



District Institute of Education & Training
Junagadh

Research Paper Abstract
Year : 2019-2024

भार्गदर्शक
आशाभेन डी. राज्यगुरु
प्राचार्य
जिल्ला शिक्षण अने तालीम त्पन
गीरसोमनाथ

संकलन
डॉ. गीता के सेंजलीया .
लेकथरर
जिल्ला शिक्षण अने तालीम त्पन
जुनागढ

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01. Theme/Topic:- Oral reading speed and reading comprehension

Section:- Primary

Title of Researcher:- Measurement of oral reading speed and reading speed including comprehension of students of padardi primary school of Vanthali taluka of Junagadh district and M.D. private school of Keshod taluka

Language (Medium):-Gujarati

Name of Inventor:- Mrs. Kanchanben N. Bhut

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Year : 2019-2020

Summary:-

1. Introduction:-

Among the four basic skills in language learning, reading is one of the most important skills. At the heart of the reading activity is comprehension. Reading without comprehension cannot be called reading. So the reader needs to have comprehension skills.

2. Research Objectives/Research Questions/Hypotheses:-

- To study oral reading speed and reading speed including comprehension based on the gender of the students.
- To know the relationship of oral reading speed and speed including reading comprehension with students' next grade test grades.
- To study the reading range of students of class 3 to 8.

Concepts:

- There will be no significant difference in the mean scores of oral reading speed test of students of class 3 to 5 with respect to sexuality?
- Oral reading speed test mean scores of students in grades 3 to 5 do not have a significant correlation with grades in the next grade.

3. Methodology:- Experimental research

I. Outline of the Study: Outline of the Study:- This work was done as per the guidelines given by GCERT.

II . Sample:- in which One school each from Keshod and Manavdar taluk of Junagadh district choose done

III. device-- device as GCERT by ready done came word of mouth Speed And Meaning with Reading Speed Compare Use done came was.

IV. Method of Data Collection:- Visited the selected school through GCERT memory and got the information.

V. Analysis of Data:- In the present research, the data will be analyzed using the statistical technique mentioned below.

- Mean, standard deviation
- t – test
- Correlation

4. As a result/conclusions:-

Based on the present study, the following conclusions can be drawn.

- An average of 196 words was found in the oral reading speed test of 3 to 5 students. The reading speed average is 49, a moderate result.
- The average reading speed of students in grades 3 to 5 on the reading speed test including comprehension is 15, which is relatively low.
- An average of 344 words was found in the oral reading speed test of students in grades 6 to 8. The reading speed average is 86, which is a moderate result.

5 Educational outcomes of the research

The academic implications of the present study are as follows.

- The present study was for oral reading speed and reading speed with comprehension in which no relationship was found between reading speed and sexuality, thus not distinguishing between boys and girls.

The present study does not find a significant difference between the oral reading speed test and the next grade grade.

6. Area of Research:- Language teaching

Summary Prepared by:- Mrs. Kanchanben N. Bhut

02. Theme/Topic: Language

Department : Primary

Research title: Akalagir and Pajod Primary of Maliya Taluka of Junagadh District Oral reading speed and reading comprehension of school students Including Measurement of speed.

Language : Gujarati

Researcher Name : A. D. Rajyaguru

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Year : 2019-20

summary

- Introduction:

Among the four basic skills in language learning, reading is one of the most important skills. At the heart of the reading activity is comprehension. Reading without comprehension cannot be called reading. So the reader needs to have comprehension skills.

- Research Objectives/ Research Questions/ Hypothesis:

Purpose of the research

- To study the oral reading speed of students and reading speed including comprehension.
- To study reading speed including oral reading speed and comprehension based on gender and area of students.
- To know the relationship of oral reading speed and speed including reading comprehension with students' next grade test grades.
- Conducting a qualitative study of the researcher's experiences and observations.
- To study the reading range of students of class 3 to 8.

Research Questions/ Hypotheses:

- I. What will be the oral reading speed of students of class 3 to 5? ?
- II. What will be the oral reading speed of students of class 6 to 8? ?
- III. What will be the reading speed including comprehension of the students of class 3 to 5?
- IV. What will be the reading speed of students of class 6 to 8 including comprehension ?
- V. There is no significant gender difference in the mean scores of oral reading speed test of class 3 to 5 students. ?
- VI. There is no significant gender difference in the mean scores of oral reading speed test of class 6 to 8 students. ?

- Method:

- I. Outline of the Study:

- First of all to arrange seating of the students selected in the sample of class 3 to 5 in different classes one after another.
- In the same way on the next day also to arrange seating for the students of class 7 to 8. Then to orient the students by giving necessary instructions.
- Then as per the list made of 10 students in the observation sheet in the order of student id 1 to 10 the paragraph for reading speed to the students of class 3 to 5 RS

A paragraph for reading speed by calling on the students one by one RS-1 Similarly for students of class 6 to 8 RS-2 Let him read for four minutes and ask him to stop reading after four minutes.

- At the end of four minutes the student should record the last word read in the observation sheet. If a student finishes reading before tea minutes, record the time taken for reading the passage in the observation sheet.

Steps for speed implementation including acquisitions-

- A tool for measuring reading speed and comprehension for students in grades 3-5 RSC-1 RSCQ-1 Also students of class 6 to 8 RSC-2 RSCQ-2 Toll.
- Ask to keep both of these on the shelf. Then ask them to complete the reading of the paragraph;. As soon as the student reads the passage, ask the student to raise his hand and ask him to take a sheet with a list of questions and answer it.
- When students raise their hands after reading, press the lap button in the stopwatch and record the time in the observation sheet.

II. Sample:

A sample of 29 students in 3rd to 5th oral reading speed and 27 students in comprehension sign reading speed has been taken. St. A sample of 30 students in oral reading speed and 29 students in sense reading speed was taken in grades 6 to 8.

III. Device:

As a solution in the present research, the Oral Reading Speed and Reading Speed Tool with Meaning Comprehension prepared by GCERT was used..

IV. Mode of Data Collection:

Presented research st. 3 to 5 and st. The purpose was to measure the reading speed of students in grades 6 to 8. Both groups measured reading speed including reading speed and comprehension. In which 10-10 students of each class were taken.

V. Analysis of Data:

- Mean, standard deviation
- t - test
- Correlation

● Results/Conclusions:

- An average of 86 words per minute reading speed and an average of 248 words per minute of students studying in grades 3 to 5 have been observed. The number of students with fluency in reading speed was higher in student readability.
- The average reading speed of students studying in grades 6 to 8 is 74 words per minute. 280 words found. In reading speed, the number of sentence reader students was found to be more than the number of letter reader students.
- Mean reading speed per minute of students in grades 3 to 5 with comprehension 19 The word is seen. Average time taken for reading 5 The minute was seen.
- Average reading speed with mean comprehension of 6 to 8 students 26 The average time taken for reading is found 3.53 Minutes have been found.

- There is no significant difference in the mean scores of oral reading speed test of students of class 3rd to 5th with respect to sexuality.
- There is no significant difference in the mean scores of oral reading speed test of students of class 6 to 8 with respect to sexuality.
- Research Outcomes:
 - I. The present study was for oral reading speed and reading speed with meaning comprehension in which no relationship between reading speed and sexuality was found, so that no distinction should be made between boys and girls.
 - II. The present study found a significant difference between oral reading speed test and next grade grades. So it can be said that the students with 'A' grade in the next standard are the students with 'B' grade Superiority is seen. So if the grade improves, the reading speed improves.
- Area of Research:
foundational literacy and numeracy

Synopsis Prepared by : A. D. Rajyaguru

03. Theme/Subject : Educational Administration

Section : Primary

Title of Research : Junagadh of the district Higher primary of schools Mathematics-Energized by science teachers text Books(ETB)No study-Use during teaching work about Study'

Language : Gujarati

Name of Inventor :-A.C.Vyas, S.Lecturer, Diet-Junagadh

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Year : 2019-20

summary

- Introductory: (In one to two sentences, write two to three sentences about technical terms if used.)
 - Educational year 2019-20 of from the beginning of the state All high Primary at school standard 6 to 8 Mathematics And Science of subjects to textbooks Energized Textbooks Made up came is. This of textbooks appropriate Use Mathematics And Science subject teaching The teachers to do happen is. Currently Mathematics And Science teaching Teachers by Energized Textbooks (ETB)No Use how way done come is that to know on purpose presented Study carried out came is
 - Research Objectives/ Research Questions/ Hypothesis:
presented of study purposes are as follow
1. District's high Primary Among teachers Energized text Books about of information sources about to know.
 2. District's high Primary Teachers by Energized of textbooks Use how way done come is that to know.
 3. District's high Primary Teachers Energized of textbooks Use how many times And where time period During do is cheer up.
 4. District's high Primary Teachers by Energized text of books of use purposes about to know
 5. District's high Primary Teachers by Energized text of books Use Meanwhile falling difficulties about to know.
 6. Energized text of books Use by To the teachers found Help about to know.
 7. Energized text of books Use Regarding of teachers Opinions to know.

Concepts:-

Junagadh of the district high Primary Among teachers Energized textbooks (ETB)
Acquaintance will be?

Junagadh of the district high Primary Among teachers Energized Exactly books
(ETB) No introduction No of being reasons what will be?

Junagadh of the district high Primary Among teachers Energized text Books about
Information sources where will be?

Junagadh of the district high Primary Teachers by Energized text of books Use how way doing will be?

- Method:
 - I. Outline of the Study:
 - Practical and Qualitative Research
 - II. Sample:
 - Overall a good quality primary school
 - III. Device:
 - Information sheet with required items
 - IV. Mode of Data Collection:
 - V. presented In research of teachers Opinions got His Various of ingredients In context statistical Used by Analysis done came was,
 - VI. Analysis of Data:
- Thus Information attainment And of analysis Sheet This Research Numerical Research was..

Results/Conclusions:

Junagadh of the district high Primary Among teachers Energized Exactly books (ETB) No introduction No of being reasons what will be.

28..Research Outcomes:

1) Awareness among teachers is necessary to maintain the required number.

- Field of Research: Academic Discipline.

Summary Prepared by :-A.C.Vyas, S.Lecturer, Diet-Junagarh

04. Theme/Topic:- Oral reading speed and reading comprehension

Section:- Primary

Title of Researcher:- Measurement of oral reading speed and reading speed including comprehension of students of New Shreyas Private Primary School of Keshod Taluka of Junagadh District and Bhadula Government Primary School of Manavadar Taluka

Language (Medium):-Gujarati

Name of Inventor:- Hemalben C. Bhatt

Office Address:-District Education and Training Building Bilkha Road, Junagadh

E-MAIL :dietjunagadh@gmail.com

Year : 2019-2020

Summary:-

1. Introduction:-

Among the four basic skills in language learning, reading is one of the most important skills. At the heart of the reading activity is comprehension. Reading without comprehension cannot be called reading. So the reader needs to have comprehension skills.

2. Research Objectives/Research Questions/Hypotheses:-

- To study oral reading speed and reading speed including comprehension based on the gender of the students.
- To know the relationship of oral reading speed and speed including reading comprehension with students' next grade test grades.
- To study the reading range of students of class 3 to 8.

Concepts:

- There will be no significant difference in the mean scores of oral reading speed test of students of class 3 to 5 with respect to sexuality?
- Oral reading speed test mean scores of students in grades 3 to 5 did not have a significant correlation with grades in the next grade.

3. Methodology:- Experimental research

I. Outline of the Study: Outline of the Study:- This work was done as per the guidelines given by GCERT.

II . Sample:- in which One school each from Keshod and Manavdar taluk of Junagadh district choose done

III. device-- device as GCERT by ready done came word of mouth Speed And meaning with Reading Speed Compare Use done came was.

IV. Method of Data Collection:- Visited the selected school through GCERT memory and got the information.

V. Analysis of Data:- In the present research, the data will be analyzed using the statistical technique mentioned below.

- Mean, standard deviation
- t - test
- Correlation

4. As a result/conclusions:-

Based on the present study, the following conclusions can be drawn.

- An average of 196 words was found in the oral reading speed test of 3 to 5 students. The reading speed average is 49, a moderate result.
- The average reading speed of students in grades 3 to 5 on the reading speed test including comprehension is 15, which is relatively low.
- An average of 344 words was found in the oral reading speed test of students in grades 6 to 8. The reading speed average is 86, which is a moderate result.

5 Educational outcomes of the research

The academic implications of the present study are as follows.

- The present study was for oral reading speed and reading speed with comprehension in which no correlation was found between reading speed and sexuality, thus not distinguishing between boys and girls.

The present study does not find a significant difference between the oral reading speed test and the next grade grade.

6. Area of Research:- Language teaching

Summary Prepared by:- Hemalben C. Bhatt

05.Theme/Topic: Language teaching

Section : Primary

Research title: Measurement of Oral Reading Speed and Reading Comprehension of Students of Akshayagadh Ashram School and Samega Primary School of Junagadh District

Language : Gujarati

Name of Inventor: Kishor Kumar P. Chitroda

Office Address : District Education and Training Bhawan, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2019-2020

summary

1. Introduction:

Every child needs to read sentences correctly and with understanding. Students studying in primary school at present can read properly or not? When a student reads, he reads the alphabet? Reading the word? Or then reads the sentence? And if the word or sentence can be read, can it be read with meaning or not?, which was very important to know.

2. Research Objectives/ Research Questions/ Hypothesis:

Purpose of Research:

- To study the oral reading speed of students and reading speed including comprehension.
- To study oral reading speed and reading speed including comprehension based on the gender of the students.
- To know the correlation of oral reading speed and speed including reading comprehension with students' next grade test grades.

3. Methodology :

I. Outline of the Study:

The main purpose of the study was to check the reading speed and reading speed including meaning comprehension of the students of 6th to 8th grade of primary school. The user can use different tools for reading speed including oral reading speed and comprehension. A single tool was used for 6 to 8. In which a paragraph of 500 words was selected for classes 6 to 8. While 289 word paragraphs were used for 6th to 8th grade for reading speed including comprehension.

II. Sample:

6th to 8th In face reading speed a sample of 30 students was taken in reading speed including 30 and meaning comprehension.

III. Device:

In the present study, reading speed tool with oral reading speed and comprehension developed by GCERT was used as the instrument.. The details of which are as follows.

For students of class 6 to 8

(1) Tool for measuring reading speed only (Reading speed tool -2)

(r) Paragraphs with word count only tool for measuring reading speed(Word Count Para-2)

IV. Mode of Data Collection:

In grades 6 to 8, oral reading was done individually, and reading was done in groups with comprehension. The procedure was done as per the guide lines decided at the state level.

- Analysis of Data: Mean - standard deviation

4. Results/Conclusions :

1. Average reading speed per minute of students studying in grades 3 to 5 46 Average of words and words read 186 The words have been found. The number of students with vocabulary in reading speed was higher in student's readability.
2. Average reading speed per minute of students studying in grades 6 to 8 61 Average of words read by word 243 The words have been found. The number of student's vocabulary is higher in reading speed.
3. Mean reading speed per minute of students in grades 3 to 5 with comprehension 28 The word is seen. Average time taken for reading 9.24 Minutes were seen.
4. Average reading speed with mean comprehension of 6 to 8 students 33 The average time taken for reading is found 8.66 Minutes were seen.
5. There is no significant difference in the mean scores of oral reading speed test of students of class 3rd to 5th with respect to sexuality.
6. Research Outcomes:

The present study was for oral reading speed and reading speed with meaning comprehension in which there was no effect of reading speed and sexuality, so no difference between boys and girls should be made.

7. Area of research: foundational literacy and numeracy

Summary Prepared by: Kishor Kumar P. Chitroda

Synopsis Submitted by : Dr. M. Y. Vyas

06.Theme/Subject : Educational Administration

Section : Primary

Title of Research: Junagadh of the district the gardener of Taluka Amrapur Pay. Center Primary school of standard 3 to 5 And Keshod of Taluka Jivan Jyot Educational institute standard 6 to 8 No of students the oral Reading Speed And meaning Including Reading of speed measurement"

Language : Gujarati

Name of Inventor: A.C.Vyas, S.Lecturer, Diet-Junagarh,

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E-MAIL: dietjunagadh@gmail.com

Year : 2019-20

summary

- Introductory: (In one to two sentences, write two to three sentences about technical terms if used.)
- existing in time Primary at school Study doing Students appropriate way Reading Curry can is K no? student Reading do is So that of the alphabet Reading do is? of the word Reading do is K then of the sentence Reading do is? And If the word K of the sentence Reading Curry can is So that meaning with Reading Curry can is K No?, J to know a lot required was This All to the factors into consideration keeping of Gujarat Junagadh of the district the gardener of Taluka Amrapur Pay. Center Primary of school standard 3 to 5 And Keshod of Taluk Jivan Jyot Educational institute standard 6 to 8 of students Reading Speed And meaning with Reading Speed to know on purpose presented Research carried out will come
- Research Objectives/ Research Questions/ Hypothesis:
presented Research Also exactly to the purpose Attention taking hand conducted came was.

1. students of oral reading Speed And meaning Including Reading of speed Study to do
2. students of sexuality Based on the mouth of reading Speed And meaning Including Reading of speed Study to do
3. standard 3 from 8 No of students reader of series different different level In context Study to do
4. students Next of standard of examination of grade In context the mouth Reading Speed And meaning Including Reading of speed Study to do

Primary And high Primary of students Reading Speed And meaning Including Reading Speed between effective to check

Concepts:-

St. 3 to 5 boys and girls the oral reading of speed of receipts Average in between no one worthwhile difference no have. 6th to 8th boys and of girls the oral reading of speed of receipts Average in between no one worthwhile difference no have. St. 3 to 5 boys and girls the oral reading meaning Including Reading of speed of receipts Average in between no one worthwhile difference no have. Std 6 To 8 boys And girls meaning Including Reading of speed of receipts Average in between no one worthwhile difference no have.

- Method:

- I. Outline of the Study:

- Practical and Qualitative Research

II. Sample:

- (1) All First Junagadh District Per It was decided to select 20 schools as a sample Its List GCEAT Gandhinagar by Sent came was

I. Device:

- II. presented In research in use taken device GCERT Gandhinagar by ready Curry Given came was This of the device common information

III. Mode of Data Collection:

- IV. presented In research of GCERT, Gandhinagar Guidance And Given came mentor notification According to Various in the district working District Education And training of the building lecturers by Information aggregated done came was

V. Analysis of Data:

- presented In research to the purpose Attention take percent, All right, Proportion Deviation And t Value, correlation calculation done came was This calculation to do for Dr. Iqbalbhai Whora, Lecturer Diet Ahmedabad city, by ready done came Software And excel application No Use in doing came was.

- Results/Conclusions:

presented in the study of imagination Verification done came was to him Based on the following Conclusions

Received happened were

- St. 3 to 5 in Study doing of students one in minutes Reading of speed Average 48 of the word And read of words In an average of 4 minutes 192 words to see found is

28..Research Outcomes:

presented of study Educational Fruits This According to is

- presented Study the mouth Reading Speed And meaning with Reading Speed for was in which Reading Speed And to sexuality no one relationship to see meets Not so the boy And of girls ability the same is

- St. 3 to 5 in Study doing of students one in minutes Reading of speed Average 48 of the word is St. In 6 to 8 Study doing of students one in minutes Reading of speed Average 93 of the word to see found is

- St. 3 to 5 of students meaning with Reading of speed Average rate minute 20 of the word to see found is St. 6 to 8 of students meaning with Reading of speed Average 29 of the word to see found is

- Field of Research: Academic Discipline.

Summary Prepared by: A.C.Vyas, S.Lecturer, Diet-Junagarh

07. Theme/Subject :Teacher Education

Section : Primary

Title of Research: Limghra Primary school of students

Measurement of reading speed including reading speed and comprehension

Language : Gujarati

Name of Inventor : B.K. Mesiya

Office Address : District Education and Training Bhawan, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2019-20

summary

1. **Introductory:** (In one to two sentences, if technical terms are used, write two to three sentences about them.) The present research was conducted with the aim of knowing the reading speed and reading speed with comprehension of the students of the 3rd to 8th grade of primary school.

2. **Research Objectives/ Research Questions/ Hypothesis:**

- To study the oral reading speed of students and reading speed including comprehension.
- Studying oral reading speed and reading speed including comprehension based on students' sexuality.
- To know the relationship of oral reading speed and reading speed including comprehension with the grade of next grade examination of class 3 to 5 and class 6 to 8 students.
- What will be the oral reading speed and reading speed including comprehension of the students of class 3 to 5 ?
- What will be the oral reading speed and reading speed including comprehension of the students of class 6 to 8 ?

3. **Method:**

Outline of the Study: The purpose of the present study is to measure reading speed including oral reading speed and comprehension of primary school students in Junagadh district.' Had to know. Under which GCERT Data was collected using a questionnaire prepared by

- I. **Sample:** Out of the total 20 selected schools of Junagadh district, Visavdar taluka's S.B.H.G. Girls' School and Sasan primary school of Mendara Taluka. The school was included as a sample.
- II. **Device:** GCERT as a tool in the present research. A reading speed instrument including reading speed and comprehension introduced by Gandhinagar was used.
- III. **Mode of Data Collection:** In the present research the number of classes per standard was obtained in the selected schools. Only children belonging to the same class in both schools were selected in the sample. Also GCERT to select 10 students per class from the total students in the class. The pattern of student selection given in the Reading Speed Research Manual presented by Gandhinagar was followed.
- IV. **Analysis of Data:** In the present research, the data will be analyzed using the statistical technique mentioned below.
 - **Average**

- Proportion Deviation
- t – test

V.

4 Results/Conclusions: St. Average reading speed per minute of students studying in grades 3 to 5

58 Average of words and words read 224 words found

- St. Average reading speed per minute of students studying in grades 6 to 8 53 Average of words read by word 212 The words have been found
- St. Mean per minute reading speed of students in grades 3 to 5 with comprehension 30 The word is seen. Average time taken for reading 3.5 The minute was seen.
- St. Average reading speed with mean comprehension of 6 to 8 students 17 The average time taken for reading is found 5.47 Minutes have been found.

5. Research Outcomes:

- The present study was for oral reading speed and reading speed with meaning comprehension in which no relationship between reading speed and sexuality was found, so no distinction should be made between boys and girls.
- The present study did not find a difference between the grades of the oral reading speed test and reading speed with comprehension.

6. Area of Research: Educational Evaluation

Synopsis Prepared by : B. K .Mesiya

08. Theme/Subject :Teacher Education

Section : Primary

Research Title : Alpha School of Junagadh Taluka of students Measurement of reading speed including reading speed and comprehension.

Language : Gujarati

Name of Inventor : Miss. K.H.Bhatt

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E-MAIL: dietjunagadh@gmail.com

Year : 2019-20

summary

1. Introduction: (In one to two sentences, if technical terms are used, write two to three sentences about them.) The present research was conducted with the aim of knowing the reading speed and reading speed with comprehension of the students of the 3rd to 8th grade of primary school.

2. Research Objectives/ Research Questions/ Hypothesis:

- To study the oral reading speed of students and reading speed including comprehension.
- Studying oral reading speed and reading speed including comprehension based on students' sexuality.
- To know the relationship of oral reading speed and reading speed including comprehension with the grade of next grade examination of class 3 to 5 and class 6 to 8 students.
- What will be the oral reading speed and reading speed including comprehension of the students of class 3 to 5 ?
- What will be the oral reading speed and reading speed including comprehension of the students of class 6 to 8 ?

3. Method:

Outline of the Study: The purpose of the present study is to measure reading speed including oral reading speed and comprehension of primary school students in Junagadh district had to know. Under which GCERT Data was collected using a questionnaire prepared by

- VI. Sample: Out of the total 20 selected schools of Junagadh district, Visavdar taluka's S.B.G. Girls' School and Sasan Pay cen. School of Mendara Taluka. The school was included as a sample.
- VII. Device: GCERT as a tool in the present research. A reading speed instrument including reading speed and comprehension introduced by Gandhinagar was used.
- VIII. Mode of Data Collection: In the present research the number of classes per standard was obtained in the selected schools. Only children belonging to the same class in both schools were selected in the sample. Also GCERT to select 10 students per class from the total students in the class. The pattern of student selection given in the Reading Speed Research Manual presented by Gandhinagar was followed.
- IX. Analysis of Data: In the present research, the data will be analyzed using the statistical technique mentioned below.

- Average
- Proportion Deviation
- t – test

4 Results/Conclusions: St. Average reading speed per minute of students studying in grades 3 to 5
58 Average of words and words read 224 words found

- St. Average reading speed per minute of students studying in grades 6 to 8 53 Average of words read by word 212 The words have been found
- St. Mean reading speed per minute of students in grades 3 to 5 with comprehension 30 The word is seen. Average time taken for reading 3.5 The minute was seen.
- St. Average reading speed with mean comprehension of 6 to 8 students 17 The average time taken for reading is found 5.47 Minutes have been found.

5. Research Outcomes:

- The present study was for oral reading speed and reading speed with meaning comprehension in which no relationship between reading speed and sexuality was found, so no distinction should be made between boys and girls.
- The present study did not find a difference between the grades of the oral reading speed test and reading speed with meaning comprehension.

6. Area of Research: Educational Evaluation

Synopsis Prepared by: Miss K.H.Bhatt

09. Theme/Subject :Teacher Education

Section : Primary

Research Title: Sasan Pay Cen. School and SBG school of girls' school students
Measurement of reading speed including reading speed and comprehension

Language : Gujarati

Name of Researcher : Dr. M. Y. Vyas

Office Address : District Education and Training Bhawan, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2019-20

summary

1. **Introductory:** (In one to two sentences, if technical terms are used, write two to three sentences about them.) The present research was conducted with the aim of knowing the reading speed and reading speed with comprehension of the students of the 3rd to 8th grade of primary school.

2. **Research Objectives/ Research Questions/ Hypothesis:**

- To study the oral reading speed of students and reading speed including comprehension.
- Studying oral reading speed and reading speed including comprehension based on students' sexuality.
- To know the relationship of oral reading speed and reading speed including comprehension with the grade of next grade examination of class 3 to 5 and class 6 to 8 students.
- What will be the oral reading speed and reading speed including comprehension of the students of class 3 to 5 ?
- What will be the oral reading speed and reading speed including comprehension of the students of class 6 to 8 ?

3. **Method:**

Outline of the Study: The purpose of the present study is to measure reading speed including oral reading speed and comprehension of primary school students in Junagadh district.' Had to know. Under which GCERT Data was collected using a questionnaire prepared by

- X. **Sample:** Out of the total 20 selected schools of Junagadh district, Visavdar taluka's S.B.G. Girls' School and Sasan Pay cen. of Mendara Taluk. The school was included as a sample.
- XI. **Device:** GCERT as a tool in the present research. A reading speed instrument including reading speed and comprehension introduced by Gandhinagar was used.
- XII. **Mode of Data Collection:** In the present research the number of classes per standard was obtained in the selected schools. Only children belonging to the same class in both schools were selected in the sample. Also GCERT to select 10 students per class from the total students in the class. The pattern of student selection given in the Reading Speed Research Manual presented by Gandhinagar was followed.
- XIII. **Analysis of Data:** In the present research, the data will be analyzed using the statistical technique mentioned below.
 - **Average**

- Proportion Deviation
- t – test

XIV.

4 Results/Conclusions: St. Average reading speed per minute of students studying in grades 3 to 5 is 58 Average of words and words read 224 words found.

- St. Average reading speed per minute of students studying in grades 6 to 8 is 53 Average of words read by word 212 The words have been found.
- St. Mean per minute reading speed of students in grades 3 to 5 with comprehension 30 The word is seen. Average time taken for reading 3.5 The minute was seen.
- St. Average reading speed with mean comprehension of 6 to 8 students 17 The average time taken for reading is found 5.47 Minutes have been found.

5. Research Outcomes:

- The present study was for oral reading speed and reading speed with meaning comprehension in which no relationship between reading speed and sexuality was found, so no distinction should be made between boys and girls.
- The present study did not find a difference between the grades of the oral reading speed test and reading speed with comprehension.

6. Area of Research: Educational Evaluation

Summary Prepared by : Dr. M. Y. Vyas

10.Theme/Topic: Achievement Survey

Section : Primary

Title of Research : "Junagarh District GAS-2 (GUJARAT ACHIEVEMENT SURVEY-2) in A Study of Academic Achievement of Students of Class IV, VI and VII"

Language : Gujarati

Name of Inventor: Kishor Kumar P. Chitroda

Office Address : District Education and Training Bhavan, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2019-2020

summary

- Introduction: G.C.E.R.T, by (IN THE) 2017 Mock tests were conducted across the state as part of the exam. And the present research was conducted to find out the academic achievement of the students in this mock test.
- Research Objectives/ Research Questions/ Hypothesis:
Purpose of the research
 1. Junagadh To check the academic achievement of the students of classes 4, 6 and 7 of the district schools.
 2. Junagadh To check the subject-wise academic achievements of the students of classes 4th, 6th and 7th of the district schools.
 3. Junagadh Determining subject-wise difficult marks of class 4th, 6th and 7th of district schools.
 4. Junagadh To examine the effect of sexuality on the academic achievement of students of classes 4, 6 and 7 of district schools.
 5. Junagadh To examine the effect of their locality on the academic achievement of students of classes 4, 6 and 7 of district schools.
 6. Junagadh To examine the effect of social class on the academic achievement of students of classes 4, 6 and 7 of district schools.

Research Questions/ Hypotheses:

- Junagadh There will be no significant difference in the academic achievement of boys and girls of class 4 of the district schools.
- Junagadh There will be no significant difference in the academic achievement of boys and girls of class 6 in district schools.
- Junagadh There will be no significant difference in the academic achievement of boys and girls of class 7 of the district schools.
- Junagadh There will be no significant difference in the academic achievement of urban and rural students of class IV of district schools.
- Junagadh There will be no significant difference in the academic achievement of urban and rural students of Class 6 district schools.
- Method:
 - I. Outline of the Study:
of Junagadh District GAS (GUJRAT ACHIEVEMENT SURVEY) in A survey of academic achievement of students of classes IV, VI and VII.

II. Sample:

From all talukas of the district as sample in the present research 15-15 Schools were selected. Thus, Junagadh District's 10 Total of the taluka 150 The school was selected. The maximum of all classes of the selected standard of the school selected in the sample 30 Students were tested.

III. Device:

GCERT, The test was conducted in all districts by Gandhinagar. In which standard 4, 6 And 7. in a single test, The test was conducted in Language ,Mathematics, Environment /Science and Technology as well as Social Science subjects. In which all the test papers had the same format. Which was certified by GCERT.

IV. Mode of Data Collection:

The school test papers selected for data collection in the present research were given by the diet teachers at the district headquarters. Then field investigator selected from each selected government school at BRC Bhavan at taluka headquarters on 21, In the coordination meeting on November-2019 GAS- 2 All the literature on the test was given in a closed cover to each selected school with adequate understanding and the role of the field investigator was clarified. In which the number of students according to the standard in the selected school, test paper, OMR sheet as well as test guidelines were provided.

V. Analysis of Data:

GCERT-Gandhinagar Dr. By software developed by Iqbal VoraMS OFFICE EXCEL Talukawar and district report cards were obtained in Average in percentage form, Proportion deviation and t-value were calculated in percentile form. A significant difference between urban and rural students between Kumar girls was found. Also the bottlenecks were explored to find out what the students find difficult.

- Results/Conclusions:
- Junagadh district has the highest overall average achievement (68.88) in Gujarati Class IV and the lowest average achievement (40.28) mathematics standard 6 was seen in.
- Average Achievement of Junagadh District 55.95 was
- Total in Junagadh district 09 of subjects (24) difficult clauses were observed.
- Studying subject wise it seems that the most difficult section (11) in Mathematics subject and the least difficult section (2) is in the social sciences.
- Studying according to the standard, it seems that the most difficult section (13) standard 7 is in when least difficult Clause (2) standard 4 is in.
- Studying according to norms, it appears that the overall highest average achievement (62.69) in Gujarati and the lowest average achievement (48.07) was found in mathematics.
- 75% Highest scorer above 43.74%. standard 4 and in Gujarati 30% The lowest scored below 8.33% standard 6 Was in Gujarati.
- Research Outcomes:

- District Education and Training Bhavan should be more intensively planned to reach the expected achievement level.
- To make difficult subjects easier, the necessary tools and materials should be constructed by the District Education and Training Bhavan and teachers should be trained for their effective use.
- Effective monitoring seems to be necessary to ensure that the training imparted to the teachers reaches the students.
- To encourage the teachers through training to carry out remedial teaching work according to the difficult clauses received in different subjects of different standards of the district.
- Education should be planned for the lowest achieving students to achieve more.
- Self-study materials and competency-based textbooks for difficult subject-based competencies should be prepared with the help of teachers.
- Field of Research: Assessment

Summary Prepared by: Kishor Kumar P. Chitroda

Synopsis Submitted by : Dr. M. Y. Vyas

11.Theme/Topic: Language

Department : Primary

Research title: Measurement of Oral Reading Speed and Reading Comprehension of Students of Javia Primary School and Prof. Academy Primary School of Junagadh District

Language : Gujarati

Name of Researcher : Dr. Geeta K. Senjalia

Office Address : District Education and Training Bhawan, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2019-20

summary

1. Introduction:

Among the four basic skills in language learning, reading is one of the most important skills. At the heart of the reading activity is comprehension. Reading without comprehension cannot be called reading. So the reader needs to have comprehension skills.

2. Research Objectives/ Research Questions/ Hypothesis:

Purpose of the research

- To study the oral reading speed of students and reading speed including comprehension.
- To study oral reading speed and reading speed including comprehension based on the gender of the students.
- To examine the correlation of oral reading speed and speed including reading comprehension with students' next grade test grades.
- of students Studying reading speed including oral reading speed and comprehension.
- Conducting a qualitative study of the researcher's experiences and observations.
- To study the reading range of students of class 3 to 8.

Research Questions/ Hypotheses:

1. What will be the oral reading speed of the students of class 3 to 5?
2. What will be the oral reading speed of the students of class 6 to 8?
3. What will be the reading speed including comprehension of the students of class 3 to 5?
4. What will be the reading speed including comprehension of the students of class 6 to 8?
5. There will be no significant difference in the mean scores of oral reading speed test of students of class 3 to 5 with respect to sexuality.

4. Method:

b. Outline of the Study:

- First of all to arrange seating of the students selected in the sample of class 3 to 5 in different classes one after another.
- In the same way on the next day also to arrange seating for the students of class 7 to 8. Then to orient the students by giving necessary instructions.
- Then as per the list made of 10 students in the observation sheet in the order of student id 1 to 10 the paragraph for reading speed to the students of class 3 to 5 RS 1 paragraph for reading speed by calling on the students one by one RS-1 Similarly

for students of class 6 to 8 RS-2 Let it read for four minutes and ask to stop reading after four minutes.

- At the end of four minutes the student should record the last word read in the observation sheet. If a student finishes reading before tea minutes, record the time taken for reading the passage in the observation sheet.

Steps for speed implementation including acquisitions-

- A tool for measuring reading speed and comprehension for students in grades 3-5 RSC-1 RSCQ-1 Also students of class 6 to 8 RSC-2 RSCQ-2 Toll.
- Ask to keep both of these on the shelf. Then ask them to complete the reading of the paragraph; As soon as the student reads the passage, ask the student to raise his hand and ask him to take the sheet with the list of questions and answer it.
- When students raise their hands after reading, press the lap button in the stopwatch and record the time in the observation sheet.

c. Sample:

St. A sample of 29 students in 3rd to 5th oral reading speed and 27 students in comprehension sign reading speed has been taken. St. A sample of 30 students in oral reading speed and 29 students in sense reading speed was taken in grades 6 to 8.

d. Device:

As a solution in the present research, reading speed tool with oral reading speed and meaning comprehension prepared by GCERT was used..

e. Mode of Data Collection:

Presented research st. 3 to 5 and 6 to 8 the purpose was to measure the reading speed of students of grades. Both groups measured reading speed including reading speed and comprehension. In which 10-10 students of each class were taken.

f. Analysis of Data:

- Mean, standard deviation
- t - test
- Correlation

● Results/Conclusions:

- Students in grades 3 to 5 scored an average of 62 words on a test of oral reading speed. Which can be said to be relatively good.
- Students in grades 6 to 8 scored an average of 94 words on a test of oral reading speed. Which results can be said to be high.
- Students in grades 3 to 5 scored an average of 28 words on a reading speed test with comprehension. The result can be said to be relatively low.
- Students in grades 6 to 8 scored an average of 35 words on the oral reading speed test. Which can be said to be less in result.
- There is no significant gender difference in the mean scores of oral reading speed test of students from grades 3 to 8..

● Research Outcomes:

- a. The present study was for oral reading speed and reading speed with meaning comprehension in which no relationship between reading speed and sexuality was found, so that no distinction should be made between boys and girls.
 - b. The present study found a significant difference between oral reading speed test and next grades. So it can be said that the students with 'A' grade in the next standard are the students with 'B' grade Superiority is seen. So if the grade improves, the reading speed improves.
- Area of Research:
foundational literacy and numeracy
Summary Prepared by : Dr. G. K. Senjalia

12. Theme/Topic: Language

Section : Primary

Research title: Measurement of Oral Reading Speed and Speed including Reading Comprehension of Class-8 talented Students of Primary Schools of Junagadh District

Language : Gujarati

Name of Inventor : Kanchanben Bhut

Office Address : District Education and Training Bhawan, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2019-20

summary

1. Introduction:

Among the four basic skills in language learning, reading is one of the most important skills. At the heart of the reading activity is comprehension. Reading without comprehension cannot be called reading. So the reader needs to have comprehension skills.

2. Research Objectives/ Research Questions/ Hypothesis:

Purpose of the research

- To study the oral reading speed and reading speed including comprehension of talented students of class-8.
- To study the oral reading speed and reading speed including comprehension of talented students of class-8 based on gender.
- To study reading speed scores including oral reading speed and comprehension of gifted students of class-8.

Research Questions/ Hypotheses:

- What will be the oral reading speed of talented students of class-8?
- What will be the reading speed including comprehension of talented students of class-8?
- What will be the reading range of reading speed including oral reading speed and comprehension of gifted students of class-8?

The design of the present research study is as follows.

- There is no significant difference in the mean scores of the oral reading speed test of the gifted students of class-8 with respect to sexuality.
- There will be no significant difference in the mean scores of reading speed test including comprehension of gifted students of class-8 with respect to sexuality.
- To examine the correlation between the mean scores of oral reading speed and reading speed test including comprehension of gifted students of class-8.

3. Method:

I. Outline of the Study:

For the present research, GCERT, Gandhinagar sent a list of randomly selected government and private schools stratified by district wise of all the districts of Gujarat state. Out of which each group has been allocated according to the standard from the district level. And as per the guidelines suggested by GCERT, Gandhinagar in the year 2019 – 2020. Talented students of randomly selected government schools of all districts of Gujarat state studying in class 6 are

randomly selected as a sample. In which a total of 165 talented students were selected out of a total of 100 selected in Junagadh district, 30 students from 18 schools of Visavdar and Junagadh (city), Junagadh rural and Mendara talukas were included as sample.

II. Sample:

Talented students from government schools are randomly selected and taken as sample. In which a total of 165 talented students were selected out of a total of 100 selected in Junagadh district, 30 students from 18 schools of Visavdar and Junagadh (city), Junagadh rural and Mendara talukas were included as sample.

III. Device:

In the present research the Reading Speed Tool with Oral Reading Speed and Meaning Comprehension prepared by GCERT was used as the instrument..

IV. Mode of Data Collection:

- i. First of all to arrange seating in separate classes for the students selected in the sample of class 6. Then to orient the students by giving necessary instructions.
- ii. Then, according to the list made of 30 students in the observation sheet, in the order of Student ID 1 to 30, the paragraph for oral reading speed is given to the students. RS A paragraph for oral reading speed by calling on students one by one RS-2 Let it read for four minutes and ask to stop reading after four minutes.
- iii. At the end of four minutes the student should record the last word read in the observation sheet. If a student finishes reading before four minutes, record the time taken for reading the passage in the observation sheet.

V. Analysis of Data:

- A. Mean, standard deviation
- B. t - test

4. Results/Conclusions:

- i. St. 6 talented students scored an average of 102 words on a test of oral reading speed. Which results can be said to be high.
- ii. St. 6 talented students scored an average of 30 words on a reading speed test with mean comprehension. The result can be said to be relatively low.
- iii. St. 6 in oral reading speed test of gifted students and in reading speed test including comprehension Most student vocabulary is
- iv. St. There is no difference between boys and girls with respect to sexuality in the mean scores obtained in oral reading speed test and reading speed test including meaning comprehension of gifted students of grade 6.
- v. St. Grade 6 gifted students have higher oral reading speed in the oral reading speed test and mean scores on the reading speed test including meaning comprehension.

5. Research Outcomes:

- The present study was for oral reading speed and reading speed with meaning comprehension in which no relationship between reading speed and sexuality was found, so that no distinction should be made between boys and girls.

- By the present study the speed is higher in oral reading speed test. When reading speed with comprehension is seen less speed.

6. Area of Research:

foundational literacy and numeracy,

Synopsis Prepared by : Kanchanben Bhut

13.Theme/Topic: Language

Section : Primary

Research title: Measurement of oral reading speed and reading comprehension speed of gifted students of class-6 of primary schools of Junagadh district

Language : Gujarati

Name of Researcher : Dr. Geeta K. Senjalia

Office Address : District Education and Training Bhawan, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2019-20

summary

7. Introduction:

Among the four basic skills in language learning, reading is one of the most important skills. At the heart of the reading activity is comprehension. Reading without comprehension cannot be called reading. So the reader needs to have comprehension skills.

8. Research Objectives/ Research Questions/ Hypothesis:

Purpose of the research

- To study the oral reading speed and reading speed including comprehension of talented students of class-6.
- To study oral reading speed and reading speed including comprehension of gifted students of class-6 based on gender.
- To study reading speed scores including oral reading speed and comprehension of gifted students of class-6.

Research Questions/ Hypotheses:

- What will be the oral reading speed of talented students of class-6?
- What will be the reading speed including comprehension of talented students of class-6?
- What will be the reading range of reading speed including oral reading speed and comprehension of gifted students of class-6?

The design of the present research study is as follows.

- There is no significant difference in the mean scores of the oral reading speed test of gifted students of class-6 with respect to sexuality.
- There will be no significant difference in the mean scores of reading speed test including comprehension of gifted students of class-6 with respect to sexuality.
- To examine the correlation between the mean scores of oral reading speed and reading speed test including comprehension of gifted students of class-6.

9. Method:

I. Outline of the Study:

For the present research, GCERT, Gandhinagar sent a list of randomly selected government and private schools stratified by district wise of all the districts of Gujarat state. Out of which each group has been allocated according to the standard from the district level. And as per the guidelines suggested by GCERT, Gandhinagar in the year 2019 – 2020. Talented students of randomly selected government schools of all districts of Gujarat state studying in class 6 are

randomly selected as a sample. In which a total of 165 talented students were selected out of a total of 100 selected in Junagadh district, 30 students from 18 schools of Visavdar and Junagadh (city), Junagadh rural and Mendara talukas were included as sample.

II. Sample:

Talented students from government schools are randomly selected and taken as sample. In which a total of 165 talented students were selected out of a total of 100 selected in Junagadh district, 30 students from 18 schools of Visavdar and Junagadh (city), Junagadh rural and Mendara talukas were included as sample.

III. Device:

In the present research the Reading Speed Tool with Oral Reading Speed and Meaning Comprehension prepared by GCERT was used as the instrument..

IV. Mode of Data Collection:

- i. First of all to arrange seating in separate classes for the students selected in the sample of class 6. Then to orient the students by giving necessary instructions.
- ii. Then, according to the list made of 30 students in the observation sheet, in the order of Student ID 1 to 30, the paragraph for oral reading speed is given to the students. RS A paragraph for oral reading speed by calling on students one by one RS-2 Let it read for four minutes and ask to stop reading after four minutes.
- iii. At the end of four minutes the student should record the last word read in the observation sheet. If a student finishes reading before four minutes, record the time taken for reading the passage in the observation sheet.

V. Analysis of Data:

- C. Mean, standard deviation
- D. t - test

10. Results/Conclusions:

- vi. Std 6th talented students scored an average of 102 words on a test of oral reading speed. Which results can be said to be high.
- vii. Std 6th talented student scored an average of 30 words on a reading speed test with mean comprehension. The result can be said to be relatively low.
- viii. Std 6th talented students reading speed test of gifted students and in reading speed test including comprehension Most students can read.
- ix. There is no difference between boys and girls with respect to sexuality in the mean scores obtained in oral reading speed test and reading speed test including meaning comprehension of gifted students of grade 6.
- x. Grade 6 talented students have higher oral reading speed in the oral reading speed test and mean scores on the reading speed test including meaning comprehension.

11. Research Outcomes:

- The present study was for oral reading speed and reading speed with meaning comprehension in which no relationship between reading speed and sexuality was found, so that no distinction should be made between boys and girls.

- By the present study the speed is higher in oral reading speed test. When reading speed with comprehension is seen less speed.

12. Area of Research:

foundational literacy and numeracy,

Summary Prepared by : Dr. G. K. Senjalia

14. Theme/Topic:- Oral reading speed and reading comprehension

Section:- Primary

Title of Researcher:- Measurement of Oral Reading Speed and Reading Comprehension of gifted Students of Class-7 of Primary Schools of Junagadh District.

Language (Medium):-Gujarati

Name of Inventor:- Hemalben C. Bhatt

Bharatbhai Mesiya.

Office Address:-District Education and Training Building Bilkha Road, Junagadh

E-MAIL :dietjunagadh@gmail.com

Year : 2019-2020

Summary:-

1. Introduction:-

Language in education Four Basic skills among Reading A one important skill is Reading of activity center meaning lying is meaning without Reading to Reading said can be No. therefore Reading the doer in person meaning skill to be required is

2. Research Objectives/Research Questions/Hypotheses:-

- Standard - 7th of Talented of students oral speed And meaning Including Reading of speed Study to do.
- Class - 7 Talented of students of sexuality Based on and reader of series oral Speed And meaning Including Reading of speed Study to do.

Concepts:

1. Standard - 7th talented of students word of mouth Speed And meaning Including Reading of speed of the test averages Intermediate Correlation no have.
2. Standard – 7th talented of students Oral reading Speed And meaning Including Reading of speed reader category how will be.

3. Methodology:- Experimental research

I. Outline of the Study:- This work was done as per the guidelines given by GCERT.

II . Sample:- in which of Junagadh district choose done Total 100 from Total 165 talents of students selection done came was of them sample as caution And Junagadh (City) Taluka 13 schools from of 30 students Inclusion As a sample done came was.

III. device-- device as GCERT by ready done came word of mouth Speed And meaning with Reading Speed Compare Use done came was detail This According to is standard 6 to 8 Students for

(1) Only Reading of speed measurement for Tool(Reading speed tool -2)

(2) word calculation with Paragraphs only Reading of speed measurement for Tool(Word Count Para-2

IV. Method of Data Collection:- Visited the selected school through GCERT memory and got the information.

V. Analysis of Data:-

In the present research, the data will be analyzed using the statistical technique mentioned below.

- Mean, standard deviation
- t – test
- Correlation

In pursuance of the above points, the effectiveness was verified from the data obtained from both the schools. It is discussed in detail in Chapter-4.

4. As a result/conclusions:-

Based on the present study, the following conclusions can be drawn.

- St. Grade 7 students scored an average of 79 words on the oral reading speed test. Which results can be said to be high.
- St. 7th grade students have an average of 36 words in the reading speed test with comprehension. The result can be said to be relatively low.
- St. There is no significant difference in the mean scores of Grade 7 students' oral reading speed test with respect to sexuality..
- St. A test of reading speed including comprehension of Grade 7 students does not show significant gender differences..

5 Educational outcomes of the research

The academic implications of the present study are as follows.

- The present study was for oral reading speed and reading speed with comprehension in which no correlation was found between reading speed and sexuality.
- The present study was for oral reading speed test and reading speed with comprehension. Correlation between these two is observed, so oral reading and reading speed with comprehension is related to the acquisition.

6. Area of Research:- Language education

Summary Prepared by:- Hemelben C. Bhatt

15. Theme/Subject :Teacher Education

Section : Primary

Title of Research : Status Study of Implementation of Pragma Approach in Junagadh District

Language : Gujarati

Name of Researcher : Dr. M. Y. Vyas

Office Address : District Education and Training Building, Bilkha Road, Junagadh

E-MAIL : dietjunagadh@gmail.com

Year : 2019-20

summary

- Introduction: (In one to two sentences, If technical terms are used to Write two to three sentences about it.) This present research was conducted to find out the realities of the classroom and the functioning accordingly.
- Research Objectives/ Research Questions/ Hypothesis:
 - To study the status of implementation of prajna approach in primary schools.
 - To study the physical condition of science approach in primary schools.
 - To study the status of Pragna approach classroom management in primary schools
 - To study the status of Pragna approach to personalized education in primary schools
 - To study the status of student progress obtained from Pragna approach in primary schools
 - To study the status of teaching through group work in Pragna approach in primary schools
- Method:

Outline of the Study: The purpose of the present study was to monitor the Pragna approach in Junagadh district and to know whether the Pragna approach is being implemented at the school level. In order to know the status of the implementation of the implemented Pragna approach, GCERT Data was collected using a questionnaire prepared by

- I. Sample: After preparing a consecutive list of all government schools of Gujarati medium class 1 and 2 in the district, schools were selected by a specific interval (rap no random start). In this way, a total of 30 schools were selected by planned recall method.
- II. Device: GCERT in the present research, Standardized observation paper prepared by Gandhinagar which had total 30 questions, In which some questions were related to teachers and some were related to students
- III. Mode of Data Collection: Questionnaires were collected through classroom observation in all the schools through field investigators..
- IV. Analysis of Data: Percentages were found based on the observations of Gujarati and Mathematics subjects of class 1 and 2 from the answers of the questionnaires collected by the researcher from the schools.

4. Results/Conclusions:

- From selected school in Junagadh 27 In school that is 96.43% In the Gujarati and Maths classrooms in the school, ladders are installed so that students can easily see them and learning cards are arranged unit wise so that students can easily take them by themselves.
- Gujarati and Mathematics subject classrooms in each selected subject school in Junagadh suitable for the student at the time of need TLM is easily available.

5. Research Outcomes:

- Class 1 as per ideal squad division in Gujarati and Mathematics subject classrooms in each selected subject school of Junagadh. And students of class II are sitting together.
- The interaction of teachers with students was encouraging in most of all the school classrooms of the selected subject in Junagadh.

6. Area of Research: Educational Evaluation

Summary Prepared by : Dr. M. Y. Vyas

16.Theme/Subject : Educational Administration

Section : Primary

Title of Research : Junagadh of the district Higher primary of schools Mathematics-Energized by science teachers text Books(ETB)No study-Use during teaching work about Study'

Language : Gujarati

Name of Inventor :-A.C.Vyas, S.Lecturer, Diet-Junagarh

Office Address : District Education and Training Bhawan, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2019-20

summary

- Introductory: (In one to two sentences, write two to three sentences about technical terms if used.)
 - Educational year 2019-20 from the beginning of the state All high Primary at school standard 6 to 8 Mathematics And Science of subjects to textbooks Energized Textbooks Made up came is. This of textbooks appropriate Use Mathematics And Science subject teaching The teachers to do happen is. Currently Mathematics And Science teaching Teachers by Energized Textbooks (ETB)No Use how way done come is that to know on purpose presented Study carried out came is
 - Research Objectives/ Research Questions/ Hypothesis:
presented of study purposes are as follow.
8. the district high Primary Among teachers Energized text Books about of information sources about to know.
 9. the district high Primary Teachers by Energized of textbooks Use how way done come is that to know.
 10. the district high Primary Teachers Energized of textbooks Use how many times And where time period During do is cheer up.
 11. the district high Primary Teachers by Energized text of books of use purposes about to know
 12. the district high Primary Teachers by Energized text of books Use Meanwhile falling difficulties about to know.
 13. Energized text of books Use by To the teachers found Help about to know.
 14. Energized text of books Use Regarding of teachers Opinions to know.

Concepts:-

Will be Junagadh of the district high Primary Among teachers Energized textbooks (ETB) ?

What will be the reasons of Junagadh of the district high Primary Among teachers Energized Exactly books (ETB) No introduction No of being ?

Junagadh of the district high Primary Among teachers Energized text Books about Information sources what will be?

Junagadh of the district high Primary Teachers by Energized text of books Use how way doing will be?

- Method:
 - I. Outline of the Study:
 - Practical and Qualitative Research
 - II. Sample:
 - Overall a good quality primary school
 - III. Device:
 - Information sheet with required items
 - IV. Mode of Data Collection:
 - V. presented In research of teachers Opinions got His Various of ingredients In context statistical Used by Analysis done came was,
 - VI. Analysis of Data:
- Thus Information attainment And of analysis SeerT This Research Numerical Research was..

Results/Conclusions:

Junagadh of the district high Primary Among teachers Energized Exactly books (ETB) No introduction No of being reasons what will be.

28..Research Outcomes:

1) Awareness among teachers is necessary to maintain the required number.

- Field of Research: Academic Discipline.

Summary Prepared by :-A.C.Vyas, s..Lecturer, Diet-Junagarh

17. Theme/Subject : Educational Administration

Section : Primary

Title of the Research : Enumeration of Upper Primary Schools of Junagadh District-En rgized Textbooks by Science Subject Teachers(ETB)No study-Studying the use of organs during teaching work'

Language : Gujarati

Name of Inventor :- Kunke.H.Bhatt

Office Address : District Education and Training Bhawan, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2018-19

summary

- Introductory: (In one to two sentences, write two to three sentences about technical terms if used.)
- academic year 2019-20 Standard in all higher primary schools in the state from scratch 6 from 8Textbooks of Mathematics and Science Energized Textbooks has been created. Appropriate use of textbooks is to be done by teachers teaching mathematics and science.. By teachers currently teaching math and science Energized Textbooks (ETB)The present study has been undertaken to find out how it is used.
- Research Objectives/ Research Questions/ Hypothesis:
The objectives of the present study are validation.

15. To know the sources of knowledge about Energized Text Books among the upper primary teachers of the district.
16. To know how Energized Textbooks are used by the Upper Primary Teachers of the District.
17. To find out how often and for what period the upper primary teachers of the district use energized text books..
18. To know about the objectives of use of Energized Textbooks by Upper Primary Teachers of the District
19. To know about the difficulties encountered during the use of energized text books by the upper primary teachers of the district..
20. To know about the help teachers get through the use of Energized Textbooks.
21. To know the opinion of teachers regarding the use of Energized Textbooks.

Concepts:-

Energized textbooks among upper primary teachers of Junagadh district (ETB) will be familiar?

Energized textbooks among upper primary teachers of Junagadh district (ETB) What will be the reasons for not knowing?

Knowledge of Energized Textbooks among Upper Primary Teachers of Junagadh District
Where are the sources??

How Energized Textbooks will be used by Upper Primary Teachers of Junagadh District?

- Method:
 - I. Outline of the Study:
 - Practical and Qualitative Research
 - II. Sample:
 - Overall a good quality primary school
 - III. Device:
 - Information sheet with required items
 - IV. Mode of Data Collection:
 - V. In the present research, the teachers' opinions were analyzed with reference to various factors using statistical methods.,
 - VI. Analysis of Data:
- Such information retrieval and analysis approach This study was a quantitative study..

Results/Conclusions:

Energized textbooks among upper primary teachers of Junagadh district (ETB) What will be the reasons for not knowing.

- Research Outcomes:
 - 1) Awareness among teachers is necessary to maintain the required number.
- Field of Research: Academic Discipline.

Synopsis Prepared by : -Miss K.H. Bhatt

18.Theme / Subject:Psychology

Section: Teacher's Training

Title of research: Study of job satisfaction of the primary school teachers of Junagadh city and rural taluka

Language: Gujarati

Name of the researcher: A. D.Rajyaguru

Office Address: District Institute Of Education and Training, Bilkha Road, Junagadh

E-Mail: dietjunagadh@gmail.com

Year: 2020-2021

Summary:

1. Introductory:

Job satisfaction is associated with the person's life. So researcher, associated to the school teachers decided to know whether the teachers are satisfied with their job or not? She decided to carry out the research work presented.

2. The purpose of research / research questions / Hypothesis:

The purpose of research:

1. She decided to create a "job satisfaction measurements" for the teachers of primary school.
2. To study Primary school teachers "Job Satisfaction measurement".
3. To study job satisfaction according to the qualification of primary school teachers.
4. To study job satisfaction according to the gender of primary school teachers.
5. Measuring job satisfaction according to the staff of the primary school teachers (adequate-insufficient).

Research / Question:

- Exactly the primary school teachers' job satisfaction related statements
Will have opinion. Question wisely by the sponsor, the question was conquered.
- How much job satisfaction will be average of the teachers of Junagadh city and rural taluka?
- How much job satisfaction will be average of P.T.C.holder teachers ?
- How much job satisfaction will be of B.Ed.holder teachers ?
- How much will be the average job satisfaction of primary school male teachers?
- How much will be the average job satisfaction of primary school female teachers?
- How much will be average job satisfaction of school teachers of primary schools ?
- How much will be average job satisfaction of school teachers with primary school abundant staff?

- In the context of the purposes of the study present, the use of zero hypothesis as follows.
- According to the study of primary school teachers, among the average recommendations of job satisfaction
Do not have a difference.
- Their job satisfaction according to the sexuality of primary school teachers (male and female)
Do not have a special difference between the average atties of satisfaction.
- According to the number of staff in primary school teachers (adequate)
There is no significant difference between the average atties of job satisfaction.

3. Method:

I. Outline of study:

Junagadh District was included in teachers working during the academic year 2020-21 in the elementary school of Junagadh Taluka. Thus, The total 618 teachers of 112 schools were incorporated in the wide. Researcher in this research, all the characters in the development Included in the template. Because information was by procurement technology. Here is the same template in the wide.

II. Sample:

In which Junagadh city and rural taluka 91 Schools out of 100 teachers teaching in primary school 337 teachers out of 603 Were found information from teachers.

Device:

The general information and some instructions were given to the teacher's in job satisfaction criteria presented by the reseacer in the research. After that 30 statements were given. In which "yes" or "no" option was to choose. In which statement no. 4, 11, 16, 18, 23, 27, 28, 30 are as denial statements were placed.

III. The way of information consolidation:

4. In which Junagadh city and rural taluka 91 Schools out of 100 teachers teaching in primary school 337 teachers out of 603 Were found information from teachers.

An analysis of information:

- i. The average
- ii. Deviation
- iii. T - test
- iv. Percentage according to the statement.

5. Results / Findings:

- I. All teachers of the primary school in terms of job satisfaction are full of loyalty.
- II. In respect of job satisfaction, most teachers of primary school are constantly concerned about hard teaching points.

- III. Most of the primary school teachers in respect of job satisfaction, their leisure time spends their in co-curriculum activities.
- IV. Most of the primary school teachers in terms of job satisfaction do not attend family occasions due to the job.
- V. Most teachers of primary school can adopt their choice of methods of education in terms of job satisfaction.

6. Research Fertilizer:

- I. No relationship is found with job satisfaction in context of study, gender or staff status.
- II. Hence, the changes associated with job satisfaction of teachers should be studied at different times .

7. Field of Research:

Teacher-training

Summary: A. D. Rajyaguru

Summary Depositor: Dr. M.Y.Vyas

19.Theme / Subject:Teacher-training

Section: Teacher-Training

Title of research: Study of special performance by teachers during the lockdown in Junagadh city and rural taluka.

Language: Gujarati

Name of the research: A. D.Rajyaguru

Office Address: District Education and Training , Bilkha Road, Junagadh

E-Mail: Dietjunagadh@gmail.com

Year: 2020-2021

Summary

1. Introductory:

GCERT - Gandhinagar was conducted the study presented by the intention of studying the teachers who work with innovative strategy during the lockdown in different districts of the state.

2. The purpose of research / research questions / Hypothesis:

The purpose of research

- Getting information about special educational operations performed by the teachers during lockdown time in Junagadh city and rural taluka.
- To analyze their special educational operations based on the teachers' operations report.
- To defend the findings based on the information provided by the teachers.

3. Method:

I. Outline of study:

The purpose of presenting the reseach was to document the special work done by teachers during the lockdown in Bhesan taluka. The report of the special work done ny the teachers during the lockdown in each and every taluka was handed over to the TPEO and BRC co.by SSA.

II. Sample:

Extra Performers done by the 9 teachers were selected as sample during the lockdown at the taluka level during the year 2020-21

III. Device:

In view of the experiment made by the teachers who are specially acknowledged for the study of the Bhesan taluka in the present research, describing the main things based on the experiment. Name of teachers who are specialized,The school,Standard,Subject,Duration,Method,The issues based on topics and results were consolidated.

IV. The way of information consolidation:

In this research, the information of the selected teachers at the taluka level has been taken as a sample.

V. An analysis of information:

The assessment of the gathered information can be considered to be important for the work of the research. Analysis of the information received for the researcher is to analyze and keep the idea of what to do to get conclusions. Here the work of teachers was qualitatively tested.

4. Results / Findings:

- U-tube channel prepared by Mr. Alpeshbhai Tank from Nava Pipaliya government primary school including the students of standard 6 to 8 maths and science subjects, the video of the educational work with the students, as well as the video of 1 to 99 maths tables by the students, video of best from the West, How To Make Bonsai - Video, videos of how to prepare for the NMMS EXAM with model papers.

100 Videos of Mathematics in U tube channel by Mr. Rameshbhai Vaghshiya, some school's special programs videos are placed. Guardians were guided directly for home learning and indirectly by Hetalben Jethva. In addition to that she visited house to house and guided the students to join in the school whatsapp group, the Microsoft Team. The atmosphere of teaching was created as school at their home.

- By Mr. Purveshbhai Pavagadhi, 877 online classes were taken in standard 9 and 10. Prepared the Google Test online, in which the student gives a test that immediately found their marks.
 - For the children of Standard 1 and 2, All Learning Materials were prepared at home to educate language and maths-content material by Ritaben Ninama.
 - Making TLM manually in Gujarati subject in standard 1 and 2 by Manjulaben Ram, Exclusive activities with students providing literature from school, Street and court yard education have been given.
 - To teach Maths by various activities, to the students of standard 1 and 2, living near by the school was divided into eight parts by Sarojben Ghetiya.
 - By Bhavnaben Kantesariya to teach Gujarati to the students of Standard 1 and 2, the area near the school was divided into eight parts of the school to provide education. For the regular presence of students they were informed before education. By various activities and self-prepared TLM, street education was given. With Whatsapp group and face to face counseling parents were guided for study and test of students.
5. A tool named World wall that can be played with fun in the U-tube channel was made by Mr. Baldev Pari in which 40 types of maths games can be played and 2000 games were created of every subject for the students of std. 1 to 12. More than 550 videos were uploaded in U tube channel of the study of every chapter of mathematics for the students of standard 6 to 12.

6. Research Fertilizer:

- I. Education is effective by experiments in tough subjects such as science and mathematics.
- II. Excellent work done by teachers can be noted.
- III. Documentation of the innovative and creative teachers can be prepared.
- IV. The more effective results can be got by giving them the work corresponding to students' interests and requirements.
- V. Students can get education work using open source as a reference.

7. Research Area: Teacher-Training

Summary: A. D.. Rajyaguru.

20.Theme / Subject: (Science / Language / Peace Education/ Teacher Education, etc.)

Teacher Training

Stage: Foundational, Preparatory, Middle, Secondary, Teacher Education, (Pre-Service / In-Service)

Primary education

Topic of Research:

Study of special operations of the teachers of Botad district during Covid-19 (lockdown)

Language:Gujarati

Name o the Reseacher: Mukeshbhai A. Dharaiya

Official Address:

District Institute of Education and Training ,Sidsar,Bhavnagar. Zipcode -364060Gujarat

Email:mukeshdharaiya@gmail.com

Year of completion:March-2021

Abstrct (covering the following Points in Paragraph from)

1. Introduction of the Research Study (Brief in One / Two Sentences, if any technical terms are used in the Study discuss The Same Connecting with the Study in Two Lines).
2. Objectives of the Study / research Questions / hypothesis
 1. Getting information about special educational prospects in Botad district during Covid - 19 (lockdown) .
 2. Interpreting on the base of the information their operations the teachers who have special educational operations.
 3. To defend the findings based on information of special educational operations teachers.
 4. Documentation of the special work done by the teachers of Botad district.
3. Methodology:
 1. Design of the Study

In the research presented Covid-19 During the epidemic period, the teachers were talked about the documentation. In which the teachers were attempted to know the actual situation of the work.Apart from that the work was tried to know the brightness for teachers, the research survey, the kind of research. By collecting information based on the survey in the presented research,Case Study Within The Survey Method was used.Research presented is qualitative research.

2. Sample

In this research, the researcher has selected the sample (mantal) sample. In the sample for this research, four talukas of Botad district of the year 2020-21 (Botad, Barwala, Gadhda and Ranapur) was included. 5 teachers who specialized during the lockdown from each taluka were selected as a sample. A total of 20 teachers from the district were selected as a sample. CRC Co-Ordinator, BRC Co-Ordinator, School Inspector, and the sample selection was made by Diet Professors and Principals. Details of incomplete details and data are not included in the name.

3. Procedure of data collection:

In order to get the information of the teachers specially in the Bottad district in the research, the Diet Professor discussed the detailed discussion of what kind of data required. Also informed to all CRC co-ordinator and the BRC co-ordinator.

Special operation teachers sent their CRC Co-ordinator in soft copy of their information by whatsapp. Thereafter, information was collected from all CRC co-ordinator by BRC Co Ordinator. The data from the BRC co-ordinator by Diet Professor (Taluka Liaison) was then collected. Then researcher from all talukas to the Liazan collected manual information. Leash of the taluka where there is a need to find more details from the teacher, Photograph, Pressnote etc. The information was obtained by phone and Whatsapp. All the information was received in softcopy. The school inspector was also helped in this information consolidation.

Results / Findings:

1. In the study presented of Botad district Exclusive 20 Primary school Teachers' performance was studied.
2. In the present study, in the Covid 19 (lockdown) in Botad district, in the matters presented in the special work done during the time in which, 3 teachers in standard 3 teachers in 1 to 2, 3 teachers in standard 3 to 5, 13 teachers In the standard 6 to 8, and 1 teacher's performance in standard 1 to 8 were found special. This means The highest 13 teachers in standard 6 to 8 worked. Thus, 65% of teachers were specially performed in view of standard 6 to 8.
3. In the special work done by primary teachers during the Covid 19 (Lockdown) in Botad district, 7 female teachers and 13 male teachers made special work done by the primary teachers, that are more than male teachers compared to female teachers.
4. The analysis of the contents of a particular performance in the presented study most application of GyanKunj, Diksha, QR code are found.
5. Mostly educational education using Microsoft Teams application, Online education, Free education, Free Schooling, Prometer Cleaning, Online Unit Test, Street school, Online

YouTube Video Education, Education by Digital Board, English for All, Learning at home underlying activity, Co-ordinator, Education Function Making Video by U-Tube, Education by PPT, As well as specialized in subject-based matters.

4. IMPLICATION OF THE STUDY FOR SCHOOL EDUCATION /Teacher Education

Suggested Areas / Themes (Themes Are Just Illustrative. You have to find out the Exact Area / Theme)

Abstract Prepared By: Mukeshbhai A. Dharaiya

21.Theme / Subject: Integration of Information and Communication Technology in Education

Section: primary:

Title of Research: The study of the opinion of teachers participating in the online Innovation Festival workshop of the Vanthali Taluka's Online Innovation Festival

Language: Gujarati

Name of the researcher: Mrs. Kanchanben n. Bhut

Office Address: District Education Training Bhavan, Bilkha Road, Junagadh

E-mail: Dietjunagadh@gmail.com

Year: 2020-2021

Summary

- **Introductory:** (In one to two sentences, write two to three sentences about it if the technical terms are used.)

Innovation Festival means In which the instrument of experiments with the teaching adoption in education in education is demonstrated with materials.

- **The purpose of research / research questions / Hypothesis:**

- To prepare the opinion of the participant in the online workshop of Vanthli taluka
- Know the opinions.

- **Method:**

- **Outline of study:** Practical survey system
- **Sample:** 18 teachers who are participated to the workshop were selected as sample
- **Device:** Abstract of 20 statements

I. The way of information consolidation:

Researcher collected information from the participants.

II. An analysis of information:

- Iconary by the normative motivation of the receivers found by the test clauses

- **Results / Findings:**

1) Information about new topics found

2) The ability of the students developed by online education and school was benefited

28 ..Research Fertilizer:

1) Effective on-line equal to the off line of line.

2) The first document of taluka level was ready

- **Field of Research:** Measurement and evaluation

Summary preparer: Mrs. Kanchaben Bhut

Summary Depositor: Dr. M.Y.Vyas

22.Theme / Subject: Teacher Education

Section: primary

Title of research: A Case-Study of special performance by teachers during Lokdown in the Vanthali taluka

Language: Gujarati

Name of the research fellow: Mrs. Kanchanben Bhut

Office Address: District Institute of Education and Training, Bilkha Road, Junagadh

E-Mail: Dietjunagadh@gmail.com

Year: 2018-19

Summary

- Introduction: (In one to two sentences, write two to three sentences about it if the technical terms are used.)

Documantation of The special performance of the work by teachers in the Vanthli taluka.

- The purpose of research / research questions / Hypothesis:

- Getting Information about extra performanceof the during Lockdown.
- The meaning of the operation and the meaning of performance declining
- To derive conclusions

- Method:

- Outline of study: Practical surveys, qualitative method
- Sample: Selection of 10 school teachers with their extra ordinary performance.

I. Device:

- Description of the highlight of the school based on the experiment done in the school.

II. The way of information consolidation:

- .Face to face

III. An analysis of information:

Statistics from the statistical

- 4 Results / Findings:

Got the information about new subjects.

Children were interested in the topics considered tough

School is closed but not teaching

- 5 .Research Fertilizer:

- 6 Research Area:Creative and innovative

Summary preparer: Mrs. Kanchanben Bhut

Summary Depositor: Dr. M.Y. Vyas

23.Theme / Subject: Integration of Information and Communication Technology in Education

Section: primary

Title of research: Study of oppinions of teachers participating in the online Innovation Festival in Maliya Hatina.

Language: Gujarati

Name of the researcher: Dr.A.C.Vyas, sen. Lecturer, Diet-Janagadh

Office Address: District Institute of Education and Training , Bilkha Road, Junagadh

E-Mail: Dietjunagadh@gmail.com

Year: 2020-21

Summary

- Introduction: (In one to two sentences, write two to three sentences about it if the technical terms are used.)

Innovation Festival means In which the instrument of experiments with the teaching adoption in education in education is demonstrated with materials

- The purpose of research / research questions / Hypothesis:
 - .Prepare the opinion of the participant in the online workshop of Maliya Hatina taluka.
 - To know the opinions.

- Method:

I. Outline of study:

- Practical survey system

II. Sample:

- 118 teachers have been selected in the workshop as sample.

III. Device:

- Abstract of 20 statements

IV. The way of information consolidation:

V. Collection of the opinions from teachers received online by Google Form.

VI. An analysis of information:

- Iconary by the normative motivation of the receivers found by the test clauses

- Results / Findings:

1) Information about new topics found

2) Development of ability and the school was benefited

Research Fertilizer:

1) Effective on-line equal to the offline.

2) The first document of taluka level was ready

- Field of Research:Measurement and evaluation

Summary preparers:Dr,A,C.Vyas sen.lecturer Diet-Janagadh

24.Theme / Subject: Teacher Education

Section: primary

Title of research:A case study of special performance by teachers during Lokdown in Maliya Taluka

Language: Gujarati

Name of the researcher: A.C. Vyas, sen. Lecturer, Diet-Janagadh

Office Address: District Institute of Education and Training , Bilkha Road, Junagadh

E-Mail: Dietjunagadh@gmail.com

Year: 2020-21

Summary

- Introduction: (In one to two sentences, write two to three sentences about it if the technical terms are used.)

Maliya taluka, special performance work by teachers had to document and special performance by teachers was felt

- The purpose of research / research questions / Hypothesis:
 - Getting information about Extra performing teachers during Lokdown.
 - The meaning of the operation and the meaning of performance declining
 - To derive conclusions
- Method:
 - Outline of study: Practical surveys, qualitative method
 - I. Sample:
 - Selection of the 10 school teachers with extra performing teachers.
 - Device:Prescription of main points of school based on the experiments.
 - II. The way of information consolidation:
 - .Face to face
 - III. An analysis of information:

Statistics from the statistical

6 Results / Findings:

Take note of special performing teachers.

Children were interested in the topics considered tough

School is closed but not teaching

7 .Research Fertilizer:

6 Research Area:Creative and innovative

Summary preparers: A.C. Vyas, sen. lecturer, Diet-Janagadh

25.Theme / Subject: Case Study

Section:-Primary

Title of research: Study of special performance by teachers during the lockdown in Keshod rural taluka

Navigation Titability: 2020-21

Language (medium) :-English

Inventor's name:Hemalben C. Upadhyay

Office Address-District Institute of Education and Training Bilkha Road,Junagadh

E-mail:dietjunagadh@gmail.com

Year: 2020 -2021

Summary:-

1.Introduction:-

Personal studies should be very deeply informed information about any person who wants to be easy to do in the simplest words. No matter miss. On the basis of which we can know the reason about the behavior of the person who is about the person. Any organization, school, company can be any organization, any organization.

2. Including the purpose / research questions / Hypothesis:-

The purposes of presented study are as follows.

1. During the lockdown, teachers have performed specialized. Getting information about teachers
2. Interpreting their operations based on the report of such teachers information.
3. Find out the findings based on special educational operated teachers information.

3. Method:-survey

I. Outline of the study:The purpose of the provider was to document the special work done by the lockdown in Keshod taluka. One format was prepared in reference to him and based on his talukas, the teachers' information was obtained

II.Sample:In this research, the researcher has selected the sample of the advanced sample. This research, In the year 2020, the sample of 07 teachers who operates in the time of lockdown has been selected.

iii.Device-Interview

Iv.Way of data consolidation- collection of information by interview with BRC / CRC

V.Analysis of the information:.

A total of 07 teachers were receiving information that was acceptable to accept all the information. Therefore, in the interpretation, all of them are considered. The information received was descriptive

kind. Therefore, there was no special classical method for their interpretation. Interpretation of information received here To Has been done.

- 4. Result :
- The reported information as 1 report Offline out of 7
- All of the remaining is in Online .
- Similarly std. There is only an attempt to have an individual for 1 to 8.
- The remaining all is operated in standard 6 to 8.
- Use this specialized performance in the district, One-of-one personality can be done in the family and in the village.
- Paying the use of all the other other other other side walks.
- 5. The result of research-
- This first document of working teachers is ready.

26.Theme / Subject:Teacher-training

Section: Teacher-training

Title of research:"Study of teachers' opinions participating in the webinar of the Online Innovation Festival of the Mendarda Taluka"

Language: Gujarati

Name of the research:Kishorkumar P. Chitroda.

Office Address: District institute of Education and Training , Bilkha Road, Junagadh

E-Mail: Dietjunagadh@gmail.com

Year: 2020-2021

Summary

8. Introductory:

Innovation Festival is Device with instrumentation of experiments that teachers are teaching the curriculum by adopting the innovative approach in education. According to the geographical-socio-environmental or regional environment of the Maintains, the teachers who have seen and performance in the quality improvement program and development activities in the quality improvement program and development in the development of the child, demonstration and performance innovationResearch in the festival is conducted to know that the Innovation Festival is the Innovative Teacher and the Innovation Festival, which opinions of the Innovation Festival.

9. The purpose of research / research questions / Hypothesis:

1. The participants of the Martered taluka online webinar participants and watching teachers to create opinions to learn the opinions of the Online Innovation Festival.
2. Marineda taluka participate in the online webiffiner, learn the opinions of the teacher's Online Innovation Festival.

10. Method:

I. Outline of study:

The purpose of the study presentedMarineda taluka participate in the online webiffiner, learn the opinions of the teacher's Online Innovation FestivalWas no.

II. Sample:The 227 teacher connected to the organizer of the Online Innovation Festival for this research was selected as a sample.

III. Device:

The opinion prepared by the reseacher presented in research. The information received under the Online Innovation Festival of this research was used.In the opinion prepared by the sponsor, there were 20 statements.

IV. The way of information consolidation:

Researcher collected the information of opinions of online innovation festival participants and viitors by Google form.

V. An analysis of information:

Here's the opinions of teachers agree,Disagree,And were obtained in a neutral and the percentage of these opinions was discovered in the context of each statement.

11. Results / Findings:

- Training with respect to Innovation is aware of new topics.
- Innovation Festival should be every year.
- Due to the Online Innovation Festival, the talukas were informed by the Innovative Teacher Navever Most of the experiment.
- Due to the Online Innovation Festival, teachers develop the ability of technology use.
- Due to the Online Innovation Festival, you will be instinctively related to the Innovative Teacher.
- It is not possible to present online innovation in all topics.
- Innovative teacher can maintain live contact in their classroom in reality.
- Innovation Festival has to face difficulty in presenting an infenter teacher in the teacher.

12. Research Fertilizer:

- I. Offline Innovation Festival is also effective as an online innovation festival.

13. Field of Research:Teacher-training

Summary preparers:Kishor kumar P. Chitroda

27.Theme / Topic: Online Innovation Festival

Section:-Primary

Navigation titles: Study of teachers' opinions participating in the workshop held under the Online Innovation Festival of Mendarda Taluka

Language (medium) :-Gujarati

Inventor's name:A.C.Vyas

Office Address-District Instituteof Education and Training Road,Junagadh

E-mail:dietjunagadh@gmail.com

Year: 2020 -2021

Summary:

1.Introduction:

Innovation Festival is Device with instrumentation of experiments that teachers are teaching the curriculum by adopting the innovative approach in education. The geographical-social-environmental or regional environment of Mendarda Taluka is in the demonstration of operations and performance in the performance innovation festival, according to the geographical-socio-environmental or regional environment.

2. Including the purpose / research questions / Hypothesis:

The purposes of the study presented were as follows.

1. In the online workshop of Mendarda taluka, participating and visitors' opinions of the teachers of the teachers and watching teachers to create opinions.
2. Take participating in the online workshop of Mendarda Taluka and visitors' opinions of the Teachers of Teachers.

The questions presented in the study were as follows.

1. Online Innovation festival Towards The opinions of the participants of the online workshop will be positive.
2. Online webinar The Shared FestivalTake partner's opinions in the online workshop, regarding the use of technology will be positive.

3. Method:-survey

I. Outline of the study:Teachers work through experiments that work to improve the quality of childhood development. It is conducted research to learn how to see the opinions of visitors of the inovation festival.

II.Sample:In this research, the researcher has selected the sample. The 320 teachers attached to the workshop of the Online Innovation Festival for this research was selected as a sample.

lii.Device-The opinion prepared by the researcher of interest in presenting research was used. The information found under the online Innovation Festival of this researcher was used. In which 16 statements in total 20 statements are positive. When 4 statements are clearly seen.

Iv.Way of data consolidation- Researcher got on-line information through

teachers watching the participate in the end of the Online coanation festival and the data analysis statistics have been classified in classical way.

V.Display the information:The assessment of the collected information can be considered as important side of the work of the research work. With the selection of the device for the navigation, it is to be analyzed by the information that will be used to analyze the information and to get conclusions. Here's the opinions of teachers agree,Disagree,And were getting into neutral and the percentage of these opinions was discovered in the context of each statement.

4. A result of / Findings:-The findings in this research were received according to the following.

- Due to the Online Innovation Festival, the talukas were informed by the Innovative Teacher Navever Most of the experiment.
- Due to the online innovationfestival, teachers develop the ability of technology.
- InnovationFestival increases the quality of education.
- Due to the Online Innovation Festival, you will be instinctively related to the Innovative Teacher and the Teacher Teacher.

5. The academic of research-Offline Innovation Festival is also effective as an online innovation festival.

6. Field of Research:Creative and Innovative
Summary- A.C.Vyas

28.Theme / Topic: Online Innovation Festival

Section:-Primary

Navigation titles: The study of teachers participating in the workshop held under the Online Innovation Festival of Keshod Taluka

Language (medium) :-English

Inventor's name:Hemalben C. Upadhyay

Office Address-District Institute of Education and Training, Bilkha Road,Junagadh

E-mail:dietjunagadh@gmail.com

Year: 2020 -2021

Summary:

1.Introductory:

Innovation Festival is Device with instrumentation of experiments that teachers are teaching the curriculum by adopting the innovative approach in education. The geographical-social-environmental or regional environment of Keshod Taluka is in the demonstration of operations and performance in the performance innovation festival, according to the geographical-socio-environmental or regional environment.

2. Including the purpose / research questions / Hypothesis:-

The purposes of the study presented were as follows.

1. In the online workshop of Keshod taluka, participant and visitors teachers to create opinions to learn the opinions of the Teacher's Online coanation festival.
2. Keshod Taluka participates in the online workshop, learn the opinions of the Teachers and watching teachers.

The questions presented in the study were as follows.

1. Online Innovative festival TowardsThe opinions of the participants of the online workshop will be positive.
2. Online webinar The Shared Festival Take partner's opinions in the online workshop, regarding the use of technology will be positive.

3.Method:-survey

I. Outline of the study:Teachers work through experiments that work to improve the quality of childhood development. It is conducted research to learn how to see the opinions of the inanovationfestival watcher.

II.Sample:In this research, the researcher has selected the sample (mantal) sample. The 320 teacher attached to the workshop of the Online Innovation Festival for this research was selected as a sample.

iii. Device- The opinion prepared by the sponsor of interest in presenting research was used. The information found under the online Innovation Festival of this researcher was used. In which 16 statements in total 20 statements are positive. When 4 statements are clearly seen.

iv. Way of data consolidation- Researcher got on-line information through the teachers watching the participate in the end of the Online coanation festival and the data analysis statistics have been classified in classical way.

v. Display the information: The assessment of the collected information can be considered as important side of the work of the research work. With the selection of the device for the navigation, it is to be analyzed by the information that will be used to analyze the information and to get conclusions. Here's the opinions of teachers agree, Disagree, And were getting into neutral and the percentage of these opinions was discovered in the context of each statement.

4. Result / Findings:- The findings in this research were received according to the following.

- Due to the Online Innovation Festival, the talukas were informed by the Innovative Teacher Navever Most of the experiment.
- Due to the Online Innovation Festival, teachers develop the ability of technology.
- Innovation Festival increases the quality of education.
- Due to the Online Innovation Festival, you will be instinctively related to the Innovative Teacher and the Teacher Teacher.

5. The academic of research- Offline Innovation Festival is also effective as an online penovation festival.

6. Field of Research: Creative and Innovative

Summary- Hemalben c. Upadhyay

29. Theme / Subject:Teacher-training

Section: Teacher-lifting

Title of research:"The person studying a special performance by teachers during the lockdown in Mendarda taluka"

Language: Gujarati

Name of the researcher:Kishorkumar P. Chitroda

Office Address: District Institute of Education and Training , Bilkha Road, Junagadh

E-Mail: Dietjunagadh@gmail.com

Year: 2020-2021

Summary

14. Introductory:

The efforts of the Teachers at School level get a direction. As well as, in the context of the task The results received are useful in another school's perspective and the teacher who experimented is required to get a platform at the district level. By keeping the matter, GCERT - Gandhinagar was conducted the study presented by the intention of studying the teachers of teachers working in the various districts of the state during the lockdown.

15. The purpose of research / research questions / Hypothesis:

1. In order to get information of special educational operations done by teachers during the lockdown in Mendarda taluka.
2. Analyze the report of Special educational operations based on the teachers' operations.
3. To defend the findings based on special educational operations teachers information.

16. Method:

I. Outline of study:

The purpose of presenting the study was to document the special work done by teachers during the lockdown in the Mendarda taluka. Each taluka was monitored by SSA, TPEO and BRC - CO. The performance report has been used in research.

II. Sample: Extra Performers during the lockdown at the taluka level during the year 2020-21 for this research. 3 teachers were selected by the Taluka Primary Education Officer, BRC Co-Ordinator and CRC Co Ordinator as samples.

III. Device:

The main things based information is described, keeping the experiment made by the teachers who are specially acknowledged for the study of the maintains for the study of the maintains in the research. Name of teachers who are specialized, The school, Standard, Subject, Duration, Method. The issues based on topics and results were consolidated.

IV. The way of information consolidation:

From the taluka level in the study presented 3 Information from teachers was filled.

V. An analysis of information:

The work of teachers had qualitatively tested.

17. Results / Findings:

- I. Three C.R.C.Co-ordinators'performance in the Mendarada taluka was found special.
- II. In the primary school, during Covid -19 special working in the context of education and co-educational activities.
- III. Two CRC Co-ordinator created materials, related to contents for student.
- IV. The work done by CRC co-ordinators is more in Online mode.

18. Research Fertilizer:

- I. Work can be noted by excellent teachers.
- II. Special working teachers' documents can be filed.
- III. The more effective results can be giving the work corresponding to students' interests and requirements.
- IV. Students can get education work using open source as a reference.

19. Field of Research:Teacher-training

Summary preparers:Kishorkuar P. Chitroda

Summary Depositor: Dr. M.Y,Vyas

30.Theme / Subject:Teacher-training

Section: Teacher-Training

Title of research:"Study of special performance by teachers during Lockdown in Visavadar Taluka"

Language: Gujarati

Name of the Researcher: B.K. Messia

Office Address: District Institute of Education and Training , Bilkha Road, Junagadh

E-Mail: Dietjunagadh@gmail.com

Year: 2020-2021

Summary

1. Introductory:

Efforts done by teachers at School level byThe efforts get one direction. As well as, in the context of the task the results received are useful in another school's perspective and the teacher who experimented is required to get a platform at the district level. By keeping the matter, GCERT - Gandhinagar was conducted the study presented by the intention of studying the teachers , working in the various districts of the state during the lockdown.

2. The purpose of research / research questions / Hypothesis:

1. Getting information about special educational operations during the lockdown time in Visavadar Taluka.
2. Special educational operations interpret their operations based on the teachers' operations report.
3. To defend the findings based on special educational operations teachers information.

3. Method:

I. Outline of study:

The purpose of presenting the study was to document the special work done by teachers during the lockdown in the Visavadar taluka. Each taluka in every taluka by SSA TPEO and BRC - CO. Handed over to. The performance of the performance report has been used in research.

II. Sample:Extra Performers during the lockdown at the taluka level during the year 2020-21 for this research. 3 teachers were selected by the Taluka Primary Education Officer, BRC Co-Ordinator and CRC Co Ordinator as samples.

III. Device:

The main things based information is described, keeping the experiment made by the teachers who are specially acknowledged for the study of the maintains for the study of the maintains in the research. Name of teachers who are specialized,The school,Standard,Subject,Duration,Method,The issues based on topics and results were consolidated.

IV. The way of information consolidated teachers from the taluka level was filled.

V. An analysis of information:
The work of teachers had qualitatively tested.

4. Results / Findings:

I. The performance of three CRC co-ordinators was found special from Visavadar taluka.

II. In the primary school, during Covid -19 are specially working in the context of education and co-educational activities.

III. Two CRC co-ordinators developed material related to contents of the subject for students.

IV. Work done by CRC co-ordinators was more in Online mode.

5. Research Fertilizer:

I. Work done by excellent teachers can be noted.

II. Special working teachers' documents are ready.

III. The more effective results can be getting the work corresponding to students' interests and requirements.

IV. Students can get education work using open source as a reference.

6. Field of Research: Teacher-training

Summary preparers: B.K. Messia

Summary Depositor: Dr. M.Y.Vyas

31. Theme / Subject: Content Education

Section: primary

Title of research: Study of physical facility in primary schools in Junagadh district's contextual school.

Language: Gujarati

Name of researcher: B.K. Messia

Office Address: District Institute of Education and Training ,Bilkha Road ,Junagadh

E-Mail: Dietjunagadh@gmail.com

Year: 2020-21

Summary:

1. Prelimination: (in one to two sentences, If technical terms are used to Write two to three sentences about it.) Currently, the government has semential efforts to raise physical facilities in the primary education sector in the state of Gujarat. As a result, Gujarat State Primary Schools are located in the states of the nation in the physical facilities.

This research was conducted to study what is the status of Junagadh district's government primary schools in this physical facility.

2. The purpose of research / research questions / Hypothesis:

1. To study the physical facility on the entrance of the school regarding primary schools of junagadh district .

2. To study about the physical facility of school buildings in primary schools of junagadh district .

3. To study about the physical facility of classrooms in primary schools .

4. To study the physical facility of play ground in the primary schools in Junagadh district .

5. To study about the physical facility of laboratory in the primary schools.

6. To study about the physical facility of computer laboratory in primary school.

7. To study the physical facility of library in the primary schools of Junagadh district.

8. To study the physical facility of lobby in the schools.

9. To study the physical facility of toilet blocks in primary schools.

10. To study about the physical facility of drinking water in primary schools.

11. To study the physical facility on the Resource Center in primary schools.

In the context of the purposes of presenting the purposes of the research, the use of the following questions formed the following.

1. How much would the percentage of the physical facility of school entrance in primary schools?

2. How much would the percentage of the physical facility of school building in primary schools?
3. How much would the percentage of the physical facility of school classrooms in primary school?
4. How much would be the percentage of the physical facility of playground in primary school?
5. How much would the percentage of physical facility of laboratory in the primary school?
6. In primary schools, how much will the compartment of a physical feature of a computer lab in terms of school?
7. How much would be the percentage of physical facility of library in primary school?
8. How much would be the percentage of the physical facility of lobby in the primary schools?

3. Method:

- I. Outline of study: Presented studies conducted the study to know the physical facilities in the primary school in terms of senior school in Porbandar district. This was the structure of the criteria to know the physical facilities in the school. The states were included in the criteria to know the physical facilities in the school. The schools were included in the primary school of Junagadh district as permeated in the study. There were 90 schools in the presented study. Out of which 54 rural areas and 36 urban areas were.

Keeping the 65 statements in the criteria to know the physical facilities in school. From the sample characters, 'Yes' and 'No' received a communication. The information collected was 1 mark of 'yes' degree and 0 mark of 'no'. In which study, Sexuality, The effect of the teachers of the teachers of variables such as staff status was examined.

- II. Sample: 54 Schools of rural area and 36 Schools of Urban area were selected as samples.
- III. Device: In the context of the contextual research, the criteria in terms of physical facility in terms of communicating school is prepared by GCERT. Which was prepared in a total of six pages.
- IV. The way of information consolidation: In the Junagadh district, the school has been collected in the information using the questionnaire when the school is interviewed by the Inspector. The initial information of the visit to this, such as the visit, Post, The name of the organization, Mobile number, Date of Taken, Name of school visited, Taluka and district etc.
- V. An analysis of information: In the present study, the use of the physical facility criteria with respect to the context of the business gave information to consolidate information. In which total five statements were incorporated. These criteria were having a two dimension. Based on the basis of these obtained information, the percentage was discovered.

4 Results / Findings:

1. In terms of primary school entrance in the context of the session, the width of the primary school entrance can be passed as many as 60 percent of the schools. And the side of the school has to get past 2%.
2. In terms of containing school, the ground floor and first floor in primary school are in 36 percent schools. The first floor from the ground floor and to go to the second floor, there is no one in the school of lift or ramp.
3. The width of the primary school entrance of all primary school in terms of contextual school is as much as possible,As well as the blackboard height is as much as they can write themselves.,As well as the air circulation and light,The arrangement of the window and the system is well. As well as visually imprisoned the classroom hint arrangement for students is found only in three schools.
4. In the context of the senior school 79 percent of all the primary schools have been in the school and 51 percent of the schools have been arranged in all kinds of students. Indoor game equipment is in the 41 percent of schools.
5. Research Fertilizer:
 1. In terms of containing school has not enough physical facility in primary schools,That feature can be developed.
 2. Some facilities in schools are not in proportion,There can be arranged for this facility.
6. Field of Research:Convenient education

Summary preparers: B.K. Messia

32.Name of navigation- K.H,Bhatt

Lecturer Diet Junagadh

Year:-2020-21

Title:-Case study of opinions of teachers participated in webinar of online innovation festival of Manavadar taluka.

1.0 Introduction:

Innovation Festival means Demonstrate with tool-content of experiments that teachers are teaching the curriculum by adopting innovative approaches in education. Manavadar Taluka's geographical-social-environmental or regional environment, according to the teachers who have tearing in the quality improvement program and the development of the child's development and performance innovation festival in the development of the development of the child. Research was conducted to know what opinions of Innovation Festival are inevitable teacher.

1.1 Title of study

The title of the study presented was termed as follows.

"Manavadar Taluka's Study opinions of teachers participating in the 3rd webinar in the online innovation festival

The purpose of the study of the presentation was to study the opinions of the Innovation Festival of teachers participating in the online webinar of the taluka. In reference to his opinion was prepared. The opinions of participants in the online webinar were taken.

1.2 Purposes of study:

1. Manavadar Taluka online webinar teacher to create opinions to learn the opinions of the Innovation Festival.
2. Manavadar taluka online Knowledge of the online webinar online Innovation Festival to know the opinions.

1.3 The questions of study:

The questions presented in the study were as follows.

1. Online Innovation Festival toward What will be the opinions of participants in the online webinar?
2. Online Innovation Festival Towards What will be the opinion of participants in the online webinar regarding the use of technology?

1.7 Sample Selection:

In this research, the researcher has selected the sample (mantal) sample. The 250 teachers attached to the online Innovation Festival Webiffar for research was selected as a sample.

1.8 Research fields:

In the presented study clearly can be said that the study was very relevant with the educational planning and policy research sector.

1.11 Device Details:

The opinion prepared by the researcher of interest in presenting research was used. Which is given in the appendix. The information received under the Innovation Festival of this researcher was used.

1.12 Consolidation of information:

Researcher received the Google Form from the teachers who participate in the Online innovation festival and this information was used.

1.13 Data analysis way:

The assessment of the collected information can be considered as important side of the work of the research work. With the selection of the device for the navigation, it is to be analyzed by the information that will be used to analyze the information and to get conclusions. Here the opinions of teachers agree, Neutral, In disagree was obtained and the percentage of these opinions was discovered in the context of each statement.

1.14 Findings :

1. Online Innovation Festival teachers are aware of new topics.
2. Every year online Innovation Festival should be done at the taluka level.
3. Due to the Online Innovation Festival, teachers are aware of the Innovative Teacher in the taluka level.
4. Due to the Online Innovation Festival, teachers develop the ability of technology.
5. Due to the online innovation festival, teachers are increasing in the educational quality.
6. Due to the Online Innovation Festival, the Innovative teacher and visitor teachers are inherited in the ideas.
7. It is not possible to present online innovation in all topics.
8. Innovation festivals presented Innovative teacher can maintain live contact in their classroom in realistful.
9. Innovation Festival, an infent teacher has to face difficulty in presenting his work.
10. Online Innovation Festival benefits available at the taluka level.
11. Teachers participating in the Online Innovation Festival have knowledge of technology.
12. Innovation entry should be done in all the fields given in the Innovation Festival.
13. Innovativ teacher participating in the Online Innovation Festival requires training.

1.14 Fertilizer

1. Offline Innovation Festival is also effective as an online penovation festival.
2. This first document of Innovation Festival of talukas was prepared.

1.15 Promptness of future research:

- Other statesans can get guidance in reference to Online Innovation Festival.
 - The next online innovation festival planning can be effective using the research findings.

33.Theme / Subject: Novelty in education

Section:Teacher-Training (In Service Education)

Title of research:Case Study of the organized innovation festival during year 202-21 in Junagadh district

Language:Gujrati

Name of the research: Dr.M.Y.Vyas

Office Address: District Institute of Education and Training , Bilkha Road, Junagadh

E-Mail: Dietjunagadh@gmail.com

Year: 2020-2021

Summary

- **Introductory:**

Innovative teachers selected in the district level completed innovation festival were conducted research for documentation of work performance work.

- **The purpose of research / research questions / Hypothesis:**

The purpose of research

1. Getting information from the teachers presenting a masterpiece in the Innovation Festival during year 202-21 in Junagadh district.
2. Getting information on Innovative Teacher's Work.
3. Innovative Techers, based on the report of the operations of his work.

- **Method:**

- I. **Outline of study:**

- The purpose of presenting the study was to document the work of teachers who work as an Innovation Teacher selected in Innovation Festival at Janagadh district level. One format was prepared to get information in its context and ineventified the work of Innovative Teached work was obtained.

- I. **Sample:**

In this research, the researcher has selected the sample (mantal) . Total of 2020-21 for this research 37 Innovative teachers, the district section selected 3 And the secondary school of secondary school means five teachers were selected as a sample.

- II. **Device:**

In view of the Junagadh district's innovative teachers made for the study of Junagadh district, presented in the present research, describing the main things based on the main things. Name of teachers who are specialized,The school,Standard,Subject,Duration,Method,the issues based on topics and results were consolidated.

III. The way of information consolidation:

Junagadh district's parameters were included in teachers working during the academic year 2020-21 in the primary school of Taluka. Thus, The total 112618 teachers of schools were incorporated in the wide.

IV. An analysis of information:

Innovative teachers in research include information in terms of innovative teachers by the researcher, as well as information in terms of innovative teachers as well as discussion. Apart from this, the current time received information in reference to its utility in its school.

Results / Findings:

- He liked two teachers from the five teachers in the Innovation Festival in Junagadh district.
- Std in primary school. 6 To 8 There is special work in the work area. Std in secondary school. 9 to 10 Work is functioned.
- Extra performance is subject to maths and science. In which three teachers are working in mathematics and science and each subject of two teachers.
- Teachers' special performance is more in Online mode.
- Two teachers have created an application on the U tube Channel. Which is useful for anyone.
- Most of the teachers' work can also be used in other teachers and guardians not limited to the utility and magnification school.
- One of the innovation evaluation has been made from the innovation

These innovative teachers have two teachers principal and three teachers. Power. As a duty.

- Research Fertilizer:
- Tough topics like science and maths should be educated by experiments.
- Innovation document of teachers was ready.
- The more effective results can be giving a function to support students' interests and requirements.
- If students use open source as a reference to understanding
- Research Area: Novelty in Education

Summary preparers: Dr.M.Y.Vyas

34.Theme / Subject:Psychology

Section: Teacher Training

Title of research:Mangrol and Mendarda Taluka's primary school teachers' job satisfaction Study.

Language: Gujarati

Name of the research: Dr.M.Y.Vyas

Office Address: District Institute of Education and Training ,bilkha Road, Junagadh

E-Mail: Dietjunagadh@gmail.com

Year: 2020-2021

Summary

8. Introductory:

Right man for right JOB - This statement is not as Job Place, because this statement does not realize today. There are two or three times the applicant than it. Along with the person himself does not know that, what job would he like. In these circumstances, the person has to accept the job , it becomes. Job satisfaction is associated with the person's life. So why teachers associated with teachers of schools are satisfied with their job ? She decided to carry out the research work presented.

9. The purpose of research / research questions /Hypothesis:

The purpose of research

6. For the commercial school teachers' job satisfaction measurements job Satisfaction Criteria"The structure of.

7. Primary school teachers"job Satisfaction Criteria"To study.

8. To study job satisfaction according to the qualification of primary school teachers.

9. Sexuality of primary school teachers Know job satisfaction according to.

10. Measuring job satisfaction according to the staff of the primary school teachers (adequate-insufficient).

Research / Question:

1.The teacher's of Mangrol and Mendarada Taluka somehow business satisfaction?

2. How much of the primary school PTC teachers will be average business satisfaction?

3. B.ed. primary school teachers' How much of the average job satisfaction of teachers

made?

4. How much will the average job satisfaction of primary school male teachers?

5. How much would the average job satisfaction of primary school female teachers?

6. Average of school teachers with primary schools
How much job will be satisfied?
7. Average job satisfaction of school teachers with primary school abundant staff
How much will?

In the context of the purposes of the study present, the use of zero hypothesis as follows.

- I. According to the study of primary school teachers, there is no significant difference between the average atties of job satisfaction.
- II. According to the sexuality of primary school teachers (male and female), their job satisfaction is not a special difference between the average attenaries.
3. According to the number of staff members (adequate-insufficient) in the primary school teachers' school, they do not have the same difference between the average atties of their job satisfaction.

10. Method:

I. Outline of study:

Mangrol and Mendarada of Junagadh district In the elementary school of Taluka, the teachers were included in teaching during the educational year 2020-21. Thus,All the characters incorporated in the wide Included in the template. Because information was by procurement technology. Here is the same template in the wide.

II. Sample:

In the development of Junagadh district in the development of the study, Junagadh District, and the educational teachers were included in the teacher during the academic year 2020-21 in the primary school of Taluka. Thus,The total 156 Schools 876 Teachers were incorporated in the industry.

Research in this research, all the characters in the development Included in the template. Because information was by procurement technology. Here is the same template in the wide.

III. Device:

The general information and some instructions were given to the teacher's general information and some instructions in job satisfaction criteria presented in the research. After 30 statements were given. In which "yes" or "no" option was to choose. In which legislation is no. 4, 11, 16, 18, 23, 27, 28, 30 denial statements were placed.

IV. The way of information consolidation:

Junagadh district demanded teachers working in teachers during academic year 2020-21 in academic year 2020-21 in the primary school of the primary school in the elementary school and the mainstones of the maintenance.

V. An analysis of information:

- i. The average
- ii. Deviation
- iii. T - test
- iv. Percentage according to the statement

11. Results / Findings:

- All teachers of the primary school in terms of job satisfaction are fulfilled loyal.
- In respect of job satisfaction, most teachers of primary school are constantly concerned about teachers.
- Most of the primary school teachers in respect job satisfaction, their leisure spends their leisure time in the employment co-ordination.
- Most of the primary school teachers in terms of business satisfaction do not attend family occasions due to jobs.
- Most teachers of primary school can adopt their choice of education in terms of job satisfaction.
- Most teachers of primary school pays personal attention on each student in term of job satisfaction.

Research Fertilizer:

- I. No relationship with job satisfaction studies, sexuality or staff status.
- II. Since the changes associated with job satisfaction at different times of teachers should be conducted a few times a study.
- III. There is a special significance of job satisfaction in the modern era. Therefore teachers should make efforts to hold positive about job satisfaction.

12. Field of Research:

Teacher-training

Summary preparers: Dr.M.Y.Vyas

35. Theme / Subject: Teacher-training

Section: Teacher-training

Title of research: Case study of excellent work done by teachers During the lockdown in Mangrol taluka.

Language: Gujarati

Name of the research: Dr. M.Y.Vyas

Office Address: District Institute of Education and Training, Bilkha Road, Junagadh

E-Mail: Dietjunagadh@gmail.com

Year: 2020-2021

Summary

7. Introductory:

Teachers School by The efforts made at the level get one direction. As well as, in the context of the task The results received are useful in another school's perspective and the teacher who experimented is required to get a platform at the district level. By keeping the matter, GCERT - Gandhinagar was conducted the study presented by the intention of studying the teachers of teachers working in the various districts of the state during the lockdown.

8. The purpose of research / research questions / Hypothesis:

The purpose of research

- a. In the Mangrol taluka, including special educational workers teachers during lockdown time.
- b. Special educational operations interpret their operations based on the teachers' operations report.
- c. To defend the findings based on special educational operations teachers information.

9. Method:

I. Outline of study:

The purpose of the study presented, was to document the special work done by teachers during the lockdown in Mangrol taluka. Each taluka in every taluka by SSA TPEO and BRC -CO. Handed over to. The performance of the performance report has been used in research.

II. Sample:

Extra Performers during the lockdown at the taluka level during the year 2020-21 for this research 5 As the teachers were selected by the Taluka Primary Education Officer, BRC Co-Ordinator and CRC Co Ordinator.

III. Device:

In view of the experienced expertise by the teachers who have specialized labor talukas in the present research, the main things based information were described. Name of teachers who are

specialized, The school, Standard, Subject, Duration, Method-प्रयुक्ति, The issues based on topics and results were consolidated.

IV. The way of information consolidation:

In the present study, the questionnaire was filled with 72 teachers from the taluka level. These 72 teachers have been done as the example of the information.

V. An analysis of information:

The assessment of the gathered information can be considered to be important for the work of the research. Analysis of the information received for the researcher is to analyze and keep the idea of what to do to get conclusions. Here the work of teachers was qualitatively tested.

10. Results / Findings:

- In demand, six teachers of primary school were found in the work special.
- In the primary school, there is special work in the context of co-owned activities.
- Four teachers have uploaded content related videos for students on the U-Tube Channel.
- Teachers' special performance is more in Online mode.
- Most of the teachers' work can be limited to the utility and magnification school, but other teachers and guardians can also use it.
- A teacher has made an app on the U-Tube Channel. Anyone who is useful for us.

11. Research Fertilizer:

- I. Education is effective by experiments in tough subjects such as science and mathematics.
- II. Excellent work teachers can be noted.
- III. Special working teachers' documents are ready.
- IV. The more effective result of giving students related to students' interests and requirementsGet.
- V. Students can get education work using open source as a reference.

12. Research Area: Novelty in Education, Teacher-training

Summary preparers: Dr.M.Y.Vyas

36.Theme / Subject:Computer technology

Section:Teacher-Training (Service Education)

Title of research:The educational teachers of the primary school of Bhesan and Manavadar talukaThe study of the awareness of technologies

Language:English

Name of the research: Dr. Gita K. Senjaliya

Office Address: District Institute of Education and Training , Bilkha Road, Junagadh

E-Mail: Dietjunagadh@gmail.com

Year: 2020-2021

Summary

1. Introductory:

Today, the academic technology is becoming necessary to mix with changes in the field. When the teachers working in Teachers in today's education sector, there is somewhat aware of the teachers in Teachers in Teachers in Teachers, who was aware of the study presented on primary school teachers.

2. The purpose of research / research questions / Hypothesis:

The purpose of research

1. For the measurement of the primary school teachers computer academic technology awareness Educational Technology Awareness Criteria"The structure of.
- 2.Comparative of the awareness of academic technologies of primary school To study.
3. Their academic technology according to the teacher level of primary school teachers To study a comparatively of the awareness of.
4. Sexuality of primary school teachersAccording to their computer academic technology Know about awake.
5. Sexuality of primary school teachers,Their computer according to the academic flow Know the awareness of academic technology.

Research / Question:

1. Primary school teachers will have an exact opinion about the computer academic technology of technologies.
 - Question wisely by the sponsor, the question was conquered.
1. Psalm and Manavadar Taluka's teachers' computer academic technologies awareness How much will be?
2. Average to a computer academic technologile of low primary school teachers awareness How much will be?
3. Average to computer academic technologies of high-primary school teachers How much will awakening awareness?

4. Average to computer academic technologies of primary school male teachers

How much will be aware?

➤ In the context of the purposes of the study present, the use of zero boosts as follows.

1. According to the teachers' teacher level (in the lower and high Pvt. Function)

Among the average recommendations of their computer academic technologies

Do not have a difference.

II. Their computer according to the sexuality of primary school teachers (male and female)

Self-difference between the average recommendations of academic technologies

Do not

II. According to the academic flow of primary school teachers (science and commerce or norial flow), they do not have a special difference between the average attenaries of their computer academic technology.

III. Method:

a. Outline of study:

In the development of the study of the study, Junagadh District's Besman and Manavadar Talukah's primary school was included in teachers working during the educational year 2020-21. Thus,The total112618 teachers of schools were incorporated in the wide.

b. Sample:

In the present study, the use of the use of the sample of the spread. In which 618 teachers were found in 618 teachers from 618 teachers to 65 from the total 112 schools in the 65 schools in the Mischor Taluka.

c. Device:

The general information and some instructions were given to the teacher and some instructions in the computer academic technology awareness criteria presented in the research. 25 statements were then given. In which "yes" that "no" option was to choose. In which legislation is no. 3, 5, 6, 10 11 and 19 These six denial statements were placed.

d. The way of information consolidation:

Junagadh district's parameters were included in teachers working during the academic year 2020-21 in the primary school in the primary school in the primary school of Taluka. Thus,The total112618 teachers of schools were incorporated in the wide.

e. An analysis of information:

- The average
- Deviation
- T - test
- Percentage according to the statement

IV. Results / Findings:

- Most teachers of primary school in regard to computer academic technology awareness show students to computer-based educational programs corresponding to content.
- Most of the teachers of primary school in reference to computer academic technology awareness show various educational film to students.
- Most of the primary school teachers do not believe that in terms of computer academic technology awares, the artificiality in the teaching work is found more.
- In respect of computer academic technology awareness, primary school teachers are found in the use of LCD projector for the teaching work, both positive and negative are similar to the same.
- Most teachers of primary school in regard to computer academic technology awareness do not believe that using the classroom of various educational equipment is wasted time.
- Most of the primary schools in the context of computer academic technology awareness believe that most teachers need to provide the importance of the use of students to prepare the students of the computer.

V. Research Fertilizer:

- In the programs related to academic technologies should be given a deep understanding about practical.
- 2. Since the changes in the business academic technology at different times of teachers A few should undertake such a study at a little time.
- 3. In the modern era, there is special importance of academic technology. Therefore teachers should make efforts to have positive awareness about academic technology.

VI. Field of Research:

Educational Technology

Summary preparers: Dr. G.K.Senjaliya

37.Theme / Subject:Psychology

Section: Teacher Training

Title of research:Primary school teachers' profession of the primary school of psStudy of satisfaction

Language: Gujarati

Name of the research: Dr. Gita K. Senjaliya

Office Address: District Institute of Education and Training , Bilkha Road, Junagadh

E-Mail: Dietjunagadh@gmail.com

Year: 2020-2021

Summary

01.Introductory:

Right man for right JOB - This statement is not as Job Place, because this statement does not realize today. There are two or three times the applicant than it. Along with the person himself does not know that, what business would he like. In these circumstances, the person has to accept the business, it becomes. Business satisfaction is associated with the person's life. So why teachers associated with teachers of schools are satisfied with their business? She decided to carry out the research work presented.

02.The purpose of research / research questions / Hypothesis:

The purpose of research

11. For the commercial school teachers' business satisfaction measurements"Business Satisfaction Criteria"The structure of.

12. Primary school teachers"Business Satisfaction Criteria"To study.

13. To study business satisfaction according to the qualification of primary school teachers.

14. Sexuality of primary school teachersKnow business satisfaction according to.

15. Measuring business satisfaction according to the staff of the primary school teachers (adequate-insufficient).

Research / Question:

1 Primary school teachers will have an exact opinion about business satisfaction statements.

Question wisely by the sponsor, the question was conquered.

1.Hows the business satisfaction of the teachers of the paramiles and enjoyment of Mukan and Manavadar Taluka?

2.PTC of primary school How much of the average business satisfaction of teachers made?

3. B.D. primary school How much of the average business satisfaction of teachers made?
4. How much will the average business satisfaction of primary school male teachers?
5. How much would the average business satisfaction of primary school female teachers?

In the context of the purposes of the study present, the use of zero boosts as follows.

- I. According to the study of primary school teachers, there is no significant difference between the average atties of business satisfaction.
- II. According to the sexuality of primary school teachers (male and female), their business satisfaction is not a special difference between the average attenaries.
3. According to the number of staff members (adequate-insufficient) in the primary school teachers' school, they do not have the same difference between the average atties of their business satisfaction.

03.Method:

I. Outline of study:

Junagadh district's parameters were included in teachers working during the academic year 2020-21 in the primary school in the primary school in the primary school of Taluka. Thus,The total112618 teachers of schools were incorporated in the wide. Research in this research, all the characters in the developmentIncluded in the template. Because information was by procurement technology. Here is the same template in the wide.

II. Sample:

In the 618 teachers, 618 teachers received information from 618 teachers in 65 primary schools in the 65-school schools in the parameters and in Manavadar Taluka.

III. Device:

The general information and some instructions were given to the teacher's general information and some instructions in business satisfaction criteria presented in the research. After 30 statements were given. In which "yes" that "no" option was to choose. In which legislation is no. 4, 11, 16, 18, 23, 27, 28, 30 denial statements were placed.

IV. The way of information consolidation:

Junagadh district's parameters were included in teachers working during the academic year 2020-21 in the primary school in the primary school in the primary school of Taluka. Thus,The total112618 teachers of schools were incorporated in the wide.

V. An analysis of information:

- i. The average
- ii. Deviation
- iii. T - test

iv. Percentage according to the statement

04.Results / Findings:

- VI. All teachers of the primary school in terms of business satisfaction are fulfilled: loyal.
- VII. In respect of business satisfaction, most teachers of primary school are constantly concerned about teachers.
- VIII. Most of the primary school teachers in respect of business satisfaction, their leisure spends their leisure time in the employment co-ordination.
- IX. Most of the primary school teachers in terms of business satisfaction do not attend family occasions due to jobs.
- X. Most teachers of primary school can adopt their choice of education in terms of business satisfaction.

05.Research Fertilizer:

- XI. No relationship with business satisfaction studies, sexuality or staff status.
- XII. Since the changes associated with business satisfaction at different times of teachers should be conducted a few times a study.
- XIII. There is a special significance of business satisfaction in the modern era. Therefore teachers should make efforts to hold positive about business satisfaction.

06.Field of Research:

Teacher-training

Summary preparers: Dr. G.K.Senjaliya

38.Theme / Subject:Teacher-training

Section: Teacher-lifting

Title of research:Study

Language: Gujarati

Name of the research: Dr. Gita K.Senjaliya

Office Address: District Institute of Education and Training , Bilkha Road, Junagadh

E-Mail: Dietjunagadh@gmail.com

Year: 2020-2021

Summary

13. Introductory:

Teachers School by The efforts made at the level get one direction. As well as, in the context of the task The results received are useful in another school's perspective and the teacher who experimented is required to get a platform at the district level. By keeping the matter, GCERT - Gandhinagar was conducted the study presented by the intention of studying the teachers of teachers working in the various districts of the state during the lockdown.

14. The purpose of research / research questions / boost:

The purpose of research

- a. Getting information about special educational operations during the lockdown time in the palsy taluka.
- b. Special educational operations interpret their operations based on the teachers' operations report.
- c. To defend the findings based on special educational operations teachers information.

15. Method:

I. Outline of study:

The purpose of presenting the study was to document the special work done by teachers during the lockdown in the besides taluka. Each taluka in every taluka by SSA TPEO and BRC -CO. Handed over to. The performance of the performance report has been used in research.

II. Sample:

Extra Performers during the lockdown at the taluka level during the year 2020-21 for this research 5As the teachers were selected by the Taluka Primary Education Officer, BRC Co-Ordinator and CRC Co Ordinator.

III. Device:

In view of the experiment made by the teachers who are specially acknowledged for the study of the palatal taluka in the present research, describing the main things based on the experiment. Name of teachers who are specialized, The

school, Standard, Subject, Duration, Method-प्रयुक्ति, The issues based on topics and results were consolidated.

IV. The way of information consolidation:

In the present study, the questionnaire was filled with 72 teachers from the taluka level. These 72 teachers have been done as the example of the information.

V. An analysis of information:

The assessment of the gathered information can be considered to be important for the work of the research of research. Analysis of the information received for the researcher is to analyze and keep the idea of what to do to get conclusions. Here the work of teachers was qualitatively tested.

16. Results / Findings:

- In the basement taluka, three primary school and two secondary school teachers were found special.
- Std in primary school. There are special work in the 6 to 8 in the field. Std in secondary school. Is functioning in 9 to 10.
- Extra performance is subject to math and science. In which three teachers are specially operated in mathematics and science and two teachers.
- The school science celebration, the work of educated by the Phriah friend, education work by various apps, preparations of the NMMs, the preparation of the Sanskrit week, education, education by the project, education, moving-rotating school, is educated in coordinating.

17. Research Fertilizer:

- I. Education is effective by experiments in tough subjects such as science and mathematics.
- II. Excellent work teachers can be noted.
- III. Special working teachers' documents are ready.
- IV. More effective results giving students related to students' interests and requirementsGet.
- V. Students can get education work using open source as a reference.

18. Field of Research:

Teacher-training

Summary preparers: Dr. G.K.Senjaliya

39.Theme / Subject: Achievement Survey

Section: primary

Title of research:Junagadh DistrictGAS -3(Gujarat Achivement Survey -3)Study of academic achievement of nine students in standard

Language: Gujarati

Name of the research: Dr. Gita K.Senjaliya

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E-Mail: Dietjunagadh@gmail.com

Year: 2021-2022

Summary

1. Introductory:

Gujarat Achievement Survey-3(Gas-3)Underlying GCERT, Gandhinagar State of Gujarat by GandhinagarThe survey was conducted to know the educational achievement of nine languages, math, science and technology and social science. The standard achievement of nine students of 30 secondary schools of Junagadh district was conducted.

2.The purpose of research / research questions / Hypothesis:

Purpose:

1. Study the academic achievement gained in the standard nine students of the district.
2. Study nine students of the district to study the academic achievement.
3. Standard nine Suggestions of the clinic teaching benevolence.
4. Check the effect of sexuality on the academic achievement of standard nine students.
5. Check the effect of the area on the academic achievement of standard nine students.
6. Check the impact of social group on the academic achievement of the standard nine students.

Research Questions / Booby:

1. Junagadh district will have the educational achievement in the district level of students of Student?
2. Which of the Students of Studid of Studid of Junagadh District Which of these students will be the hard clauses?
3. Which of the Students of Std.-9 of Junagadh District, is the hard teaching benevolence of students (LOS)?
4. Did.-9 Students of Studid of Junagadh District will be a percentage of students at four levels of achievement?

Zero boosters of the research were formed as follows.

1. Standard nine students will not have any special difference in terms of sexuality between the achievement of the achievement test.
2. The standard nine students will not have any special difference in terms of the area between the achievement of the achievement test.
3. Standard nineScAndStAchievement test of the students of the social groupThere will be no special difference in terms of social group between the serial of the recommendations.
4. Standard nineScAndObcAchievement test of the students of the social groupThere will be no special difference in terms of social group between the serial of the recommendations.
5. Standard nineScAndGenAchievement test of the students of the social groupThere will be no special difference in terms of social group between the serial of the recommendations.

3. Method:

I. Outline of study:

- II. The purpose of the study of GAS-3 was to study the educational status of Student.-9. Considering different variables, 30 schools were selected from the list of schools selected from GCER. The students of this standard were prepared by GCERT, Gandhinagar, including 15-15 verses of Gujarati, math, science and technology and social science subjects. For the implementation of this survey, the school teachers have been appointed as a Field Investigator,

III. Sample:

3-3 from all talukas of the district as a sampleSchools were selected. Thus,Total of Junagadh district10Talluka Total 30Schools were selected.

IV. Device:

Total 6 in the T standard - 90Had clauses. In which 1 to 15 clauses in Gujarati,To 1630 Kalma's subject matter, the subject of 31 to 45 science and technology, was subject to 46 to 60 social science. . The60Mnittus had to complete the deadline. He had 60 crops in the standard 9 of the standard.

V. The way of information consolidation:

Teacher,CRC,The test was taken by the BRP by GCERT. According to the guide line set at the state level.

VI. An analysis of information:

- i. The average
- ii. Deviation
- iii. T - test

1. Results / Findings:

- The average academic achievement of nine students of Junagadh district is received 45.15%.
- In the consequences of Junagadh district, the results of nine students in Gujarati subject, 4 clauses in mathematics, 8 clauses in math, science and technology have seen 4 tough sections in 10 clauses and social science.
- Students in standard nine achievement tests in Gujarati subject's freightG0914,G0905,G0908,Mathematics subject matterM0905AndM0905,Science and Technology Subject Indicatives ReflectionSci0906,SCI0911 SCI0904,While social science subject to state prohibitionS0956Students are tough Market.
- The lowest achievement below 30% in standard 9 saw 14.60% in Gujarati subject. The lowest achievement in the level of 31% to 50% saw 32.68% in Gujarati subject. The lowest achievement in the level of 51% to 75% was seen by 25.31% in the subject of science and technology. The lowest achievement in more than 75% of the levels saw 0.97% in the subject of science and technology.
- Standard nineEnglishAcademic achievement of the subject of mathematics, science technology and social science51.55%, 40.82%, 39.81% and 48.40%Is achieved.

Research Fertilizer:

- Lowerly based training and school in subjectsShould organize therapeutic education at level.
- Tough Termination FaithfulnessSimplifiedShould make an educational program.Tough of this programThe school should be implemented for the teaching of the teaching prohibition.

2. Research Area: Achievement Survey

Summary preparers: Dr. G.K.Senjaliya

40.Theme / Subject:Teacher-training

Section: Teacher-lifting

Title of research:In the Junagadh district, a person studying a special operation by teachers during the lockdown

Language: Gujarati

Name of the research: Dr. Gita K. Senjaliya

Office Address: District Institute of Education and Training , Bilkha Road, Junagadh

E-Mail: Dietjunagadh@gmail.com

Year: 2020-2021

Summary

1. Introductory:

The purpose of the study was to document the special work done by teachers during the lockdown in Junagadh district.

2. The purpose of research / research questions / Hypothesis::

The purpose of research

- Getting information about special educational operations during lockdown time from all the talukas of Junagadh district.
- 2. Interpreting their operations based on the teachers who have special educational operations from all talukas of Junagadh district.
- 3. To defend the information based on teachers' information, special educational operations from all talukas of Junagadh district.
- Method:

i. Outline of study:

The purpose of the study was to document the special work done by teachers during the lockdown in Junagadh district. Each taluka in every taluka by SSA TPEO and BRC -CO. Handed over to. The performance of the performance report has been used in research.

ii. Sample:During the year 2020-21, all the talukas level of Junagadh district as a sample of special workers during the lockdownSelected

iii. Device:In view of the experiment made by the teachers who are specially acknowledged for the study of the palatal taluka in the present research, describing the main things based on the experiment. Name of teachers who are specialized,The school,Standard,Subject,Duration,Method-પ્રયુક્તિ,The issues based on topics and results were consolidated.

iv. The way of information consolidation:

During the lockdown of Junagadh district in the research, the information from the teachers of the teachers who are studying by teachers in all talukas in Junagadh district, is obtained in the context of the experiment.

An analysis of information:

Here the work of teachers was qualitatively tested.

- Results / Findings:
 - Being at home by dilibine, students are also different efforts to study and co-study activities. The students from the thing to get around is a special operation to do the students of mathematics and science.
 - U-tube channel-new paped goverment primary school by shifting. Inclusion of the standard 6 to 8 math and science subjects, the video of the educational work with the students of the educational work, as well as the video of the Video of 1 to 99 by Student,Best Video from the West,How To Make Bonsai -Video, NMMS EXAMPreparationWhat can be done in its video placed model paper. And the school news channel has also been started.
 - Burst Ashokbhabhai. By The idea of enormous experiment in the lockdown has affected the lockdown. Was to spoke his suffering. The song creations made. Experiment is considered to be 6 to 14-year target group.
 - By ViasalibenStudents are also attempted to be in the study and co-owned activity of students.
- Mr. Hardvukar M. By Ram"To be"1 to 4 were preparedStandard 1 to 8StudentsDuring lockdownBuilding intention to learn yourself in the time of learning yourself.
- Research Fertilizer:
 - i. Education is effective by experiments in tough subjects such as science and mathematics.
 - ii. Excellent work teachers can be noted.
 - iii. Special working teachers' documents are ready.
- Field of Research:
Teacher-training

Summary preparers: Dr. G.K.Senjaliya

Year- 2021-22

41.Theme/Topic: Language

Section : Primary

Theme/Topic: early childhood care and education

Section : Primary

Title of Research : Study of Vocabulary of Two to Eight Age Children of Vanthali Talukaa of
Junagadh District

Language : Gujarati

Name of Researcher : Mrs. Kanchanben N. Bhut

Office Address : District Institute of Education and Training, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2021-2022

Synopsis

- **Introductory:** (In one to two sentences, write two to three sentences about technical terms if used.)

It was found appropriate to take note of spoken words in their daily practice with the intention of knowing the child's vocabulary and comprehension ability.

- **Research Objectives/ Research Questions/ Hypothesis:**

Learn vocabulary according to age according to gender according to area for children between the ages of two to eight

Concepts:-

Children between the ages of two and eight are introduced to vocabulary by age, gender, area, and vocabulary

- **Method:**

I. **Outline of the Study:**

- Practical and Qualitative Research

II. **Sample:**

There were a total of 14 children in the age group of two to eight

III. **Device:**

- Information sheet with required items

IV. **Mode of Data Collection:**

- Information was collected through a questionnaire.

V. **Analysis of Data:**

According to Gujarati Hindi English and vernacular vocabulary of children aged two to eight

- **Results/Conclusions:**

1) Sarsari was more in Y group of 4 years while less in 2 years age group.

2) Children's creativity increased

Research Outcomes:

The child's mother tongue is enriched, the mother tongue pair dominates and the reading activity becomes intensive.

- Area of Research: Language Education

Synopsis Prepared by : Mrs. Kanchanben N. Bhut

42.Theme/Topic: environmental education

Section : Primary

Title of Research : A Study of the Efficacy of Eco club in Teachers of Village Bhesan Mendara and Vanthali Talukaa of Junagadh City

Language : Gujarati

Name of Researcher : Mrs. Kanchanben N. Bhut

Office Address : District Institute of Education and Training, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2021-2022

Synopsis

- **Introductory:** (In one to two sentences, write two to three sentences about technical terms if used.)

Environment laboratory is very important and project work is suggested in primary and secondary schools in social science environment or other subjects

- **Research Objectives/ Research Questions/ Hypothesis:**
 - To study environmental laboratory activities.
 - Determining the characteristics and limitations of an environmental laboratory.
 - To check the progress of the environment laboratory and to know its development.

Concepts:-

- 1) Did innovative work with the help of environmental laboratory?
- 2) Who gets the support of environment laboratory?
- 3) Where are the suggestions for enriching the environmental laboratory

- **Method:**

I. Outline of the Study:

- Practical and Qualitative Research

II. Sample:

- A total of 88 primary schools were selected

III. Device:

- Self-Constructed Questionnaire

IV. Mode of Data Collection:

- Data was collected through questionnaire.

V. Analysis of Data:

- A qualitative review was conducted keeping in mind the purpose.

- **Results/Conclusions:**

- 1) Laboratory was found to be used in appropriate proportion in the school

2) The product was found to be more productive

.Research Outcomes:

1) Awareness about the environment came and got to know different plants

- Area of Research: Science Education

Synopsis Prepared by : Mrs. Kanchanben N. Bhut

43.Theme/Topic: Language

Section : Primary

Title: Vocabulary of children in age group 2 to 8 years of Junagadh Taluka – A study

Language : Gujarati

Name of Researcher : A. D. Rajyaguru

Office Address : District Institute of Education and Training, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2021-2022

Synopsis

- Introduction:

A child's language development is seen to be gradual. Keeping this in mind, the amount of vocabulary is determined in the language curriculum from pre-primary to primary education.

Take from 2 years 8 The researcher decided to carry out the present research to get the knowledge of the differences in the vocabulary of children up to the age of one year.

- Research Objectives/ Research Questions/ Hypothesis:

Purpose of the research

1. To study the general information of children in the age group of 2 to 8 years of Junagadh taluka.
2. To study the Gujarati vocabulary of boys and girls in the age group of 2 to 8 years of Junagadh taluka.
3. To study the English vocabulary of boys and girls in the age group of 2 to 8 years of Junagadh taluka.
4. To study the vocabulary of Hindi and local dialects of boys and girls in the age group of 2 to 8 years of Junagadh taluka.
5. To study the vocabulary of boys and girls in the age group of 2 to 8 years of Junagadh taluka.

Research Questions/ Hypotheses:

- What is the general information of children in the age group of 2 to 8 years of Junagadh taluka?
- How many Gujarati words will the boys and girls in the age group of 2 to 8 years of Junagadh taluka be familiar with?
- How many English words will the boys and girls in the age group of 2 to 8 years of Junagadh taluka be familiar with?
- How many words related to Hindi and local dialect would be known by boys and girls of age group 2 to 8 years of Junagadh taluka?
- How many words would the boys and girls in the age group of 2 to 8 years of Junagadh taluka be familiar with?
- Method:

I. Outline of the Study:

The main purpose of the present study was to obtain information about the vocabulary of children aged 2 to 8 years. As per instructions given by GCERT Gandhinagar, children were allocated according to year according to each crc at talukaa level for data collection. Thus a total of 14 children aged 2 to 8 years were selected and their guardians were instructed to record the words. Words recorded daily were collected. Thus for 15 days the words – Gujarati words, Hindi words, English words, local words and other words were collected and placed in the datasheet.

II. Sample:

In this research the researcher selected the sample using random sampling. One boy and one girl children in the age group of 2 to 8 years from Bhesan taluka were randomly selected in this experiment. Thus the total in the present study 14 Children were selected.

III. Device:

A device developed by GCERT, Gandhinagar was used as the device in the present research

IV. Mode of Data Collection:

In present research The lecturer had selected children from their liaising area of age group 2 to 8.in contact with B.R.C. Having ochildren list ready.From the list 14 Children inclusive their guardian planning was done with Online meeting. In the meeting collaboration was found of the village, Main Teacher and of the Principal.

V. Analysis of Data:

Researcher prepared M.S.Excel data file Based on vocabulary to collect information and arranged in Gujarati, Hindi And English Language besides Local as well other language in the sheet.Comparative Analysis and Interpretation of data was checked according to average of vocabulary by two to eight years of age.

● Results/Conclusions:

Parents of two selected children has studied till 12th. where parents of 12 children had studied till P.T.C and other higher education.

- Total of 47 boys were familiar with 135 words.
- Total 11 boys and were familiar with 16 words.
- Boys were familiar with 11 words where the girls were familiar with 18 words in English. So it can be said that of three years of age the girl is more familiar with English words than the boy.
- Total boys were familiar with 16 words and the girl was familiar with the 1 word.So it can be said that 3 years boys were more familiar with the English words.
- Boys of 6 years of age were familiar with 0 words.

- in local language ,boys were familiar with 0 words and girls were familiar with 4 words.so it can be said that girls were more familiar.
- During 15 days, 2 year old boys scored a total of 67 and 115.
- Research Outcomes:
 - i. Experiences should be provided to familiarize the child with information about animals, birds, household objects, names of colors, various objects of daily life and living things.
 - ii. Efforts should also be made to make girls' vocabulary equal to that of boys.
 - iii. Efforts to greatly increase the existing proportion of children's word funds It should be undertaken by the government, by educational institutions, by linguists and by society and parents.
- Area of Research:

Foundational literacy and numeracy

Synopsis Prepared by: A. D. Rajyaguru

Synopsis Submitted by : Dr. M. Y. Vyas

44.Theme/Topic: Language

Section : Primary

Research title: "A Study of the Opinions of D.L.ED Trainees on Internship Programme"

Language : Gujarati

Name of Researcher : A. D. Rajyaguru

Office Address : District Institute of Education and Training, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2021-2022

Synopsis

1. Introduction:

If we want to improve the quality of the trainees and know what the trainees think about the internship, we can better plan the future based on their opinion.

2. Research Objectives/ Research Questions/ Hypothesis:

Purpose of Research:

- For a study of trainees' opinions of D.L.ED "A Study of the Opinions of D.L.ED Trainees on Internship Programme"
- Constructing an opinion book of D.L.ED of the trainees' opinions about the internship programme
- To know the views of D.L.ED trainees regarding Anganwadi Internship.
- To know the views of D.L.ED trainees on lesson observation
- To know the views of trainees of D.L.ED regarding internship planning
- To know the views of D.L.ED trainees on school internships.
- To know the views of trainees of D.L.ED regarding internship co-optation.

- Research Hypothesis/Research Questions:

1-Three days of Anganwadi experience seems to be enough

2- Proper guidance is given by the Anganwadi worker regarding all the activities

3-Anganwadi activity looks interesting

4-Internship is a visit to a specialized organization

5-The observation model is explained before the lesson observation

6-Knowledge of basic skills required during lesson observation

7-Lesson observation is more effective if there are sufficient numbers in the classroom

8-Observation is a deliberative process

3. Methodology :

I. Outline of the Study:

- II. Junagadh City and Rural Talukaa of Junagadh and Gir Somnath District and S.Y. of D.L.EDCollege of Gir Somnath City and Rural Talukaa. D.L.EDtrainees included trainees doing teaching work during the academic year 2021-22.
- III. Sample:
All characters from the universe were included in the sample.
- IV. Device:
- V. In the research presented by the researcher, the internship questionnaire provided general information and some instructions to the respondent trainee. Then 55 Statements were given.
- VI. Mode of Data Collection:
- VII. A GOOGLE FORM WAS DEVELOPED TO RECEIVE RESPONSE ON THE RESEARCHER'S INTERNSHIP REVIEW.
- VIII. Analysis of Data:
PERCENTAGE ACCORDING TO THE STATEMENT IN MS EXCEL was found.

4. Results/Conclusions :

- In terms of internship, most of the trainees find three days of Anganwadi experience sufficient.
- Anganwadi to most of the trainees regarding internship All activities are properly guided by the worker.
- Most of the trainees find the Anganwadi activity interesting in terms of internship.
- Regarding internship, most of the trainees visit a particular organization through internship
- In terms of internships, the observation model is explained to most of the trainees before the lesson observation.
- For most of the trainees in terms of internships, knowledge of basic skills is required during lesson observation.
- Regarding internships, lesson observation is more effective if there are sufficient numbers of classroom participants during the internship for most trainees.

5 Research Outcomes:

- Opinions vary about the performance of D.L.EdCollege in terms of internships Therefore, such a study should be carried out at intervals of some time.
- Real experience with children is essential to becoming a primary teacher. Hence the trainees should try to stay positive about the internship.

6. Area of Research:

Teacher-training

Synopsis Prepared by : A.D Rajyaguru

Synopsis Submitted by : Dr. M. Y. Vyas

45. Researcher Name:- Kashmiraben H. Bhatt Lecturer, Diet Junagadh

Research Year-2021-22

Title - A Study of Vocabulary of Two to Eight Age Children of Manavdar Taluka of Junagadh District

1.1 Introductory

All State Level Gujarat Educational Research and Training Council - Gandhinagar To the Lecturers of all District Institute of Education and Trainings of Gujarat State covid – During the period of 1999, it was considered appropriate to conduct the present research with the intention of knowing the child's vocabulary and comprehension of language by noting the words spoken by children between the ages of two and eight years in their daily practice..

1.2 Problem statement

Children's Vocabulary Study of

Two to eight age group from Manavdar taluka of Junagadh district

presented The purpose of the study was to study the vocabulary of children in the age group of two to eight of Manavdar taluka of Junagadh district.. Underlying Two from Eight age group having Total of 14 children Sample as choosen in which Two from Eight of age Two – Two children were selected. For which the words spoken by children in their daily practice note done for 15 days. Subsequently Gujarati, English, Classified spoken words in Hindi and vernacular based on gender, Findings were made by classifying vocabulary based on area.

1.3 Research objectives

The central part of the entire research is the research objectives. Only after the objectives are clear can one proceed in the research work Objectives of the research clarify some things. The objectives of the present research were as follows.

- Age-appropriate children's vocabulary knowledge for children between the ages of two and eight.
- Knowing the vocabulary according to the gender of children aged two to eight years.
- Area-specific vocabulary knowledge of children aged two to eight years.
- Gujarati language for children aged two to eight years, Also to know the vocabulary of children by considering the local dialect as well as languages other than Gujarati.

.7 Sample selection

Two to eight years of children from Manavdar taluka during Covid 19 were selected as Sample

1.8 Device

In order to collect appropriate information for the purpose of the research, if a device already exists, the researcher cannot use it directly, then the researcher has to prepare the device himself. The gradual presentation was as follows.

1. In the present research, in coordination of B.R.C. and C.R.C of Manavadar talukaa sheet from state level was used as a device
2. Besides this 2 from 8 Gujarati from a separate sheet for each day of words spoken by age group children, English, Notes of Hindi as well as vernacular words prepared at state level Excel Format was done. whose device as Use done came was.

1.9 Collection of information

In the present study, B. of Manavadar talukaa was first used by the experimenter.R.C. as well C.R.C. With co-ordinatorsGoogle meetGuided how to record words under online vocabulary. as well one J of words Repeat No happen its sure which one way to do that wanted informed done came.

1.10 Data analysis

In the present study 2 from 8 of the year age group Having Children by Speaking came Gujarati, English, Analysis was done according to the number of Hindi and vernacular words and the data was analyzed according to gender..

1.11 Conclusions

presented in the study Conclusions This According to were.

- In the present study, the spoken words in different languages of children of 04 years age group of Manadara Talukaa increased significantly. While children of 02 years age group had the least fluency in words spoken in different languages.
- The effect of gender was consistent across language words spoken by 2- to 8-year-old children.
- The area effect was consistent across the different language words spoken by the 2- to 8-year-olds.
- 2, Boys and girls in the age group of 3 and 7 years had the highest mean of Gujarati words. While the average of 5-year-old girls was higher in vocabulary of other languages.
- Overall the average of Kumaras was higher in Gujarati language vocabulary. While the average of girls was found to be higher in the vocabulary of other languages.
- Enriching the vocabulary increases the creativity of the children, besides, the child can effectively express his ideas through the medium of language.

1.12 Educational benefits

presented in the study Educational Fruits This According to were.

- Teachers from school level should build TLM for children to enrich their mother tongue.
- Reading activities should be done by school teachers in school prayer program and children should be introduced to unfamiliar words with context.
- Parents or guardians of the children should communicate with the child to master the mother tongue.
- To enrich the vocabulary of the child at the school level, school planning should include one hour a fortnight of reading reference literature.

1.5 1.13 Recommendations on future research

1) Can be conducted for children of other age groups also.

46. Researcher Name:- Kashmiraben H. Bhatt Lecturer, Diet Junagadh

Research Year – 2021-22

Title- A Study of Baseline Assessment of FLN Skills of mathematics of std 2 students of Junagadh district

1.1 Preface

According to National Education Policy 2020 , By primary level, basic literacy and numeracy skills are universally the highest priority for school education systems to achieve among all children would be done in the year 2026-27. It is the responsibility of the education sector to ensure that children receive quality education at the primary level.. including students, schools, Teachers, Parents as well as communities. Mastery of basic skills should be a priority for the entire nation..

At primary level in India, By imparting basic literacy and numeracy to over 5 crore children. children weak in easy reading , comprehension and simple arithmetic . Keeping this in mind subjects like Gujarati and Mathematics have been selected as baseline especially in basic skills at primary school level.. In the classroom, the teacher is expected to focus on the environment during his teaching activities and to work with the children in a language-appropriate way.. About Foundational Learning and Numeracy Nominally Nipun BHarat Mission, I have directed. In the study presented here, the norms of Junagadh district are used-std 4 Students have chosen to conduct a baseline assessment survey to examine the effectiveness of various variables focusing on how students acquire numeracy skills..

1.3 Research objectives

According to the objectives of the present study:

- (1) To Check the effectiveness of skills of primarily FLN.
- (2) To Implementation of baseline assessment-based achievement scores for numeracy skills Primarily FLN
- (3) To examine the effectiveness of a baseline assessment based on baseline assessment of numeracy skills in relation to students' gender Primarily FLN
- (4) To examine the effectiveness of the baseline assessment for numeracy skills in the context of a range of successful sophomore students Primarily FLN.

1.4 Hypothesis of the study

The hypothesis of the present study was formulated accordingly.

- standard-2
- There is no significant difference between the total scores of boys and girls in the baseline assesement servey to achivements of std. 2
- standard-2
- There is no difference between the total scores of std 2 students from urban area and students of rural areas under the baseline assessment servey.
- 1.7 Sample selection:

Sri Maharani Lakshmi Girls' Vidyalaya run by the Metropolitan Municipality of Rajkot 1991-92. Students studying in Class VIII during the academic year were counted. The sample was selected by random method.

1.8 device

. Comprehension test was used.

1.8 Research methodology

.Employing experimental research methods.

1.9 Method

.The analysis was carried out independently.

1.10 Conclusions

- (1) The reading speed and reading comprehension of the experimental group students increased more than the control group students.
- (2) The students of the experimental group had less than the students of the control group.
- (3) The reading ability of experimental group students was better than that of control group students.
- (4) The students in the experimental group had a lower rate of transposition reading error than the students in the control group.
- (5) A significant difference was found between the two groups in terms of word substitution errors in reading..
- (6) A difference was found between the students of the experimental group and the students of the control group in terms of pronunciation errors in speaking..
- (7) In reading, the proportion of correct ascending and descending errors and the proportion of errors due to tone of voice increased among students..
- (8) There was no significant difference between the experimental and control groups regarding omission of words or letters in reading..

1.8 Device:

1. The study was undertaken according to level of std 2 studentd.
2. In the present study a user-designed instrument was developed.

1.9 Data collection process

In the present study a systematic survey was structured by the researcher to collect the data according to the objectives. Information was collected from 170 students studying in standard-2 in different talukaas of Junagadh district included in the sample. was BRC for data collection., C.R.C. Also given on behalf of the teachers. The purpose of the research presented to the principal of the school was to clarify the data collection.

1.10 The process of data analysis

Based on the information collected in the present research, data entry in excel program and coding of the data MATRIX (category) was prepared. Based on which SPSS Need to get admission in Arithmetic Test with the help of the program.

1.11 Conclusions

The findings of the present study are inconclusive.

Learning outcomes M 101 from M 115 of Achievement Details.

- For M 101, boys from rural areas have achieved more in this study than girls from rural areas.,Overall majority of students achieved this academic achievement among urban boys compared to urban girls..
- For M 102, the academic performance of rural boys is higher than that of rural girls.,Girls from urban areas achieved more than boys from urban areas..
- For M 103, the academic performance of rural girls is higher than that of rural boys.,All the girls from the urban areas have achieved this qualification. Overall most of the students achieved the academic results.
- M 104 Therefore, the academic performance of rural boys is higher than that of rural girls.,All the girls from the urban areas have achieved this qualification. Overall most of the students achieved the academic results.
- Of students of standard- 2 FLN Within the skills baseline assessment survey, the effect of student area was similar..

1.12 Educational benefits

The academic implications of the present study were as follows.

- FLN Underlying calculations, The reading and writing campaign should be continued at the primary school level.
- Literature creation to improve children's numeracy skills, The workshop should be organized at the district level as well as at the talukaa level.
- At the school level, one day a week in the library should introduce the book and provide books that increase the numeracy skills in a way that interests the children..

47. Researcher Name:- Kashmiraben H. Bhatt Lecturer, Diet Junagadh

Research Year- 2021-22

Research –

A study of environmental lab in schools of Keshod, Manavadar, Mangrol, Visavadar ,Maliya talukas of Junagadh district.

1.1 Preface

For preservation of nature, human feeling towards nature must be kept alive for its protection and enrichment.. If a child is made a nature lover from an early age, his sense of nature and environment is ingrained forever.. For this, the level of primary education is considered excellent. Many environmental problems can be solved by changing the perspective of humans towards nature.. Children will play an important role in changing the attitudes of the society.Children are selfish and have new ideas easily, Learning is essential. They are our future. Every child will make an important impact in their family.C.E.R.T. Gandhinagar in all primary schools of the state “Ecoclub” has been started.

1.2 problem statement

A study of environmental lab in schools of Keshod, Manavadar, Mangrol, Visavadar ,Maliya talukas of Junagadh district.

1.3 Research purposes:

The present research was undertaken keeping in view the stated objectives.

1. To develop awareness of student participation in environmental laboratory activities.
2. There is no money available for the environmental laboratory, Acquiring information about aid-giving organizations and grant utilization activities.
- 3.To find out what kind of environmental awareness is developed in students through environmental experiment schools.
- 4.To get information about the details created in the school through the various activities of the environmental laboratory..
5. Learn how teachers can achieve academic achievement with the help of an environmental experiment school..
- 6.To get information about the innovative work done in the environment laboratory activities.

1.6 Sample :

1 to 8 Standard Primary Schools of Junagadh District

1.7 Sample selection:

Random sampling method was used in the present research , A total of 100 schools from Manavdar and Visavdar talukaas were selected in the sample..

1.8 Device:

Research can be done with the help of tools. But which research tool to use depends on the research topic.. It is essential to use the device properly and judiciously.

A written questionnaire was prepared as an instrument in the present research.Which was used as a tool.

Before preparing the device- Three lectures from Junagadh, , A provisional questionnaire was prepared after studying the reports of work done . Then a lecturer in diet, Trained Teacher of State Class of Environment Laboratory, Environmental Laboratory Specialist CRC CO-A one-day work camp of the Co-ordinator was held at Junagadh. In which pre-prepared temporary questionnaires were submitted. The purpose of each question in the questionnaire was discussed in detail in a healthy environment.. Finally everyone's suggestions, After getting guidance, a final questionnaire was prepared. Which is used as a tool.

1.9 Data collection of Information

In order to collect the data in the present research, a seminar was held for the convenors of the teachers of each school of the environmental experiment school of the sample.. But the opposite is covid -21 Due to the situation it was not possible to gather everyone at one place. And it was possible to collect data from each school for research purposes. Therefore, a questionnaire was sent through e-mail to all the nodal teachers in Matalukaa and then through an online webinar to all the nodal teachers for the purposes of the research., The importance of research etc. was explained. And the filling of the questionnaire was explained and the questionnaire was sent to both.

1.11 Conclusions:

- More students from standard 6 to 8 participate in environmental lab activities than std 3 to 5. And in most of the schools, all the students of the standard are made by the teachers to participate in the environmental lab school activities..

1.13 Recommendations on future research

The researcher has presented recommendations for future research in the context of this study. such

- Other districts of the state may get guidance regarding environmental experiment schools.
- A Study of Eco Club Activities in Primary Schools of Manavdar and Visavdar Talukaa.

Area of Research-Mathematics Education

Synopsis Prepared by – Bhatt Kashmira H.

48. Subject – Environmental Education

Department- Primary

Title of Research- A study of environmental laboratory activities in primary schools of Maliya ,Manavdar taluka, Visavadar,Mangrol of Junagadh district

Language-Gujarati

Researcher Name-Bhatt Kashmir H.

Office Address – District Institute of Education and Training,Bilkha Road .Junagarh

email: dietjunagadh@gmail.com

Year 2021-22

Synopsis –

1 Preface- For the conservation of nature, human feeling towards nature must be kept alive for its preservation and enhancement.. If a child is made a nature lover from an early age, his sense of nature and environment is ingrained forever.. For this, the primary education level is considered to be the best in the state, computer labs for computer education and maths labs and science labs respectively for maths and science education., through which students can more effectively understand and nurture the environment.

2 OBJECTIVES OF THE RESEARCH- The present research was undertaken keeping in view the stated objectives..

1. To develop awareness of student participation in environmental lab activities.
2. There is no money available for the environmental laboratory, Acquiring information about aid-giving organizations and grant utilization activities.
- 3.To find out what kind of environmental awareness is developed in students through environmental experiment schools.
- 4.To get information about the details created in the school through the various activities of the environmental laboratory..
5. Learn how teachers can achieve academic achievement with the help of an environmental experiment school..
- 6.To get information about the innovative work done in the environment laboratory activities.

7. To know details uploaded on Environment Lab activities webportal.

3 Method – Survey method

I –Outline of the Study – To collect data in the presented research, the nodal convener of each school of the sample held a webinar with the teachers and gave them an understanding of the purpose of the research and gave them an understanding of how to fill the questionnaire.

II Sampling- Random sampling method was used in the present research.. Keshod of Junagadh district, demand, the gardener, A total of 100 schools from Manavdar and Visavdar talukaas were selected in the sample..

III Device – A written questionnaire was prepared as an instrument in the present research..Which was used as a tool.

Before preparing the device- Three lectures from Junagadh, , A provisional questionnaire was prepared after studying the reports of work done . Then a lecturer in diet, Trained Teacher of State Class of Environment Laboratory, Environmental Laboratory Specialist CRC CO-A one-day work camp of the Co-ordinator was held at Junagadh. In which pre-prepared temporary questionnaires were submitted. The purpose of each question in the questionnaire was discussed in detail in a healthy environment.. Finally everyone's suggestions, After getting guidance, a final questionnaire was prepared. Which is used as a tool.

4. Research Outcomes – Every research suggests a direction for new research. During the research, some new problems come before the eyes of the professor.

6 Field of Research-Environmental Education

Synopsis Prepared by – Bhatt Kashmira H.

49.Theme/Topic: NEP-2020

Section : Primary

Research Title: Study of Standard –3 students of Gujarati subject with respect to FLN for baseline assessment of skills

Language : Gujarati

Researcher Name : A.D .Rajyaguru

Office Address : District Institute of Education and Training, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2021-2022

Synopsis

- Introduction:

In the present study, the researcher chose to conduct a baseline assessment survey to test the effectiveness of various variables focusing on the language skills of class-III students of Junagadh district.

- Research Objectives/ Research Questions/ Hypothesis:

Purpose of Research:

- (1) Testing the effectiveness of FLN skills at primary level.
- (2) Integrating baseline assessment-based achievement tests for language skills into FLN skills at primary level.
- (3) To examine the effectiveness of a baseline assessment-based structured achievement test for language proficiency in FLN skills at the elementary level in relation to students' gender.

To examine the effectiveness of a baseline assessment-based structured achievement test for language proficiency in FLN skills at the elementary level among students in a context context.

Research Concept:

- There will be no meaningful difference between the receipts of standard-3 Female and Male Students of of the test Question 1 Achievement under Baseline Assessment Survey
- There will be no meaningful difference in question 2 between the receipts of standard-3 Female and Male Students Achievement under Baseline Assessment Survey
- There will be no meaningful difference between the receipts of standard-3 Female and Male students Achievement under Baseline Assessment Survey test question-3
- There will be no meaningful difference between the receipts of standard-3 Female and Male students Achievement under Baseline Assessment Survey test Question-4
- There will be no meaningful difference between the receipts. standard-3 Female and Male students Achievement under Baseline Assessment Survey test Question-5

- Method:

- a. Outline of the Study:

There were students of standard 3 during year 2021-22 included in the present study

- b. Sample: In the present study total 221 were students.

- c. Device: An achievement test was designed by the researcher with students' basic literacy and language development in mind.

Mode of Data Collection: Total of 221 students of standard 3 from 90 clusters of 10 talukas from Junagadh District

- d. Analysis of Data: Statistical t test as well as descriptive measures were obtained using SPSS program.

- Results/Conclusions:

- According to FLN in the baseline assessment survey there is no gender bias in std. 3

- According to FLN in the baseline assessment survey there is no difference regarding area in std. 3.

- FLN In terms of skills, especially language, students were found to have difficulty in expressing themselves in writing.

- FLN In terms of skills, especially language, students were not able to understand the relationships between details from the text and make meaningful sentences.

- Research Outcomes:

- The basic literacy campaign under FLN should be continued continuously at the primary school level.

- Literary production workshop should be organized at district level as well as talukaa level to increase children's mastery over language.

- It should be ensured that children acquire basic literacy language skills by class-III.

- Area of Research:

Early childhood care and education

Synopsis Prepared by : A.D. Rajyaguru

50.Theme/Topic: early childhood care and education

Department : Primary

Title of the Research: A Study of Vocabulary of Two to Eight Age Children of Malia Hatina Taluka of Junagadh District

Language : Gujarati

Name of Researcher : A.C. Vyas

Office Address : District Institute of Education and Training, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2021-2022

Synopsis

- **Introductory:** (In one to two sentences, write two to three sentences about technical terms if used.)

It was found appropriate to take note of spoken words in their daily practice with the intention of knowing the child's vocabulary and comprehension ability.

- **Research Objectives/ Research Questions/ Hypothesis:**

To learn vocabulary according to age according to gender according to area for children between the ages of two to eight

Concepts:-

Children between the ages of two and eight are introduced to vocabulary by age, gender, area, and vocabulary

- **Method:**

I. Outline of the Study:

- Practical and Qualitative Research

II. Sample:

There were a total of 14 children in the age group of two to eight

III. Device:

- Information sheet with required items

IV. Mode of Data Collection:

- Information was collected through a questionnaire.

V. Analysis of Data:

According to Gujarati Hindi English and vernacular vocabulary of children aged two to eight

- **Results/Conclusions:**

1) average in age group of 4 years is more while less in 2 years age group.

2) Children's creativity increased

28..Research Outcomes:

The child's mother tongue is enriched, the mother tongue pair dominates and the reading activity becomes intensive.

- Area of Research: Language Education

Synopsis Prepared by : A.C. Vyas

51.Theme/ Subject : Mathematics education

section : Primary

Research Title : Study of baseline assessment of FLN skills of Mathematics subject in Standard 3 of Junagadh District

Language : Gujarati

of the researcher Name : A.C.Vyas

Office address : District Education to training the building, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

year : 2021-2022

Synopsis

- Introduction : A baseline assessment survey is selected to test the mathematical skills of standard 3 of Junagadh District. .
- Research Objectives/Research questions/Hypothesis.

-to develop achievement test

-to develop achievement test according to gender.

- to develop achievement test of students in context to their area.

Hypothesis:-

Students calculation skills will be known.

Basic life skills will be learned.

Students will know the importance of Maths In practice .

- Method :

I. Outline of the Study

- Practical And Qualitative Research

II. Sample :

All Talukas of Junagadh District were selected,there were a total of 207 students in the present study.

III. Device :

IV. The achievement test was devised. The test consisted of 19 MCQs of 1 mark each from a total of 19 LOs, one from each LO.45 mnts time was given for the test.

V. Data Collection:

- Through Google form.

VI. Data Analysis:

VII. A series was prepared from this data collected from the sample characters keeping in view the basic skills for which numerical ,descriptive measures were obtained.

5 Results/Conclusions :

Achievement details – Learning Outcomes M 201 to M 219

6 Research Conclusions:

- The numeracy ,reading and writing campaign under FLN should be continued at Primary school level.
- Literature production, workshops should be organised at district level as well as Taluka level to increase numeracy skills of children.
- At the school level one day a week books to increace numeracy skills should be given from the library

Research Field :Mathematics Education as well as Educational Measurement and Evaluation

Synopsis Prepared by : A.C.Vyas

Synopsis Submitted by : Dr. M. Y. Vyas

52.Theme/Subject: early childhood care and education

Section : Primary

Research title: " A study of ICT training effectiveness "

Language : Gujarati

Name of Researcher : A.C. Vyas

Office Address : District Institute of Education and Training, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2021-22

Synopsis

- **Introductory:** (In one to two sentences, write two to three sentences about technical terms if used.)

ICT training was given to one teacher per all upper primary schools in Junagadh district. The research was conducted by the researcher to find out the utilization of this training at the school level.

- **Research Objectives/ Research Questions/ Hypothesis:**
To construct a questionnaire on the effectiveness of ICT training in Junagadh district. To test the effectiveness of ICT training in Junagadh district.

Hypothesis:

1. Do you yourself has made the blog for the school/institution ?
- 2.Students of your school uses Blog?
3. Do you present school activities through Blog?
4. DO you spend more than 5 hours a week doing academic work via computer?

Method:

Outline of the Study:

- Practical and Qualitative Research

Sample:

In this research, the researcher selected one teacher of 179 primary schools of Junagadh district as a sample. That is, 179 teachers were selected in the sample

I. **Device:**

Questionnaire was used as a tool by the researcher in accordance with the points taken during the training.

Mode of Data Collection:

II. Data collection is the soul and heart of a research project. Here a questionnaire prepared by the researcher based on ICT training was used. There were 17 questions in it. To which

the teacher had to answer yes or no. A google form of this questionnaire was prepared.

Through which the responses of the teachers were recorded

III. Analysis of Data:

Number, percentage was calculated keeping in mind the purpose. To calculate this excel application was used

Results/Conclusions:

Photo of most teachers school program, Videos and various files can be uploaded to Google Drive or Drop Box and share the link.

28..Research Outcomes:

1. ICT training should be continued at the primary school level.
2. Monitoring of ICT training should be done continuously.

- Area of Research: Language Education

Synopsis Prepared by : A.C. Vyas

53.Theme/Topic: foundational literacy and numeracy

Section : Primary

Title of the research: Study of baseline assessment of FLN skills of Mathematics subject in Standard 4 of Junagadh District

Language : Gujarati

Name of Researcher: Kishor Kumar Chitroda

Office Address : District Institute of Education and Training, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2021-2022

Synopsis

- Introduction:

It was chosen to conduct a baseline assessment survey to test the effectiveness of various variables focusing on whether students of class-4 have numeracy skills.

- Research Objectives/ Research Questions/ Hypothesis:

Purpose of the research

- Testing the effectiveness of FLN skills at primary level.
- Integrating baseline assessment based achievement tests for numeracy skills into FLN skills at primary level.
- To examine the effectiveness of a baseline assessment-based structured achievement test for numeracy skills in FLN skills at the elementary level in relation to students' gender.
- To examine the effectiveness of a baseline assessment-based structured achievement test for numeracy skills in FLN skills at the elementary level among students in the field context.

- Method:

- I. Outline of the Study:

The main objective of the present study It was chosen to conduct a baseline assessment survey to test the effectiveness of various variables focusing on whether students of class-4 have numeracy skills.

- II. Sample:

All the talukas of Junagadh district were selected as sample in the present study. There were a total of 155 students in the present study.

- III. Device:

In the present study, an achievement test was designed by the researcher keeping in mind the learning outcomes of class 3. The test was of 14 marks. The test consisted of 14

multiple-choice questions of one mark each from a total of 14 learning outcomes, one from each learning outcome. 30 minutes time was given for the test.

IV. Mode of Data Collection:

155 studying in class-4 in various talukaas of Junagadh district included Information was collected from the students. was BRC, CRC for data collection. Also the help of teachers was taken.

V. Analysis of Data:

Based on the information collected in the present research, the data obtained was entered into the Excel program in the form of coding Matrix(Series) was prepared. Based on which statistical t-test and descriptive measures were obtained with the help of SPSS program.

- Results/Conclusions:

The effect of student gender on FLN skills of class 4 students in the baseline assessment survey was unified.

The effect of student area on FLN skills of class 4 students in the baseline assessment survey was unified.

- Research Outcomes:

- Numeracy under FLN, The reading and writing campaign should be continued at the primary school level.
- Literature creation to improve children's numeracy skills, The workshop should be organized at the district level as well as at the talukaa level.
- At the school level, one day a week in the library should introduce books and provide books that increase numeracy skills in a way that interests children.

- Area of Research: foundational literacy and numeracy

Synopsis Prepared by: Kishor Kumar Chitroda

54. Theme/Subject:- A Study on Job Satisfaction of Anganwadi Workers

Section:- Pre Primary

Researcher Title:- A Study on Job Satisfaction of Anganwadi Workers of Junagadh District

Language (Medium):-Gujarati

Name of Researcher:- Hemalben C. Upadhyay

Office Address:-District Education and Training Building, Bilkha Road, Junagadh

E-MAIL :dietjunagadh@gmail.com

Year: 2021 -2022

Synopsis:-

1. Introduction:-

Integrated Child Development Scheme is a very useful scheme. Started in 1975, the scheme has several components across the country. The scheme is expanding in Gujarat and aims to spread its benefits everywhere in the state. The childhood years are very important because the pace of development is very rapid during this period.

2. Research Objectives/Research Questions/Hypotheses:-

- To know the job satisfaction of Anganwadi workers.
- Implementation of job satisfaction based device of Anganwadi workers.
- To test the effectiveness of the device designed based on job satisfaction of Anganwadi workers.
- Preparation of development plans based on job satisfaction of Anganwadi workers.

Study questions

- The supplementary nutrition provided to the Anganwadi workers is adequate for their job satisfaction?
- Anganwadi workers are given government based facilities??
- Anganwadi workers organized annually by teachers, Monthly planning, Weekly planning as well as daily planning is prepared?
- Teachers get full support of parents in the overall development process of children?
- Efforts are made by Anganwadi workers to ensure that children get maximum benefit from government schemes?

3. Methodology:-Survey

I. Outline of the Study: Here the undertaking was to know the study about the job satisfaction of the Anganwadi workers working in different talukas of Junagadh district of Gujarat state.

II . Sample: In the present study workers of Anganwadis of Visavdar and Vanthali talukaa of Junagadh district were selected by stratified random method as samples. The total sample of the present study was 197.

III. Device— A total of 40 statements were kept in the instrument. Agree with every statement, Disagree and neutral option given. From which one had to choose any one option to respond.

IV. Method of Data Collection:- A research instrument was designed by the researcher to collect the data as per the objectives in the present study. To collect data from the subjects included in the sample, device-based data collection was done during training for Anganwadi workers conducted by the researcher Diet – Junagadh.

V. Analysis of Data:- The data collection of the present study was to study the job satisfaction of Anganwadi workers working in Junagadh district. For which frequency and percentage were obtained according to each statement based on the data collected from the sample characters. For which numerological descriptive measures were obtained.

4. As a result/conclusions:-

The findings of the present study were as follows.

1. After 12th grade, appointment as worker is eligible. 78.68% agreed option selected. while 9% chose the neutral option.
2. Anganwadi workers are not paid according to performance. Like that 82.23% of people believed.
3. 91.37% workers believe that it is necessary to provide building facility for Anganwadi from the government.
4. 40.14% workers pay the house rent from their salary so they are not fully satisfied.
5. 76.14% of workers prefer administrative work to working with children.
6. 89.34% Malnourished adolescent girls are primarily responsible for malnutrition.
7. 93.40% of the trainings conducted by the Training Bhavan are useful to you. Also 78.68% of the workers need to increase the training time by 1 - 2 days in the Training Centre. It seems.

8. 98.97% believe that the health aspects of Anganwadi are very important.

5. Educational outcomes of the research-. The academic implications of the present study were as follows.

- Regular training of Anganwadi workers in terms of education should be organized from the district level.
- Training should include activity-based learning as well as training lectures on child psychology.
- Efforts should be made in the Anganwadi to make the people of the society believe that the children are being cared for regularly.
- A system should be developed to regularly review the work of workers in Anganwadi.

6. Area of Research:- Pre Primary Section

Synopsis Prepared by:- Hemalben C.Upadhyay

55. Theme/Topic:- Social science of Std. 7

Section:- Primary

Title of Researcher:- A Study of Teachers' Opinions of Junagadh District on Class-7 Social Science Textbook

Language (Medium):-Gujarati

Name of Researcher:- Hemalben C. Upadhyay

Office Address:-District Institute of Education and Training ,Bilkha Road, Junagadh

E-MAIL :dietjunagadh@gmail.com

Year: 2021 -2022

Synopsis:-

1. Introduction:-

Through social science subject, teachers can develop environmental awareness among students and students' careers can be shaped. Keeping that in mind, it was considered appropriate to conduct the present study with the help of finding out the opinion about social science subject based textbook.

2. Research Objectives/Research Questions/Hypotheses:-

The objectives of the study were determined as follows.

- ❖ To create an opinion poll to find out the opinions of primary teachers about the social science textbook of class-7.
- ❖ To test the effectiveness of an opinion poll designed to know the opinions of primary teachers about the social science textbook of class-7.
- ❖ To examine the effect of teachers' gender on primary teachers' views of class-7 social science textbook.
- ❖ To examine the effect of teachers' educational qualifications on primary teachers' opinions about social science textbooks of class-7.
- ❖ To examine the effect of teachers' educational experience on primary teachers' views on social science textbooks of class-7.

Hypothesis

The hypothesis of the present study was formulated as follows.

- ❖ There will be no significant difference between the mean scores of female teachers and male teachers based on their views on social science subject of class-7.
- ❖ There will be no significant difference between the averages of opinions based on the opinions of the urban area teachers and the rural area teachers on the social science subject of class-7.
- ❖ There is no significant difference between the mean scores of Class-7 social science subject-based opinions of teachers with different educational experience.

3. Methodology:-Survey

I. Outline of the Study: The purpose of the present study was to know the opinions of the teachers of Junagadh district regarding the social science textbook of class-7.

II . Sample: 205 primary teachers teaching social science in class 6 to 8 in different talukas of Junagadh district were selected from the population using purposive sampling method including 103 female teachers and 102 male teachers.

III. Device— A total of 20 statements were made in the manifesto. In which every statement was based on three points. Totally agree, Agree and neutral options were given.

IV. Method of Data Collection:-Collection of information through Google Forms

V. Analysis of Data:- . Quadrilateral analysis was performed by chi-square test for data analysis.

4. Result/Conclusions:-

The findings of the present study were as follows.

8. Social Science content of Class 7 is expert based."In which 92.68% teachers agreed with the statement.
9. Studying the history section of class 7 social science subjects seems difficult. In which 44.85% teachers agreed. While 34.63% teachers disagreed.
10. Pictorial information has got less place in 7th social science subject 44.39% of teachers agreed.
11. The content of social science subject seems to be higher than the mental level of students..in which 59.02% teachers agreed.
12. The understanding of geographical phenomena is best given in class 7 social science subject in which 74.63% teachers chose the agree option.
13. Students develop the values of democracy through the social science textbook of class 7. In which 83.41% of the teachers chose the agreed option.
14. St.7 A social science textbook is well suited for continuous and comprehensive assessment. In which 75.12% teachers agreed.
15. St.7 Teachers' gender in the views of elementary social science teachers, The effect of area and their educational experience was not observed.

5. Educational outcomes of the research-

1. The training module should be designed keeping in mind that pictorial presentation in social science textbooks should be enhanced to provide real-world experience.
2. Such literature should be prepared from the taluka and district level and should reach the school level to preserve the environment and create awareness among the teachers.
3. A social science textbook should list various methods of assessment as well as projects.

6. Area of Research:- Social Science

Synopsis Prepared by:- Hemalben C. Upadhyay

56. Theme/Topic:- Social science of Std. 7

Section:- Primary

Title of Researcher:- A Study of Teachers' Opinions of Junagadh District on Class-7 Social Science Textbook

Language (Medium):-Gujarati

Name of Researcher:- Hemalben C. Upadhyay

Office Address:-District Institute of Education and Training ,Bilkha Road, Junagadh

E-MAIL :dietjunagadh@gmail.com

Year: 2021 -2022

Synopsis:-

1. Introduction:-

Through social science subject, teachers can develop environmental awareness among students and students' careers can be shaped. Keeping that in mind, it was considered appropriate to conduct the present study with the help of finding out the opinion about social science subject based textbook.

2. Research Objectives/Research Questions/Hypotheses:-

The objectives of the study were determined as follows.

- ❖ To create an opinion poll to find out the opinions of primary teachers about the social science textbook of class-7.
- ❖ To test the effectiveness of an opinion poll designed to know the opinions of primary teachers about the social science textbook of class-7.
- ❖ To examine the effect of teachers' gender on primary teachers' views of class-7 social science textbook.
- ❖ To examine the effect of teachers' educational qualifications on primary teachers' opinions about social science textbooks of class-7.
- ❖ To examine the effect of teachers' educational experience on primary teachers' views on social science textbooks of class-7.

Hypothesis

The hypothesis of the present study was formulated as follows.

- ❖ There will be no significant difference between the mean scores of female teachers and male teachers based on their views on social science subject of class-7.
- ❖ There will be no significant difference between the averages of opinions based on the opinions of the urban area teachers and the rural area teachers on the social science subject of class-7.
- ❖ There is no significant difference between the mean scores of Class-7 social science subject-based opinions of teachers with different educational experience.

3. Methodology:-Survey

I. Outline of the Study: The purpose of the present study was to know the opinions of the teachers of Junagadh district regarding the social science textbook of class-7.

II . Sample: 205 primary teachers teaching social science in class 6 to 8 in different talukas of Junagadh district were selected from the population using purposive sampling method including 103 female teachers and 102 male teachers.

III. Device— A total of 20 statements were made in the manifesto. In which every statement was based on three points. Totally agree, Agree and neutral options were given.

IV. Method of Data Collection:-Collection of information through Google Forms

V. Analysis of Data:- . Quadrilateral analysis was performed by chi-square test for data analysis.

4. Result/Conclusions:-

The findings of the present study were as follows.

16. Social Science content of Class 7 is expert based."In which 92.68% teachers agreed with the statement.
 17. Studying the history section of class 7 social science subjects seems difficult. In which 44.85% teachers agreed. While 34.63% teachers disagreed.
 18. Pictorial information has got less place in 7th social science subject 44.39% of teachers agreed.
 19. The content of social science subject seems to be higher than the mental level of students..in which 59.02% teachers agreed.
 20. The understanding of geographical phenomena is best given in class 7 social science subject in which 74.63% teachers chose the agree option.
 21. Students develop the values of democracy through the social science textbook of class 7. In which 83.41% of the teachers chose the agreed option.
 22. St.7 A social science textbook is well suited for continuous and comprehensive assessment. In which 75.12% teachers agreed.
 23. St.7 Teachers' gender in the views of elementary social science teachers, The effect of area and their educational experience was not observed.
5. Educational outcomes of the research-
4. The training module should be designed keeping in mind that pictorial presentation in social science textbooks should be enhanced to provide real-world experience.
 5. Such literature should be prepared from the taluka and district level and should reach the school level to preserve the environment and create awareness among the teachers.

Area of Research:- Social Science Synopsis Prepared by:- Hemalben C. Upadhyay

57. Theme/Topic: Online Education

Section : Primary

Title of Research: Opinions of D.L.Ed college trainees on Online Education

Language : Gujarati

Name of Researcher: Kishor Kumar Chitroda

Office Address : District Institute of Education and Training, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2021-2022

Synopsis

- Introduction:

D.L.Ed online education in colleges and universities is being provided by Google Meet ,Zoom and Microsoft Teams.

Thus, Now after this period when traditional classrooms are started even online education will continue. So there are some difficulties in this kind of education system? And where are the benefits?? The present study was undertaken to study all those questions.

- Research Objectives/ Research Questions/ Hypothesis:

Research Objective:

- 1.. Constructing a student-opinion survey to find out the opinions of Students of D.L.Ed about online education.
2. To know the opinions of D.L.Ed college students about online education.

- Method:

- I. Outline of the Study:

The principle of the present study is D.L.Ed. A survey was chosen to know the opinions of college students regarding online education.

- II. Sample:

Students studying in D.L.Ed colleges of Junagadh and Gir Somnath districts during the academic year 2020-22 were included.

- III. Device:

In the present study, the researcher prepared the questionnaire. After that, a google form was created for this opinion.

- IV. Mode of Data Collection:

The researcher collected the information through a Google Form.

- V. Analysis of Data:

Based on the information collected in the present research, statements wise percentage was obtained by coding the data obtained.

- Results/Conclusions:

87.39 % of the students agreed that getting used to technology tools leads to misuse of technology.

83.78% of students agreed that the mind gets distracted while listening to online lectures for a long time.

90.99 % students agreed that staring at the screen of a digital device for 4-5 hours is tiring.

- Research Outcomes:

- Online education becomes attractive and interesting.
- Abstract Hypothesis are difficult to grasp in online education.
- Courses can be completed in less time in online education.

- Area of Research: Online Education

Synopsis Prepared by: Kishor Kumar Chitroda

58. Theme/Topic: Language teaching

Section : Primary

Title of Research : A study of 2 to 8 years children's vocabulary of Mendarda Taluka

Language : Gujarati

Name of Researcher: Kishor Kumar Chitroda

Office Address : District Institute of Education and Training, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2021-2022

Synopsis

- Introduction:

A child's language development is seen to be gradual. Keeping this in mind, the amount of vocabulary is determined in the language curriculum from pre-primary to primary education. The researcher decided to carry out the present research to get the knowledge of the differences in the vocabulary of children up to the age from 2 to 8 years.

- Research Objectives/ Research Questions/ Hypothesis:

- To study the general information of children in the age group of 2 to 8 years of Mendara Taluka.
- To study the Gujarati vocabulary of boys and girls in the age group of 2 to 8 years of Mendara Talukaa.
- To study the English vocabulary of boys and girls in the age group of 2 to 8 years of Mendara Taluka.
- To study the vocabulary of Hindi and local dialects of male and female children of age group 2 to 8 years of Mendara Taluka.
- To study the vocabulary of male and female children in the age group of 2 to 8 years of Mendara Taluka.

- Method:

- I. Outline of the Study:

The main purpose of the present study was to obtain information about the vocabulary of children aged 2 to 8 years. As per instructions given by GCERT Gandhinagar, children were allocated according to year according to each crc at talukaa level for data collection. Thus a total of 14 children aged 2 to 8 years were selected and their guardians were instructed to record the words. Words recorded daily were collected. Thus for 15 days the words – Gujarati words, Hindi words, English words, local words and other words were collected and placed in the datasheet.

- II. Sample: In this research the researcher selected the sample using random sampling. In this experiment one male and one female children in the age group of 2 to 8 years of

Mendara taluka were randomly selected. Thus the total in the present study 14 Children were selected.

- III. Device: A device developed by GCERT, Gandhinagar was used as the device in the present research

Mode of Data Collection:

In the present Research each lecturer was to select children age 2 to 8 years from their liaison area contacted the B.R.C of the taluka of the liaison area and with thier help a list of children aged 2 to 8 years was prepared.14 children were selected from this list and online meeting was organized with their parents.The Head teacher and principal of that village also got support in this meeting.

Analysis of Data:

Based on the MSExcel file prepared by the researcher ,the vocabulary information was collected and arrange separetly in sheets of Gujarati ,Hindi and English languages. As well as local dialects and other languages.

- Results/Conclusions:
- The father of 2 selected children and the mother of 6 children were illiterate. Father of selected 10 children of Std 1 to 12 has studied up to while the father of 4 children was from PTC to various higher education.
- 2 year old boy was familiar with 168 words while girl was familiar with 118 words. So it can be said that boys were familiar with more Gujarati words than 2 year old Girls.
- Research Outcomes:
 - iv. Parents should provide children with more experiences to increase their vocabulary.
 - v. Experiences should be provided to familiarize the child with information about animals, birds, household objects, names of colors, various objects of daily life and living things.
 - vi. Efforts should also be made to make girls' vocabulary equal to that of boys.
- Area of Research:
 - foundational literacy and numeracy

Synopsis Prepared by: Kishor Kumar Chitroda

59. Theme/Topic: Language teaching

Section : Primary

Title of Research : A study of 2 to 8 years children's vocabulary of Visavadar Taluka

Language : Gujarati

Name of Researcher: B. K. Mesia

Office Address : District Institute of Education and Training, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2021-2022

Synopsis

- Introduction:
- A child's language development is seen to be gradual. Keeping this in mind, the amount of vocabulary is determined in the language curriculum from pre-primary to primary education. The researcher decided to carry out the present research to get the knowledge of the differences in the vocabulary of children up to the age from 2 to 8 years. The Head teacher and principal of that village also got support in this meeting.
- Research Objectives/ Research Questions/ Hypothesis:
- To study the general information of children in the age group of 2 to 8 years of Talukaa.
- To study the Gujarati vocabulary of boys and girls in the age group of 2 to 8 years of Visavadar talukaa.
- To study the English vocabulary of boys and girls in the age group of 2 to 8 years of Visavadar taluka.
- To study the vocabulary of Hindi and local dialects of male and female children in the age group of 2 to 8 years of Visavadar taluka.
- To study the vocabulary of boys and girls in the age group of 2 to 8 years of Visavadar taluka.
- Method:
 - I. Outline of the Study:

The main purpose of the present study was to obtain information about the vocabulary of children aged 2 to 8 years. As per instructions given by GCERT Gandhinagar, children were allocated according to year according to each CRC at talukaa level for data collection. Thus a total of 14 children aged 2 to 8 years were selected and their guardians were instructed to record the words. Words recorded daily were collected. Thus for 15 days the words – Gujarati words, Hindi words, English words, local words and other words were collected and placed in the datasheet.
 - II. Sample: In this research ,the researcher selected the sample using random sampling. In this experiment one boy and one girl children in the age group of 2 to 8 years of Visavadar

taluka were randomly selected. Thus the total in the present study 14 Children were selected.

III. Device: A device developed by GCERT, Gandhinagar was used as the device in the present research

IV. Mode of Data Collection:

V. In the research ,each lecture had to select children between the ages of 2 to 8 years from their liaison area and contacted thier BRC of the takuka of the liaison area and with their help , alist of children between the age of 2 to 8 years was prepared.14 children were selected from their list and an online meeting was organised with their parents.

VI.

VII. Analysis of Data:

- Based on the MSEXcel file prepared by the researcher ,the vocabulary information was collected and arrange separately in sheets of Gujarati ,Hindi and English languages. As well as local dialects and other languages. A comparative and Analysis interpretation conducted to examine the vocabulary children aged 2 to 8 years on average.

Results/Conclusions

- Father of 2 selected children and mother of 6 children were illiterate. Father of selected 10 children Std 1 to 12 has studied up to while the father of 4 children was from PTC to various higher education.
- 2 year old boy was familiar with 168 words while girl was familiar with 118 words. So it can be said that boys were familiar with more Gujarati words than 2 year old Girls.
- Research Outcomes:
 - vii. Parents should provide children with more experiences to increase their vocabulary.
 - viii. Experiences should be provided to familiarize the child with information about animals, birds, household objects, names of colors, various objects of daily life and living things.
 - ix. Efforts should also be made to make girls' vocabulary equal to that of boys.
- Area of Research:

Foundational literacy and numeracy

Synopsis Prepared by: B. K. Mesia

60.Theme/Topic: Language teaching

Section : Primary

Research title: A study of baseline assessment of FLN skill in Gujarati subject of std. 4 students of Junagadh District.

Language : Gujarati

Name of Researcher: B. K. Mesia

Office Address : District Institute of Education and Training, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2021-2022

Synopsis

- Introduction:

In the study presented here the researcher chose to conduct a baseline assessment survey to test the effectiveness of various variables focusing on whether the students of class 4 of Junagadh district have language skills.

Research Objectives/ Research Questions/ Hypothesis:

- Testing the effectiveness of FLN skills at primary level.
- Integrating baseline assessment based achievement tests for Language skills into FLN skills at primary level.
- To examine the effectiveness of a baseline assessment-based structured achievement test for Language skills in FLN skills at the Primary level in relation to students' gender.
- To examine the effectiveness of a baseline assessment-based structured achievement test for Language skills in FLN skills at the Primary level among students in the context of area

Research Questions/ Hypotheses:

- There will be no meaningful difference between the receipts of standard-4 Female and Male Students of of the test Question 1 Achievement under Baseline Assessment Survey
- There will be no meaningful difference in question 2 between the receipts of standard-4 Female and Male Students Achievement under Baseline Assessment Survey
- There will be no meaningful difference between the receipts of standard-4 Female and Male students Achievement under Baseline Assessment Survey test question-3
- There will be no meaningful difference between the receipts of standard-4 Female and Male students Achievement under Baseline Assessment Survey test Question-4
- Method:
 - I. Outline of the Study:

II. In the present study, an achievement test was designed by the researcher considering students' basic literacy and language development. 45 minutes time was allotted for the test. General information of the students was obtained. Based on which information is classified.

Sample:

All the talukas of Junagadh district were selected as sample in the present study. There were a total of 167 students in the present study.

III. Device:

In the present study, an achievement test was designed by the researcher keeping in mind the learning outcomes of class 4. The test was of 30 marks. In the test make meaningful words, fill in the blanks, make sentences from words, complete sentences by inserting words and answer questions from the paragraph and writing skills were tested.

IV. Mode of Data Collection:

167 studying in class-4 in various talukaas of Junagadh district included Information was collected from the students. was BRC, CRC for data collection. Also the help of teachers was taken.

Analysis of Data:

Based on the information collected in the present research, the data obtained was entered into the Excel program in the form of coding Matrix(Series) was prepared. Based on which statistical t-test and descriptive measures were obtained with the help of SPSS program.

- Results/Conclusions:

The effect of student gender on FLN skills of class 4 students in the baseline assessment survey was unified.

The effect of student area on FLN skills of class 4 students in the baseline assessment survey was unified.

- Research Outcomes:

- For vocabulary under FLN, The reading and writing campaign should be continued at the primary school level.
- Literature creation to improve children's Language skills, The workshop should be organized at the district level as well as at the talukaa level.
- Independent writing should be encouraged to increase children's writing expression and develop language vocabulary.

- Area of Research:

Foundational literacy and numeracy

Synopsis Prepared by: B. K. Mesia

61. Theme/Subject :Teacher Education

Section : Primary

Title of Research : Vocabulary of children age group 2 to 8 years of Mangarol Taluka – A study

Language : Gujarati

Researcher Name :Dr. M. Y. Vyas

Office Address : District Institute of Education and Training, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2021-22

Synopsis

- **Introductory:** (In one to two sentences, if technical terms are used, write two to three sentences about them.) Taking age group of 2 to 8 years The researcher decided to carry out the present research to get the knowledge of the differences in the vocabulary of children.
- **Research Objectives/ Research Questions/ Hypothesis:**

Objectives of the Study:

1. Clarifies what the research will be about.
2. Denotes the variables included in the research.
3. Clarifies the main sections of the research.
4. It is useful to identify research subheadings.

1.4 Research questions

- What is the general information of children in the age group of 2 to 8 years of Mangarol Taluka?
- How many words would urban and rural boys and girls of 2-8 years of Mangarol taluka be familiar with.?
- How manyi boys and girls in the age group of 2 to 8 years of Mangarol taluka are familiar with English, Gujarati and Hindi words?
- **Method:**
 - a. **Outline of the Study:**
 - b. **Sample:** In this experiment, one boy and one girl children in the age group of 2 to 8 years of Mangarol taluka were randomly selected. Thus the total in the present study 14 Children were chosen.
 - c. **Device:** A device developed by GCERT, Gandhinagar was used as the device in the present research.
 - d. **Mode of Data Collection:**
The parent was asked to records all the language words spoken daily.If a word spoken once repeated by the child,such words were not recorded in the sheet.After 15 days after verification by the CRC, all the 14 children’s forms were retrieved.

Analysis of Data:

Data were entered in MS Excel prescribed by G.C.E.R.T. the number is calculated automatically in the sheet.

Results/Conclusions:

- Parents of 6 children studied till 12th and rest 8 were PTC and higher educated.
- Out of 14 children selected in the sample father of 8 children were working while 4 out of 14 children's mother working too.i.e rest were house wives.
- 2 year old boy was familiar with 79 words while girl was familiar with 64 words. so boy was familiar with more Gujarati words than girls.

- **Research Outcomes:**

- Parents should make more efforts to increase children's vocabulary.
- Efforts should be made to familiarize the child with information about animals, birds, household items, names of colors, various objects of daily life and living things.
- Efforts should also be made to make girls' vocabulary equal to that of boys.
- Attempts to greatly increase the existing proportion of children's vocabulary It should be undertaken by the government, by educational institutions, by linguists and by society and parents.

- **Area of Research:**

Synopsis Prepared by: Dr. M. Y. Vyas

62. Theme/Subject :Teacher Education

Section : Primary

Research title: A Study of the Effectiveness of Pragya Orientation Training in Kodinar Taluka

Language : Gujarati

Name of Researcher : Dr. M. Y. Vyas

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E-MAIL: dietjunagadh@gmail.com

Year : 2021-22

Synopsis

- Introduction: (In one to two sentences, if technical terms are used, write two to three sentences about them.)

Teacher training was organized through on-air and off-air along with oral language development activities and reading skills keeping in view the units of Mathematics and Gujarati, the fundamentals of language learning and literacy. The present research was conducted to find out the effectiveness of this training.

- Research Objectives/ Research Questions/ Hypothesis:
- Method:

- I. Outline of the Study: The purpose of the present study was to train teachers in Kodinar talukaa through on-air and off-air based on Pragya approach teachers language teaching and basic principles of literacy, mathematics and Gujarati units along with oral language development activities and reading skills. The main purpose of this research was to know the effectiveness of this training.

Under which information was collected on the basis of pre-test and post-test data of the training to know the effectiveness of the training.

- II. Sample: In this research, the researcher included all the characters from the universe in the sample. Here Vyapavishwa is the same model.
- III. Device: Here the pre-test and post-test taken during Pragya training were used as instruments. The pre-test and post-test conducted here were identical.
- IV. Mode of Data Collection: Data collection is the soul and heart of a research project. Here the pre-test of the teachers taken on the first day of Pragya training and the post-test taken at the end of the training were used.
- V. Analysis of Data: In the present research, the average (percentage) of the scores obtained by multiplying the test collected by the researcher using statistical method., The value of standard deviation and t-test were found.

4 Results/Conclusions: The average scores of post-test than pre-test of science training of class 1 and 2 teachers of Kodinar talukaa were found to be higher.

- No effect of teacher training on post-test scores in science training of primary school teachers.

5. Research Outcomes:

- Grades 1 and 2 teachers' post-test mean scores were higher than pre-test of subject training
Effective subject training is essential for classroom success.
- The effect of gender and education of teachers was not observed in subject training of Primary school teachers

6. Area of Research: Teacher – Training

Synopsis Prepared by: Dr. M. Y. Vyas

63. Theme/Topic: Language

Section : Primary

Research title: Vocabulary of 2 to 8 year old children of Bhesan Taluka – A study

Language : Gujarati

Name of Researcher : Dr. Geeta K. Senjalia

Office Address : District Institute of Education and Training, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2021-2022

Synopsis

1. Introduction:

A child's language development is seen to be gradual. Keeping this in mind, the amount of vocabulary is determined in the language curriculum from pre-primary to primary education.

Taking age group of 2 to 8 years The researcher decided to carry out the present research to get information about the differences in the vocabulary of children.

2. Research Objectives/ Research Questions/ Hypothesis:

Purpose of the research

- To study the general information of children in the age group of 2 to 8 years of Bhesan Taluka.
- To study the Gujarati vocabulary of boys and girls in the age group of 2 to 8 years of Bhesan taluka.
- To study the English vocabulary of boys and girls in the age group of 2 to 8 years of Bhesan taluka.
- To study the vocabulary of Hindi and local dialects of boys and girls of age group 2 to 8 years of Bhesan taluka.
- To study the vocabulary of boys and girls of age group 2 to 8 years of Bhesan taluka.

Research Questions/ Hypotheses:

1. What is the general information of children in the age group of 2 to 8 years of Bhesan taluka?
2. How many words would urban and rural boys and girls of 2-8 years of Bhesan taluka be familiar with.?
3. How many boys and girls in the age group of 2 to 8 years of Bhesan taluka are familiar with English, Gujarati and Hindi words?
How many Gujarati words would the boys and girls in the age group of 2 to 8 years of Bhesan talukaa be familiar with?
4. How many English words would the boys and girls in the age group of 2 to 8 years of Bhesan talukaa be familiar with?
5. How many words related to Hindi and local dialect would be known by boys and girls of age group 2 to 8 years of Bhesan talukaa?

6. How many words would the boys and girls in the age group of 2 to 8 years of Bhesan talukaa be familiar with?

3. Method:

a. Outline of the Study:

The main purpose of the present study was to obtain information about the vocabulary of children aged 2 to 8 years. As per instructions given by GCERT Gandhinagar, children were allocated according to year according to each crc at talukaa level for data collection. Thus a total of 14 children aged 2 to 8 years were selected and their guardians were instructed to record the words. Words recorded daily were collected. Thus for 15 days the words – Gujarati words, Hindi words, English words, local words and other words were collected and placed in the datasheet.

b. Sample:

In this research the researcher selected the sample, using random sampling. One boy and one girl children in the age group of 2 to 8 years from Bhesan taluka were randomly selected in this experiment. Thus the total in the present study 14 Children were selected.

c. Device:

A device developed by GCERT, Gandhinagar was used as the device in the present research

- I. Mode of Data Collection: In the research ,each lecture had to select children between the ages of 2 to 8 years from their liaison area and contacted thier BRC of the takuka of the liaison area and with their help , alist of children between the age of 2 to 8 years was prepared.14 children were selected from their list and an online meeting was organised with their parents.

II.

III. Analysis of Data:

- Based on the MSEXcel file prepared by the researcher ,the vocabulary information was collected and arrange separetly in sheets of Gujarati ,Hindi and English languages. As well as local dialects and other languages. A comparative and Analysis interpretation conducted to examine the vocabulary children aged 2 to 8 years on average.

4. Results/Conclusions:

Parents of 6 children studied till 12th and rest 8 were PTC and higher educated.

Out of 14 children selected in the sample father of 8 children were working while 4 out of 14 children's mother working too.i.e rest were house wives.

All selected children were using mobile or TV.

5. Research Outcomes:

- x. Parents should provide children with more experiences to increase their vocabulary.

- xi. Experiences should be provided to familiarize the child with information about animals, birds, household objects, names of colors, various objects of daily life and living things.
- xii. Efforts should also be made to make girls' vocabulary equal to that of boys.
- xiii. Efforts to greatly increase the existing proportion of children's word funds It should be undertaken by the government, by educational institutions, by linguists and by society and parents.

6. Area of Research:

foundational literacy and numeracy

Synopsis Prepared by : Dr. G. K. Senjalia

64. Theme/Topic: Language

Section : Primary

Research title: Measurement of oral reading speed and comprehension of Sankarola primary students graded 6-8 of Junagadh district

Language : Gujarati

Name of Researcher : Dr. Geeta K. Senjalia

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E-MAIL: dietjunagadh@gmail.com

Year : 2021-2022

Synopsis

1. Introduction:

Every child needs to read sentences correctly and with understanding. Students studying in primary school at present can read properly or not? When a student reads, he reads the alphabet? Reading the word? Or then reads the sentence? And if the word or sentence can be read, can it be read with meaning or not?, which was very important to know.

3. Research Objectives/ Research Questions/ Hypothesis:

Purpose of Research:

- To study the oral reading speed of students and reading speed including comprehension.
- To study oral reading speed and reading speed including comprehension based on the gender of the students.
- Studying speed including oral reading speed and reading comprehension with students' next grade test grades.

Research Concept/Study Questions:

- What will be the oral reading speed of the students of class 6 to 8?
- What will be the reading speed including comprehension of the students of class 6 to 8?

The design of the present research study is as follows.

- There is no significant difference in the mean scores of oral reading speed test of students of class 6 to 8 with respect to gender?
- Is there not a significant difference in the mean scores of students of class 6 to 8 on the oral reading speed test with respect to the grade of the next class?
- There will be no significant difference in the mean reading speed test including comprehension of the students of class 6 to 8 with respect to gender?
- Will there not be a significant difference in the reading speed test averages of the students of class 6 to 8 with respect to the grade of the next class?

3. Methodology :

IX. Outline of the Study:

The main purpose of the study was to check the reading speed and reading speed including meaning comprehension of the students of 6th to 8th grade of primary school. Sankarola Pvt. School of Bhesan Taluka of Junagadh District was included for the sample. 6 to 8. A total of 30 students, 10 students each from 6th to 8th grade, were selected for reading speed. While excluding students with 'C' grade for reading speed including meaning comprehension, 30 students from 6th to 8th grade were included as a sample. The user can use different tools for reading speed including oral reading speed and comprehension. A single tool was used for 6 to 8. In which a paragraph of 500 words was selected for classes 6 to 8. While 289 word paragraphs were used for 6th to 8th grade for reading speed including comprehension.

X. Sample:

A sample of 30 students was taken in reading speed including 30 in comprehension.

XI. Device:

In the present study, reading speed tool with oral reading speed and comprehension developed by GCERT was used as the instrument.. The details of which are as follows.

For students of class 6 to 8

(1) Tool for measuring reading speed only Reading speed tool -2 only)

(r) Paragraphs with word count only tool for measuring reading speed (word count Para -2)

Steps for implementing reading speed-

- To arrange seating for students of class 6 to 8 on that day. Then to orient the students by giving necessary instructions.
- Then, as per the list made of 10 students in the observation sheet, Student ID in the order of 1 to 10 for the students of class 6 to 8 for RS-2 Let him read for four minutes and ask him to stop reading after four minutes.
- At the end of four minutes the student should record the last word read in the observation sheet. If a student finishes reading before four minutes, record the time taken for reading the passage in the observation sheet.

Steps to implement reading speed including comprehension

- A tool for measuring reading speed and comprehension for students in grades 6 to 8 is given RSC-2 and RSQ-2

- Ask to keep both of these on the shelf. Then ask them to complete the reading of the paragraph. As soon as the student reads the passage, ask him to raise his hand and ask him to take the sheet with the list of questions and answer it.
- When students raise their hands after reading, press the lap button in the stopwatch and record the time in the observation sheet.

XII. Mode of Data Collection:

In 6th to 8th grade of Sankarola Primary School of Bhesan taluka, oral reading was done individually, and reading was done in group with comprehension of meaning. The procedure was done as per the guide lines decided at the state level.

- Analysis of Data: Mean - Standard Deviation t – test

4. Results/Conclusions :

- i. Students in grades 6 to 8 scored an average of 83 words on a test of oral reading speed. Which results can be said to be high.
- ii. . Students in grades 6 to 8 scored an average of 36 words on a reading speed test with comprehension. Which can be said to be less in result.
- iii. – Boys and Girls and are found to be similar in oral reading speed of 6th to 8th grade students.
- iv. St. 6th to 8th grade students with 'A' grade in oral reading speed and 'B' grade students are seen as equal.
- v. – Boys and Girls are found to be similar in the reading test including comprehension of 6th to 8th graders.

- Research Outcomes:

Reading speed and gender did not show any effect, so no distinction should be made between boys and girls.

- Area of Research:

foundational literacy and numeracy

Synopsis Prepared by : Dr. G. K. Senjalia

65. Theme/Topic: NEP-2020

Department : Primary

Research title: NEP-2020 Foundation Phase Comprehension Study Among the teachers of class-1 and 2 of Visavadar talukaa

Language : Gujarati

Name of Researcher : Dr. Geeta K. Senjalia

Office Address : District Institute of Education and Training, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2021-2022

Synopsis

- Introduction:

NEP-2020 has been implemented in four major divisions. In which Section-1 is related to school education, Section-2 to Higher Education, Section-3 to other central education areas and Section-4 to implementation strategy. The foundation of school education is pre-primary education. Therefore, The present study has been conducted to find out how much the teachers of 1 and 2 have an understanding of the foundational stage.

- Research Objectives/ Research Questions/ Hypothesis:

Purpose of Research:

- i. Designing a questionnaire for measuring understanding of the foundational phase for Teachers of Primary School Class-1 and 2
 - ii. A comparative study of the understanding of the foundational stages for Teachers of Primary School Class-1 and 2
 - iii. According to their gender of primary school teachers of class-1 and 2 A comparative study of the understanding of the foundational stages is done.
 - iv. A comparative study according to the school management of the teachers of primary school class-1 and 2
 - v. A study According to their educational experience of primary school teachers of class-1 and 2
 - vi. A study according to the subject taught by the teachers of Primary School Class-1 and 2 in the school
- Research Concept:
 - i. According to the sex (male and female) of primary school teachers of class-1 and 2 NEP-2020 There will be no significant difference between the mean scores of the Foundational stage of understanding.

- ii. According to the school management (Government and Private) of teachers of Primary School Class-1 and 2 NEP-2020 There will be no significant difference between the mean scores of the Foundational stage of understanding.
- iii. According to the educational experience (5 to 15 years and more than 15 years) of primary school teachers of class-1 and 2 they NEP-2020 There will be no significant difference between the mean scores of the Foundational stage of understanding.
- iv. According to the subject (Gujarati and Mathematics) taught by the teachers of Primary School Class-1 and 2 in the school NEP-2020 There will be no significant difference between the mean scores of the Foundational stage of understanding.

- Method:

- a. Outline of the Study:

Working as a teacher in a primary school in Junagadh district. 1 and 2 of teachers NEP-2020 A study was conducted to understand the foundational stage of of teachers NEP-2020 To understand the foundational stages of NEP-2020 A foundational stage comprehension questionnaire was structured.

- b. Sample:

The total number of subjects in the study was 68.

- c. Device:

Researcher NEP-2020 A questionnaire on the understanding of the foundational stage of

- d. Mode of Data Collection:

The main purpose of the present research is primary school teachers NEP-2020 The understanding of the foundational stage of The user NEP-2020 A GOOGLE FORM was developed to solicit responses on the Foundational Phase Comprehension Questionnaire.

- e. Analysis of Data:

Average

Proportion Deviation

t - test

- Results/Conclusions:

- i. From male and female primary school teachers The scores on the understanding of the foundational phase were not significantly different, ie male and female primary school teachers .
- ii. The scores of government primary school teachers and of private primary school teachers on NEP-2020 The scores on the understanding of the foundational phase of were not significantly different, That is, government primary school teachers and private primary school teachers on NEP-2020 are no different

- iii. The scores on the understanding of the foundational phase of Of teachers having 5 to 15 years experience and more than 15 years experience NEP-2020 were not significantly different, i.e. of teachers having 5 to 15 years of primary school experience and more than 15 years of experience .
 - iv. The scores on the understanding of the foundational phase of teachers teaching Gujarati and of teachers teaching mathematics were not significantly different.
- Research Outcomes:
 - i. A detailed understanding of the NEP-2020 foundational phase should be given.
 - ii. Current education system and NEP-2020 education system should be discussed.
 - Area of Research:

Early childhood care and education

Synopsis Prepared by : Dr. G. K. Senjalia

66. Theme/Topic: Language

Section : Primary

Title of the Research : Measurement of oral reading speed and comprehension of primary students graded 2-8 of Junagadh district

Language : Gujarati

Name of Researcher : Dr. Geeta K. Senjalia

Office Address : District Institute of Education and Training, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2021-2022

Synopsis

1. Introduction:

Among the four basic skills in language learning, reading is one of the most important skills. Comprehension is central to the reading activity. So the reader needs to have comprehension skills. With the aim of knowing the reading speed and comprehension ability of primary school students of Junagadh district, the present research was conducted by obtaining personal information.

2. Research Objectives/ Research Questions/ Hypothesis:

Purpose:

- To study the oral reading speed and reading comprehension ability of the students.
- To study reading speed and comprehension ability according to the category of students.
- To study the reader type of students.
- To study the correlation between reading speed and comprehension ability of students.

Research Questions/ Hypotheses:

1. What will be the reading speed of students of class 2 to 8?
2. What will be the reading comprehension ability of the students of class 2 to 8?
3. What will be the average percentage of correct words of the students of class 2 to 8?
4. What will be the reading speed according to the category of students of class 2 to 8?
5. What will be the reading comprehension ability according to the category of students of class 2 to 8?

The design of the present research study is as follows.

- 1 There is no significant difference in the reading speed test average scores of students of class 2 to 8 with respect to gender?
- 2 There is no significant difference in the mean scores of reading comprehension ability test of students of class 2 to 8 with respect to gender?

3. Methodology :

I. Outline of the Study:

The main objective of the study was to check the reading speed and reading speed including comprehension of primary school students of classes 2 to 8 selected by GCERT, Gandhinagar. For the present research, a list of 49 schools of X category, 14 schools of Y category and 7 schools of Z category of total 70 schools of randomly selected government and private schools stratified according to district of Gujarat state was sent by GCERT, Gandhinagar. In which 10-10 schools of class-2 to 8 were included. Two FIs per grade were appointed to collect this data, with one FI from five schools of a grade collecting data from students of that grade. According to the guidelines suggested by GCERT, Gandhinagar in the year 2021-22. Students studying in class 2 to 8 are randomly selected and taken as sample. In which 70 selected schools were included as a sample in the total selected sample of Junagadh district. In which maximum 10 students of that class from each school were selected as sample. Literate and non-literate children from this sample were not included in the data analysis. Along with this, opinions and observations were also taken according to each school. Dt. for three days from 24/02/2022 to 26/02/2022 evaluation and data entry was done by each FI and data analysis was done by compiling these data sheets from which the results were obtained.

II. Sample:

Selected out of total sample selected from Junagadh district St. 2 to 8 o'clock 70 schools were included as a sample. in which Reading in speed And To measure reading comprehension ability, 10 - 10 schools of each class were taken and from each school a maximum of 10 students of that class were selected as a sample from this sample and children who could not read and could not read were included in the data analysis.

III. Device:

Reading Speed Tool with Reading Speed and Comprehension developed by GCERT was used as the instrument in the present study..

IV. Mode of Data Collection:

Data collection was done by teachers, CRC, BRPs by going to the school randomly selected by GCERT and giving personal reading to the students. In which St. Reading and comprehension quizzes were personalized in grades 2 to 8. The procedure was done as per the guide lines decided at the state level.

V. Analysis of Data:

- i. Average
- ii. Proportion Deviation
- iii. t - test
- iv. Correlation

1. Results/Conclusions:

- i. Average reading speed of -2 31.65 Words and the average reading speed of Std-3 28.59 The words are found. St. Average reading speed of -4 60.18 Words and average reading speed of St.-5 70.36 The words are found. St. Average reading speed of -6 83.54 Words and average reading speed of St.-7 100.62 and an average reading speed of standard-8 105.13 The words are found.
- ii. 2 to 8 The highest reading comprehension ability is found in class-5 and class-3 and the lowest reading comprehension ability in class-8 found in
- iii. The average percentage of correct words in 2 to 8 is highest in class-5 followed by class-8.
- iv. 2nd to 8th std.-7 in OTHERS and ST category and in OBC and SC category in Std-8 is found to be higher on average.
- v. In 2nd to 8th class-7 ST category and class-3 OTHERS in class-5 OBC and SC category have higher average.

2. Research Outcomes:

- i. The present study was for reading speed and reading speed with comprehension. In which no effect of reading speed and gender is observed, so no distinction should be made between boys and girls.
- ii. Through the present study, Significant differences were found between reading speed test and school type in grades 2 through 8. So it can be said that there should be no difference between the students of both private and government schools in terms of reading speed.

3. Area of Research: Language Education

Synopsis Prepared by : Dr. G. K. Senjalia

67. Theme/Subject :Teacher Education

Section : Primary

Title of Research : Study of person's selected works in innovation Festival during 2021-22 of Junagadh district

Language : Gujarati

Name of Researcher : Dr.M.Y.Vyas

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E-MAIL: dietjunagadh@gmail.com

Year : 2021-22

Synopsis

1. **Introductory:** (In one to two sentences, if technical terms are used, write two to three sentences about them.) In the year 2021-22 District level innovation The festival is over. The present research was conducted to document the performance of the selected innovative teachers in the innovation festival at the district level.
2. **Research Objectives/ Research Questions/ Hypothesis:**
 - To get the information of the teachers who presented the work in the innovation festival organized during 21-22
 - To get information about the work done by Innovative Teacher..
 - To interpret the performance of innovative teachers based on their performance reports.
 - To draw conclusions based on the data of innovative teachers.
3. **Method:**
 - I. **Outline of the Study:** District level innovation festival 2021-22 is over. The present research was conducted to document the performance of the selected innovative teachers in the completed innovation festival at the district level.
 - II. **Sample:** of the selected primary division at the district level 3 And 2 works of secondary school i.e. five teachers were selected as sample.
 - III. **Device:** In the present research, the main issues based data are described in view of the innovative experiment conducted by the innovative teachers of Junagadh district selected for individual study.
 - IV. **Mode of Data Collection:** From the innovative teachers included in the research, the information was obtained through the discussion with the innovative teachers by the researcher in the sense of individual study and in the context of the new experiment.
 - V. **Analysis of Data:** Here the work done by the teachers was qualitatively tested.
4. **Results/Conclusions:** Out of the five teachers selected in the innovation festival in Junagadh district, a total of two teachers were selected from Junagadh city taluka.

- In primary school St. 6 to 8 Special work has been done in the field of work. In secondary school Work is done in 9 to 12.
 - Special work is done in English subject.
 - Special work was done in online mode
5. Research Outcomes: Difficult subjects like science and mathematics should be taught through experiments.
- Teachers who do excellent work in private schools can be noted.
 - Innovating teachers document prepared

Education – Training

Synopsis Prepared by : Dr. M. Y. Vyas

Synopsis Submitted by : Dr. M. Y. Vyas

68. Theme/Topic: Foundational Literacy and Numeracy

Section : Primary

Title of Research : A study of vocabulary of 2-8 years of age children from taluka of Maliya hatina of Junagadh district

Language : Gujarati

Name of Researcher : A.C. Vyas

Office Address : District Institute of Education and Training, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2021-22

Synopsis

- **Introductory:** (In one to two sentences, write two to three sentences about technical terms if used.)

It was found appropriate to take note of spoken words in their daily practice with the intention of knowing the child's vocabulary and comprehension ability.

- **Research Objectives/ Research Questions/ Hypothesis:**

To learn vocabulary according to age according to gender according to area for children between the ages of two to eight

Concepts:-

Children between the ages of two and eight are introduced to vocabulary by age, gender, area, and vocabulary

- **Method:**

I. Outline of the Study:

- Practical and Qualitative Research

II. Sample:

There were a total of 14 children in the age group of two to eight

III. Device:

- Information sheet with required items

IV. Mode of Data Collection:

- Information was collected through a questionnaire.

V. Analysis of Data:

According to Gujarati Hindi English and vernacular vocabulary of children aged two to eight

- **Results/Conclusions:**

1) Average seen in group of 4 years is more while less in 2 years age group.

2) Children's creativity increased

28..Research Outcomes:

A child's mother tongue is enriched, mother tongue pair becomes dominant and reading activity becomes intensive.

- Area of Research: Language Education

Synopsis Prepared by : A.C. Vyas

Synopsis Submitted by : Dr. M. Y. Vyas

69. Subject: Teacher Education

Section : Secondary

Title of the Research: Structure and Effectiveness of a Simplified Educational Program in Teaching Difficult Learning Outcome SST – 1008 of Social Science of Class 10

Language : Gujarati

Name of Researcher : Kanchanben Bhut

Office Address : District Institute of Education and Training, Bilkha Road, Junagadh

E-MAIL : dietjunagadh@gmail.com

Year : 2022-23

summary

1. Introductory

In order to make the functioning of NAS more intensive and effective in relation to the present research, these researches have been conducted by GCERT in the state of Gujarat in the context of NAS in District Institute of Education and Training of all districts. And it also examines the reasons why students find difficult learning outcomes difficult, and by designing a program to make this difficulty more palatable at the student level, empirical research shows how a simplified approach can be more useful.

2. Research Objectives/ Research Questions/ Hypotheses :

The objectives of the present research are as follows.

1) To know the difficult learning outcomes from chapter 'The Cultural Heritage Sites of India' of Social Science of Class-10 of Junagadh district.

2) To prepare a reform oriented program by utilizing various devices to remove the difficulty and simplify the learning process for the cultural heritage sites of India for the subject of Class-10 Social Science.

3) Cultural heritage sites of India for class-10 social science subject

Study Guide for SST-1008 "Exploring Curiosity and Inquiry." For that, an experimental group and a control group were formed and the effectiveness of the program was examined for the severity of the study outcome.

The hypothesis of the present research is as follows.

"With regard to the difficult learning outcome of the social science subject of standard 10, there is no significant difference between the average scores on the achievement test of the students in the experimental group and the average scores of the students in the control group than in the conventional method".

3. Method:

a. Outline of the Study:

The work outline for the present research was organized as follows.

- 1) Simplified educational program structure
- 2) Choice of audio-visual medium.
- 3) Selection and configuration of equipment
- 4) Sample selection
- 5) Annual result of social science subject of class-9
- 6) Formation of parallel group
- 7) Analysis of the subject content
- 8) Duration of teaching
- 9) Implementation of experiment
- 10) Post test
- 11) Acquisition of statistical information
- 12) Data analysis procedure
- 13) Conclusions of the experiment

b. Sample:

The total sample for the present research was selected from Class 10, Jawahar Vinay Mandir Secondary School of Shapur village of Vanthali taluka which had a total number of 70.

Class-9 Annual Result - Since the present research is an experimental research, the annual result of class-9 social science subject was used to form two parallel groups. Based on which two parallel groups were formed .

c. Device: CD , various animations , videos of historical places

d. Mode of Data Collection:

As the present research is an experimental research, the results of the annual examination of class-9 social science subject were used to form two parallel groups. Students were arranged in ascending order based on the marks obtained in the annual examination of social science of class 9. Two groups were identified , the controlled group and the experimental group. The groups were parallelized by dividing the first rank student into the controlled group and the second rank student into the experimental group on the basis of the annual examination marks of social science of class 9.

After parallelizing both groups, teaching work was conducted in both groups for 6 days. Teaching work was done by traditional method in control group and special method in experimental group.

On the seventh day, the post test of both the groups was conducted. Post test was composed from difficult learning outcome" Developing Curiosity and Questioning Skills " related to Class 10th Social Science Subject's Chapter " Cultural Heritage Sites of India ". The test was of 25 marks and the duration of the test was 30 minutes. There were 25

questions in the test which were of multiple choice type. Four options were given against each statement /question out of which the correct option had to be ticked. .

e. Analysis of Data:

To test the hypothesis, the achievement of the students was compared by taking the post-test of both the groups. Their average and standard deviation have been found by making a series expansion of the scores. The average of the experimental group's post-test and the control group's post-test were 15.82 and 12.08 respectively. And the difference between the two was 3.74. The experimental group has seen significant differences in the average, ie, experiments have been reached the highest average even though the average was high.

Proportion deviation of post test of both experimental and control group is found to be 3.75, 3.13 and difference between both is found to be 0.62. This difference is very minor. Hence the achievement of the experimental group is very good. But the achievement of the control group cannot be said to be poor either. That is, the characters of the control group are also more concentrated in the study. Looking at the average of both groups of post test, it is seen that the average of the experimental group is 15.82 and the average of the control group is 12.08. This average difference goes to 3.74. So the effect of audio-visual media and experiment on the experimental group can increase the academic achievement so that the preconceived notion is proved.

Results/Conclusions:

The findings of the present research are as follows.

- 1) By implementing the experiment on the experimental group, there was an increase of 3.74 percent in the average of the post test . The effectiveness of the experiment is overall good.
- 2) The average scores of the control group taught by traditional method were 3.74 in the post test than the experimental group. Percentage was found less. So the traditional method was less effective.
- 3) The experimental group was identical to the control group from the beginning. The experimental group scored 3.74 percent higher than the average score of the control group in the post test , which is also significant.

4. Research Outcomes:

- 1) The experiment for simplifying the difficult point was prepared with great effort. However, their achievement has been less than expected. Therefore, a special experiment needs to be designed to simplify this difficult point.
- 2) Although the experimental group and the control group were the same from the start, significant differences were found in the experimental group implementing the experiment.

5. Area of Research:

, an instructional program was prepared with special devices for teaching as a reform-oriented program to simplify the difficult content of the social science textbook class-10 , cultural heritage sites of India. In this view, the study presented was in the field of teaching and learning. Also the entire program was evaluated through an post test . Hence the present study touched on the measurement and evaluation area as well.

In the present study, a special teaching program through audio-visual medium has been designed for the experimental group and its effectiveness has been tested and the study population, sample selection, working line of the study, characteristics and validity of the study have been discussed.

Synopsis Prepared by : K.N.Bhut

Synopsis Submitted by : Dr. Geeta K. Senjalia

70. Subject: Teacher Education

Section : Primary

Research title: A study of NEP awareness among primary school teachers of Mendara Taluka of Junagadh District

Language : Gujarati

Researcher Name : Kanchanben Bhut

Office Address : District Institute of Education and Training, Bilkha Road, Junagadh

E-MAIL : dietjunagadh@gmail.com

Year : 2022-23

summary

1. Introduction:

When NEP-2020 will be implemented by teachers, it is very important to know how much awareness they have about the goals , objectives and targets of this policy. Here a questionnaire based on NEP-2020 has been designed by the researcher to know the level of awareness of the teachers . Through which proper direction will be given regarding training and simulation for implementation of NEP-2020 .

2. Research Objectives/ Research Questions/ Hypothesis:

The organize set the objectives for the present research as follows. Aiming at the objectives, the present research was conducted.

- For a study measuring NEP awareness among primary school teachers' regarding NEP awareness Criterion of structure.
- to study NEP awareness among primary school teachers.
- To conduct a taluka wise NEP awareness study of primary school teachers.
- To know NEP awareness according to gender of primary school teachers. .
- To know NEP awareness according to the department of primary school teachers.

Regarding the objectives of the present study the researcher formulated null hypotheses as follows.

- There is no significant difference between the mean scores of NEP awareness according to the category (lower primary and upper primary) of primary school teachers.
- According to a study of primary school teachers there is no significant difference between the mean scores of NEP awareness.
- There is no significant difference between the mean scores of NEP awareness of primary school teachers according to their gender (male and female).
- There is no significant difference between the mean scores of NEP awareness of primary school teachers according to their educational experience in school.

3. Method:

a. Outline of the Study:

b. Sample:

The scope of the present study is primary school teachers teaching during the academic year 2022-23 in Mendara Taluka of Junagadh District. A total of 246 teachers from 56 schools were included in the survey.

c. Device:

Keeping in view the need of the study in the present research, the researcher designed the Teacher NEP-2020 Questionnaire. The following steps were followed in the device design. In the research presented by the organizer, the NEP-2020 Awareness Scale provided general information and some instructions of the teacher who responded. Then 40 statements were given. One correct option was to be chosen from three options given.

d. Mode of Data Collection:

A GOOGLE FORM was developed to solicit feedback on organizer NEP-2020 awareness criteria. The responses given by the teachers were obtained from Google form in MSEXCEL SHEET and used for interpretation. Based on the Google form, it was found that a total of 134 teachers of Mendara Taluka received responses which were used for interpretation. Based on the data obtained in the present study, the data were calculated by various statistical methods for analysis. These numerical calculations MICROSOFT EXCEL was used.

e. Analysis of Data:

In the present research, the data will be analyzed using the statistical technique mentioned below. Average, Proportion Deviation, t - test, Percentage. In pursuit of all these issues, effectiveness was tested From information received from schools. 1 point for a correct answer to the questionnaire and 0 for a wrong answer Points were counted. FORMULA IN MS EXCEL FOR PERCENTAGE CORRECT STATEMENT ACCORDING TO THE STATEMENT $= (\text{Total "correct" responses} * 100 / \text{Total number of characters})$ was found. In which t-test was used to test the significance in which the value is considered significant if the significance value is greater than 1.96 at 0.05 level according to the t-test table. And if the significance value is more than 2.58 at 0.01 level then the value is considered significant. It is discussed in detail in Chapter-4. According to the statement the percentage was found by entering the formula $= (\text{total positive responses} * 100 / \text{total number of characters})$ in MS EXCEL.

4. Results/Conclusions:

In the present study the conclusions of the study were drawn after testing the null hypotheses as follows.

- 1- Most of the primary school teachers are familiar with the new pattern in the National Education Policy 2020 education framework.
- 2- Most of the primary school teachers have lack of knowledge about which stages will be applicable for 3 to 6 year old children under the National Education Policy 2020.
- 3- In most primary school teachers Under National Education Policy 2020, there is a lack of information regarding which stages will be applicable for 6 to 8 year old children.
- 4- Most of the primary school teachers lack knowledge about the stages that will be applicable for children aged 8 to 11 under the National Education Policy 2020.
- 5- Most of the primary school teachers lack knowledge about which stages will be applicable for 11 to 14 year old children under the National Education Policy 2020.
- 6- Most primary school teachers are not familiar with the bilingual approach whose home language and school language are different.
- 7- Most of the primary school teachers have no idea which activity to give on Indian languages under 'Ek Bharat Shrestha Bharat' in 6th to 8th.
- 8- Most primary school teachers have no idea Sanskrit will be taught at which stage through phonetics and pronunciation.
- 9- Most elementary school teachers have no idea about which activities will begin in the middle school phase.
- 10- Most of the primary school teachers have no idea about which activity will be carried out for learning through action in class 6 to 8.
- 11- Most of the primary school teachers have no idea about facilities will be available during vacation from 6th to 12th.
- 12- Most of the primary school teachers do not realize that the primary purpose of assessment is to teach the teacher, the student, and the school system together.
- 13- Most primary school teachers are aware of not included points of continuous comprehensive evaluation.
- 14- Most of the primary school teachers have no idea about evaluation base of class 3.
- 15- Most of the primary school teachers have an idea of what the teaching emphasis in NEP-2020 is about education.
- 16- Most primary school teachers have no idea at what stage mother tongue education should be compulsory.
- 17- Hence, most of the primary school teachers have no idea how should be the foundation stage curriculum.

- 18- Most of the primary school teachers have no idea which subjects should be emphasized in the preparatory stage.
- 19- Most of the primary school teachers have no idea what the different subjects are mainly taught in the middle stage.
- 20- Most of the primary school teachers have no idea of the provision regarding subject selection in the secondary stage.
- 21- Most of the primary school teachers have an idea of what is emphasized in terms of the overall development of children instead of the memorization.
- 22- Most of the primary school teachers have no idea how to teach languages at the foundational stage.
- 23- Most elementary school teachers have no idea what language exists for students with disabilities.
- 24- As per National Education Policy 2020, most of the primary school teachers do not realize that uniformity in the education system means.....
- 25- Most of the primary school teachers have no idea as to which organization has translated the National Education Policy 2020 recently introduced by the Central Government into Gujarati.
- 26- As per National Education Policy 2020, most of the primary school teachers have no idea that instead of increasing the content of education, how the pedagogy should be or how the teaching process should be... .
- 27- Most of the primary school teachers are aware of what the National Education Policy 2020 is based on.
- 28- Hence, most of the primary school teachers have an idea of what is not in the National Education Policy.
- 29- Most primary school teachers have no idea after how many years the new National Education Policy was announced in India
- 30- Most of the primary school teachers are unaware of the chairman of the National Education Policy-2020 Drafting Committee.
- 31- According to the National Education Policy-2020, most of the primary school teachers have no idea from which standard the vocational course will be started.
- 32- Most of the primary school teachers FLN (Basic Literacy and Numeracy) has no idea of target to be completed by which year through mission mode in National Education Policy-2020.
- 33- Most primary school teachers have no idea which state is the first to implement the National Education Policy-2020.
- 34- Most of the primary school teachers have no idea who has prepared the National Education Policy-2020.

- 35- In most primary school teachers are unaware about age criteria of children included under RTE-2009.
- 36- Most primary school teachers have no idea by which year the National Education Policy 2020 aims to provide quality education to every child between the ages of 3 and 18 years.
- 37- Most primary school teachers have no idea what is wrong with making early childhood care and education universally available.
- 38- Most primary school teachers have no idea who should necessarily be at the center of the fundamental change taking place in the education system.
- 39- Most primary school teachers are aware of the objectives of the National Education Policy 2020.
- 40- Most of the primary school teachers are not aware of the language in which education up to class 5 will be conducted in the National Education Policy 2020.
- 41- Primary school teachers and upper primary of teachers of NEP awareness Scores on the criteria did not differ significantly, it means NEP awareness Similarities were observed in the both groups' results.
- 42- Primary PTC qualified teachers and B.Ed Teachers' score on NEP awareness measures did not differ significantly, i.e. NEP Similarity was observed in awareness scores.
- 43- Primary school male teachers and female teachers NEP Scores on awareness measures did not differ significantly, i.e. NEP Similarity was observed in awareness scores.
- 44- Primary Teachers with experience less than 10 years and Teachers with experience more than 10 years, both groups' NEP Scores on awareness measures did not differ significantly, i.e. NEP Similarity was observed in awareness scores.

5. Research Outcomes:

From the conclusions obtained at the end of the present study, it can be known that,

1. Awareness of National Education Policy 2020 has nothing to do with study, gender, department or academic experience.
2. As the awareness of the National Education Policy 2020 changes at different times of the teachers, such a study should be conducted at intervals.
3. It is very necessary to create awareness of National Education Policy 2020 in modern age. Hence teachers should make efforts to be aware of the issues of National Education Policy 2020.

6. Area of Research:

Since the present study is to study NEP awareness among primary school teachers, the field of the present study can be included in the research field named 'Primary Education', Educational Measurement Evaluation, Value Education and Training, Social Change.

Summary Prepared by: K. N. Bhoot

Synopsis Submitted by : Dr. Geeta K. Senjalia

71. Subject : Teacher Education

Section : Primary

Research title: A Study of Teachers' Opinions on Vocational Education in the context of the National Education Policy 2020

Language : Gujarati

Name of Inventor : Kanchanben Bhoot

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E-MAIL: dietjunagadh@gmail.com

Year : 2022-23

summary

1. Introduction:

The development of reading comprehension begins with primary education, After that, it is gradually developed through the education imparted in secondary schools and colleges. The task of developing reading comprehension is challenging for teachers. So the teacher's role in developing this skill also becomes indispensable. Every child needs to read the sentences correctly and socially. Students studying in primary school at present can read properly or not? When a student reads, he reads the alphabet? Reads the word ? Or reads the sentence? And if one can read a word or a sentence, one can read with meaning or not ? Which was very important to know. Considering all these factors, the present research will be conducted with the purpose of knowing the reading speed and reading speed with comprehension of the students of primary school of Gujarat from class 3 to 8.

2. Research Objectives/ Research Questions/ Hypothesis:

The present research was also conducted with the following objectives in mind.

1. To obtain teachers' views on vocational education in relation to National Education Policy 2020.

1.1 To obtain teachers' opinions regarding professional education objectives in relation to National Education Policy 2020.

1.2 To obtain teachers' views on vocational education activities in relation to National Education Policy 2020.

1.3 To obtain teachers' views on challenges and recommendations related to vocational education in the context of the National Education Policy 2020.

1.4 To obtain teachers' opinions regarding vocational education method at school level regarding National Education Policy 2020.

1.5 Obtaining teachers' views on Evaluation of Vocational Education in the context of National Education Policy 2020:

- 1.6 To obtain teachers' opinions regarding in-service training under vocational education in relation to National Education Policy 2020.
- 1.7 To obtain the opinions of teachers regarding the structured planning of vocational education in the context of the National Education Policy 2020.
2. Comparing Teachers' Views regarding Gender in Vocational Education in the context of the National Education Policy 2020.
3. Comparing teachers' views on vocational education in relation to the National Education Policy 2020 by school area.
4. To compare the level of teachers' opinions on vocational education in relation to the National Education Policy 2020.
5. To compare the level of opinions of head teachers and principals regarding vocational education in relation to National Education Policy 2020.

3. Method:

i. Outline of the Study:

ii. Sample:

For the selection of the sample, the stratified random sampling method was used for the present research for which the following procedure was followed. Total 210 schools of Junagadh district including 72 primary schools, 114 upper primary schools and 11 middle schools and 13 higher secondary schools were selected randomly. Regular head teachers and principals in the school were selected as the research sample.

iii. Device:

In the present research, two different devices were prepared. For which, first of all, an opinion sheet was prepared for the teachers and a test sheet for the head teacher and the principal. The researcher created different sections for the opinion of the teachers, including objectives of vocational education, activities of vocational education, challenges and recommendations related to vocational education, vocational education system at school level, evaluation of vocational education, in-service training under vocational education, structured planning of vocational education. Out of which, three questions were prepared in the section 'structured planning of vocational education'. While for the rest of the section, statements were prepared for opinion based on five points. While four free questions were placed in the third section of the opinion sheet. According to the purpose of the research, a test sheet was made by fifteen questions for the head teachers and the principal.

iv. Mode of Data Collection:

Organizer visited BRC CO. And CRC CO. and explained the purpose of his research and guided him to collect data on awareness criteria regarding vocational education. The organizer and BRC CO. and CRC CO. visited sample schools and informed teachers about research as well as NEP-About in 2020 awareness criteria and GOOGLE FORM LINK. Thus, Responses to awareness criteria regarding vocational education were obtained by interview and ONLINE.

v. Analysis of Data:

Analysis is the calculation of some measurements to find out the pattern of relationships between groups of data., average and t value was calculated. SPSS software and excel application spss were used.

4. Results/Conclusions:

Conclusions obtained through the opinion and number sheet were as follows.

1. Findings regarding teachers' opinions

- Objectives of vocational education
- Vocational education aims to develop a healthy attitude towards life and work in students.
- The purpose of vocational education is to provide students with opportunities for professional development.
- The purpose of vocational education is to inspire students for vocational skills for career development.
- The purpose of vocational education is to create appreciation and attachment to work.
- Vocational education is not intended to make students skilled technical experts.
- The purpose of vocational education is to help the students to understand the aspects of technology of the present time.
- Vocational education aims to expose students to opportunities to make them self-reliant.
- Vocational education aims to prepare students for the profession from the very beginning of their studies.

2. Professional training activities

- Vocational plays an important role in the education system.
- Vocational education in education should be available from the primary level itself.
- By primary education, a child should become proficient in one field.
- Vocational education system is found in India since Vedic period.
- During the medieval period arts and crafts were taught in madrasas.

- In the pre-independence period, there was negligible effort towards vocational education.
- The East India Company paid no attention to the field of vocational education.
- The Sadler Commission of 1917 talked about vocational education at the intermediate level (11th grade).
- The Mudaliar Commission considered vocational education as the main objective at the secondary level which could be considered inappropriate.
- The Kothari Education Commission recommended a correspondence course for vocational education which was appropriate.
- The 11th Five Year Plan talked about increasing the number of ITI which was complementary to vocational education.
- In 2013, the Government of India launched the Vocational Skills Agency (National Skill Development Agency - NSDA) has accelerated the establishment of professional skills development.

3. Challenges and recommendations related to vocational education

- Lack of physical facilities at school level for vocational education.
- Vocational education will increase workload at school level.
- In terms of vocational education, it is difficult to be participatory for every school education.
- The implementation of vocational education tends to neglect literacy subjects.
- Teachers have to be made aware about vocational education.
- Industry education is neglected in school.
- In terms of vocational education there is inadequate provision of practical work.
- There are likely to be questions from the parent world regarding vocational education.
- It is difficult to create a uniform vocational education curriculum for school children in rural and urban areas.
- It is difficult to relate vocational education to literacy.

4. Vocational education system at school level

- Vocational education should be taught theoretically in primary schools.
- Vocational education in primary schools should be imparted theoretically and practically.
- Professionals should be visited in primary schools.
- Vocational education should be imparted both theoretically and practically at secondary school level.
- Vocational education should be taught theoretically in vocational schools.

4. Evaluation of vocational education:

- For vocational education, assessment should be based on practical work.
- Evaluation should be done during the professional education session.
- Professional education should be evaluated annually.
- The assessment of professional learning should have an equal share of practical and theoretical work.
- Vocational education should be included in the assessment.

9. In-service training within vocational education

- Vocational education training should be given to all principals.
- Professional education training should be provided to all teachers.
- Vocational education training CRC / BRC should be given to
- Vocational education training should emphasize only on theory.
- Vocational education training should emphasize only practical matters.
- Preference should be given to local professionals as experts in vocational education training.

5. Research Outcomes:

Based on the findings of the research the following educational implications can be given.

1. Government should first create vocational education facilities.
2. Specific guidelines should be issued for creating physical facilities.
3. Consideration should be given to appointment of teachers having knowledge of vocational education.
4. It should be ensured that the training provided by the District Institute of Education and Training is implemented by the teacher in the school classroom
5. To provide training, literature should be prepared and distributed to the teachers by the training institutes and District Institute of Education and Training to guide the teachers.
6. Special efforts should be made by the student and the teacher to organize extra hours

6. Area of Research:

The present research covers a total of 210 schools in Junagadh district, including 72 primary schools, 114 upper primary schools and 11 middle schools and 13 higher secondary schools were selected randomly. In the present research, only opinion sheet for teachers and test sheet for principal and head teachers were used. The research was limited to Gujarati medium schools only. CRCCO was helpful for the present research.

Summary Prepared by: K. N. Bhoot

Synopsis Submitted by : Dr. Geeta K. Senjalia

72. Subject : Teacher Education

Section : Secondary

Title of the Research: Structure and Effectiveness of a Simplified Educational Program in Teaching Difficult Learning Outcome SST – 1011 of Social Science Subject of Class 10

Language : Gujarati

Name of Researcher : Ashaben D Rajyaguru

Office Address : District Institute of Education and Training, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2022-23

summary

1. Introduction:

In order to make the functioning of NAS more intensive and effective in relation to the present research, these researches have been conducted by GCERT in the state of Gujarat in the context of NAS in District Institute of Education and Trainings of all districts. And it also examines the reasons why students find difficult learning outcomes difficult, and by designing a program to make this difficulty more accessible at the student level, empirical research shows how a simplified approach can be more useful.

2. Research Objectives/ Research Questions/ Hypothesis:

The objectives of the present research are as follows.

1) To know the difficult learning outcomes from chapter Unit: 2 Cultural Heritage of India: Traditions: Handicrafts and Fine Arts - Social Science Subject - Class 10 Junagadh District.

2) Prepare an improvement program by utilizing various devices to ease and simplify learning process for Class-10 Social Science Subject Unit: 2 Cultural Heritage of India: Traditions: Handicrafts and Fine Arts.

3) Developing Interpersonal skill for Learning outcome SST-1011 related to Class-10 Social Science Subject Unit: 2 Cultural Heritage of India: Traditions: Handicrafts and Fine Arts. For that, an experimental group and a control group were formed and the effectiveness of the program was examined for the severity of the study outcome.

The hypothesis of the present research is as follows.

"With regard to the difficult study of the social science subject of standard 10, there is no significant difference between the mean scores on the achievement test of the experimental group students and the mean scores of the control group students compared to the conventional method".

3. Method:

I. Outline of the Study:

The work outline for the present research was organized as follows.

- 1) Simplified academic program structure
- 2) Choice of audio-visual media
- 3) Selection and configuration of devices
- 4) Sample selection
- 5) Class-10 First Exam Result
- 6) Formation of parallel group
- 7) Analysis of the subject matter
- 8) Duration of teaching
- 9) Implementation of the experiment
- 10) Answer Test
- 11) Receipt of statistical information
- 12) Data analysis procedure
- 13) conclusion of experiment

II. Sample:

A secondary school named Bhaljayoti Vidyalay, Bandhala, Taluka: Junagadh was chosen. Class 10 was selected as experimental and controlled group consisted of 24 students in each. Who should be included in which group that was selected based on the results of the first examination of class-10. Twenty-four students of the experimental group were taught through audio-visual media using a special method and applied while 24 students of the control group were taught through traditional teaching methods.

III. Device : PPT, CDs, various animations, dance videos

IV. Mode of Data Collection:

Since the present research is an experimental research, the results of class-10 first test were used to form two parallel groups. Students were arranged in ascending order based on the marks obtained in the first examination of class-10. Two groups were identified, the control group and the experimental group. Based on the marks obtained in the class-10 first examination, the first rank student was placed in the control group and the second rank student was placed in the experimental group, thus the groups were parallelized by dividing the students into groups one by one. Teaching work was done by traditional method in control group and special method in experimental group.

On the fifth day the answer test was conducted. Answer Test was composed from Learning outcome SST-1011 related to Class-10 Social Science Subject Unit: 2 Cultural Heritage of India: Traditions: Handicrafts and Fine Arts. Test was of 45 marks and the duration of the test was 1 hour. There were 45 questions in the test. which were of

multiple choice type. 4 (four) options were given against each statement/question out of which the correct option was to give 1 mark.

V. Analysis of Data:

The average of the subtest scores of the experimental group was 35.27. Whereas the average of the control group was 30.72. The standard deviations of both groups were 7.38 and 9.62 respectively. The value of t ratio to test the significance of the difference between these means was 0.109.

The difference between the mean of the experimental group and the control group was 0.109. Who was not in favor of education by special method. Thus, the null hypothesis of the study is accepted here. Hence the research hypothesis was rejected.

4. Results/Conclusions:

The following conclusions were drawn in the present study.

Social Science of Class 10 The special method was not more effective than the traditional method in terms of academic achievement in teaching the unit "Cultural Heritage of India: Traditions: Handicrafts and Fine Arts".

5. Research Outcomes:

1) The experiment for simplifying the difficult point was designed with hardwork. However, their achievement has been less than expected. Therefore, a special experiment needs to be designed to simplify this difficult point.

2) When the experimental group and the control group differ significantly from the start, it becomes necessary to equalize the two groups. Otherwise the intended results do not occur.

6. Area of Research:

In the present research, an instructional program with special devices for teaching was prepared as a reform-oriented program for simplifying the difficult content of social science textbook Class-10, Cultural Heritage of India: Traditions: Handicraft and Fine Arts. In this view, the study presented was in the field of teaching and learning.

The teaching process can be made more effective with special educational methods using audio-visual media for classroom activities. And the difficulty value of different subjects is determined through survey tests like GAP, SAP, G-SLAS and NAS. According to the results obtained through the tests, the exact difficulty point is determined. Subject wise researches are conducted to simplify the hard points derived. In the present study,

Summary Prepared by : Ashaben D Rajyaguru

Synopsis Submitted by : Dr. Geeta K. Senjalia

73. Subject : Teacher Education

Section : Primary

Research title: A Study of NEP Awareness among Primary School Teachers of Junagadh Rural and Mangarol Taluka

Language : English

Name of Researcher : Ashaben D Rajyaguru

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Year : 2022-23

summary

1. Introduction:

It is very important to know how much awareness they have regarding the objectives, goals and the structural aspects about NEP-2020 while the implementation of the policy is to be done by the teachers. Here a questionnaire based on NEP-2020 has been designed by the researcher to know the level of consciousness of the teachers. Through which proper direction will be given regarding training and simulation for implementation of NEP-2020.

2. Research Objectives/ Research Questions/ Hypothesis:

The organizer set the objectives for the present research as follows. Aiming at the objectives, the present research was conducted.

- Structuring of 'NEP About awareness Criterion' for a study for measurement of awareness about NEP among primary school teachers
- To study NEP awareness among primary school teacher.
- To study NEP awareness among primary school teacher taluka wise.
- To study NEP awareness among primary school teacher gender wise.
- To study NEP awareness among primary school teacher department wise.

Regarding the objectives of the present study, the researcher formulated null hypotheses as follows.

- There is no significant difference between the mean scores of NEP awareness according to Taluka (Junagarh Rural and Mangrol) of primary school teachers
- There is no significant difference between the mean scores of NEP awareness according to Division of Primary School Teachers (Lower Primary and Upper Primary).
- There is no significant difference between the mean scores of NEP awareness according to study of Primary School Teachers.
- There is no significant difference between the mean scores of NEP awareness according to their gender (male and female).

- There is no significant difference between the mean scores of NEP awareness teachers according to their educational experience in school.

3. Method:

a. Outline of the Study:

b. Sample:

In the population of the present study and the academic year 2022-23 in primary school of Mangarol, taluka Junagadh Junagadh district. Meanwhile, teachers doing teaching work were included. Thus, Total 180 of schools 885 Teachers were included in the universe. In this research, the researcher included all the characters of the population in the sample. Because information acquisition was through technology. Here population is the sample.

c. Device:

Considering the need of the study in the present research, the researcher 'Teachers' NEP-2020 questionnaire' was designed. The following steps were followed in the device design. In research presented by the organizer provided general information and some instructions of the responding teacher in NEP-2020 awareness measurement. Subsequently 40 Statements were given. In which three options were given. One of which was to choose the correct option.

d. Mode of Data Collection:

The user NEP-2020 A GOOGLE FORM was developed to elicit responses on awareness criteria. Whose LINK was created. Organizer met BRC CO for Primary Schools. and CRC CO. and clarified the purpose of their research work and guided them to collect data on NEP-2020 awareness criteria. The organizer himself and BRC CO. and CRC CO. visited sample schools and gave link of google form and other required information. Thus, NEP-2020 Responses to the awareness scale were obtained ONLINE only. In this regard, the responses given by the teachers were obtained from Google form in MSEXCEL SHEET and used for interpretation. Based on the Google form, it was found that the total 164 of Junagadh rural and total 149 of Mangrol and overall total 313 Responses from teachers were received. which was used for interpretation.

e. Analysis of Data:

In the present research, the data will be analyzed using the statistical technique mentioned below.

- Average
- Proportion Deviation
- t - test
- Percentage according to the statement

In accordance with the above points, the effectiveness was verified from the data obtained from both the schools. 1 point for correct answer and 0 point for wrong answer. Percentage according to statement for correct statement MS EXCEL The formula $=(\text{Total "correct" responses} * 100 / \text{Total number of characters})$ was found in which t-test was used to check the significance in which according to the table of t-test if the significance value is more than 1.96 at 0.05 level then the value is considered significant. And if the significance value is more than 2.58 at 0.01 level then the value is considered significant. It is discussed in detail in Chapter-4. Percentage according to the statement MS EXCEL was found by putting the formula $=(\text{Total Positive Responses} * 100 / \text{Total Number of Characters})$

4. Results/Conclusions:

In the present study the conclusions of the study were drawn after testing the hypothesis and null hypotheses. Which is presented as follows.

- 1- Most of the primary school teachers are familiar with the new pattern in the National Education Policy 2020 education framework.
- 2- Most of the primary school teachers lack knowledge about which stages will be applicable for 3 to 6 year old children under the National Education Policy 2020.
- 3- Majority of the primary school teachers lack knowledge about which stages will be applicable for 6 to 8 year old children under the National Education Policy 2020.
- 4- Most of the primary school teachers lack knowledge about the stages that will be applicable for children aged 8 to 11 under the National Education Policy 2020.
- 5- Most of the primary school teachers lack knowledge about the stages that will be applicable for 11 to 14 year old children under the National Education Policy 2020.
- 6- Most primary school teachers are not familiar with the bilingual approach to be used for children whose home language and school language are different.
- 7- Most of the primary school teachers are under 'Ek Bharat Shrestha Bharat'. No idea what activity to give on Indian languages in 6th to 8th
- 8- Most primary school teachers have no idea at what stage Sanskrit will be taught through phonetics and pronunciation.
- 9- Most elementary school teachers have an idea of what activities will begin at the middle school stage.
- 10- Most of the primary school teachers include St. In 6th to 8th there is no idea what activities will be carried out for learning through action.
- 11- Most of the primary school teachers include St. No idea what facilities will be available during vacation from 6th to 12th.

- 12- Most of the primary school teachers do not realize that the primary purpose of assessment is to teach the teacher, the student, and the school system together.
- 13- Most primary school teachers are aware of what continuous summative assessment does not entail.
- 14- Most of the primary school teachers have no idea what the test will be based on in class 3.
- 15- Most of the primary school teachers have an idea of what the teaching emphasis in NEP-2020 is about education.
- 16- Most primary school teachers have no idea at what stage mother tongue education should be compulsory.
- 17- Hence, most of the primary school teachers have no idea what the foundation stage curriculum will be like.
- 18- Most of the primary school teachers have no idea what emphasis will be placed on different subjects in the preparatory stage.
- 19- Most of the primary school teachers have no idea what the different subjects are mainly taught in the middle stage.
- 20- Most of the primary school teachers have no idea of the provision regarding subject selection in the secondary stage.
- 21- Most of the primary school teachers have an idea of what is emphasized in terms of the overall development of children instead of the Gokhanapati.
- 22- Most of the primary school teachers have no idea how to teach languages at the foundational stage.
- 23- Most elementary school teachers have no idea what language exists for students with disabilities.
- 24- As per National Education Policy 2020, most of the primary school teachers do not realize that uniformity in the education system means.....
- 25- Most of the primary school teachers have no idea as to which organization has translated the National Education Policy 2020 recently introduced by the Central Government into Gujarati.
- 26- As per National Education Policy 2020, most of the primary school teachers have no idea that instead of increasing the content of education, the pedagogy should be such that the teaching process should be... .
- 27- Most of the primary school teachers have no idea what the National Education Policy 2020 is based on.
- 28- Hence, most of the primary school teachers have an idea of what is not in the National Education Policy.
- 29- Most primary school teachers have no idea how many years later the new National Education Policy was announced in India.

- 30- Most of the primary school teachers in India were drafted by the National Education Policy-2020 Drafting Committee (Drafting commits) have no idea who is the chairman.
- 31- According to the National Education Policy-2020, most of the primary school teachers have no idea from which standard the vocational course will be started.
- 32- Through Mission in National Education Policy-2020 among most of the primary school teachers has no idea by which year it is targeted to be completed FLN (Basic Literacy and Numeracy).
- 33- Most primary school teachers have no idea which state is the first to implement the National Education Policy-2020.
- 34- Most of the primary school teachers have no idea who has prepared the National Education Policy-2020.
- 35- most primary school teachers have no idea up to how many years children will be included under RTE-2009 under National Education Policy in 2020.
- 36- Most primary school teachers have no idea by which year the National Education Policy 2020 aims to provide quality education to every child between the ages of 3 and 18 years.
- 37- Most primary school teachers have no idea what is wrong with making early childhood care and education universally available.
- 38- Most primary school teachers have no idea who should necessarily be at the center of the fundamental change taking place in the education system.
- 39- Most primary school teachers are aware of the objectives of the National Education Policy 2020.
- 40- Most of the primary school teachers are not aware of the language in which education up to class 5 will be conducted in the National Education Policy 2020.
- 41- Scores on the NEP Awareness criteria did not differ significantly of Junagadh Village and Mangrol Primary School Teachers That is, the teachers of Junagadh Rural and Mangrol Primary Schools NEP Awareness Similarities were observed in the results.
- 42- Scores on the NEP Awareness criteria did not differ significantly of Primary School Teachers and Upper primary school teacher. That is, the teachers of Primary and Upper primary Schools NEP Awareness Similarities were observed in the results.
- 43- Scores on the NEP Awareness criteria did not differ significantly of PTC qualified teachers and B.ED qualified teachers That is, PTC qualified teachers and B.ED qualified teachers NEP Awareness Similarities were observed in the results
- 44- Scores on the NEP Awareness criteria did not differ significantly of male teachers and female teachers. That is male teachers and female teachers NEP Awareness Similarities were observed in the results

45- Scores on the NEP Awareness criteria did not differ significantly between Teachers with less than 10 year of experience and Teachers with more than 10 year of experience. That is, between Teachers with less than 10 year of experience and Teachers with more than 10 year of experience NEP Awareness Similarities were observed in the results

Research Outcomes:

In the present study, the organizer is the National Education Policy of primary school teachers of Junagadh district 2020 tried to know the awareness of At the end of the present study, the organizer presented the following results. From the findings at the end of the present study, it can be known that,

1 National Education Policy 2020 Study the awareness of gender, No relation to department or academic experience.

2. National Education Policy of teachers at different times 2020 As there is a change in the awareness of such studies should be conducted at intervals.

3. National Education Policy in Modern Era 2020 It is very important to create awareness. Hence the National Education Policy for Teachers 2020 Efforts should be made to be aware of the matters of

6. Area of Research:

NEP among primary school teachers in the present study Since awareness is being practiced, Area of study presented 'Primary education', Educational Measurement Assessment, Value Education and Education-Social Change - can be included in the field of research named

Summary Prepared by : Ashaben D Rajyaguru

74. Subject: Teacher Education

Section : Primary

Research Title : Effectiveness of a Grade 2 Reading Improvement Program

Language : Gujarati

Name of Researcher : Ashaben D Rajyaguru

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Year : 2022-23

summary

1. Introduction:

Among the four basic skills in language learning, reading is one of the most important skills. Every child needs to read sentences correctly and with understanding. Can students, studying in primary school in the present time, read properly or not? When a student reads, does he read the letters? Reading the word? Or reading a sentence? And if the word or sentence can be read, can it be read with meaning or not?, which was very important to know. Keeping all these factors in mind, the present research was conducted to know the reading ability of the students of the 2nd standard of primary school in Gujarat by designing an improvement program and knowing the results.

2. Research Objectives/ Research Questions/ Hypothesis:

Objectives-

1. To study the reading ability of students.
2. Identifying activities for reading development.
3. Evaluating a reading program.

Hypothesis

To study the questions of the present research are as follows.

1. What is percentage of letters reading students who are weak in reading in class 2 ?
2. What is percentage of word reader students who are weak in reading in class 2 ?
3. What is percentage of sentence reader students who are weak in reading in class 2 ?
4. How many percent of the students of class 2 have developed word reading ability from letters reading ability?
5. How many percent of the students of class 2 have developed sentence reading ability from letters reading ability?
6. How many percent of the students of class 2 have developed sentence reading ability from word reading ability?

3. Method:

a. Outline of the Study:

b. Sample:

Eight government primary schools of Junagadh rural taluka of Junagadh district have been randomly selected for the present research. All the students who are weak in reading according to the level studying in class 2 studying in the year 2022-23 have been selected.

c. Device:

The present study was to examine the effectiveness of a reading improvement program. For this a researcher designed unit test was designed by the organizer to check reading ability.

1. Do word reading. (lettered words only)
2. Do word reading. (words with letters)
3. Do word reading. (words with double letters)
4. Read the sentence.
5. Read the paragraph and answer.

d. Mode of Data Collection:

Individual reading was done to the students face to face in the school selected by the researcher, the weak students in reading were singled out. According to the guidelines given to the teacher, weak children were separated into letter readers, word readers and sentence readers. In which they provided information about the days of attendance till the month of February, the reason why the student is weak and whether the child is a letter reader, word reader or sentence reader.

The teacher was given an understanding of the reading improvement program. The teacher had to make reading in two groups through different activities for one hour after prayer during school time. The teacher gave the attendance information of the students from the date of implementation of the program till the completion of the program. Each day of the program provided information on the activity through which reading was done. After the completion of the program, A post test prepared by the researcher on the basis of Gujarati was taken of weak students selected by the teacher of the school.. Based on the marks obtained in it, how many students went from letter reader to word reader, how many students went from word reader to sentence reader and how many students went from word reader to meaningful sentence reader. The mark sheet obtained by the students is included in the appendix. In the present research, A total of 80 students in 2nd class weak in reading were taken.

e. Analysis of Data:

Based on the mark sheet received from the teacher by the researcher, it was checked whether the conclusion that the teacher is a letter reader, a word reader and a sentence reader has been done correctly. In which marks up to 10 marks were placed in letter reader, word reader if 10 to 30 marks and sentence reader if more than 30 marks were obtained. Apart from this, the details of the student's attendance at school during the year and during the program were also known. Data analysis was done by percentage according to the purpose of the study..

4. Results/Conclusions:

- (1) The percentage of letter reader students is 62.50. Hence the number of letter reader children is the highest among the weak students in reading.
- (2) The percentage of word reader students is 37.50. Hence among the weak students in reading, the number of word reader students is less than the number of letter reader students.
- (3) The percentage of letter reader students is 00.00. Hence among the students who are weak in reading, there are no sentence reading students.
- (4) The percentage of students moving from letter to word vocabulary is 50.00. Hence 50.00 percent students progressed from letter reading to word reading.
- (5) The percentage of students moving from letter to sentence is 2.00. Hence only 2.00 percent students progressed from letter reading to sentence reading.
- (6) The percentage of students moving from word reading to sentence reading is 20.00. Hence 20.00 percent students progressed from word reading to sentence reading.
- (7) Irregular absence, long absence, perceptual retardation, forgetfulness, lack of attention in studies were found to be the reasons of the students who were stagnant in letter reading and word reading.

5. Research Outcomes:

The academic implications of the present study are as follows.

- The present study was on the measurement of oral reading ability. Such studies should be conducted to increase the reading ability of the students from time to time.
- It is very important that students develop proper reading skills in class-II. Therefore, efforts should be made by the teacher to develop reading in the students.
- Students who are persistently irregular should be contacted by the teacher. Such students should not be reprimanded in public, but should be constantly motivated and encouraged.

- Children who are weak in reading should be read regularly by the teacher and classmates.

6. Area of Research:

To select a research problem it is important to study about the fields of educational research. A problem can be selected based on any one specific field. National Council of Educational and Training (2000) by presented As many as 38 educational researches have been shown in the Fifth Survey of Educational Research.

1-Primary education

2-Educational management and administration

3- Psychology of education

4-Language education

Summary Prepared by : Ashaben D Rajyaguru

Synopsis Submitted by : Dr. Geeta K. Senjalia

75. Subject: Teacher Education

Section : Primary

Title of the Research : A Study of the Effectiveness of the Reading Ability Improvement Program of Literate Students of Class 3 to 8 of Junagadh District

Language : Gujarati

Name of Researcher : Ashaben D Rajyaguru

Office Address : District Institute of Education and Training, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2022-23

summary

1. Introductory

Every child needs to read sentences correctly and with understanding. Can students studying in primary school in the present time read properly or not? When a student reads, does he read the letters? Or does he read the word? And if yes, can one read with letter or not? which was very important to know. After knowing this, it is necessary to check the progress of the students after implementing the reading ability program, keeping in mind all these factors, the presented research was conducted with the aim of knowing the effectiveness of the reading ability improvement program among the literate students of classes 3 to 8 of primary schools in Gujarat.

1.1 problem statement

The title of the present study was worded as follows.

" A Study of the Effectiveness of the Reading Ability Improvement Program of Literate Students of Class 3 to 8 of Junagadh District"

1.2 Objectives of the study

1. To identify the literate students of class 3 to 8.
2. To know the percentage of word reader students out of the letter reader students under the reading ability program in Junagadh district.
3. To know the standard wise achievement of letter reader students under the reading ability program of students of class 3 to 8 in Junagadh district.
4. To know the percentage of word reader students out of the letter reader students in Junagadh district.
5. To know the activity wise achievement of the student under the reading ability program in Junagadh district.
6. To find out the average time taken by letter reader students under the Reading ability Program in Junagadh district.
7. To Find out the average time taken by letter reader students of class 3rd to 8th in Junagadh district.

8. To know the percentage of practice given to the students under the reading ability program in Junagadh district.
9. To know the activity wise percentage of practice given to the students under the reading ability program in Junagadh district.
10. To know the average marks obtained in the first assessment of the students under Reading ability Program in Junagadh district.
11. To know the class wise average marks obtained in the first assessment of students under the reading ability program in Junagadh district.
12. To know the activity wise average marks obtained in the first assessment of students under the reading ability program in Junagadh district.
13. To find out the gender-wise percentage of word reader students under the reading ability program in Junagadh district.
14. To know the taluka wise percentage of word reader students out of literate students under reading ability program in Junagadh district.

1.3 Hypothesis

The study questions of the present research are as follows.

1. Under the reading ability program in Junagadh district, what will be the percentage of word reader students out of the letter reading students?
2. What will be the class wise achievement of word reader students of class 3 to 8 in Junagadh district?
3. Under the reading ability program in Junagadh district, what will be the percentage of word reader students out of letter reading students?
4. What will be the activity wise achievement of the student under the reading ability program in Junagadh district?
5. What will be the average time taken by letter reader students under reading ability program in Junagadh district?
6. What will be the average time taken by letter reader students of class 3rd to 8th in Junagadh district?
7. What will be the percentage of practice given to the students under the readability program in Junagadh district?
8. What will be the activity wise percentage of practice given to students under the reading ability program in Junagadh district?
9. What will be the average marks obtained in the first assessment of the students under the reading ability program in Junagadh district?

10. What will be the class wise average marks obtained in the first assessment of the students under the reading ability program in Junagadh district?
11. What will be the activity wise average marks obtained in the first assessment of the students under Reading ability Program in Junagadh district?
12. Under the reading ability program in Junagadh district, what will be the gender wise percentage of letter reader students?
13. Under the reading ability program in Junagadh district, what will be the taluka wise percentage of letter reader students?

1.4 Research Type:-

Research is an activity that uses the scientific method. And it is systematic of the meaningful problems that arise from that field, Correlates with objective and experientially verifiable solutions. Its form or type varies according to the nature of the questions concerned.

As the purpose of the present research is to know the effectiveness of the reading ability improvement program of the literate students of class 3 to 8, the present research is a practical type of research.

1.5 Variables included in the study:-

The following variables were included as independent variables in the present study.

Independent Variable:-

- Activities carried out in reading improvement program- 1 to 11
- Gender- Girls and Boys
- Class- 3 to 8
- Number of Mahavara -1 to 4
- Time taken to complete an activity
- Taluka: 10 Talukas of Junagadh District

2. Independent Variable:-

Achievement in Reading Skills Improvement Program

3. controlled variable

The variables controlled in the present study were as follows.

3.1 area

3.2 School environment

4. Intervening Variable: In the present study aptitude and attitude were included as intervening variables.

1.6 Importance of study

This study indicates the importance of the matter to whom and how it can help.

- This research will be useful to know the effectiveness of reading ability improvement program of students.

1.7 Population of research

In the present research, students studying in classes 3 to 8 (year – 2022 – 23) of Gujarati medium government schools of Junagadh district of Gujarat state are included in the sample.

1.8 Sample Selection:

For the present research, a total of 120 students, 12 per school, studying in class 3 to 8 in the year 2022-23 in a government school per taluka of Junagadh district were included as a sample.

1.9 Areas of Research:

The present study was very relevant to the field of primary education and language education.

1.10 Type of research

The present study aims to measure the effectiveness of the reading ability improvement program of primary school students of Junagadh district.

1.11 Research Methodology:

The present research is based on experimental method.

1.12 Device Details:

As an instrument in the present research the module of Oral Reading Improvement Program Effectiveness Program prepared by GCERT was used as an instrument.. The details of the equipment of class 3 to 5 are given in Table 3.2.

Table 3.2

orde r	activity order	Ex. No	Maximum total marks
1	1	1 to 6	6
2	2	1 to 65	65
3	3	1 to 279	279
4	4-A	1 to 94	94
5	4-B	1 to 75	75
6	5	1 to 20	20
7	6	1 to 20	20

8	7	1 to 20	20
9	8	1 to 5	5
10	9	1 to 6	6
11	10	1 to 20	20
			610

1.13 Collection of Information:

A total of 10 schools were selected in all talukas of Junagadh district, one school for each taluk. Grade 3 to 5 language teacher and school principal of the selected school, and associated with the school CRC CO.Ordi, And BRC CO.Ordi. was trained in this regard. Then at the beginning of the academic work in the school for a total of 15 days, the activities conducted in the module as per the given guidelines and the details of the activities carried out accordingly were recorded in the daily report card.

Information Received:

In the present research, St. A total of 120 students were taken for measurement of reading ability in classes 3 to 8 out of which 108 students present on all days. were whose information is used in the present research.

1.14 Method of data analysis and interpretation:

Evaluation of the collected data through appropriate statistical method can be considered as an important step in the research work. How can the researcher select the device and analyze the data obtained from it? What has to be done to get the results? It has to be kept in mind. In the present research, the data will be analyzed using the statistical technique mentioned below.

- Average
- percentage

1.15 Conclusions

Based on the present study, the following conclusions can be drawn.

- Most of the literate students could read letters.
- Under the reading ability program, most of the letter reading students were the students who could read words. While under the reading ability program, the lowest among the letter reader students were students of the standard 5
- The percentage of students who can read words is 69.17.
- Activity-8 has the lowest mean score and the highest mean score in Activity-3 in the activity-based student reading ability program.

- The percentage of total completion of the students under the Reading Competency Program is 1.75.
- Activity 1 requires less Mahavara and Activity 7 requires more Mahavara.
- The average score obtained in the first assessment of students under the Reading Competency Program was found to be 2.24.
- A higher average score obtained in the first assessment is found in Activity-3 and a lower average in Activity-8.
- Under the reading ability program, among the letter reader students who can read words, the average of boys is higher than that of girls.
- Visavdar taluka has a higher percentage of letter reader students who can read words. lower percentage is found in Mangarol taluka and Junagadh Rural.

1.16 Educational benefits

The academic implications of the present study are as follows.

- The present study was to examine reading ability. In which the effect of reading ability and taluka was seen.

1.17 Recommendations

The recommendations of the present study are as follows.

- Reading ability can be studied at secondary, higher secondary and college level.
- In the present study, St. The same tool is used in classes 3 to 5 and 6 to 8, it can be studied separately according to the standard.

Summary Prepared by : Ashaben D Rajyaguru

Synopsis Submitted by : Dr. Geeta K. Senjalia

76. Subject : Teacher Education

Section : Primary

Research title: Hard study result of class 5 mathematics subject Structure of a Simplified Educational Program and its Effectiveness in Teaching M-512

Language : Gujarati

Researcher Name : Ashutoshbhai Vyas

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Year : 2022-23

summary

1. Introduction:

Related to this research, To make the functioning of NAS more intensive and effective, these researches have been carried out by GCERT in the District Institute of Education and Training of all the districts in the context of NAS. And it also examines the reasons why students feel difficulty in difficult learning outcomes, and by designing a program to make this difficulty more palatable at the student level, experimental research shows how a simplified approach can be more useful.

2. Research Objectives/ Research Questions/ Hypothesis:

The objectives of the present research are as follows.

- 1) To identify difficult learning outcomes from the chapter 'Mango is the national fruit' of Standard-5 mathematics, Junagadh District.
- 2) To prepare a reform program for the chapter 'Mango is the national fruit' of Standard-5 mathematics by adopting various devices to remove the difficulty and simplify the study performance.
- 3) To develop Understanding for Learning Outcome M-512 related to the Chapter 'Mango is the national fruit' of Standard-5 mathematics. To check the effectiveness of the program for the difficult Learning outcome, an experimental group and a control group were formed.

The hypothesis of the present research is as follows.

"In context of Class 5 Maths difficult learning outcome, There is no significant difference between the mean scores the experimental group of the students by achievement test and the mean scores of the students in the control group by the conventional method."

3. Method:

I. Outline of the Study:

The work outline for the present research was organized as follows.

- 1) Structure of a simplified educational program
- 2) selection of audio-visual media
- 3) selection and configuration of devices
- 4) sample selection
- 5) test structure
- 6) forming a parallel group
- 7) analysis of the subject matter
- 8) period of teaching
- 9) implementation of the experiment
- 10) answer test
- 11) acquisition of statistical data
- 12) data analysis procedure
- 13) experiment findings

II. Sample:

The present research was an experimental research. The school was selected by the organizer on a case-by-case basis. Under which Dungarpur Primary School of Junagadh Taluka was selected. Class 4th 20 students each, from the school, were selected as experimental and control group. The selection of who to put in the experimental group and who in the control group was based on the pre-test. Twenty students of the experimental group were taught through audio-visual media using a special method and applied while twenty students of the control group were taught through traditional teaching methods.

III. Device: Selection of audio-visual media

1. YouTube Video Link (National Fruit Mango)

<https://youtu.be/vA9hc9Juu04>

2. YouTube Video Link (Number Knowledge)

<https://www.youtube.com/watch?v=xbenCulm23Q>

3. YouTube Video Link (Talaala Mango Market)

<https://www.youtube.com/watch?v=beV0Qty6X9I>

4. YouTube Video Link (Talaala Mango Pulp Factory)

https://www.youtube.com/watch?v=_IEMcU9emlk

IV. Mode of Data Collection:

Since the present research is an experimental research, the results of the pre-test were used to form two parallel groups. Students are arranged in ascending order based on the marks obtained in this test. Based on that students were divided into two equal groups of good, medium, low achievers. Control group and experimental group. Based on the marks obtained in the pre-test, the first ranked student was placed in the control group and the second ranked student was assigned to the experimental group, thus the groups were randomly divided into groups one by one.

Teaching work was done by traditional method in control group and special method in experimental group. (Answer test taken on seventh day) 20 Marks Test was composed of difficult Learning Outcome M-512 of Maths of Standard 5 and the duration of the test was 40 minutes. There were 20 questions in the test. Which were multiple choice and blank space type. Four (four) options were given against each multiple choice type statement/question out of which the correct option was given right mark was to be marked.

V. Analysis of Data:

The mean and standard deviation of the two groups were compared based on the scores obtained in the answer test. To test the hypothesis, the achievement of the students by taking the post-test of both the groups was compared. The achievement test scores of both the groups are given in the Appendix. In the present study, an experiment was conducted on 40 students. Average of the groups based on the scores on the subtest at the end of the experiment, Standard deviation and t value were obtained. Mean subtest scores of the experimental group 13.59 was While the control group average 14.24 was Standard deviations of both groups respectively 5.00 And 3.90 were The value of the t ratio to test the significance of the difference between these means 0.42 was The difference between the mean of the experimental group and the control group 0.42 was of Who was not in favor of education by special method. Thus, Null hypothesis of the study is not accepted here

4. Results/Conclusions:

The following conclusions were drawn in the present study.
standard-5 Mango is the national fruit of mathematics The special method was not more effective than the traditional method in terms of academic achievement in the teaching of that unit.

Research Outcomes:

The experiment for simplifying the hard point was painstakingly prepared. However, their achievement has been less than expected. Therefore, there is a need to design a special experiment to simplify this difficult point.

6. Area of Research:

In the present research standard-5 Mango is the national fruit of mathematics This chapter's videos on YouTube and a demonstration program with special equipment were prepared for teaching as a remedial program to simplify the difficulty of the subject.. In this view, the study presented was in the field of teaching and learning. Also, similar groups were formed through the pre-test and the entire program was evaluated through the post-test. Therefore, the present study also touched on the field of measurement and evaluation. In the present study, a special teaching program through audio-visual medium has been designed for the experimental group and its effectiveness has been verified and the overall results of this study, Sample selection, Functional line of study, Study characteristics and validity are discussed.

Synopsis Prepared by : Ashutoshbhai Vyas

Synopsis Submitted by : Dr. Geeta K. Senjalia

77. Subject : Teacher Education

Section : Primary

Title of Research : A Study of Effectiveness of ICT Training-2

Language : Gujarati

Researcher Name : Ashutoshbhai Vyas

Office Address : District Institute of Education and Training, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2022-23

summary

1. Introductory :

As stated in 'New Education Policy 2020' proposed by HRD Ministry, India leads globally in fields like Information And Communication technology And Space. The teaching learning process is organized by keeping textbook and topic into consideration. In this process, Planning is also done for the use of teaching learning material related to the subject study. Regarding this , planning can also be done to use Teaching Learning material of technology i.e. E-Material in the classroom. But all the teachers have not compatible skill to manage E-material as per expectation. Hence, it is required that teachers can easily receive their subject Regarding E-material And they use it to accomplish affiliated learning outcome in the classroom and do such efforts to increase study level of children. Pursuant to this, In 2022-2023, Diet Junagadh provided ICT training-2 to one teacher per all upper primary schools in Vanthali, Bhesan, Visavadar taluka of Junagadh district. ? This research was conducted by the experimenter to find out how much understanding has the teacher developed through this training.

1. Research Objectives/ Research Questions/ Hypothesis:

The objectives of the present study were as follows.

- To know that In which year was Google Lens launched??
- To know that What technology does Google Lens currently use??
- To know that Which files can be stored in Google Drive?
- To know that what is included CLOUD STORAGE?
- To know to write the full name of Email.
- To know that What is the vertical section of a spreadsheet called?
- To know that What is the formula for summing B1 and B2 CELL ?
- AND Knowing the full name of LAN
- To know What kind of network is Internet ?
- To know that PhET is used in which of the following subjects ?
- To know What is the use of Microsoft teams whiteboard?

- In what format will the file be saved Microsoft teams whiteboard?
- Give the full name of PDF.Knowing that.
- which color is seen hyperlink By doing. Knowing that.
- Which of the following are not elements of Scratch.
- Which of the following are Programming Sprite of Scratch ? Knowing that.
- Which of the following software is a video editing software? Knowing that.
- What are the features of OpenShot software? Knowing that.
- Which of the following software can be used to create a presentation? Knowing that.
- Which of the following media files can be added to Active Presenter software?? Knowing that.
- There is no significant difference between the pre- and post-test of the teachers in Training-II on the Use of ICT in Education. It has to be verified.

2. Method:

a. Outline of the Study:

b. Sample:

In this research, the researcher selected one teacher of 120 upper primary schools of three talukas Vanthali, Bhesan, Visavadar of Junagadh district as a sample. That is, 120 teachers were selected in the sample.

c. Device:

Questionnaire was used as the instrument corresponding to the points taken up during the training by the researcher.

d. Mode of Data Collection:

Data collection is the soul and heart of a research project. Here a questionnaire prepared by the researcher based on ICT training-2 was used. It had 21 questions. One of the four options given by the teacher had to be given the correct answer. A google form of this questionnaire was prepared. Through which the responses of the teachers were recorded. Information was obtained from all the 120 upper primary schools of Vanthali, Bhesan, Visavadar taluk of Junagadh district through a google form of a total of 120 teachers using the responses received for one correct option out of four options.

e. Analysis of Data:

Total number of upper primary school teachers is 120 was In which the number of teachers who gave the pre-test is 120 And the number of teachers who gave answer test was 120. The average scores of these teachers in the pre- and post-test respectively 93.69 And 94.92 were The t-value found for the significance of the difference between

these means 7.3 was This t value was greater than 2.56. So that 0.01 Rank is meaningful.
As a result Hypothesis 1 is rejected.

3. Results/Conclusions:

Based on the examination of the questions in the present study, the following conclusions were reached.

- 1 Most teachers know what year Google Lens was launched? He knows.
- 2 Most teachers use Google Lens as a technology currently? He knows.
- 3 How much free storage do most all teachers get in Google Drive? ? He knows.
- 4 Most all teachers can store any file in Google Drive ? He knows.
- 5 Most teachers CLOUD STORAGE Ma Sha is included ? He knows.
- 6 Most teachers Email Write the full name of He knows.
- 7 What is the vertical section name of most teachers spreadsheets? ? He knows.
- 8 Teachers of the middle section B1 And B2 CELL What is the formula for summing ? He knows.
- 9 Most all teachers AND Tell me the full name of he knows.
- 10 Teachers of the middle section Internet What kind of network is it? ? He knows.
- 11 Most teachers PhET is used in which of the following subjects ? He knows.
- 12 Most all teachers microsoft teams whiteboard What is the use of ? He knows.
- 13 Most teachers microsoft teams whiteboardIn what format will the file be saved? ? He knows.
- 14 Teachers of the middle section pdf Give the full name of he knows.
- 15 Most teachers hyperlink By doing, one knows which color is seen.
- 16 Which of the following are middle section teachers? Scratch No Elements He knows not.
- 17 Which of the following are most of the teachers? Scratch No Programming Sprite is ? He knows.
- 18 Most of the teachers which of the following software is a video editing software. He knows.
- 19 What are the features of Open Shot software that most teachers like? He knows.
- 20 Most teachers can create presentations through which of the following software. He knows.
- 21 Which of the following media files can be added to most teachers' active presenter software?? He knows.
- 22 in education ICT A significant difference has been observed in the pre- and post-test of the teachers in training-2.

4. Research Outcomes:

The academic implications of the present study were as follows.

1. ICT training should be continued at the primary school level.
2. Monitoring of ICT training should be done continuously.

5. Area of Research:

Since the present study aims to measure teachers' effectiveness towards ICT training, Area of study presented 'Measurement and Evaluation' And 'Primary education' can be included in the field of research named

Synopsis Prepared by : Ashutoshbhai Vyas

Synopsis Submitted by : Dr. Geeta K. Senjalia

78. Subject : Teacher Education

Section : Primary

Research title: A Study of NEP Awareness among Primary School Teachers of Keshod Taluka of Junagadh District

Language : Gujarati

Researcher Name : Ashutoshbhai Vyas

Office Address : District Institute of Education and Training, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2022-23

summary

1. Introductory :

It is very important to know how conscious the teachers are about the goals and objectives, structural aspects because the implementation of the policies, outlined in the NEP-2020, is to be done by them. Here NEP-2020 Based questionnaire is designed by the researcher to know the level of consciousness of the teachers. by which Proper direction will be given regarding training and simulation for implementation of NEP-2020.

2. Research Objectives/ Research Questions/ Hypothesis:

The research was conducted keeping in view the objectives of the organizer as follows.

- structuring of 'NEP awareness Criterion' For studies measuring NEP awareness Among primary school teachers.
- To study awareness of NEP Among primary school teachers .
- To study awareness of NEP taluka wise among primary school teachers
- To study awareness of NEP gender wise among primary school teachers.
- To study awareness of NEP Department wise Among primary school teachers.

Regarding the objectives of the present study, the researcher formulated null hypotheses as follows.

- There is no significant difference between the mean scores of NEP awareness according to the Department of Primary School Teachers (Lower Primary and Upper Primary).
- There is no significant difference between the mean scores of NEP awareness according to the study of Primary School Teachers.
- There is no significant difference between the mean scores of NEP awareness according to the genders of Primary School Teachers..
- There is no significant difference between the mean scores of NEP awareness according to the educational experience of the primary school teachers.

3. Method:

a. Outline of the Study:

b. Sample:

The scope of the present study is the academic year 202 in a primary school in Keshod taluka of Junagadh district 2-23. Meanwhile, teachers doing teaching work were included. Thus, a total of 438 teachers from 84 schools were included in the survey.

c. Device:

Considering the need of the study in the present research, the researcher teacher NEP-2020 A questionnaire was designed. The following steps were followed in the device design. In research presented by the organizer NEP-2020 The awareness measure provided general information and some instructions of the responding teacher. Subsequently 40 Statements were given. In which three options were given. One of which was to choose the correct option.

d. Mode of Data Collection:

The user NEP-2020 A GOOGLE FORM was developed to elicit responses on awareness criteria. Whose LINK was created by the organizer BRC CO for primary schools. and CRC CO. met face to face and explained the purpose of his research NEP-2020 gave guidance for collecting data on awareness criteria. The organizer himself and BRC CO. and CRC CO. As well as research work presented to primary school teachers by visiting sample schools in person NEP-2020 LINK OF GOOGLE FORM AND REQUIRED INFORMATION GIVEN ABOUT IN AWARENESS CRITERIA. Thus, NEP-2020 Responses to the awareness scale were obtained ONLINE only. In this regard, the responses given by the teachers were obtained from Google form in MS EXCEL SHEET and used for interpretation. Based on the Google form, it was found that a total of 180 of Keshod taluka Responses from teachers were received. which was used for interpretation.

e. Analysis of Data:

Questionnaire 1 point was given for correct answer and 0 point for wrong answer. Percentage according to statement was found by putting formula $= (\text{Total "correct" responses} * 100 / \text{Total number of characters})$ in MS EXCEL for correct statement. In which t-test was used to check the significance in which according to the table of t-test if the significance value is more than 1.96 at 0.05 level then the value is considered significant. And if the significance value is more than 2.58 at 0.01 level then the value is considered significant. It is discussed in detail in Chapter-4. According to the statement

the percentage was found by entering the formula $=(\text{total positive responses} \times 100 / \text{total number of characters})$ in MS EXCEL.

4. Results/Conclusions:

In the present study the conclusions of the study were drawn after testing the null hypotheses. Which is presented as follows.

- 1- Most of the primary school teachers are familiar with the new pattern in the National Education Policy 2020 education framework.
- 2- Most of the primary school teachers have knowledge about which stages will be applicable for 3 to 6 year old children under the National Education Policy 2020.
- 3- Majority of the primary school teachers lack knowledge about which stages will be applicable for 6 to 8 year old children under the National Education Policy 2020.
- 4- Most of the primary school teachers lack knowledge about the stages that will be applicable for children aged 8 to 11 under the National Education Policy 2020.
- 5- Most of the primary school teachers lack knowledge about which stages will be applicable for 11 to 14 year old children under the National Education Policy 2020.
- 6- Most primary school teachers are familiar with the bilingual approach to be used for children whose home language and school language are different.
- 7- Most of the primary school teachers are under 'Ek Bharat Shrestha Bharat'. In 6th to 8th there is an idea of what activity to give on Indian languages.
- 8- Most primary school teachers have no idea at what stage Sanskrit will be taught through phonetics and pronunciation.
- 9- Most elementary school teachers have an idea of what activities will begin in the middle school phase.
- 10- Most of the primary school teachers include St. In 6th to 8th there is no idea what activity will be carried out for learning through action.
- 11- Most of the primary school teachers include St. No idea what facilities will be available during vacation from 6th to 12th.
- 12- Most of the primary school teachers do not have a clear idea of how the primary purpose of assessment will be to teach the teacher, the student, and the school system together.
- 13- Most primary school teachers are aware of what continuous summative assessment does not entail.
- 14- Most of the primary school teachers have an idea of what the test will be based on in class 3.
- 15- Most of the primary school teachers have an idea of what the teaching emphasis in NEP-2020 is about education.

- 16- Most primary school teachers have no idea at what stage mother tongue education should be compulsory.
- 17- Hence, most of the primary school teachers have an idea of what the foundation stage curriculum will be like.
- 18- Most primary school teachers have an idea of what will be emphasized in different subjects in the preparatory stage.
- 19- Most primary school teachers have an idea of what the different subjects are mainly taught in the middle stage.
- 20- Most of the primary school teachers have an idea of what is provided about subject selection in the secondary stage.
- 21- Most of the primary school teachers do not have an idea of what is emphasized in terms of the overall development of children instead of gokhanapati.
- 22- Most of the primary school teachers have an idea of the method by which languages should be taught at the foundational stage.
- 23- Most elementary school teachers have an idea of what language exists for students with disabilities.
- 24- According to the National Education Policy 2020, most of the primary school teachers have an idea of what unity in the education system means....
- 25- Most of the primary school teachers have no idea as to which organization has translated the National Education Policy 2020 recently introduced by the central government into Gujarati.
- 26- According to the National Education Policy 2020, most of the primary school teachers have an idea that instead of increasing content in education, pedagogy should be the teaching process...how should it be. .
- 27- Most of the primary school teachers are aware of what the National Education Policy 2020 is based on.
- 28- Hence, most of the primary school teachers have an idea of what is not in the National Education Policy.
- 29- Most primary school teachers have no idea how many years later the new National Education Policy was announced in India.
- 30- Most of the primary school teachers in India were drafted by the National Education Policy-2020 Drafting Committee (Drafting commits) have an idea of who the chairman is.
- 31- According to the National Education Policy-2020, most of the primary school teachers have no idea from which standard the vocational course will be started.
- 32- Through Mission in National Education Policy-2020 among most of the primary school teachers FLN (Basic Literacy and Numeracy) has an idea of the year by which it is aimed to be completed.

- 33- Most primary school teachers have no idea which state is the first to implement the National Education Policy-2020.
- 34- Most of the primary school teachers have an idea of who prepared the National Education Policy-2020.
- 35- National Education Policy in most primary school teachers 2020 In children up to how many years RTE-2009 It is understood that it will be included in
- 36- Most primary school teachers have an idea of the year by which the National Education Policy 2020 aims to provide quality education to every child aged 3 to 18 years.
- 37- Most primary school teachers have a sense of what is wrong with making early childhood care and education universally available.
- 38- Most primary school teachers have an idea of who should be at the center of the fundamental change taking place in the education system.
- 39- Most primary school teachers are aware of the objectives of the National Education Policy 2020.
- 40- Most of the primary school teachers have an idea of the language in which education up to class 5 will be conducted in the National Education Policy 2020.
- 41- of primary school teachers and upper primary teachers of NEP awareness Scores on the criteria did not differ significantly, ie primary school teachers and upper primary teachers of NEP awareness Similarities were observed in the results.
- 42- Primary School PTC qualified teachers Teachers with B.Ed NEP Scores on awareness measures did not differ significantly, ie Primary School PTC qualified teachers B.Ed qualified teachers NEP Similarity was observed in awareness scores.
- 43- Primary school male teachers and female teachers NEP Scores on awareness measures did not differ significantly, ie male teachers and female teachers of primary school NEP Similarity was observed in awareness scores.
- 44- of primary school 10 Teachers with less than one year of experience 10 of teachers with more than years of experience NEP Scores on awareness measures did not differ significantly, ie primary school primary school 10 Teachers with less than one year of experience 10 of teachers with more than years of experience NEP Similarity was observed in awareness scores.

5. Research Outcomes:

In the present study, the organizer national education policy of primary school teachers of Keshod taluka of Junagadh district 2020 tried to know the awareness of At the end of the present study, the organizer presented the following results.

It can be known from the findings at the end of the present study that,

1. National Education Policy 2020 Study the awareness of gender, No relation to department or academic experience.
2. National Education Policy of teachers at different times 2020 Such a study should be conducted at intervals as there is a change in the awareness of
3. National Education Policy in Modern Era 2020It is very important to create awareness. Hence the National Education Policy for Teachers 2020Efforts should be made to be aware of the matters of

6. Area of Research:

Among primary school teachers in the present study NEP Since awareness is being practiced, Area of study presented 'Primary education', Educational Measurement Assessment, Value education and training, social change- can be included in the field of research named

Synopsis Prepared by : Ashutoshbhai Vyas

Synopsis Submitted by : Dr. Geeta K. Senjalia

79. Subject : Teacher Education

Section : Primary

Research title: Survey of Educational Achievement of Students of Class IV, VI and VII in GAS-4 (GUJARAT ACHIEVEMENT SURVEY-4) of Junagadh District

Language : Gujarati

Researcher Name : Ashutoshbhai Vyas

Office Address : District Institute of Education and Training Centre, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2022-23

summary

1. Introductory :

Various types of research are conducted from time to time at national as well as state level to continuously improve the quality of education. In 2017, all districts of the state and 173 schools in each district have NAS. The exam of NAS-2017 was organized and Mock Test was conducted across the state as a prelude to (NAS) 2017 exam by GCERT-Gandhinagar. And the present research was conducted to find out the academic achievement of the students in this mock test.

2. Research Objectives/ Research Questions/ Hypothesis:

The objectives of the present study were as follows.

- To check the academic achievement of students of class 4, 6 and 7 of Junagadh district schools.
- To check the subject-wise academic achievements of the students of class 4, 6 and 7 of Junagadh district schools.
- To determine subject-wise difficulty marks of class 4th, 6th and 7th of Junagadh district schools.
- To examine the effect of sexuality on the academic achievement of students of classes 4, 6 and 7 of Junagadh district schools.
- To examine the effect of locality on the academic achievement of students of classes 4, 6 and 7 of schools in Junagadh district.
- To examine the effect of category on the academic achievement of students of classes 4, 6 and 7 of schools in Junagadh district.

3. Method:

a. Outline of the Study:

b. Sample:

In the present research, a total of 300 schools of Junagadh district selected by GCERT are included in the sample. In which all three classes of 4th, 6th and 7th were selected from the school. Thus, the district consists of 100 schools in class 4, 100 in class 6 and 100 in class 7 making a total of 300 schools. An attempt was made to know the achievement of students of class 4th, 6th and 7th of government, semi-government and private schools of Junagadh district. A total of 30 schools were selected from four talukas of Junagadh district, ten schools of class-4, ten schools of class-VI and ten schools of class-7 from each taluka. Thus, a total of 300 schools in 10 talukas of Junagadh district were selected. A maximum of 30 students per class from all classes of the school, class 4,6 and 7 were selected in the sample (random start) were randomly selected and tested.

c. Device:

In the present research, the achievement of class 4, 6 and 7 students under GAS-4 was to be checked. The test was conducted by GCERT, Gandhinagar in all the districts. In which Gujarati, Mathematics, Science and Technology and Social Science subjects were tested in a single test in class 4th, 6th and 7th. The exam papers had same format which was certified by GCERT. This test was conducted in 300 schools selected in Junagadh district.

There were total 45 sections in the test paper of class 4. In which 1 to 15 sections were of Gujarati subject, 16 to 30 sections were of mathematics subject and 15 sections were of environment subject. There was a total of 45 marks in which one mark for each section. It was to be completed within 90 minutes time frame. There were a total of 60 sections in the test papers of class 6 and 7. In which 1 to 15 sections were of Gujarati subject, 16 to 30 sections were of mathematics subject and 31 to 45 were of science and technology subject and 46 to 60 sections were of social science subject. In which there was a total of 60 marks in which one mark for each article. It was to be completed within two hours time frame. Special care was taken while designing all these sections to test not only the student's memory from the textbook, but also the student's understanding and application of the subject.

d. Mode of Data Collection:

In the present research, the school test papers were given for data collection by the DIET teachers at the district headquarters. Thereafter, the field investigators selected from each government school were given a thorough understanding of GAS-4 and the role of the field investigator in a co--ordination meeting at BRC-Jamkhambhalia on 21st December 2022 and handed over all the literature related to the test in a sealed cover per selected school. The number of students according to the class in the selected school, the test paper, OMR sheet also guidelines regarding the test were given.

e. Analysis of Data:

In the present research, test papers of class 4, 6 and 7 subjects of four talukas of Junagadh district were obtained. The purpose of this research was to know the achievement of each subject of that class. The mean and class deviation and t-value of all the above tests were found with respect to class, subject, gender, region and category. Based on which the achievement score of the district was found. The difficult points were explored to find out what students find difficult.

Mean in percentile form, class deviation in percentile form and t-value were calculated by MS OFFICE EXCEL. Significant differences were found between boys and girls, between urban and rural areas and categories of students.

4. Results/Conclusions:

Following are the findings obtained by analyzing and interpreting the data based on the class and subject wise, mean and class deviation and percentage of achievement of Junagadh district.

Class and Subject wise Educational Achievement of Junagadh District

- In class-IV the highest average achievement was 56.51% in Environment and the lowest average achievement was 47.58% in Mathematics.
- In class-6, the highest average achievement of 53.09% was observed in Gujarati subject and the lowest average achievement (41.57%) was observed in Mathematics subject.
-
- In class-7 the highest average achievement was 47.89% in social science subject and the lowest average achievement was 37.95% in science and technology subject.
- In Gujarati subject the highest average achievement was 53.09% in class-6 and the lowest average achievement was 46.85% in class-7.
- The highest average achievement in Mathematics was 47.58% in class-4 and the lowest average achievement was 41.57% in class-6.
- In science and technology subject the highest average achievement was 50.89% in class-6 and the lowest average achievement was 37.95% in class-7.
- The highest average achievement in social science subject was 47.89% in class-7. The lowest average achievement was observed in class-6 at 44.13%.
- The overall highest average achievement was 56.51 in class-4 environment and the lowest average achievement was 37.95% in class-7 science and technology.

Subject wise overall achievement of Junagadh district

In the GAS-4 survey selected in class 4, 6 and 7 in Gujarati, Maths, Environment, Science and Technology and Social Science subjects. The overall average of Gujarati, Mathematics, Science and Technology, Social Science subjects of Class-4, 6 and 7 is 50.93, 44.00, 49.51 and 46.01 percent

respectively. The highest average achievement was in Gujarati subject (50.93%). While the lowest average achievement was in Mathematics (44.00%).

5. Research Outcomes:

The academic implications of the present study were as follows.

- According to the M.M.L. approach, planning should be done from the district level for students to reach the “above 75%” level.
- Content-based Teaching Learning Material creation workshops should be organized to facilitate difficult topics, so that more hands-on experience is possible.
- Effective monitoring should be organized to ensure that the training imparted to the teachers reaches the students.
- Teachers should be encouraged through training to carry out remedial teaching work on difficult subjects acquired in different subjects of different class of the district.
- Self-study materials and competency-based textbooks for difficult subject-based competencies should be prepared with the help of teachers.
- More and more practice teachers should be organized at the school level to create such a test where the students get a wide range of test questions in accordance with the subject-based tough sections.

6. Area of Research:

There are many areas of choice for conducting research in education. Before undertaking a research project at home, the applicant considers the field of research he/she is involved in. Among these areas, Buch (1990) has shown a total of 38 areas in the first volume of the Fifth Survey of Research in Education. In the present study, the effect of area on the academic achievement of GAS-4 students will be obtained. The effectiveness of the program, it can be clearly said that the present study with the area of academic evaluation and examination was very relevant.

Synopsis Prepared by : Ashutoshbhai Vyas

Synopsis Submitted by : Dr. Geeta K. Senjalia

80. Subject : Teacher Education

Section : Secondary

Title of Research : class-10 social Science of the subject difficult Learning Outcome SST-1005 No of teaching In context Simplified Educational of the program structure And its Effectiveness

Language : Gujarati

Researcher Name: Hamelbein Upadhyay

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E-MAIL: dietjunagadh@gmail.com

Year : 2022-23

summary

1. Introductory :

Gujarat in the state GCERT by All of the district District Education And training in the building IN THENo In context This researches hand conducted came is. And In it Also J difficult study results is that why for to the students difficult took is its reasons checked This difficulty Simplified program by of the student at the level More acceptable to make for program ready by doing experimental Research by A to show is K Simplified approach which way more Useful Done can is.

2. Research Objectives/ Research Questions/ Hypothesis:

presented of research purposes below According to is.

- Junagadh of the district class-10No social Science of the subject Unit: 13 of India production industries From the chapter difficult seemed study results to know.
- class-10 social Science of the subject Unit: 13 of India production industries for study of origin Difficulty away to do And Simplification to do for Various of devices Appropriation Curry improvement oriented program ready to do.
- class-10 social Science of the subject of India Cultural Unit: Unit: 13 of India production industries for study expert SST-1005 "Maps, Photos, the weather of understanding like of skill development to do." that for experimental group And controlled group created And study of origin Difficulty for done came of the program Effectiveness to check.

presented of research imagination below According to is.

"class 10 No Social Science of the subject difficult study of the expert In context, experimental of the group of students achievement the test on averages And Traditional Methodically Study Than controlled of the group of students averages in between worthwhile difference no have".

3. Method:

a. Outline of the Study:

presented Research for function outline below told According to arranged came was.

- 1) Simplified Educational of the program structure

selection of audio visual media

selection of device and structure

- 2) Sample selection
- 3) class-10 of First of the test result
- 4) parallel of the group composition
- 5) analysis of the content
- 6) duration of teaching period
- 7) experiment execution
- 8) post test
- 9) Numerical of information attainment
- 10) Information Analysis ceremony
- 11) Conclusions of experiment

b. Sample:

from the ensemble experiment for choose done of characters representation doing group that is called sample. In present Research, experimental Research was. of school selection the user In addition Curry was. Underlying Bhaljyoti College of Junagadh Taluka bind Secondary school was selected. From school class-10 twenty students experimental and controlled group as choosen to whom experimental in the group And to whom controlled in the group to keep its selection class-10 First of examination result from done came was. experimental of the group 20 to the students scene-Audible medium by Exclusive method And Used through Teaching function in doing came was when controlled of the group 20 to the students Traditional Education Methodically pedagogy in doing came was.

c. Device: Mobile in Photos- Maps- text in the book Come on Maps Fear Maps Pictures- Newspaper.

d. Mode of Data Collection:

In present research Empirical Research Since Two parallel groups to form for class-10 First of the test of consequence Use done came was. class-10of First in the exam obtained of virtue Based on to the students climbing in order arranged came. Two group sure done, controlled group and experimental group. class-10 First in the exam obtained of virtue based on before of rank to the student controlled in the group and second of rank to the student experimental in the group Thus gradual way one then one to the students in the group shared to the group parallel done came.

controlled in the group Traditional Methodically And experimental in the group Exclusive method by Teaching function done came. the fifth on the day North the test taken came. North the test difficult study expert "Maps chart Pictures skill to develop." related to St-10 social Science of the subject " Unit: 13 of India production industries " from formed came the test 25 of virtue was And of the test time 1 of the hour was. in the test 25 questions were. J Multiple choice Kind of were. everyone statement/of question in front of 4(Four) options Given were of which correct of option in front of sign to do was.

e. Analysis of Data:

presented in the study 38 Students on experiment hand conducted came was. of experiment In the end get off the test on to recipients Based on of groups Average, Certified Deviation And T value getting came were. experimental of the group get off of the test of receipts Average 16 was. when controlled of the group Average 14 was. Both of groups Certified deviations respectively 3.43 And 4.04 were. This Averages between of difference effectiveness to verify for T of ratio value 0.22 was. experimental group And control of the group Average between difference 0.22

4. Results/Conclusions:

In the present study, conclusions were as below

Class-10 social of science subject " Unit: 13 'production industries of India' Exclusive method was not more effective rather than traditional method in the context of educational achievement.

5. Research Outcomes:

1) the difficult point Simplification for experiment a lot diligently ready done came was. As although their achievement Expectation doing less remained therefore the difficult point Simplification for Special experiment to form need stay.

2) experimental group and controlled group from the beginning J Noteworthy difference Having have then Both to the group the same to do required otherwise assumed results not gained.

6. Area of Research:

In presented research social of science textbook class-10, Unit: 13 production industries of India subject matter of the difficult point simplification for Improvement oriented program as teaching for exclusive from devices instruction program ready done came was. At this sight presented Study study-Teaching of the field was. Besides the whole program evaluation was done by the post test.

Synopsis Prepared by : Hamelbein Upadhyaya

Synopsis Submitted by : Dr. Geeta K. Senjalia

81. Subject : Teacher Education

Section : Primary

Title of Research: Vanthali of Taluka Primary of school Among teachers NEP of awareness Study

Language : Gujarati

Name of Researcher : Hemelben Upadhyay

Office Address : District Institute of Education and Training Centre, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2022-23

summary

1. Introductory :

National Education policy of Indianness identification proven doer became stay that for in depth contemplation done is. Pre primary from education take higher education until from the structure taking of education focal point of the cornerstone, student became stay that scheduled done came is NEP-2020 in indicated of policies implementation teachers by to happen have then this policy structured from matters take its goal, purposes and targets matter in them how many relatively consciousness is that to know too much J required is. here of teachers of consciousness proportion to know for Researcher by NEP-2020 based on of the questionnaire composition done came is. By NEP-2020No implementation for training and imitative regarding appropriate the direction will get.

2. Research Objectives/ Research Questions/ Hypotheses :

In the present research, the user has determined the purposes as below, The purposes in primary school To know about NEP awareness teachers gender wise.

the target keeping presented Research was carried out.

1. Primary of school among teachers NEP of awareness study measurement for 'NEP Awareness Regarding Criterion'of structure to do.
2. To study about NEP awareness among primary school teachers.
3. To study about NEP awareness among primary school teachers Taluka wise.
4. primary school To know about NEP awareness teachers gender wise.
5. To know about NEP awareness among primary school teachers according to the section.

In the present study of purposes in context, the user has not created even a hypothesis

1. Primary school of Vanthali Taluka among the teachers NEP of awareness average receipts in between worthwhile difference no have.
2. Primary of school of teachers section (lower primary and upper primary) According to NEP of awareness average receipts in between worthwhile difference no have.

3. Primary of school of teachers Study According to NEP of awareness average receipts in between worthwhile difference no have.
4. Primary of school of teachers sexuality(male And woman) According to theirs NEP of awareness average receipts in between worthwhile difference no have.
5. Primary of school of teachers at school Educational Experience According to theirs NEP of awareness average receipts in between worthwhile have no difference.

2. Method:

a. Outline of the Study:

b. Sample:

Research to the plan Clear, orderly Form to give for And Research to the plan Clear to make for of the universe directed Extremely necessary is, presented of study in the universe Junagadh of the district Vanthali of Taluka Primary at school Educational year 2022-23 Meanwhile Teaching function Doing of teachers Inclusion done came was. Thus, Total 48 of schools 269 Teachers in the universe included were.

c. Device:

In the present research of study to necessity into consideration keeping Researcher Teacher NEP-2020 of the questionnaire composition Curry was. device in composition below Wise to the stairs to follow came were. The user presented In research NEP-2020 Awareness in measure Retaliation the giver of the teacher common Information And Some Instructions Given came was. Subsequently 40 Statements given came were in which Three option Given came were of which one correct option choose to do was.

d. Mode of Data Collection:

The user NEP-2020 Awareness Criterion on Response to get one GOOGLE FORM in developing came was. Jenny LINK made was. The user primary schools for BRC CO. And CRC CO. to face to face found own Research work about purpose Clear Curry NEP-2020 Awareness Criterion on information collected to do for Guidance gave was.

The user himself and BRC CO. And CRC CO. by of sample in schools face to face by going Primary of schools To the teachers presented Research function as well NEP-2020 Awareness in measure about GOOGLE FORM of LINK And required Information gave. Thus, NEP-2020 Awareness Criterion on responses ONLINE getting came were.

This regarding the teachers given Responses Google form from MSEXCEL SHEET in got to him Interpretation for in use took were. Google of the form Based on found was Vanthali of Taluka Total 111 responses Received happened were. Who Interpretation for in use took were. presented in the study Received done of information based on

Analysis to do for Various Numerology methods by Information calculation done came was. This Numerology Calculations MICRO SOFT – EXCEL No Use done was.

e. Analysis of Data:

In the present research below stated numerology from technique of information analysis will done.

- Average
- Proportion Deviation
- t - test
- percentage according to the statement

Above of issues Pursuant to Both from schools found Information from of effectiveness Verification done came was. Questionnaire correct Answer for 1 point And wrong Answer for 0 point considered came was. statement According to percentage correct statement for MS EXCEL in formula $=\text{(Total "correct" responses} \times 100 / \text{Total of characters the number)}$ Muki in finding out came was. in which effectiveness to verify for T- of the test Use done in which T- of the test Table According to 0.05 at the level effectiveness value 1.96 doing More have So value worthwhile counted is. And 0.01 at the level effectiveness value 2.58 doing More have So value worthwhile counted is. its Discussion chapter-4 in in detail done came is. statement According to percentage MS EXCEL in formula $=\text{(Total Positive responses} \times 100 / \text{Total of characters the number)}$ Muki in finding out came was.

3. Results/Conclusions:

In the present study the user statement and zero of imagination verification done After of study Conclusions derived came were. This According to presented done is.

1- Primary of school big of part Teachers National Education policy 2020 Education in the structure New from the pattern Acquaintance is.

2- Primary of school big of part among teachers National Education policy 2020 Underlying 3 to 6 of the year Children for which one phases applicable will have that Regarding of information lack of is.

3- Primary of school big of part among teachers National Education policy 2020 Underlying 6 to 8 of the year Children for which one phases applicable will have that Regarding of information lack of is.

4- Primary of school big of part among teachers National Education policy 2020 Underlying 8 from 11 of the year Children for which one phases applicable will have its of information lack of to see found is.

- 5- Primary of school big of part Among teachers National Education policy 2020 Underlying 11 to 14 of the year Children for which one phases applicable will have that Regarding of information lack of to see found is.
- 6- Primary of school big of part Teachers of the house Language And of school Language different have Such Children for Bilingualism wise approach in use will take A matter of fact Acquaintance not
- 7- Primary of school big of part To the teachers ' one India the best India ' Underlying class-6 from 8 in of India languages on which activity to give its concept not
- 8- Primary of school big of part To the teachers to Sanskrit the sound And of pronunciation by means of which stage on in teaching will come that of the matter concept not.
- 9- Primary of school big of part Among teachers Middle of school layering which activity start will happen its concept is.
- 10- Primary of school big of part Among teachers class- 6 to 8 in Action by Education for which activity hand will have its concept not.
- 11- Primary of school big of part Among teachers class- 6 to 12in Vacation Meanwhile which facility finish will have its concept not.
- 12- Primary of school big of part Among teachers of evaluation Primary purpose Teacher, student, school to the system with keeping which way Education to give attempt will be that of the matter concept not.
- 13- Primary of school big of part Among teachers Continuously comprehensive In the assessment what applicable falling not that of the matter To the teachers concept is.
- 14- Primary of school big of part Among teachers class-3 what Based on test Will be done its concept not.
- 15- Primary of school big of part Among teachers NEP-2020in Education Regarding to teach which matter on load placed come is its concept is.
- 16- Primary of school big of part Among teachers which in the stage Compulsory mother tongue Education to be should its concept not.
- 17- Hence said can be Primary of school big of part Among teachers Foundational of the stage curriculum how will be its concept not.
- 18- Primary of school big of part Among teachers Preparatory in the stage different different Among the subjects of what on load placed will come its concept not.
- 19- Primary of school big of part Among teachers Middle in the stage different different subject Mainly what Based on to be taught is its concept not.
- 20- Primary of school big of part Among teachers Secondary in the stage subject selection Regarding Shi provided is its concept not.

- 21- Primary of school big of part Among teachers of children All round development Regarding of Gokhanpatti instead of what on load placed is its concept is.
- 22- Primary of school big of part Among teachers Foundational on the stage of languages Education which Methodically to give should its concept not.
- 23- Primary of school big of part Among teachers defect Having Students for which Language in existence is its concept not.
- 24- Primary of school big of part Among teachers National Education policy 2020 According to In education Consistency That is.....what its concept not.
- 25- Primary of school big of part Among teachers National Education policy 2020 center Govt by Recently presented done came is its Gujarati translation which institution by done came is its concept not.
- 26- Primary of school big of part To the teachers National Education policy 2020 According to in education in the subject matter Increase to do in place Teaching Scripture like that to be should K Education process...how to have should its concept not. .
- 27- Primary of school big of part To the teachers National Education policy 2020 of what Based on sure Done is its concept not.
- 28- Hence said can be K, Primary of school big of part Among teachers which matter National in education policy not its concept is.
- 29- Primary of school big of part Among teachers how many years then in India New National of education policy Declaration done came its concept not.
- 30- Primary of school big of part To the teachers in India National Education policy-2020 of Masouda committee(Drafting committee) No Chairman who is its concept not.
- 31- Primary of school big of part Among teachers National Education policy-2020 According to Vocational course which from class start done will come of you concept not.
- 32- Primary of school big of part Among teachers National Education policy-2020Hi mission by means of FLN (basic Literacy And Numerology) to which year By complete to do target kept is its concept not.
- 33- Primary of school big of part To the teachers National Education policy -2020ની execution the doer First State which one is its concept not.
- 34- Primary of school big of part To the teachers National Education policy-2020 who ready Curry is its concept not.
- 35- Primary of school big of part Among teachers National Education policy 2020in how many year up to to the children RTE-2009 in included will come its concept not.
- 36- Primary of school big of part Among teachers National Education policy 2020 in 3 from 18 of the year of age each one to the child Qualified Education which year By complete to do target kept is its concept not.

37- Primary of school big of part Among teachers Initial child Care And to education Universal way Available to make what correct not its concept not.

38- Primary of school big of part To the teachers Education in arrangement Done existing basic of change in the center Of course who to be should its concept not.

39- Primary of school big of part To the teachers National Education policy 2020 No purpose what is its concept is.

40- Primary of school big of part To the teachers National Education policy 2020 Hi class 5 up to Education which in language kept will come its concept not.

41- Primary of school Teachers And high Primary of teachers NEP Awareness Criterion On receipts worthwhile way different falling No were, That is Primary of school Teachers And high Primary of teachers NEP Awareness In receipts Equality to see found was.

42- Primary of school of PTC qualification Having Teachers Bedni qualification Having Teachers NEP Awareness Criterion On receipts worthwhile way different falling No were, That is Primary of school of PTC qualification Having Teachers Bedni qualification Having of teachers NEP Awareness In receipts Equality to see found was.

43- Primary of school male Teachers And woman Teachers NEP Awareness Criterion On receipts worthwhile way different falling No were, That is K Primary of school male Teachers And woman of teachers NEP Awareness In receipts Equality to see found was.

44- Primary of school 10 since years less Experience Having Teachers 10 since years More Experience Having of teachers NEP Awareness Criterion On receipts worthwhile way different falling No were, That is K Primary of school Primary of school 10 since years less Experience Having Teachers 10 since years More Experience Having of teachers NEP Awareness In receipts Equality to see found was.

4. Research Outcomes:

In the end of the present research of study, the conclusions can be found that, 1 National Education policy 2020 of to awareness Study, sexuality, section Educational Experience with no one relationship not.

2. of teachers Various at the time National Education policy 2020 of in awareness Change happening Since a few a few of time at a distance come on Study hand to have should.

5. Area of Research:

presented in the study Primary of school Among the teachers NEP of awareness Study to do Since, presented of study field 'Primary Education', Educational measurement evaluation, value Education And Education-Social change - of the name Research in the field included Curry can be.

Synopsis Prepared by : Hamelbein Upadhyaya

Synopsis Submitted by : Dr. Geeta K. Senjalia

82. Subject: Teacher Education

Section : Secondary

Research title: Junagadh of the district Teachers of Government and Granted Primary Schools
Youth a relative A study of perceptions of understanding

Language : Gujarati

Researcher Name : Hemelben Upadhyay

Office Address : District Institute of Education and Training Centre, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2022-23

summary

1. Introductory :

Many problems of puberty are seen in the students at school level. Whatever information get teenagers are curious about that is incomplete and unclear. That which understand is or So reported have is that matter into consideration keeping Sponsor by presented Study ready to do fair found. mostly in the child Youth about understanding on of friends have direct effect. Teachers feel this problem more in kindergarten. Cause St. The age of students of 9 and 10 is 15 to 18 years which is exactly the period of puberty. of youth matter of development All of them aspects like physical, Linguistic, social, Emotional, intellectual and of creativity in the field At the base existing is. therefore Primary school education with associated with of teachers Youth about understanding Regarding Study done come So school at the level in education of counsellor role as well requirement determined Curry can be. Thus presented Study ready to do fair found.

2. Research Objectives/ Research Questions/ Hypotheses :

The purposes of the present study were as below,

- To study of Youth related understanding government and granted primary school teachers of Junagadh district .
- To recreate youth related device for Government and Granted Primary School Teachers of Junagadh district.
- To verify the device for youth related For Teachers of Government and Granted Primary Schools of Junagadh district.

To check the effect of the youth related understanding on gender of the students of government and granted primary schools of Junagadh district.

Hypothesis:-

01) there will be no difference between male and female teachers of Junagadh district about averages of youth understanding.

02) there will be no difference between rural and urban area of teachers of Junagadh about averages of Youth understanding.

3. Methodology :

i. Outline of the Study:

ii. Sample:

In the present in study demonstration as Junagadh of the district To Government and Granted Primary School Teachers Accidental sample selection Methodically choose done came were. The total sample of present study was 127.

iii. Device:

In the present research, the Researcher device was as self-composed Of the teachers of the secondary school about youth understanding Regarding Opinion of criteria Use done . Researcher Everyone First Psychology-based differences in education-different of the module Study done was. Subsequently Visits to schools , Experienced Teachers Also during training classes or by any other means face to face interview Curry its Youth about understanding about Special Information got was. obtained to information of purpose In context orderly in the form of arranged to him Correspondingly Statements ready done were. Initial device ready done then its Verification to do of choice to the experts sent Given came was. Experts Given Responses And to improvements Attention take final device ready done came was. final device (Grading)in Total 25 Statements kept came were. everyone in statement agree, Disagree And Neutral option Given came. of which anyone one option choose by doing Retaliation to give was.

iv. Mode of Data Collection:

In the present study of purposes Correspondingly Information collected to do Researcher by Research of the device composition done came was. In the sample included characters from Information collected to do The user Junagadh of the district Coordinated with DO office with the help of EI friends of information received by teachers Aggregation done.

In the present study, the survey was carried out methodically in which the teachers of Junagadh working in Government and Granted Primary Schools of the district Youth about of understanding Study to do was. Opinions the tripoint in the form of (agree, Disagree, Neutral) getting came were. Thus, found of opinions of the edition In context Information Received done was.

v. Analysis of Data:

In the present research, collected information Based on found of data Codig Curry one category ready done came. of which on Numerology Initial measure up getting came were. Who Based on Numerology T the test as well category the test by of information Analysis done came was.

In the present study of Information Aggregation for of teachers working in Government and Granted Primary Schools of Junagadh District Youth about of understanding Study to do was. J for of sample characters from collected done came to information based on everyone of the statement category value getting came were. This Besides sexuality And of the area effect to verify the test formed came. Jenny in detail presentation here Table 4.1in done.

1. Results/Conclusions:

The findings of the present study were as follows.

1. Government and Granted Primary School Teachers of Junagadh District The effect of teachers' sexuality on opinions about youth was uniform. Or was not.
2. Government and Granted Primary School Teachers of Junagadh District The effect of teachers' area on opinions about youth was uniform. Or was not.
3. Puberty is a natural state. In it 98.42% Kindergarten teachers agreed.
4. In puberty of the institution role Important is in it 85.83% of primary school teachers agreed.
5. 86.61% of school teachers agreed with the belief that puberty is a transitional period.
6. Puberty is an Innocent condition. 72.44% of primary school teachers were found to believe so.
7. Puberty is duration fragile . In which 90.55% of primary school teachers agreed.
8. 15 to 18 years old time of puberty duration not. In which 66.14% of primary school teachers were found to disagree.
9. In puberty Curiosity is to see found. in which 93.70% in which believe.
10. In puberty is entrepreneurship to see found . Only 5.51% of kindergarten teachers did not believe that. That is, they disagreed.
11. Puberty Meanwhile to the youth in the arts Part to take should no. 88.98% of primary school teachers did not agree.
12. Puberty Meanwhile child shame experience is. 85.83% of primary school teachers agreed with the statement.
13. Puberty Meanwhile young man the mother-father with difference of opinion having have is. 85.83% of primary school teachers believed that.
14. Puberty Meanwhile young man confusion experience is.90.55% of primary school teachers believed that.

15. In puberty aggression to see found 73.22% of primary school teachers agreed with the statement.
16. In puberty Sexual behavior to see found is. 84.25% of primary school teachers were found to have such an ideology.
17. Puberty Sports of activity elevation for necessary is. 76.38% of primary school teachers were found to have such an ideology.
18. In puberty Adventure stories the driving force became can is. 87.40% of primary school teachers agreed with the statement respectively.
19. Storytelling Puberty for Beneficial is. 70.87% of primary school teachers agreed with that statement respectively.
20. Puberty Meanwhile Realization felt is. Respectively, 70.08% of primary school teachers agreed with that statement.
21. Puberty Meanwhile young man struggle experience is. 79.53% of primary school teachers agreed with that statement.
22. In puberty included group towards More attraction have is. 81.10% of primary school teachers were found to agree with that statement.
23. Puberty meanwhile in teenagers Sabotage to see found is. 70.87% of primary school teachers were found to agree with that statement.
24. Puberty state questions to ask Age as to identify come is 74.01% of primary school teachers were found to agree with that statement.
25. Trainees for Puberty Meanwhile young people Gendered Discrimination without with Games play is. A Regarding Primary school teachers In opinions 36.22% agree They were seen as opinionated. And 39.37% disagreed so the clear opinion of teachers cannot be seen in this statement
26. Puberty of creation Age is. 77.17% of primary school teachers agreed with that statement.
27. Puberty Meanwhile young man Heterogeneous attraction experience is. 95.26% of primary school teachers believed that.

2. Research Outcomes:

The academic implications of the present study were as follows.

1. Books and literature on educational psychology should be developed at the institutional level to develop an understanding of youth among students and teachers.
2. Counselors should be appointed at the organization level to gain insight into the youth.
3. Posters and pictures should be prepared at the college level to develop awareness about youth.
4. A series of lectures should be organized at the college level to develop understanding and awareness of the physical and mental changes that occur during puberty.

5. Some units should be introduced in the curriculum at primary as well as secondary school level to develop an understanding of youth.

6. Area of Research:

Educational of research problem choose to do for Educational of research fields about Study to do of importance is. no one one Exclusive of the field Based on problem choose Curry can be is. National Council of Educational and Training (2000) by presented Fifth Survey of Educational Researchin 38 As much as Educational Research fields shown is. J among presented to research touching fields below According to were.

1. of education Psychology
2. Educational measurement And evaluation

Synopsis Prepared by : Hamelbein Upadhyaya

Synopsis Submitted by : Dr. Geeta K. Senjalia

83. Subject : Teacher Education

Section : Primary

Research title: Difficult study result of class 5 mathematics subject STRUCTURE OF SIMPLIFIED EDUCATIONAL PROGRAM WITH RESPECT TO TEACHING OF M-513 and its effectiveness

Language : Gujarati

Name of Researcher : K. P. chitroda

Office Address : District Institute of Education and Training Centre, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2022-23

summary

1. Introductory :

These surveys have been conducted by GCERT in respect of NAS in District Institute of Education and Training Centres of all districts. And it also examines the reasons why students find difficult learning outcomes difficult, and by designing a program to make this difficulty more palatable at the student level, empirical research shows how a simplified approach can be more useful.

2. Research Objectives/ Research Questions/ Hypotheses :

The objectives of the present research are as follows.

- How big is the math subject of class-5 in Junagadh district? How heavy? Learn difficult learning outcomes from that chapter.
- How big is the mathematics subject of class-5? How heavy? To prepare a reform program for that chapter by adopting various devices to remove the difficulty and simplify the study performance.
- How big is the mathematics subject of class-5? How heavy? For that chapter Learning outcomes M-513 Developing an understanding of the matter. And for that an experimental group and a control group were formed and to check the effectiveness of the program done for the rigor of the study outcome.

The hypothesis of the present research is as follows.

" Mathematics of Class-5 With regard to the difficult learning outcome, the experimental group of students .There is no significant difference between the mean scores on the achievement test of the students and the mean scores of the students in the control group than in the conventional method."

3. Methodology :

a. Outline of the Study:

The work outline for the present research was organized as follows.

- 1) Simplified academic program structure
- 2) Choice of audio-visual media
- 3) Selection and configuration of devices
- 4) Sample selection
- 5) Result of first test of class-5
- 6) Formation of parallel group
- 7) Analysis of the subject matter
- 8) Duration of teaching
- 9) Implementation of the experiment
- 10) post Test
- 11) Receipt of statistical information
- 12) Data analysis procedure
- 13) experiment findings

b. Sample:

The present research was an experimental research. The school was selected by the sponsor on a case-by-case basis. Under which girls school No. 4 School of Junagadh City Taluka was selected. Fifteen of class 5 from school Students were selected as experimental and control group. Who to keep in the experimental group and who in the control group was selected based on the result of the first examination of class-5. Fifteen students of the experimental group were taught through audio-visual media using a special method and applied while fifteen students of the control group were taught through traditional teaching methods.

c. Device: OBSERVATIONS, EXPERIENCES, INFORMATION, ACTIVITIES, EXTRAORDINARY EVENTS VARIOUS PLACES VISIT, PATTERNS AND ACTIVITIES PREDICTION OF EXTRAORDINARY EVENTS ETC.

d. Mode of Data Collection:

Since the present research is an experimental research, the results of the class-4 first test were used to form two parallel groups. Students arranged in ascending order based on the marks obtained in the first examination of class-4. Two groups were selected, control group and experimental group. Based on the marks obtained in the class-5 first examination, the first rank student was placed in the control group and the second rank student was in the experimental group.

Teaching work was done by traditional method in control group and special method in experimental group. Answer Test conducted on fourth day) Study Specialist - Difficult study result of class 5 mathematics subject M -513 The test composed of 50 marks and the duration of the test was 2 hours. There were 12 questions in the test. Which were multiple choice and blank space type. Four (four) options were given against each multiple choice type statement/question out of which the correct option was given. Had to mark.

e. Analysis of Data:

In the present study, an experiment was conducted on 30 students. At the end of the experiment, the mean, class deviation and t value of the groups were obtained based on the scores on the subtest. The mean of the subtest scores of the experimental group was 17.26. Whereas the average of the control group was 17.40. The class deviations of both groups were 6.25 and 6.30 respectively. The value of t ratio to test the significance of the difference between these means was 1.97. The difference between the mean of the experimental group and the control group was 1.97. which was in favor of special method of education. Thus, null hypothesis of study is rejected here. Hence the research hypothesis was accepted.

4. Results/Conclusions :

The following conclusions were drawn in the present study.

How big is the mathematics subject of class-5? How heavy? The special method was more effective than the traditional method in terms of academic achievement in the teaching of that unit.

5. Research Outcomes:

- The experiment for simplifying the difficult point was painstakingly prepared. However, their achievement has been less than expected. Therefore, a special experiment needs to be designed to simplify this difficult point.

3. Area of Research:

In this view, the study presented was in the field of teaching and learning. Also the entire program was evaluated through an answer test. Hence the present study touched upon the field of measurement and evaluation as well. In the present study, a special teaching program through audio-visual medium has been designed for the experimental group and its effectiveness has been tested and the population, sample selection, working line of the study, characteristics and validity of the study have been discussed.

Summary Prepared by : K. P. pictures

Synopsis Submitted by : Dr. Geeta K. Senjalia

84. Subject: Teacher Education

Section : Primary

Research title: NEP among Primary School Teachers of Manavdar Taluk A study of awareness

Language : Gujarati

Researcher Name : K. P. pictures

Office Address : District Institute of Education and Training Centre, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2022-23

summary

1. Introductory :

The National Education Policy has been deeply contemplated to ensure that it continues to prove the identity of Indianness. From pre-primary education to higher education, it has been ensured that the student remains the focal point of the foundation of education. NEP-2020 While the implementation of the policies outlined in the policy is to be done by the teachers, the objectives of the policy are taken from the structural aspects, It is very important to know how conscious they are of their goals and objectives. Here a questionnaire based on NEP-2020 has been designed by the researcher to know the level of awareness of the teachers.

2 Research Objectives/ Research Questions/ Hypotheses :

The sponsor set the objectives for the present research as follows. Aiming at the objectives, the present research was conducted.

- NEP among primary school teachers A study of awareness for measurement 'NEP About awareness Criteria's structuring.
- NEP among primary school teachers of awareness to study
- NEP according to the experience of primary school teachers Awareness To study about
- Sexuality of Primary School Teachers According to NEP Awareness to know
- Department of Primary School Teachers According to NEP Awareness to know
- A study of primary school teachers According to NEP Awareness to know

The proponent formulated the hypothesis in the form of a question as follows.

1. . NEP among primary school and upper primary teachers How much awareness will there be??
2. Primary School PTC and NEP among teachers with B.Ed How much awareness will there be? ?
3. NEP among male and female primary school teachers How much awareness will there be?

?

4. of primary school 10 up to the year and 10 NEP among teachers with more than years of experience How much awareness will there be? ?

3. Methodology :

a. Outline of the Study:

b. Sample:

The scope of the present study is the academic year 202 in a primary school in Manavdar Taluka of Junagadh District 2-23 Meanwhile, teachers doing teaching work were included. Thus, 248 of total 70 schools Teachers were included in the universe. The researcher included all characters from the universe in the sample. Because information acquisition was through technology.

c. Device:

The following steps were followed in the device design.

In research presented by the sponsor NEP-2020 The awareness measure provided general information and some instructions of the responding teacher. Subsequently 40 Statements were given. In which three options were given. One of which was to choose the correct option.

d. Mode of Data Collection:

The user NEP-2020 A GOOGLE FORM was developed to elicit responses on awareness criteria. Whose LINK was created by the sponsor BRC CO for primary schools. and CRC CO. met face-to-face and clarified the purpose of their research work and guided them to collect data on NEP-2020 awareness criteria. The sponsor himself and BRC CO. and CRC CO. As well as research work presented to primary school teachers by visiting sample schools in person NEP-2020 LINK OF GOOGLE FORM AND REQUIRED INFORMATION GIVEN ABOUT IN AWARENESS CRITERIA. In this regard, the responses given by the teachers were obtained from Google form in MSEXCEL SHEET and used for interpretation. Based on the Google form, it was found that the total of Manavadar taluk 104 Responses from teachers were received. which was used for interpretation.

e. Analysis of Data:

In the present research mean, class deviation, t – test, the data were analyzed using percentage statistical technique according to the statement. Pursuant to these points, the effectiveness was tested from the data obtained from both the schools. Questionnaire 1 point was counted for correct answer and 0 point for wrong answer. The percentage correct statement according to the statement was found by putting the formula $= (\text{total "correct" responses} * 100 / \text{total number of characters})$ in MS EXCEL. In which t-test was used to check the significance in which according to the t-test table the

significance value at 0.05 level was greater than 1.96. If more, the value is considered significant. And if the significance value is more than 2.58 at 0.01 level, the value is considered significant. According to the statement, the percentage was found by putting the formula= $(\text{Total positive responses} \times 100 / \text{Total number of characters})$ in MS EXCEL.

4. Results/Conclusions :

In the present study the conclusions of the study were drawn after testing the hypothesis and null hypotheses. Which is presented as follows.

- 1- Most of the primary school teachers are familiar with the new pattern in the National Education Policy 2020 education framework.
- 2- Most of the primary school teachers lack knowledge about which stages will be applicable for 3 to 6 year old children under the National Education Policy 2020.
- 3- Majority of the primary school teachers lack knowledge about which stages will be applicable for 6 to 8 year old children under the National Education Policy 2020.
- 4- Most of the primary school teachers lack knowledge about the stages that will be applicable for children aged 8 to 11 under the National Education Policy 2020.
- 5- Most of the primary school teachers lack knowledge about the stages that will be applicable for 11 to 14 year old children under the National Education Policy 2020.
- 6- Most primary school teachers are not familiar with the bilingual approach to be used for children whose home language and school language are different.
- 7- Most of the primary school teachers are under 'Ek Bharat Shrestha Bharat'. No idea what activity to give on Indian languages in 6th to 8th
- 8- Most primary school teachers have no idea at what stage Sanskrit will be taught through phonetics and pronunciation.
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- 13- Most primary school teachers are aware of what continuous summative assessment does not entail.
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- 17- Hence, it can be said that most of the primary school teachers have no idea what the foundation stage curriculum will be like.
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- 24- As per National Education Policy 2020, most of the primary school teachers do not realize that uniformity in the education system means.....
- 25- Most of the primary school teachers have no idea as to which organization has translated the National Education Policy 2020 recently introduced by the Central Government into Gujarati.
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- 28- Hence, it can be said that most of the primary school teachers have an idea of what is not in the National Education Policy.
- 29- Most primary school teachers have no idea how many years later the new National Education Policy was announced in India.
- 30- Most of the primary school teachers in India were drafted by the National Education Policy-2020 Drafting Committee (Drafting commits) have no idea who is the chairman.
- 31- According to the National Education Policy-2020, most of the primary school teachers have no idea from which class the vocational course will be started.
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37- Most primary school teachers have no idea what is wrong with making early childhood care and education universally available.

38- Most primary school teachers have no idea who should necessarily be at the center of the fundamental change taking place in the education system.

39- Most primary school teachers are aware of the objectives of the National Education Policy 2020.

40- Most of the primary school teachers are not aware of the language in which education up to class 5 will be conducted in the National Education Policy 2020.

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5. Research Outcomes:

It can be known from the findings at the end of the present study that,

- National Education Policy 2020 Study the awareness of sexuality, No relation to department or academic experience.
- National Education Policy of teachers at different times 2020 Such a study should be conducted at intervals as there is a change in the awareness of

- National Education Policy in Modern Era 2020It is very important to create awareness. Hence the National Education Policy for Teachers 2020Efforts should be made to be aware of the matters of

6. Area of Research:

NEP among primary school teachers in the present study Since awareness is being practiced, Area of study presented 'Primary education', Educational Measurement Assessment, Value Education and Education-Social Change - can be included in the field of research named

Summary Prepared by : K. P. chitroda

Synopsis Submitted by : Dr. Geeta K. Senjalia

85. Subject : Teacher Education

Section : Primary/ Secondary

Research title: Gir somnath of the district of D.L.Ed trainees Youth a relative A study of perceptions of understanding

Language : Gujarati

Researcher Name : K. P. chitroda

Office Address : District Institute of Education and Training Centre, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2022-23

summary

1. Introduction:

As the childhood years are foundational, their importance increases a lot. During these years, growth and development in children results in the physical and mental development of the child. Due to which the child becomes able to clarify the concept. Keeping this in mind in education Youth about understanding Received to do required become is. school at the level trainees This matter understand is Or So reported have is that matter into consideration keeping Sponsor by presented Study ready to do fair found. mostly in the child Youth about understanding on of friends direct effect have is. But Internship Meanwhile Trainee Also If aware have So child with In practice Effective presentation Curry can is. of youth matter of development All of them J aspects like physical, Linguistic, social, Emotional, intellectual And of creativity in the field At the base existing is. therefore Education with associated with of trainees Youth about understanding Regarding Study done come So school at the level in education of councillor role as well requirement determined Curry can be.

2. Research Objectives/ Research Questions/ Hypothesis:

presented of study purposes below According to were.

- 1) Girsomnath of the district of D.L.Ed trainees Youth a relative of understanding Study to do.
- 2) Girsomnath of the district of D.L.Ed trainees Youth related to of the device of construction to do.
- 3) Girsomnath of the district of D.L.Ed trainees Youth related to formed came of the device Effectiveness to verify.
- 4) Girsomnath of the district of D.L.Ed trainees Youth a relative understanding on of trainees sexuality And of the area effect to check.

Concepts

1. Girsomnath of the district woman D.L.Ed trainees And male of D.L.Ed trainees Youth about understanding averages in between no one worthwhile have no difference .
2. Girsomnath of the district Rural of the area D.L.Ed trainees And Urban of the area of D.L.Ed trainees Youth about understanding averages in between no one worthwhile have no difference.

3. Method:

i. Outline of the Study:

ii. Sample:

presented of study in the universe year 2022-23in Girsomnath in the district working of DLA College trainees were.presented in the study demonstration as Girsomnath of the district D.L.A to trainees Accidental sample selection Methodically choose done came were. presented of study Total sample 166 was.

iii. Device:

Researcher Everyone First Psychology-based differences in education-different of the module Study done was. Subsequently Experienced DLAD trainees with face to face interview Curry its Youth about understanding about Special Information got was. obtained to information of purpose In context orderly in the form of arranged to him Correspondingly Statements ready done were. Initial device ready done then its Verification to do of choice to the experts sent Given came was. Experts Given Responses And to improvements Attention take final device ready done came was. final device (Grading)in Total 25 Statements kept came were. everyone in statement agree, Disagree And Neutral option Given came. of which anyone one option choose by doing Retaliation to give was.

iv. Mode of Data Collection:

presented in the study purposes Correspondingly Information collected to do Researcher by Research of the device composition done came was. In the sample included characters from Information collected to do The user Girsomnath of the district D.L.Ed College Professor using of information received by the trainees Aggregation done

v. Analysis of Data:

In presented collected research done to information Based on found of data Coding category ready done came. of which on Numerology Initial measure up getting came were. Who Based on Numerology T test as well category the test by of information Analysis done came was.

4. Results/Conclusions:

The findings of the present study were as follows.

28. of DLAd College in Girsomanath District The effect of trainees' sexuality on trainees' opinions of youth was consistent. Or was not.
29. The effect of area of trainees on the perceptions of youth of the trainees of DLAD College in Girsomanath district was uniform. Or was not.
30. Puberty is a natural state. In it 81.33% DLAd College trainees agreed.
31. 72.29% of DLAD college trainees in puberty of the institution role Important Believes to be.
32. 75.90% The trainees agreed with the belief that puberty is a transitional period.
33. 62.05% trainees puberty A Innocent condition is. Seen to believe so.
34. puberty duration is fragile. In which 70.48% trainees agreed. When 12 to 18 years old time of puberty duration not. In which 53.01% trainees were found to disagree.
35. In puberty Curiosity to see found is. Like that 83.73% of trainees believe. While at puberty entrepreneurship to see found is. Only 14.46% trainees did not believe so. That is, they disagreed.
36. 59.64% trainees puberty Meanwhile to the youth in the arts Part to take should no. Didn't agree with that.
37. Puberty Meanwhile child shame experience is. 62.65% of the trainees agreed with the statement. When 68.07% of trainees puberty Meanwhile young man the mother-father with difference of opinion having have is. Believed so.
38. 70.48% of trainees puberty Meanwhile young man confusion experience is. Believed so. When in puberty aggression to see found 58.43% of the trainees agreed with the statement that
39. In puberty aggression to see found is Also in puberty Sexual behavior to see found is. The trainees were seen to have such an ideology.
40. Puberty Sports of activity elevation for necessary is. and in puberty Adventure stories the driving force became can is. 65.06% and 79.52% of the trainees respectively agreed with the statement.
41. 18.07% of the trainees story teaching Puberty for Beneficial is. He disagreed with the statement. While 58.43% of trainees puberty Meanwhile Realization felt is. He agreed with the statement.
42. Puberty Meanwhile young man struggle experience is. 71.08% of the trainees agreed with that statement. While 19.88% trainees in puberty included group towards More attraction have is. Disagreement was seen in that statement.
43. 24.70% of trainees puberty Meanwhile in teenagers Sabotage to see found is. He disagreed with that statement. When 52.41% of trainees puberty state questions to ask Age as to identify come is They were seen agreeing with the statement.

44. of trainees for Puberty Meanwhile young people Gendered Discrimination without with Games play is. A Regarding trainees own In opinions 54.22% agree They were seen as opinionated.

45. 68.67% of trainees puberty A of creation Age is. Agreed with that statement.

46. 52.65% trainees puberty Meanwhile young man Heterogeneous attraction experience is. believed so.

5. Research Outcomes:

The academic implications of the present study were as follows.

6. Books and literature on educational psychology should be developed at the institutional level to develop an understanding of youth among the trainees.
7. Counselors should be appointed at the institute level for the trainees to gain insight into youth.
8. Posters and pictures should be prepared at the college level to develop awareness about youth.
9. A series of lectures should be organized at the college level to develop understanding and awareness of the physical and mental changes that occur during puberty.
10. Some units should be introduced in the curriculum at primary as well as secondary school level to develop an understanding of youth.

6. Area of Research:

Educational of research problem choose to do for Educational of research fields about Study to do of importance is. no one Exclusive of the field Based on problem choose Curry can be is. National Council of Educational and Training (2000) by presented Fifth Survey of Educational Research in 38 As much as Educational Research fields shown is. J among presented to research touching fields below According to were.

1. of education Psychology
2. Educational measurement And evaluation

Summary Prepared by : K. P. pictures

Synopsis Submitted by : Dr. Geeta K. Senjalia

86. Subject : Teacher Education

Section : Primary

Research title: Difficult Study Result of Class IV Environment Subject EVS - 410 Structure of a simplified educational program in terms of teaching of and its effectiveness

Language : Gujarati

Name of Inventor : Bharatbhai Mesia

Office Address : District Institute of Education and Training Centre, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2022-23

summary

1. Introduction:

In order to make the functioning of NAS more intensive and effective in relation to the present research, these researches have been conducted by GCERT in the state of Gujarat in the context of NAS in District Institute of Education and Training Centre of all districts. And it also examines the reasons why students find difficult learning outcomes difficult, and by designing a program to make this difficulty more palatable at the student level, empirical research shows how a simplified approach can be more useful.

2. Research Objectives/ Research Questions/ Hypothesis:

The objectives of the present research are as follows.

- 1) To know the difficult learning outcomes from our district chapter of class-4 environment of Junagadh district.
- 2) To prepare a reform oriented program by utilizing various devices to remove the difficulty and simplify the learning process in our district for the subject of environment of class-4.
- 3) Our district for the chapter on environment of class-4 Learning outcomes EVS - 410 effectiveness of To develop an understanding of the subject in terms of observations, experiences, information, activities, unusual events, various places visited, patterns and activities, prediction of unusual events, etc. And for that an experimental group and a control group were formed and to check the effectiveness of the program done for the rigor of the study outcome.

The hypothesis of the present research is as follows.

"With respect to the difficult study of environmental subjects of class 4, the experimental group There is no significant difference between the mean scores on the achievement test of the students and the mean scores of the students in the control group than in the conventional method."

3. Method:

- i. Outline of the Study:

The work outline for the present research was organized as follows.

- 1) Simplified academic program structure
- 2) Choice of audio-visual media
- 3) Selection and configuration of devices
- 4) Sample selection
- 5) Result of the first test of class-4
- 6) Formation of parallel group
- 7) Analysis of the subject matter
- 8) Duration of teaching
- 9) Implementation of the experiment
- 10) Answer Test
- 11) Receipt of statistical information
- 12) Data analysis procedure
- 13) experiment findings

ii. Sample:

A group representing the characters selected for the experiment from the population is called a sample. The present research was an experimental research. The school was selected by the sponsor on a case-by-case basis. Under which girls school No. 4 School of Junagadh City Taluka was selected. Fifteen-fifteen of class 4 from school Students were selected as experimental and control group. Who to keep in the experimental group and who in the control group was selected based on the result of the first examination of class-4. Fifteen students of the experimental group were taught through audio-visual media using a special method and applied while fifteen students of the control group were taught through traditional teaching methods.

iii. Device:

Selection of audio-visual media
- Video introducing the district

iv. Mode of Data Collection:

Since the present research is an experimental research, the results of the class-4 first test were used to form two parallel groups. Students arranged in ascending order based on the marks obtained in the first examination of class-4. Two groups were identified, the control group and the experimental group. Based on the marks obtained in the first examination of class-4,

Answer Test conducted on fourth day) Study Specialist -Difficult Study Result of Class IV Environment Subject EVS - 410 Structure of a simplified educational program in terms of teaching of and its effectiveness The test consists of developing understanding

in the subject of observations, experiences, information, activities, unusual events, various places visited, patterns and activities, prediction of unusual events, etc. The test was of 25 marks and the duration of the test was 1 hour. There were 25 questions in the test. which were of multiple choice type. 4 (four) options were given against each statement/question out of which the correct option was given. Had to mark.

v. Analysis of Data:

The mean of the subtest scores of the experimental group was 17.40. whereas the average of the control group was 17.40. The class deviations of both groups were 6.288 and 6.299 respectively. The value of t ratio to test the significance of the difference between these means was 0.20.

The difference between the mean of the experimental group and the control group was 0.20. which was in favor of special method of education. Thus, null hypothesis of study is rejected here. Hence the research hypothesis was accepted.

4. Results/Conclusions:

The following conclusions were drawn in the present study.

The special method was more effective than the traditional method in terms of academic achievement in "Our District" unit teaching in class 4 environment.

5. Research Outcomes:

- The experiment for simplifying the difficult point was painstakingly prepared. However, their achievement has been less than expected. Therefore, a special experiment needs to be designed to simplify this difficult point.
- When the experimental group and the control group differ significantly from the start, it becomes necessary to equalize the two groups. Otherwise the intended results do not occur.

6. Area of Research:

In the present research, an instructional program was prepared with theatrical dialogue and special devices for teaching as a reform-oriented program to simplify the difficult point of our district content of social science textbook class-4 environment. In this view, the study presented was in the field of teaching and learning. Also the entire program was evaluated through an answer test. Hence the present study touched upon the field of measurement and evaluation as well.

Synopsis Prepared by : Bharatbhai Mesia

Synopsis Submitted by : Dr. Geeta K. Senjalia

87. Subject : Teacher Education

Section : Primary

Research title: NEP among Primary School Teachers of Visavadar Taluk A study of awareness

Language : Gujarati

Name of Researcher : Bharatbhai Mesiya

Office Address : District Institute of Education and Training Centre, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2022-23

summary

1. Introduction:

NEP-2020 While the implementation of the policies outlined in the policy is to be done by the teachers, the objectives of the policy are taken from the structural aspects, It is very important to know how much consciousness they have regarding the objectives and goals. Here a questionnaire based on NEP-2020 has been designed by the researcher to know the level of consciousness of the teachers. Through which proper direction will be given regarding training and simulation for implementation of NEP-2020.

2. Research Objectives/ Research Questions/ Hypothesis:

The present research was carried out keeping in view the objectives of the sponsor as follows.

- NEP among primary school teachers A study of awareness for measurement 'NEP About awareness Criteria's structuring .
- NEP among primary school teachers of awareness to study
- NEP according to the experience of primary school teachers Awareness To study about
- Sexuality of Primary School Teachers According to NEP Awareness to know
- Department of Primary School Teachers According to NEP Awareness to know
- A study of primary school teachers According to NEP Awareness to know

Regarding the objectives of the present study, the researcher formulated null hypotheses as follows.

- NEP according to Division of Primary School Teachers (Lower Primary and Upper Primary). There is no significant difference between the mean scores of awareness.
- NEP according to a study of primary school teachers There is no significant difference between the mean scores of awareness.
- NEP of primary school teachers according to their sexuality (male and female). There is no significant difference between the mean scores of awareness.
- NEP of primary school teachers according to their educational experience in school There is no significant difference between the mean scores of awareness.

3. Method:

i. Outline of the Study:

ii. Sample:

Clarify the research plan, A scoping guideline is essential to give a systematic form and clarify the research plan. The scope of the present study is the academic year 202 in a primary school of Visavadar taluka of Junagadh district 2-23 Meanwhile, teachers doing teaching work were included. Thus, Total 96 of schools 104 Teachers were included in the universe

iii. Device:

Considering the need of the study in the present research, the researcher teacher NEP-2020 A questionnaire was designed. The following steps were followed in the device design. In the research presented by the user NEP-2020 The awareness measure provided general information and some instructions of the responding teacher. Subsequently 40 Statements were given. In which three options were given. One of which was to choose the correct option.

iv. Mode of Data Collection:

The user NEP-2020 A GOOGLE FORM was developed to elicit responses on awareness criteria. Whose LINK was created Sponsor BRC CO for Primary Schools. and CRC CO. met face to face and explained the purpose of their research work and guided them to collect data on NEP-2020 awareness criteria.

The sponsor himself and BRC CO. And CRC CO. As well as research work presented to primary school teachers by visiting sample schools in person NEP-2020 About in awareness measure GOOGLE FORM of LINK and provided the necessary information. Thus, NEP-2020 Responses to awareness measures ONLINE were obtained. The responses given by the teachers in this regard are from the Google form MSEXCEL SHEET obtained in were used for interpretation. Visavadar taluka total was found based on google form 96 From schools to primary school teaching 420 From the teachers 104 Information was received from teachers. This 104 Data from the teachers were used in the interpretation of the study.

v. Analysis of Data:

In the present research, the data will be analyzed using the statistical technique mentioned below.

- Average
- Proportion Deviation
- t - test
- Percentage according to the statement

In pursuance of the above points, the effectiveness was verified from the data obtained from both the schools. Questionnaire 1 point was counted for correct answer and 0 point for wrong answer. For the percentage correct statement according to the statement MS EXCEL was found by putting the formula $=(\text{total "correct" responses} \times 100 / \text{total number of characters})$ into

In which t-test was used to check the significance in which according to the table of t-test if the significance value is more than 1.96 at 0.05 level then the value is considered significant. And if the significance value is more than 2.58 at 0.01 level then the value is considered significant. It is discussed in detail in Chapter-4. Percentage according to the statement MS EXCEL was found by putting the formula $=(\text{Total Positive Responses} \times 100 / \text{Total Number of Characters})$ in

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Synopsis Prepared by : Bharatbhai Mesia

Synopsis Submitted by : Dr. Geeta K. Senjalia

88. Subject : Teacher Education

Section : Primary

Research title: A study of opinions of trainees of D.El.Ed. of Junagadh District about adolescent related understanding.

Language : Gujarati

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Year : 2022-23

summary

1. Introduction:

Understanding youth in education becomes essential. It was found appropriate to design the study presented by the sponsor keeping in mind that trainees understand or have knowledge of the subject at the school level. Friends often have a direct impact on a child's understanding of adolescence. But during the internship the trainee can also make an effective presentation in dealing with the child if aware. Adolescence is fundamental in all aspects of development such as physical, linguistic, social, emotional, intellectual and creative. Therefore, the role and need of counselors in education at the school level can be determined if a study is conducted on the understanding of the youth of the trainees associated with education.

2. Research Objectives/ Research Questions/ Hypothesis:

The objectives of the present study were as follows.

To study youth related awareness of trainees of Junagadh district.

To distribute youth related equipment to the trainees of Junagadh district.

To test the effectiveness of the device designed for youth trainees of Junagadh district.

To examine the effect of trainees' sexuality and locality on youth perception of trainees in Junagadh district

- 1 Puberty is a natural state. The trainees will have their opinion about it?
- 2 The role of school in puberty is important. The trainees will have their opinion about it?
- 3 Puberty is a transitional period. The trainees will have their opinion about it?
- 4 Puberty is a state of innocence. The trainees will have their opinion about it?
- 5 Puberty is a delicate period. The trainees will have their opinion about it?
- 6 The period between 12 and 18 years is not the period of puberty. The trainees will have their opinion about it?
- 7 Curiosity is seen in puberty. The trainees will have their opinion about it?
- 8 Adventurous behavior is seen in puberty. The trainees will have their opinion about it?

- 9 Adolescents should not participate in art activities during puberty. The trainees will have their opinion about it?
- 10 During puberty the child feels shy. The trainees will have their opinion about it?
- 11 Adolescents are at odds with their parents during puberty. The trainees will have their opinion about it?
- 12 Adolescents experience confusion during puberty. The trainees will have their opinion about it?
- 13 Aggressive behavior occurs in puberty. The trainees will have their opinion about it?
- 14 Puberty occurs at puberty. The trainees will have their opinion about it?
- 15 Puberty is essential for the promotion of athletic activity. The trainees will have their opinion about it?
- 16 Adventure stories can be a motivator in adolescence. The trainees will have their opinion about it?
- 17 Storytelling is beneficial for puberty. The trainees will have their opinion about it?
- 18 Introversion is experienced during puberty. The trainees will have their opinion about it?
- 19 Adolescents experience conflict during puberty. The trainees will have their opinion about it?
- 20 At puberty there is more attraction towards the same group. The trainees will have their opinion about it?
- 21 Sabotage occurs in adolescents during puberty. The trainees will have their opinion about it?
- 22 The puberty stage is known as the age of asking questions. The trainees will have their opinion about it?
- 23 During puberty, adolescents play games together without gender discrimination. The trainees will have their opinion about it?
- 24 Puberty is the age of creation. The trainees will have their opinion about it?
- 25 Adolescents experience heterosexual attraction during puberty. The trainees will have their opinion about it?

3. Method:

i. Outline of the Study:

ii. Sample:

The scope of the present study was the trainees of DLA College working in Junagadh district in the year 2022-23. As a sample in the present study DLA trainees of Junagadh district were selected using random sampling method. A total of 68 trainees gave their opinion in the present study.

iii. Device:

In the present study, the researcher used self-constructed DL Ed trainees' opinion scale on their understanding of adolescence as a tool.

The researcher first studied different modules based on psychology in education. Experienced DLAD trainees were then interviewed face-to-face to obtain specific information on their understanding of youth. The information obtained was arranged in a systematic form with reference to the purpose and the corresponding statements were prepared. After the initial device was prepared it was sent to selected experts for testing. The final device was prepared taking into account the feedback and improvements given by the experts. A total of 25 statements were kept in the final instrument (gradient). Agree, disagree and neutral options are given in each statement. Out of which one had to choose one option and respond..

iv. Mode of Data Collection:

In the present study a research instrument was designed by the researcher to collect the data as per the objectives. To collect information from the characters included in the sample, the sponsor collected the information from the trainees with the help of a teacher from D.L.Ed College, Junagadh district..

v. Analysis of Data:

The data collection of the present study was to study the perception of youth of the trainees of the institute working in Junagadh district. For which the percentage value of each statement was obtained based on the data collected from the sample characters.

Results/Conclusions:

The findings of the present study were as follows.

- 1- Puberty is a natural state according to trainees.
- 2- According to the trainees the role of school in puberty is important.
- 3- The trainees agree with the statement that puberty is a transitional period.
- 4- According to the trainees, puberty is a stage of transition.
- 5- Puberty period is fragile according to trainees.
- 6- The period between 12 and 18 years is not the period of puberty. The trainees disagree with that statement.
- 7- According to the trainees, puberty is characterized by curiosity.
- 8- According to most of the trainees there is an entrepreneurial spirit in adolescence.
- 9- According to most trainees, youth should participate in art activities during puberty.
- 10- According to trainees children feel shame during puberty.
- 11- According to the trainees differences of opinion with parents are seen in adolescence.

- 12- According to the trainees the adolescent feels confused during puberty.
- 13- According to most of the trainees aggression occurs during puberty.
- 14- According to the trainees sexual orientation is observed in puberty.
- 15- According to the trainees, sports activities during puberty are essential for sexual development.
- 16- According to the trainees, adventure stories can be a motivating force during puberty.
- 17- According to the trainees story teaching is beneficial for puberty.
- 18- Introversion is mostly experienced during puberty.
- 19- According to the trainees the adolescent experiences conflict during puberty.
- 20- The trainees are of the opinion that there is more attraction towards the same group at puberty.
- 21- According to most of the trainees, vandalism does not occur in adolescents during puberty.
- 22- Puberty stage is not known as the age to ask questions.
- 23- Adolescents play sports together without gender discrimination during puberty for trainees. The trainees do not clearly agree-disagree in their opinions. Some trainees were neutral.
- 24- According to the trainees puberty is the age of creation.
- 25- Adolescents experience heterosexual attraction during puberty.

5. Research Outcomes:

The academic implications of the present study were as follows.

- Schools should develop books and literature on educational psychology to develop an understanding of youth among trainees.
- Counselors should be appointed at the school level so that the trainees gain insight into youth.
- Posters and pictures that develop awareness about youth should be prepared at the district level and planned to reach the school level and taluka level.

6. Area of Research:

It is important to study about the fields of educational research to select the problem of educational research. A problem can be selected based on a specific field. The Fifth Survey of Educational Research presented by the National Council of Educational and Training (2000) has shown as many as 38 educational research areas. Among which the areas touched upon by the presented research were as follows.

- Psychology of Education
- Educational Measurement and Evaluation

Summary Prepared by : Bharatbhai Mesia

Summary Submitted by : Dr. Geeta K. Senjaliya

89. Subject : Teacher Education

Section : Primary

Title of Research: A Study of the Effectiveness of Class 1-2 English Training Program conducted in Junagadh District

Language : Gujarati

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Year : 2022-23

summary

1. Introduction:

In class 1 and 2 the focus was only on listening and speaking skills of the students in English Language Teaching Based on Modified Communicative Approach. The main objective is not to make the children write and spell but to make the student listen and speak English. For which purpose this teacher training is organized. This research is conducted to find out how language teachers can use this training in the classroom to make language learning more effective.

2. Research Objectives/ Research Questions/ Hypothesis:

The objectives of the present study were as follows.

Objectives:

1. To study the pre-test and post-test data of English training of class 1 and 2 teachers.
2. To develop an instrument to know the effectiveness of English training of classes 1 and 2.
3. To know the effectiveness of English training in class 1 and 2 and implementation of training at school level.

Regarding the objectives of the present study, the researcher formulated the hypotheses as follows.

1. There will be no significant difference between the pre-test and post-test mean scores of English training of classes 1 and 2.

3. Method:

i. Outline of the Study:

ii. Sample:

Class 1 of Junagadh district in the scope of the present study, and in 2 In this study, the researcher collected information from 182 teachers through CRC of Taluka.

iii. Device:

Pre-test and post-test taken during class 1-2 English training were used as instruments. It is given in Appendix 1. The pre-test and post-test conducted here were identical. In addition, a 25-item questionnaire was developed to find out the effectiveness of implementation of training from teachers at the school level.

iv. Mode of Data Collection:

Data collection is the soul and heart of a research project. Here teachers' pre-test taken on the first day of English training for class 1-2 and post-test taken at the end of the training were used. Also, during their visit to the taluka, the CRC conducted classroom observations and face-to-face information from the teachers who received English training in classes 1 and 2 of the school.

Data of Junagadh District were obtained from a total of 182 school teachers of grades 1 and 2 from 723 schools and from all grade 1 and 2 English language teachers using pre-test and post-test data.

v. Analysis of Data:

The researcher used the coefficients of the pre-test and post-test administered to the teachers of class 1 and 2 during training. Of the questionnaire collected by the researcher in the present research using numerical method Average of scores obtained by multiplying (percentage), was found.

All of Junagadh District of Taluka There is no significant difference between the pre-test and post-test mean scores of the teachers of class 1 and 2 of English training." - In order to test this hypothesis, two groups of pre-test and post-test taken in class 1-2 English training were formed. To examine the significance of the difference in the mean scores of these two groups in class 1-2 English training, 't-test' was used.

4. Results/Conclusions:

The following findings were obtained in the present study.

- Pre-Test and Post-Test of Class 1-2 English Training for Class 1 and 2 Teachers The results differed significantly, That is, the average scores of post-test were higher than pre-test of class 1-2 English training of class 1 and class 2 teachers.
- To all teachers Greet students in English or follow up with general instructions Gets a verbal non-verbal response
- NEP 2020 according to all teachers In class work for children to develop multilingual skills for reproduction as shown in Emphasis is placed.
- All teachers The academic work of English language is done in correct order according to listening, speaking, reading and writing.
- Asking about the written material items available in the classroom Most Answers are received from students.

- As per the standard most of the students who ask questions about loan words get answers.
- In most all schools English for children in grades one to three” Listening, listening, understanding, then speaking.
- Most teachers know that the purpose of action songs and prayers is to get students to say the words and understand the meaning of the actions.
- Most teachers read the foot notes before starting each activity.
- In class according to English subject study experts Most of all TLM is created by the teacher.
- All Language games are a fun way to teach language such language games are played by the teacher as per standard.
- About how TPR activities promote listening skills in the teacher's edition of class work All The teacher knows.
- Psycholinguistic systemAs part of our target in standard 1 and 2 Language Acquisition (Language acquisition) is what most teachers keep in mind in class work.
- The best way to teach Vocabulary is through the process of teaching words with context rather than isolated words Most of the school Implementation takes place in class work by most teachers.
- Most of the activities given in the teacher's edition or textbook according to the teacher Learning outcums Other activities based on games etc. are done in class.
- The best approach to language learning is 'situational language use' according to which the local situation is used to the maximum in most classes.
- The most essential items are seen live through flashcards, audio-visual media during the study of English subject in the class,
- Most all teachers know that interesting enrichment activities are provided at the end of the book for students to enjoy language enrichment.
- The use of translation method is mostly avoided by teachers while teaching English subject in class one to three
- All teachers As formal education in class work becomes boring, various activities are making the learning process interesting.
- In most classrooms During class work, children try to develop confidence in speaking English in public through role play.
- TLM boxes are mostly used in the teaching work of class 1 and 2 In every school is done.
- Most teachers believe that Rhymes/ Action Song A child's understanding gradually develops through
- Children know about 200 loanwords in grades 1 and 2
- Children can respond orally in short sentences after the story is told

5. Research Outcomes:

In the present study the sponsor tried to find out the effectiveness of training of primary school teachers of class 1 and 2 in Junagadh district. At the end of the present study, the sponsor presented the following results. From the findings at the end of the present study, it can be known that,

- Grades 1 and 2 teachers had higher mean scores on the post-test than on the pre-test of Grades 1-2 English training Effective Grades 1-2 English training for classroom success is necessary.
- As the need and motivation of teachers to receive training changes from time to time

Such studies should be conducted at intervals.

6. Area of Research:

Since the present study aims to measure the effectiveness of class 1-2 English of class 1 and class 2 teachers, Area of study presented 'Measurement and Evaluation' And 'Primary education' can be included in the field of research named

Summary Prepared by: Miraben Y. Vyas

Summary Submitted by : Dr. Geeta K. Senjalia

90. Subject : Teacher Education

Section : Primary

Research title: A Study of Current status of the Special Training Centre in Mendarda Taluka

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Year: 2022-23

Summary

1. Introduction:

As per the provision of Right to Act – 2009, a special training program is organized in the state for the children in the age group of 6 to 14 to join the general stream of education after attaining the ability according to the age group.

In the present study, to study the effect of the special training program in the Sarva Shiksha Abhiyan on the special training center, what kind of programs are conducted by the special training center? How many children has it brought back to school? Are the physical facilities in this center sufficient or not? Is it used properly or not? All such information has been obtained. Thus, the present research was conducted with an aim to study in depth the impact of special training programs on special training centers. Research Objectives/ Research Questions/ Hypothesis:

The main objectives of the present research were as follows.

1. To study the available infrastructure and its utility in STP
2. To study the academic, professional competence of children and its documentation work.
3. To study the availability and utility of STP materials.
4. To know the opinion of principals under STP. ..

3. Method:

i. Outline of the Study:

ii. Sample:

In this research, the researcher has chosen Vyapavishwa as the sample. That is, the special training centers of all the talukas operating in Mendarda taluka were selected in the sample. Thus in the present study a total of 9 special training centers operating in Mendarda taluka and 9 principals of those schools were selected..

iii. Device:

In the present research the device was used considering the main 4 components which were as mentioned below.

- Information on Child Friends working in STP
- Infrastructure in STP
- Role of School Principal in STP
- Information about the document

Mode of Data Collection:

A total of 4 devices were designed as devices to collect data which were as mentioned below.

- Child Friendly Information Sheet and Questionnaire Working in STP
- Infrastructure check list in STP
- Opinion of School Principal in STP
- Information sheet on the document

In the present research, data was collected from 9 STP centers of Mendara taluk.

Analysis of Data:

In the present study the researcher obtained survey data and there was no attempt to compare the inter- or inter-relational effects of any specific variables. Therefore descriptive numerology which is strategically suitable for numerical calculation as well as analysis of the data obtained by the researcher was used. Data entry was done using the information collected by the field investigators in the present research. The data collected was analyzed using statistical methods that used percentages and averages. Qualitative data were analyzed qualitatively.

4. Results/Conclusions:

The main findings of the present research were found as follows

- A total of 9 STP categories of Mendara taluka information was obtained. In which the information of female child friends and 7 male child friends was obtained.
- The proportion of children with graduate level academic qualification was highest and the proportion of children with postgraduate qualification with DLD and DLD was the lowest.
- STP had a higher proportion of trainee children.
- In STP, closet facilities, supportive childcare and internet facilities were the most lacking while chair, rug, black board, chalk and duster and water facilities were the least.
- In Special Training Program 26th January/ 15th August celebration activities were conducted at most STCs while Vocational Training activities were conducted at very few STCs.

- The availability of STP material was observed in all the schools from Class-1 to 6 modules, Swadhyapothi, Daily Notes, Student Progress Report Card etc.
- STC does not get enough financial support according to majority of Balmitras.
- According to most of Balmitras, assistance received from SSA included stationery and educational materials.
- According to most of the children, no other facility was available from SSA
- Teaching materials provided by SSA are available on time.
- The usefulness of the teaching materials provided by SSA is satisfactory for teaching purposes.
- STP was evaluated regularly.

Opinions of the principals :

The findings of the opinions taken from the principals regarding the infrastructure of STP and its usefulness were as follows.

- According to the opinion of the principal, the operation of STC is going on regularly.
- The quality of children prepared by STP was suitable for the general flow of the school.
- According to the principal's opinion, the attendance of Balamitro at STP was regular.
- All school principals used to help child friends at STP.
- According to the Principal's opinion there were adequate infrastructure facilities at all the STCs.
- Most of the Balamitras performed satisfactorily on the STP.
- STP was receiving educational material on time.
- The usability of the material available to STP was satisfactory for carrying out the teaching work.
- Financial assistance allocated to STPs was inadequate.
- The performance of STP was regularly evaluated.
- Aid and material allocated by STP was properly utilised.
- STC seems to be useful in raising the level of education.
- STC Balamitro was working regularly.
- STC does not get poor public support but STC gets good public support.
- Teachers and principals used to participate in preparing children for 'school-readiness'.
- Adequate support and materials were provided by STP.
- Children's fear of school can be overcome through various activities carried out in all STPs.
- According to the opinion of all the principals, the allotted time (10 to 20 months) was sufficient to orient the children towards school.

- All classes of STP were teaching work for four or more hours.
- Under STP monthly activities like parent meeting, vocational training, sports festival etc. were conducted regularly.
- Acharya was present during the purchase of educational materials for most of the STC children.
- Balmitras were provided regular training and guidance by the principal.
- The documents maintained by most Balamitras are regularly updated.
- Irregularities are observed in the tracking of children entering the normal stream.
- A constant care is taken to ensure that the children do not drop out again while getting admission in the normal stream of school.
- All STC children are registered on the school's GR.
- The documents maintained by Balamitra were regularly checked.

Documentation work of children

- Staff attendance sheet, child attendance sheet and daily log were maintained at each STC while transport registers were maintained at very few STCs.
- The quality of the inward outward register was found to be the best.
- The most viewed material at STP center was Standard 1-6 module and Self-study while the least viewed material was Early Reader..

5. Research Outcomes:

Each research work is ultimately based on the numerical data obtained with respect to the device designed by the researcher to obtain specific neutral conclusions and based on these findings, academic results are pointed out. The maximum number of findings obtained are positive. But based on the picture that has been obtained, the initiative has been taken to show significant results in terms of making this program quality-oriented and accelerated at the primary education level. it is as follows.

- A separate room can be arranged in advance in the school for conducting STC.
- They should be continuously monitored by each member of the monitoring team.
- 3Efforts can be made to increase the use of activity based learning in the classroom.
- The impact of STP can be further improved if the proportion of highly educated and trained peers is retained.
- Efforts should be made to ensure that financial assistance allocated to STCs is adequate.
- Basic facilities like cupboard, fan, green board, internet facility, computer and chair were found to be lacking in the STC so efforts should be made to provide these facilities to every STC in sufficient quantity.

Area of Research:

The scope of research is vast. Currently, research is being done in many fields, and the boundaries of the academic research field are also expanding. The Third Survey of Research in Education describes the areas of research. As many as thirty-eight areas of research have been identified in the Survey of Research in Education.

As the current state of STP is to be studied in the present research, the present research can be said to be of educational guidance advice. The present research can be said to be research related to primary education as well as educational planning and policy research.

Summary Prepared by: Miraben Y. Vyas

Summary Submitted by : Dr. Geeta K. Senjaliya

91. Subject: Teacher Education

Section: Primary

Title of the Research: A Study of the Effectiveness of Reading Ability Improvement Program of Sentence-Reader Students of class 3 to 8 of Junagadh District

Language: Gujarati

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Year: 2022-23

Summary

1 Introduction

Every child needs to read sentences correctly and with understanding. Can students studying in primary school in the present time read properly or not? When a student reads, does he read the alphabet? Reading the word? Or does the reading of the word? And if the word or word can be read then can it be read with meaning or not?, which was very important to know. After knowing this, it is necessary to check the progress of the students after implementing the reading ability program, keeping in mind all these factors, the present research was conducted with the aim of knowing the effectiveness of the reading ability improvement program of the students of Gujarat primary school of standard 3 to 8.

1.1 problem statement

The title of the present study was worded as follows.

"Study of Effectiveness of Reading Ability Improvement Program of Grammatical Students of Classes 3 to 8 of Junagadh District"

1.2 Objectives of the study

- To identify the vocabulary students of class 3rd to 8th.
- To know the percentage of students who can understand the meaning of the students under the reading ability program in Junagadh district.
- To know the standard achievement of the students who can understand the meaning of the students under the reading ability program of the students of class 3 to 8 in Junagadh district.
- To know the percentage of students who can understand the meaning of the students under the reading ability program in Junagadh district.
- To know the active achievement of the student under the reading ability program in Junagadh district.
- To find out the average time taken by students of sentence reading under the reading proficiency program in Junagadh district.

- Find out the average time taken by students of class 3 to 8 vocabulary in Junagadh district.
 - To know the percentage of Mahawara given to the students under the reading ability program in Junagadh district.
 - To know the percentage of Mahawara given to the active students under the reading ability program in Junagadh district.
 - To know the average marks obtained in the first assessment of the students under Reading Aptitude Program in Junagadh district.
 - To know the average marks obtained in the first assessment of standard students under the reading ability program in Junagadh district.
 - To know the average marks obtained in the first assessment of the active students under the reading ability program in Junagadh district.
 - To find out the gender-wise percentage of students who can understand the meaning of sentences under the reading ability program in Junagadh district.
 - To know the Taluka-wise percentage of students who can understand the meaning of sentences under the reading ability program in Junagadh district.
3. Design of the study

The study questions of the present research are as follows.

- What will be the percentage of students who can understand the meaning of the students under the reading ability program in Junagadh district?
- What will be the average achievement of the students who can understand the meaning of the students under the reading ability program of the students of class 3 to 8 in Junagadh district?
- What will be the percentage of students who can understand the meaning of the students under the reading ability program in Junagadh district?
- What will be the active achievement of the student under the reading ability program in Junagadh district?
- What will be the average time taken by the students under the reading ability program in Junagadh district?
- What will be the average time taken by students of class 3rd to 8th in Junagadh district?
- What will be the percentage of Mahawara given to the students under the reading ability program in Junagadh district?
- What will be the percentage of Mahawara given to active students under the reading ability program in Junagadh district?
- What will be the average marks obtained in the first assessment of the students under the reading ability program in Junagadh district?
- What will be the average marks obtained in the first assessment of the standard students under the reading ability program in Junagadh district?

- What will be the average marks obtained in the first assessment of active students under the reading ability program in Junagadh district?
- Under the reading ability program in Junagadh district, what will be the percentage of students who can understand the meaning according to their gender?
- Under the reading ability program in Junagadh district, what will be the percentage of students who can understand the meaning of the sentence according to the taluka?

1.4 Research Type:-

As the purpose of the present research is to know the effectiveness of the reading ability improvement program of the students of class 3 to 8, the present research is a practical type of research.

5. Variables included in the study:-

The following variables were included as independent variables in the present study.

Independent Variable:-

- Activities carried out in reading improvement program- 1 to 11
- Sexuality- Virgo and Kumar
- Class- 3 to 8
- Number of Mahavara -1 to 4
- Time taken to complete an activity
- Taluka: 10 Talukas of Junagadh District

2. Independent Variable:-

- Achievement in Reading Skills Improvement Program

3. Controlled Variable:

3.1 Area 3.2 School environment

4. Intervening Variable: In the present study aptitude and attitude were included as intervening variables.

1.6 Importance of study

- This research will be useful to know the effectiveness of reading ability improvement program of students.

has come

1.7 wide area of research

In the present research, students studying in classes 3 to 8 (year – 2022 – 23) of Gujarati medium government schools of Junagadh district of Gujarat state are included in the sample.

1.8 Sample selection:

For the present research, a total of 120 students, 12 per school, studying in class 3 to 8 in the year 2022-23 in a government school per taluka of Junagadh district were included as a sample.

1.9 Areas of Research:

The present study was very relevant to the field of primary education and language education.

1.10 Type of research

The present study aims to measure the effectiveness of the reading ability improvement program of primary school students of Junagadh district.

1.11 Research Methodology:

The present research is based on experimental method.

1.12 Device Details:

As an instrument in the present research the module of Oral Reading Improvement Program Effectiveness Program prepared by GCERT was used as an instrument..

1.13 Collection of Information:

Grade 3 to 5 language teacher and school principal of the selected school, and associated with the school CRC CO.Ordi, And BRC CO.Ordi. was trained in this regard. Then at the beginning of the academic work in the school for a total of 15 days, the activities conducted in the module as per the given guidelines and the details of the activities carried out accordingly were recorded in the daily report card.

1.14 Method of data analysis and interpretation:

In the present research, the data will be analyzed using the statistical technique mentioned below.

- Average
- percentage

Effectiveness was verified from the data obtained from each of the schools selected in accordance with the above points.

1.15 Conclusions

- Most of the vocabulary students could understand.
- Under the Reading Competency Program, among the vocabulary students, the students of class 3 who could understand the most were the students. While under the reading ability program, the lowest comprehension level among the students is the vocabulary 7 were students
- Under the reading ability program, the percentage of students who are able to understand the meaning of the sentences is found to be higher.
- Activity-17 has the lowest mean score and the highest mean score in Activity-2 in the activity-adjusted student reading ability program.

- The percentage of total completion of the students under the Reading Competency Program is 1.75.
- Activity 16-A requires less Mahavara and Activity 7 requires more Mahavara.
- The mean score obtained in the first assessment of students under the Reading Competency Program was found to be 5.09.
- A higher average score obtained in the first assessment is found in Activity-2 and a lower average in Activity-17.
- The mean score obtained in the first assessment of standard students under the Reading Competency Program was found to be lower in class-7 and higher in class-5.
- There is no difference in the average of boys and girls among the students who can understand the meaning of the students under the reading ability program.
- Junagadh students who can understand the meaning of the sentence students Ct, the gardener, demand, Meandera, Vanthali and Manavdar High percentage is observed in taluka and lower percentage in Mendara taluka.

1.16 Educational benefits

- The present study was to examine reading ability. In which the effect of reading ability and sexuality is not observed, so the distinction between boys and girls should not be made.

1.17 Recommendations:

- Reading ability can be studied at secondary, higher secondary and college level.
- The present study can be done in all the schools of the district.

Summary Prepared by: Miraben Y. Vyas

Summary Submitted by: Dr. Geeta K. Senjaliya

92. Subject: Teacher Education

Section: Secondary

Title of the Research: Structure and Effectiveness of a Simplified Educational Program in Teaching Difficult Learning Outcome S -1010 of Social Science Subject of Class 10

Language: Gujarati

Researcher Name: Dr. Gitaben K. Senjalia

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Year: 2022-23

Summary

1. Introduction:

The National Achievement Survey (NAS) was started in 2000. Pursuant to which NCERT has completed a four-phase survey for government and aided schools in Language, Mathematics, Environment / Science and Technology and Social Science subjects for classes 3, 5 and 8. The objective of this survey was to know the level of academic achievement and to provide necessary feedback based on it.

The present study discussed Power Point Presentations, TLM, Videos, and Subject Matters in relation to subject matter as a remedial program. The present study was conducted to find out the effectiveness of the Rachel Program for Facilitation on the academic achievement of students..

2. Research Objectives/ Research Questions/ Hypothesis:

The objectives of the present research are as follows.

1) Class-10 Social Science Subject Unit-11 India : Prepare an improvement program by utilizing various devices to remove the difficulty and simplify the learning process for water resources.

2) Design an experimental group and a control group for a class-10 social science study on India-water resources and examine the effectiveness of the program for the rigor of the study.

3. Hypothesis - There will be no significant difference between the mean scores on the achievement test of the students of the experimental group studying with non-traditional teaching method and the mean scores of the students of the control group studying with traditional method for the simplification of class ten Social Science Subject Hard Studies - 1010.

4. Method:

Outline of the Study:

i. Sample:

The objectives of the present research are as follows.

1) Class-10 Social Science Subject Unit-11 India : Prepare an improvement program by utilizing various devices to remove the difficulty and simplify the learning process for water resources.

2) Design an experimental group and a control group for a class-10 social science study on India-water resources and examine the effectiveness of the program for the rigor of the study.

Hypothesis - There will be no significant difference between the mean scores on the achievement test of the students of the experimental group studying with non-traditional teaching method and the mean scores of the students of the control group studying with traditional method for the simplification of class ten Social Science Subject Hard Studies – 1010

Device:

In the present research, according to the objectives, the achievement of the students was measured by a test of 25 marks before the experimental work and after completing the work. The clauses in this test were designed keeping in mind the tough points covered in the research. The test was to be completed in 30 minutes. In the present research, a self-constructed test was constructed based on clauses representing key difficulty points and carrying equal weight.

iv. Mode of Data Collection:

Power point presentation, TLM, video, pictures and subject related discussion as specific methods in the present study. Curry was taught. A self-made achievement test was administered by the researcher to check the effectiveness of this teaching method on the students of the experimental group. Hard points of research were included in this test. A self-made test was created based on the clauses representing each of these difficulty points. Expert opinion was also taken before implementing the achievement test. The final form of the test was given after getting the opinion of the experts. After that, the results obtained through the achievement test were interpreted through the t-test and based on the results, the effectiveness of the experiment was checked.

v. Analysis of Data:

In the present study, the experiment was conducted on present students out of 26 students. At the end of the experiment, enter the results on the answer test from the Excel program t - was tested.

After the experiment the students in the experimental group had a mean achievement test score of 10.05 and the students in the control group had a mean score

of 13.15 in the achievement test. was The difference between average qualities t-value which was 0.78 1.96 was less than thus t-value 0.05 level was not significant.

Thus, in terms of academic achievement the pre-achievement test mean of the students in the experimental group was not found to be higher than the pre-achievement test mean of the control group. Teaching through experiential method proved to be partially effective.

4. Results/Conclusions:

Based on the interpretation of the data in the present study, the conclusions reached were as follows.

Both a reform-oriented program and an unorthodox method designed to simplify the difficult study of Class-10 social science subjects at the secondary level were equally effective. From this it can be concluded that the teaching for simplification of the difficult learning subjects of Class-10 Social Science subjects is as effective as the experimental method (remedial program) even if it is done through non-traditional methods.

5. Research Outcomes:

The academic implications of the present study are as follows.

1. The effectiveness of the traditional method is not inferior to the non-traditional method (remedial program).

6. Area of Research:

Simplification of difficult points of social science subject under present study Pursuing subjects as a reformatory program for Power point presentation, TLM, video, and subject related discussion was done. In this view the present study touched upon the field of measurement and evaluation.

Summary Prepared by : Dr. Geeta K. Senjalia

Summary Submitted by : Dr. Geeta K. Senjaliya

93. Subject: Teacher Education

Section: Primary

Research title: A Study of NEP Awareness among Primary School Teachers of Bhesan Taluka of Junagadh District.

Language: Gujarati

Researcher name: Dr. Gitaben K. Senjaliya

Office address: District Institute of Education and Training, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year: 2022-23

Summary

1. Introduction:

When the policies outlined in the NEP-2020 are to be implemented by teachers, it is very important to know how much consciousness they have about the policy, from its structure to its aims, objectives, and targets. Here, a NEP-2020 based questionnaire has been designed by the researcher to assess the level of awareness of teachers. This will provide the right direction regarding training and follow-up for the implementation of NEP-2020

Research Objectives/ Research Questions/ Hypothesis:

The author set the objectives with which the presented research was conducted are as follows

- Designing 'NEP Awareness Criteria' to study and measure NEP awareness among primary school teachers.
- A study of NEP awareness among primary school teachers
- To know NEP Awareness among Primary School Teachers according to gender
- To know NEP Awareness among Primary School Teachers according to department.

Regarding the objectives of the present study, the researcher formulated null hypotheses as follows.

- According to the Department of Primary School Teachers (Lower Primary and Upper Primary). There is no significant difference between the average NEP awareness scores.
- According to a study of primary school teachers there is no significant difference between the average NEP awareness scores.
- According to a study of primary school teachers there is no significant difference between the average NEP awareness scores regarding gender.
- According to the educational experience of the primary school teachers there is no significant difference between the average NEP awareness scores.

3. Method:

i. Outline of the Study:

ii. Sample:

In order to give a clear, systematic shape to the research plan and to make research plan clear, a global reference is very essential. The scope of the present study included teachers teaching in primary schools in Junagadh rural and Mangrol Taluka of Junagadh district during the academic year 2022-23. Thus, 885 teachers from a total of 180 schools were included. Device:

The researcher designed the Teacher NEP-2020 questionnaire keeping in mind the need of the study in the present research. The following steps were followed in device design. In the research presented by the producer, the NEP-2020 awareness criteria provided general information and some instructions for the responding teacher. Then 40 statements were made. There were three options. One of them was to choose the right option..

iv. Mode of Data Collection:

- v. A GOOGLE FORM was developed to solicit feedback on sponsor NEP-2020 awareness criteria. The LINK was created. Organizer BRC CO. and CRC CO. met face-to-face and clarified the purpose of their research work and guided them to collect data on NEP-2020 awareness criteria for Primary Schools. The organizer himself and BRC CO. and CRC CO. By visiting the sample schools in person and giving necessary information about the research work presented to the primary school teachers as well as the GOOGLE FORM LINK and NEP-2020 awareness criteria. Thus, responses to the NEP-2020 Awareness Scale were obtained ONLINE only. In this regard, the responses given by the teachers were obtained from Google form in MSEXCEL SHEET and used for interpretation. Based on the Google form, it was found that responses were received from 39 teachers out of a total of 221 teachers in 42 schools of Bhesan taluka

vi. Analysis of Data:

In the present research, the data will be analyzed using the statistical technique mentioned below.

- Average
- Proportion Deviation
- t - test
- Percentage according to the statement

4. The efficacy was verified from the data obtained from both schools in the follow-up to the above issues. A correct answer is worth 1 point and a wrong answer is worth 0 points. The formula for the percent correct statement according to the statement was found in MS EXCEL to be = (total "correct" rate * 100 / total number of characters). In which a t-test is used to check the meaningfulness in which the value is considered meaningful if the meaningfulness value is greater than 1.96 at the level of 0.05 as per the t-test table And if the significance value is greater than 2.58 at the level of 0.01, then the value is considered meaningful. This is discussed in detail in Chapter 4. According to the statement, the percentile was found in MS EXCEL by putting the formula = (total positive rate * 100 / total number of characters

5. Results/Conclusions:

The conclusions of study, drawn after the organizer tested zero hypotheses in the present study were presented as follows.

1- Most

of the primary school teachers are not familiar with the new pattern in the National Education Policy 2020 education framework.

2- Most of the primary school teachers lack knowledge about which stages will be applicable for 3 to 6 year old children under the National Education Policy 2020.

3- Majority of the primary school teachers lack knowledge about which stages will be applicable for 6 to 8 year old children under the National Education Policy 2020.

4- Most of the primary school teachers lack knowledge about the stages that will be applicable for children aged 8 to 11 under the National Education Policy 2020.

5- Most of the primary school teachers lack knowledge about which stages will be applicable for 11 to 14 year old children under the National Education Policy 2020.

6- Most primary school teachers are not familiar with the bilingual approach to be used for children whose home language and school language are different.

7- Most of the primary school teachers are under 'Ek Bharat Shrestha Bharat'. No idea what activity to give on Indian languages in 6th to 8th

8- Most primary school teachers have no idea at what stage Sanskrit will be taught through phonetics and pronunciation.

9- Most primary school teachers have an idea of what activities will begin at the middle school stage.

10- Most of the primary school teachers have no idea what activities will be carried out for learning through action In grade 6th to 8th.

11- Most of the primary school teachers have no idea what facilities will be available during vacation from grade 6th to 12th.

- 12- Most of the primary school teachers do not realize that the primary purpose of assessment is to teach the teacher, the student, and the school system together.
- 13- Most primary school teachers are aware of what continuous summative assessment does not entail.
- 14- Most of the primary school teachers have no idea what the test will be based on in class 3.
- 15- Most primary school teachers have an idea of what the NEP-2020 emphasizes in terms of teaching.
- 16- Most primary school teachers have no idea at what stage mother tongue education should be compulsory.
- 17- Hence, it can be said that most of the primary school teachers have no idea what the foundation stage curriculum will be like.
- 18- Most of the primary school teachers have no idea what will be emphasized in the different subjects in the preparatory stage.
- 19- Most of the primary school teachers have no idea what the different subjects are mainly taught in the middle stage.
- 20- Most of the primary school teachers have no idea of the provision regarding subject selection in the secondary stage.
- 21- Most of the primary school teachers have an idea of what is emphasized in terms of the overall development of children instead of the cramming.
- 22- Most of the primary school teachers have no idea how to teach languages at the foundational stage.
- 23- Most elementary school teachers have no idea what language exists for students with disabilities.
- 24- As per National Education Policy 2020, most of the primary school teachers do not realize that uniformity in the education system means.....
- 25- Most of the primary school teachers have no idea as to which organization has translated the National Education Policy 2020 recently introduced by the central government into Gujarati.
- 26- As per National Education Policy 2020, most of the primary school teachers have no idea that instead of increasing the content of education, the pedagogy should be such that the teaching process should be... .
- 27- Most of the primary school teachers have no idea what the National Education Policy 2020 is based on.
- 28- Hence, it can be said that most of the primary school teachers have an idea of what is not in the National Education Policy.
- 29- Most primary school teachers have no idea how many years later the new National Education Policy was announced in India.

30- Most of the primary school teachers do not know who the chairman of the drafting committee of the National Education Policy-2020 is in India.

31- According to the National Education Policy-2020, most of the primary school teachers have no idea from which standard the vocational course will be started.

32- Most primary school teachers do not have an idea of the year in which the National Education Policy-2020 aims to complete FLN (foundational literacy and numeracy) through a mission mode.

33- Most primary school teachers have no idea which state is the first to implement the National Education Policy-2020.

34- Most of the primary school teachers have no idea who has prepared the National Education Policy-2020.

35- Most primary school teachers do not have an idea of how many years children will be included in the RTE-2009 in the National Education Policy 2020.

36- Most primary school teachers have no idea by which year the National Education Policy 2020 aims to provide quality education to every child between the ages of 3 and 18 years.

37- Most primary school teachers have no idea what is wrong with making early childhood care and education universally available.

38- Most primary school teachers have no idea who should necessarily be at the center of the fundamental change taking place in the education system.

39- Most primary school teachers are aware of the objectives of the National Education Policy 2020

40- Most of the primary school teachers are not aware of the language in which education up to class 5 will be conducted in the National Education Policy 2020.

41 The scores on the NEP awareness criterion of Junagadh rural and Mangrol primary school teachers were not significantly different, i.e., there was a similarity in the NEP awareness scores of Junagadh rural and Mangrol primary school teachers

42 The scores on the NEP awareness criteria of primary school teachers and upper primary teachers were not significantly different, meaning that there was a similarity in the NEP awareness scores of primary school teachers and upper primary teachers.

43 The scores of PTC qualified teachers and BEd qualified teachers did not differ significantly on the NEP awareness criterion. It means that primary school PTC qualified teachers were similar in NEP awareness scores to BEd qualified teachers.

44- The scores on the primary school male teachers and female teachers NEP awareness criteria were not significantly different, meaning that there was a similarity in the NEP awareness scores of primary school male teachers and female teachers.

Research Outcomes:

In the present study, the researcher tried to find out the awareness of the National Education Policy 2020 among primary school teachers in Junagadh district. At the end of the presented study, the producer presented the following conclusions.

The findings at the end of the present study suggest that

- 1) Awareness of the National Education Policy 2020 has nothing to do with studies, department, or educational experience.
- 2) Since teachers' awareness of the National Education Policy 2020 changes at different times, such studies should be conducted at intervals.
- 3) In the modern era, it is very important to bring awareness to the National Education Policy 2020. Hence, efforts should be made to make teachers aware of the contents of the National Education Policy 2020.

6. Area of Research:

In the presented study, it can be clearly stated that the presented study was related to the primary pedagogical research field. The organizer should specify the scope of his field of study by specifying the area to which the results of the research conducted by him can be applied.

- 1.The organizer included only primary teachers from Junagadh city and Mangarol taluka of Junagadh district as the sample.
- 2.Presented Research was conducted in 2022-23

Summary Prepared by : Dr. Geeta K. Senjaliya

Synopsis Submitted by : Dr. Geeta K. Senjaliya

94. Subject : Teacher Education

Section : Primary

Research title : Study of Current status of the Special Training Centre in Keshod Taluka

Language : Gujarati

Name of Researcher : : Dr. Gitaben K. Senjaliya

Office Address : District Institute of Education and Training, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year : 2022-23

summary

1. Introduction:

As per the provision of Right to Act – 2009, a special training program is organized in the state for the children in the age group of 6 to 14 to join the general stream of education after attaining the ability according to the age group. In the present study, to study the effect of the special training program on the special training center in Sarva Shiksha Abhiyan, what kind of programs are conducted in the special training center? How many children has it brought back to school? Are the physical facilities in this center sufficient or not? Is it used properly or not? All such information has been obtained. Thus, the present research was conducted with an aim to study in depth the impact of special training programs on special training centers.

2. Research Objectives/ Research Questions/ Hypothesis:

The main objectives of the present research were as follows.

- To study the available infrastructure and its utility in STP
- To study the educational, professional qualification of children and its documentation work.
- To study the availability and utility of STP materials.
- To know the opinion of principals under STP

3. Method:

i. Outline of the Study:

ii. Sample:

In this research, the researcher has chosen 'Vyapavishwa' as the sample. Thus, the special training centers of all the talukas operating in Keshod taluka were selected in the sample. Thus, in the present study a total of 7 special training centers operating in Keshod taluka and 7 principals of those schools were selected.

iii. Device:

In the present research the device was used considering the main 4 components which were mentioned as below.

- Information about Balmitra working in STC
- Infrastructure in STC
- Role of School Principal in STC
- Information about the documents

iv. Mode of Data Collection:

A total of 4 devices were designed as devices for data collection which were as mentioned as below.

- Information Sheet of Balmitra and Questionnaire in STP
- Check-list of infrastructural facilities in STP
- Opinion sheet of the school principal in STP
- Information sheet on the document

In the present research, data was collected from 9 STP centers of Keshod taluka.

v. Analysis of Data:

In the present study the researcher obtained survey data and there was no attempt to compare the inter- or inter-relational effects of any specific variables. Therefore descriptive numerology which is strategically suitable for numerical calculation as well as analysis of the data obtained by the researcher was used. Data entry was done using the information collected by the field investigators in the present research. The data collected was analyzed using statistical methods that used percentages and averages. Qualitative data were analyzed qualitatively.

4. Results/Conclusions:

The main findings of the present research were found as follows

- A total of 7 STP categories of Keshod taluka were obtained. In which the information of 4 female Balmitras and 3 male Balmitras was obtained.
- The proportion of children with B.Ed and Post-Graduate educational qualifications was highest and the proportion of children with D.L.Ed and Graduate qualifications was lowest.
- STP had a higher proportion of trained Balmitras.
- In STC, the lack of closet facilities as well as supportive childcare and internet facilities were found to be the most while the lack of chairs, rugs, black boards, chalk and duster and water facilities were found to be the least.
- In the special training program, the parents' meeting and life skill training activities were conducted at most of the STCs, while sports activities were conducted at very few STCs.
- Availability of STP material In all schools Class-1 to 6 modules, Class-1 to 6 workbooks, Daily Notes, Student Progress Report Card etc. were seen.
- According to most of Balmitras, STC does not get adequate financial support.

- According to most of Balmitras, assistance received from SSA included stationery and educational materials.
- According to most of the children, no other facility was available from SSA
- Teaching materials provided by SSA are available on time.
- The usefulness of the teaching materials provided by SSA is satisfactory for teaching.
- STC was evaluated regularly.

Opinions of the principals

The findings of the opinions taken from the principals under the infrastructural features of STP and its usefulness were as shown below.

- According to the opinion of the principal, the operation of STC is going on regularly.
- The quality of children prepared by STC was suitable for the general stream of the school.
- According to the opinion of the Principal Balamitro's attendance at STC was regular.
- All school principals used to help Balmitra at STC.
- According to the opinions of all the Principals, there was adequate infrastructure at STC.
- The performance of most of the children on the STC was satisfactory.
- STC was receiving educational material on time.
- The usefulness of the material available to STC was satisfactory for carrying out the teaching work.
- The financial support allocated to STC was inadequate.
- The performance of STC was regularly evaluated.
- Aid and material allocated by STP were properly utilized.
- STC seems to be useful in raising the level of education.
- STC Balamitra was working regularly.
- STC gets good public support.
- Teachers and principals used to participate in preparing children for 'school-readiness'.
- Adequate support and materials were provided by STP.
- Children's fear of school can be overcome through various activities run in all STCs.
- According to the opinion of all principals The time allotted (10 to 20 months) was sufficient to orient the children towards school.
- All classes of STP were working for four or more hours.
- Under STP monthly activities like parent meeting, vocational training, sports festival etc. were conducted regularly.
- Principal was present during the purchase of educational materials for most of the STC children.
- Balmitras were provided regular training and guidance by the principal.
- The documents maintained by most Balamitras are regularly updated.

- Irregularities are seen in the tracking of children entering the normal stream.
- Regular care is taken to ensure that the children do not drop out again while getting admission in the normal stream of school.
- All STC children are registered on the school's GR.
- The documents maintained by Balamitra were regularly checked.

Documentation work of children

- Staff attendance sheet, child attendance sheet and daily log book were maintained at each STC while transport registers were maintained at few STCs.
- The quality of the inward outward register was found to be the best.
- The most frequently viewed material at the STP center was the Class 1-6 module and workbooks.
- While the materials found in lowest numbers was the early readers.

5. Research Outcomes:

The programme at the primary education level is envisaged to be qualitative and dynamic with significant outcomes. Which is as follows.

- A separate room in the school can be arranged in advance to run STP.
- There should be continuously monitored by each member of the monitoring team.
- Efforts can be made to increase the use of activity-based learning in the classroom.
- The impact of STP can be further improved if the proportion of highly qualified and trained trained is kept high.
- Efforts should be made to ensure that the financial assistance allocated to STPs is adequate.
- Basic facilities like cupboard, fan, green board, internet facility, computer and chair were found to be lacking in STP so efforts should be made to provide these facilities adequately to every STC.

6. Area of Research:

The third Survey of Research in Education describes the areas of research. As many as thirty-eight areas of research have been shown in the Survey of Research in Education. In the present research, the current state of STP is to be studied. The present research can be said to be research related to primary education as well as educational planning and policy research.

Summary Prepared by : Dr. Geeta K. Senjaliya

Summary Submitted by : Dr. Geeta K. Senjaliya

95. Subject : Teacher Education

Section : Primary

Title of the Research: A Study of the Effectiveness of Reading Ability Improvement Program of Word-Reader Students of class 3 to 8 of Junagadh District

Language : Gujarati

Name of Researcher : Dr. Gitaben K. Senjaliya

Office address : District Institute of Education and Training, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year: 2022-23

Summary

1. Introduction:

Among the four basic skills in language learning, reading is one of the most important skills. Every child needs to read sentences correctly with understanding. Can students studying in primary school in the present time read properly or not? When a student reads, does he read the alphabet? Or does he read the word? And if one can read the word, can he read with understanding or not? Keeping all these factors in mind, the present research was conducted with the aim of knowing the effectiveness of the reading ability improvement program of the students of 3 to 8 class of primary school of Gujarat.

Research Objectives/ Research Questions/ Hypothesis:

Objectives –

- To identify word reader students of class 3 to 8.
- To know the percentage of students who can understand the meaning out of the vocabulary students under the reading ability program in Junagadh district.
- To know the standard achievement of the students who can read with comprehension under the reading ability program of the students of 3 to 8 class in Junagadh district.
- To know the percentage of word-reader students who can read with comprehension under the reading ability program in Junagadh district.
- To know the activity wise achievement of the student under the reading competency program in Junagadh district.
- To find out the average time taken by the word-reader students under the Reading Competency Program in Junagadh district.
- Find out the average time taken by word reader students of class 3rd to 8th in Junagadh district.

- To know the percentage of the practice given to students under the reading ability program in Junagadh district.
- To know the percentage of activity-wise practice given to the students under the reading competency program in Junagadh district.
- To know the average marks obtained in the first assessment of the students under Reading Aptitude Program in Junagadh district.
- To know the average marks obtained by the students standard wise in the first assessment under the reading competency program in Junagadh district.
- To know the average marks obtained by the students activity-wise in the first assessment under the reading competency program in Junagadh district.
- To find out the gender-wise percentage of students who can comprehend the meaning of words under the reading ability program in Junagadh district.
- To know the taluka-wise percentage of students who can comprehend the meaning of the words under the reading ability program in Junagadh district.

Hypothesis -

The study based questions of the present research are as follows.

- What will be the percentage of students who can understand the meaning of the words under the reading ability program in Junagadh district?
- What will be the average achievement of the students of class 3 to 8 who can understand the meaning of the words under the reading ability program in Junagadh district?
- What will be the percentage of students who can understand the meaning of the words under the reading ability program in Junagadh district?
- What will be the activity-wise achievement of the student under the reading ability program in Junagadh district?
- What will be the average time taken by word-reader students under reading ability program in Junagadh district?
- What will be the average time taken by word-reader students of class 3rd to 8th in Junagadh district?
- What will be the percentage of activity-wise practice given to the students under the reading ability program in Junagadh district?
- What will be the average of obtained marks of the students activity-wise in the first assessment under the reading ability program in Junagadh district?
- What will be the average marks of the students obtained in the first assessment under the reading ability program in Junagadh district?

- What will be the average marks obtained in the first assessment of the active students under Reading Aptitude Program in Junagadh district?
- What will be gender-wise percentage of word-reader students who can comprehend the words under the reading ability program in Junagadh district?
- What will be the percentage of students who can comprehend the words according to the taluka under the reading ability program in Junagadh district?

3. Method:

i. Outline of the Study:

ii. Sample:

For the present research, total 120 students (12 from each school) studying in class 3 to 8 were included as a sample in a block-wise government school of Junagadh district in the year 2022-23.

iii. Device:

In the present research the module of Oral Reading Improvement and Effectiveness Program prepared by GCERT was used as an instrument.

iv. Mode of Data Collection:

Total 10 schools were selected from all talukas (one school from each taluka) of Junagadh district. Language teachers of class 3 to 5, school principal of the selected school and CRC co-ordinators and BRC co-ordinators were trained in this regard. In the beginning of academic year, activities were carried in the module as per the given guidelines and the details of the activities were recorded in the daily report card for 15 days.

Analysis of Data:

Evaluation of the collected data through appropriate statistical method can be considered as an important step in the research work. How can the researcher select the device and analyze the data obtained from it? What has to be done to get the results? It has to be kept in mind. In the present research, the data will be analyzed using the statistical technique mentioned below.

- Average
- percentage

Effectiveness was verified from the data obtained from each of the schools selected in accordance with the above points.

4. Results/Conclusions:

Based on the present study, the following conclusions can be drawn.

- Most of the word-reader students could comprehend.

- 85.00 percent of the students of class 4 had the highest comprehension of words under the reading ability program. While 65.00 percent of the students of class 6 to 8 had the lowest comprehension of words under the reading ability program.
- The percentage of students who can read sentences is 81.67.
- Activity-11 has the lowest average and Activity-2 has the highest average of the student's activity-wise average score obtained under the reading competency program.
- The percentage of the students' practice under the Reading Competency Program is 1.78.
- Activity-11 requires less practice and Activity 5-A and Activity-8 require more practice.
- The average score obtained in the first assessment of students under the Reading Competency Program was found to be 10.71.
- A higher average of marks obtained in the first assessment in Activity-2 and a lower average in Activity- 5-E is observed.
- Lower average is found in class-3 and higher average is found in class-7.
- According to the gender, girls' average is found higher of the students who can read sentences under the reading ability program.
- Bhesan Taluka has higher percentage and Mendarda Taluka has lower percentage.

5. Research Outcomes:

The academic implications of the present study are as follows.

The present study was to examine reading ability. In which reading ability and sexuality do not show significant effect, so that no distinction should be made between boys and girls.

6. Area of Research:

The research presented is of a practical nature as it aims to know the effectiveness of the reading competency program of word-reader students of classes 3 to 8. There are many areas of choice for conducting research in education. The Balmitra considers the research area to which he or she belongs before undertaking the research work. Of these areas, the first volume of Buch's (1990) Fifth Survey of Research in Education lists a total of 38. The study presented was very relevant to the field of primary education and language education.

Summary Prepared by : Dr. Geeta K. Senjaliya

Summary Submitted by : Dr. Geeta K. Senjaliya

96. subject : Teacher Education

section : Secondary

of research title : " Junagadh of the district GAS -5 (GUJARAT ACHIEVEMENT SURVEY -5) A study of academic achievement of class IV and class VII students in

Language : Gujarati

Researcher's Name : Dr. Gitaben K. Senjalia

Office address : District Institute of Education And Training , Bilkha Road, Junagadh

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year : 2023-24

summary

1.Introductory :

During the year 2018-19, Gujarat Achievement Survey-1 was conducted across the state under the guidance of GCERT, Gandhinagar. During the year 2019-20, Gujarat Achievement Survey-2 (GAS-2) was conducted across the state under the guidance of GCERT, Gandhinagar on students of standard four, six and seven. A survey was conducted on the academic achievement of a total of nine subjects, namely two subjects of standard four, three subjects of standard six and four subjects of standard seven, of a total of 135 primary schools of the entire district, selected in a sample of 15 from each taluka. Gujarat Achievement Survey-3 On 16/10/2021 of the year 2021-22, a survey was conducted to know the academic achievement of students of standard nine, mathematics, science and technology and social science, of 30 primary schools selected in a sample of Junagadh district.

1. purpose of research / questions of research / hypothesis:

1. To study the academic achievement of the students of class IV and class VII of the district.
2. To study the subject-wise academic achievement of Class IV and Class VII students of the district.
3. To produce subject-wise tough learning outcomes of class IV and class VII.
4. To examine the effect of Gender on the academic achievement of class IV and class VII students.
5. To examine the effect of area on the academic achievement of class IV and class VII students.
6. To examine the effect of social group on academic achievement of class IV and class VII students.

1.4 Concepts of the study

The researcher made preconceived notions about the results obtained at the end of the present study. Based on which questions and null hypotheses of research were formulated.

Question form and the hypotheses of the present research were formulated as bellow..

1. What will be the subject-wise academic achievement of students of class-4 of Junagadh district at the district level?
2. What will be the subject-wise academic achievement of the students of class-7 of Junagadh District at the district level?
3. What will be the subject wise tough sections at the district level in class-4 of Junagadh district?
4. What will be the subject wise tough sections at the district level in class-7 of Junagadh district?
5. What will be the achievement of the students of calss-4 of jungadh district according to the learning Outcomes (LOS) at the district level ?
6. What will be the achievement of the students of calss-7 of jungadh district according to the learning Outcomes (LOS) at the district level ?
7. . What will be the percentage of students in the four levels of achievement of cass-4 and class-7 of Junagadh district at the district level ?

The null hypotheses of the present research were formulated as bellow.

1. There will be no significant difference in terms of gender between the average achievement test scores of students in grades four and seven.
2. There will be no significant difference in terms of area between the average achievement test scores of fourth and seventh graders.
3. There will be no significant difference in the average achievement test scores of students belonging to SC and ST social groups in classes four and seven with respect to social group..
4. There will be no significant difference in the average achievement test scores of students belonging to SC and OBC social groups in standard four and seven with respect to social group.
5. There will be no significant difference in the average achievement test scores of students belonging to SC and GEN social groups in standard four and seven with respect to social group.
6. There will be no significant difference in the average achievement test scores of students belonging to ST and OBC social groups in standard four and seven with respect to social group.
7. There will be no significant difference in the average achievement test scores of students belonging to ST and GEN social groups in standard four and seven with respect to social group.
8. There will be no significant difference in the average achievement test scores of students belonging to OBC and GEN social groups in standard four and seven with respect to social group

2. Method

1 study outline :

The main objective of the present research was to select a sample of 240 government, semi-government and private primary schools of Rajkot district under GAS-5 and to know the academic

achievement of the students of standard-4 and standard-7. Based on the information obtained, the main objectives were to examine the academic achievement of Rajkot district, the number of difficult sections per subject, difficult sections, as well as the effect of gender, area on the students and to know the proportion of students at four levels of academic achievement. In the present chapter, the researcher obtained conclusions based on the hypothesis in accordance with the above purpose, and the results could be verified.

1. 1. To design a standardized achievement test for a total of 07 subjects of standard 4 and 7.
2. 2. To implement the test.
3. 3. At the diet level, all the papers of the district's achievement test were compiled and all the question papers were handed over to the diet Ahmedabad at the state level.
4. 4. The ANSWERSHEET was scanned from the state level and an EXCEL SHEET was prepared and handed over to each district for Data Analysis. Based on which, at the district level, the average, range and category were analyzed with respect to gender at the district level and standard wise. Also, the percentage of difficult sections was obtained according to the subject.

sample :

The sample included 200 primary schools, 10 for Std. 4 and 10 for Std. 7, in all the talukas of the district. A maximum of 30 students from all classes of Std. 4 and 7 of the selected schools were tested in the sample..

Tools :

There were a total of 60 sections in the test paper of Standard - 4. In which 1 to 20 sections were from Gujarati subject, 21 to 40 sections from Mathematics subject, 41 to 60 from Environment subject, 46 to 60 from Science subject and in the test paper of Standard - 7 there were a total of 80 sections. In which 1 to 20 sections were from Gujarati subject, 21 to 40 sections from Mathematics subject, 41 to 60 from Science and Technology subject, 46 to 60 from Science subject and 60 to 80 from Science subject. Which had to be completed within a time limit of 60 minutes. There were a total of 80 sections in the test paper of Standard - 7.

manner of Information consolidation :

In the present research, the test papers of the schools selected for data collection were given by the CMDE branch in Diet at the district headquarters. After that, the selected

field investigator was given sufficient understanding about GAS-5 and the role of the field investigator was clarified at Diet on 29/01/2024 and all the literature regarding the test was handed over to the selected school in a sealed cover. In which the number of students according to the standard in the selected school, test paper, OMR sheet and test guidelines were given.

Test implementation date: 30/01/2024 The time for Std.-4 was from 11.00 to 01.00 and for Std.-7 from 11.00 to 01.40 hours as decided by the state. The field investigator reached the selected school at 8.00 hours and conducted the test smoothly. A maximum of 30 students of selected standard 4/7 were tested. A team was formed at the district level for monitoring in each taluka. After the test was completed, all the literature was returned to the BRC at the taluka headquarters by the field investigator. After that, all the test papers were collected and submitted by the Diet and these test papers were submitted to GCERT. The test papers were scanned and the data was sent district-wise.

Analysis of information :

The purpose of this research was to know the achievement of three subjects of standard four and four subjects of standard seven. Statistical analysis was done in MS EXCEL. Mean in standard form, standard deviation in standard form and t-value were calculated. Significant difference between urban and rural students between boys and girls was found. Also, difficult points were found to know what students find difficult.

3. results/Conclusions :

Subject wise educational achievement of Junagadh district

- In Standard-4, the highest average achievement in Gujarati subject is 60.73% and the lowest average achievement in Mathematics subject is 56.59%.
- In Standard 7, the highest average achievement was observed in Social Science subject at 59.34% and the lowest average achievement was observed in Mathematics subject at 52.81%.

Junagadh district subject wise difficult clauses and learning outcome based findings

- In Standard-4, the total number of difficult sentences was 17 and in Standard-7, the total number of difficult sentences was 24.

Findings based on the percentage of students at four levels of achievement in Junagadh district

- In Standard-4, higher average achievement in Gujarati, Mathematics and Environment subjects is seen in 51%-75%.
- In Standard-7, higher average achievement in Gujarati, Mathematics, Science and Technology and Social Science subjects is seen in 51%-75%.

Findings based on the effect of Gender on students' academic achievement

- In Standard-4, the academic achievement of boys is found to be higher than girls in Gujarati and Environment subjects.
- In Standard-4, the academic achievement of girls and boys is found to be similar in Mathematics.
- In Standard-7, the academic achievement of girls is found to be higher than boys in Gujarati.
- In Standard-7, the academic achievement of girls and boys is found to be similar in Mathematics, Science and Technology and Social Science subjects.

Findings based on the effect of area on students' academic achievement

- In Standard-4, the academic achievement of rural and urban areas is found to be similar in all subjects including Gujarati, Mathematics and Environment.
- In Standard-7, the academic achievement of rural and urban areas is found to be similar in Gujarati, Mathematics and Social Science subjects.
- In Standard-7, the academic achievement of rural and urban areas is found to be similar in Science and Technology subjects.

Findings based on the impact of social group on the academic achievement of students

- In standard-4, there is equality in the academic achievement of students of both SC and ST categories.
- In standard-7, there is equality in the academic achievement of students of both SC and ST categories.
- In standard-4, there is equality in the academic achievement of students of both SC and OBC categories.
- In standard-7, there is equality in the academic achievement of students of both SC and OBC categories.

5. Research findings:

- Need-based training and remedial education should be organized at the school level in low-achieving subjects.

- A simplified educational program should be made regarding difficult learning outcomes. This program should be implemented at the school level for the teaching of difficult learning outcomes.
- A simplified educational program should be designed at the district level based on other difficult points related to the current curriculum and it should be implemented in all the schools of the district.
- After changing the curriculum and changing the evaluation method, it should be checked whether the amount of difficult points has increased or decreased and necessary amendments should be made in the curriculum and textbooks based on that.
- Teachers should be encouraged to plan and create various teaching-learning materials keeping in mind the learning outcomes based on difficult points.

6. Efforts should be made to conduct research for the study of difficult learning outcomes and factors affecting academic achievement through the District Institute Of Education And Training.

7. Field of Research:

The presented research was very much related to the field of social science education as well as the field of educational evaluation and examination.

Summary Prepared by: Dr. Geeta K. Senjalia

Summary Submitted by: Dr. Geeta K. Senjalia

97. Subject: Teacher Education

Department: Primary

Research Title: Structure of Simplified Educational Program and its Effectiveness in the
Context of Teaching of Hard Learning Outcomes of Hindi Subject of Standard
Six H624

Language: Gujarati

Researcher's Name: Dr. Geetaben K. Senjalia

Office Address:

, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year: 2023-24

Abstract

1. Introduction:

In the present research, the topic of the reform-oriented program was discussed through Power Point Presentation, TLM, Video, and topic analysis. The present study was conducted to find out the effectiveness of the program designed for simplification on the academic achievement of students.

2. Research Objectives/ Research Questions/ Hypothesis:

1) To prepare a remedial program by utilizing various devices to remove the difficulty and simplify the learning outcome for the second semester unit of Standard 6 Hindi subject - 6 "Justice".

2) To form an experimental group and a control group for the second semester unit of Standard 6 Hindi subject - 6 "Justice" and to examine the effectiveness of the program for the difficulty of the learning outcome.

3. Hypotheses of the study

There will be no significant difference between the average marks of the experimental group students studying with the non-traditional teaching method and the average marks of the control group students studying with the traditional method on the achievement test for the simplification of the difficult study of Hindi subject of class VI – 624.

4. Methodology:

i. Design of the study:

For the implementation of the present study, the students of standard 6 of Dolatpara Primary School of Junagadh Taluka of Junagadh district were taken as the experimental subjects. Since there are two levels of independent variable of the study here, two classes of standard 6 students were selected randomly.

After the implementation of the experiment, the subjects were given a post-test. The mean, standard deviation and t-value of the post-test scores were obtained. Based on this t-value obtained, the effectiveness of the methods in terms of academic achievement was tested.

ii. Sample:

In the present study, Group-1 was taken as the experimental group and Group-2 was taken as the control group for the experiment. 19 students of the control group-1 were given the bellowing work through the remedial program. While 19 students of the experimental group-2 were given the study work through the traditional classroom teaching method.

iii. Tools:

The items in this test were designed keeping in mind the critical points included in the research. This test was to be completed in 30 minutes. A self-made test was designed based on items representing the main critical points in the present research and carrying equal weightage.

iv. Data collection method:

The experimental group was given one hour of homework by the researcher every day using special education method, while the control group was given homework by the researcher in the traditional classroom teaching method in standard 6. This experiment was implemented for 6 consecutive days (including pre-test and post-test) according to two hours of homework every day.

v. Data Analysis:

The results obtained through the achievement test were interpreted through t-test and the effectiveness of the experimental work was checked based on the results obtained.

5. Results/Conclusions:

- Even if teaching for the simplification of difficult learning outcomes of Standard 6 Hindi subject is done through non-traditional method, it remains as effective as the experimental method (revision-oriented program).
- Both the revision-oriented program and the non-traditional method prepared for the simplification of difficult learning outcomes of Standard 6 Hindi subject were equally effective.

6. Research Results:

The effectiveness of the traditional method is not inferior to the non-traditional method (revision-oriented program).

7. Research Area:

The present study touched the field of measurement and evaluation.

Summary Prepared by: Dr. Geeta K. Senjalia

Summary Submitted by: Dr. Geeta K. Senjalia

98. Subject: Teacher Education

Department: Primary

Research Title: Structure of Simplified Educational Program and its Effectiveness in the Context of Teaching of Difficult Learning Outcomes of Social

Science Subject of Standard 6 SST605

Language: Gujarati

Researcher's Name: Dr. Geetaben K. Senjalia

Office Address: District Education and Training Bhavan, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year: 2023-24

Summary

1. Introduction:

This survey was conducted in selected schools in the entire state and in Junagadh district. The results obtained are based on the question paper taken in Standard 6 in the entire state. From these, the question which less than 40 percent of the students have been able to understand. The difficulty of learning outcomes is determined from that. This difficulty has been determined based on the district results and based on that, GCERT in Gujarat State has provided necessary guidance in it and to solve this difficulty, an educational program with different educational approaches was implemented by the research unit-12 "Understand the Map" unit and it was implemented on the students of Sankarola Primary School of Junagadh Taluka of Junagadh District.

2. Research Objectives/Research Questions/Hypothesis:

1) To prepare a correction-oriented program by utilizing various devices to remove the difficulty of learning outcomes and simplify it for the unit-12 "Understand the Map" of Standard 6 Social Science.

2) Study material for Class 6 Social Science Subject Our Home Earth SS605 "Latitude-Longitude, Poles, Circles, Covers, Neighboring Countries of India, States of India, Union Territories etc. on the globe and world map." For that, an experimental group and a control group were formed and the effectiveness of the program was examined for the difficulty of the study material.

3. Study Hypotheses

There will be no significant difference between the average marks on the achievement test of the students of the experimental group studying with non-traditional teaching method

and the average marks of the students of the control group studying with traditional method for simplification of the difficult study material of Class 6 Social Science Subject – SS605.

4. Methodology:

vi. Study Outline:

Out of the difficult learning outcomes identified in Standard 6 Social Science, the aim was to examine the structure of a remedial program on a total of one difficult learning outcome and its effectiveness. Here, the present study was conducted to examine the structure of the program and its impact on the academic achievement of students through the medium of Power Point Presentation, TLM, pictures, video clips, discussion method as a remedial program. For this, the researcher had structured a remedial program for teaching the subject of Understanding the Map of Social Science of Standard 6. A teacher-made answer test was created to measure the academic achievement of the students.

The researcher had taken Standard 6 students of Sankarola Primary School of Bhesan Taluka of Junagadh district as the experimental subjects for the implementation of the present study. Since there are two levels of the independent variable of the study, two classes of Standard 6 students were selected randomly.

After the implementation of the experiment, the subjects were given a post-test. The mean, standard deviation and t-value of the post-test scores were obtained. Based on the t-value obtained, the effectiveness of the methods in terms of academic achievement was tested..

vii. Sample:

Group-1 was taken as experimental group and group-2 as control group. 12 students of control group-1 were given learning task through remedial program. While 12 students of experimental group-2 were given learning task through traditional class teaching method.

viii. Tools:

Students' achievement was measured through a test of 25 marks before and after the experimental task at the end of the experiment. The items in this test were designed keeping in mind the critical points included in the research. This test was to be completed in 30 minutes. In the present research, a self-made test was designed based on the items representing the main critical points and carrying equal weightage.

ix. Data collection method:

The experimental group was given one hour of homework by the researcher every day using special education method, while the control group was given one hour of homework by the researcher every day using traditional classroom teaching method. This experiment was implemented for 6 consecutive days (including pre-test and post-test) with two hours of homework every day.

x. Data analysis:

The results obtained from the achievement test were interpreted using t-test and the effectiveness of the experiment was checked based on the results obtained.

5. Results/Conclusions:

- Both the remedial program and the non-traditional method prepared for the simplification of the difficult learning outcomes of the Standard 6 Social Science subject at the primary level were equally effective
- Even if the teaching for the simplification of the difficult learning outcomes of the Standard 6 Social Science subject is done through non-traditional methods, it remains as effective as the experimental method (remedial program).

6. Research Implications:

The effectiveness of the traditional method is not inferior to the non-traditional method (remedial program).

7. Field of Research:

The present study touched upon the field of measurement and evaluation..

99. Subject: Teacher Education

Department: Secondary

Research Title: Developmental goal-2 for integrated and holistic development –
Structure and effectiveness of educational program and assessment framework for
achievement of goal in the context of children becoming effective communicators

Language: Gujarati

Researcher's Name: Dr. Geetaben K. Senjalia

Office Address: District Education and Training Bhavan, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year: 2023-24

Abstract

1. Introduction:

As part of the present study, the researcher examined the structure and effectiveness of educational program and assessment framework for achievement of goal in the context of Developmental goal-2 for integrated and holistic development in Junagadh district in the year 2023-24.

2. Research Objectives/ Research Questions/ Hypotheses:

- Structure of checklist regarding the developmental goal-2 ability of primary school students of standard-2
- To check the story expression and creativity of primary school students of standard-2.
- To check the relationship between story expression and communication skills of primary school students of standard-2.

3. Hypotheses of the study

- To check the story expression and creativity of primary school students of standard-2.
- To check the relationship between story expression and communication skills of primary school students of standard-2.

4. Methodology:

xi. Study Outline:

The aim of the study was to examine the structure and effectiveness of the educational program and assessment framework for the achievement of goal in the developmental goal-2 of primary school students of standard-2 in Junagadh district - children become effective communicators. In the present study, the researcher selected the children of standard-2 of Wadavi Primary School of Junagadh taluka as a sample. In order to make the children of Standard-2 effective communicators, an educational program was designed and tested on the children of Standard-2. Observations were recorded before the study and after the experiment, the percentage of both was found and the results were calculated.

xii. Sample:

In the present study, the school's sponsor did it purposefully. Since this experimental work was done at the end of the semester, the students of Standard-2 were selected in the sample. Under which, Wadhav Primary School of Junagadh Rural Taluka was selected. There was one class of Standard-2 in this school. For the trial of the experiment, 24 students of the same group were taught through a corrective program. Information was recorded through a checklist before and after the experiment.

xiii. Tools:

Before the experimental work and after completing the work, the communication skills of the students and the creativity in the students were measured through a checklist at the end of the experiment. The structure of this checklist was decided in accordance with the developmental goal-2. On the basis of which a self-made observation note was created. In which a total of 20 statements were created. In which 11 statements measured communication skills and 9 statements measured creativity.

xiv. Data collection method:

Standard 2 students were given two hours of homework by the teacher using special teaching methods, this experiment was implemented for 6 consecutive days according to two hours of teaching work every day (including the checklist note).

xv. Data analysis:

The changes that occurred before and after the program have been recorded. The percentage of which was calculated.

5. Results/Conclusions:

- Most of the children can talk about their favorite movies, cartoons and their characters in an effective manner. And can describe their characters well. Also, they can express themselves well with the gestures of the story.
- In most creative activities, children understand the sequence of events in the story. And can describe familiar characters in their own words.

6. Research results:

Communication skills and creative skills can be developed using special methods and techniques.

7. Research area:

The field of study can be included in the research area called Primary Education.

Summary prepared by: Dr. Geeta K. Senjalia

Summary submitted by: Dr. Geeta K. Senjalia

100. Theme/Subject: Teacher Education

Department: D.L.Ed

Research Title: A Study of the Views of the Trainees of the Teaching Temple of Gir Somnath District on Value Education

Language: Gujarati

Researcher Name: Shri K.P. Chitroda

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Year: 2023-24

Summary

Introduction:

In today's competitive era, the task of making a career is neither easy nor difficult. It is necessary to make an excellent career that can keep pace with the rapidly changing economic and social conditions along with global trends. The government makes changes in education keeping in mind the current needs as well as the needs of the society. This change is mostly seen at the school level. Changes are also seen in literacy subjects from time to time.

Under the new National Education Policy – 2020, it has been recommended that students can study various subjects and streams simultaneously. In addition to the various subjects currently in force, training institutions provide training to trainees in various subjects. In which many aspects are taken into account by the teacher. At the same time, various activities are made available to children during the teaching work to provide value-oriented education. Value-oriented knowledge has been given in various subjects keeping in mind labor work, cooperative behavior with children and psychological aspects. At the same time, it was considered appropriate to conduct research by the sponsor so that the students can understand various values and develop their views on value education.

2. Research Purpose/Research Questions/Hypothesis:

Before doing any research work, its objectives are determined. Because it gives the researcher direction. He can move towards what he wants to do. Hence, its objectives are determined before starting the research study. The objectives of the present research essay are as bellows.

1. To know the views of the trainees studying in the teaching temple of Gir Somnath district on value education.

- 2 To examine the effect of gender on the views of the female trainees studying in the teaching temple of Gir Somnath district.
3. To examine the effect of gender on the views of the male trainees studying in the teaching temple of Gir Somnath district.
4. To examine the effect of area on the views of the trainees studying in the teaching temple of Gir Somnath district.
5. To examine the effect of the flow of study on the views of the trainees studying in the teaching temple of Gir Somnath district.

3. Methodology:

Study Outline: In the present study, the researcher formulated views on value education to collect information in accordance with the objectives. The data included in the sample were collected from the trainees studying in various teaching temples of Gir Somnath district.

Sample: The question of sample selection is important in any research because it is difficult to study the entire world. Therefore, generalizations about the entire world are drawn from the study of a small part of the entire world.

In the present study, trainees studying in various teaching temples in Gir Somnath district were selected as the sample.

Tools:

In the present study, the researcher first studied books on value education. Then, a list of values based on value education and values used in daily life was prepared. After studying the values included in the D. L. Ed curriculum in detail, a list of values expected in the trainees was prepared. Based on which the opinion poll statements were prepared. After preparing the initial instrument, it was sent to selected experts for verification. The final instrument was prepared taking into account the responses and corrections given by the experts. A total of 25 statements were kept in the final instrument (scale). In each statement, the options of completely agree, agree, disagree and completely disagree were given. Out of which, any one option was to be selected and the response was to be given.

Method of data collection:

In the present study, the researcher formulated opinions on value education to collect information in accordance with the objectives. Data was collected from 123 trainees studying in various teaching temples of Gir Somnath district included in the sample. GOOGLE FOAM was prepared by the sponsor for data collection. The LINK of which is the District D.L.Ed. They were placed in groups

and taken to each teaching temple and talked to their principals and teachers telephonically. Each trainee was asked to fill in the information sent in this link and give feedback in the feedback form, based on which the data was collected.

Data Analysis:

For the data collection of the present study, the trainees studying in the teaching temples of the district were selected as a sample. The data was collected by the sponsor through GOOGLE FOAM. The chi-square test was used for data analysis. Based on which statistical analysis was done.

4. Results/Conclusions:

The findings of the present study were as bellows.

1. The opinions of the trainees of the teaching temple towards value formation were uniform in terms of gender.
2. The opinions of the trainees of the teaching temple towards value formation were uniform in terms of area.
3. The opinions of the trainees of the teaching temple towards value formation were found to differ in terms of the study stream. The students of the commerce stream had the highest opinion regarding value formation compared to the students of other study streams.
4. In teaching temples, teachers give an understanding of values during the teaching process. Apart from this, special attention is given to the structure of the curriculum for value formation in training institutions.
5. Efforts are made by the teachers in the prayer program so that values are developed in the trainees.
6. The trainees' understanding of various types of values is the result of cultural programs. Understanding of cultural values can be cultivated at the school level through the celebration of various festivals and special days.
7. At the school level, through various indoor and outdoor games, the understanding of a healthy environment in children, as well as the acceptance of other people and the understanding of the value of equality can be developed in students. Also, through education, students can be explained through various activities of group life.
8. The understanding of nurturing and caring values can be given to students through field education. Also, by living in a group, the value of acceptance towards each other and empathy towards other individuals can be developed.
9. Non-violence, social values as well as behavior, speech etc. can be developed through the conduct and practice of teachers.

10. If the understanding of the curriculum is given clearly, a sense of personal development and acceptance of others can be developed in students.

11. By studying in training institutions, values regarding discipline, self-confidence, and leadership qualities can be developed.

5. Research outcomes:

The educational outcomes of the present study were as follows.

1. For value formation among the trainees studying in teaching temples, another MOTIVATIONAL LECTURE can be organized and values can be given to them.
2. In order for values to develop in the trainees, values based on content should be added to the curriculum of the students.
3. Various programs should be organized regularly for the trainees in teaching temples.
4. Value education based books should be included in the curriculum. Literature should be created for it from the state level.

6. Field of Research:

The fields touched by the present research are as follows.

1. Educational Testing and Evaluation
2. Education Training
3. Educational Psychology

While the present study was a practical type of research. Applied research is conducted to solve a current problem. The aim is not to increase knowledge, but to put theory or rules into practice. Educational measurement and evaluation were touched upon.

Summary Prepared by: Shri K.P.Chitroda

Summary Submitted by: Dr. Geeta K. Senjalia

101. Subject: - "Simplification of difficult learning outcomes through M-703 based activity work based on the difficult points of standard 7 mathematics"

Department: -Primary

Research Title:- Simplification of difficult learning outcomes through M-703 based activity work based on the difficult points of standard 7 mathematics"

Language: Gujarati

Researcher's Name:— Kishore Kumar P Chitroda

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Year:-2023-24

Proposal

End-of-semester tests are conducted in every school in the state of Gujarat. After that, the evaluation work of the children is carried out and the results are entered in the given link of the Vidya Samiksha Kendra. From which district-wise, subject-wise and standard-wise difficult points were obtained.

The present study is based on the difficult learning outcomes found in SAT – 2021-22. District-wise, subject-wise and standard-wise difficult points were found. This study was conducted based on its difficult points. In this study, an activity-oriented program has been designed and its effectiveness has been studied. So that the difficult points can be simplified and effective class interaction can be done.

In the present study, teaching work was conducted for the teaching of standard 7 mathematics as an activity-oriented program. In order to simplify one of the difficult points (M-703) (multiplication and division of fractions) included in the study, the present study was conducted to examine the effect on educational achievement by conducting a simplification program through activity work.

1. Objectives of the study

The objectives of the present research are as bellows.

1. To prepare an activity-oriented program for the simplification of the difficult point of the Mathematics subject of Standard-7 M-703.
2. To test the academic performance of the students to test the effectiveness of the program designed for the simplification of the difficult point of the first semester of the Mathematics subject of Standard-7.

Hypotheses of the study

The hypotheses of the present research are as bellows.

1. There will be no significant difference in the average scores on the achievement test of the students studying with the simplification program of the difficult point of the Mathematics subject of Standard-7.

Research Methodology

The present research bellowed the experimental research method. Because in the present research an educational plan was prepared for the parallel series unit and its effect on the achievement of the students was tested by implementing that educational plan in the classroom, therefore, in the present research itself, a group pre-test post-test type experimental plan was also bellowed.

1. Study design:

Based on the results of SAT – 2021-22, the subject of Mathematics of Standard 7 was instructed to be studied by LEARNING OUT COMES GCERT, Gandhinagar. The content was selected based on this difficulty. An activity-oriented program was designed to simplify this difficulty M-703 (Multiplication and Division of Fractions). An experiment was conducted on a class of students of Standard 7 at Shri Dungarpur Primary School in Junagadh taluka. A group was given a difficulty-based teaching task using the pre-test planning method. At the end of the experiment, the average academic achievement of the class was obtained through an achievement test.

2. Scope and Sample Selection

The present research was conducted on children studying in standard-seven in a primary school in Junagadh district. Hence, all the children studying in standard-seven in a primary school in Junagadh district were the scope of the present research. The present research is of experimental type and the school was selected as the sample for the purpose. Under which the researcher selected Shri Dungarpur Primary School of Junagadh taluka of Junagadh district as the sample school. In the present research, one group of students of class-7 were selected to carry out the experimental work according to the pre-test plan.

A class of class-7 was used for the trial of the experiment. A group of one class was taken as the experimental group. 28 students of the experimental group were given the task of conducting the experimental work through the activity-oriented program method.

3. Structure of the Tools

In the present research, after completing the experimental work in accordance with the objectives, the achievement of the students was measured through a test of 25 marks at the end of the experiment. The items in this test were designed keeping in mind the difficulty point included in the research. Only one difficulty point (M-703) was included in the present research. A self-made test was designed based on the items representing this difficulty point and carrying equal weightage.

4. Data collection

At the end of the experiment, an achievement test based on the objectives included in the research was given. The marks obtained by the students on this test were the achievement scores. In addition, a pre-test was taken to know the previous achievement of the students.

5. Data Analysis Method

The results obtained through the t-test of the scores obtained through the Siddhikasoti were interpreted and the effectiveness of the experimental work was checked based on the results obtained.

4. Findings of the Study

The findings of the present study were as bellows.

1. The education provided through the activity-oriented program was proven to be effective.
2. The activity-oriented program was found to be more effective than general classroom education in terms of the academic achievement of the students.

5. Educational Outcomes

The educational outcomes of the present study were as bellows.

1. The activity-oriented program can be used in the classroom to simplify other difficult points of the mathematics subject found based on SAT – 2021-22.
2. The student can be made active during the educational work through the activity-oriented program.
3. The educational work obtained through the activity-oriented program remains permanent for the student.

6. Field of Study

A hard-point based program was prepared using activity-based program as a corrective program for the simplification of the hard point of mathematics content (M-703) under the presented study.

From this perspective, the present study touched the field of learning-teaching. In addition, the present study also touched the field of measurement and evaluation. Thus, the field of the present research can be said to be of educational measurement and evaluation type.

Summary Prepared by:- Kishorekumar P Chitroda

Summary Submitted by:- Geetaben K. Senjalia

102. Subject: - Study of the views of the first and second year trainees of D.L.Ed. of Gir Somnath district regarding the curriculum

Department: - Primary

Title of Research:- Study of the views of the first and second year trainees of D.L.Ed. of Gir Somnath district regarding the curriculum

Language: Gujarati

Name of Researcher:- Kishorekumar P. Chitrodara

Office Address: District Education and Training Bhavan Junagadh

EMAIL:-dietjunagadh@gmail.com

Year:-2023-24

1. Introduction

Under the new National Education Policy – 2020, it has been recommended that teachers of various subjects and different streams can take students simultaneously. In addition to the various subjects currently in force, trainees are taught various subjects in training institutions. When teachers are trained in education and training institutions, the curriculum is changed in such a way that the students are trained keeping in mind the changes and changes occurring in the current times. Which is done by GCERT-Gandhinagar from the state level. In which many aspects of education are taken into account. Along with this, the curriculum develops an understanding of practical work and also includes activities done during internship in the school. The sponsor felt it appropriate to conduct research to find out what the students' opinions are about the curriculum.

2. Objectives of the study

1. To find out the opinions of the trainees studying in various teaching temples of Gir Somnath district about the curriculum.
2. To structure an opinion poll to know the opinions of the trainees studying in various teaching temples of Gir Somnath district about the curriculum.
3. To examine the effect of gender on the opinion poll created about the curriculum of the trainees studying in various teaching temples of Gir Somnath district.
4. To examine the effect of study stream on the opinion polls created about the curriculum of trainees studying in various teaching temples of Gir Somnath district.

• Hypotheses of the study

The hypotheses of the present study were formulated as bellows.

1. There will be no significant difference between the average scores on the opinion polls created about the curriculum of female trainees and male trainees studying in various teaching temples of Gir Somnath district. There will be no significant difference between the average scores on the opinion polls created about the curriculum of general stream and science stream trainees studying in various teaching temples of Gir Somnath district.

2. There will be no significant difference between the average scores on the opinion polls created about the curriculum of general trainees studying in various teaching temples of Gir Somnath district.

3. Research Methodology

The present study used the descriptive research method. In the present research, the opinions of the trainees studying in the teaching temples in Gir Somnath district regarding the D.L. Ed. course were sought, for which the opinion questionnaire prepared by the researcher was used. Hence, the present research was conducted using the method of descriptive research.

5. Study design:

In the present study, a curriculum-based opinion questionnaire was structured by the researcher to collect information in accordance with the objectives. Information was collected from the trainees studying in various teaching temples of Gir Somnath city included in the sample. GOOGLE FOAM was prepared by the researcher for data collection. The LINK of which was SHARED to the principals and teachers of various teaching temples. Based on which the data was collected.

6. Scope and Sample Selection

The scope of the present study was trainees studying in teaching temples in Gir Somnath district in the year 2023-24. While 90 trainees studying in various teaching temples in Gir Somnath district were selected as the sample.

7. Structure of the instrument

In the present study, the researcher first studied the first and second year textbooks of D.L.Ed. After that, a list of issues that could be changed based on the curriculum was prepared. Based on which, the statements of the opinion poll were prepared in the D.L.Ed. curriculum. After preparing the initial instrument, it was sent to selected experts for verification. The final instrument was prepared taking into account the feedback and corrections given by the experts. A

total of 20 statements were kept in the final instrument (scale). Each statement was given three options: agree, neutral, and disagree. Out of these, the trainees had to choose any one of the options given against each statement and respond.

8. Data Collection

In the present study, a curriculum-based questionnaire was structured by the researcher to collect information in accordance with the objectives. The sample information was collected from 90 trainees studying in various teaching temples of Gir Somnath city. GOOGLE FORMS was prepared by the sponsor for data collection. Its LINK was SHARED to the principals and teachers of various teaching temples. Based on which the data was collected.

9. Data Analysis Method

Based on the information collected in the present research, the data obtained was entered into the Excel program and a MATRIX (series) was prepared in the form of coding. Based on which the data was analyzed with the help of the program. Which was presented in detail in Chapter – 4.

10. Conclusions of the Study

The conclusions of the present study were as follows.

1. The opinions of the trainees of the Teaching Temple regarding the D.L.Ed curriculum were uniform in terms of gender.
2. The opinions of the trainees of the Teaching Temple regarding the D.L.Ed curriculum were uniform in terms of study flow.
3. The trainees also accept that the internship period in the first and second years is very long in terms of the curriculum. Since the internship period is long, the course days are less. In addition, the number of lesson observations is also relatively high.
4. From the perspective of the trainees, there is no special need for a collaborative and planning phase in the internship. In addition, it is a reality that schools do not get enough cooperation during the internship in primary schools.
5. It becomes very easy to study in schools through programs like G-Shala on Smart TV. The trainees also accept that. There are many difficulties in doing classwork during the internship. Also, co-curricular activities are not possible.
6. The content and blueprint of the first and second years in the D.L.Ed curriculum are appropriate, in addition, the modules that can be prepared in advance are also excellent.
7. Prayer programs in 3 schools and co-curricular activities are useful for the personal development of the trainees.

8. During the D.L.Ed curriculum, the trainees live in the hostel and study, which develops values, in addition to this, it also develops a sense of community life. Also, skills develop.

5. Educational Outcomes

The educational outcomes of the present study were as bellows.

1. If suggestions are taken from the state level for the duration of practical work in the D.L. Ed curriculum in teaching institutes, the trainees will show more and more interest.
2. Regular lecture series should be organized in teaching institutes to develop value consciousness in the trainees.
3. Various programs should be organized in the institute for the overall development of the students throughout the year.
4. If curriculum-based reference literature is produced at the school level, the academic achievement of the trainees can be increased.

Guidance should be given at the school level so that the trainees develop an understanding of how to utilize various sources during teaching.

6. Field of Study

To select the problem of educational research, it is important to study the fields of educational research. The problem can be selected based on a specific field.

The present study was a practical type of research. Practical research is conducted to solve a current problem. The aim is not to increase knowledge, but to put theory or rules into practice.

Educational measurement and evaluation were touched upon.

Summary prepared by:- Kishorekumar P. Chitroda

Summary submitted by:- Geetaben K. Senjalia

103. Theme/Subject: Teacher Education

Department: Primary

Research Title: Study of the structure and effectiveness of the difficult learning simplification program for science and technology subject in Junagadh district based on GAS-4 survey

Language: Gujarati

Researcher's Name: Ms. K.H. Bhatt

Office Address: District Education and Training Bhavan, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year: 2023-24

Summary

Introduction:

The peaks of success can be achieved in a human being's life through education. Which starts from the primary school level. In order to make primary education quality-oriented, radical changes have been made in the curriculum of standards 1 to 8 keeping in mind the 21st century National Curriculum Framework 2005. To achieve the goals of quality education, GCERT has been introduced from the state level. Gandhinagar is conducting continuous achievement survey. Under various surveys from the state level, in Gujarat Achievement Survey-4, the current level and subject-wise difficult points in Junagadh district are identified and implemented by District Education and Training Bhavan-Junagarh, making its in-service program need-oriented and knowing the gap between the current achievement level and the expected achievement target and achieving the achievement target every year. Accordingly, keeping in mind the results obtained by Diet Junagadh, the sponsor considered it appropriate to conduct the present study with the help of the difficult learning simplification program in the subject of Science and Technology and to test its effectiveness.

Research Objectives/Research Questions/Hypothesis:

The objectives of the present study were as bellows.

1. To structure a simplification program based on the difficult learning outcomes of science and technology subject for students of standard-6 based on SC603 and SC606.
2. To structure a simplification program based on the difficult learning outcomes of science and technology subject for students of standard-7 based on SC703 and SC706.
3. To structure a test based on the difficult learning outcomes of science and technology subject for students of standard-6 and standard-7 based on SC603 and SC606 and SC703 and SC706 respectively.

4. To check the effectiveness of the test based on the difficult learning outcomes of science and technology subject for students of standard-6 and standard-7 based on SC603 and SC606 and SC703 and SC706 respectively.

1. Methodology:

Study Outline: In the present study, the prior approval of the school principal was taken to obtain the students' feedback on the Tools designed. After that, the purpose of testing the students in the school and the exercises designed on its basis were divided based on the cards and the corresponding information was collected. Teaching work was done in which the experimental demonstration method was used.

Sample:

In the present study, the researcher randomly selected Shri Khadiya Primary School and Shri Dungarpur Primary School of Junagadh district as samples. In which students of standard-6 and standard-7 from one school were selected as samples. The presentation of which was detailed in Table 3.1.

Tools:

Before designing the education program in the present research, the researcher studied the difficult points of the science and technology subject of standard-6 in depth. Based on which, a program was structured in the subject of science and technology for the students. For the students of standard-6, various parts of plants, functions of roots, stems and leaves, structure of plants, classification in plants and trees, photosynthesis, various parts of flowers, while for the students of standard-7, the chapters of science and technology subject were acids, bases and salts, properties of acids, properties of bases, neutralization, physical and chemical changes. Teaching work was done by planning four hours for both standard-6 and standard-7. Teaching work of learning difficult learning was done by the sponsor himself. (The lesson plan is included in the appendix.) In addition, program-based pre-test and post-test were prepared for both the standards. In which multiple-choice type questions were asked. The student had to choose any one option and give a response. The test was of total 20 marks. Half an hour was allotted for giving feedback in the test.

Method of data collection:

The purpose of taking the test in the school and the exercises created on its basis were divided into groups based on the cards and the data was collected accordingly. Teaching work was done in which the experimental demonstration method was used.

Data analysis: Since the present study was to compare the average difference in the score of the feedback given on the test created for the students of standard-6 and standard-7, the t-test of statistics was done with the help of the computer-based program SPSS.

1. Results/Conclusions:

The conclusions of the present study were as follows.

1. The academic achievement of the students who were taught through the program based on the hard point of the science and technology subject of standard-6 was found to be significantly more effective than the traditional method.
2. The academic achievement of students who studied through the core-based program in Science and Technology of Standard 7 was found to be significantly more effective than the traditional method.
3. The child can easily gain an understanding of the content.
4. Students get an opportunity to express their ideas, that is, creativity can be developed.
5. Students can learn to classify

2. Research results:

The educational results of the present study were as follows.

1. Based on the findings obtained at the end of the experiment conducted in the present research, it can be said that the program prepared based on the difficult points of the science and technology subject of standard-6 and standard-7 was effective in terms of the academic achievement of the students.
2. If the teachers change the medium of presentation in science and technology subject from time to time, the students can present interesting information.
3. If the program based on difficult learning objectives is broadcast through the medium of BISAG, a large group of students can get its benefits.

Research area:

The areas covered by the present research are as follows.

- (1) Science and Technology
- (2) Primary Education
- (3) Educational Measurement and Evaluation

Summary Prepared by: Ms. K. H. Bhatt

Summary Submitted by: Dr. Geeta K. Senjalia

104. Theme/Subject: Teacher Education

Department: D.L.Ed

Research Title: Value Education of the Trainees of Teaching Temple of Junagadh District
A Study of the Views of the Parents

Language: Gujarati

Researcher Name: Ms. K. H. Bhatt

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E-MAIL: dietjunagadh@gmail.com

Year: 2023-24

Summary

Introduction:

In today's competitive era, the task of making a career is neither easy nor difficult. It is necessary to make an excellent career that can keep pace with the rapidly changing economic and social conditions along with global trends. The government makes changes in education keeping in mind the current needs as well as the needs of the society. These changes are mostly seen at the school level. Changes are also seen in literacy subjects from time to time.

7. Under the new National Education Policy – 2020, it has been recommended that students can study various subjects and streams simultaneously. In addition to the various subjects currently in force, training institutions provide training to trainees in various subjects. In which many aspects are taken into account by the teacher. At the same time, various activities are made available to children during teaching work to provide value-oriented education. Value-oriented knowledge has been given in various subjects keeping in mind labor work, cooperative behavior with children and psychological aspects. At the same time, it was considered appropriate to conduct research by the sponsor so that the students can understand various values and develop their views on that value education.

8. Research Purpose/Research Questions/Hypothesis:

Before doing any research work, its objectives are determined. Because it gives the researcher direction. He can move towards what he wants to do. Hence, its objectives are determined before starting the research study. The objectives of the present research essay are as follows.

1. To know the views of the trainees studying in the teaching temple of Junagadh district on value education.

- 3 To examine the effect of gender on the views of the female trainees studying in the teaching temple of Junagadh district.
3. To examine the effect of gender on the views of the male trainees studying in the teaching temple of Junagadh district.
4. To examine the effect of the area on the views of the trainees studying in the teaching temple of Junagadh district.
5. To examine the effect of the flow of study on the views of the trainees studying in the teaching temple of Junagadh district.

9. Methodology:

Study design:

In the present study, the researcher designed a survey of views on value education to collect information in accordance with the objectives. The sample included 123 trainees studying in various teaching temples of Junagadh district. Sample: The question of sample selection is important in any research because it is difficult to study the entire universe. Hence, generalizations about the entire universe are drawn from the study of a small part of the entire universe.

In the present study, 123 trainees studying in various teaching temples in Junagadh district were selected as a sample.

Tools:

In the present study, the researcher first studied books on value education. Then, a list of values used in daily life was prepared based on value education stories and values. After studying the values included in the D. L. Ed curriculum in detail, a list of values expected from the trainees was prepared. Based on which, the statements of the opinion poll were prepared. After preparing the initial Tools, it was sent to selected experts for verification. The final Tools was prepared taking into account the responses and corrections given by the experts. A total of 25 statements were kept in the final Tools (scale). In each statement, the options of completely agree, agree, disagree and completely disagree were given. Out of which, any one option had to be selected and given a response.

Data collection method:

In order to collect information in accordance with the objectives of the present study, the researcher formulated views on value education. The data was collected from 123 trainees studying in various teaching temples of Junagadh district included in the sample. GOOGLE FOAM was prepared by the sponsor for data collection. Its link was placed in the district's D.L.Ed. group and sent to each teaching temple and their principals and teachers were talked to telephonically. Each

trainee was asked to fill in the information sent in this link and give feedback in the feedback form, on the basis of which data was collected.

Data analysis: For data collection of the present study, trainees studying in teaching temples of the district were selected as a sample. The data was collected by the sponsor through GOOGLE FOAM.

The chi-square test was used for data analysis. Based on which statistical analysis was done.

10. Results/Conclusions:

The findings of the present study were as bellows.

9. The opinions of the trainees of the teaching temple towards value formation were uniform in terms of gender.
10. The opinions of the trainees of the teaching temple towards value formation were uniform in terms of area.
11. The opinions of the trainees of the teaching temple towards value formation were different in terms of study stream. The students of the commerce stream had the highest opinion about value formation compared to the students of other study streams.
12. In teaching temples, teachers provide understanding about values during teaching. Apart from this, special attention is given to the structure of the curriculum for value formation in training institutions.
13. Efforts are made by the teachers in the prayer program so that values are developed in the trainees.
14. The trainees' understanding of various types of values is the result of cultural programs. Understanding of cultural values can be cultivated at the school level through the celebration of various festivals and special days.
15. At the school level, through various indoor and outdoor games, the understanding of a healthy environment in children, as well as the acceptance of other people and the value of equality can be developed in students. Also, through education, students can be explained through various activities of group life.
16. The values of nurturing and caring can be understood in students through field education. Also, by living in a group, the value of acceptance towards each other and empathy towards other individuals can be developed.
17. Non-violence, social values as well as behavior, speech etc. can be developed through the conduct and practice of teachers.
18. If the understanding of the curriculum is given clearly, a sense of personal development and acceptance of others can be developed in students.
19. By studying in training institutions, values regarding discipline, self-confidence, and leadership qualities can be developed.

11. Research findings:

The educational findings of the present study were as bellows.

5. For value formation among the trainees studying in teaching temples, another MOTIVATIONAL LECTURE can be organized to give an understanding of values.

6. In order to develop values in the trainees, content-based values should be added to the curriculum of the students.

7. Various programs should be organized regularly for the trainees in teaching temples.

8. Value education-based books should be included in the curriculum. Literature should be produced for it from the state level.

12. Field of Research:

The fields touched by the present research are as bellows.

4. Educational Testing and Evaluation

5. Education Training

6. Educational Psychology

Summary Prepared by: Ms. K.H. Bhatt

Summary Submitted by: Dr. Geeta K. Senjalia

105. Theme/Subject: Teacher Education

Department: Primary

Research Title: Study of the Effectiveness of Yoga Education Training in Junagadh District

Language: Gujarati

Researcher Name: A.C. Vyas

Office Address: District Education and Training Bhavan, Bilkha Road, Junagadh

E-MAIL: dietjunagadh@gmail.com

Year: 2023-24

Abstract

1. Introduction:

(1) Yama means proper conduct. Guidance is needed to clarify the understanding of teachers regarding this statement.

(2) Niyama means self-control. Teachers have a proper understanding of this statement.

(3) Sach means the process of purification. Guidance is needed to clarify the understanding of teachers regarding this statement.

(4) Asteya means not stealing. Guidance is needed to clarify the understanding of teachers regarding this statement.

(5) By following Yama – Niyama, one can progress in yoga. There is a need for guidance to clarify the understanding of teachers regarding this statement.

* Yoga Asana-

(1) Asana means a state of happiness. Teachers have a proper understanding of this statement.

(2) Yoga means various types of asanas. Teachers have a proper understanding of this statement.

(3) Meditation-oriented asanas help in meditation. Teachers have a proper understanding of this statement.

(4) Health-oriented asanas can be used to stay healthy. There is a need for guidance to clarify the understanding of teachers regarding this statement.

(5) Asanas are also performed for spiritual advancement. There is a need for guidance to clarify the understanding of teachers regarding this statement.

* Pranayama-

(1) Yoga means worship of Prana. Teachers have a proper understanding of this statement.

(2) One can enter the higher realms of yoga only through the medium of Pranayama. Guidance is needed to clarify the understanding of teachers regarding this statement.

(3) Regular practice of Pranayama purifies the blood. Teachers have a proper understanding of this statement.

(4) Pranayama purifies the pulse. Teachers have a proper understanding of this statement.

(5) Pranayama is done in an improper manner and causes harm. Teachers have a proper understanding of this statement.

* Pratyahara – Dharana-

(1) Pratyahara means the gateway to inner yoga. Teachers have a proper understanding of this statement.

(2) In Pratyahara, an understanding of the five senses is given. Guidance is needed to clarify the understanding of teachers regarding this statement.

(3) By doing Dharana, one can reach Samadhi. Teachers have a proper understanding of this statement.

(4) Concentration of the pure mind on anything means Dhyana. Teachers have a proper understanding of this statement.

(5) First of all, the aspirant should study external Dhyana. Teachers have a proper understanding of this statement.

* Dhyana and Samadhi-

(1) The state of highest concentration of the mind is Dhyana. Teachers have a proper understanding of this statement.

(2) Dhyana and Dhyana are both the same. Teachers need guidance to clarify their understanding of this statement.

(3) The act of gaining complete control over the mind means Dhyana. Teachers need guidance to clarify their understanding of this statement.

(4) The ultimate goal of yoga is Samadhi. Teachers have a proper understanding of this statement.

(5) Salvation is attained through Samadhi. Teachers have a proper understanding of this statement.

* Yoga and Health in Prayer Meeting -

(1) Regular eye movements increase the brightness of the eyes. Guidance is needed to clarify the understanding of teachers regarding this statement.

(2) Regular neck rotation strengthens the muscles of the neck. Teachers have a proper understanding of this statement.

(3) Light tapping on the voice box makes the voice box more efficient. Guidance is needed to clarify the understanding of teachers regarding this statement.

(4) Regular shoulder rotation strengthens the muscles and joints of the shoulders. Guidance is needed to clarify the understanding of teachers regarding this statement.

(5) Regular wrist rotation makes the letters neat and increases the efficiency of writing. Guidance is needed to clarify the understanding of teachers regarding this statement.

* Yoga curriculum and competition asanas-

(1) Yoga – Pranayama and meditation should be made regular for students. Teachers have a proper understanding of this statement.

(2) Students should be prepared according to age group for yoga competition. Teachers have a proper understanding of this statement.

(3) Students should be prepared according to level for yoga competition. Teachers have a proper understanding of this statement.

(4) The time of asana in yoga competition is fixed. Guidance is needed to clarify the understanding of teachers regarding this statement.

(5) Adolescence is an excellent time to start the study of yoga. Guidance is needed to clarify the understanding of teachers regarding this statement.

* Indigenous games –

(1) Students should be made to play indigenous games once a week. Teachers have a proper understanding of this statement.

(2) Indigenous games lead to physical and mental development. Teachers have a proper understanding of this statement.

(3) Studying indigenous games can help students achieve mathematics. Guidance is needed to clarify the understanding of teachers regarding this statement.

(4) Studying indigenous games can help students achieve science. Guidance is needed to clarify the understanding of teachers regarding this statement.

(5) Studying indigenous games increases students' self-confidence. Guidance is needed to clarify the understanding of teachers regarding this statement.

* Responses to Yoga Training –

(1) Yoga training should be residential. .There is a need for guidance to clarify the understanding of teachers regarding this statement.

(2) Yoga training should be 5-days. Teachers have proper understanding regarding this statement.

(3) Special time should be given for Shatkarma in Yoga training. Teachers have proper understanding regarding this statement.

(4) Yoga training time should be from 5-00 am to 7-00 pm. Teachers have proper understanding regarding this statement.

(5) The issue of "Yoga for various diseases" should be included in Yoga training. Teachers have proper understanding regarding this statement.

5. Research Implications:

The educational implications of the present research are as follows, in which direction school teachers, parents, university, college principals and professors should make necessary planning.

1. It is necessary for school principals, teachers, trainees and parents to cultivate awareness and awareness about the 11 points of the yoga program which are essential for the physical and mental health of students.
2. Schools, teachers and parents should be aware of the government's yoga study plans, studies, competitions and benefits,
3. Teachers and trainees should provide students with a general understanding of yoga.
4. It is the responsibility of parents, teachers and schools to ensure that students are physically and mentally prepared to do yoga.
5. It is necessary for students to receive and understand yoga guidance in adolescence and for teachers to understand Ashtanga yoga and guide students accordingly.
6. It is necessary for teachers to be prepared so that students do yoga in the right way.
7. Arrangements should be made so that students regularly do pranayama in prayer.
8. For the all-round development of students, understanding of yoga and proper sattvic diet for yoga should be imparted at the school level.
9. Meditation is very important to cultivate concentration in the student. Yoga is an excellent medium for that.
10. It is the responsibility of teachers to prepare students for yoga competitions.
11. It is necessary to make students play indigenous games from time to time.
12. If the yoga training is residential, then better guidance and special time should be given for practical work.
13. The issue of what kind of yoga should be done for various diseases should be included in the training module.

6. Research area: Primary education

Summary prepared by: A.C. Vyas

Abstract Submitted by: Dr. Geeta K. Senjalia

106. Theme/Subject: Teacher Education

Department: Primary

Research Title: Study of the Effectiveness of ICT Training (Basics of Coding-Scratch)

Language: Gujarati

Researcher Name: A.C. Vyas

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E-MAIL: dietjunagadh@gmail.com

Year: 2023-24

Abstract

1. Introduction:

The 'New Education Policy 2020' proposed by the Ministry of Education states that India is providing global leadership in Information and Communication Technology and other areas like space. 'Digital India Mission' is helping the entire country to transform into a digitally empowered society. Quality education will play a crucial role in this transformation and technology itself will play a significant role in improving educational processes and outcomes. Thus, the relationship between technology and education at all levels is two-way. Another important area where technology can be effective is in the classroom processes of teaching-learning and assessment.

The teaching-learning process is mainly planned keeping in mind the textbook and the content given in it. For planning this process, the use of related teaching-learning materials is also planned along with the content. In this regard, if the teaching-learning materials are prepared using technology, i.e. e-material, then it can be planned for use in the classroom. However, in this system, it is not expected that all teachers have the skills to prepare e-material for every subject. Therefore, it is necessary that teachers easily get the e-material according to their subject requirements and use it in the classroom to achieve the related learning outcomes and make efforts to increase the learning level of children.

In this regard, in 2023-24, ICT training (Basics of Coding-Scratch) was provided to the MT class of all the talukas of Junagadh district and one teacher per upper primary school of Keshod taluka by Diet Junagadh. This research was conducted to find out the effectiveness of this training.

2. Research Objectives/Research Questions/Hypothesis:

Objectives:

1. To structure a questionnaire on the effectiveness of ICT training in Junagadh district.
2. To check the effectiveness of ICT training in Junagadh district

The questions of the present study were as bellows.

1. Whether ICT training (Basics of Coding-Scratch) has been effective

Methodology:

I. Outline of the study:

A Google quiz was designed to get the feedback of the trainees on the device created in the present study. After that, the purpose of taking the test and on its basis, training was organized and information was collected accordingly.

II. Sample: In this research, the researcher selected one teacher from 93 primary schools of Junagadh district as a sample. That is, 93 teachers were selected in the sample

III. Tools: A questionnaire was used as Tools according to the issues raised by the researcher during the training. Which is given in Appendix 1?

IV. Data Collection Method: Data collection is the soul and heart of the research project. Here, a questionnaire prepared by the researcher based on ICT training was used. It had 20 questions. Which the teacher had to answer through Google Quiz. A Google form was prepared for this questionnaire. Through which the teachers' responses were recorded-(pre and post test scores obtained).

V. Data Analysis: In the present study, 93 teachers were selected to know the effectiveness of ICT training (Basics of Coding-Scratch) in Junagadh district. In the questionnaire, information was collected from the sample characters based on the skills corresponding to the issues of ICT training through a similar pre and post test Google form. Based on this information, a series was prepared. For which descriptive statistics were obtained. The t-test test was calculated through the Excel application.

4. Results/Conclusions: 1. ICT training (Basics of Coding-Scratch) has been effective

5. Research Implications:

The educational implications of the present study were as bellows.

1. ICT training should be continued continuously at the primary school level.

2. Monitoring of ICT training should be done continuously.

6. Scope of Research: The present research is a practical type of research

Summary prepared by: A.C. Vyas

Abstract Submitted by: Dr. Geeta K. Senjalia

107. Theme/Subject: Teacher Education

Department: Primary

Title of Research: Study of the structure and effectiveness of the simplification program for
The difficult teaching of Mathematics subject in Junagadh district based on
GAS-4 survey

Language: Gujarati

Name of Researcher: A.C. Vyas

Office Address: District Education and Training Bhavan, Bilkha Road, Junagadh

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Year: 2023-24

Summary

1. Introduction:

The peaks of success can be achieved in a human being's life through education. Which starts from the primary school level? In order to make primary education quality-oriented, radical changes have been made in the curriculum of standards 1 to 8, keeping in mind the 21st century National Curriculum Framework 2005. In order to achieve the goals of quality education, continuous achievement surveys are conducted by GCERT Gandhinagar at the state level. Under various surveys at the state level, in Gujarat Achievement Survey-4, the current level and subject-wise difficult points in Junagadh district are identified and implemented by District Education and Training Bhavan-Junagadh, making its in-service program need-oriented and knowing the gap between the current achievement level and the expected achievement target and achieving the achievement target every year, the achievement level of students studying in the schools of the district is checked. Accordingly, keeping in mind the results obtained by Diet Junagadh, the sponsor considered it appropriate to conduct the present study with the help of the difficult learning simplification program in the subject of Mathematics and its effectiveness.

2. Research Objectives / Research Questions / Hypothesis:

The objectives of the present study were as bellows.

1. To structure a simplification program based on the difficult learning outcomes of Mathematics for students of standard-6.
2. To test the effectiveness of the test designed based on the difficult learning outcomes of Mathematics for students of standard-6.

In order to test the hypotheses statistically, the researcher formulated the following null hypotheses.

1. There will be no significant difference between the average scores of the students in the experimental and control groups on the post-test of the difficult learning outcomes of Mathematics for students of standard-6.

3. Methodology:

In the present study, the prior approval of the school principal was taken to get the students' feedback on the device created. After that, the purpose of testing the students in the school and the information was collected based on the purpose of dividing the puzzle based on it. Teaching work was done in which the experimental demonstration method was used.

Sample: In the present study, the researcher randomly selected Shri Dungarpur Primary School of Junagadh district as a sample. From which school, standard-6 students were selected as a sample.

Device: Before designing the education program in the present research, the researcher had studied the difficult points of standard-6 mathematics in depth. On the basis of which a program was structured in mathematics for the students. For standard-6 students, the parts of a polygon (number of vertices, angles, diagonals) are identified.

Teaching work was done by planning three classes of standard-6. The teaching work of the difficult study subject was done by the sponsor himself. (The class plan is included in the appendix.) In addition, a program-based answer test was prepared for standard-6. In which multiple-choice type questions were asked. The student had to choose any one option and give his response. The test was of total 15 marks. Half an hour was kept for giving the response in the test.

Method of data collection:

The prior approval of the school principal was taken to get the students' response on the device designed in the present study. After that, the purpose of taking the test in the school and the exercises created on its basis were divided based on classes and data was collected accordingly. Teaching work was done in which the .Experimental demonstration method was used.

Data Analysis:

Since the present study was to compare the mean difference in the response scores given on the test designed for students of standard-6, the statistical t-test was done with the help of the computer-based program Excel

4. Results/Conclusions:

The findings of the present study were as follows.

1. The academic achievement of the students taught through the program based on the difficulty point of the standard-6 mathematics subject was not found to be significantly more effective than the traditional method.
2. Various concepts and ideas of mathematics could not be understood easily.

5. Research Implications:

The educational implications of the present study were as bellows.

1. Based on the findings of the experiment conducted in the present research, it can be said that the program prepared based on the difficult points of Mathematics subject of Standard-6 was not effective in terms of the academic achievement of the students.
2. If the teachers change the medium of presentation in Mathematics subject from time to time, the students can present interesting information.

6. Field of Research: Experimental

Summary Prepared by: A.C. Vyas

Summary Submitted by: Dr. Geeta K. Senjalia

108. Subject: - A study of the views of the first and second year trainees of D.L.Ed. of Junagadh district on the curriculum

Department: -Primary

Title of the research: - A study of the views of the first and second year trainees of D.L.Ed. of Junagadh district on the curriculum Language: Gujarati

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Year:-2023-24

Introduction

School is a miniature version of society. The main function of the school is to identify the latent strengths in children and develop their potential. At the primary school level, all curricular and co-curricular activities are mostly carried out in such a way that the children develop holistically. In which an understanding of literacy subjects is also given.

Under the new National Education Policy – 2020, it has been recommended that teachers of various subjects and streams can take students simultaneously. In addition to the various subjects currently in force, trainees are taught various subjects in training institutions. When teachers are trained in education training institutions, the curriculum is changed in such a way that the students are trained keeping in mind the changes and developments taking place in the current times. Which is done by GCERT-Gandhinagar from the state level? In which many aspects of education are taken into account. Along with this, the curriculum develops an understanding of practical work and also includes activities done during internships in schools. The sponsor considered it appropriate to conduct research to know the views of the students regarding the curriculum.

Objectives of the study

- To know the opinions of the trainees studying in various teaching temples of Junagadh district about the curriculum.
- To structure an opinion poll to know the opinions of the trainees studying in various teaching temples of Junagadh district about the curriculum.
- To examine the effect of gender on the opinion poll of the trainees studying in various teaching temples of Junagadh district about the curriculum.
- To examine the effect of study flow on the opinion poll of the trainees studying in various teaching temples of Junagadh district about the curriculum.

Hypotheses of the study

The hypotheses of the present study were formulated as bellows.

- There will be no significant difference between the mean scores on the opinion poll of female trainees and male trainees studying in various teaching temples of Junagadh district about the curriculum.
- There will be no significant difference between the average scores on the opinion polls prepared for the general stream and science stream trainees studying in various teaching temples of Junagadh district regarding the curriculum.
- There will be no significant difference between the average scores on the opinion polls prepared for the general stream and science stream trainees studying in various teaching temples of Junagadh district regarding the curriculum.

Research Methodology

The present study used the method of descriptive research. In the present research, the opinions of the trainees studying in teaching temples in Junagadh district regarding the D.L. Ed. curriculum were to be known, for which the opinion polls prepared by the researcher were used. Hence, the present research was done using the method of descriptive research.

Study Design:

In the present study, a curriculum-based questionnaire was structured by the researcher to collect information in accordance with the objectives. The sample included information from 90 trainees studying in various teaching temples of Junagadh city. GOOGLE FORM was prepared by the sponsor for data collection. The LINK of which was SHARED to the principals and teachers of various teaching temples. Based on which the data was collected.

Scope and Sample Selection

The scope of the present study was trainees studying in teaching temples in Junagadh district in the year 2023-24. While 90 trainees studying in various teaching temples in Junagadh district were selected as the sample.

Structure of the instrument

In the present study, the researcher first studied the first and second year textbooks of D.L.Ed. After that, a list of issues that could be changed based on the curriculum was prepared. Based on which, the statements of the opinion questionnaire were prepared in the D.L.Ed curriculum. After preparing the initial instrument, it was sent to selected experts for verification. The final instrument was prepared taking into account the responses and corrections given by the experts. A total of 20 statements were kept in the final instrument (scale). Three options were given in each statement, namely agree, neutral and disagree. Out of which, the trainees had to choose any one of the options given against each statement and give their response.

Collection of data

In the present study, the researcher structured a curriculum-based opinion questionnaire to collect information according to the objectives. Data was collected from 90 trainees studying in various teaching temples of Junagadh city included in the sample. GOOGLE FOAM was prepared by the sponsor for data collection. Its LINK was SHARED to the principals and teachers of various teaching temples. Based on which the data was collected.

Data Analysis Method

Based on the information collected in the present research, the data obtained was entered into the Excel program and a MATRIX (series) was prepared in the form of coding. Based on which the data was analyzed with the help of the program. Which was presented in detail in Chapter – 4?

Conclusions of the Study

The conclusions of the present study were as bellows.

- The opinions of the trainees of the Teaching Temple regarding the D.L.Ed curriculum were uniform in terms of gender.
- The opinions of the trainees of the Teaching Temple regarding the D.L.Ed curriculum were uniform in terms of study flow.
- The trainees also accept that the internship period in the first and second years is very long in terms of the curriculum. Since the internship period is long, the course days are less. In addition, the number of lesson observations is also relatively high.
- From the perspective of the trainees, there is no special need for a collaborative and planning phase in the internship. In addition, it is a reality that schools do not get enough cooperation during the internship in primary schools.
- It becomes very easy to study in schools through programs like G-Shala on Smart TV. The trainees also accept that. There are many difficulties in doing classwork during the internship. Also, co-curricular activities are not possible.
- The content and blueprint of the first and second years in the D.L.Ed curriculum are appropriate; in addition, the modules that can be prepared in advance are also excellent.
- Prayer programs in 3 schools and co-curricular activities are useful for the personal development of the trainees.
- During the D.L.Ed curriculum, the trainees live in the hostel and study, and values are developed. In addition, the spirit of community life is also developed. As well as skills are developed.

5. Educational outcomes

The educational outcomes of the present study were as bellows.

- If suggestions are taken from the state level for the duration of the D.L.Ed curriculum in the context of practical work in teaching temples, the trainees will show more and more interest.

- Regular lecture series should be organized in teaching temples to develop value consciousness in the trainees.
- Various programs should be organized in the institute for the trainees throughout the year for the overall development of the students.
- If curriculum-based reference literature is produced at the school level, the educational achievement of the trainees can be increased. Guidance should be given in such a way that the trainees develop an understanding of how to utilize various sources during teaching at the school level.

Field of Study

To select the problem of educational research, it is important to study the fields of educational research. The problem can be selected based on a specific field.

The present study was a practical type of research. Practical research is carried out to solve a current problem. The purpose is not to increase knowledge, but to put theory or rules into practice. Educational measurement and evaluation were touched upon.

Summary Prepared by:-H.C.Upadhyay

Summary Submitted by:- Geetaben K. Senjalia

109. Subject: - "Strong learning outcomes of Social Science subject of Standard-7: Structure of simplified educational program and its effectiveness in the context of teaching SST-701"

Department: -Primary

Title of Research: - "Strong learning outcomes of Social Science subject of Standard-7: Structure of simplified educational program and its effectiveness in the context of teaching SST-701"

Language: Gujarati

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Proposal

After independence, in order to improve the quality of primary and secondary education, the Government of India has set up various commissions at the national level such as Abbott Wood's purchase, Hartog Committee (1929), Dr. Radhakrishnan Panchayat (1948), Mudaliyar Commission (1952), Kothari Commission (1966), Ishwarbhai Review Report (1981), National Education Policy (1986) have been an accurate diagnosis of how to make education more and more quality in the entire nation, the future of India is being shaped in its classroom. And at the same time, it has also been said that "Indian education is going through an important phase of transformation, rebirth and renovation." In this context, NCERT has developed many national level programs from curriculum reform to NAS 2021 and through all these programs, a serious effort is being made to survey the knowledge and skills acquired by children studying in primary school and to paint a solid picture. Which is very timely and commendable. Only if a clear picture can be obtained can the new educational approaches and efforts be used to gradually take primary school children to the heights of knowledge attainment through a simplified curriculum.

To successfully complete any task, that task should be evaluated and necessary changes should be made in the future planning of the task based on the evaluation. This diagnostic and therapeutic process is very important for the success of the task. The diagnostic and therapeutic process also plays an important role for the high quality of the task and this is a general rule for all types of tasks. This task is either educational or non-educational. Here, if we talk only about improving the quality of education, then the education at the school level should be continuously evaluated by the teacher and based on the evaluation, the teacher should make necessary changes in his educational work, only then can the quality of education be improved.

GCERT, Gandhinagar has also been conducting a survey of the achievement of children receiving education in primary schools of Gujarat state every alternate year since the year 1999. An important purpose of this achievement survey is to "know the difficult points at the district level, subject-wise" and this is nothing else but the diagnosis of the difficulty faced by the student in the subject-wise. For the simplification of these difficult points, teachers were trained by the District Institute Of Education And Trainings, but after taking the training, whether the teachers used the knowledge acquired in the training in the classroom or not was not consciously evaluated. Not only this, no objective, conscious, scientific method was followed for the simplification of this difficult subject. No research was conducted for it.

For the year 2015 - 2016 also, GCERT, Gandhinagar has followed this. A specific remedial program has been prepared and implemented for the simplification of the difficult points (subjects) found in the achievement survey of primary school children conducted by GCERT, Gandhinagar at the district level. It was suggested to conduct a trial. If the educational program prepared for the simplification of difficult points is successful, then it can be considered for implementation at the state level. Thus, an educational program should be prepared for the simplification of difficult points of different standards and subjects from each district and it should be tried and if it is successful, its state-wide implementation can improve the educational quality and the research findings can be useful in education in the true sense. This same framework was also implemented during the year 2017-2018. NAS was conducted with the help of GCERT under the guidance of NCERT in the year 2017 and 2021. Its results were prepared by NCERT. In addition to the academic achievement level of children of standard 3, standard 5, standard 8 and standard 10, the standard-wise subject-wise difficult learning outcomes were also reported by NCERT. Also, GCERT informed about the academic achievement level of GAP students of Standard 4, Standard 6, Standard 7 and Standard 8 as well as the standard-wise subject-wise academic achievement. In addition to the academic achievement level of DLI-4, GAS-4 and SAT-1 (2022-23), the standard-wise subject-wise academic achievement was also informed.

In the year 2021-22, students from Std. 3 to 8 were tested on different subjects every Saturday and some of them were found difficult. Similarly, after teacher training classes for such difficult learning outcomes were conducted under DLI-4, such difficult learning outcomes were allocated to each district by GCERT for research in the year 2023. In the present research, a program was to be prepared for the simplification of 701 difficult points found in the subject of S.V. and tested. Thus, it was decided to conduct the present research to design an educational program for the simplification of difficult learning outcomes allocated by GCERT and determine its effectiveness.

7. Objectives of the Study

The central part of the entire research work is the research objectives. Only after the objectives are clear, the research work can be progressed. The present research was carried out keeping in mind the specific objective. The main objectives of the present research were as follows.

- 1) To know the difficult learning outcomes from the chapter of Unit 10 of the Internal Structure of the Earth and Landforms of the Social Science Subject of Standard-07 of Junagadh District.
- 2) To prepare a correction-oriented program by using various devices to remove the difficulty of the learning outcome for Unit 10 of the Internal Structure of the Earth and Landforms and simplify it.
- 3) To identify the main internal layers of the Earth, types of rocks, and layers of the atmosphere of the learning outcome of Standard-07 of Social Science Subject through diagrams. SST-701 To develop skills such as understanding photos, pictures, diagrams, to form an experimental group and a control group and to examine the effectiveness of the program for the difficulty of the learning outcome.

• Hypotheses of the study

The hypothesis of the present research is as follows.

"In the context of the difficult learning outcomes of the social science subject of standard 07, there will be no significant difference between the average scores of the students on the pre-test and post-test taken".

8. Research Methodology

The present research followed the experimental research method. Because in the present research an educational plan was prepared for the parallel series unit and its effect on the achievement of the students was tested by implementing that educational plan in the classroom, therefore, in the present research itself, a group pre-test post-test type experimental plan was also followed.

Study Design:

In the present research, an instructional program was prepared with special equipment for teaching as a corrective program for simplifying the difficult point of the content of the social science textbook standard-07, unit: 10 Internal structure of the earth and landforms. In this regard, the present study was in the field of teaching and learning. In addition, the entire program was evaluated through post-tests. Therefore, the present study also touched on the field of measurement and evaluation.

Scope and Sample Selection

The present research was conducted on children studying in standard-seven in a primary school in Junagadh district. Hence, all the children studying in standard-seven in a primary school in

Junagadh district were the scope of the present research. For the selection of the sample, 35 students studying in standard-seven in Timbawadi Primary School of Junagadh taluka of Junagadh district were included as a sample following the purposive sampling method.

Structure of the instrument

A 30-mark test was used as the instrument in the present research

Collection of data

The researcher implemented the educational program after the pre-test of the students of Timbawadi Primary School of Junagadh taluka and finally conducted the post-test to collect the data..

Method of data analysis

. The main purpose of the present research was to determine the effectiveness of the treatment program prepared based on the diagnosis. Therefore, the mean, standard deviation and t value of the scores obtained by the student in the pre-test taken before the implementation of the educational program and the post-test taken after the implementation of the educational program were found.

Findings of the study

The findings of the present study were as follows.

1) The educational program designed by the researchers with regard to the difficult learning outcomes unit has been effective and if the educational program is implemented at the school level to carry out the teaching work of the above learning outcomes, then the achievement of the students can be increased.

5. Educational Outcomes

The educational outcomes of the present study were as follows.

1) The educational program designed by the researcher for the unit "Structure of simplified educational program in the context of teaching difficult learning outcomes of social science subject SST-701 of standard-7" has been effective. Therefore, this program should be implemented at the school level for teaching learning outcomes.

2) Similarly, for other difficult points found in NAS, an educational program should be designed to simplify the difficult points and it should be implemented at the school level.

3) In-service training should be given to the teachers working in the classroom on how to implement the educational program in the classroom.

6. Field of Study

The present research was related to the field of teaching and learning skills associated with primary education. In the present research, an educational program was devised to simplify difficult learning skills and according to the plan of the program, the students were given an

understanding of the content by teaching and learning in the classroom. Thus, the educational process of the classroom was the main thing in the present research. Under the present study, the Jishala app, TLM, video, activity and subject-specific research were discussed as a corrective program for simplifying the difficult points of the subject of S.V.. From this perspective, the present study also touched the field of measurement and evaluation.

Summary prepared by:-H.C.Upadhyay

Summary submitted by:- Geetaben K. Senjalia

110. Subject: - A study of the views of teachers of Junagadh district on the textbook of Social Science of Standard-8

Department: - Primary

Research Title: - A study of the views of teachers of Junagadh district on the textbook of Social Science of Standard-8

Language: Gujarati

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Year:-2023-24

Proposal

Education is a continuous process. In which many changes have taken place from time to time. The four pillars of education such as curriculum, syllabus, study teaching method and evaluation methods occupy a very important place in education. The curriculum is designed to clarify the concepts to the children during the teaching-learning process and to keep in mind the changes in their daily practices. In addition, there is a need for reference literature according to the subject. In which the textbook is considered as the pillar. For this, text books are prepared at the state level. The curriculum is structured keeping the children's curriculum as the basis from pre-primary to upper primary level. On the basis of which the entire teaching-learning process is decided. Through the subject of social science, teachers can develop awareness of the environment among the students and can shape the career of the students. Keeping that in mind, it was considered appropriate to conduct the present study with the help of knowing the opinions about the textbook based on the subject of social science.

9. Objectives of the study

Every action a human being performs has a purpose. There is no purposeless action. According to Uchat (2009), the objectives of the study are the central part of the entire research program. The objectives of the study were determined as bellows.

- ☒ To create an opinion poll to know the opinions of primary teachers about the textbook of Social Science of Standard-8.
- ☒ To test the effectiveness of the opinion poll designed to know the opinions of primary teachers about the textbook of Social Science of Standard-8.
- ☒ To test the effect of teachers' Gender on the opinions of primary teachers about the textbook of Social Science of Standard-8.
- ☒ To test the effect of teachers' educational qualifications on the opinions of primary teachers about the textbook of Social Science of Standard-8.

☒ To test the effect of teachers' educational experience on the opinions of primary teachers about the textbook of Social Science of Standard-8.

- Study Hypotheses

The hypothesis of the present study was formulated as bellows.

☒ There will be no significant difference between the average scores of female teachers and male teachers based on their opinions on the subject of Social Science of Standard-8.

☒ There will be no significant difference between the average scores of teachers based on their opinions on the subject of Social Science of Standard-8.

☒ There will be no significant difference between the average scores of teachers with different educational experience based on their opinions on the subject of Social Science of Standard-8.

3. Research Methodology

The researcher does a specific task in terms of obtaining information in accordance with the objectives of the study, which is called the research method.

The purpose of the present research was to know the opinions of teachers of Junagadh district regarding the textbook of Social Science of Standard-8. Hence, the method of the present study was the survey research method.

19. Study design:

The purpose of the present study was to know the opinions of teachers of Junagadh district regarding the textbook of Social Science of Standard-8. An opinion questionnaire was designed by the researcher as an instrument for this study. For this, the opinion questionnaire prepared by the researcher was used for the present study. 30 statements were made in the opinion questionnaire. In which each statement was based on a three-point scale. Strongly agree, agree and neutral options were given. In addition, general information necessary to know the gender, educational experience and area of the teachers was obtained. A copy of the opinion questionnaire is placed in the appendix.

2. Scope and sample selection

The scope was teachers teaching Social Science of Standard 6 to 8 working in all districts of Gujarat state.

From the world, 158 primary teachers teaching Social Science in various talukas of Junagadh district from standard 6 to 8 were selected through purposive sampling method. In which 85 female teachers and 73 male teachers were included.

3. Structure of the Tools

The purpose of the present study was to know the opinions of teachers of Junagadh district regarding the textbook of Social Science of standard-8. An opinion questionnaire was designed by the researcher as the instrument for this study. For this, the opinion questionnaire prepared by the researcher was used for the present study. 30 statements were created in the opinion

questionnaire. In which each statement was based on three points. Completely agree, agree and neutral options were given. In addition, general information necessary to know the gender, educational experience and area of the teachers was obtained. A copy of the opinion is placed in the appendix.

4. Data Collection

In the present study, the sample was social science teachers of standards 6 to 8 working in Junagadh district. For data collection, the researcher first informed the teachers about the purpose of the present study and the program. Then data was collected from the teachers. The process for giving feedback was explained and assurance was obtained to give feedback in the present research survey and feedback was obtained on the terms of the instrument. In this way, data was collected. GOOGLE FOAM was prepared by the researcher for data collection. Its LINK was SHARED to various BRCs. Based on which data was collected.

5 Data Analysis Method

Under the present study, the responses given by the primary teachers were evaluated on the device prepared for data collection and based on that, the scores were calculated. Based on which an MS EXCEL sheet was prepared. The collected data was coded and a series was prepared. Then a class test was created with the help of SPSS software.

4. Findings of the Study

The findings of the present study were as bellows.

1. The content of social science of Std. 8 is based on the subject of numeracy. 84.01% of the teachers agreed with this statement.
2. Statement-2 It seems difficult to study the lessons of the history section in Std. 8 social science. 29.3% of the teachers disagreed with this statement.
3. Statement-3 In Std. 8 social science, pictorial information has been given less space. 25.05% of teachers disagreed with this statement
4. Statement-4 The content of Std.8 Social Science provides real-life experiences to the students. 22.09% of teachers were neutral with this statement. And 22.09% of teachers disagreed with this statement
5. Statement-5 Learn this much and various activities should be given more space in the Std.8 Social Science textbook. 70.01% of teachers agreed with this statement. .
6. Statement-6 The content of Std.8 Social Science seems to be higher than the mental level of the students. 65.06% of teachers agreed with this statement. And 21.07% of teachers disagreed with this statement
7. Statement-7 Students can do project work well based on the content of Std.8 Social Science. 24.08% of teachers were neutral for this statement. And 22.03% of teachers disagreed
8. Statement-8 The understanding of maps is given well in Std.8 Social Science.

31.02% of teachers disagreed for this statement.

9. Statement-9 The content of Std.8 Social Science draws the students towards Gokhanpatti.

38.02% of teachers agreed for this statement.. and 39.05% of teachers disagreed

10. Statement-10 The content of Std.8 Social Science arouses the students' interest in the subject.

For this statement, 28.00% of teachers were neutral. And 28.00% of teachers disagreed

11. Statement-11 The understanding of geographical phenomena is given in the best way in Std.8

Social Science subject. 63.01% of teachers have selected the agreed option for this statement.

12. Statement-12 The values of democracy are developed in the students through the Std.8 Social Science subject textbook. 82.02% of teachers have selected the agreed option for this statement.

13. Statement-13 The content of the Std.8 Social Science subject textbook is only informational.

27.04% of teachers were neutral for this statement. And 27.04% of teachers disagreed.

14. Statement-14 The content of the Std.8 Social Science subject textbook is developmentally linked with the content of Std.6 and Std.8. 68.02% of teachers agreed for this statement.

15. Statement-15 Boredom is felt while teaching in Std.8 Social Science. 53.05% of teachers disagreed with this statement

16. Statement-16 The textbook of Std.8 Social Science covers innovation and cognitive aspects. 26.01% of teachers were neutral with this statement.

17. Statement-17 Vocational education is also covered in Std.8 Social Science. 22.03% of teachers were neutral with this statement. And 29.03% of teachers disagreed with this statement

18. Statement-18 The concept of environmental protection is given sufficiently in Std.8 Social Science. 75.02 teachers disagreed with this statement.

19. Statement-19 In Std.8 Social Science subject, historical sentiment is revealed in students through various architectures, art, literature. 81.05% of teachers agreed with this statement.

20. Statement-20 Std.8 Social Science textbook proves suitable for continuous and comprehensive assessment. 58.06% of teachers agreed with this statement.

21. Statement-21 The difficulty value of the "Art in Modern India" unit in Std.8 Social Science textbook is appropriate according to the age of the children. 40.08% of teachers disagreed with this statement.

22. Statement-22 The content of the "Disaster and Management" unit in Std.8 Social Science textbook is useful in life. 92.04% of teachers agreed with this statement.

23. Statement-23 The unit "Freedom Movement" in the Std.8 Social Science textbook seems longer and more difficult. 68.02% of the teachers agreed with this statement.

24. Statement-24 In the Std.8 Social Science textbook, "Mineral and Energy Resources" should show places with symbols on the world map. 90.04% of the teachers agreed with this statement.

25. Statement-25 In the Std.8 Social Science textbook, "Role of Government in the Economic Sector" unit should be given more examples. 81.05% of the teachers agreed with this statement.

26. Statement-26 The Lok Sabha election process should be described in the "Parliament and Law" unit in the Std. 8 Social Science textbook. 79.00% of the teachers agreed with this statement.
27. Statement-27 The "Human Resources" unit in the Std. 8 Social Science textbook seems difficult according to the age level of the student. 58.06% of the teachers agreed with this statement.
28. Statement-28 The "Post-Independence India" unit in the Std. 8 Social Science textbook seems more difficult for the students. 42.07% of the teachers agreed with this statement. And 38.02% of the teachers disagreed.
29. Statement-29 The study sequence of Std. 8 Social Science is very long. 67.05% of the teachers agreed with this statement.
30. Statement-30 Many issues are given very briefly in the Std. 8 Social Science History Unit. 19.01% of teachers were neutral for this statement. And 21.01% of teachers disagreed
31. No effect of gender was seen on the opinions of Std. 8 on the subject of Social Science. That is, the effect was equal.
32. No effect of educational qualification was seen on the opinions of Std. 8 on the subject of Social Science. That is, the effect was equal.
33. No effect of educational experience was seen on the opinions of Std. 8 on the subject of Social Science. That is, the effect was equal.

5. Educational Outcomes

The educational outcomes of the present study were as bellows.

13. A series of lectures should be started at the district level so that social science teachers at the primary school level can teach the subject in an interesting way.
14. The training module should be designed keeping in mind that the pictorial representation in the textbook of social science should be increased and real experience should be provided.
15. Literature that preserves the environment and creates awareness among teachers should be prepared from the taluka and district levels and made available to the school level.
16. Various methods of evaluation and a list of projects should be given in the textbook of social science.

6. Field of Study

In the present research, the field of study was educational measurement and evaluation under the study of the views of teachers of Junagadh district regarding the textbook of social science of standard-8.

Summary prepared by:-H.C.Upadhyay

Summary submitted by:- Gitaben K. Senjalia

111. Department: Primary

Research Title: Problem Statement:

"A Study of the Effectiveness of the Balwatika Training Program Held in Junagadh District"

Researcher: Asha D. Rajyaguru

Language: Gujarati

E-MAIL: dietjunagadh@gmail.com

Year: 2023-2024

Proposal

It is very important to evaluate whether the educational work is done properly at the school level by these trained teachers who are handling Balwatika at the school level and to make efforts at the diet level to ensure that it is done properly. For this, this research has been conducted in the context of the implementation and evaluation of the Balwatika teacher training provided by the researcher at the school level.

Title of the Study

The title of the present study was worded as bellows.

"A Study of the Effectiveness of the Balwatika Training Program Held in Junagadh District"

Objectives of the Study

The objectives of the present study were as bellows.

Objectives:

1. To prepare a tool to know the effectiveness of Balvatikatalim.
2. To know the effectiveness of Balvatikatalim implementation at the school level.

Research hypothesis

"Primary school teachers will have a clear opinion on the statements related to Balvatikatalim. In the context of the objectives of the present study, the researcher created the bellowing 20 question hypotheses.

1 Has the teacher received Balvatikatalim training?

2 Does the teacher have a teacher version and a student version?

3 Is the information of each child filled in "My Progress" in the Balvatikata teacher guide?

4 Has the teacher created self-made educational tools for Balvatikatalim?

5 Are activities related to the teacher and student versions pre-planned?

6 Is an environment provided for children to develop the art of communication and conversation during class interaction?

7 Are the activities assigned to children supervised?

8 After completing the activity, does the child arrange all the materials and objects in their proper place?

- 9 Is the seating arrangement suitable for the activities in the kindergarten?
- 10 Is musical instruments used for rhymes and nursery rhymes in the kindergarten?
- 11 Is the sample created by the children displayed after the activities?
- 12 Has reference material (collection of rhymes, nursery rhymes, stories, games) been collected for the activities other than those given in the kindergarten guide?
- 13 Has enough material been collected in the class to enable each child to do the activity?
- 14 Is there time to do other activities after the time given in the guide?
- 15 Does the teacher experience difficulties in the kindergarten?
- 16 Are circle time activities conducted?
- 17 Circle time activity is conducted separately for each day?
- 18 Farewell activity is conducted?
- 19 Free play in the classroom is conducted?
- 20 Does the teacher work according to the Balvatika guidelines?

Scope of the research

The scope of the present study included teachers conducting studies in Balvatika of Junagadh district.

In this research, the researcher obtained information from Balvatika teachers in 82 schools in rural areas of all talukas of Junagadh through CRC.

Research Methodology:

Survey method was used for the present research

Instrument details:

The choice of the instrument depends on the type of problem and hypothesis/questions. No single instrument can work for all research. Each instrument provides a specific type of information and the researcher sometimes uses several instruments to find a solution to his problem. Thus, it is essential that the researcher has sufficient information about the equipment obtained, is familiar with its benefits, knows when to use it and has knowledge about the reliability, validity and objectivity of the equipment obtained. Moreover, the researcher should have many types of skills such as using the equipment, designing the equipment, maintaining the equipment and interpreting the results obtained. Here, the equipment is used as a tool, based on the learning outcomes of the foundational stage of Balvatika of Nipun Bharat, the activities conducted in Part 1-2 of Teacher Activity and Student Activity and special matters related to Balvatika, a 20-statement questionnaire was prepared from the teacher to know the effectiveness of the implementation of the training.

Data collection:

Data collection is the soul and heart of the research project. Here, Balvatika teacher training was given for three days from 26-6-23 to 28-6-23. Balvatika activities in the school started in the

month of June itself with the opening of vacation. After the training, the systematic educational work of Balvatika was to be started at the school level. Balvatika educational work was done in the month of July. Whether the educational work done during the seven months is systematic or not, the researcher and CRC Co.O. observed the work of the teachers and got information from the interaction with the students in the month of February.

Information was obtained from a total of 82 school teachers of Balvatika in rural areas out of 723 schools in Junagadh district.

Data Analysis and Interpretation:

The researcher used the numerical method to calculate the average (percentage) of the scores obtained by multiplying the test collected from the kindergarten teachers.

Findings:

- 1-All teachers have taken kindergarten training.
- 2-All teachers have teacher version and student version
- 3-All teachers have filled the information of each child in My Progress in the Kindergarten Teacher Guide
- 4- Most of the kindergarten teachers have made self-made educational tools in the kindergarten classroom.
- 5-Most of the teachers pre-plan teacher version related activities.
- 6-Teachers provide an environment for children to develop the art of communication and conversation during class interaction.
- 7-Teachers observe the activities assigned to the children.
- 8-In most schools, after completing the activity in the classroom, the child arranges all the materials and objects in the right place.
- 9-Most teachers arrange seating arrangements suitable for the activities in the kindergarten.
- 10-Most teachers use musical instruments for nursery rhymes and songs in the kindergarten.
- 11-In most schools, teachers display the samples created by the children after the activities.
- 12-Teachers have collected reference materials (collections of rhymes, nursery rhymes, stories, games) for activities other than those given in the kindergarten guide.
- 13-The teacher has collected enough materials in the class to make each child do the activity.
- 14-Most teachers do not get time to do other activities after the time given in the guide.
- 15-Most teachers do not experience difficulties regarding Balvatika.
- 16-Most teachers conduct circle time activities.
- 17-Most teachers conduct different circle time activities every day.
- 18-Most teachers conduct farewell activities.
- 19-Most teachers conduct regular free play in the classroom.

Educational Outcomes

3. Effective pre-school training is essential for classroom success.
4. Since teachers' needs and enthusiasm for training change at different times, such a study should be conducted at regular intervals.

112. Subject: Teacher Education

Department: Primary

Title of Research(Problem Statement):

“Structure of Simplified Educational Program and its Trial in the Context of Study of Hard Study of Hindi Subject of Standard-7, Number H731”

Language: Gujarati

E-MAIL:dietjunagadh@gmail.com

Year: 2023-24

Summary

Introduction

The main task of the researcher is to provide in-service training to teachers working in primary schools. The researcher has been using the results of NAS for selecting the content of in-service training. It is discussed how the difficult points found through the NAS report can be presented in the classroom so that the students can understand the content related to the difficult points and it is expected that the teachers will use the knowledge gained in the training during the teaching work in the classroom. When NAS and GAS were conducted in the year 2021, it was also known which content of Standard 7 Hindi is difficult for the students. If the researcher himself chooses a difficult subject and designs a program for its classroom education and the researcher himself implements that program in the classroom and tests its effectiveness, then only he will really understand what things should be kept in mind for simplifying the difficult points during classroom education. Not only this, these experiences of the researcher will also be useful in in-service training. Not only this, the content that the student finds difficult in Hindi subject has been diagnosed through GAS. Through its remedial work, the educational quality can also be improved. Thus, the researcher had decided to design a specific educational program for simplifying the difficult points and try it at the school level.

Research Objectives

The central part of the entire research work is the research objectives. Only after the objectives are clear, the research work can be carried forward. The research objectives clarify some things. Such as ..

1. Clarifies what the research will be about.
2. Indicates the variables included in the research.
3. Clarifies the main sections of the research.
4. It is useful in determining the sub-headings of the research.

In short, the objectives of the research are a list of the things in which the research was conducted. The present research was also conducted keeping in mind the specific purpose. The main objectives of the present research were as bellows.

1. To design an educational program related to the content of the subject using "practical everyday words"
2. To examine the impact of the educational program on the achievement of the students.
3. To find the percentage of students who achieved at the 35%, 50% and 75% achievement levels.

Research Hypothesis

Hypotheses are the eyes to see the problem scientifically. In one way, hypotheses are the key to solving the problem. Formulating a hypothesis gives the researcher a way to work. The hypothesis determines how to find information about the problem and how to see the relationships between the information. In the context of experimental research, a hypothesis is a statement that suggests a hypothesis about the relationship between two or more variables. Since the researcher has to conduct the research in a very neutral way, the null hypothesis is often chosen in experimental research. That is, the "no difference" hypothesis. The research is to be carried out by assuming that there will be no significant difference between any two variables. By analyzing the information obtained during the research, it is determined whether the assumption is true or false. The present research is an experimental research, the researcher formulated the null hypothesis which was as bellows.

- (1) There will be no significant difference between the score obtained by the student in the pre-test and the score obtained in the post-test.

Research Methodology

The present research bellowed the experimental research method. Because in the present research, an educational plan was prepared for the study of "using everyday practical words." and its effect on the achievement of the students was tested by implementing that educational plan in the classroom, therefore, a group pre-test post-test type experimental plan was bellowed in the present research.

Scope and Sample

Present The selected learning outcome in the research was of standard-7. Hence, the students studying in standard-7 in primary schools of Junagadh district were the sample for the present research.

But it was a very difficult and time-consuming process to test the educational program prepared based on the difficult learning outcome on the children studying in standard-7 in 726 primary schools of Junagadh district.

The present research bellowed the experimental research design. Hence, it seemed sufficient to select any one school from the sample and implement the educational plan prepared based on the

“Use of everyday practical words” learning outcome. For the selection of the sample, 35 students studying in standard-7 of Bandar Society Primary School, Mangrol, Mangrol, Mangrol taluka of Junagadh district were included as the sample.

Tools

In the present research, a 30-point test prepared on the “Practical Grammar” unit was used as an Tools, the details of which are as bellows.

First, the learning outcomes and the corresponding practical grammar-everyday words were analyzed. The skills to be developed in the student according to the learning outcomes and the content to be taken as a basis for that were analyzed as bellows.

1. Introduction to Hindi words such as Aur, Lekin, Kuch, Par, Hona, Liye, Jaisa, Ya, Ka, Ki, Ki, Saath, Uska, Uski, Is, Yah, Mein Tha, Thi, The, Tum, Aap, Saath, Beech Mein Ke Upar...etc. with sentence structure

2. Understanding the names of festivals coming from January to December in Hindi

3. List of Hindi words such as vegetables, kitchen utensils, classroom and school useful items.

Introduction to the names of household items, names of body parts, names of colors, names of animals with pictures.

Experimental work and data collection

. The researcher selected the Bandar Society Primary School of Mangrol taluka of Liaisoning to implement the educational work in accordance with the learning outcomes that were allocated to facilitate the learning outcomes.

Data analysis method

In the present study, activity-based learning was used as a specific method, and the study was conducted through discussion, activity video demonstration and discussion. To check the effectiveness of this learning method on the students, a self-made achievement test was given by the researcher. The difficult points of the research were included in this test. A self-made test was designed based on the clauses representing each of these difficult points. Before implementing the achievement test, the opinion of experts was also taken. After getting the opinion of the experts, the final form of the test was given. The t-value was found by averaging the marks obtained by the students in the pre-test and post-test. The results obtained were interpreted through the results obtained and the effectiveness of the experimental work was checked based on the results obtained.

Analysis and interpretation of data

In the present research, the average, standard deviation and t-value were calculated from the data obtained for the analysis of the data.

1. To design an educational program regarding the content related to the difficult learning outcome “Use practical words of everyday life”.

2. To examine the impact of the educational program on the achievement of the students.

In accordance with the presented objectives, the average and standard deviation of the marks obtained by the students in the pre-test were found. Then, the average and standard deviation of the marks obtained by the students in the post-test taken after the implementation of the educational program were found. Based on both these tests, t-value was also calculated. On the basis of which the null hypothesis was tested.

Under the presented objective, the achievement obtained by the students at 35%, 50% and 75% levels was studied after implementing the corrective program.

Research findings

The main findings of the present research were as bellows.

2) The educational program designed by the researchers regarding the difficult learning outcome "Use of practical words in everyday life" unit has been effective and if the educational program is implemented at the school level to carry out the teaching work of the above learning outcome, the achievement of the students can be increased.

3) Observing the above table 4.2, it is seen that after the implementation of the educational work, all (100%) students were able to achieve more than 35% of the traditional passing level. While the percentage of students achieving more than 50% was 87.09%. The percentage of students achieving more than 75% was 22.58%.

Educational implications of the research

4) The educational program designed by the researcher regarding the difficult learning outcome "Use everyday practical words." unit has been effective. Therefore, this program should be implemented at the school level for teaching the learning outcome "Use everyday practical words".

5) Similarly, for other difficult points found in NAS, an educational program should be designed to simplify the difficult points and it should be implemented at the school level.

6) In-service training should be provided to teachers working in the field on how to implement the educational program in the classroom.

113. Department: Primary

Title of Research:

A case study of a primary school located in the Green Zone - Red Zone under GSQAC of Junagadh district.

Language: Gujarati

E-MAIL: dietjunagadh@gmail.com

Year: 2023-24

Summary

Introduction: As part of the present research, an attempt has been made to conduct a case study on a total of ten schools, including the best five schools in the Green Zone of Junagadh district and five primary schools in the Red Zone.

Problem Statement: The problem of the present study was formulated in this way. A case study of a primary school located in the Green Zone - Red Zone under GSQAC of Junagadh district.

Objectives of the Study

1. To study the learning and teaching area, school management area, school co-curricular activities, school resources and area of use of primary schools located in the Red and Green Zones as per the report card.
2. To study the educational staff, physical facilities and co-curricular activities of primary schools in the red and green zones.

Study questions

1. According to the report card, the teaching and learning of primary schools in the red and green zones, school management, school co-curricular activities, school resources and utilization. These four areas should be studied.
2. To study the educational staff, physical facilities and co-curricular activities of primary schools in the red and green zones.

In the context of the objectives of the present study, the researcher had formulated 25 hypotheses in the form of questions as bellows.

- 1-Give information about the location and area of your school.
- 2-Tell the area of your school campus.....
- 3-Tell the date of establishment of your school.....
- 4-Give details about the physical facilities of your school. -Number of rooms.

NO OF CLASSROOMS	
Library Room	
Science Lab	
Principal's Room	

Computer Lab	
Total number of rooms	

5-Give details of financial support and donations received from the society for the development of your school in the last three years.

6-Give details of social activities in your school in the last three years.

7-Give details of students admitted in your school in the last three years.

8-Give details of the results of NMMS of your school in the last three years.

9-Give details of the special achievements of your school in the last three years.

10-Give details of the number of computers in the school.....

11-Give details of the activities of the Eco Club in the school campus.

12-Are there committees for all the activities of the school? Tick the correct one.

Such as mid-day meal, school cleaning, prayer meeting, cultural program, sports, travel committee, classroom monitor

13-Are parents' meetings called? Are their notes written? Are the opinions of the parents taken into account and implemented?

14- Are SMC meetings called every month? Are the agenda minutes maintained systematically?

15- Explain the plan for school cleanliness.

16- Is the TAS system implemented in the school?

17- Give details of the trips taken in the school in the last three years.

18- Are site visits made with the children according to the educational work? Which visits were made in the last three years? (Post office, railway station, gram panchayat, bank, collector's office, mamlatdar's office, taluka panchayat office, museum)

19- Are cultural programs and physical education activities held every Saturday?

20- Are annual festivals celebrated? Are parents involved? Give details of when the annual festival was held in the last three years.

21-Is there any special arrangement for reading, writing and arithmetic for dear children?

22-Give details of co-curricular activities taking place in your school. Tick the appropriate box against the activity that is taking place.

children's fair	Art Festival- School Level/CRC Level/BRC	Health Corner
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	Level/District Level/State Level	
Ecoclub	Kalamahakumbh - School Level/CRC Level/BRC Level/District Level/State Level	Language (Gujarati Hindi,Sanskrit English) Corner
Mathematics Science Exhibition- School Level/CRC Level/BRC Level/District Level/State Level	Khel Mahakumbh - School Level/CRC Level/BRC Level/District Level/State Level	Math Corner
Participation in Innovation Fair.	Celebration of festival (on which day)	Ramhat
sports festival	Day special celebration (which day)	lost and found
inexhaustible	Various Competitions (how many competitions were held)	School bulletin board

23- Give the details of your school's last three years of Gwanutsav results.

children's fair	Art Festival- School Level/CRC Level/BRC Level/District Level/State Level	Health Corner
Ecoclub	Kalamahakumbh - School Level/CRC Level/BRC Level/District Level/State Level	Language (Gujarati Hindi,Sanskrit English) Corner
Mathematics Science Exhibition- School Level/CRC Level/BRC Level/District Level/State Level	Khel Mahakumbh - School Level/CRC Level/BRC Level/District Level/State Level	Math Corner

Participation in Innovation Fair.	Celebration of festival (on which day)	Ramhat
sports festival	Day special celebration (which day)	lost and found
inexhaustible	Various Competitions (how many competitions were held)	School bulletin board

24-Give details of school staff.

fields	year 2020-21			year 2021-22			year 2022-23		
	Total marks	obtained marks	% found marks	Total marks	obtained marks	% found marks	Total marks	obtained marks	% found marks
1-study And Teaching	54 %			54 %			54 %		
unit of the test process	8.5%			8.5%			8.5%		
unit of the test marks	3.5%			3.5%			3.5%		
session evaluation of the test process	2%			2%			2%		
session evaluation of the test-9 No marks	5%			5%			5%		
session evaluation of the test-2HI marks	5%			5%			5%		
study for Effective atmosphere	15%			15%			15%		
study-Teaching processes	15%			15%			15%		
2-school	26%			26%			26%		
at school attendance	6%			6%			6%		
of the district average of attendance	4%			4%			4%		

Regarding of school attendance									
management	10%			10%			10%		
Safety	6%			6%			6%		
3-co Educational activities	12%			12%			12%		
prayer meeting	2%			2%			2%		
Yoga, Exercise And Sports	2%			2%			2%		
Special in activities partnership	4%			4%			4%		
State by organized Competitive In exams partnership	4%			4%			4%		
4-resources And its Use	8%			8%			8%		
school of the library Use	2%			2%			2%		
of technology Use	2%			2%			2%		
midday meal Plan	2%			2%			2%		
water, toilet And Cleanliness	2%			2%			2%		
of school Overall multiplication	100%			100%			100%		

24-Give details of school staff.

order	Name	date of birth	Educational qualification	Date of admission to school	phone number

25- School timetable. 26- Number of students in the school

Importance of the study

1. The present study will be useful for primary schools in the green and red zones
 2. The present study will be useful for the principals of the schools, teachers, education inspectors, BRC, CRC, professors and educators associated with education for corrective work in this regard.
- Scope and sample selection

Usually, the basic set of characters from which the sponsor selects the sample for his research is the scope.

In the present study, the following schools were selected: Matana Primary School of Pransali P.S.E. of Sutrapada taluka, Fereda Primary School of Rasulpara P.S.E. School of Girgadhada taluka, Barwala Primary School of Chetan Hanuman P.S.E. School of Sutrapada taluka, Pranchi P.S.E. of Sutrapada taluka. Vansawad Primary School of the school, and Ajotha P.S. School of Veraval taluka. Kanekkaness Primary School of Itawaya P.S. of Girgadhada taluka of Red Zone, Deod Kumar P.S. of Kodinar taluka, Chhara Primary School of Jharkhand Seam School of Tad P.S. of Una taluka, Shedhaya P.S. of Ghantwad P.S. of Talala taluka, and Valmiki Ashram School of Ghushiya P.S. of Talala taluka were selected as samples. In which the physical aspect, educational aspect, practical matters, and other various matters of all the selected schools were studied. Therefore, the entire world became the same sample here. Considering some of the characteristics or norms of the characters of the world, the researcher has selected the characters of the sample based on his own decision. Thus, the selection of the sample depends entirely on the decision of the researcher. Therefore, here the researcher selected the sample through purposive sampling method.

Data Collection

The task of data collection is very important in the research work. For the present research, data was collected by visiting the schools of the red and green zones allotted to the sponsor. An attempt was made to improve the results through the visit based on Gunotsav 2.0, and the results of the last three years of Gunotsav were compared.

Research Methodology

In the present study, the case study research method was chosen as a subtype of descriptive research method.

Tools Structure.

In the present research, the checklist was used during observation and interview. The following steps were followed to prepare the checklist in the present study.

Step-1 Content Analysis. The present research was to be done keeping in mind various aspects of the school. For this, the checklist was prepared by considering the history of the school, the physical aspect of the school, the educational aspect, etc. The sponsor talked to the school telephonically and collected data by visiting the school once in person.

Step-2. Formulation of questions for the initial interview. In the initial interview, a checklist was prepared for each department. In which the checklist was prepared based on the opinion of the teachers, the school visit and the opinion of the CRC BRC Co.O.

Step-3. Expert opinion. The initial list of the checklist for the interview prepared by the sponsor was given to the selected experts to check. In which the experts indicated the necessary amendments, and the unnecessary matters were canceled. The final form was prepared by making amendments according to the opinion of the experts

Information obtained

In the present research, the sponsor collected information according to different departments.

Which were shown as bellows:

1. School report card
2. Physical matters of the school
3. Academic activities of the school
4. Educational-social status of the school

Findings of the study

The findings of the present study were obtained as bellows.

-The number of teachers and students in RED ZONE schools is found to be less than in GREEN ZONE schools.

-The physical facilities in RED ZONE schools are less than GREEN ZONE schools in terms of number of rooms and computer facilities.

RED ZONE schools have less travel and tourism than GREEN ZONE schools.

-RED ZONE schools have not received financial assistance from the society. While GREEN ZONE schools have received financial assistance from the society.

-Most of the schools in RED and GREEN ZONE have campus development activities.

Most of the schools in RED and GREEN ZONE have physical education and cultural activities on Saturdays.

Most of the schools in RED and GREEN ZONE have special reading, writing and arithmetic activities for gifted children.

-The proportion of co-curricular activities in RED ZONE schools is less than in GREEN ZONE schools. Which is seen to affect the results.

- Due to the low number of students and teachers in RED ZONE schools, the Tas system is not being implemented. Whereas GREEN ZONE schools are implementing the Tas system.

- Kanekness Primary School of Itavaya P. S. in Girgadha taluka has obtained B grade in the year 20-21, B grade in the year 21-22 and C grade in the year 22-23. Thus, the school is in the RED ZONE this year.

- Chhara Primary School of Devad Kumar P. S. in Kodinar taluka has obtained B grade in the year 20-21, B+ grade in the year 21-22 and C grade in the year 22-23. Thus, the school is in the RED ZONE this year.
- Jharkhand Seemshala of Tad P.S. of Una taluka has obtained B grade in the year 20-21, C grade in the year 21-22 and C grade in the year 22-23. Thus, the school has been in the RED ZONE for the last two years.
- Shedhaya Primary School of Ghantvad P.S. of Talala taluka has obtained B grade in the year 20-21, B grade in the year 21-22 and C grade in the year 22-23. Thus, the school is in the RED ZONE this year.
- Valmiki Ashram School of Ghushiya P.S. of Talala taluka has obtained B grade in the year 20-21, C grade in the year 21-22 and C grade in the year 22-23. Thus, the school has been in the RED ZONE for the last two years.
- Matana Primary School of Pransali P.S. of Sutrapada taluka has obtained A+ grade in the year 20-21, A+ grade in the year 21-22 and A+ grade in the year 22-23. Thus, the school is in the GREEN ZONE for the last three years.
- Fereda Primary School of Rasulpara P.S. of Girgadhada taluka has obtained A grade in the year 20-21, A+ grade in the year 21-22 and A+ grade in the year 22-23. Thus, the school is in the GREEN ZONE for the last three years.
- Chetan Hanuman P.S. of Barwala School of Sutrapada taluka has obtained C grade in the year 20-21, B grade in the year 21-22 and A grade in the year 22-23. Thus, the school is in the GREEN ZONE this year.
- Vansawad Primary School of Pranchi P.S. School of Sutrapada Taluka has obtained A grade in the year 20-21, A+ grade in the year 21-22 and A grade in the year 22-23. . Thus, the school comes in GREEN ZONE in the last three years.
- Ajotha P.S. School of Ajotha Girls' School in Veraval Taluka has obtained B grade in the year 20-21, A+ grade in the year 21-22 and A grade in the year 22-23. Thus, the school has been in the GREEN ZONE for the last two years.

Educational Outcomes

The following outcomes can be derived from the analysis, interpretation, and findings of the present study.

- A model example can be provided for improving educational quality.
- Other schools with good and poor educational quality can take guidance for quality improvement.
- If continuous parent-teacher contact, parent meetings, co-curricular activities and individual attention are given in red zone schools, the results of the school can improve.

114. Subject: - Education – Pre-Education

Department: – Primary

Title of Research:- “Structure of Simplified Educational Program in the Context of Study of Hard Study Outcome Number G710 of Standard-7 Gujarati Subject and its Trial”

Language: Gujarati

Name of Researcher:— Bharat K. Messia

Office Address: District Institute Of Education And Training Junagadh

EMAIL:-dietjunagadh@gmail.com

Year:-2023-24

In order to prepare an educational program in accordance with the hard study outcome in each district, no hard study outcome is duplicated and an educational program in accordance with the maximum hard study outcome can be prepared, GCERT has asked each DIET to allocate the hard study outcome obtained in the NAS held in the year 2021, subject-wise, standard-wise, and design an educational program to simplify it and trial it. The principal of the DIET asked the researchers to prepare and test a program for simplifying the difficult points found in Gujarati subject in the achievement survey GAS and NAS conducted on children studying in primary schools of Junagadh district. The present research was to prepare and test a program for simplifying the difficult points found in Gujarati subject. Thus, it was decided to conduct the present research to design an educational program for simplifying the difficult learning outcomes allocated by GCERT and determine its effectiveness.

Problem Statement

“ Structure and test of a simplified educational program in the context of studying the difficult learning outcomes of Gujarati subject of Standard-7, number G710 ”

Research Objectives

The main objectives of the present research were as bellows.

1. Difficult learning outcomes “Will visit special individuals, institutions, familiar events-places and confidently present their experiences, thoughts and opinions regarding the situation.” To design an educational program related to the relevant content
2. To examine the impact of the educational program on the achievement of students.
3. To find the percentage of students who achieved at the 35%, 50% and 75% achievement levels.

Research Hypothesis

The present research is an experimental research and the researcher formulated the null hypothesis which was as bellows.

- (1) There will be no significant difference between the score obtained by the student in the pre-test and the score obtained in the post-test.

Research Area

The present research was related to the field of teaching and learning skills associated with secondary education. In the present research, an educational program was designed to facilitate difficult learning skills and according to the plan of the program, the students were taught in the classroom and the content was given to them. Thus, the educational process of the classroom was the main one in the present research. Under the presented study, thematic research was discussed through Power Point Presentation, TLM, Video, Activity and thematic research as a reform-oriented program for simplifying the difficult points of Hindi subject. From this perspective, the presented study also touched upon the field of measurement and evaluation.

Research Type

In terms of the structure of the study program, the presented research was experimental research. In addition, it was a quantitative research in terms of data collection and analysis.

Importance of Research

The presented research also has its own importance.

- 1) In the present research, an educational program was prepared to simplify difficult learning outcomes. If it proves effective, a program for presenting content related to difficult learning outcomes will be obtained, through which the content that seems difficult can be presented to the student effectively and easily.
- 2) The academic achievement of the student can be increased.
- 3) It will serve as a guide for creating educational programs for different subjects.
- 4) The quality of education can be improved.
- 5) It will be useful for providing guidance to teachers regarding the presentation of learning outcomes during in-service training.

Scope and Sample

The learning outcomes selected in the present research were of Standard – 7. Therefore, the students studying in standard-7 in the primary school of Junagadh district were the sample for the present research.

Bellowing the purposive sampling method for the selection of the sample, 31 students studying in standard-7 of Kanyashala No.-4 Primary School, Junagadh, Junagadh City Taluka, Junagadh district were included as the sample.

Research Methodology

An educational plan was prepared for the study and its impact on the achievement of the students was tested by implementing that educational plan in the classroom. Therefore, a group pre-test post-test type experimental plan was bellowed in the present research.

Tools

The Tools in the present research was “special individuals, organizations, familiar events-places will visit and confidently present their experiences, thoughts and opinions regarding the situation.” A 20-mark test prepared on the study material was used.

Data collection

The researcher conducted a pre-test of the students of Kanyashala No. 4 Primary School in Junagadh City Taluka and then conducted a post-test to collect data.

Analysis and interpretation of data

The main purpose of the present research was to determine the effectiveness of the treatment program prepared based on diagnosis. Therefore, the mean, standard deviation and t value of the scores obtained by the students in the pre-test taken before the implementation of the educational program and the post-test taken after the implementation of the educational program were found.

Findings of the research

The main findings of the present research were as bellows.

- 4) The educational program designed by the researchers regarding the difficult learning outcome “will visit a special person, institution, familiar events-places and confidently present their experiences, thoughts and opinions regarding the situation” has been effective and if the educational program is implemented at the school level to carry out the teaching work of the above learning outcome, then the achievement of the students can be increased.
- 5) Observing the above table 4.2, it is seen that after the implementation of the educational work, all (100%) students were able to achieve more than 35% of the traditional passing level. While the percentage of students achieving more than 50% was seen as 87.09%. The percentage of students achieving more than 75% was seen as 74.19%.

Educational implications of the research

- 7) The educational program designed by the researcher for the difficult learning outcome “Outcome “Will visit a special person, institution, familiar events- places and confidently present their experiences, thoughts and opinions regarding the situation” has been effective. Therefore, this program should be implemented at the school level for the teaching of the learning outcome “Outcome “Will visit a special person, institution, familiar events- places and confidently present their experiences, thoughts and opinions regarding the situation”.
- 8) Similarly, for other difficult points found in NAS, an educational program should be designed to simplify the difficult points and it should be implemented at the school level.
- 9) In-service training should be given to teachers working in the classroom on how to implement the educational program in the classroom

115. Department: –Primary

Title of Research:- “A Study of the Effectiveness of the Balwatika Training Program Held in Junagadh District”

Objectives of the Study”

Language: Gujarati

Name of Researcher:— Bharat K. Messia

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Year:-2023-24

Proposal

It is very important to evaluate whether the educational work is done properly at the school level by these trained teachers who are handling Balwatika at the school level and to make efforts at the diet level to ensure that it is done properly. For this, this research has been conducted in the context of the implementation and evaluation of the Balwatika teacher training provided by the researcher at the school level.

Title of the Study

The title of the present study was worded as bellows.

"A Study of the Effectiveness of the Balwatika Training Program Held in Junagadh District"

Objectives of the study

Objectives:

5. To prepare a tool to know the effectiveness of kindergarten training.
6. To know the effectiveness of implementation of kindergarten training at the school level.

Research hypothesis

" Primary school teachers will have a clear opinion on the statements related to kindergarten training.

In the context of the objectives of the present study, the researcher formulated 20 hypotheses in the form of questions as bellows.

21 Has the teacher received kindergarten training?

22 Does the teacher have a teacher version and a student version?

23 Is the information of each child filled in “My Progress” in the kindergarten teacher guide?

24 Has the teacher created self-made educational tools for kindergarten?

25 Are activities related to teacher and student versions pre-planned?

26 Is an environment provided for children to develop the art of communication and conversation during class interaction?

27 Are the activities assigned to the children monitored?

- 28 After the activity is completed, does the child arrange all the materials and objects in their proper place?
- 29 Is a seating arrangement suitable for the activities arranged in the kindergarten?
- 30 Is musical instruments used for rhymes and nursery rhymes in the kindergarten?
- 31 Is a sample created by the children displayed after the activities?
- 32 Has reference material (collection of rhymes, nursery rhymes, stories, games) been collected for activities other than those given in the kindergarten guide?
- 33 Has enough material been collected in the class to enable each child to do the activity?
- 34 Is there time to do other activities after the activity time given in the guidelines?
- 35 What difficulties does the teacher face regarding kindergarten?
- 36 Are circle time activities conducted?
- 37 Are circle time activities conducted separately for each day?
- 38 Is farewell activity conducted?
- 39 Is free play conducted in the classroom?
- 40 Does the teacher work according to the kindergarten guidelines?

Research Area

Being, the field of the present study can be included in the research area named 'Measurement and Evaluation' and 'Primary Education'.

Research Type

The effectiveness of kindergarten training was found out in the present research. Which can be useful in planning the next training in practice. Therefore, the present research was a practical research.

Significance of the Study

- o The effectiveness of kindergarten training can be known through the present research.
- o The present research can guide the teachers of Balvatika.
- o This research will be helpful for the upcoming training in this regard.

Scope of the Research

The scope of the present study included teachers teaching in Balvatika of Junagadh district.

Sample Selection:

In this research, the researcher obtained information from 13 teachers of urban areas teaching in Balvatika through the CRC of the taluka.

Areas of Research:

The present study was related to primary education.

Type of Research

The present research is a practical type of research.

Research Methodology:

Equipment Details:

Equipment: The things taught during the nursery school training, which were based on the learning outcomes of Nipun Bharat Foundational Stage Nursery School, the activities conducted in Part 1-2 of Teacher Activity and Student Activity and special matters related to Nursery School, a 20-item questionnaire was prepared to know the effectiveness of the implementation of the training from the teacher.

Data Collection:

Data collection is the soul and heart of the research plan. Here, Nursery School Teacher Training was given for three days from 26-6-23 to 28-6-23. Nursery school activities in the school started in the month of June itself with the opening of vacation. After the training, the systematic educational work of Nursery School was to be started at the school level. Nursery school educational work was done in the month of July. Whether the educational work done during the seven months is systematic or not, the researcher and CRC Co-O conducted face-to-face observations in February and obtained information from the teachers' work and conversations with the students.

Information was obtained from teachers of a total of 21 schools in Balvatika, an urban area of Junagadh district.

Data analysis and interpretation method:

In the present research, the data will be analyzed according to the statement of percentage and statistical method.

Conclusions:

The hypothesis was tested in the present study. Based on it, the following conclusions were obtained

- 1- All teachers have taken Balvatika training.
- 2- All teachers have a teacher version and a student version
- 3- All teachers have filled the information of each child in My Progress in the Balvatika Teacher Guide
- 4- Most of the Balvatika teachers have made self-made educational tools in the Balvatika classroom.
- 5- Most of the teachers pre-plan activities related to the teacher version.
- 6- Teachers provide an environment for children to develop the art of communication and conversation during class interaction.
- 7- Teachers observe the activities assigned to the children.
- 8- In most schools, after completing the activity in the classroom, the child arranges all the materials and objects in the right place.
- 9- Most teachers arrange seating arrangements suitable for the activities in the kindergarten.

- 10- Most teachers use musical instruments for nursery rhymes and songs in the kindergarten.
- 11- In most schools, teachers display the samples created by the children after the activities.
- 12- Teachers have collected reference materials for activities other than the activities given in the kindergarten guide (collection of rhymes, nursery rhymes, stories, games).
- 13- The teacher has collected enough materials in the class to make each child do the activity.
- 14- Most teachers do not get time to do other activities after the time given in the guide.
- 15- Most teachers do not experience difficulties regarding Balvatika.
- 16- Most teachers conduct circle time activities.
- 17- Most teachers conduct different circle time activities every day.
- 18- Most teachers conduct farewell activities.
- 19- Most teachers conduct free play in the classroom regularly.
- 20- Most teachers work according to Balvatika guidelines.

Educational implications

From the findings of the present study, it can be known that,

- 1 Effective Balvatika training is necessary for the success of the classroom.
2. Since the need and enthusiasm of teachers for training change at different times, such a study should be conducted at regular intervals.

116. Subject: Teacher Education

Department: Primary

Title of Research: Structure of Simplified Educational Program and its Trial in the Context of Study of Difficult Learning Outcomes of Science and Technology Subject of Standard-7 Number SC- 708

Language: Gujarati

Name of Researcher: Dr. M.Y. Vyas

Office Address: District Education and Training Bhavan, Bilkha Road, Junagadh

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Year: 2023-24

Summary

8. Introduction:

Studying the results of DLI-4, GAS-4 and SAT-1 of the year 2022-23, various learning outcomes were found to be difficult in various subjects of Standard 3 to 8. In which it was also known which content of SAT- 2021-22 Standard 7 Science and Technology subject is found difficult by the student. If the researcher himself selects a difficult subject and designs a program for its classroom education and the researcher himself implements that program in the classroom and tests its effectiveness, then only he will really understand what things should be kept in mind for simplifying the difficult points during class education and these experiences of the researcher will also be useful in in-service training. Not only this, the content that the student finds difficult in the subject of science and technology has been diagnosed through DLI-4, GAS-4 and SAT-1. Educational quality can also be improved through its remedial work. Thus, the researcher decided to design a specific educational program for simplifying the difficult points and try it at the school level. For this, a study was to be conducted to simplify a difficult learning outcome of the subject of standard 7 science and technology.

Research Objectives/Research Questions/Hypothesis:

1. Difficult learning outcomes "measure and calculate." Designing an educational program for related content
2. Examining the impact of the educational program on student achievement.

9. Hypotheses of the study

- (1) There will be no significant difference between the marks obtained by the student in the pre-test and the marks obtained in the post-test.

10. Methodology:

- i. Outline of the study:

The objective of the presented study was to examine the structure and effectiveness of a remedial program for the simplification of one of the difficult learning outcomes identified in the subject of Science and Technology of Standard 7 of SAT-1 (2022-23) out of DLI-4, GAS-4 and SAT-1 (2022-23). Here, the program was structured through charts, activities, video clips and discussion methods as a remedial program and a remedial program was structured for teaching the subject of 'Measurement and Calculation' of Standard 7 Science and Technology.

The researcher selected 26 students studying in standard 7 of Shri VD Visharat Primary School of Junagadh district and taluka as the subjects for the present study.

Before the experiment, the subjects were given a pre-test. Then, after the experiment, the subjects were given a post-test. The mean, standard deviation and t-value of the post-test scores were obtained. Based on the t-value obtained, the effectiveness of the methods in terms of academic achievement was tested. In this way, a program was prepared to simplify difficult learning outcomes.

ii. Sample:

The learning outcome selected in the present research was of standard – 7. Therefore, students studying in standard 7 in a primary school of Junagadh district were the sample for the present research. For the selection of the sample, 26 students studying in Standard 7 in VD Area Primary School, Junagadh, Junagadh Taluka, Junagadh district were included as a sample following the purposive sampling method.

iii Tools:

In the present research, "Measures and calculates" was used as the learning outcome. A 20-mark test prepared based on learning outcomes was used

iv Data collection method:

After the researcher designed the educational program, the District Institute Of Education And Training, Junagadh suggested taking the help of a teacher teaching Science and Technology in Standard 7 for the implementation of the program. For this, 1 teacher teaching Science and Technology in Standard 7 was called to the District Institute Of Education And Training, Junagadh. This teacher was allocated the educational program prepared for the simplification of learning outcomes. The implementation of the educational program prepared in accordance with the learning outcomes given by the teacher was done by the students of standard 7 of his school. The responsibility of implementing the educational work in accordance with the learning outcomes allocated to the researcher for the simplification of the learning outcomes fell on Anilaben Vasoya, Shri V.D. Visharat Primary School, Junagadh.

v. Data Analysis:

The t-value was found by averaging the marks obtained by the students in the pre-test and post-test. The results obtained were interpreted through the results obtained and the effectiveness of the experimental work was checked based on the results obtained.

11. Results/Conclusions:

The educational program prepared by the researchers regarding the difficult learning outcomes “measures and calculates” was effective and if the educational program is implemented at the school level to carry out the educational work of the above learning outcomes, the achievement of the students can be increased.

12. Research implications:

Similarly, for other difficult points found in DLI-4, GAS-4 and SAT-1 (2022-23) for standard 3 to 8, an educational program should be designed to simplify the difficult points and it should be implemented at the school level.

In-service training should be given to teachers working in the classroom on how to implement the educational program in the classroom.

13. Research area:

14. The present study also touched on the field of measurement and evaluation.

117. Subject: Teacher Education

Department: Primary

Research title: Study of the status of the Gyan Kunj project implemented in primary schools of Junagadh district

Language: Gujarati

Name of researcher: Dr. M.Y.Vyas

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Year: 2023-24

Summary

8. Introduction:

Education is the master key for the social and economic development of the country. Its wide impact is seen in all sectors of the country. The restructuring of society and the development of society have an impact on education and accordingly it is necessary to bring about changes in education. The development of education has an impact on society. Thus, education and society are complementary to each other. Through education, children acquire various skills and make society and nations dynamic. After examining the purposes of education, it can be said that the curriculum should be reduced in such a way that after receiving Anganwadi, primary and secondary education, children develop all-roundly and become citizens in line with the nation. Education is the foundation of human development. Since the attainment of independence till today, many efforts have been made for primary education.

9. Research Objectives/ Research Questions/ Hypothesis:

1. To study the status of implementation of Gyan Kunj Project in primary schools.
2. To study the physical facilities of Gyan Kunj Project in primary schools.
3. To study the opinions of the school principals under the Gyankunj project in primary schools.
4. To study the opinions of the school teachers regarding the Gyankunj project in primary schools.
5. To study the maintenance of the equipment and materials of the Gyankunj project in primary schools.

10. Research Questions

The questions of the present research were as follows.

1. What will be the physical facilities of the Gyankunj project in primary schools?
2. What will be the opinions of the school principals under the Gyankunj project in primary schools?
3. What will be the opinions of the school teachers regarding the Gyankunj project in primary schools?

4. How will be the maintenance of the equipment and materials of the Gyankunj project in primary schools?

11. Methodology:

Outline of the study: For a possible solution to the current problem, the researcher launched a new project, Gyankunj Project, in 2017 in a government school to ensure regularity and time-bound educational programs in government primary schools in the state of Gujarat. The subject of the present research was selected to test its success.

i. Sample:

In the present research, out of the 62 government primary schools under the control of the District Panchayat Education Committee of 6 talukas of Junagadh district, 45 schools were selected through planned random sampling method. The taluka-wise sample was selected.

ii. Tools:

iii. The present research is of survey type. Opinion polls are generally used for survey type studies. The researcher based on his experience created a questionnaire which included general information about the equipment of the Gyankunj project, a questionnaire for the school principal, a questionnaire for the school teacher, and finally a checklist was created which had to be answered in yes, no and the questionnaire had to be answered on yes, no and free response responses were given under each questionnaire.

iv. Method of data collection:

The method of data collection is as important as the design of the equipment for research. If the scientificity is maintained in the method of data collection, it may affect the results of the research, so the researcher has to take all precautions to collect the data.

For this, the researcher, keeping in mind the current COVID situation, has contacted the BRC of the taluka for data collection. and CRC were taken to explain the research questionnaire to the principals and teachers of the schools included in the sample. Wherever necessary, the researcher contacted the school principal on mobile and tried to get the information in person by fixing the day and time.

v. Data Analysis:

The researcher analyzed the data collected from the schools through the questionnaire and analyzed and interpreted it based on the percentage of the obtained results. Percentage-based analysis and interpretation was done to analyze the data obtained on the checklist.

Results/Conclusions:

- In the talukas of Junagadh district where the Gyankunj project is operating, most of the schools have been given 2 sets of Gyankunj project equipment. However, in some schools where the number is more than 250 and the Gyankunj project is operating. More than 2 sets have been given to the schools. Most of the schools have equipment like laptops, whiteboards, speakers in their physical facilities.
- Due to the success of this program, some schools are demanding more equipment sets. Where this project is working, the equipment was found in working condition in all the schools.

12. Research Findings:

- Where the Gyan Kunj project is working, its usefulness is being done very well, so efforts should be made to implement this project in as many schools as possible.
- Wherever possible, consideration should be given to such facilities that computer labs are functioning in government schools.
- In the technological era, the government should plan for the recruitment of computer teachers in schools.

13. Research Area:

The present study touched upon the field of measurement and evaluation.

118. Subject: Teacher Education

Department: Primary and Secondary

Research Title: Study of the effectiveness of the works selected in the Innovation Festival in Junagadh District in terms of implementation at school level

Language: Gujarati

Researcher's Name: Dr. M.Y. Vyas

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Year: 2023-24

Abstract

8. Introduction:

Educational Innovation Festival means.... a demonstration of experiments in which teachers adopt an innovative approach to teaching the curriculum with tools and materials. The present research was conducted to document the work done by the innovative teachers selected in this district-level completed innovation festival and to know the effectiveness of innovation implementation at the school level.

2. Purpose of the research / Research questions / Hypothesis:

1. To obtain information about the work selected in the innovation festival organized in Junagadh district between the years 2021-22 and 2022-23.
2. To interpret the work done by the innovative teachers based on the report of their work and to draw conclusions.
3. To create a feedback form to know the effectiveness of the implementation of innovation activities at the school level and to get opinions in this regard.

9. Study hypotheses

1. To obtain information about the work selected in the Innovation Festival organized in Junagadh district between the years 2021-22 and 2022-23.
2. To interpret the work of the innovative teachers based on their work reports and to draw conclusions.
3. To create a feedback form to know the effectiveness of the implementation of innovation activities at the school level and to get opinions on it.
4. To know the effectiveness of the Educational Innovation Festival.

10. Methodology:

vi. Study outline:

The purpose of the present study was to document the work done by the teachers working as innovative teachers selected in the Innovation Festival at the Junagadh district level. A format was

prepared to obtain information in this regard and qualitative information about the work done by the innovative teacher was obtained in this regard. In addition, the opinions of the CRC were obtained in relation to 25 questions to know the effectiveness of implementation at the school level. This information was obtained during the CRC Co.ord. School visit.

vii. Sample:

For this research, the opinions of the innovative teachers who have innovated in the last five years were taken. Also, at the district level, 10 innovative teachers selected at the district level during 2021-22 and 2022-23 were selected as a sample for school visit. Also, to know the effectiveness of the implementation of innovation activities at the school level, the opinions of 80 innovative teachers among all the teachers of Junagadh district who presented innovations were given by the CRC Co.ord. which has been included in the sample.

viii. Tools:

In the present research, the main issues-based information was described keeping in mind the innovative experiment carried out by the innovative teachers of Junagadh district selected for the individual study. In which the information based on issues like the name of the teachers who performed the special work, school, standard, subject, period, method-technique, utility and result was collected. The details of which are given in Appendix 2. Also, a questionnaire of 25 statements was created by the researcher to know the effectiveness of the implementation of innovation activities at the school level. The cooperation of the teachers of Diet Junagadh was taken for the creation of this questionnaire.

ix. Method of data collection:

The researcher visited the school and obtained this information. In addition, to know the effectiveness of the implementation of innovation, information was obtained during the school visit by the CRC Co-ord on the questionnaire of 25 statements.

x. Data Analysis:

Here, a qualitative examination of the work done by the teachers was done. To know the effectiveness of the implementation of innovation activities at the school level, the percentage of opinions towards innovative teachers was found in all CRC. Co.ord.s.

11. Results/Conclusions:

- Out of the 10 teachers selected in the Innovation Festival in Junagadh district, a total of 3 teachers were selected from Junagadh city taluka.
- In primary school, special work has been done in the field of work of std. 6 to 8. In secondary school, work has been done in std. 9 to 12.
- Special work has been done in English subject.
- Special work of teachers has been done more in online mode.

12. Research Results:

- Education should be given through experiments in difficult subjects like science and mathematics.
- Teachers who do excellent work can be noted in private schools.
- A document of teachers who innovated was prepared.
- More effective results can be obtained by giving work according to the interests and needs of the students.
- Understanding increases if students use open sources as a reference

13. Field of Research:

The present study was very much related to the field of creative and innovative research in education.

