Self Evaluation of Secondary School Teachers: With Special Reference to Teaching Work, Behaviour to Parents and Community Participation

Synopsis of the Thesis
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Introduction

The process of fulfillment of communities’ expectation means education. There is an accordingly change in education by delivering “spiritual knowledge” to “give and take” principle with time and situation from animal husbandry to technological generation of Indian community. Education is not a service but is known as a profession. There is a difference in teachers’ profession as compared to other professions.

From point of view about professional aspect teacher should be a better teacher before becoming a beautiful teacher. They should be fulfilling their responsibility by collaborating their professional aptitudes and special characteristics about their profession. The teacher is a human resource developer and maker of man, therefore they should plan to make “self to all” valid. Thus, commitment towards educational work, behaviour to parents and community is the pillar of a teacher profession.

From various areas of education, teachers’ evaluation is always done with reference to their performance and their role. Teacher evaluation is such a process in which the information about teachers work in various aspects can be gathered. By these information value of teacher’s work and quality can be determined. According to Collins, A. B. (2002) the evaluation of teachers in school is a unanswerable problem of community. In recent time comprehensive evaluation of teachers is being done, at that time teacher should be collaborate their human qualities, specialties, ethics, mental and emotional ability for their effective role. Self evaluation is more useful rather than evaluated by students, peer, principals or management.
According to Colwell, C. M. (1995) teachers’ self evaluation and effective teaching work of teachers is necessary for students achievement in school. According to Rossa, J. A. and Bruceb, C. D. (2006) teachers’ self evaluation is a base to be a reflective teacher is a recent demand in education. According to Epstein, (2004) improvement of communication, positive motivation, enhancing student learning, increasing volunteerism, supporting decision making and collaborating with the community should be given preference for self evaluation of school teachers with special reference to teaching work, behaviour to parents and community participation. By converting above stated elements in Indian context, the researcher had tried to know the self evaluation of teachers. The present study was done by doing part revision of such elements.

**Objectives of the Study**

Objectives of the present study were as follow:

1. To construct scales to measure self evaluation of secondary school teachers with special reference to teaching work, behaviour to parents and community participations.
2. To determine the reliability scores of scales to measure self evaluation of secondary school teachers with special reference to teaching work, behaviour to parents and community participations.
3. To determine the validity scores of scales to measure self evaluation of secondary school teachers with special reference to teaching work, behaviour to parents and community participations.
4. To know the self evaluation of secondary school teachers with special reference to teaching work, behaviour to parents and community participations.
5. To know the self evaluation of secondary school teachers teaching work with reference to gender, category, school area and educational experience.
6. To know the self evaluation of secondary school teachers behaviour to parents with reference to gender, category, school area and educational experience.
7. To know the self evaluation of secondary school teachers community participation with reference to gender, category, school area and educational experience.
8. To know the reflective self evaluation of secondary school teachers with special reference to teaching work, behaviour to parents and community participations.

**Questions of the Study**

Questions of the present study were as follow:

1. What is the reliability scores of scales to measure self evaluation of secondary school teachers with special reference to teaching work, behaviour to parents and community participations?
2. What is the validity scores of scales to measure self evaluation of secondary school teachers with special reference to teaching work, behaviour to parents and community participations?
3. What is the self evaluation of secondary school teachers with special reference to teaching work, behaviour to parents and community participations?
4. What is the self evaluation of secondary school teachers teaching work with reference to gender, category, school area and educational experience?
5. What is the self evaluation of secondary school teachers behaviour to parents with reference to gender, category, school area and educational experience?
6. What is the self evaluation of secondary school teachers community participation with reference to gender, category, school area and educational experience?
7. What is the reflective self evaluation of secondary school teachers with special reference to teaching work, behaviour to parents and community participations?

**Hypotheses of the Study**

Hypotheses of the present study were as follow:

1. There will be no significant difference between the mean scores obtained on Teaching Work Self Evaluation Scale by the teachers of the secondary schools with reference to their gender (male and female).
2. There will be no significant difference between the mean scores obtained on Teaching Work Self Evaluation Scale by the teachers of the secondary schools with reference to their category (reserved and non-reserved).

3. There will be no significant difference between the mean scores obtained on Teaching Work Self Evaluation Scale by the teachers of the secondary schools with reference to their school area (urban and rural).

4. There will be no significant difference between the mean scores obtained on Teaching Work Self Evaluation Scale by the teachers of the secondary schools with reference to their educational experience (less than 5 years and more than 5 years).

5. There will be no significant difference between the mean scores obtained on Parents Behaviour Self Evaluation Scale by the teachers of the secondary schools with reference to their gender (male and female).

6. There will be no significant difference between the mean scores obtained on Parents Behaviour Self Evaluation Scale by the teachers of the secondary schools with reference to their category (reserved and non-reserved).

7. There will be no significant difference between the mean scores obtained on Parents Behaviour Self Evaluation Scale by the teachers of the secondary schools with reference to their school area (urban and rural).

8. There will be no significant difference between the mean scores obtained on Parents Behaviour Self Evaluation Scale by the teachers of the secondary schools with reference to their educational experience (less than 5 years and more than 5 years).

9. There will be no significant difference between the mean scores obtained on Community Participation Self Evaluation Scale by the teachers of the secondary schools with reference to their gender (male and female).

10. There will be no significant difference between the mean scores obtained on Community Participation Self Evaluation Scale by the teachers of the secondary schools with reference to their category (reserved and non-reserved).
11. There will be no significant difference between the mean scores obtained on Community Participation Self Evaluation Scale by the teachers of the secondary schools with reference to their school area (urban and rural).

12. There will be no significant difference between the mean scores obtained on Community Participation Self Evaluation Scale by the teachers of the secondary schools with reference to their educational experience (less than 5 years and more than 5 years).

**Limitations of the Study**

Limitations of the present study were as follows:

1. The present study was delimited to the teachers of Gujarati medium secondary schools for academic year 2009-10 only.

2. In the present study teachers of secondary schools situated in Saurashtra area limited to Bhavnagar, Rajkot, Jamnagar, Amreli, Porbandar, Surendranagar and Junagadh districts were selected as the samples only.

3. In the present study, for the construction of the Teaching Work Self Evaluation Scale, Parents Behaviour Self Evaluation Scale and Community Participation Self Evaluation Scale few elements given by Epstein, (2004) which includes improvement of communication, positive motivation, enhancing student learning, increasing volunteerism, supporting decision making and collaborating with the community. All the three scales were constructed with the help of the above stated elements only. With these scales self evaluation of secondary school teachers was explored quantitatively as well as qualitatively.

4. In the present study the difference in self evaluation of secondary school teachers with special reference to teaching work, behaviour to parents and community participations with regards to their gender, category, school area and educational experience was explored.
Importance of the study

In India, many researches are conducted on teacher competency, effectiveness, self-concept, self-efficacy, adjustment, attitude, personality and job satisfaction. (Refer Buch, 1979., Buch, 1987., Buch, 1991., NCERT, 2000). But lack of this research area is found. Out of 4,703 research from four volumes of surveys of education researchers edited by Buch, M. B. only one research was related to self evaluation of secondary school teachers. (Refer Buch, M. B. 1991, pp. 1041-42) Thus, in Indian context, the information related to self evaluation of secondary school teachers with special reference to teaching work, behaviour to parents and community participations is lacking. Where as the main objective of this study was to self evaluation of secondary school teachers with special reference to teaching work, behaviour to parents and community participations.

Besides this the following importance of the study can be sorted out as follows :

Self evaluation of secondary school teachers was quantitatively explored with the help of statistical analysis by the responses of the teachers on Teaching Work Self Evaluation Scale, Parents Behaviour Self Evaluation Scale and Community Participation Self Evaluation Scale and qualitatively explored by the descriptive responses on Teacher Self Evaluation Questionnaire. Reflection of the secondary school teachers on their self evaluation was also found. The findings of this research will be helpful in motivation for the professional development and improving their quality.

The importance of the study can be defined as under :

1. Due to standardization of the Teaching Work Self Evaluation Scale, Parents Behaviour Self Evaluation Scale and Community Participation Self Evaluation Scale these scales are available in Gujarati language to measure self evaluation of secondary school teachers.
2. The reflective self evaluation of secondary school teachers the Teacher Self Evaluation Questionnaire is available.
3. This study will be helpful in improvement of secondary teachers self evaluation.
Operational Definition of the related terms

The operational definition of the related terms is as follows:

Secondary School. A government recognized school implying education to standard 8\(^{th}\), 9\(^{th}\) and 10\(^{th}\).

Secondary Teachers. Teachers teaching in a government recognized school implying education to standard 8\(^{th}\), 9\(^{th}\) and 10\(^{th}\).

Self Evaluation of Teachers. Responses gained on Teaching Work Self Evaluation Scale, Parents Behaviour Self Evaluation Scale and Community Participation Self Evaluation Scale by secondary teachers by the student teachers of the secondary schools, these responses, was considered as self evaluation of teachers.

Self Evaluation of Teaching Work. Responses gained on Teaching Work Self Evaluation Scale by secondary teachers by the student teachers of the secondary schools, these responses, was considered as self evaluation of teachers.

Self Evaluation of Parents Behaviour. Responses gained on Parents Behaviour Self Evaluation Scale by secondary teachers by the student teachers of the secondary schools, these responses was considered as self evaluation of teachers.

Self Evaluation of Community Participation. Responses gained on Community Participation Self Evaluation Scale by secondary teachers by the student teachers of the secondary schools, these responses, was considered as self evaluation of teachers.

Population of the study

In the present study teachers of Gujarati medium secondary schools of Gujarat State’s Saurashtra region for academic year 2009-10 were selected as the population of the study.
Sampling of the study

In the present study the first pre-piloting was carried out by including 196 teachers of 10 secondary schools of urban and rural area each. Where as for the second pre-piloting was carried out by including 178 teachers of 10 secondary schools of urban and rural area each.

For the final data collection the teachers of the secondary schools situated in Saurashtra area limited to Bhavnagar, Rajkot, Jamnagar, Amreli, Porbandar, Surendranagar and Junagadh districts were selected as the samples. From these districts through stratified random cluster sampling method 259 secondary schools were selected. From these schools 2,545 teachers of secondary schools were selected using stratified random cluster sampling method. During data collection 55 teachers were not present and responses of 17 teachers were improper. Their responses in one statement were more than one. Therefore these responses were discarded. Thus, for the final data 2,473 teachers of secondary schools were selected as the sample of the study.

From these 2,473 teachers of secondary schools the sample was comprised of 1,381 male teachers and 1,092 female teachers. Where as in the sample 1,488 teachers were of reserved category and 985 teachers were of non-reserved category. Where as 1,269 student teachers were belonging to secondary schools situated in urban area and 1,204 teachers were belonging to secondary schools situated in rural area. Where as per the educational experience, 704 teachers were having more than 5 years of educational experience and 1,769 teachers were having less than 5 years of educational experience.

Besides this, 55 teachers of secondary schools were selected by purposive sampling method for gaining qualitative responses. From this responses of 10 teachers can not be identified properly so their responses were discarded. Thus in the final sample the 45 teachers were selected as the sample.
**Tool of the study**

In the present study, for the construction of the Teaching Work Self Evaluation Scale, Parents Behaviour Self Evaluation Scale and Community Participation Self Evaluation Scale few elements given by Epstein, (2004) which includes 1). improvement of communication, 2). positive motivation, 3). enhancing student learning, 4). increasing volunteerism, 5). supporting decision making and 6). collaborating with the community. All the three scales were constructed with the help of the above stated elements by the researcher. These tools were constructed by Likert method. These scales consisted positive statements having four point scales including ‘always’, ‘often’, ‘seldom’ and ‘never’.

Besides this, in the present study Teacher Self Evaluation Questionnaire was also prepared for gaining qualitative responses.

Thus, in the present study to measure self evaluation of teachers of secondary schools the four scales were constructed. They are as follows:
1. Teaching Work Self Evaluation Scale
2. Parents Behaviour Self Evaluation Scale
3. Community Participation Self Evaluation Scale
4. Teacher Self Evaluation Questionnaire

**Data Collection**

In the present study the researcher had collected the data thrice. In which first pre-piloting, second pre-piloting and final data collection was included.

In the present study responses of teachers of secondary schools were collected on Teaching Work Self Evaluation Scale, Parents Behaviour Self Evaluation Scale and Community Participation Self Evaluation. For this the researcher had formally contacted to the principals of respective secondary schools through telephonic talk and letter conversation. Responses of the teachers were collected after getting the prior permission from the principals of secondary schools. For data collection
the researcher as well as her colleagues had gone to the secondary schools. The necessary rules and directions related to filling of the scales were provided.

For qualitative responses Teacher Self Evaluation Questionnaire was used.

Data Analysis

Data analysis was done keeping in mind the four variables of school teachers with respect to their gender, category, school area and educational experience.

In the present study, item analysis (facility value and discriminative value), reliability, validity and mean difference between the scores of upper and lower group were calculated and frequency distribution was prepared.

On the basis of frequency distribution mean, standard deviation, skewness and kurtosis were calculated with the help of computer programme NRT 2000. For the verification of hypotheses t-ratio were calculated and the factor analysis was also done with the help of computer programme SPSS. Necessary graphs were presented where ever required.

For the analysis of descriptive responses given by the teachers of the secondary schools the description of the answers of every questions was read twice thoroughly by the researcher. To find the self evaluation of teachers of secondary schools with reference to teaching work, parents behaviour and community participation descriptive analysis was carried out as per the instruction of Bogdan, R. C. & Biklen, S. K. (1998) and McMillar, J. H., & Schumacher, S. (1989).

Findings of the study

In the present study, the researcher had tried to derive findings of the study as per the objectives, questions and hypotheses. The findings were given quantitatively as well as qualitatively. The findings of the study were as follows:
Quantitative findings of the study

Quantitative findings of the study were as follows:

1. The reliability score of Teaching Work Self Evaluation Scale was high.
2. The reliability score of Parents Behaviour Self Evaluation Scale was high.
3. The reliability score of Community Participation Self Evaluation Scale was high.
4. The validity score of Teaching Work Self Evaluation Scale was high.
5. The validity score of Parents Behaviour Self Evaluation Scale was high.
6. The validity score of Community Participation Self Evaluation Scale was high.
7. Factor validity was established by the results of the score on Teaching Work Self Evaluation Scale by communalities, number of factors (9), cumulative percentage of variance related to factors (51.10%), Scree plot and the result of the strength of the first factor by factor extraction.
8. Factor validity was established by the results of the score on Parents Behaviour Self Evaluation Scale by communalities, number of factors (10), cumulative percentage of variance related to factors (52.60%), Scree plot and the result of the strength of the first factor by factor extraction.
9. Factor validity was established by the results of the score on Community Participation Self Evaluation Scale by communalities, number of factors (9), cumulative percentage of variance related to factors (51.96%), Scree plot and the result of the strength of the first factor by factor extraction.
10. The level of self evaluation of secondary school teachers related to teaching work was high.
11. The level of self evaluation of secondary school teachers related to behaviour to parents was high.
12. The level of self evaluation of secondary school teachers related to community participation was high.
13. There was a significant difference between the self evaluation with reference to teaching work of secondary school teachers with reference to their gender (male and female). The self evaluation with reference to teaching work of female teachers was higher than that of male teachers of secondary schools.

14. There was a significant difference between the self evaluation with reference to teaching work of secondary school teachers with reference to their category (reserved and non-reserved). The self evaluation with reference to teaching work of reserved teachers was higher than that of non-reserved teachers of secondary schools.

15. There was a significant difference between the self evaluation with reference to teaching work of secondary school teachers with reference to their school area (urban and rural). The self evaluation with reference to teaching work of teachers teaching in urban secondary schools was higher than that of teachers teaching in rural secondary schools.

16. There was a significant difference between the self evaluation with reference to teaching work of secondary school teachers with reference to their educational experience (less than 5 years and more than 5 years). The self evaluation with reference to teaching work of teachers having less than 5 years of educational experience was higher than that of teachers having more than 5 years of educational experience.

17. There was a significant difference between the self evaluation with reference to behaviour to parents of secondary school teachers with reference to their gender (male and female). The self evaluation with reference to teaching work of female teachers was higher than that of male teachers of secondary schools.

18. There was a significant difference between the self evaluation with reference to behaviour to parents of secondary school teachers with reference to their category (reserved and non-reserved). The self evaluation with reference to teaching work of non-reserved teachers was higher than that of reserved teachers of secondary schools.

19. There was no significant difference between the self evaluation with reference to behaviour to parents of secondary school teachers with reference to their school area (urban and rural).
20. There was no significant difference between the self evaluation with reference to teaching work of secondary school teachers with reference to their educational experience (less than 5 years and more than 5 years).

21. There was no significant difference between the self evaluation with reference to community participation of secondary school teachers with reference to their gender (male and female).

22. There was no significant difference between the self evaluation with reference to community participation of secondary school teachers with reference to their category (reserved and non-reserved).

23. There was a significant difference between the self evaluation with reference to community participation of secondary school teachers with reference to their school area (urban and rural). The self evaluation with reference to teaching work of teachers teaching in urban secondary schools was higher than that of teachers teaching in rural secondary schools.

24. There was a significant difference between the self evaluation with reference to community participation of secondary school teachers with reference to their educational experience (less than 5 years and more than 5 years). The self evaluation with reference to teaching work of teachers having more than 5 years of educational experience was higher than that of teachers having less than 5 years of educational experience.

Qualitative findings of the study

Qualitative findings related to self evaluation with reference to teaching work

Teachers of secondary schools.....

1. Lectures as well as questioning, verbal, non-verbal communications were mixed during teaching work for the active communication. By participating in training programmes they gained theoretical understanding of communication process for the planning of teaching plans. In this way they were trying to make two way communication active.
2. They showed readiness in giving positive motivation to the students, appreciation in public for any work, to praise and provide guidance when any problems were created. They were planning for the experts’ lectures to maintain the interest of the students in their subjects and meaningful teaching work.

3. They were playing a role of guide to stimulate classroom learning, and preparation of learning plan based on psychological learning principles. They were trying to improve the learning habits of students using research aspects and to present the content by using student centered learning methods and techniques.

4. They were preparing the students to fulfill different responsibilities of school, community or family by the development of volunteerism of the students by presenting more than one options. They were advising the students to join or to work in the stream they are interested rather than blind imitation of other students.

5. They were keeping in mind the meaningful opinions of students instead of forcing their thoughts in presentation of different problematic conditions in front of students. They were advising to involve students in the decision making committee related to education in school. They were providing guidance to the students for increasing confidence related to making their own decisions regarding their education and career.

6. They were taking care in bringing students in contact with community for the development of the upward social norms and values in classrooms. During presentation of content they used social references and social activities on bases of assigning work to the students for making of possible contacts to the communities.

Qualitative findings related to self evaluation with reference to behaviour to parents

Teachers of secondary schools.....

1. They were communicating in such a way that the parents can easily present their opinions and actively co-operate in formulating school rules and regulations. They were trying to make the continuous
contact to communicate for the solutions of the problems related to their child’s education.

2. They were playing positive role in providing motivation for the description of students achievement and explanation for weak aspects to their parents. They were motivating parents to give respectful status to the students in family by knowing their educational curiosity. They were motivating parents to make expectation as per their children abilities.

3. They were participating in improving the learning habits of the students by informing parents about different psychological beliefs related to learning. They were recommending the parents to play a role as a guide or assistant by micro observation of problems faced by the students in their learning.

4. They were advising the parents not to force their expectations on their children and were also motivating parents to increase the volunteerism of students by providing democratic environment in their family. They were suggesting the parents to show readiness in areas selected by their children.

5. They were trying to develop understanding in parents for the development of abilities in students for making healthy decisions in difficult conditions as well as in different situations of the family. They were continuously trying to provide understanding to the parents related to their children maturity in the ethics prepared by teachers.

6. They were suggesting parents that their children should interact with their friends, neighbours, community by behaving properly during their social work collaboration. They were motivating students to play a role as a social worker by participating in social organization.

**Qualitative findings related to self evaluation with reference to community participation**

Teachers of secondary schools.....

1. They were communicating with peoples by keeping in mind their strengths and abilities of every type of people in the community while discussion and thinking. They were actively participating in solution
of the problems faced by the local community. They were also participating by providing guidance and managing different programmes for the development of high thoughts related to community.

2. They were providing positive motivation to the students for their community participation by avoiding class discrimination and group discrimination in present of the people of community. They were motivating the students to develop their thinking that no one is apart from community by inviting celebrity persons in schools for social interactions.

3. They were trying to increase the self confidence of the students by group learning through healthy competitions. They were trying to accelerate learning by increasing contacts between clever and weak students. They were discussing with the persons who were having prosperous information related to the unit.

4. They were having approach to plan school programmes, implicating and managing for the development of volunteerism of students by establishing community participation. They were trying to develop knowledge, ability and skills by avoiding controlled environment of school and classrooms for students to do their work volunteering.

5. They were providing guidance for community decision making in such situations where elements of community and group responsibility is to be taken. They were continuously motivating for the development of consecutive decision making ability of students by assigning work and activities. They were keeping community in center for celebration of social programmes in school.

6. They were trying to develop socialism in students and to participate students in social activities of schools. They were motivating the students to play a role as a social volunteer and to develop feeling for group working. They were participating in planning of programmes for neglecting the bad customs of community.
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