

A Study of the Opinions of Pragna Teachers in relation to Some Variables

Gaurang Rameshchandra Patel

MSc MEd GSET, PhD Research Scholar, Gujarat University, Ahmedabad

Abstract: *It is widely accepted that learning by doing activities can help in better understanding on the part of the children especially in elementary school level. This research is based on learning by doing approach which was begun by Sarva Shiksha Abhiyan (SSA) in Gujarat with the name of “Pragna Approach”. This approach is based on learning by doing activities, discovery and exploration by the children in classroom. The aim of this research paper is to study the opinions of the teachers working in pragna classrooms in the primary schools of Gujarat with reference to their gender, school area and teaching experience. Here, the researcher has attempted to examine the opinions of the pragna teachers in relation to their gender, area and their teaching experience and derived out findings.*

Keywords: Pragna Approach, Opinions, Learning by doing

Introduction

The Right of children to Free and Compulsory Education Act – 2009 in its section 29, Sub-section(2), clause(e), says “learning through activities, discovery and exploration in a child-centered manner”¹ This law has provided the policy direction for implementing quality education for children at elementary level. Thus, Gujarat Government adopted this innovative approach in order to bring in elementary school education. Activity-based learning (ABL) approach of learning and it provides activity and joyful learning experience. Activity Based learning is a major quality initiative introduced by different states of India. In Gujarat, it is known as pragna approach by SSA Gujarat. In pragna approach, teachers act as facilitators and children work with learning cards in four groups.

With the help of this research paper, the researcher can find answer to what span pragna approach is able to make positive impact on teachers in bringing about the desirable changes in teaching-learning process and classroom climate. The feedback are taken from the pragna teachers about different components of pragna approach in relation to their gender, area and teaching experience which can help in future planning and state policy decisions in Gujarat.

What is Pragna Approach?

Pragna is an approach in which group based activities are included. Through it, students can learn the things on their own and through it they can get pleasurable education with their classmates and whatever they learn the teacher and students evaluate that education. This approach is related to the process of ‘learn without burden’.

- It gives children an opportunity to learn by their own pace and level.
- It gives them an exposure to various project works.
- It provides them a platform to learn through experience.
- It gives enough time and opportunity to children with special needs.

- It provides enough opportunity of learning to children with different levels.
- It gives stress free activity based education to children.

Objectives of the Study

1. To study the opinions of Pragna teachers towards Pragna approach in relation to their Gender.
2. To study the opinions of pragna teachers towards Pragna approach in relation to their Area.
3. To study the opinions of pragna teachers towards Pragna approach in relation to their Experience.

Hypotheses of the Study

- Ho₁ There will be no significant difference between the mean scores of the opinionnaire achieved by the male pragna teachers and female pragna teachers.
- Ho₂ There will be no significant difference between the mean scores of the opinionnaire achieved by the Pragna teachers of urban area and rural area.
- Ho₃ There will be no significant difference between the mean scores of the opinionnaire achieved by the Pragna teachers having more than 10 years experience and less than or equal to 10 years experience.

Variables of the Study

Independent Variable

In the present study, there are three independent variables.

Gender

- Male Pragna teachers
- Female Pragna teachers

Area

- Rural Area
- Urban Area

Teaching Experience

- Experience having more than 10 years
- Experience having less than or equal to 10 years

Dependent Variable

The opinion scores achieved in the test as the Dependent variable

Sample

In the present study, the sampling was done through the Random Sampling Method. In Pragna Approach, 60 pragna teachers teaching through pragna approach in Ahmedabad district of Gujarat State are selected. The detail of the sample is given below in table 1.

Table 1

Variable	Variable Type	No. of Pragna Teachers	Total
Gender	Male	28	60
	Female	32	
Area	Rural	37	60
	Urban	23	
Teaching Experience in year	< = 10 years	25	60
	> 10 years	35	

Research Tool

The opinionnaire was developed by the Researcher for pragna teachers keeping in mind the different components of Pragna Approach. It consists of 70 statements related to Pragna Approach. The opinionnaire was prepared by using Likert five point scales with positive and negative statements.

Research Method

In the present study, the researcher had selected the Survey Method. It is because by using this method, it can be extended to large number of population which in turn can help researcher to get more authentic results. SO, the researcher had selected survey method in this study.

Data Collection

The researcher sent the opinionnaire of pragna teachers by post. The guidelines to fill up the opinionnaire were also mentioned there. There were total 60 pragna teachers included in the sample for data collection.

Data Analysis

The opinions from the opinionnaire for pragna teacher were analyzed using the statistical methods like derivation and t-test. The detail of the data analysis is given below table 2.

Table 2

Statistical Variable	Type	N	Mean	S.D.	SED	t-value
Gender	Male	28	234.39	5.10	22.93	0.12
	Female	32	231.56	4.50		
Area	Urban	23	231.65	4.57	3.35	0.15
	Rural	37	235.00	5.19		
Experience in year	<= 10 years	25	232.48	4.17	2.63	0.11
	> 10 years	35	235.11	6.67		

The above table 2 shows that the calculated t-value is 0.12 for gender difference. It is less than the table value 1.96 at 0.05 level of significance. Therefore, Ho¹ is accepted and it is concluded that there is no significant difference in the opinions of male and female pragna teachers towards pragna approach.

The calculated t-value is 0.15 for area difference. It is less than the table value of 1.96 at 0.05 level of significance. Therefore, Ho² is accepted and it is concluded that there is no significant difference in the opinions of Pragna teachers of Urban area and Rural area.

The calculated t-value is 0.11 for area difference. It is less than the table value of 1.96 at 0.05 level of significance. Therefore, Ho² is accepted and it is concluded that there is no significant difference in the opinions of Pragna teachers in terms of their teaching experience.

Findings

- No difference is found in the opinions of Pragna teachers towards Pragna Approach in relation to their gender.
- No difference is found in the opinions of Pragna teachers towards Pragna Approach in relation to their area.
- No difference is found in the opinions of Pragna teachers towards Pragna Approach in relation to their teaching experience.

Conclusion

Thus, in this paper, the scores of female teachers achieved through the opinionnaire were higher than the male teachers. It can be said that the activity based teaching is more effective in female teachers than the male teachers. Moreover, the effectiveness of rural area teachers is seen more than the urban area teachers towards pragna approach. Also the scores of teachers having less than 10 years of experience are seen more than the highly experienced teachers. So, the effectiveness of those teachers is seen higher than other teachers.

References

- Kerlinger, F.N., (1984). Foundation of Behavioral Research, (2nd Edition), New York: Surjeet Publications.
- Sukhiya, S.P., & Mehlotra, P.V.,(1966).Elements of Educational Research, Bombay: Allied Publication Pvt. Ltd.
- Siddhu, K. S.,(1985).Methodology of Research in Education, New Delhi: Sterling Publishing Pvt. Ltd.
- Ahmad, Nasim (2009). Dictionary of Education, M.K. Publishers, Delhi.
- UNICEF,(2012). PRAGNA – Activity Base Learning in Gujarat – A Snapshot, SSA, Gujarat.
- Patel, R.S. (2011). Fundamental Concepts of Research (Research Handbook), Ahmedabad. Jay Publication
- <http://en.wikipedia.org/wiki/activity-based-learning-in-india>
- <http://www.oxforddictionaries.com/definition/English/opinion>
- <http://gujarat-education.gov.in/ssa/project/pragna.project.htm>