how people perceive foreigners or immigrants. In the United States, immigration policy has always made distinctions and clarifications by ethnicity, race and social class (Trattner, 2009). Many may argue that discrimination and racism no longer exist, and think that minorities are pushing too hard for equality, that their demands are unfair and illegitimate, and that they get too much sympathy and attention. They tend to be very proud of holding traditional American values, which they use to justify their negative attitudes towards minority groups. They rely heavily on stereotypes and discrimination (Sears, 1988). They also tend to blame the minorities themselves for their disadvantaged positions. They don’t believe themselves to be racists and are unlikely to use racist language in public that show that they have the potential to discriminate, but when around someone that will listen, they are more than willing to make known their negative feelings about minorities (Neil et. al. 2003).

Aversive racists believe that racism and discrimination still exist and are likely to support public social policies that promote racial equality and try to amend the consequences of racism. They believe themselves to be non-prejudiced and non-discriminatory. However, they still
unconsciously (or sometimes consciously) have negative beliefs and feelings about racial or ethnic minorities. Those beliefs can conflict with their individually held ideals such as equality and fairness. They are not hostile towards minorities but they feel uneasiness or discomfort and sometimes disgust or fear when they are around individuals from different racial or ethnic groups. They sometimes do express racial bias, but this is usually when they can rationalize it away as based on something other than race (Gaertner & Dovidio, 1986; Dovidio & Gaertner, 1998, 2000; Quinton et. al. 1996).

Historically, the 1924 immigration law introduced a big distance between white and black and other immigrant population. As a result, white people were able to buy homes in many restricted areas to prevent blacks or Hispanic, and other minorities from living in their neighborhood. The activities of civil right movements improved the condition of ethnic minorities by creating fairness in immigration laws (Schram & Mandell, 2009).

In 1986, the congress passed immigration reform and Control Act as a response to concerns of ethnic minorities against discrimination. Due to this reform, ethnic minorities can be employed and employers can also be sued and fired if they hire illegal immigrant workers. To avoid discrimination against ethnic minorities in 1996 immigration laws changes and ruled in favor of about 300,000 refugees who flew from countries like Nicaragua, El Salvador and Guatemala and were given temporary permit to work and protection from deportation (Schram & Mandell, 2009). In the past, the immigration laws made it difficult for ethnic minorities especially Hispanics to visit their family members from country of origin until recent changes which allow free movement by ethnic minorities who visit their homeland.

In 1996, lawyers in California challenged the law income requirement for permanent residency and citizenship and found it to be unconstitutional and discriminatory, especially to hispanics. In addition, some states even after 9/11 have granted driver’s licenses to many ethnic minorities who were legally qualified under the new immigration laws. In 2007, Bush introduced the “Guest worker programs” which supplied more workers to employers at a price they want to pay. This allows many ethnic minorities to work in the United States temporarily and still able to visit their family in their home countries (Vanderhole, 2008). Internationally, it must be noted that ethnic minority discrimination is prohibited in every major international human right treaty. Nevertheless, it still persists despite all measures that are being taken both through legislation, media attention and legal remedies (Vanderhole, 2008).

4. Cultural Patterns

Latino (Hispanics) parents want their children to be safe and protected. Latino parents tend to exhibit both greater intimacy and more protective behaviors and strictness than non-Hispanic whites. At home, adolescents live in a traditional cultural environment where, although children, they face economic demands that often force them to take on adult roles (Arcia & Johnson, 1998). Their peer group also is closely monitored by parents and limited to a few friends whose parents share similar values, including those on virginity, submissiveness, and family fidelity. Extended family members, godparents, neighborhood friends, and clergy may be able to provide physical and emotional support to families and even serve as formal or informal foster parents, when necessary(Orellana, 2003).

Another value is the value of respect that a Hispanic person holds which effects the way in which they operate in all areas of their life. According to Hispanics, the value for one’s self will drive one to be a better worker and to seek to promote oneself in whatever profession the individual is working in. That is the main key to why so many Hispanics come to America and Canada and do
so well in settling and making a good life for themselves. There is a drive that supersedes what others see in you. It is the level of respect one holds for himself that will drive him to persist when faced with daunting odds. To respect who one is and ones heritage is a value that all Hispanics should have and many who come to this country maintain. It is that respect for who one is that keeps them in touch with their roots, heritage, customs and values (Vazques, 2009).

5. Hispanic Experiences and Issues
Latino immigrants particularly those who are undocumented, are at high risk of poverty, inadequate health care; poor working conditions; stigma and a constant fear of being arrested or deported. However, many survive these challenges and overcome them. It is noted from the existing literature that experience of being a new Latino immigrant, particularly if undocumented is always portrayed as suffering (Bathum & Baumann, 2007).

In Texas, in 1996, Courts of civil Appeals argued that school authorizes could not arbitrarily segregate Mexican/Mexican Americans and other minority children solely because of their ethnic background. As a result, it became obvious to make sure that segregation becomes illegal in Texas and other states (Wash, 1994). News media have also contributed significantly in educating the public against ethnic discrimination in the United States. This is evident in the case of Rodney King in Los Angeles in April and may of 1992. The four police officers were racially motivated to pull King over and the height of discrimination within the officers was so pronounced that many of them lost their positions (Booth & Adler, 2002).

Another legal remedy of discrimination against ethnic minorities is the Affirmative Action, which provides opportunities for immigrants in terms of education, employment and social status. Latinos are the largest minority group in the United States despite that they are not so much associated with slavery, it is pertinent to understand that they still suffer discrimination in terms of education, income and occupation because they may not receive same income, equal payment, attend best, or good school (Luna, 2003). Some scholars believe that eliminating the plight of hispanics will eliminate discrimination from which other communities suffer. As a result, the history of public school desegregation is another typical example which shows that discrimination exists among various ethnic communities. Also, as a result of many changes in immigration laws, Mexicans/Mexican Americans have become more affluent in the United States especially in New York and California but more work still needs to be done to eradicate discrimination as it is being experienced by them (Wash, 1994).

It is important to note that ethnic discrimination and immigration issues is very complex and as a result, some people are happy while others are unhappy with new immigration laws and regulations. Recently, much of these laws are geared toward the recognition that there are good and bad immigrants. They believe that the good immigrants are the early immigrants that have been referred to as hard working, and honest (Schram & Mandell, 2009).

In 2002, illegal minorities were paid $ 6.5 billion in social security which they would never have been paid in the past, undocumented immigrants were guaranteed access to a free public education from kindergarten through twelve grade by a 1982 supreme court decision and finally, recently a new bill has been introduced in the house called the DREAM ACT which would make it possible for ethnic minorities to pay-in state tuition, and would make it easier for them to become legal permanent residents (Schram & Mandell, 2009).

6. Conclusion and Implications
In article, it is established that Latino immigrants experience with their community and family provides a natural support system. First, community bond represents how individuals and

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So well in settling and making a good life for themselves. There is a drive that supersedes what others see in you. It is the level of respect one holds for himself that will drive him to persist when faced with daunting odds. To respect who one is and one's heritage is a value that all Hispanics should have and many who come to this country maintain. It is that respect for who one is that keeps them in touch with their roots, heritage, customs and values (Vazques, 2009).

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6. Conclusion and Implications
In article, it is established that Latino immigrants experience with their community and family provides a natural support system. First, community bond represents how individuals and
families unite to build strength in times of stress (Delgado & Humm-Delgado, 1982). Unity pertains to an interdependent process involving systems such as family, community and organizations (Doron, 2005). In this case, professionals like social or human services workers may utilize their support systems to assist many of them that may be experiencing discrimination at work or in schools etc to overcome issues related to it.

Also, human services profession can be most effective responding nationally with collective efforts across the country based on these experiences in this paper to promote policies that will improve Hispanic and other minority lives so that they can feel that they are a part of the country. Working directly with client, it can help counselors understand some of the experiences of their immigrant clients, and help those clients process those experiences and learn how to cope within the community they live. It can also help them when working with very prejudiced clients.

Additionally, the information gathered can help them better navigate the human service agency system as they try to find assistance for their immigrant clients. At the direct community level, when working in the community at large, the information will guide them as they attempt to increase mutual understanding and cooperation between different groups. At the indirect community level, the findings can help them to be more effective in their efforts of lobbying for social justice for immigrants in their communities (Schram & Mandell, 2009).

References

Effect of Examination Anxiety on the Educational Achievement of the Students of Standard 12 of Gujarat State

PARESHKUMAR M. VANKAR
Assistant Professor,
S.V.S. Education College, (M.Ed.) P.G. Dept.,
Nagalpur, Mehsana, Gujarat (India)

Abstract:
Formal and informal assessments of learning and tests of your ability to perform specific tasks are part of the experience being a university student and may have been a constant feature of your education. Exams and other types of formal assessment are designed to test your performance, giving an indication of your ability to cope under pressure in a fixed time period. You have done very well to get this far, though this does not mean that you have found it easy.

Anxiety is our natural response to threat or sense of an emergency. When we feel under threat, our bodies go into a ‘fight or flight’ response. We become prepared to fight or to run away. The main bodily change is the release of adrenaline and cortisol which gives us the surge of energy to act. The hormone cortisol helps to slow down other processes in the body not involved in dealing with the perceived threat. It is understood that stores of adrenaline and cortisol not used up by action or fighting off the threat can have a damaging effect on our auto-immune system, affecting sleep, short and long-term memory, the capacity to learn, concentrate and focus, and even speed up the signs of aging! The research paper focus on examination Anxiety and it measure the level of examination Anxiety of the students of Standard 12.

Keywords: Anxiety, Educational Achievement, Examination Anxiety

1. Introduction
When the exam is nearer, it becomes the talk to street found in the whole atmosphere. Attention of students, schools, teachers and parents is centered to only examinations due to the fear and tension of exams. It is never fair that any minor boy or girl suicide due to burden of learning or fear of examination.

Every year GSEB holds examinations. The students and their parents both are found engaged like the examiners. The mind and body of both are restless. The Govt. and schools are busy to complete the exams peacefully with new strategies. All the matters related to exams are taken very seriously. Each moment, all persons pass in stress. The aged and experienced persons adjust themselves in such stress of exams but anxiety of students is some different kinds. This stress is found before, during and after the examinations. It is measured more or less time by time. The anxiety of clever students and dull students is some different kinds. Here the researcher wants to know the level of an examination Anxiety.
2. Objectives of the Study
The following are the objectives of present study.
(1) To construct and standardize the examination Anxiety Inventory for the students of Standard Xii.
(2) To examine the effect of examination anxiety on educational achievement of students of Standard Xii.
(3) To examine the effect of area on relation between examination anxiety and educational achievement of students of Standard Xii.
(4) To examine the effect of sex on relation between examination anxiety and educational achievement of students of Standard Xii.

3. Variables decided of the Study
The following variables are included in this study.

<table>
<thead>
<tr>
<th>No</th>
<th>Variables</th>
<th>Types of Variables</th>
<th>No of Levels</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Examination Anxiety</td>
<td>Independent Variable</td>
<td>3</td>
<td>Higher, Medium Lower</td>
</tr>
<tr>
<td>2</td>
<td>Area</td>
<td>Moderator Variable</td>
<td>2</td>
<td>Urban / Rural</td>
</tr>
<tr>
<td>3</td>
<td>Sex</td>
<td>Moderator Variable</td>
<td>2</td>
<td>Boys / Girls</td>
</tr>
<tr>
<td>4</td>
<td>Educational Achievement</td>
<td>Dependent Variable</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

4. Methodology of Research
The survey method is used in this study. This study examines caused effect correlation also, means it examines the effect of examination anxiety so; this research is an ex-post facto co relational type study.

5. Population and sampling for the study
The students of Standard Xii studying in Gujarati Medium Secondary schools in academic year 2011-12 in Gujarat state become the population for the study. Representative and enough size samples should be selected from the population.

<table>
<thead>
<tr>
<th>No</th>
<th>Sex</th>
<th>Urban</th>
<th>Rural</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Boys</td>
<td>592</td>
<td>594</td>
<td>1186</td>
</tr>
<tr>
<td>2</td>
<td>Girls</td>
<td>446</td>
<td>452</td>
<td>898</td>
</tr>
<tr>
<td>Total</td>
<td>1038</td>
<td>1046</td>
<td>2084</td>
<td></td>
</tr>
</tbody>
</table>

6. Construction of Tools
The researcher had used self constructed tools of Exam Attitude Scale to examine Anxiety Inventory.

7. Collection and Analysis of Data
The researcher had got permission of principals or trustee of selected schools personally or by telephonic talk. On the fixed day, he had visited the schools with both tools and given to students...
and the researcher collected the data. To examine each hypothesis f-value were calculated with the help of SPSS software by the researcher.

8. Examining Hypothesis

T-value was calculated to know difference between two means and F-value, to know difference among more than two means the calculation obtained by SPSS software was analyzed and each hypothesis was examined. The detail is in following table 3.

Table 3 Examining Hypothesis

<table>
<thead>
<tr>
<th>No</th>
<th>Hypothesis</th>
<th>F-value</th>
<th>Level of Signification</th>
<th>Accepted or Not Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>There will be no significant difference among average score of educational achievement of students of Standard – Xii having higher examination anxiety, medium examination anxiety and lower examination anxiety</td>
<td>16.52</td>
<td>Significant at 0.01 Level</td>
<td>Not Accepted</td>
</tr>
<tr>
<td>2</td>
<td>There will be no significant difference among average score of educational achievement of rural students of Standard Xii having higher examination anxiety, medium examination anxiety and lower examination anxiety</td>
<td>11.82</td>
<td>Significant at 0.01 Level</td>
<td>Not Accepted</td>
</tr>
<tr>
<td>3</td>
<td>There will be no significant difference among average score of educational achievement of urban students of Standard Xii having higher examination anxiety, medium examination anxiety and lower examination anxiety</td>
<td>11.90</td>
<td>Significant at 0.01 Level</td>
<td>Not Accepted</td>
</tr>
<tr>
<td>4</td>
<td>There will be no effect of area on relation between examination anxiety and educational achievement of students of Standard Xii</td>
<td>11.82</td>
<td>Significant at 0.01 Level</td>
<td>Accepted</td>
</tr>
<tr>
<td>5</td>
<td>There will be no significant difference among average score of educational achievement of boys of Standard Xii having higher examination anxiety, medium examination anxiety and lower examination anxiety</td>
<td>17.71</td>
<td>Significant at 0.01 Level</td>
<td>Not Accepted</td>
</tr>
<tr>
<td>6</td>
<td>There will be no significant difference among average score of educational achievement of girls of Standard Xii having higher examination anxiety, medium examination anxiety and lower examination anxiety</td>
<td>0.90</td>
<td>Significant at 0.05 Level</td>
<td>Accepted</td>
</tr>
</tbody>
</table>
9. Finding of the study

The following interpretations are concluded after examining hypothesis of the study.

1. Examination anxiety is an effective factor on educational achievement. The students having medium examination anxiety had higher educational achievement than those having high examination anxiety. The students having local examination anxiety had higher educational achievement than those having high examination anxiety. The students having low examination anxiety had higher educational achievement than those having medium examination anxiety.

2. Examination anxiety in urban students is also an effective factor on educational achievement.

3. Examination anxiety in rural students is also an effective factor on educational achievement.

4. Area is not effective factor on the relation between examination anxiety and educational achievement.

5. Examination anxieties in boys are an effective factor on educational achievement.

6. Examination anxieties in girls are not effective factor on educational achievement.

7. Sex is effective factor on relation between examination anxiety and educational achievement.

10. Conclusion

This study was aimed to examine the effect of examination anxiety on educational achievement. The result shows that the more examination anxiety, the less educational achievements.

References


Construction and Effectiveness of Computer Aided Instruction (CAI) Programme for the Units of Science and Technology of Standard VIII

DR. DHAVAL B. PATEL
I/C Principal,
Shree Maharshi Dayanand Saraswati B.Ed. College
Visnagar, Gujarat (India)

Abstract:
Use of computer in education is referred by many names such as:
• Computer Assisted Instruction (CAI)
• Computer Aided Instruction (CAI)
• Computer Assisted Learning (CAL)
• Computer Based Education (CBE)
• Computer Based Instruction (CBI)
• Computer Enriched Instruction (CEI)
• Computer Managed Instruction (CMI)

New Terminology
• Web Based Training
• Web Based Learning
• Web Based Instruction

Computer-based education (CBE) and computer-based instruction (CBI) are the broadest terms and can refer to virtually any kind of computer use in educational settings. Computer-assisted instruction (CAI) Computer Aided Instruction (CAI) is a narrower term and most often refers to drill-and-practice, tutorial, or simulation activities. Computer-managed instruction (CMI) is an instructional strategy whereby the computer is used to provide learning objectives, learning resources, record keeping, progress tracking, and assessment of learner performance. Computer based tools and applications are used to assist the teacher or school administrator in the management of the learner and instructional process.

Computer Assisted Instruction (CAI)
A self-learning technique, usually offline/online, involving interaction of the student with programmed instructional materials.

Computer-assisted instruction (CAI) is an interactive instructional technique whereby a computer is used to present the instructional material and monitor the learning that takes place.

CAI uses a combination of text, graphics, sound and video in enhancing the learning process. The computer has many purposes in the classroom, and it can be utilized to help a student in all areas of the curriculum.
CAI refers to the use of the computer as a tool to facilitate and improve instruction. CAI programs use tutorials, drill and practice, simulation, and problem solving approaches to present topics, and they test the student's understanding. Via this study the researcher found out that CAI and the use of technology and e-learning in education is an excellent way of teaching.

**Keywords:** Computer Aided Instruction, Effectiveness, Science, Technology

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1. **Introduction**

Present and future depend on Science and technology. Science and technology have got its importance place in every field. No work is possible without use of technology. If advance technology is used in industries highest production can be obtained in minimum time. Similarly, if technology is used in the process of education, students can be taught easily, in interestingly and meaningfully.

In the present time, various types of audio-visual aids have been developed by the technology in the race of advancement. Teaching through Computer Aided Instruction (CAI) Programme is such a technique that learning materials of computer can be easily made and it is through CAI Programme that teaching in classroom can be best imported.

Hence, keeping the above point of view in mind, the researcher has attempted the research study concerning Construction Effectiveness of Computer Aided Instruction (CAI) Programme so that teachers of secondary schools can understand the concept of Construction of Computer Aided Instruction programme and to use them in the classroom.

2. **Objectives of the Study**

1. To construct Computer Aided Instruction (CAI) Programme for the units ‘Carbon’ and ‘Some Common Diseases’ of Science and Technology subject of Standard 8th
2. To construct Academic Achievement test for the units ‘Carbon’ and ‘Some Common Diseases’ of Science and Technology subject of Standard 8th
3. To Study the effect of CAI Programme and Lecture method on Academic Achievement through post-test.

3. **Hypothesis**

**H01:** There is no significant difference between mean Scores of Students of Experimental group and Control group in post-test

**H02:** There is no significant difference between mean Scores of Girls of Experimental group and Control group in post-test

**H03:** There is no significant difference between mean Scores of Boys of Experimental group and Control group in post-test.

4. **Methodology**

4.1 **Sample**

To keep in mind the population of the Present research study, schools were selected through purposive sampling method by the researcher. Shree M. C. Patel Gayatri Vidhyalaya was selected from the schools of Gujarati medium of Mehsana city as a purposive sample and the students of Standard 8th of this school were selected by cluster Sampling. Two Similar groups were formed on the basis of t-value of Science and Technology subject of Standard 7th of annual exam of selected students. From this, randomly one group was considered as an Experimental Group and the other as a Control Group in which 120 students were selected from which 60
students were accepted as an Experimental Group and 60 students as a Control Group which is shown in table 2

### Table 2 Sample of the Study

<table>
<thead>
<tr>
<th>Name of the School</th>
<th>Types of Group</th>
<th>No of Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shree M. C. Patel Gayarti Vidhyalaya</td>
<td>Experimental Group</td>
<td>31 29</td>
<td>60</td>
</tr>
<tr>
<td>Control Group</td>
<td>31 29</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

### 4.2 Tools Used

The Researcher had prepared Computer Aided Instruction Programme of the unites Carbon and Some Common Diseases of Science and Technology subject of Standard 8th in the present study. Achievement test was also constructed by the investigator

### 4.3 Process of an Experiment

Based on the Science and Technology subject of std-7th of annual exam Scores experimental group and a control group were constituted. The experimental group was exposed to Computer Aided Instruction Programme strategy whereas the control group was exposed to Lecturer method of teaching.

After experimental treatment, post-test was administered to assess the effectiveness of the strategy on achievement. The data were collected to analyse the effect of the strategy on achievement and also to study the level of gain scores of experimental group

### 5. Data Analysis

The collected data were subjected to various statistical analyses (mean, Standard Deviation, standard error, C.R., kurtosis, skewness, Q, p10, p 90) and the results obtained were interpreted.

### 6. Verification of the Hypotheses

The following null hypotheses were formulated for testing in the present study. Calculations were done for these hypotheses. Hypotheses were tested through kurtosis which is shown in the following table.

### Table 5 Verification of the Hypotheses

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Hypothesis</th>
<th>C.R.</th>
<th>Level of Significant</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ho₁</td>
<td>There is no significant difference between mean Scores of Students of Experimental group and Control group in post-test</td>
<td>3.30</td>
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### 7. Findings of the Study
In the present study, from the data and statistical analysis the following findings were made mentioned as below.

1. There is significant difference between mean scores of Control Group and Experimental Group Students in Post test which is in favour of Experimental group. So, it is concluded that CAI method is more effective than Lecture method.

2. There is significant difference between mean scores of Girls of Control Group and Experimental Group, Boys of Control Group and Experimental Group in Post test. So, it can be said that academic achievement of boys and girls who were taught through CAI method was higher than that of academic achievement of boys and girls who were taught through Lecture Method.

### 8. Summary
To Increase concentration of students in tough subjects like science, to make enlightened atmosphere in classroom, to clear the subject matter, computer based learning is a very useful for teacher. To improve the quality of science education the present study is useful.

### References


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Research Method of Qualitative Research: ‘Case Study’

MR. YOGESHKUMAR P. PATELIYA
Lecturer,
Shree V. M. Shah P.T.C. College,
Kakanpur, Di. Panchmahal
Gujarat (India)

Abstract:
A case study is an intensive analysis of an individual unit (e.g., a person, group, or event) stressing developmental factors in relation to context. The case study is common in social sciences and life sciences. Case studies may be descriptive or explanatory. The latter type is used to explore causation in order to find underlying principles. They may be prospective (in which criteria are established and cases fitting the criteria are included as they become available) or retrospective (in which criteria are established for selecting cases from historical records for inclusion in the study). Here the investigator defines via this article that how qualitative research practiced through case study method.

Keywords: Case Study, Generalization, Qualitative Research

1. Introduction:
Thomas offers the following definition of case study: "Case studies are analyses of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one or more methods. The case that is the subject of the inquiry will be an instance of a class of phenomena that provides an analytical frame — an object — within which the study is conducted and which the case illuminates and explicates."

Rather than using samples and following a rigid protocol (strict set of rules) to examine limited number of variables, case study methods involve an in-depth, longitudinal (over a long period of time) examination of a single instance or event: a case. They provide a systematic way of looking at events, collecting data, analyzing information, and reporting the results. As a result the researcher may gain a sharpened understanding of why the instance happened as it did, and what might become important to look at more extensively in future research. Case studies lend themselves to both generating and testing hypotheses.

Another suggestion is that case study should be defined as a research strategy, an empirical inquiry that investigates a phenomenon within its real-life context. Case study research can mean single and multiple case studies, can include quantitative evidence, relies on multiple sources of evidence, and benefits from the prior development of theoretical propositions. Case studies should not be confused with qualitative research and they can be based on any mix of quantitative and qualitative evidence. Single-subject research provides the statistical framework for making inferences from quantitative case-study data. This is also supported and well-formulated in (Lamnek, 2005): "The case study is a research approach, situated between concrete data taking techniques and methodologic paradigms." The case study is sometimes mistaken for the case method, but the two are not the same.
2. History of the Case Study
It is generally believed that the case-study method was first introduced into social science by Frederic Le Play in 1829 as a handmaiden to statistics in his studies of family budgets.

The use of case studies for the creation of new theory in social sciences has been further developed by the sociologists Barney Glaser and Anselm Strauss who presented their research method, Grounded theory, in 1967.

The popularity of case studies in testing hypotheses has developed only in recent decades. One of the areas in which case studies have been gaining popularity is education and in particular educational evaluation.

Case studies have also been used as a teaching method and as part of professional development, especially in business and legal education. The problem-based learning (PBL) movement is such an example. When used in (non-business) education and professional development, case studies are often referred to as critical incidents.

When the Harvard Business School was started, the faculty quickly realized that there were no textbooks suitable to a graduate program in business. Their first solution to this problem was to interview leading practitioners of business and to write detailed accounts of what these managers were doing. Cases are generally written by business school faculty with particular learning objectives in mind and are refined in the classroom before publication. Additional relevant documentation (such as financial statements, time-lines, and short biographies, often referred to in the case as "exhibits"), multimedia supplements (such as video-recordings of interviews with the case protagonist), and a carefully crafted teaching note often accompany cases.

Case selection and structure

An average, or typical, case is often not the richest in information. In clarifying lines of history and causation it is more useful to select subjects that offer an interesting, unusual or particularly revealing set of circumstances. A case selection that is based on representativeness will seldom be able to produce these kinds of insights. When selecting a subject for a case study, researchers will therefore use information-oriented sampling, as opposed to random sampling.[5] Outlier cases (that is, those which are extreme, deviant or atypical) reveal more information than the putatively representative case. Alternatively, a case may be selected as a key case, chosen because of the inherent interest of the case or the circumstances surrounding it. Or it may be chosen because of researchers’ in-depth local knowledge; where researchers have this local knowledge they are in a position to “soak and poke” as Fennoputs it, and thereby to offer reasoned lines of explanation based on this rich knowledge of setting and circumstances.

Three types of cases may thus be distinguished:
1. Key cases
2. Outlier cases
3. Local knowledge cases

Whatever the frame of reference for the choice of the subject of the case study (key, outlier, local knowledge), there is a distinction to be made between the subject and the object of the case study. The subject is the “practical, historical unity” through which the theoretical focus of the study is being viewed. The object is that theoretical focus – the analytical frame. Thus, for example, if a researcher were interested in US resistance to communist expansion as a theoretical
focus, then the Korean War might be taken to be the subject, the lens, the case study through which the theoretical focus, the object, could be viewed and explicated.

Beyond decisions about case selection and the subject and object of the study, decisions need to be made about purpose, approach and process in the case study. Thomas thus proposes a typology for the case study wherein purposes are first identified (evaluative or exploratory), then approaches are delineated (theory-testing, theory-building or illustrative), then processes are decided upon, with a principal choice being between whether the study is to be single or multiple, and choices also about whether the study is to be retrospective, snapshot or diachronic, and whether it is nested, parallel or sequential. It is thus possible to take many routes through this typology, with, for example, an exploratory, theory-building, multiple, nested study, or an evaluative, theory-testing, single, retrospective study. The typology thus offers many permutations for case study structure.

Generalizing from Case Studies

A critical case can be defined as having strategic importance in relation to the general problem. A critical case allows the following type of generalization, ‘If it is valid for this case, it is valid for all (or many) cases.’ In its negative form, the generalization would be, ‘If it is not valid for this case, then it is not valid for any (or only few) cases.’

The case study is also effective for generalizing using the type of test that Karl Popper called falsification, which forms part of critical reflexivity. Falsification is one of the most rigorous tests to which a scientific proposition can be subjected: if just one observation does not fit with the proposition it is considered not valid generally and must therefore be either revised or rejected. Popper himself used the now famous example of, "All swans are white," and proposed that just one observation of a single black swan would falsify this proposition and in this way have general significance and stimulate further investigations and theory-building. The case study is well suited for identifying "black swans" because of its in-depth approach: what appears to be "white" often turns out on closer examination to be "black."

Galileo Galilei’s rejection of Aristotle’s law of gravity was based on a case study selected by information-oriented sampling and not random sampling. The rejection consisted primarily of a conceptual experiment and later on of a practical one. These experiments, with the benefit of hindsight, are self-evident. Nevertheless, Aristotle’s incorrect view of gravity dominated scientific inquiry for nearly two thousand years before it was falsified. In his experimental thinking, Galileo reasoned as follows: if two objects with the same weight are released from the same height at the same time, they will hit the ground simultaneously, having fallen at the same speed. If the two objects are then stuck together into one, this object will have double the weight and will according to the Aristotelian view therefore fall faster than the two individual objects. This conclusion seemed contradictory to Galileo. The only way to avoid the contradiction was to eliminate weight as a determinant factor for acceleration in free fall. Galileo’s experimentalism did not involve a large random sample of trials of objects falling from a wide range of randomly selected heights under varying wind conditions, and so on. Rather, it was a matter of a single experiment, that is, a case study.

Galileo’s view continued to be subjected to doubt, however, and the Aristotelian view was not finally rejected until half a century later, with the invention of the air pump. The air pump made it possible to conduct the ultimate experiment, known by every pupil, whereby a coin or a piece of lead inside a vacuum tube falls with the same speed as a feather. After this experiment,
Aristotle’s view could be maintained no longer. What is especially worth noting, however, is that the matter was settled by an individual case due to the clever choice of the extremes of metal and feather. One might call it a critical case, for if Galileo’s thesis held for these materials, it could be expected to be valid for all or a large range of materials. Random and large samples were at no time part of the picture. However it was Galileo's view that was the subject of doubt as it was not reasonable enough to be the Aristotelian view. By selecting cases strategically in this manner one may arrive at case studies that allow generalization.

3. Narrative and Case Study

Case studies frequently contain a strong element of narrative, which typically builds on plot, i.e., a sequence of events and their relationship to each other and to context. A classic structure often used in narrative case studies is the Monmouth or hero's journey, with a beginning, middle, and an end, where, first, the harmony of daily life is broken by a particularly interesting or dramatic event that leads into the main story. Here, second, the plot builds to a point of no return, from where the protagonist – who in a case study need not be a person but may be an organization, a project, or a community – has no choice but to deal with matters, and thus is tested. At this point, characteristically, there is conflict and the conflict intensifies. Third, and finally, harmony is re-established by the conflict being solved, or at least explained, as part of the case study.

The use of narrative involves a danger, however, of committing what has been called the narrative fallacy. This fallacy consists of a human propensity to simplify data through a predilection for compact stories over complex data sets. It is easier for the human mind to remember and make decisions on the basis of stories with meaning than to remember strings of data. This is one reason why narrative case studies are so powerful and why many of the classics in case study research are written in the narrative format. But humans read meaning into data and compose stories, even where this is unwarranted. In case study research, the way to avoid the narrative fallacy is no different from the way to avoid other error: the usual consistent checks for validity and reliability in how data are collected, analyzed, and presented.

4. The Case Study Paradox

Case studies have existed as long as recorded history. Much of what is known about the empirical world has been produced by case study research, and many of the classics in a long range of disciplines are case studies, including in psychology, sociology, anthropology, history, education, economics, political science, management, geography, biology, and medical science. Half of all articles in the top political science journals use case studies, for instance. But there is a paradox here, as argued by Oxford professor Bent Flyvbjerg. At the same time that case studies are extensively used and have produced canonical works, one may observe that the case study is generally held in low regard, or is simply ignored, within the academy. Statistics on courses offered in universities confirm this. It has been argued that the case study paradox exists because the case study is widely misunderstood as a research method. Flyvbjerg argues that by clearing the misunderstandings about the case study, the case study paradox may be resolved.

5. Misconceptions

Flyvbjerg identified five common misunderstandings about case-study research.

1. General, theoretical knowledge is more valuable than concrete, practical knowledge.
2. One cannot generalize on the basis of an individual case and, therefore, the case study cannot contribute to scientific development.
3. The case study is most useful for generating hypotheses, whereas other methods are more suitable for hypotheses testing and theory building.
4. The case study contains a bias toward verification, i.e., a tendency to confirm the researcher’s preconceived notions.
5. It is often difficult to summarize and develop general propositions and theories on the basis of specific case studies.

These statements can be said to represent the cautionary view of case studies in conventional philosophy of science. Flyvbjerg argued that these statements are too categorical, and argued for the value of phenomenological insights gleaned by closely examining contextual "expert knowledge".

References
Socialization Processes and Children Development in the Family

Chandrakant K. Patel
Assistant Teacher Laxmipura (Khara)
Dist. Mehsana
Gujarat (India)

Abstract:
Process by which individuals acquire the knowledge, language, social skills, and value to conform to the norms and roles required for integration into a group or community. It is a combination of both self-imposed (because the individual wants to conform) and externally-imposed rules, and the expectations of the others. In an organizational setting, socialization refers to the process through which a new employee 'learns the ropes,' by becoming sensitive to the formal and informal power structure and the explicit and implicit rules of behavior. See also organizational culture and orientation. In this article the author wants to convey via this study that how the children socialized and its various developments in his/her family.

Keywords: Culture, Community, Development, Natural Socialization, Personality Formation, Socialization

1. Introduction
Socialization is the process by which children and adults learn from others. We begin learning from others during the early days of life; and most people continue their social learning all through life (unless some mental or physical disability slows or stops the learning process). Sometimes the learning is fun, as when we learn a new sport, art or musical technique from a friend we like. At other times, social learning is painful, as when we learn not to drive too fast by receiving a large fine for speeding.

Natural socialization occurs when infants and youngsters explore, play and discover the social world around them. Planned socialization occurs when other people take actions designed to teach or train others -- from infancy on. Natural socialization is easily seen when looking at the young of almost any mammalian species (and some birds). Planned socialization is mostly a human phenomenon; and all through history, people have been making plans for teaching or training others. Both natural and planned socialization can have good and bad features: It is wise to learn the best features of both natural and planned socialization and weave them into our lives.

Positive socialization is the type of social learning that is based on pleasurable and exciting experiences. We tend to like the people who fill our social learning processes with positive motivation, loving care, and rewarding opportunities.
Negative socialization occurs when others use punishment, harsh criticisms or anger to try to "teach us a lesson;" and often we come to dislike both negative socialization and the people who impose it on us.

2. Process of Socialization

Human infants are born without any culture. They must be transformed by their parents, teachers, and others into cultural and socially adept animals. The general process of acquiring culture is referred to as socialization. During socialization, we learn the language of the culture we are born into as well as the roles we are to play in life. For instance, girls learn how to be daughters, sisters, friends, wives, and mothers. In addition, they learn about the occupational roles that their society has in store for them. We also learn and usually adopt our culture's norms through the socialization process. Norms are the conceptions of appropriate and expected behavior that are held by most members of the society. While socialization refers to the general process of acquiring culture, anthropologists use the term enculturation for the process of being socialized to a particular culture. You were enculturated to your specific culture by your parents and the other people who raised you.

Socialization is important in the process of personality formation. While much of human personality is the result of our genes, the socialization process can mold it in particular directions by encouraging specific beliefs and attitudes as well as selectively providing experiences. These very likely accounts for much of the difference between the common personality types in one society in comparison to another.

Successful socialization can result in uniformity within a society. If all children receive the same socialization, it is likely that they will share the same beliefs and expectations. This fact has been a strong motivation for national governments around the world to standardize education and make it compulsory for all children. Deciding what things will be taught and how they are taught is a powerful political tool for controlling people. Those who internalize the norms of society are less likely to break the law or to want radical social changes. In all societies, however, there are individuals who do not conform to culturally defined standards of normalcy because they were "abnormally" socialized, which is to say that they have not internalized the norms of society. These people are usually labeled by their society as deviant or even mentally-ill.

Large-scale societies, such as the United States, are usually composed of many ethnic groups. As a consequence, early socialization in different families often varies in techniques, goals, and expectations. Since these complex societies are not culturally homogenous, they do not have unanimous agreement about what should be the shared norms. Not surprisingly, this national ambiguity usually results in more tolerance of social deviancy--it is more acceptable to be different in appearance, personality, and actions in such large-scale societies.

3. Stages in Socialization Process

Socialization can be conceptualized as a process made up of three stages.

3.1 Pre-arrival Stage

This stage explicitly recognizes that each individual arrives with a set of organizational values, attitudes, and expectations. For instance, in many jobs, particularly high skilled and managerial jobs, new members will have undergone a considerable degree of prior socialization in training.
and in school. Pre-arrival socialization, however, goes beyond the specific job. The selection process is used in most organizations to inform perspective employees about the organization as whole. In addition, of course, interviews in the selection process also act to ensure the inclusion of the “right type” determining those who will fit in.

Indeed, the ability of the individuals to present the appropriate face during the selection process determines their ability to move into the organization in the first place. Thus success depends upon the degree to which aspiring members have correctly anticipated the expectations and desires of those in the organization in charge of selection.

3.2 Encounter Stage
Upon entry into the organization, new members enter the encounter stage. Here the individuals confront the possible dichotomy between their expectations about their jobs, their coworkers, their supervisors, and the organization in general and reality. If expectations prove to have been more or less accurate, the encounter state merely provides a reaffirmation of the perceptions generated earlier. However, this is often not the case. Where expectation and reality differ; new employees must undergo socialization that will detach them from their previous assumption and replace these with the organization’s pivotal standards.

Socialization, however, cannot solve all the expectation differences. At the extreme, some new members may become totally disillusioned with the actualities of their jobs and resign. It is hoped that proper selection would significantly reduce this latter occurrence.

3.3 Metamorphosis Stage
Finally the new member must work out any problems discovered during the encounter stage. This may mean going through changes. Hence the last stage is termed as metamorphosis stage. Metamorphosis is complete as is the socialization process – when new members have become comfortable with the organization and their work teams. In this situation they will have internalized the norms of the organization and their co-workers; and they understand and accept these norms. New members will feel accepted by their peers as trusted and valued individuals. They will have gained an understanding of the organizational system- not only their own tasks but the rules, procedures and informally accepted practices as well. Finally they will know how they are going to be evaluated. They will know what is expected of them and what constitutes a good job. Consequently, successful metamorphosis should have positive effect on a new employee’s productivity and the employee’s commitment to the organization, and should reduce the likelihood that the employee will leave the organization any time soon.

4. How are Children Socialized?
Socialization is a learning process that begins shortly after birth. Early childhood is the period of the most intense and the most crucial socialization. It is then that we acquire language and learn the fundamentals of our culture. It is also when much of our personality takes shape. However, we continue to be socialized throughout our lives. As we age, we enter new statuses and need to learn the appropriate roles for them. We also have experiences that teach us lessons and potentially lead us to alter our expectations, beliefs, and personality. For instance, the experience of being raped is likely to cause a woman to be distrustful of others.

Looking around the world, we see that different cultures use different techniques to socialize their children. There are two broad types of teaching methods--formal and informal. Formal education is what primarily happens in a classroom. It usually is structured, controlled, and directed primarily by adult teachers who are professional "knower's." In contrast, informal
education can occur anywhere. It involves imitation of what others do and say as well as experimentation and repetitive practice of basic skills. This is what happens when children role-play adult interactions in their games.

Most of the crucial early socialization throughout the world is done informally under the supervision of women and girls. Initially, mothers and their female relatives are primarily responsible for socialization. Later, when children enter the lower school grades, they are usually under the control of women teachers. In North America and some other industrialized nations, baby-sitters are most often teenage girls who live in the neighborhood. In other societies, they are likely to be older sisters or grandmothers.

This cross-cultural study of socialization is provocative. Perhaps, you are now asking yourself what methods you would use to control the behavior of your children. Would you spank them or threaten to do so? Would you only use praise? Would you belittle or tease them for not behaving? Would you try to make your children independent and self-reliant or would you discourage it in favor of continuing dependence? At some time in our lives, most of us will be involved in raising children. Will you do it in the same way that you were raised? Very likely you will because you were socialized that way. Abusive parents were, in most cases, abused by their parents. Likewise, gentle, indulgent parents were raised that way themselves. Is there a right or wrong way to socialize children? To a certain extent the answer depends on the frame of reference. What is right in one culture may be wrong in another.

Even seemingly insignificant actions of parents can have major impacts on the socialization of their children. For instance, what would you do if your baby cried continuously but was not ill, hungry, or in need of a diaper change? Would you hold your baby, rock back and forth, walk around, or sing gently until the crying stopped, even if it took hours. The answer that you give very likely depends on your culture. The traditional Navajo Indian response usually was to remove the baby from social contact until the crying stopped. After making sure that the baby was not ill or in physical distress, he or she would be taken outside of the small single room house and left in a safe place until the crying stopped. Then the baby would be brought indoors again to join the family. Perhaps as a result, Navajo babies raised in this way are usually very quiet. They learn early that making noise causes them to be removed from social contact. In most North American families today, we would hold our baby in this situation until the crying stopped. The lesson that we inadvertently may be giving is that crying results in social contact. Is this wrong? Not necessarily, but it is a different socialization technique.

4. Conclusion
Socialization is the process of learning social norms in a given culture. This can be gender roles or rules of what is expected in society whether they are moral or not. Socialization is not the actual acquisition of rules and roles of a culture rather is the process in which a person accepts and implements those expectations. Socialization is not solely determined by the environment, but results from the interaction of an individual's genetic make-up, personality, educational experience, and environmental influences.

Socialization, the process whereby an individual learns to adjust to a group (or society) and behave in a manner approved by the group (or society). According to most social scientists, socialization essentially represents the whole process of learning throughout the life course and is a central influence on the behaviour, beliefs, and actions of adults as well as of children. Here
the author tries to convey the process of and the development of the children through socialization.

References