

Effectiveness of Pragna Abhigam In Lower Primary Schools

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I. INTRODUCTION

Sarva Shiksha Abhiyan is the programme which has been introduced to universalize the primary education in India. Under this programme, many qualitative and meaningful activities have been undertaken to achieve the rationale objectives by Prarambhik Sikshan Parishad (Elementary Education Council) of Gujarat state.

Various programmes have been conducted to achieve the goals of all-round development of the children and qualitative elementary education of the children of the state. Pragna Abhigam, i. e. learning through activities (Mali, 2013), is one of these various programmes which is offered to the students of 1st to 5th standard. This programme is identified as activity based learning (ABL). This programme works on the principle of 'I hear and I forget, I see and I remember, I do and I remember.' (Pragna Abhigam, GCERT). Thus, this programme recommends to impart knowledge with activities.

Pragna Abhigam (Activity based Learning)

Pragna is group based such a cognitive attaining approach in which the students learn with co-students by constructing the self-constructed learning material and using the same material for the learning purpose. The students can learn joyfully by their own speed, space and time. The evaluation of the knowledge has been undertaken by the students and teacher. The process of foretold approach is connected with learning with ease and learning without stress. Pragna is an approach of attaining knowledge through activities. In this approach, the subjective activities are in the center. The children like to do activities. The children learn through the medium of activities. In this approach, the students learn without feeling stress, they get joyful learning with the help of activities. In this approach, the students are divided into groups according to their layer. In the traditional method of teaching, all the students are taught by the teacher typically while in this method, personal needs of the students have been taken into consideration and each student has been taught personally. The students have been divided into six groups in this approach. The class teacher applies different type of seating arrangement in comparison with stereotype class room seating arrangement. Class room management is

the important element of the Pragna approach. The seating arrangement has been managed with the reference to group and card of the students. The teacher seats with the students to make them do activities. The teacher arranges the class room seating in the way that the teacher can manage the students of the entire group simultaneously.

In this approach, the teacher constructs the supportive or additional learning material on the basis of content. The students learn with their own space. The students learn interacting with the other students of the group. Peer learning and co-student learning are the distinctive characteristic of the present approach. The students learn with the help of each other. Traditional method of examination and evaluation has not been followed in the Pragna approach. When the student completes the milestone and enters the second milestone, progress of the students has been noted in the register. It is one type of evaluation process in the approach. The student who completes all the milestones of the standard gets the class promotion. No student is ever considered fail in the standard. The student, obtaining education, goes forward with own ability and speed in the present approach.

Thus, Pragna approach is considered revolutionary to the class room education. This approach is blessings both for teacher and students.

II. OBJECTIVES OF PRAGNA APPROACH

- Every child gets an opportunity to learn at own pace and speed.
- Students get an opportunity of stress free, activity based and joyful learning.
- Every child becomes able to develop abilities getting qualitative education.
- To evaluate whether each child attained achievement or not.
- Gets an ability to self-evaluate and rectify own work, aids, material and methods used.
- Construct the material for multi-stratified learning and develop an ability to apply it.
- The students get education with the help of each other.

- Children with special needs can get enough time and opportunity.
- Children of different layer can get the equal opportunities of learning.
- Parents, teacher and students themselves can be remain aware of the progress of the child.

First construction and application of the present approach was undertaken in Rishi Valley school of Andhra Pradesh in the decade of 1990. In the present era, this approach is active in the states like Karnatak, Keral, Uttar Pradesh, Gujarat, Maharashtra and Tamil Nadu. This approach was initiated by UNICEF in 13 schools of Chennai Corporation in the year 2003 (Indian Stream Research Journal, 2014). In the Gujarat, this project was applied in 258 schools of Gujarat in the year June-2010. In the present time, this project is applied in 16000 for 1st and 2nd standard, 7000 schools for 3rd and 4th standard and 500 schools for 5th standard (GCERT, 2014). In future, all the schools of Gujarat state will be applied the project. So, it was important to study the effectiveness of the present approach. Moreover, research regarding the effectiveness of the Pragna approach was not come to know to the researcher. Thus, it was decided by the researcher to undertaken the research on the present problem.

Presentation of Problem

The title of the present research was decided as under.

Effectiveness of Pragna Abhigan in Lower Primary School.

III. OBJECTIVES OF STUDY

Present research was undertaken keeping in mind following objectives.

1. To study the effectiveness of Pragna Abhigan in the lower primary school of Bhavnagar district.
2. To construct the effectiveness scale to study the effectiveness of Pragna Abhigan in the lower primary school of Bhavnagar district.
3. To study the validity of the effectiveness scale of Pragna Abhigan in the lower primary school of Bhavnagar district.
4. To construct the attitude scale to study the attitude of teachers teaching with Pragna Abhigan in the lower primary school of Bhavnagar district.
5. To study validity of the attitude scale to study the attitude of teachers teaching with Pragna Abhigan in the lower primary school of Bhavnagar district.

6. To study the effectiveness of Pragna Abhigan with the reference to gender in the lower primary school of Bhavnagar district.
7. To study the attitude with the reference to gender of Pragna Abhigan in the lower primary school of Bhavnagar district.

Hypotheses of Study

The hypotheses of the present research were as under.

1. There will be no significant difference between the mean score on the effectiveness scale and attitude scale of teachers to study the effectiveness of Pragna Abhigan in lower primary schools of Bhavnagar district.
2. There will be no significant difference in effectiveness of Pragna Abhigan with the reference to gender of the teachers teaching in the lower primary schools of Bhavnagar district.
3. There will be no significant difference in attitude towards Pragna Abhigan with the reference to gender of the teachers teaching in the lower primary schools of Bhavnagar district.

Rationale of Study

This project was applied in 1st and 2nd standard of 16000 schools, in 3rd and 4th standard of 7000 schools and 5th standard of 500 schools of Gujarat. Subsequently, it was decided to apply the project in all the schools of Gujarat. Thus, it shows the rationale of the present project. It was important to study the effectiveness of the project to study the attitude of the teachers towards the project. So, this research was very important to study the different aspects of the project. The rationale of the present research was as under.

1. The effectiveness of Pragna Abhigan in the lower primary schools of Bhavnagar district was studied by the present research.
2. The attitude of the teachers with the reference to gender teaching in the lower primary schools of Bhavnagar district was studied by the present research.
3. The effectiveness of Pragna Abhigan with the reference to gender in the lower primary schools of Bhavnagar district was studied by the present research.

Above given points mentions the importance of the present research. thus, the results of the present research would be guidelines in the future.

Delimitation of Study

Delimitations of the present study was as under given.

1. The present study was delimited to the schools of government lower primary schools of Gujarat. The effectiveness of Pragna Abhigam with the reference to non-granted schools or other schools of Gujarat state was not studied.
2. The objectives of the Pragna Abhigam were not measurable. Thus, the how much of the objectives were achieved was hard to understand. So, the data regarding the achievement of the objectives were not focused to collect.
3. The present study was delimited to study the effectiveness of Pragna Abhigam in lower primary schools of Gujarat in which the project was applied. It was impossible to predict how much the project would be effective in the schools in which project will be applied.

Operational Definition of Words

In the present research, operational definition of the key words has been explained.

Lower Primary Schools. In the present study, lower primary schools are those schools which impart the education from 1st standard to 5th standard of Bhavnagar district.

Pragna Abhigam. Pragna Abhigam is the innovative approach of teaching-learning in which activity based learning method has been adopted in 1st to 5th standard of the lower primary schools of Gujarat state.

Effectiveness of Pragna Abhigam. The score of teachers teaching with the same approach achieved on the effectiveness scale constructed by the researcher.

Attitude towards Pragna Abhigam. Score of the teachers obtained of the attitude scale constructed by the researcher.

Post-test. The test which is given after the treatment to measure and study then specific variables is post-test.

Population and Sampling

In the present study, the population was considered as the teachers of lower primary schools teaching with the Pragna approach of Bhavnagar district.

In the present research, the sample was selected by the researcher through random sampling process. The teachers

teaching with the Pragna approach were selected by the researcher randomly by the researcher from the population. The guidance was taken from the experts for the sample selection. Total sample was comprised of 277 male teachers and 197 female teachers from 225 schools of Bhavnagar district.

Tool

In the present research, two tools were constructed by the researcher. These tools were Pragna Abhigam Effectiveness Scale and Attitude of Teachers towards Pragna Abhigam Scale. Both the tools were five point scale. Both the tools were constructed keeping in mind the objectives of the research. The five point scale was prepared by the Likert method. Each statement was given five options to fill in the response. These options were totally agree, agree, neutral, disagree and totally disagree. The marking pattern for the positive statement was 5 marks for totally agree to respectively 4, 3, 2 and 1 for totally disagree option. For the negative statement, reverse marking pattern was followed by the researcher. The reliability and validity of both the tools were established by the researcher.

Data Collection

In the present research, data was collected by obtaining the responses on both the tools constructed by the researcher. The data were collected according to the guidance of the experts.

Data Interpretation

The collected data were distributed and excel data file was prepared file to calculate different statistical calculation based on the well-known computer programme SPSS. Statistical calculations like mean, standard deviation, kurtosis, skewness, T-ratio, co-relatives etc were calculated. Necessary graphs were prepared.

IV. FINDINGS

1. The Chronbank Alpha score achieved on effectiveness of Pragna approach tool was 0.956 which was near the value 1.00. so, it shows high and satisfactory reliability. The value of Cliff-C for the validity of the tools was achieved 0.24.
2. The Chronbank Alpha score achieved on effectiveness of attitude of teachers towards Pragna approach tool was 0.963 which was near the value 1.00. so, it shows high and satisfactory reliability. The value of Cliff-C for the validity of the tools was achieved 0.22.

3. The effectiveness mean score of the teachers was 58.54 with the reference to Pragna approach. It shows good effectiveness.
4. The attitude mean score of the teachers was 58.81 with the reference to Pragna approach. It shows good attitude.
5. There was no significant difference found between the mean score of effectiveness scale and attitude towards the Pragna approach scale.
6. There was no significant difference found with the reference to gender on Pragna approach effectiveness scale.
7. There was no significant difference found with the reference to gender on attitude of teachers towards Pragna approach scale.

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