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## A Study of the Opiniion of Pragna Teachers towards Pragna Approach in Context to Some Variable

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### Abstract:

The present study aims to find out whether there is any significant difference between the attitude towards Pragna approach by pragna teachers in context to their gender, area and teaching experience .The sample of 117 Pragna teachers from 516 Pragna teachers of first phase were selected randomly. The self made opinionnaire was developed by the investigator to know the opinion of pragna teachers towards this innovative approach. The opinionnaire were sent to pragna teachers and data was collected from Pragna teachers. The 't' test was used for data analysis. The result revealed that there is no significant difference exerts in terms of their gender, area and teaching experience.

**Keywords:** Pragna approach (activity based learning approach), pragna teacher, opinion

*Pragna Approach (Activity Based Learning Approach):* ABL describes a range of pedagogical approaches to teaching. Its core premises include the requirement that learning should be based on doing, some hands on experiments and activities. It uses child friendly educational aids to foster self learning and allows a child to study according to his/her aptitude and skill. The curriculum is divided into small units, each a group of self learning materials comprising attractively designed study cards for Gujarati, Mathematics and EVS. When a child finishes a group of cards, he/she completes one milestone. Activities in each milestone include games, rhymes, drawing and songs to teach a letter or word. If a child is absent one day, he/she continues from where he/she left unlike in the traditional system where the children had to learn on their own what they missed out on.

*Pragna Teacher:* A teacher working in the Pragna School is known as Pragna Teacher.

*Opinion:* In this study, beliefs or views of pragna teachers about pragna approach got through opinionnaire constructed by researcher based on different component of pragna approach is called Opinion towards Pragna Approach.

### 1. Introduction

Activity-Based Learning' (ABL) is now a very familiar term among the people concerned about educational reform in India. Gujarat government adopted this innovative approach aimed at improving 'quality of school education'. The Pragna Approach was first launched in 258 schools in Gujarat in 2010 and was later scaled up to 16,000 government run schools in the state up to 2014. It is considered a progressive step towards imparting child centred education.

There is always a need for the teachers to update their knowledge, adopt latest techniques and sharpen their creative skills to impart quality education among children according to their educational needs. Pragna approach has transformed the classrooms into hubs of activities and meaningful learning.

Pragna approach as a strategy of teaching-learning aims at securing maximal participation of students in the teaching-learning process.

### 2. Rational of the Study

In the present educational scenario, there is a shift from the teacher centered approach to learner centered approach of learning. Activity Based Learning (ABL) approach is an example of such learner centered approach of learning and it provides activity based and joyful learning. This kind of innovation is key in helping India reach its commitments under the landmark Right to Free and Compulsory Education Act 2009 to 'ensure good quality elementary education' for all children.

With the help of present study, researcher can find answers to what extent Pragna Approach has been able to positively impact on the teachers in bringing about the desired changes in teaching-learning process and classroom environment?

The feedback from the pragna teachers about different components of Pragna approach in context to their gender, area and teaching experience are valuable to stack holder for further planning and state policy decisions in Gujarat and across the country, where similar quality improvement learning approach is implemented.

### 3. Objectives of the Study

- To study the opinions of pragna teachers towards Pragna approach in context to their Gender.
- To study the opinions of pragna teachers towards Pragna approach in context to Area.
- To study the opinions of pragna teachers towards Pragna approach in context to their teaching experience.

#### 4. Hypothesis of the Study

- $H_{01}$  There is no significant difference exists among pragna teachers towards Pragna approach in terms of their gender.
- $H_{02}$  There is no significant difference exists among pragna teachers towards Pragna approach in terms of area.
- $H_{03}$  There is no significant difference exists among pragna teachers towards Pragna approach in terms of their teaching experience.

#### 5. Variable of the Study

##### 5.1. Independent Variable

In the present research, three independent variables are involved. They are as followed:

- Gender
  - Male Pragna teachers
  - Female Pragna teachers
- Area
  - Rural area
  - Urban area
- Teaching experience
  - Experience having less than or equal to 15 years
  - Experience having more than 15 years

##### 5.2. Dependent Variable

In the present study pragna teacher's opinion towards Pragna approach is considered as dependent variable.

#### 6. Sample

In the present study, random sampling technique was adopted to select a sample of 117 pragna teachers from 516 pragna teachers of first phase of initiation of Pragna approach in Gujarat.

The detail of the sample is given below table-1

Variable	Domains of variable	No. of Pragna teachers	Total
Gender	Male	34	117
	Female	83	
Area	Urban	30	117
	Rural	87	
Teaching Experience in year	≤15	56	117
	>15	61	

Table 1: Number of Pragna teachers

#### 7. Research Tool

Opinionnaire was developed to know opinions of Pragna teachers with respect to different components of Pragna approach. It consisted of 109 statements related to Pragna approach. Both positive and negative statements were included and final draft of the Opinionnaire was prepared by using Likert five point scales.

#### 8. Research Method

Researcher had selected survey method in this study because this is the only method through which researcher can get valid and direct response. Also, this method can be extended to large number of population which in turn help researcher to get more precise result. In this approach researcher had to deal with 117 pragna teachers so in this case the most suitable method would be survey, So the researcher had selected this method of research.

#### 9. Data Collection

Researcher had got the list of pragna teachers from Sarva Shiksha Abhiyan, Gandhinagar, Gujarat. The opinionnaire was sent to pragna teachers by post. Guidelines to fill up the opinionnaire were also mentioned therein.

There were total 516 teachers in the first phase (2010-11) of Pragna approach and from them 117 pragna teachers were asked upon to fill up the opinionnaire.

## 10. Data Analysis

Statistics Variables		N	Mean	S.D	SED	t
Gender	Male	34	245.0588	28.98478	6.119711	0.417144
	Female	83	242.5060	32.51993		
Area	Urban	30	242.9333	34.60410	7.112646	0.059470
	Rural	87	243.3563	30.47491		
Exp. In Years	<=15 yrs	56	240.2143	28.58716	5.512153	1.055577
	>15 yrs	61	246.0328	31.03580		

Table 2: Significant difference in opinions of pragna teachers in terms of Gender, Area and Teaching experience

The above Table-2 shows that the calculated t value is 0.417 for gender difference. It is less than the tabulated value 1.96 at 0.05 level of significance. It implies that the difference between the mean scores is not significant. Hence the null hypothesis  $H_{01}$  is accepted so it is concluded that there is no significant difference in opinions of male and female pragna teachers towards pragna approach.

The calculated t value is 0.059 for area difference. It is less than the tabulated value 1.96 at 0.05 level of significance. It implies that the difference between the mean scores is not significant. Hence the null hypothesis  $H_{02}$  is accepted. This shows that there is no significant difference in opinions of pragna teachers of urban and rural area.

The calculated t value is 1.055 for teaching experience difference. It is less than the tabulated value 1.96 at 0.05 level of significance. It implies that the difference between the mean scores is not significant. Hence the null hypothesis  $H_{03}$  is accepted that there is no significant difference exists among pragna teachers towards pragna approach in terms of their teaching experience.

## 11. Findings and Discussion

- There is no difference exists in opinions of pragna teachers towards Pragna approach in terms of their gender.
- There is no difference exists in opinions of pragna teachers towards pragna approach in terms of area.
- There is no difference exists in opinions of pragna teachers towards pragna approach in terms of their teaching experience.

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