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“A Study To Find Out Hurdles In Successful Implementation Of Computer Education In The 9th Standard Student Of Marathi Medium Of Buldhana District.”

Dr.Gokul Shamrao Damre

Incharge Principal

**Late Uttamrao Deshmukh Adhyapak Mahavidyalaya,
Shegaon Maharashtra.**

Abstract

India, the largest democracy in the world, is very much proud of her rich traditional cultural heritage and technically skilled manpower .Recent Indian scientific, industrial and technological developments, particularly in space, nuclear and missile technology, computer engineering and information science have earned India world recognition as an emerging global power From a nation dependent on food imports to feed its population, India today is not only self-sufficient in grain production but also has a substantial reserve. The progress made by agriculture in the last four decades has been one of the biggest success stories of free India. Agriculture and allied activities constitute the single largest contributor to the Gross Domestic Product, almost 33 per cent of it. Agriculture is the means of livelihood of about two-thirds of the workforce in the country.

Key Words.

A study to find out hurdles in successful implementation of computer.

Education

Education

“Education encompasses teaching and learning specific skills, and also something less tangible but more profound: the imparting of knowledge, good judgment and wisdom. Education has as one of its fundamental goals the imparting of culture from generation to generation” –WIKI

“The aim of education should be teach us rather how to think than what to think-rather to improve our minds, so ass to enable us to think for ourselves, than to load the memory with the thought of other men” –Bill Beatti

Education in modern India

Now as far as technical education is concerned technical education determines the development and socio-economic condition of a nation, there is a greater need for high quality technical education to produce technically skilled manpower in India. A high quality engineering and vocational teaching and training.

Computer Education

Since the 1990s; computer have been inserted into schools with much fanfare and great expense. Almost all the attention to computer has revolved around the question of how to put them to use as tools for education. Subsequent assessment has focused primarily on two areas:

- a) Their effectiveness as an aid to learning and
- b) How well students are prepared for their use beyond school.

Need and importance of computer education

As far as the use of computer at the school level is concerned there are various factors that are to be taken into prime focus. The most important thing behind the introduction of computer education is that whatever is taught to the student in the class should be helpful to them not only in everyday schooling but also in various fields of day to day events outside the school

Computer science research in India started in earnest only in the mid-80's triggered by establishment of post-graduate programs in many institution throughout the country at that time. Today, almost all areas of computer science research are covered by researchers in India, including topics that are “hot” elsewhere such as multi-media, workflow automation, virtual reality, and hardware-software co-design. The territory covered by Indian researchers is impressive and most of research problems tackled is of current interest globally.

Objectives

- 1) To find out the extent to which computer education is being used in the Marathi medium school of Buldhana.
- 2) To find out the level of interest of the students of Marathi medium schools for computer education.

Hypothesis

- 1) There exists no significant level of interest amongst the student of Marathi medium school regarding computer education.

Scope and limitation

- 1) First of all from the Eleven talukas of Buldhana district the research is carried out in Buldhana tehsil only.
- 2) From Buldhana tehsil only the high schools are from Buldhana city are selected for research.
- 3) The researcher has selected only class 9th as a representation for the high school. From these Marathi medium school 20 students are selected from standard 9th.five schools are selected i.e. hundred students

Proof of hypothesis

Hypothesis: - There exists no significant level of interest amongst the student of Marathi medium school regarding computer education.

The above hypothesis is null hypothesis. The null hypothesis states that there exists no significant level of interest amongst the male and female students of Marathi medium schools regarding computer education.

Technique used: t-test.

Group of: Male and female students.

Table 1

Interest amongst the male and female student of Marathi medium school regarding computer education.

Group	N	Mean	SD	t-value	Level of 0.05 significant
Male	35	71.4	8.55	0.044	Not significant
Female	45	77.16	8.62		

N=80

For DF = (n-2)

= (80-2)

For DF = 78 tabulated at 0.05 level =1.96

Tabulated at 0.01 level =2.58

From table1 it is seen that t-ratio is not significant.

Hence null hypothesis is accepted.

Conclusion and Recommendations: -

1. There exist no significant level of interest amongst the student of Marathi schools regarding computer education.
2. There exists no significant level of interest amongst the male and female students of Marathi medium schools regarding computer education.
3. The use of computer at the school level is concerned there are various factors that are to be taken into prime focus.
4. Computer science research teaching and learning specific skills, and also something less tangible but more profound: the imparting of knowledge, good judgment and wisdom.
5. The progress made by agriculture in the last four decades has been one of the biggest success stories of free India.

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