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BOLLYWOOD AND EDUTAINMENT: AN OPTIMISTIC APPROACH FOR CREATING AWARENESS TOWARDS SOME DISEASES

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Bollywood – the Indian film industry has been consistently serving the society by producing a number of films based on different themes viz. social, religious, cultural, environmental, educational, science and fiction etc. Having a panoramic view of the Indian films, since 1912, they have been reflecting various dimensions of our life. Hence, the films are just like the mirrors of our life.

As we know, for seeking some change in our life we look for entertainment. Long ago in 1912, when we did not have technologies like the present days, we had dumb films like '*Pundlik*'. It was the first film in the history of Indian cinema, produced with the help of some English directors. In the same year (1912-13), Dada Saheb Falke also made the first Hindi film named '*Raja Harishchandra*'. Gradually, with the technological developments we had the first film with sound named '*Aalam – Aara*', in 1931. Since then bollywood has been enjoying incessant journey by producing various films. It contributes towards fulfillment of social, emotional, cultural and spiritual needs of the society along with the entertainment. Gradually it has also been shouldering the responsibility of educating the society by widening its role. This can be considered as its newer approach, called 'Edutainment'.

Education in all societies is basically crucial to the attainment of its goals. As one of the Millennium Development Goals (MDGs) is to combat with HIV / AIDS / Malaria and other diseases, it is essential for the human being to develop the ability of living a long, meaningful and healthy life. But how can one lead such life if one is ignorant about some diseases pervade in the society? At the hour when the nation looks forward for achieving

Millennium Development Goals (MDGs) through education, how can the bollywood be lagged behind? Also it is equally interesting to know that how far it has been succeeded in supporting the education system? That is why; the present paper focuses on the efforts of the bollywood in creating awareness in the society towards some diseases through film making.

Bollywood: A Glimpse of some efforts

A careful analysis of the released films in the bollywood shows that the most of the films were based on cultural values, societal norms, human relations and some related issues. It seems that during the last decade bollywood has clicked on some films based on different diseases. The list of such films is mentioned in the table below:

Sr. No.	Name of the Film	Year	Highlighted disease
1.	Anjali	1991	Autism
2.	Koi Mil Gaya	2003	Developmental disorder
3.	Maine Gandhi Ko Nahin Mara	2005	Dementia
4.	Black	2005	Alzheimer
5.	Alagh	2006	Telekinesis
6.	Bhool - Bhulaiya	2007	Dissociative identity disorder
7.	Tare Zameen Par	2007	Dyslexia
8.	Ghajini	2008	Short – term Memory loss
9.	Paa	2009	Progeria

After knowing about these films the common man may realize that such diseases have come in the light just because of such films. Thus, this powerful medium has proved its strength in creating awareness in the society about the unknown diseases. Since a film is woven within its story and plot, it may difficult to derive the detailed information of the

diseases. But at least it motivates us to know something more about the same. Regarding to this, the authors have collected the information, which is described as under:

About the Diseases:

(I) **Autism** is a severe *developmental disorder* that begins at birth or within the first two-and-a-half years of life. Most autistic children are perfectly normal in appearance, but spend their time engaged in puzzling and disturbing behaviors which are markedly different from those of typical children. Less severe cases may be diagnosed with Pervasive Developmental Disorder (PDD) or with Asperger's Syndrome (these children typically have normal speech, but they have many "autistic" social and behavioral problems).

The above disease is highlighted in the film "*Anjali*", directed by *Maniratnam*. This film is based on some children suffering from *Autism,* who could not express themselves properly by using words. In another film "*Koi Mil Gaya*", Autism is highlighted as 'Developmental disorder', in terms of imbalance between the mental and physical developments.

(II) **Dementia** (means "deprived of mind") is a serious loss of cognitive ability in a previously-unimpaired person, beyond what might be expected from normal aging. It may be static, the result of a unique global brain injury, or progressive, resulting in long-term decline due to damage or disease in the body. Although dementia is far more common in the geriatric population, it may occur in any stage of adulthood. Dementia is a non-specific illness syndrome (set of signs and symptoms) in which affected areas of cognition may be memory, attention, language, and problem solving. It is normally required to be present for at least 6 months to be diagnosed; cognitive dysfunction that has been seen only over shorter times, in particular less than weeks must be termed delirium. In all types of general cognitive dysfunction, higher mental functions are affected first in the process.

The above disease is highlighted in the film "*Maine Gandhi Ko Nahin Mara*". In this film the actor *Anupam Kher* (the victim of Dementia) continuously in a delusion that he had killed *Mahatma Gandhi*.

Th film 'Ghajini', acted by Aamir Khan is based on the the diseases like Short – term Memory loss.

(III) **Alzheimer**'s disease (AD) is the most common form of dementia among older people. Dementia is a brain disorder that seriously affects a person's ability to carry out daily activities.

AD begins slowly. It first involves the parts of the brain that control thought, memory and language. People with AD may have trouble remembering things that happened recently or names of people they know. Over time, symptoms get worse. People may not recognize family members or have trouble speaking, reading or writing. They may forget how to brush their teeth or comb their hair. Later on, they may become anxious or aggressive, or wander away from home. Eventually, they need total care. This can cause great stress for family members who must care for them.

AD usually begins after age 60. The risk goes up as you get older. Your risk is also higher if a family member has had the disease. No treatment can stop the disease. However, some drugs may help keep symptoms from getting worse for a limited time.

In the film '*Black*' *Big-B* has preformed the role of a victim of AD.

(IV) **Telekinesis** is essentially the ability to move an object on the physical plane using only psychic power. While some people think that it is an occult practice, this is not strictly so. But according to some theoretical perspectives, we are all born with this skill. It is inherent, like walking, talking, breathing. We simply neglect it from day one.

In the film '*Alagh'*, the main character is suffering from this disease. In which,it is shown that because of his psychic power he can move any object and also affect different electronic devices.

(V) **Dissociative identity disorder (DID)** is a mental illness that involves the sufferer experiencing at least two clear identities or personality states, each of which has a fairly consistent way of viewing and relating to the world. Some individuals with DID have been found to have personality states that have distinctly different ways of reacting, in terms of emotions, pulse, blood pressure, and blood flow to the brain.

This disorder was formerly called multiple personality disorder (MPD) and is often referred to as split personality disorder. Although statistics regarding this disorder indicate that the incidence of DID is about 3% of patients in psychiatric hospitals and is described as occurring in females nine times more often than in males, this may be due to difficulty identifying the disorder in males. Also, disagreement among mental-health professionals about how this illness appears clinically, and if DID even exists, adds to the difficulty of estimating how often it occurs.

In the film '*Bhool-Bhulaiya*', actress *Vidya Balan* performed a role as a sufferer of the above disease. She has been found to have two clear personalities, each of which has distinctly different ways of reacting.

(VI) Dyslexia is a learning disorder that manifests itself as a difficulty with reading, spelling and in some cases mathematics. It is separate and distinct from reading difficulties resulting from other causes, such as a non-neurological deficiency with vision or hearing, or from poor or inadequate reading instruction.

Dyslexia is thought to be the result of a neurological defect, and though not an intellectual disability, it is variously considered a learning disability, a language disability, and a reading disability, among others. Dyslexia is diagnosed in people of all levels of intelligence.

The well – known film '*Tare Zameen Par*' is based on a school going child, suffering from Dyslexia. The film director has also tried to create awareness among the people about this disease.

(VII) Progeria (also known as "Hutchinson–Gilford progeria syndrome" and "Hutchinson–Gilford syndrome") is an extremely rare, severe, genetic condition wherein symptoms resembling aspects of aging are manifested at an early age. The disorder has a very low incidence and occurs in one per eight million live births. Those born with progeria typically live about thirteen years, although many have been known to live into their late teens and early twenties and rare individuals may even reach their forties. It is a genetic condition that occurs as a new mutation and is not usually inherited, although there is a uniquely inheritable form. This is in contrast to another rare but similar premature aging syndrome, dyskeratosis

congenita (DKC), which is inheritable and will often be expressed multiple times in a family line.

Scientists are particularly interested in progeria because it might reveal clues about the normal process of aging. Progeria was first described in 1886 by Jonathan Hutchinson and also described independently in 1897 by Hastings Gilford. The condition was later named **Hutchinson-Gilford Progeria syndrome** (**HGPS**).

Recently released film '*Paa*', highlights the symptoms of the above disease. As shown in the film, a thirteen years old boy looks like 40 to 45 years old person.

Why such films are made?

The above discussion reveals that the bollywood has been actively producing such films mainly for creating awareness in the society. Since famous bollywood stars perform in these films, awareness in the society gradually increases day by day. Apart from this, to rouse sympathy in the society towards the sufferers of such diseases is also one the important aims of making such films.

Role of Education:

It is a fact that such films can't be produced effectively with out having sound educational inputs. The existing technological advancement has proved to be a facilitating factor for the success of these films. It is clear that in the process of film making, the factors like enriched educational inputs required for the theme and skilled professionals from various disciplines establish the crucial role of education. Therefore, education is only the means which satisfies the various needs of film making process. Thus necessitates the need of introducing more and more professional courses to facilitate the film industry.

Conclusion:

It is concluded that the adopted optimistic approach by the bollywood i.e. 'Edutainment', has not only created awareness in the society but also rouse the sympathy for the sufferers. It has also inspired the members of the society to accept their existence.

Ultimately, the bollywood has performed its social responsibility and elevated the role of education in real sense.

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http://en.wikipedia.org/wiki/Progeria

http://www.wingmakers.co.nz/Telekinesis.html

http://en.wikipedia.org/wiki/Dissociative_identity_disorder

http://www.autism.com/autism/

http://en.wikipedia.org/wiki/Dyslexia

http://en.wikipedia.org/wiki/Alzheimer%27s_disease

Creative Thinking Through The Use of ICT

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With regard to 'creativity' literature there are a lot of theoretical perspectives of which the most significant are the gestaltist, psychoanalytic and humanistic ones. These theories, summarised in Mencarelli (1972), besides focusing on the relationship between the concept of intelligence and creative thinking and convergent and divergent production, are interesting because they see creativity as part of a wider view that also considers the educational aspects involved. In this sense, creativity has to be considered not only as the skill of fantasy and imagination but also as an educational process that trains teachers to re-evaluate the *processes* and to appreciate different ways of thinking, social links within the classroom, and language aimed at comparing and integrating different points of view (Guilford, 1958; Dewey, 1991, Bruner, 1993).

This perspective is considered even more important because the didactic research can be concretely connected with the multimedia dimension promoting the use of strategies to transfer and construct knowledge that help to develop the student's creative potential. In fact, thanks to the introduction of ICT in didactics, the school has interpreted the traditional task of cultural literacy in a more original and up-to-date way, redefining strategies and methods of the complex teaching/learning process.

A didactic aimed to train students towards creative thinking has embraced some significant changes that, as Cosentino (1999) highlights, do not concern only the contents but more especially the procedures; in fact what is really necessary is that school subjects are used in a different way as well as being selected and classified. In other words, the particular thinking processes involved in each discipline must be revalued in the light of a didactic aimed at developing creative thinking. This means abandoning the idea of linearity in the teaching/learning processes and increasing the value of holism and contextualization. It means opening all the learning doors (different languages, different

style of thinking, etc.) in a multimedia environment effectively based on dialog and cooperation. The concept of effective study is analyzed thoroughly in previous version of this paper; in fact, this is an extended and modified version of our paper presented at the First International Workshop "Developing Creativity and Large Mental Outlook in the Computer Age" (Allegra, Chifari & Ottaviano, 2000).

Learning environments using the computer as a cognitive tool have allowed us to reach this aim. In fact, the research shows that the predisposition of environments that envisage learning supported by multimedia and telematic technologies can stimulate students to improve the divergent production that, as Guilford mentioned (1958), is the skill of finding more than one solution for the same problem, imagining, discovering and inventing.

Recent research into the use of educational ICT has focused primarily on social interaction and group work (Wild, 1996), student achievement levels (Jackson & Kutnick, 1996) and curriculum development. Very little study has focused upon promoting creative thinking through the use of online technologies, and this paper attempts to contribute to this area.

Creative thinking is one of the most important skills children can acquire and develop whilst in their early years. Creative thinking can be used within a number of learning contexts to enrich the acquisition of knowledge and skills. Crucially, without the ability to think in a creative manner, children would be unimaginative and lacking in the necessary transferable skills to engage in personal and professional life. Creative people have been the focus of a great deal of research. Significantly, Child (1986; p 222) has warned that without the continued emergence of creative people the survival of advanced industrialised nations would be threatened as they are becoming increasingly needed in all walks of life, including political, social and scientific spheres.

Creativity has been defined in a number of different contexts. Boden (2001; p 95) believes that creativity is 'the ability to come up with new ideas that are surprising yet intelligible, and also valuable in some way.' Ausubel (1963) defined creativity as 'a rare and unique talent in a particular field of endeavour', whilst Bruner (1965) offered a less

elitist definition when he suggested that creativity results in 'an act that produces effective surprise'. The notion of surprise is useful when one considers the differential between divergent and convergent thinking (Guildford, 1962). Solutions to problems that are merely 'reproductive' and unimaginative are labelled convergent. Conversely, new and novel solutions using lateral thinking and productivity that lie outside conventional thought are said to be divergent (see for example Turner, 1977; p. 55). Loveless (2000), echoing Bruner's ideas, argues that creative thinking involves the representation in meaning derived from a dialogue between children and their work. These are the cognitive processes necessary for the encoding and decoding of meaning embedded within the text.

Creativity is evident in a number of diverse learning contexts. Gardner for example sees creativity as a cognitive process in which several intelligences are working in harmony (Gardner, 1983; 1999), and this can specifically be applied where seeing, thinking and innovating are combined. It is clear from these definitions that the notion of creativity is a complex one and an area of learning that is in need of more concerted investigation. The recent escalation of ICT provision in British schools provides even greater impetus for teachers to develop a better understanding of creative thought and action. Teachers will need to justify their use of ICT and will be required to demonstrate the effectiveness of computer supported learning in the form of measurable student attainment.

Use of ICT to make a child creative

Think about how you provide materials in order for children to be creative and do the same with ICT; are you providing experiences with technology that are stimulating, open-ended, where there is an element of discovery, where process is valued and that are multi-sensory.

Encourage children to link experiences from one area with another e.g. print off patterns from the computer to use as wrapping paper, print photographs to put in their records or homemade books, use remote control vehicles with different

resources such as the blocks, pulleys, trailers farm animals etc. both inside and outside.

Much of 2Simple's software can be used in highly creative ways with children and extend their learning beyond traditional means.

Use the computer as a tool and not just to run content based, or games, software. This will help children see the computer can work for their purposes and help them gain a sense of empowerment with technology e.g. Use a word processor to make labels or write a shared note home, use the tools in an art program to create something original, use an art program to design something and make it elsewhere e.g. out of junk.

Sometimes it helps children to teach them skills directly e.g. what the buttons on a camera do and how to take a picture; at other times technology can lead children to problem solve and think their own way through using something e.g. Leave out a musical keyboard or attach a web-cam to your computer and leave it there for children to 'discover'. Observe their uses and find ways to develop their own ideas.

Think about alternative ways of using technology resources, for example, use Pixie with a felt tip pen or chalk attached and draw onto paper by programming Pixie to move (Swallow Systems sell a pen holder to go with Pixie). White chalk on black paper is particularly effective.

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AN INVESTIGATION INTO THE PROBLEMS FACED BY TEACHERS IN

TEACHING OF POETRY IN THE SUBJECT OF SANSKRIT FOR STANDARD IX

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INTRODUCTION

Education is the most powerful instrument to bring desirable changes in the students and the teacher is a change agent in the whole the process of education teacher prepares or trains the future generation to meet the challenges of modern society. Education helps in directing a person to do right things at right time at right place which makes more productive individual as well as the society. The future of the nation depends upon the quality of education. According to United Nations Educational Scientific and Cultural Organization (UNESCO, 2004), "The purpose of education is to ensure that all pupils acquires the knowledge, skills and values necessary for the cognitive development of learners to nurture the creative and emotional growth of learners, to oppose discrimination against any particular group in any manner or, in other words, leads towards and equitable society." Language plays an important role for the transaction of knowledge through teaching learning process. "Language as a vehicle of communication is very crucial on the process of education it is through language that everything is taught and learnt in a majority of teaching learning including the classroom."

National Curriculum framework for school education (2000), 'language education' has the greater potential as a means of develop, progressively through various stages attitudes and values related to all the core components by incorporating appropriate themes and adopting suitable that teaching strategies'. According to NCFSE (2000) "at the secondary stage in the first language full mastery over the applied form of language and good acquaintance with literary language would be aimed at. Desirable attitudes and values must be inculcated through carefully selected language materials. Thus school curriculum helps to promote the development in learning of language, abilities, communication skills which are needed for social living and further learning".

IMPLICATION FOR THE PRESENT STUDY:

Many studies have been considered in the area of problems faced by Hindi teachers at different primary secondary and higher secondary level. Researcher has came across at primary level. Chitare (1999) found that teachers have poor vocabulary. Vyas (1978) Found that the state of teaching Hindi was unsatisfactory. Yagnik (1979) found that teachers were working for their professional growth moreover; The time allotted for teaching Hindi was not enough. All this above studies have done under caption of primary school level. It indicates that most of the teacher faced difficulties in teaching of poetry, teachers have poor vocabulary and the state of teaching Hindi was unsatisfactory due to less importance given by state government.

At secondary and higher secondary level many studies have been taken place SIERT (1966) found about interest of students o class VIII, they interested in poems inspiring poems on great personalities, motherland, patriotism, nationalism and art of bravery and they liked to recite poems. Jain (1981) studied on determination of communicability in the new poetry from the point of view of teaching. He found that teacher faced difficulties in teaching of poetry, were attitudinal in nature, and also because of the form of poetry Teachers did not consider new poetry as poetry. Verma (1971) has pointed out that the teaching of Hindi in lower classes should stress on hearing, speaking, reading and writing. In the long run the aim language teaching should be to develop cultural and social interaction of people. Theodore (1957) studied on evaluation of English poetry among Indian students, it was found that students that value of studying poetry is real and aesthetic, reading poetry gives pupils and enjoyment and capacity for literary appreciation and it enables pupils to acquaint themselves with poetic mind. Singh (1984) studied appreciation of Hindi poetry at higher level and found most of students are not able to understand BIMB, PRATEEK, and DHARNAS and RASAS. We can also see that at secondary and higher level very few works has done on poetry. Moreover, Verma (1971) found that curriculum occupied a very important place in the process of education.

As per the review of above literature investigator did not come across any study dealing with problems of teachers in Sanskrit poetry teaching at secondary level. So

investigator wants to conduct a study on problems faced by Sanskrit teachers in poetry teaching.

RATIONALE OF THE STUDY

It has been observed that these days largely the poetry is taught through recitation & grammar translation method & explanation. At times the objectives of teaching poetry are not properly realized because the approach becomes too mechanistic. Teaching learning of poetry needs to be strengthened through innovative approaches. Its suitable attributes can help in realizing the objectives of poetry instruction, such as, vocabulary, recitation, pronunciation, modulation, intonation, explanation. Though Std. 9th Students are at formal operational level but learning through poetry becomes too abstract in the absence of sound effects, visuals, animation and colors.

The climax of the plight of a poetry in the form of composition establishing relationship amongst very remote elements, though, highly creative, but at times goes beyond the levels of comprehension of readers/listeners in the absence of context and conditions. Poetry is one of the best creations of mankind. It means that keeping interest in poetry is the sign of love and creativity of art. In contemporary period, when we are moving further for materialistic development, we should not be passive to our social, cultural and spiritual development. Therefore like other names, effective poetry teaching also can play an important role in spreading good thought and emotions among people. A broad survey of literature in different areas like teaching methods, techniques, approaches and instructional material. A study of the literature in him teaching and learning of Sanskrit indicates that investigators in India are concerned with studying in greater depth of the teaching and learning process Involving Sanskrit. As class 9th is the secondary stage in Sanskrit and teaching of language should provide pupils full mastery over the applied form of language and maturity in oral and written expression, study at this stage should bring to them opportunity to appreciate the depth and diversities of human mind. Poetry is also taught for that purpose involved in Sanskrit subject.

As importance of Sanskrit poetry, at secondary, higher secondary and college level, it is proving fruits of Sanskrit language in the form of essence of nature, truth, beauty and goodness. But it is possible for students at that level when in primary

education it is provided. Therefore there is a need to provide poetry teaching effectively at secondary level, because in Sanskrit as well as Gujarati medium schools of Gujarat state, there are several problems regarding Sanskrit teaching-learning problems as students are come from Gujarati background.

Heterogeneous students in Gujarati medium schools of Baroda city as they are having different socio-economic backgrounds, impact of their (regional) mother tongue. These reasons are responsible for arising problems in Sanskrit teaching and learning. In this kind of climate, there are many difficulties regarding spelling mistakes, vocabulary and recitation of poetry.

Teachers felt difficulties in Sanskrit poetry teaching because its form. They did not consider poetry as poetry. In their views if these lines were written in a continuous and sequential manner, they would turn into prose and some teachers are facing difficulties by their attitudinal nature. Jain (1981)

Poetry teaching starts there when children are at 1st standard. They are small kids, it is taken casually. At this level poetry is taught only recitation base. But at secondary level gradually when the child goes to secondary to higher secondary stage emphasis is more given on poetry teaching and learning from recitation to essence poetry. Sanskrit poetry will give the fruits of Sanskrit language in the form of truth, beauty and goodness at secondary, higher secondary and college level only if it is taught properly in real essence at secondary level.

In our education system, Secondary stage is very crucial stage. It is a bridge between secondary and higher secondary school education that provides experiences to the students facing a statewide examination. Generally the result of standard 10th decides child's future, and 9th is based for it. At this stage Sanskrit language has its importance as one of the subject because it is also the medium of instruction in the Gujarati Medium schools. if students are not much proficient in this language, they would not be able to do well in other subjects. so, for the development of proficiency in language Sanskrit Subject Teachers should have mastery over the Sanskrit language as a whole and specific to poetry as one of the important part of it.

The investigator will select Grant-in-aid schools because in those schools it is found that well experienced teachers with some years experience so, investigator will get the benefit to reach the actual problems of poetry teaching.

OBJECTIVES OF THE STUDY

To study the problems faced by teachers of standard IX in the subject of Sanskrit during the teaching of poetry with respect to

- Problems related to speech

- Difficulties in teaching poetry

- Difficulties in teaching different forms of poetry

- Facility available in schools for poetry teaching

EXPLANATION OF THE TERM

Problem: In the present study the term 'Problem' is in teaching of poetry in Sanskrit subject. It is the problems faced by the teachers in teaching of poetry in terms of

- Pronunciation of words

- Methods of teaching

- Facilities available for poetry teaching

- Interest of the students

DELIMITATIONS OF THE STUDY

The present study has the following delimitations.

1. The study is delimited to Grant in aid secondary Gujarati Medium schools in Vadodara city and also delimited to teachers of standard 9th following GSEB syllabus.

2. The study is delimited to the teachers of standard 9th

DESIGN OF THE STUDY

The study is a survey type in nature and was carried out by administering the questionnaire. The study seeks to understand the present problems of teaching poetry by

the teachers in Vadodara city through the information and data provided by the teachers through questionnaire and also through structured interview of secondary school teachers.

POPULATION

All the Grant-in-Aid secondary schools (108) in Vadodara city constituted the population for present study.

SAMPLE

For the present study the investigator selected 27 schools randomly as a sample being 25% of population. Investigator has selected 24 schools having one single teacher for Gujarati subject and the rest of 3 schools having two separate teachers for Gujarati subject. All these 30 teachers were selected for the study.

TOOLS AND TECHNIQUES

Investigator prepared a questionnaire tool for the study "An investigation into the problems faced by teachers," investigator used the tools to keep in mind one of the objectives of the study and preparing the following tool.

➔ **Questionnaire**

The questionnaire was prepared by the investigator which included total number of 10 questions. The 6 questions were close ended and rests of 4 questions were open ended. The questionnaires were validated by the experts in the field of language.

➔ **Interview**

The investigator had conducted a structured interview including 9 questions with respect to

- Problems related to pronunciation, pitch, intonation or recitation.
- Difficulties in teaching poetry
- Difficulties in teaching different forms of poetry
- Facility available in schools for poetry teaching

The interview was concluded with the same teachers who were feeling the questionnaire in order to craft validate the information given in questionnaire along with getting more reliable information.

TOOLS FOR DATA COLLECTION

❖ Questionnaire

A questionnaire, for teachers of standard 9th in Gujarati Medium Schools, was prepared by the investigator to collect data for the present study. In the questionnaire there were open ended & close ended questions related to problems faced by them during teaching of poetry in the subject of Sanskrit. The items of questions prepared in terms of speech related problems, problems in teaching of poetry, problems in teaching different types of poetry, facility available in schools for teaching poetry. The questionnaire keeping in view the above mention dimensions, investigator has prepared Semi-Structured Interview.

❖ Semi-Structured Interview

The investigator has prepared a set of pre-determined questions, in a particular order and sequence. At the same time flexibility of approach to questioning kept in mind. The investigator felt that their interviewer were share their ideas, facts and their experiences by which investigator collect the data from them with regard to problems faced in teaching of poetry in subject of Sanskrit.

DATA COLLECTION

The data were collected personally by the investigator. Investigator personally visited all Grant-in-Aid secondary schools teachers followed GSEB syllabus and collected data from school teachers with the permission of Principal.

DATA ANALYSIS

Data collected using questionnaire and structured interview, questionnaire analyzed through frequency and percentage and structured interview analyzed through content analysis.

MAJOR FINDINGS

The findings of the present study are based on the analysis & interpretation done in the previous chapter. The investigator has arrived to these major findings by focusing on some major aspects of the study. Simultaneously, the discussion on based on the findings

is also done in the present chapter. Whatsoever, the investigator has found out is presented below:

Findings of Questionnaire:

- ❖ It was found that 53% teachers having problems in teaching of poetry. They justified their responses that students are not interested in poetry. Some poems are not to the level of students, the teachers gave response that students have approached towards poetry only exam oriented. Most of the teachers had problems with recitation of the poetry. It also indicates that 47% teachers did not have any problems while teaching of poetry.

- ❖ It was found that 50% teachers believed that the words in the poem are difficult to pronounce some extent. By playing games of words, puzzle. We can develop the vocabulary. To explain the difficult words, we have developed reading habit of students. In the form of Gazal, there are some Urdu words include, so it's difficult to understand. There are heterogeneous group in the classroom having different region, students sometimes can't understand the meaning of word & also cannot pronounce it properly. By giving synonyms of some difficult word, we can make it easy to pronounce. It also indicated that 50% teachers did not have any difficulty in pronunciation of words while teaching of poetry. They justified that Words are easy and understandable Sometimes it is quite difficult to pronounce the word which is unfamiliar for the students.

- ❖ It was found that 70% teachers recite poetry while 30% teachers were not recite poetry. They followed traditional method of teaching poetry by just reading and explaining. Teachers did not have proper voice modulation, intonation for reciting poetry. Some teachers found that there is problems with time, so cannot recite poetry in limited time.

- ❖ It was found that 70% teachers believed that students have faced problems with recitation of poetry. Teachers believed that by giving them regular practice to recite poetry it will help students to recite poetry effectively. Sometimes, by providing them C.D. of other poetry, it will help students to recite poetry. Teachers have giving them regular practice so students can recite poetry with proper modulation and intonation. Teachers have to teach poetry in simple way if proper recitation of

poetry is done by teachers then students will follow them. Proper gesture, pose, intonation is very essential for effective recitation of poetry. To providing them clear understanding about different forms of poetry. Through poem recitation we can motivated our student.

❖ It is also indication that out of 30 teachers, 9 teachers that are 30% teachers believed that there are no any difficulties students facing in recitation of poetry. Students did not have any problems regarding recitation. They fully enjoyed it. They can recite very well.

❖ It was found that 100% teachers agreed that different linguistic activities organized by them in their schools.

❖ It was found that 70% teachers felt that the poetry of GSHEB text book syllabus is relevant to the age of students. The rest of 30% teachers felt that it was not relevant to the age of students. These teachers justified their response.

Findings of Structured Interview:

❖ It was found that 70% teachers using recitation method for different forms of poetry. While 30% teachers did not know the various methods of teaching poetry.

❖ Item no. 4.2.8 indicates that 76% teachers had listing out of the different teaching aids like C.D., computer, projector, charts, tape recorder, etc. while 7 teachers that is 24% teachers wrote only one or two common teaching aid. They did not know any other name of teaching aid.

❖ It was found that all the 30 teachers had listed out the different moral values which they inculcated in the students by teaching of poetry that is Ahimsa, Unity, Truth, Cooperation, Pity, Duties towards the society and Nation, Honesty, social services, etc. all the teachers listed out these all values.

❖ It was found that 30% teachers were aware about the steps of poetry teaching and 47% teachers were not aware about the steps of poetry teaching and they were not attempt any answers of this question. The rest of 23% teachers were written down the different types of poetry rather than steps of poetry.

❖ The investigator also found that having lack of facilities for poetry teaching in schools, teachers faced problems.

DISCUSSION

With respect to problems faced by Sanskrit subject teachers, the present study revealed that majority of teachers having problems in recitation of poetry. They use simply traditional method that are reading and explaining during teaching of poetry. Due to lack of facility for poetry teaching in the schools, it was found out that teachers cannot use different facilities for poetry teaching like language lab, projector, C.D., Tape recorder, etc. It creates uninterested for poetry among the students as well as teachers also.

CONCLUSION

Findings of the study shows that in Gujarati medium grant-in-aid schools having more than 30 years experienced teachers in the subject of Sanskrit faced many problems with regards to recitation of poetry, pronunciation of difficult words, lack of facilities in schools and do not having awareness about effective way of teaching poetry. Some teacher had Sanskrit or other subject as a major subject even though they have taught Sanskrit as a whole and poetry in particular. So having lack of knowledge about nature and structure of Sanskrit poetry, they have to face these kinds of certain problems in teaching of poetry.

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CONSTRUCTION AND EFFECTIVENESS OF A PROGRAMME FOR IMPROVEMENT OF ENGLISH PRONUNCIATION OF THE STUDENTS OF STD. VIII OF SECONDARY SCHOOL OF HIMMATNAGAR TALUKA

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INTRODUCTION:

Language is often described as a 'skill' rather than a subject. The language as skill, is more a matter of doing than of knowing. When a child is born in a community, he listens to the language spoken by that community. As the child begins to learn his mother tongue, the very first skill that he acquires is the skill of listening. At the next stage, he tries to reproduce the sounds that he has heard by way of verbal expression i.e. the skill of speaking. The ability to read and write is a matter of literacy that is incorporated in the school syllabi. There are four language skills : listening, speaking, reading and writing. These are called basic language skills as they are essential and fundamental in language learning.

Language learning involves the reproduction by the learner of the sounds and patterns used by other human-beings around him. In the learning of English as a second language, however, the habits already acquired in connection with one's first language stand in one's way. Each language has a different sound system and in the learning of foreign language, one's habit of his first language comes in the way of his proper learning. One has, therefore, to resist the pull of the mother-tongue and recognise one's habits of hearing and speech. Thus, 'Speech' or 'Pronunciation' is extremely significant at all stages of learning a language.

So naturally, the teaching of spoken English creates many problems, specially for the pupils that come to learn English as a second language. The greater dissimilarities between the mother tongue and the second language, the problems are more and more acute, both for the teachers as well as for the learners. In order to get good result in

English, there is a need to give adequate practices for developing different skills and acquaint the students with the behaviour of the language.

STATEMENT OF THE PROBLEM:

Construction and effectiveness of a programme for Improvement of English pronunciation of the students of Std-VIII of secondary school of Himmatnagar Taluka.

OBJECTIVES OF THE PRESENT STUDY:

The present study is an attempt to detect the weaknesses of English pronunciation of students of the secondary school. The objectives of the present study are :

1. To construct a 'Diagnostic Test' for the pronunciation of selected English words.
2. To develop a 'Pronunciation Improvement Programme' in order to reduce the errors committed by the students.
3. To study the effectiveness of the developed Pronunciation Improvement Programme.

OPERATIONAL DEFINITIONS:

Construction:

Noun means (1) constructing (2) thing constructed (3) Syntactical arrangement (4) interpretation"

Effectiveness:

"Producing a successful result"

"Significant difference between means of pronunciation error scores in Pre-test and Post-test would be considered as effectiveness of the pronunciation Improvement programme."

POPULATION AND SAMPLING OF THE STUDY:

Present Study was related to improvement of English pronunciation of the students of Std- VIII i.e. its area related to linguistic. Amongst the 13 talukas of Sabarkantha, Himmatnagar taluka was selected as a population of the study and total 2 secondary schools of Himmatnagar taluka were also selected. The population of the present study was consisting of secondary school students who were taught English as a second language. The mother tongue of these students was Gujarati.

The Purposive sampling technique was employed for the sample of the present study. Madaresa High school and My Own High school of Himmatnagar were selected. There were 8-Classes of Std-VIII, out of its 36-girls and 44-boys were selected by the systematic Random sampling.

THE LIMITATIONS OF THE STUDY:

The limitations of the present study were :

1.   The present study was carried out on 80 students from two secondary schools of Himmatnagar Taluka.

2.   The aim of the Present study was remedial i.e. dealing only with problems and not all aspects of the pronunciation of English words.

3.   The present study was conducted on the students whose mother tongue was Gujarati and English was taught as a second language.

PLANNING OF THE REMAINING CHAPTERS:

The Organization of the remaining chapters of the present research report is as under:

Chapter-I: Second chapter of the report deals with the review of the related literature and researches.

Chapter-II : Third chapter of the report deals with research setting and research design.

Chapter-III : The fourth chapter deals with the method of data collection, analysis and interpretation of the data.

Chapter-IV: The fifth chapter covers summary, conclusions, recommendations and implications of the findings.

POPULATION AND SAMPLE :

•   Amongst 13 Taluka of Sabarkantha, Himmatnagar Taluka was selected as a population of the study.

•   Total two secondary schools of Himmatnagar Taluka were also selected.

•   The investigator has experimented on the students whose mother tongue was Gujarati and English was learnt as a second language.

•   The mother tongue of these students was Gujarati

- Total 80- students of both schools we?eT/Ehe samples? of the study.

LIMITATIONS OF THE STUDY:

The limitations of the present study were :

1. The present study was carried out on 80 students from two secondary schools of Himmatnagar Taluka.

2. The Present study aimed at specific problems of speech pronunciation of selected words only.

3. The present study was conducted on the students having Gujarati as mother tongue and learning English as a second language.

ANALYSIS OF DATA:

Significant difference between means of pronunciation error scores in pre-test and post-test was considered as the effectiveness of the Remedial programme. Mean pronunciation score, SD, SED, were found out of pre-test and post-test. The difference between means of pronunciation scores were checked by t-test. As research hypothesis regarding the effectiveness of the Remedial programme was directional, the significant levels were treated as one tailed test.

FINDINGS:

1. The students were not able to pronounce the words with the silent letters, irregular words, consonant cluster, the phonemes like /F/ /W/ /S/ /r/ .... etc, long & short vowels and diphthongs like /ei/ /av/.....etc.

2. The remedial measures taken to overcome the difficulties faced by the students in pronunciations were; i) listening Practice; ii) Repetition Practice : Choral Drilling; Individual Drilling.

3. The pronunciation Improvement programme was effective. The students were able to pronounce the selected words correctly after receiving remedial treatment.

4. There is a significant difference between means of pronunciation error scores in pre-test and post-test obtained by experimental group.

5.   There is no significant difference between means of pronunciation error scores in pre-test and post-test obtained by controlled group.

EDUCATIONAL IMPLICATIONS :

Educational implications on the basis of the findings are suggested as under:

1.   The students should be provided standard pronunciations practice through the oxford Dictionary pronunciations or BBC pronunciation practice.

2.   Where English is taught as a third or second language, emphasis should be given to the pronunciations of the words with the silent letters, irregular words, consonant cluster, the phonemes like /f/ ; /V/; /S/; etc. long & short vowels and diphthongs like /ei/ ; /rv/ ; etc.

3.   Rigorous training in the pronunciation of the above mentioned sounds should be rendered to listen and to speak English during the class-room teaching.

4.   Continuous evaluation and remedial practice can help the students to improve their pronunciations.

5.   The teacher should use various teaching aids and techniques in order to improve pronunciations of English words.

6.   A teacher's sincere efforts in this direction would make the students learn English better and motivate the students to learn English with deep interest.

7.   The teacher should organise various competitions for the corrections of the pronunciations of the students.

8.   So far as the pronunciation of English words is concerned, parents' adequate attention towards their children is needed.

SUGGESTIONS FOR FURTHER STUDIES :

1   The pronunciation Improvement programme can be conducted with the help of language laboratory.

2.   A computer aided language learning (CALL) package for the pronunciation Improvement programme in English language can be prepared.

3.   The pronunciation Improvement Programme can be designed for the students of primary schools.

4. It was found that some students were suffering from cultural bias regarding the pronunciations. To reduce such biases a special programme can be prepared.

5. The Present research has been carried out at M.Ed. level which can be enlarged by using miscellaneous variables at Ph.D. level.

6. A teacher can implement this type of programme during their class-room teaching.

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MOBILE LEARNING: ANYTIME –ANYWHERE

Mr. Rajeshkumar V. Parmar

INTRODUCTION

Today we operate in a world which relies and puts great emphasis on mobilizing content and information. With everyone looking for information on the go, "Mobile Learning" or "mLearning" became the most natural extension of eLearning. Today almost all the stakeholders in the eLearning world are focusing on getting their Mobile Learning strategies right. There are a string of theories and opinions about mLearning and related tools and technologies emphasizing on the potential it holds in the future. However for the purpose of this white paper, we wanted to present more than a generic view of the current situation.

Today there are over six billion mobile phone subscriptions worldwide, and for every one person who accesses the internet from a computer two do so from a mobile device. Given the ubiquity and rapidly expanding functionality of mobile technologies, UNESCO is enthusiastic about their potential to improve and facilitate learning, particularly in communities where educational opportunities are scarce. This Working Paper Series scans the globe to illuminate the ways in which mobile technologies can be used to support the United Nations Education for All Goals; respond to the challenges of particular educational contexts; supplement and enrich formal schooling; and make learning more accessible, equitable, personalized and flexible for students everywhere.

M-learning technologies include handheld computers, MP3 players, notebooks, mobile phones and tablets. M-learning focuses on the mobility of the learner, interacting with portable technologies, and learning that reflects a focus on how society and its institutions can accommodate and support an increasingly mobile population. There is also a new direction in m-learning that gives the instructor more mobility and includes creation of on the spot and in the field learning material that predominately uses smartphone with special software such as AHG Cloud Note. Using mobile tools for creating learning aides and materials becomes an important part of informal learning.

The use of mobile devices in learning is referred to as mobile learning (m-learning): this is the delivery of electronic learning (e-learning) materials on mobile devices such as personal digital assistants (PDAs), mobile phones, Tablet PCs, Pocket PCs, palmtop computers, etc. Quinn (2000) defined mobile learning as 'the intersection of mobile computing and E-learning: accessible resources wherever you are, strong search capabilities, rich interaction, powerful support for effective learning, and performance-based assessment. E-learning independent of location in time or space'. When designing learning materials for mobile devices, proper learning theories and instructional design principles must be used to meet learners' needs, and at the same time, help learners to achieve the desired learning outcomes. However, when designing materials for mobile devices, certain limitations must be kept in mind.

Mobile learning is concerned with a society on the move. In particular, with the study of "…how the mobility of learners augmented by personal and public technology can contribute to the process of gaining new knowledge, skills and experience" (Sharples et al. 2007).

IMPACT OF MOBILE TECHNOLOGIES IN LEARNING

Findings from recent surveys and reports indicate considerable increase in the subscriber base of mobile phones and smart phones with highly capable mobile browsers.

- As per a research paper of Brandon Hall, based on United Nations prediction that the global human population will reach about 6.3 billion by the end of 2009, approximately 41 percent of this population will use mobile phones.

- As per a report from eHealth-Connection.org, there is a considerable increase in the mobile phone subscriber base from developing nations; it has grown from 24 percent to 76 percent between 1998 and 2008.

- A report from ABI Research predicts that the number of smartphones with highly capable mobile browsers will increase from 130 million at present to more than 530 million by 2013.

- According to the NPD Group, Apple's iPhone was named the most popular phone during the third quarter of 2008, surpassing sales of Motorola's Razr.

The concept of 'learning on the move' marks a turning point in the learning sphere, which until recently had the limitation of being accessible only over the internet.

GROWTH

Over the past ten years mobile learning has grown from a minor research interest to a set of significant projects in schools, workplaces, museums, cities and rural areas around the world. The m-learning community is still fragmented, with different national perspectives, differences between academia and industry, and between the school, higher education and lifelong learning sectors.

Current areas of growth include:

- Testing, surveys, job aids and just-in-time (J.I.T.) learning
- Location-based and contextual learning
- Social-networked mobile learning
- Mobile educational gaming
- Delivering m-Learning to cellular phones using two way SMS messaging and voice-based CellCasting (podcasting to phones with interactive assessments)
- Cloud computer file storage

According to a report by Ambient Insight in 2008, "the US market for Mobile Learning products and services is growing at a five-year compound annual growth rate (CAGR) of 21.7% and revenues reached $538 million in 2007. The data indicates that the demand is relatively immune from the recession." The findings of the report indicate that the largest demand throughout the forecast period is for custom development services, content conversion, and media services and that the healthcare sector accounts for 20% of the total US market for mobile learning.

The growing use of wireless technology and mobile devices suggests that training and education cannot ignore the use of mobile devices in the learning/training process. An increasing number of workers are working outside the office and they will require just-in-time training wherever they are located. In the next two years, there will be more than 1bn subscribers to the wireless internet (Tirri 2003). Trainers and educators need to design learning materials for the growing use of mobile devices; however, the design of the materials must be based on sound learning theories and instructional design

principles. Sharples (2002) proposed a theory based on conversation for the design of mobile technology for learning. Roschelle and Pea (2002) suggested that wireless internet learning devices (WILD) could be used for computer-supported collaborative learning (CSCL) where the teacher becomes a guide or coach and learners take the initiative in their learning. They claimed that learning will become more learner-centered,

rather than teacher-centered, which has implications for how instruction is designed for mobile devices. According to Tella (2003), mobile devices can be used to increase cognitive growth at the individual level, and an individual's motivation is enhanced when he or she is able to develop based on needs and context. Knowledge is information in context and knowledge creation is location-dependent and situation-dependent. Mobile learning devices allow learners to learn wherever they are located and in their personal context so that the learning is meaningful (Sharples 2000).

PRINCIPLES OF MOBILE LEARNING

It is only within these communities that the native context of each learner can be fully understood. Here, in these communities that are both local and digital, a "need to know" is born, knowledge accrues incrementally, progress resonates naturally, and a full picture of each learner as a human being fully emerges.

1. Access

A mobile learning environment is about access to content, peers, experts, portfolio artifacts, credible sources, and previous thinking on relevant topics. It can be actuated via a smartphone or iPad, laptop or in-person, but access is constant–which in turn shifts a unique burden to learn on the shoulders of the student.

2. Metrics

As mobile learning is a blend of the digital and physical, diverse metrics (i.e., measures) of understanding and "performance of knowledge" will be available.

3. Cloud

The cloud is the enabler of "smart" mobility. With access to the cloud, all data sources and project materials are constantly available, allowing for previously inaccessible levels and styles of revision and collaboration.

4. Transparent

Transparency is the natural byproduct of connectivity, mobility, and collaboration. As planning, thinking, performance, and reflection are both mobile and digital, they gain an immediate audience with both local and global communities through social media platforms from twitter to facebook.

5. Play

Play is one of the primary characteristics of authentic, progressive learning, both a cause and effect of an engaged mind. In a mobile learning environment learners are encountering a dynamic and often unplanned set of data, domains, and collaborators, changing the tone of learning from academic and compliant to personal and playful.

6. Asynchronous

Among the most powerful principles of mobile learning is asynchronous access. This unbolts an educational environment from a school floor and allows it to move anywhere, anytime in pursuit of truly entrepreneurial learning. It also enables a learning experience that is increasingly personalized: *just in time, just enough, just for me.*

7. Self-Actuated

With asynchronous access to content, peers, and experts comes the potential for self-actuation. Here, learners plan topic, sequence, audience, and application via facilitation of teachers who now act as experts of resource and assessment.

8. Diverse

With mobility comes diversity. As learning environments change constantly, that fluidity becomes a norm that provides a stream of new ideas, unexpected challenges, and constant opportunities for revision and application of thinking. Audiences are diverse, as are the environments data is being gleaned from and delivered to.

9. Curation

Apps and mobile devices can not only support curation, but can do so better than even the most caffeine-laced teacher might hope to. By design, these technologies adapt to learners, store files, publish thinking, and connect learners, making curation a matter of process rather than ability.

10. Blending

A mobile learning environment will always represent a blending of sorts–physical movement, personal communication, and digital interaction.

11. Always-On

Always-on learning is self-actuated, spontaneous, iterative, and recursive. There is a persistent need for information access, cognitive reflection, and interdependent function through mobile devices. It is also embedded in communities capable of intimate and natural interaction with students.

12. Authentic

All of the previous 11 principles yield an authenticity to learning that is impossible to reproduce in a classroom. They also ultimately converge to enable experiences that are truly personalized.

ADVANTAGES OF MOBILE LEARNING

Although mLearning is at a nascent stage, increased adoption of mobile devices will help mLearning to gain popularity in the learning sphere.

mLearning through a mobile device makes learning truly personalized. The learners have the option to choose learning content based on their interest, thus making mLearning very learner-centric.

The flexibility to access immediate job-specific information using mobile devices helps to increase the productivity of an individual. Self-paced learning and instant availability of content on demand are the salient features of mLearning.

It provides users the option to undergo training during non-work hours and encourages collaborative learning, peer interaction, and Podcasting.

Learning can be disseminated in various ways, ranging from traditional classroom to distance learning, virtual instructor-led training, eLearning, mLearning, and so on. The recent trend in learning delivery is blended learning, which combines different modes of learning, to make learning more effective and engaging. Blended learning combines the strengths of different learning modes and helps to best fit the learning context in an interactive learning environment. Mobile learning can also be combined with other modes of learning to provide an interactive learning environment to the learner.

- Relatively inexpensive opportunities, as the cost of mobile devices are significantly less than PCs and laptops

- Multimedia content delivery and creation options

- Continuous and situated learning support

- Decrease in training costs

- Potentially a more rewarding learning experience

CHALLENGES OF MOBILE LEARNING

Ahonen et al.(2003) reported on a study where a mobile device was used to deliver an electronic course. When asked about limitations related to the delivery, students mentioned the small screen size and problems in navigating within the lesson.

Technical challenges include

- Security challenges

- Connectivity and battery life

- Screen size and key size

- Meeting required bandwidth for nonstop/fast streaming

- Number of file/asset formats supported by a specific device

- Content security or copyright issue from authoring group

- Multiple standards, multiple screen sizes, multiple operating systems

- Reworking existing E-Learning materials for mobile platforms

- Limited memory

- Risk of sudden obsolescence

Social and educational challenges include

- Accessibility and cost barriers for end users: Digital divide.

- How to assess learning outside the classroom

- How to support learning across many contexts

- Content's security or pirating issues

- Frequent changes in device models/technologies/functionality etc.

- Developing an appropriate theory of learning for the mobile age

- Conceptual differences between e-learning and m-learning

- Design of technology to support a lifetime of learning

- Tracking of results and proper use of this information

- No restriction on learning timetable

- Personal and private information and content

- No demographic boundary

- Disruption of students' personal and academic lives

- Access to and use of the technology in developing countries

- Risk of distraction

There are several barriers to the use of mobile learning devices in special education teaching and learning. Barriers to use include (a) lack of time to learn to use and integrate mobile learning devices into instructional activities, (b) lack of adequate infrastructure and technology resources, (c) the belief that the technology will not impact student learning, (d) lack of site-level administrative support, (e) lack of training for teachers and administrators in identifying mobile learning on the IEP, (f) lack of ongoing support in the integration and management of mobile learning at the classroom level.

Additionally, the very structure of instructional day can impede the use of mobile technology within instruction. For example, many special educators who pull students from the general education classroom have limited instructional time with each group of students and this time had to be divided between general education curriculum and IEP goals because there is just no time to think about it. In many instances, teachers of diverse learners have indicated that although they thought technology was valuable to their professional activities, they did not think technology could help impact student learning or raise student achievement (Courduff, 2011). These teachers are burdened with an overwhelming number of professional responsibilities and personal bias that prevent openness to the power of mobile learning.

Current research suggests that one of the most critical factors to address is a complete paradigm shift in pedagogy (Holley & Dobson, 2008; Scornavacca & Marshall, 2009). The Horizon Report (Johnson et al., 2009) suggests that mobile learning will be mainstreamed in education within the next five years. Mobile devices are not integrated into instructional practice because of the lack of a pedagogical framework for this level of integration. Research suggests that this is a critical time for special education

technologists and AT specialists to initiate a paradigm shift in the current educational structure (Halverson & Smith, 2009). When integrated into instructional practice, mobile technology provides multisensory, interdisciplinary tools for collaboration. Mobile technology can be personalized to meet diverse learners' needs. It can enable learning that is community-driven, creative, and innovative. The challenge here is to change the framework upon which pedagogy is founded. The change includes the need for evidence-based practice including new literacy skills, new ways of assessing non-traditional student work, and new rubrics for evaluating collaborative online work (CAST, 2010). There must be an overhaul of instructional practice to align with the new learning structure, integration of real life experience into daily instruction, and development of a knowledge sharing community to support and enable teachers. Simply put, instruction of students with disabilities must include learning activities that match curriculum tasks with appropriate mobile technology resources and other digital tools (Courduff, 2011).

CONCLUSION

Mobile learning devices can be used to deliver learning materials to students, but the materials must be designed properly to compensate for the small screen size of the devices. Learning materials need to use multimedia strategies that are information-rich rather than textual strategies. As a result, the writing style of course developers has to change from textual writing to a greater use of visuals, photographs, videos and audio. Intelligent agents should be used in m-learning systems so that most of the work is done behind the scene, minimising the input needed from learners and the amount of information presented on the display of the mobile devices.

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LANGUAGE EDUCATION IN INDIA: MULTICULTURALISM THROUGH MULTILINGUALISM

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Introduction

Internationalization of education, trade has led to the development of global village concept. In this village, one has to be familiar with all cultures, traditions and most importantly communication techniques in order to survive and sustain life. Communication in its basic sense involves learning of language spoken in the context. In a globalized situation, multilingualism is the common feature as there is a mixture different cultures in the situation. This situation is aptly represented in the classrooms of the society, than elsewhere. When one has accepted the integration of different cultures as the present day survival mechanism, why not accept the idea of multilingualism as a survival concept? Can this help in enhancing the survival capacity of the individual in the globalized context? What could be the different possibilities of integration of cultures through multilingualism? These are the some points of focus of this paper.

Multiculturalism

Multiculturalism is a concept where different cultures existing in a particular geographical context are accepted, appreciated and promoted with an equal status in organizational contexts, such as, businesses, education, social interactions etc. In this sense, multiculturalism signifies no prominent position or status to any dominant or central culture. It is not mixing of or assimilation of cultures, rather, it is a situation that has arisen out of a natural co-existence of different cultures with mutual respect and peace for each other. It is not losing own culture and adopting other one, but comprehending truly their position in the society and adapt better in the living context. In the present day society, multiculturalism is visualized to be existing in two different ways – one focusing on interaction and communication among different cultures, providing

opportunities to cultural differences and the second aspect concentrating on diversity and cultural uniqueness, leading to cultural isolation of dominant culture and also providing opportunity for cultural diversity.   Even though believers of this concept hails it as a factor leading peaceful co-existence, situations so far visualized in the world are pointing towards a different idea. (Source: Wickipedia website)

Multilingualism

Multilingualism in a general sense can be defined as proficiency in use of more than one language. It is generally represented by some as 'bilingualism' also. Use of more than one language is not new to any societal context. It is the learning of, proficiency in and use of two or more languages. Generally it is a phenomenon observed in a context where confluence of people from different cultures occurs, because of geographical or survival reasons. In borderlands between two nations, two states differentiated on the basis of language, multilingualism is a common feature. Dialects also bring in this situation, when a dialect is established as a dominant formal language in a context. Multilingualism may not always be a societal or group phenomenon, but also an individual phenomenon. Depending on the interest an individual can learn any number of languages. Multilingualism becomes a natural phenomenon for individuals in order to mingle in the social context, in order to gain entry into institutions for education and employment. (Source: IGNOU CTE Course material)

Indian context

Multiculturalism is an inherent phenomenon of Indian society. Its historical past, geography and demography made multiculturalism a natural phenomenon of Indian society. Presence of many religions, cultures, languages, festivals, traditions is not only visualized, but all show a commonality of occurrence. According to geographical isolations the traditions are different but the intent of following those shows a commonality. So, Indian situation is an amalgamation of all cultures present within the spread of Indian sub continent. To represent this situation a term 'diversity' is used in Indian context.

Multilingualism in India is linked with migration of different ethnic groups to Indian continent for different purposes. The literature of ancient India also shows use of different dialects or languages, Pali and Sanskrit. In Mughal period one can visualize the expertise in use of Sanskrit and Arabic. Poets used Magadhi, Prakrit even though they were scholars in Sanskrit. Depending on the social hierarchy also language used to differ in Indian context. Caste is an important aspect determining the way the language is spoken in society. Regional differences also bring in changes in the way language is used in a specific context. Language pluralism becomes a natural phenomenon of India. An individual speaks one language at home, another in social context and another in educational context. This is viewed with appreciation as the person can communicate with people speaking different languages. It is considered as an advantage for an individual to survive in a peculiar situation.

Multilingualism in Education

In social context language is used for informal purposes. In educational context it is more related with formal situation use. Official status of language plays an important role here. For Indian context official language status is given to Hindi, second officiating language is English. Because of this it is necessary for schools to offer these languages in their curriculum as subjects. In addition to mother tongue, one has to learn these languages due to the status they enjoy in the social interactions. Schools of a particular state not only offer these languages, but looking into the requirements of the situations, also offer these languages as medium of instruction also. In the state of Gujarat, we find schools offering education in medium of Hindi, Marathi and even Sindhi, in addition to Gujarati and English.

Census studies indicated a supportive argument for existence of above-said situations. In any state, at any point of time we find a conflux of people coming from neighbouring states for different reasons. So the situation is presence of a dominant regional language and depending on the number of migrant population use of other languages in communication. For example, in Andhra Pradesh, Telugu is the dominant State language, but we see a sizeable population of Kannada speakers (519,507), Marathi speakers (503,609), Oriya speakers (259, 947), and Tamil speakers (753,484). Similarly

Telugu speakers are found in good number in Karnataka (3,325,062), Maharashtra (1,122,332), Orissa (665001), and Tamil Nadu (3,975,561), (Sharma, 2001).

So we hear terms like linguistic minorities, regional language, and mother tongue in language education area. The formation of different states basing on language spoken has led to further entangling in the situation. State has to provide for educational opportunities of all the people living in their state purview. So they have to offer education in different mediums of instruction and accordingly different languages are offered as compulsory or optional curricular subjects in that state. This has led to different complexities. The orientation and inclination of people towards other languages is also a reason for this. Hindi speaking regions prefer to take Sanskrit than to learn non-Hindi region languages and non-Hindi speaking regions prefer to learn English and Sanskrit than Hindi. The same is true with minority groups of different nature. The three language formula put forward with an intention to protect the interests of people in many respects is not able to meet the needs of the educational contexts.

Multiculturalism in Education

Multiculturalism in education is visualized in the form of region, caste, language and even gender in education. Equalization efforts of government after attainment of independence have led to these consequences. Till then education is available to a limited sections of society. When people started entering into the field from different corners of the society, the system that is tuned to offer transactions with a single sided view point has to undergo changes. With passage of time, it is understood that there needs to be a way to provide for the learning of all these sections through adopting different methods. Adopting multilingualism as a vehicle could be one way. Language is the main barrier in communication among people. People can understand one another if the language of communication is same. So there is a need to develop opportunities to learn languages in formal and non-formal systems.   Knowledge of different languages is one of the key aspects in present day employment due to globalization. This also helps in better adaptation and peace in the living and working environments.

Some points of concern

Social level

Even though states are formed on the basis of the language spoken in that geographical area, multilingualism remained a dominant feature of each state. In each state one can find one linguistically dominant group with half of the population speaking and using the language for public and private affairs. Not only the entire nation, but each part of the country is multilingual to an equal extent. No part in the country is devoid of this situation.

'The number of multilingual population too is also remarkable. They constitute 19.44% of the total population in India. The traditionally strong constituent of multilingual groups is further strengthened in modern times from one decade to another, as mobility within the country as well as the introduction of formal education in all parts of the country that insists on learning at least two languages until the end of high or higher secondary education. Although Kerala appears to be the most cohesive linguistic state with a single language, Malayalam, claiming the mother tongue status for nearly 96 percent of its population, bilingualism among this mother tongue group is equally good.

The Language Policy of India relating to the use of languages in administration, education, judiciary, legislature, mass communication, etc., is pluralistic in its scope. It is both language-development oriented and language-survival oriented. The policy is intended to encourage the citizens to use their mother tongue in certain delineated levels and domains through some gradual processes, but the stated goal of the policy is to help all languages to develop into fit vehicles of communication at their designated areas of use, irrespective of their nature or status like major, minor, or tribal languages. The policy is accommodative and ever-evolving, through mutual adjustment, consensus, and judicial processes. The accommodative spirit may be dim at times, and the decisions vacillating and fidgety, but this spirit was continuously prevalent from the early days of the struggle for independence from the British rule. This was seen as a necessity in nation-building. Political awareness or consciousness relating to the maintenance of native languages has been very high, both among the political leadership and among the ordinary people who speak these languages.' (Source: http://www.elda.org /en/proj/scalla/SCALLA2004 /mallikarjunv3.pdf)

Media and mass communication also responded well to this multilingual situation and are delivering goods according to the different linguistic needs of the nation. We find channels and newspapers in almost all prevalently spoken languages of India.   There is a wide gap in access to Information technology in rural and urban areas. Language of internet is predominantly English.   Even though softwares are now available in vernacular languages, their use and spread is not prevalent in the country. Much needs to be done in this area.   As the language need is foreign, and the needs to enhance knowledge using the digital world is not available in their respective regional languages, both the government and the people are fast moving towards introducing English at the earliest level in education. This is hampering the mastery in mother tongue and other regional languages, which is a must for survival of cultures.

Educational level

According to the three-language formula, the three languages offered in education are: (i) the home language/the regional language, (ii) English, and (iii) Hindi in non-Hindi speaking states and any other modern Indian language in Hindi speaking states. With all these provisions for education in multiple languages and mother tongues, the Sixth All India Education Survey informs that 41 languages are taught as school languages, and 19 of them are used as media of instruction at different levels. As one goes up in the ladder of education, the number of languages available for people to study and the medium of instruction become less. Though many languages are media of instruction at the lower level, only English is the medium of instruction at higher education, particularly for professional streams like, technical and management education. (Source: http://www.elda.org /en/proj/scalla/SCALLA2004 /mallikarjunv3.pdf)

In the globalized world, English became a vehicle for education and employment. Even though it is not imperative for people to learn it in their living context, in view of its future prospects of moving out to distant places for living, people are giving importance to learning this language. Its official position in the public and private life is also one reason for this.   So learning of English is more imposed than natural.

Now a day migrations are not occurring in groups, but on individual basis in search of educational and employment opportunities. Because of educational awareness there are alliances occurring in the form of marriage among different religions, castes, regions etc. These situations are giving rise to those conditions where the language of communication in family, school and office are different for a person. Mother tongue is different from regional language. When one is given importance over other, the situation is mother tongue is neglected in order to survive. Due to prevalence of English medium schools in lower level and English as medium of instruction at higher level, mother tongue education is neglected. Person is neither fluent in mother tongue nor in English. At higher education level also this is true. Mere knowledge of language is not sufficient to keep the language alive. We need fluency in reading, writing, speaking and listening in order to revive and sustain our culture.

Multiculturalism through Multilingualism – the ways out

It is a complex situation to understand and act according to the requirements of the situation. At each nuke and corner the requirements are different and public functionaries cannot provide for each and every need of the context. It is not their only job, but part of their obligation. Intention of language policies is for language survival and utilization not for domination of one over the other. But they are not able to address to the specific and complex situations developing from time to time in the living context.

Schools at their level can take care of the needs to some extent. According to rules and regulations of different boards under whose recognition they are working, schools are offering different language subjects. But at some places looking into the peculiar situational needs they are offering those languages that are rare in the learning context. For example, Arabic language is offered for students in a school managed by a specific community from primary stage onwards in Vadodara. This is not a rare situation in Indian context. All schools have to take note of this and look for opportunities for offering learning of different languages of their student population. They can even take advantage of specific organizations working out side the school to teach a specific language. For example, in Southern states, looking into situational needs Bhasha

Prachara Samiti is established to learn Hindi. Of course, they are recognized bodies. Such attempts are to be there for other regional languages also.   Students can appear for exams conducted by these boards and get recognized certificates for further use in survival.

Last but the least, it is individual and the family that has to take care of this aspect. When language in the family and in social surroundings is different, it is the responsibility of the parents to pass on the language to offspring at all levels. In those cases, where the partners are from different languages, particular efforts need to be there to make children proficient in both languages. Close relations of parents with outside organizations in order to make their children to learn the language in correct mode is to be there. They cannot expect school to take care of this aspect in all models. When efforts are there from schools, it is imperative on parents to offer support at all possible levels.

At higher education level, instead of narrowing down the aspects, parallel channels need to be established to learn languages of interest for students. It could formal or non-formal. These attempts will help in survival of languages to a great extent.   In a globalized world, this is necessary for students to learn regional, national and international languages as a qualification for employment in MNCs. However, the learning of neglected and sidelined languages is to be taken care of.

Conclusion

Language is the main means of survival and learning about one's culture. Provision of opportunities to learn languages at various levels will not only improve the linguistic ability of a person, but also make one to survive with proper comprehension of cultural situations in which one is surviving. Peaceful co-existence is the need of the hour.

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STUDY OF THE RESPONSES OF TRAINEE TEACHERS& TEACHER
EDUCATORS REGARDING PRIVATIZATION &
SOCIAL CHANGE IN EDUCATION

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INTRODUCTION

The importance of education should not be ignored. As it is for educational, social, cultural, behavioural& for the comprehensive development of every citizen. It is a source of light which shows us the right path in one's life. In the words of a learned man, "Knowledge is the third eye of a human." which provides all sorts of competencies to understand basic things.With the help of education every individual gets-happiness, prosperousness & popularity in the journey of life. Bhatruhari has rightly noted in Nitishataka that, "A man without education is compared to an animal" Mahatma Gandhi has too rightly said that, "Education is that which liberates. By which we can say that education is only the weapon with us for being succeeded."

NEED OF THE STUDY

Honourable ex-president of India Dr. A.PJ. Abdul Kalam said, "National development is a collective process and has to be accomplished through constructive efforts of enlightened citizen. So the evolution of enlightened human being is indeed a big challenge for the world community. The main component of so is education through which we can reach the goal of nation building." In the direction of so the present prevailing situation has been started and the mode of imparting education has been started to be privatized.

If we look at the history, in 1979 the Britain Prime Minister, Margaret Thrachar started privatization. The same examples were found later on in Russia, China and in Italy too. Considering all here in India the provision of privatizing was made in the NPE of 1986.

Due to encouragement to private educational institutes, there has been an existence of private educational institute which is a new trend granted by the N.C.T.E. As a result of so what are the responses of the trainees and teacher educators of privatized education Institutes? Will this system be helpful to a common man and get the social change through this mode of education? Keeping all these points, the present study was decided. The result of so may be carried out and hope that whether it will be helpful or not to enhance the social change and building of a nation too.

OBJECTIVES

(1)   To study the responses of the trainee teachers regarding privatisation with reference to education.

(2)   To study the responses of the teacher educators regarding privatisation with reference to education.

(3)   To study the responses of the trainee teachers regarding social change through privatization in education.

(4)   To study the responses of the teacher educators regarding social change through privatization in education.

SAMPLE :

The sample of the study is 250 Trainee Teachers and 50 Teacher educators from the Education Colleges of Ahmedabad; of which the 6 are the granted and 2 are the self-financed colleges of Education.

TOOL:

Selection of proper tool is the important aspect of the study. Of the various tools; the opinionnaire was selected as a tool for the present study. First of all an opinionnaire with 95 statements with yes/no answers was prepared. After the necessary changes, with a total of 78 selected statements, the final opinionnaire was prepared .

METHOD :

The survey method being the best, applicable for the opinionnaire, survey method was used. Moreover if it saves time, energy and money.

COLLECTION OF DATA :

The opinionnaire was given to the sample i.e. the 8 colleges of the Ahmedabad city and was distributed among the Teacher Educators and the trainees. The necessary instructions were given and thus the filled in opinionnaire, was then collected.

ANALYSIS :

The Analysis and interpretation of the data is the most important aspect of any study because it is due to the proper use of statistical methods, the path towards the conclusion is arrived. The analysis of the data is being done, the percentile a statistical method and the result thus obtained is then interpreted.

INTERPRETATION :

From the analysis of the data, the following has been interpreted.

TABLE-1

EDUCATIONAL FACILITY WITH REFERENCE TO P.E.I.S.

No.	Statement	Trainees (%)		Teacher Educators (%)	
		Yes	**No**	**Yes**	**No**
1	The private educational institutes give more importance to competitive aspects educationally.	84.4	15.6	84	16
2	The P.E.I. do the educational work Properly	66.4	33.6	26	74
3	The P.E.I.hold different educational activities for the overall development of Students	70.8	29.2	26	74
4	Do not have a good library facilities	56.4	41.2	28	72
5	Do not have a good laboratory	50.8	49.2	28	72
6	The P.E.I. engaged to get good results actively	80	20	50	50
7	The P.E.I. provide proper education for the personality development	72	28	76	24
8	The P.E.I.are basically institutes of money oriented and earning purposes.	74.4	25.6	74	26

1. It is clear from the table - 1 and responses of 84.4% of trainee teachers and 84% of Teacher Educators that the private educational institutions give more importance to the competitive aspects educationally.

2. Responses of 66.4% of trainee teachers show that the Private Educational Institutions do the educational work properly where as responses of 74% of T.Edu. show that the educational work in those set up is not done properly.

3. Responses of 70.8% of T.T. show that the Private Educational Institution manages with different Educational activities for the overall development of the students where as responses of 74% of T.Edu. show that Private Educational Institution can't do much for the overall development of the students.

4&5 Responses of 72% of T.Edu.show that Private Educational Institutions do not have proper library & Responses of 72% of T.Edu.show that do not have good practical laboratory.

6. Responses of 80% of T.T. and 50% of T.Edu.show that Private Educational Institution are actively engaged with educational activities to get good results.

7. Responses of 72% of T. T. and 76% of T.Edu.show that Private Educational Institutions provide proper education for the personality development of the students.

8. Responses of 74.4% of T. T. and 74% of T.Edu.show that Private Educational Institutions are basically just money oriented and for earning purposes, hence sometimes even they can't fulfill the basic necessities required.

TABLE-2

PRIVATE EDUCATIONAL COLLEGES / INSTITUTIONS WITH REFERENCE TO PHYSICAL FACILITIES

No.	Statement	Trainees (%)		Teacher Educators (%)	
		Yes	No	Yes	No
1	The P.E.I. decide and frame the laws on their own.	88.4	11.6	86	14
2	Admission is done by the management only.	96.4	3.6	86	14

3	Do the admission for their own benefits	89.6	10.4	86	14
4	Do not take care of the health of students.	50.4	49.6	14	86
5	Education being privatized, it turns into business	89.6	10.4	86	14
6	People who are economically strong would take the help of the P.E.I., for the profit earning.	95.2	4.8	86	14
7	The P.E.I.have high fee norms.	97.6	2.4	100	00

1 & 2 Responses of 88.4% of T.T. and 86% of T.Edu.show that Private Educational Institutions decide and frame the laws on their own to manage their institute. Response of 96.4% of T.T. and 86% of T.Edu.show that such Private Educational Institutions are run just by the management.

3. Responses of 89.6% of T.T. and 86% of T.Edu.show that Private Educational Institutions do their administration for their own benefits.

4. Responses of 49.68% of T.T.& 86% of T.Edu.show that Private Educational Institutions do not take care of the health of their students.

5. Responses of 89.6% of T.T. & 86% of T.Edu.show that education being privatized it turns into business.

6. Responses of 95.2% of T.T.& 86% of T.Edu.show that those people who are economically strong would take help of the different trusts and start the Private Educational Institution for the profit earning.

7. Responses of 97.6% of T.T. & 100% of T.Edu.show that the Private Educational Institutions have high fee norms.

TABLE-3

SOCIAL CHANGE & DEvENlOPMENT THROUGH EDUCATION

No.	Statement	Trainees (%)		Teacher Educators (%)	
		Yes	**No**	**Yes**	**No**
1	Possibility of class division increases	90.8	9.2	62	38

2	Benefits would be achieved only by who are economically strong...	93.2	6.8	86	14
3	The P.E.I. are harmful for the economically backward people	94	6	86	14
4	The Society would be divided into two classes... hard working – none working	79.6	20.4	74	26
5	The constitutional rights of equality would be broken.	69.2	30.8	74	26
6	The P.E.I.function not for the social change but for the personal benefits.	82.8	17.2	74	26
7	Privatization in education is 'not' needed for the development of poor people in the country.	88.4	11.6	62	38
8	The P.E.I. need to maintain the moral values.	46.4	53.6	8	92
9	The person becomes economically independent with the help of professional courses in education.	92.8	7.2	90	10
10	For the social dev. English as one of the languages should be considered.	100	00	100	00
11	Subjects of students interests must be given.	98.8	1.2	100	00
12	The life oriented education should be given.	98.8	1.2	100	00
13	There should be easy & less expensive education.	100	00	100	00
14	Governmental or government aided colleges / institutions should be established.	80.4	19.6	79	21
15	The economically backward communities should be preferred first.	92.8	7.2	100	00
16	Economically backward should be relieved from paying fees completely .	97.6	2.4	99	1

17	Educational Institutes should provide a kind co-operation to the parents.	97.2	2.8	100	00
18	The strikes should be opposed by the Govt.	90.8	9,2	100	00
19	N.C.C./N.S.S., Military training & Scouts should be included.	98.8	1.2	100	00
20	The students committing crimes treated positively &be drawn towards the creative path.	96.4	3.6	100	00
21	Ed. should be rural oriented & for the backward communities.	92.0	8:0	90	10
22	... achieved by removing the blind faith, superstitions & wrong rituals.	97.6	2.4	100	00
23	One educated should teach five....	95.2	4.8	90	10
24	For social change distance ed. plays an important role.	88.4	11.6	85	15
25	Communalism should be removed.	98.8	1.2	86	14
26	The feeling of equality among all religions should be developed.	98.8	1.2	86	14

1. Responses of 90.8% of T.T.& 62% of T.Edu. show that with the growth of Private Educational Institutions, the possibility of class division increases.

2. Responses of 93.2% of T.T. 96% of T.Edu.show that the benefits of the Private Educational Institutions would be achieved only by the people who are economically strong.

3. Responses of 94% of T.T.& 86% of T.Edu.show that the Private Educational Institutions would be harmful for the economically backward people.

4. Responses of 79.6% of T. T.& 74.7% of T.Edu. show that due to Private Educational Institutions, the society would be divided into two classes based on, the hard working class & none working class.

5. Responses of 69.2% of T.T.& 74% of T.Edu.show that due to Private Educational Institutions, the constitutional rights of the equality would be broken.

6. Responses of 82.2% of T.T.& 74% of T.Edu. show that the Private Educational Institutions function not for the development of the social change but for their personal benefits.

7. Responses of 88.4% of T.T.& 62% of T.Edu. show that for the development of poor people, the privatization in education is "not" necessary.

8. Responses of 53.6% of T.T.& 92% of T.Edu. show that the Private Educational Institutions can't maintain the moral values of the students.

9. Responses of 92.8% of T.T.& 90% of T.Edu. show that the development of the society will be done with the help of professional courses & the people would be economically independent.

10. Responses of 100% of T.T.& 100% of T.Edu. show that for the social development along with the mother tongue, the English language should also be considered.

11 & 12 Responses of 98.8% of T.T.& 100% of T.Edu.show that for the social change, the subjects of students interest & the life oriented education should be given.

13. Responses of 100% of T.T.& 100% of T.Edu. show that for the social development, education should be easy & less expensive.

14. Responses of 80.4% of T.T.79% of T.Edu. show that for the social development, either the Governmental or the Government aided institutions should be established.

15. Responses of 92.8% of T.T.& 100% of T.Edu. show that for the social development, the economically backward communities should be preferred first.

16. Responses of 97.6% of T.T.& 99% of T.Edu. show that for the social dev; the economically backward communities should be relieved from paying fees completely.

17. Responses of 97.2% of T.T.& 100% of T.Edu. show that for the social dev; the educational institutions should provide a kind co-operation to the parents.

18. Responses of 90.8% of T.T.& 100% of T.Edu. show that for the social dev; the strikes should be opposed by the government.

19.   Responses of 98.8% of T.T.& 100% of T.Edu. show that for the Social Development, the co-curricular activities such as N.C.C., N.S.S., military training & scouts should be included.

20.   Responses of 96.4% of T.T.& 100% of T.Edu. show that for the S.D. the students committing crimes should be positively treated & should be drawn towards the creative path.

21.   Responses of 92% of T.T.& 90% of T.Edu. show for the S.D. the education should be rural oriented & for the backward communities.

22.   Responses of 97.6% of T.T.& 100% of T.Edu. show that S.D. should be achieved by removing the blind faith, superstitions & wrong rituals from the society.

23 & 24 Responses of 95.2% of T.T.& 90% of T.Edu.show that to achieve the S.D.; one educated should teach five is necessary where as due to responses of 88.4% of T. T.& 85% of T.Edu. show that for the S.D. the distance mode of education plays an important role.

25 & 26 Responses of 98.8% of T.T.& 100% of T.Edu.show that for the S.D.; with the help of education, communalism should be removed & feeling of equality among all religions should be developed.

CONCLUSIONS:

1.   The private educational institutions give more importance to the competitive aspects educationally.

2&3 Private Educational Institutions do not have proper library & do not have good practical laboratory.

4.   Private Educational Institutions are actively engaged with educational activities to get good results.

5.   Proper education for the personality development of the students should be provided in private institutions.

6.   Private Educational Institutions are basically just money oriented and for earning purpose, hence sometimes even they can't fulfill the basic necessities required.

7&8 Private Educational Institutions decide and frame the laws on their own to manage their institute. Responses of 96.4% of T.T. and 86% of T.Edu.show that such Private Educational Institutions are run just by the management.

9. Private Educational Institutions do their administration for their own benefits.

10. Education being privatized, it turns into business.

11. People who are economically strong would take help of the different trusts and start the Private Educational Institutions for the profit earning.

12 Private Educational Institutions have high fee norms.

13 With the growth of Private Educational Institution, the possibility of class division increases.

14 The benefits of the Private Educational Institution would be achieved only by the people who are economically strong.

15 Private Educational Institutions would be harmful for the economically backward people.

16 Due to Private Educational Institutions, the society would be divided into two classes based on the hard working class & none working class.

17 Due to Private Educational Institutions, the constitutional rights of the equality would be broken.

18 The Private Educational Institutions, function not for the development of the social change but for their personal benefits.

19 Development of poor people can't be made through privatization in education.

20 The development of the society will be done with the help of professional courses & the people would be economically independent.

21. The social development along with the mother tongue and the English language should also be considered.

22& 23 For the social change, the subjects of students' interest & the life oriented education should be given.

24. For the social development, education should be easy & less expensive.

25. For the social development, either the Governmental or the Government aided institutions should be established.

26. For the social development, the economically backward communities should be preferred first.

27. For the social dev. the economically backward communities should be relieved from paying fees completely.

28. For social development, the educational institutions should provide a kind co-operation to the parents.

29. For the social dev. the strikes should be opposed by the government.

30. For social change the co-curricular activities such as N.C.C., N.S.S. military training & scouts should be included.

31. The students committing crimes should be positively treated & should be drawn towards the creative path.

32. For the S.D. the education should be rural oriented & for the backward communities.

33. S.D. should be achieved by removing the blind faith, superstitions & wrong rituals from the society.

34 &35 To achieve the S.D. one educated should teach five. For the S.D. the

Distance mode of education plays an important role.

36 &37 For the S.D. with the help of education, communalism should be removed & feeling of equality among all religions should be developed.

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DIALOGUE : AN EFFECTIVE MEANS OF COMMUNICATIVE APPROACH TO TEACH GRAMMAR TO ENGLISH AS A SECOND LANGUAGE LEARNERS

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This article explains the importance of 'Dialogue' as an effective domain of the communicative approach to teach grammar to English as a Second Language Learners. While teaching English language, many teachers get confused on how to teach the grammar inbuilt in the particular language item. The methods adopted so far have produced students that know a lot about a language and concerned grammar rules but feel difficulties in applying the learnt grammar in their speech. The methods have also made the English learners structurally 'competent' and enabled them to produce grammatically correct sentences; but the real fact is that they are mostly found unable to perform a simple interactive or communicative task. Some of the English teachers hold the arguments that much emphasis on grammar through the structure and lexical items has not given desirable results. It means that they already know the grammar, but lack in the ability to be appropriate as well as fluent in communicative aspect.

Now the question arises whether it is possible to teach grammar in a way that will help students to develop grammatical competency without being influenced from structure and rules of grammar. This article explores a possible answer to this dilemma through the application of 'Dialogue' which will be of a great use to the teachers to understand and practice English grammar in a proper perspective and then convey it to the language learners in its right spirit.

The Concept 'Dialogue'

'Dialogue' is an important concept in the contemporary world. It plays a very significant role in public discourse, and through English language, it has spread

throughout the world. A dialogue is a social unit of speech because it involves two speakers; it furnishes a person with a social context in which they practice the language and make the language alive.

In the words of Goranzon et al. (1988) "The concept of dialogue often crops up in cultural debate. 'Dialogue' is as relevant in debates on education as it is for medicine, psychiatry, sociology and theology. 'Dialogue' as a concept is certainly not new nor is it particularly related to modern electronic means of communication and exchange of information. On the contrary, dialogue as a means of clarifying issues within a community of human beings, and as a basic component of their reality, has been the subject of pictorial as well as dramatic and literary works since ancient times."

As is given in Wikipedia, the free encyclopedia, "Dialogue is a literary and theatrical form consisting of a written or spoken conversational exchange between two or more people".

As is given in Britannica online dictionary, "Dialogue in its widest sense is the recorded conversation of two or more persons, especially as an element of drama or fiction".

Showing the importance of dialogue, Hargrove (1995) says that dialogue is the primary way by which groups think and interact. Lack of dialogue leads to poor decisions, lack of team learning, and a general deterioration of the group.

The Role of Teachers in teaching grammar through dialogue

It is difficult for English as a second language learner to master particular grammatical items through dialogues in a natural way because the learners mostly learn grammar in an isolated way. It is generally found that ESL learners do not take pain to understand the hidden grammatical context of the dialogue. They just make a use of dialogue to carry out conversations. The role of teacher is very crucial here. Cross (2002) has pointed out the role of a teacher in enhancing grammatical competency among the learners through dialogue in the following inputs.

Teacher should draw attention of the students to a particular form and explain the necessary instructions in the context of that form.

Teacher should frequently use the certain form / structure in input.

Teacher should draw attention to a certain form / structure by highlighting or underlining them.

Teacher should construct a task / activity that require students to notice a structure in order to complete it.

Ellis (2002) argues that just drawing attention of the students to a particular form and explaining the necessary instructions in the context of that form is not enough. It is also necessary to convert learner's explicit knowledge of grammar into implicit knowledge of grammar. Ellis (2002) outlines five steps to convert explicit knowledge of grammar into implicit knowledge of grammar through dialogue pattern :

Step - 1   Students are made to listen to comprehend a text that has been structured to contain several examples of the target form.

Step - 2   Students are made to listen to the same text again, but are given a gap-filling exercise. The target form is kept missing and the students simply fill it in exactly as they have heard it so far.

Step - 3   With the help of the teacher, the students analyze the given sentences, discover the rule and understand the concerned grammar point.

Step - 4   Students are given a written text containing errors and are asked to correct them.

Step - 5   Students are given activity to apply the learnt knowledge.

Ellis makes it clear that this is designed not only to develop implicit knowledge of grammar, but also to develop simply an awareness of explicit grammar, which when supplemented with other forms of input and communicative tasks may aid in the eventual acquisition of implicit knowledge.

- Lesson Plan

The following lesson plan is a direct application of the five step approach mentioned above by Rod Ellis, designed to teach the verb forms of present, past and future tense and the use of "so….that" indicating adverb clause of result.

- **Objectives**

    - To enable the students to use English to participate in social interactions and engage in conversation.

    - To enable the students to correct grammar mistakes in the sentences showing result.

    - To enable the students to frame the sentences / dialogues on the learnt language material.

- **Teaching Aids / Materials**

    - Dialogue - for teacher

    - Handouts : dialogue - cloze, analyze sheet, exercises

- **Procedure :**

    - Read dialogue orally to students one or more times.

    - Cloze Test (A test for diagnosing reading and listening ability)

        Delete some words from the passage and tell the students to fill in the given blanks. Read the same passage again to students and inform them to fill in blanks as they heard.

    - Analysis

        Pass out "analyze" handout. Divide the students in small groups. Tell the students to analyze the sample sentences and write a rule that describes the pattern they see.

    - Lead the large group discussion of the rule.

    - Tell the students to write the real rule and compare it with their own rule.

    - Application

        Give some exercises to the students to complete in pairs.

Dialogue Reading

Here is given a dialogue between a press reporter and the movie-goers about the different aspects of the movie and their reactions about those aspects of the movie

Reporter   : Hello. My name is Nayan. I am a press reporter. I am here to take your views about the movie. What's your name?

Divya   : My name is Divya.

Reporter   : Divya, who is accompanying you ?

Divya   : Subhash, Mahek, Vinay, Nisha, Pooja and Ankit.

Reporter   : Hey Guys ! Which movie did you see ?

Group   : We saw 'Fanna'.

Reporter   : Divya, first of all, tell me how was the music of the movie ?

Divya   : The music of the movie was so melodious that I became a fan of the music director.

Reporter   : Subhash, how were the dialogues ?

Subhash   : Dialogues of the movie were so effective that I clapped on almost every dialogue.

Reporter   : Mahek, how is Aamir's acting ?

Mahek   : Aamir's acting is so realistic that I shall watch all his movies in future.

Reporter   : Vinay, say something about the plot of the movie.

Vinay   : The plot of the movie was so boring that I left the theatre in the interval.

Reporter   : Nisha, was the movie long ?

Nisha   : Yes, the movie was so long that it lasted for three and a half hours.

Reporter   : How were the songs of the movie, Pooja ?

Pooja   : The songs of the movie were so interesting that I could not stop myself singing with them.

Reporter   : How is the movie from your point of view, Ankit ?

Ankit   : So far as my views are concerned, the movie is so interesting that I shall watch it at least three times.

Cloze Test

Reporter   : Hello. My name is Nayan. I am a press reporter. I am here to take your views about the movie. What's your name?

Divya   : My name is Divya.

Reporter   : Divya, who is accompanying you ?

Divya   : Subhash, Mahek, Vinay, Nisha, Pooja and Ankit.

Reporter   : Hey Guys ! Which movie did you see ?

Group   : We _____ 'Fanna'.

Reporter   : Divya, first of all, tell me how was the music of the movie ?

Divya   : The music of the movie was ___ melodious ___ I ___ the fan of the music director.

Reporter   : Subhash, how were the dialogues ?

Subhash   : The dialogues of the movie were _____ effective _____ I _____ on almost every dialogue.

Reporter   : Mahek, how is Aamir's acting?

Mahek   : Aamir's acting is _____ realistic _____ I _____ all his movies in future.

Reporter   : Vinay, say something about the plot of the movie.

Vinay   : The plot of the movie was___ boring _____ I _____ the theatre in the interval.

Reporter   : Nisha, was the movie long ?

Nisha   : Yes, the movie was _____ long _____ it _____ for three and a half hours.

Reporter   : How were the songs of the movie, Pooja ?

Pooja   : The songs of the movie were ___ interesting _____ I _____ not _____ myself singing with them.

Reporter   : How is the movie from your point of view, Ankit ?

Ankit   : So far as my views are concerned, the movie is _____ interesting _____ I _____ it at least three times.

Analyze - Understanding the Grammar Point

Analyze the following sentences. At the bottom of the page, write a rule to describe the patterns you find.

1. The music of the movie was so melodious that I became the fan of the music director.

2. The dialogues of the movie were so effective that I clapped on almost every dialogue.

3. Aamir's acting is so realistic that I shall watch all his movies in future.

4. The plot of the movie was so boring that I left the theatre in the interval.

5. The movie was so long that it lasted for three and a half hours.

6. The songs of the movie were so interesting that I could not stop myself singing with them.

7. The movie is so interesting that I shall watch it at least three times.

Rule as per your Perception : _____

_____

_____

Rule as per the Grammar Book or taught by the Teacher :_____

_____

_____

Exercise 1 :- Check your understanding

Read the following sentences. If the sentence contains an error, underline the error and rewrite the correct sentence in the given blank. If the sentence does not contain any error, write 'Correct' in the given bracket.

1. I was so tired as I could not walk.   [   ]

………………………………………………………………………………

2. Picasso painted his pictures as cleverly that they looked real.   [   ]

………………………………………………………………………………

3. The new manager works so harmoniously that everyone likes him.   [   ]

………………………………………………………………………………

4. Birbal was so intelligent that he will find out the solution of any problem.

[   ]

………………………………………………………………………………………

5. The statue is very beautiful and it attracts all the town folk.   [   ]

………………………………………………………………………………………

Exercise 2 - Try it

Study the examples given below and make the sentences indicating adverb clause of result by using the clues given in the bracket.

Example - 1   Joseph is so fat ………………………………. (walk properly)

Joseph is so fat *that he cannot walk properly*.

Example - 2   ……………………… that she does not do any work in time. (lazy)

Mary is so lazy that she does not do any work in time.

Example - 3   ……………………………………………… (fire + sudden + control)

The fire was so sudden that fire brigade could not control it.

1. Nikunj is so hardworking ………….…………………………….(secure highest marks)

2. The poem is so …………………………………....…... (interesting + remember easily)

3. The puzzle is …………………………………………………...…. (difficult + solve)

4. ……………………………………………….. that I did not speak anything. (confused)

5. ………………………………………………….that we cannot go out. (day + hot)

6. …………………………………….......... that Aditi did not buy it. (wrist watch + costly)

7. ………………………………………………...………………. (dress + dirty + wear)

8. ……………………………………………...…………. (water + deep + crow + drink)

9. ……………………………………...…………. (king + generous + help + everyone)

Conclusion

Through the article, it becomes quite apparent that 'dialogue' is a very effective means of converting learner's explicit knowledge of grammar into implicit knowledge of grammar. By designing dialogue oriented tasks, a teacher can not only draw the attention of the students to a particular form of grammar in a very natural way but also can explain the necessary instructions in the context of that form in a communicative way.

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EFFECT OF ACTIVITY-BASED TEACHING ON ACADEMIC ACHIEVEMENTS
OF STANDARD 9TH STUDENT'S IN MATHEMATICS

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Introduction:

In the modern education system, now teacher is acting as resource person rather than a traditional classroom teacher with chalk and blackboard. New experiments and methods are being tried out to facilitate the pupils the best learning environment in the classroom. Activity based teaching is one of them. Activity-based teaching is an approach to education focusing on the idea that students should be engaged through actions. This is in contrast to some traditional forms of teaching in which an educator lectures or otherwise relays information to students who are expected to absorb what they are told. In activity-based teaching, an educator serves the function of facilitator, assisting students through the learning process and providing them with guidance. Various actions and tasks can be used in this type of program, allowing students to become directly involved in the learning process, rather than remaining passive.

The role of the teacher in this type of environment is to serve as a facilitator to the students, engaging them and making sure they become active in the learning process. This is often accomplished through the creation of different activities and projects that students work on as they learn. Teachers using this method need to create lessons and plans that provide students with opportunities to take part in their education In Activity based teaching, every student can be given activities and individual participation in the activity is assured. Each student of the class is assigned a specific task to complete and thus the Activity based teaching emphasizes Activity Oriented Teaching-Learning Process in the classroom. The Activity based teaching encourages less use of blackboard and more activities in the classroom. Activity based teaching emphasizes on learning rather than teaching. Activity based teaching enables students to move more readily from receiving knowledge to generating knowledge. Activity based teaching may play a

positive role in improving the academic achievement.

This study was undertaken to see whether the teaching of Mathematics by using the Activity based teaching has a positive effect on the academic achievement of the students of Std. IX.

Objectives of the Study:

- To find out effectiveness of Activity based teaching on student's academic achievements in Mathematics subject.
- To prepare activity based teaching programme in the selected unit of Std. 9th Mathematics text book.
- To test effectiveness of activity based teaching programme in selected unit of Std. 9th Mathematics textbook.
- To know the opinion of the students of Experimental Group about activity based teaching programme.

Hypotheses:

In order to investigate the various dimensions of the general research problem, the following null hypotheses were tested.

- There will be no significance difference between the mean scores of pre-test and post-test of the students of control group.
- There will be no significance difference between the mean scores of pre-test and post-test of the students of experimental group.
- There will be no significance difference between the mean scores of post-test of the students of control group and experimental group.

Variables:

In the present study '**Independent Variables**' were activity based teaching programme & Conventional teaching programme whereas '**Dependent variables**' were the achievement scores measured on the achievement test administered before starting the experiment and at the end of the experiment.

Delimitation of the Study:

The study is conducted on only 9th secondary school students of Nutan Vidyalaya, Vadodara. Only one unit of the text book of Mathematics Gujarat Board for class IX was taken.

Population and Sample:

All the students of std. 9th of Gujarati medium school of Vadodara city considered as-population for the present study. The investigator has selected one class of standard IX students of Nutan Vidyalaya as the sample.

Data collection procedure:

The students of Std. IX were divided into two group as experimental and control group. Both the group was tested with self-prepared criterion reference test as pre-tests. Then the respective treatment was given to both the groups respectively. Conventional teaching method was used as a teaching strategy to teach the control group and Activity based teaching was used to teach the students in experimental group. The content matter and the time duration was the same while teaching both the groups. After that the researcher administered post-test to check the effect of teaching programme on both the groups and calculated the scores. Then the researcher took the views of the student of experimental group about the Activity based teaching in feedback form that is prepared by the researcher himself.

Hypothesis -01

There will be no significant difference between the mean pre-test scores of the students of experimental group and control group.

Table 1

Significance of control - group on pre-test and post test

Group	Number of students	Mean	S.D.	SE_M	r	't' value (cal)
Control Group Pre test	30	12.26	1.112	1.04	0.588	0.54
Experimental Group Pre test	30	12.86	1.176			

The obtained 't' value is 0.54 which was less than 0.05 level value & 0.01 level. It is not significant at both the levels. Hence the null hypothesis could not be rejected. Therefore, it may be concluded that there is no significance difference between the mean scores of the pre-tests of both the groups.

Hence it can be concluded that both groups were equal before treatment.

Hypothesis -02

There will be no significant difference between the mean scores of pre-test and post -test of the students of experimental group

Table 2

Significance of Experimental group

Group	Number of students	Mean	S.D.	SE_M	r	't' value (cal)
Experimental Group Pre test	30	12.83	1.176	1.055	0.63	11.08
Experimental Group Post test	30	24.53	1.279			

The obtained 't' value is 11.08 which was more than 0.05 level value & 0.01 level value. there was a statistically significance difference between the mean scores of the pre-test and the post-test of the students of experimental group.

Hypothesis-03

There will be no significant difference between the mean score of post-test of the students of control group and experimental group.

Table 3

Significance of post-test of the students of control group and experimental group

Group	Number of students	Mean	S.D.	SE_M	r	't' value (cal)
Experimental Group Post test	30	24.53	1.279	1.26	0.52	4.09
Control Group Post test	30	19.36	1.299			

The obtained 't' value is 4.09 which was more than 0.05 level value & 0.01 level value Therefore, the null hypothesis is not accepted .In other words, there was a statistically significance difference between the mean scores of the students of control group and experimental group

Findings of study:

Total six Question included open &close ended were filled by students on five point scale.

- ✓ In Question no 1 the respond of students 80 % SA, 16.66 % A, 3.33,NADA, 0 % SDA,0 % DA

- ✓ In Question no 2 the respond of students 66.66 % SA, 33.33 % A, 6.66, NADA, 0 % SDA,0 % DA

- ✓ In Question no 3 the respond of students 63.33 % SA, 30 % A, 10, NADA, 0 % SDA,0 % DA

- ✓ In Question no 4 the respond of students 0 % SA, 3.33 % A, 16.66, NADA, 46.66 % SDA,10 % DA

- ✓ In Question no 5 the respond of students 60 % SA, 30 % A, 6.66 NADA, 0 % SDA,3.33 % DA

- ✓ In Question no 6 the respond of students 76.66 SA, 16.66 % A, 6.66 NADA, 0 % SDA,3.33% DA

Above result clearly indicates that the Teaching of Mathematics through Activity found Effective in terms of Achievement, Interest, Concept clarity and students Enjoyed a lot.

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DEVELOPMENT AND EFFECTIVENESS OF MULTIMEDIA PACKAGE IN SANSKRIT GRAMMAR FOR STANDARD. IX STUDENT

Hemlattaben Gadhavi

INTRODUCTION

Education was given primary importance right from the Vedic period. During that period the Guru used to impart knowledge. In Vedas it is clearly stated that only through education one can reach the ultimate Reality (God). So, we acknowledge the importance of education. Education has capacity to convert the biological man to social man. Education gives skill and competency to the individual for a successful living. It is an instrument of social change, modernization, development, economic and social development of a country. Education is also viewed as investment is considered as most vital by all nations. The Education commission states, "The destiny of the nation is being shaped in its classroom".

The world is changing fast due to technological development. Applications of Technologies are seen everywhere. The wider changes taking place in the society are providing a concept for instructional development. There is a shift from oral to written, formal to non-formal, teacher centered to student centered and rigid to flexible forms of Instructions. In the present era teaching- learning process in classroom is not limited to chalk and talk method, now a day, teaching method that lead to learning experiences through which learners try to obtain the specific objectives. In this effort a teacher uses various media like, audio, visual, single or multimedia package.

IMPLICATIONS OF THE RELATED LITERATURE REVIEWED FOR PRESENT STUDY IN INDIA :

From the literature reviewed by the investigator it was found that studies **Jeyamani (1991),Rose Antony stella V (1992), Khirwadkar(1998),Balasubramanian (2001), Dalwadi(2001),Sharma(2003)** etc, these studies are related science, mathematics, Physics, chemistry in different class at primary & secondary level found that teaching through computer software were found effective. Also the studies **Himani(1990), Joshi**

and Mahapatra(1995), Yadav(2000), Parikh(2006), Thakkar(200) etc. these studies was related on develop teaching through computer software for Microsoft based class, knowing vocabulary on grammar for std I and on 11th std commerce students, all studies were found effective.

Investigator was found Very few studies on languages like **Zyoud (1999)**,was conducted study on development of Computer assisted English language Teaching of VII standard students". **Rathwa (2007)** was develop multimedia package for teaching Gujarati subject and **Barot (2005) & (2010)** two studies were found the effectiveness of CAI in Sanskrit poetry teaching it was found effective, so it inspired the investigator to work on development of multimedia package on grammar.

RATIONALE OF THE STUDY:-

Sanskrit is the greatest cultural manifestation of the people of India and it has still remained a vivid language though it has almost ceased to be the spoken language in the country Sanskrit has immense cultural religious, social, spiritual, national and international value. Thus the study of this language is very important. However Sanskrit education has so for been more or less neglected in Indian education system. The optional character of the subject as envisaged by central Advisory Board (1956) and Education Commission (1964-66) adversely affected the standards of Sanskrit education at secondary level. Sanskrit has not been included under the "the Three language formula" As a result, it has been so far given less importance as compare to other languages. The neglect ion of the subject at secondary level can also be substantiated by the less number of researches done in this area. This necessities to study this area, to find out the existing problems of Sanskrit teaching & learning.

The investigator selected standard IX as it has special significance in terms of content coverage. It covers revised portion of standard VIII and majority of standard X grammar. Thus students may find it difficult to learn it. Again it is importante to investigate at the IXth standard since the performance of Students. Std. IX is very important so far as their selection of Sanskrit at standard X and further standard XI is a concerned. So if problems faced by the students are identified and taken this many further motivate the students to study Sanskrit indepth.

STATEMENT OF THE PROBLEM:-

Development and Effectiveness of Multimedia Package in Sanskrit Grammar for Std. IX Students.

OBJECTIVES OF THE STUDY:-

1. To develop Multimedia Package on Sanskrit Grammar for Standard IX Students.
2. To study the effectiveness of the Multimedia Package in terms of achievement of Standard IX Students on Sanskrit Grammar.
3. To study the reactions of the Standard IX Students on the Multimedia Package developed by the investigator.

OPERATIONALIZATION OF TERMS:-

Multimedia IN SANSKRIT: Multimedia in Sanskrit in the presents study refers to the Multimedia package developed by researcher using Color, Text, Audio, Sound, Background to teach Sanskrit Grammar for Std. IX students.

ACHIEVEMENT: Here, achievement means the marks obtained by the student of standard IX on the pre-test and post- test of Sanskrit constructed by the investigator on the Grammar of Sanskrit from Std. IX.

EFFECTIVENESS OF MULTIMEDIA PACKAGE:- Here, effectiveness of multimedia will be studied in terms of the significance of difference of mean achievement gain scores of the students obtained on the per-test and post-test, and their reactions on the develop multimedia package.

HYPOTHESES:-

1. There will be no significant difference in the mean gain scores of experimental and control group of the students on written pre-test and post-test.
2. There will be no significant difference in the mean scores of experimental group and control group of the students **on oral** post-test.
3. There will be no significant difference in the observed frequencies and frequencies expected against equal probability against various statements of the reaction scale.

DELIMITATION OF THE STUDY:-

- The present study is delimited to Gujarati Medium Students GSEB syllabus.
- The present study is delimited to samas & sandhi of Sanskrit Grammar Section of Std. IX of GSHEB.
- The present study is delimited to one school.

METHODOLOGY:

RESEARCH DESIGN

Pre-test, post-test experimental and control group design will be employed for the study.

POPULATION:-

All the Std. IX Students of Gujarati medium Secondary schools of Baroda city in Gujarat State followed GSHEB Syllabus will be the target population of the present study.

SAMPLE:

Investigator was make list of schools which have computer facilities and two division have at lest class 9th. From this list one school was be selected randomly & All student of class 9th was constitute two sample. (1) Division was called as experimental group (2) other division was control group. Treatment was given randomly to group. There are 60 students in each class.

TOOLS AND TECHNIQUES:-

Following tools were constructed to realize the above objectives:

1 Achievement test:- Achievement tests, written was constructed by the investigator. The written tests was constituted on Grammar. covering the contents of 9th std Grammar. Achievement test in Sanskrit is prepared for administering pre-test and post-test. This achievement test is prepared by the researcher keeping in mind content of the Sanskrit Grammar, which is selected for purpose of preparing Multimedia Package. This achievement consists of 5 Question, Types of Question was open ended and close ended. The achievement has the total weight age of 20 marks. The researcher has considered 30

minutes of time for solving the test. The prepared test was be referred to the experts in the field of education and Sanskrit for its content validation and modification. Considering the suggestions by the experts, the final achievement test was be prepared.

2 Reaction Scale:- In order to study the reactions of the students towards the developed Multimedia package, objective-3 the researcher constructed a five point-Strongly agree, agree, disagree, undecided, strongly disagree reaction scales

Procedure of the study:

For developing multimedia package the investigator was considered the Std. IX Sanskrit syllabus. The investigator was keep in mind the following objectives during the development of multimedia package.

1. The students will be able to give the meaning of all difficult words.
2. The students will be able to learn Sanskrit with interest.
3. The student will be able to understand grammar easily.
4. The students will be able to develop confidence in Sanskrit.

The multimedia package was developed on the principals of programmed learning material (PLM). Developed programme material has different small frames. Each frame contains one bit of contents of the topic. This content is followed by a question and its answers are known as stimulus- response. This way the entire multimedia package developed. This programme material was shown to two subject experts for validating it in terms of the content of the subject and clarity of the language used in the material is also given to the two experts in the field of programme learning for checking the systematic flow of instruction and formation of frames. Finally, the suggestion given by the experts was incorporated.

After completion of the programmed material it was programmed through the computer software for converting it into a multimedia package. For the purpose of programming, the researcher has chosen the MACRO MEDIA FLASH, PAGE MAKER was chosen because of the following characteristics.

1. It is windows based and user friendly.
2. It permits the colorful figures, graphics and pictures that make the content interesting.
3. Ease of simulation, and animation, which helps in easy understanding of content.

4. Provision for presenting for more then one window on screen at a time, which helps the researcher to present the text and figure at the same time.

5. It also helps for the narration.

6. It is also helpful for background effects and color.

The researcher was entered all frames of programme material in the data files. Pictures and symbols from the Corel draw, front-page were used for construction of different formulas and graphical presentation of content which was needed for multimedia package. By using this graphics researcher was made an attempt for preparing the multimedia package more interesting.

The developed multimedia package was shown to two experts in the field of computer programming and multimedia package, for checking the mode of presentation, clarity of the graphics, contiguity and modality. The suggestions from the experts was incorporate. The modified multimedia package was used for the experimentation.

Phase I – Designing of multimedia package

Using of the various packages like macromedia flash, coral draw, page maker, Sony sound recorder with the features of sounds, text, color and background investigator was developed the Package.

The Whole Package has been Divided in13 Frames and Each frame has contain Text, Sound, Colors, Background etc.

Phase II –Administration of pre-test

The study was conducted for 5days and before the investigation investigator will take pre-test. Duration of pre-test 35 minute.

Phase III- Implementation of multimedia package

Developed Multimedia Package was be implemented in Experimental Group. Five days investigator was teach multimedia package in computer lab. Two students was set gather on one computer. Duration of teaching one day two periods of 35 minute.

Phase IV- Administration of Post test

After the implementation of the developed Package investigator was be employed the post test

Phase V- Administration of Reaction Scale

After the implantation of the developed multimedia package investigator was employed the reaction scale.

DATA COLLECTION:-

The presenter has major 2 aspects, one aspect is to study the effectiveness of multimedia package. For this purpose single group pre-test and post-test design was followed. As per research design, an achievement test was be administered twice, before the experiment as pre-test and after the experiment post-test with the help of computer.

Before the student started studying Sanskrit through Multimedia package the investigator conduct pre-test. The students attempted the test and also got their doubts clarified. Investigator collected the scores of students when they completed the pre-test. The time by students for answer the test was thirty minutes.

Then investigator implemented the developed Multimedia Package 2 day after. All the students who had given pre-test were also given post-test and investigator had collected scores of individual students.

The researcher also administered reaction scales by computer on the students to collect their reaction on the developed Multimedia Package.

For the purpose of the objective no 3 i.e. to study the reaction of the students regarding development multimedia package. The investigator had constructed a reaction scale for the students. Investigator has given the useful instruction regarding how to fill up the reaction scale. An on average time taken for fill up reaction scale was 30 minutes.

DATA ANALYSIS:

Collection data were analyzed using appropriate statistics techniques. To study effectiveness of developed multimedia package, Mean, Standard Deviation , Std Error of difference and t-value will be computed. To study the reaction of the students towards developed multimedia package frequencies and percentage will be calculated.

FINDINGS

After doing data analysis major findings are obtained which are given as under.

1. Multimedia Package can use very well for remediation purpose.

2. Prepared Multimedia Package in Sanskrit was found effective in teaching Sanskrit to 9th std. Students as the post-test score was found significantly more than pre-test score.

3. The reaction of students towards the prepared Multimedia Package in Sanskrit was found positive.

DISCUSSION

Now a day's computer is one of the effective media for providing effective instruction. Computer has a potential to enhance teaching learning process and helpful in making concept of Sanskrit subject easy. With the help of computers it is possible to make each concept clear to the learner. As computer make possible to use different types of graphics and picture for making concept simple as possible. It has color graphics, text, sound, motion, 3-d pictures, etc.

Also most of the reviewed studies regarding the development of Multimedia package were found in BASIC programming language. Text, color, sound make effective. At the time conducted, it was found that two studies are conducted on Sanskrit related to application of Multimedia package. Which is based on CAI in Sanskrit

From analysis it was found that developed Multimedia package on Sanskrit grammar for IX std. Students found effectively and std. IX students has also shown positive attitude towards developed Multimedia Package.

SUGGESTION FOR FURTHER STUDY

The present study may bring to new area to be studied by the further investigator.

1. Multimedia Package need to develop for training of teachers to teach various Sanskrit Chapters.

2. Multimedia Package needs to be developed other then Sanskrit language at secondary or higher secondary level.

3. Need develop Multimedia Package on another chapter of Sanskrit Grammar for std. IX students.

4. To develop Multimedia Package for other field of students at university level.

5. To develop Multimedia Package for the students at university level who has Sanskrit as subject.

6. TO develop Multimedia Package with help of other computer software or other computer language which are advance at that time.

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EFFECTIVENESS OF MASTERY LEARNING PROGRAMME IN TEACHING OF
ACCOUNTANCY AT CLASS XI IN CONTEXT OF I.Q. ATTITUDE
AND RETENTION

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Introduction:

The subject Accountancy is introduced at higher secondary level at class 11. This year is the basic for acquiring knowledge of subject as well as career building. The main objective of teaching Accounting is not only to develop the intellectual skills of students but also to provide them with opportunities to work individually, in pairs, small and large groups. Students in addition to intellectual skills also need to equip themselves with professional skills like writing, speaking out, presenting, computer and information literacy, decision making and teamwork. In order to achieve this, new concepts, strategies and methodologies have to be introduced in the teaching of Accountancy. It has been the accepted truth by all educationalists that do not teach but get the students to learn by creating 'learning environment'. "Mastery Learning Programme is an approach that makes the learners to learn according to their levels, pace, attempts and make learning more pleasant and student centered. Mastery learning is one of the best teaching strategies adopting in teaching Accountancy.

Mastery learning:

Mastery learning is based on Benjamin Bloom' Learning for Mastery model with refinements made by Block is an instructional method that presumes all children can learn if they are provided with the appropriate learning conditions. The term refers to the idea that teaching should organize learning through ordered steps. In order to move to the next step, students have to master the prerequisite step. According to Davis & Sorrel (1995) The Mastery Learning method divides subject matter into units that have predetermined objectives or unit expectations. Students, alone or in groups, work through each unit in an organized fashion. Students must demonstrate mastery on unit exams,

typically 80%, before moving on to new material. Students who do not achieve mastery receive remediation through tutoring, peer monitoring, small group discussions, or additional homework. Additional time for learning is prescribed for those requiring remediation. Students continue the cycle of studying and testing until mastery is met. Block (1971) states that "students with minimal prior knowledge of material have higher achievement through mastery learning than with traditional methods of instruction."

Mastery Learning Programme:

The Mastery Learning Programme was developed and conducted according to the concept of Mastery Learning Model keeping the following points in mind.

1. Selection of the Content
2. Units divided into small learning units
3. Objectives / clear definition of what has to be mastered
4. Brief diagnostic test to be administered before the unit
5. Learning materials and instructional strategies
6. Formative evaluation and remediation
7. Summative evaluation / Integrated Test

Objectives:

The specific objectives of the study are as follow:

1. To construct Mastery Learning Programme on selected topics of Accountancy subject from std. 11th syllabus.
2. To enrich almost all or all the students of the class up to maximum level of achievement through Mastery Learning Programme.
3. To increase pupil's interest and attitude in the subject.
4. To study the effect of Mastery Learning Programme in relation to Attitude.
5. To study the effect of Mastery Learning Programme in relation to I.Q.
6. To study the effect of Mastery Learning Programme in relation to Retention.

Hypotheses:

Ho_1. There will be no significance difference between the mean scores of students treated by Mastery Learning Programme and Traditional method.

Ho_2. There will be no significance difference between the mean scores of high I Q students treated by Mastery Learning Programme and Traditional method.

Ho_3. There will be no significance difference between the mean scores of low I Q students treated by Mastery Learning Programme and Traditional method.

Ho_4. There will be no significance difference between the mean scores of Retention treated by Mastery Learning Programme and Traditional method.

Ho_5. There will be no significance difference between the mean scores of students having positive Attitude treated by Mastery Learning Programme and Traditional method.

Ho_6. There will be no significance difference between the mean scores of students having negative Attitude treated by Mastery Learning Programme and Traditional method.

Ho_7. There will be no significance effect of Attitude on the relation of Teaching Methodology and I Q.

Ho_8. There will be no significance effect of Attitude on the relation of Teaching Methodology and Retention.

Ho_9.There will be no significance effect of I Q on the relation of Teaching Methodology and Attitude.

Ho_{10}.There will be no significance effect of IQ on the relation of Teaching Methodology and Retention.

Methodology:

Various steps of the research methodology followed in the present study are as follows:

Sampling:

The school had two classes of std.11th commerce. Pre-test was given to both the class. One class taught with the Mastery Learning Programme was considered as an experiment group. The other class taught by traditional method is controlled group. The students attended the whole programme were considered as a sample. The experiment

group had 39 students 19 boys and 20 girls. The control group had 35 students 24 boys and 11 girls.

Tools and Tests:

- **Attitude Scale for the subject of Accountancy:**

    The scale was constructed and standardized by making use of Likert's methods of summation to get a five point judgment on each item. To decide reliability and validity of the Attitude test- retest method was used. Reliavility of the test is 0.71 and Validity of the test is 0.69

- **I.Q.Test:**

    For this study investigator has used R.S.Patel's Verbal- Nonverbal group I.Q. Test for standard 11-12.

- **Achievement Test:**

    A standardized achievement test / Summative Test was used to find the effect of Mastery Learning Programme. The same test was used to find the effect on Retention. During the Programme before moving to the next unit a developmental tests for each unit were applied.

Data collection and analysis:

    The standardized achievement test (of the units taught) was administered to both the groups (i.e. traditional group and controlled group) at the same time (simultaneously); and the scores were attained. Moreover, I.Q. test, and Attitude test (scale) for subject of Accountancy was given to both the groups, and the required data and scores were obtained. To find the effect on retention the same achievement test was given after a period of 20 days.

    The impact of independent variable on different dependent variables was found out by ANOVA (Analysis of variance) and the impact of I.Q, Attitude and Retention on achievement of students was found out by t test.

Results and interpretation:

1. There is significance difference between Mean scores of students treated by Mastery Learning Programme and Traditional Methodology. Calculated value of t is 6.68 and it is significance at 0.01 level. Mean scores of Mastery Learning group is 55.67 and Traditional Teaching group is 42.34. Mastery Learning programme shows positive effect on Achievement of students.

2. There is significance difference between Mean scores of High I Q students treated by Mastery Learning Programme and Traditional Methodology. Calculated value of t is 4.04 and it is significance at 0.01 level. Mean scores of Mastery Learning High I Q students is 64.81 and Traditional Teaching group girls is 47.35 Mastery Learning programme shows positive effect on Achievement of High I Q students.

3. There is significance difference between Mean scores of Low I Q students treated by Mastery Learning Programme and Traditional Methodology. Calculated value of t is 2.51 and it is significance at 0.05 level only. Mean scores of Mastery Learning Low I Q students is 50.40 and Traditional Teaching group girls is 35 Mastery Learning programme shows positive effect on Achievement of Low I Q students at 0.05 level only.

4. There is significance difference between Mean scores of retention of students treated by Mastery Learning Programme and Traditional Methodology. Calculated value of t is 3.43 and it is significance at 0.01 level. Mean scores of Retention of Mastery Learning group is 3.14 and Traditional Teaching group is 3.96. Mastery Learning programme shows positive effect on Retention of students.

5. There is significance difference between Mean scores of High (Positive) Attitude students treated by Mastery Learning Programme and Traditional Methodology. Calculated value of t is 3.27 and it is significance at 0.01 level. Mean score of Mastery Learning High Attitude students is 57.78 and Traditional Teaching Low Attitude group is 44.78 Mastery Learning programme shows positive effect on Achievement of High Attitude students.

6. There is no significance difference between Mean scores of Low (Negative) Attitude students treated by Mastery Learning Programme and Traditional Methodology. Calculated value of t is 1.38 and it is not significance at 0.05 and 0.01 levels. Mean scores of Mastery Learning Low (Negative) Attitude students is

49.92 and Traditional Teaching group is 39.90 Mastery Learning programme does not show positive effect on Achievement of Low (Negative) Attitude students.

7. There is no significance effect of Attitude on the relation of Teaching Methodology and I Q. Ho7 is accepted. F value is 1.27 and it is not significance.

8. There is no significance effect of Attitude on the relation of Teaching Methodology and Retention. F value is 1.84 and it is not significance.

9. There is no significance effect of I Q on the relation of Teaching Methodology and Attitude. F value is 0.95 and it is not significance.

10. There is no effect of I Q on the relation of Teaching Methodology and Retention. F value is 1.277 and it is not significance.

Implications of the study:

Though there is less scope for teachers' initiation in the present system of education for time consuming strategies like Mastery Learning Programme, the teachers eager to adopt new ideas can profitably plan the Mastery Learning Programme within the limitations of the system.

• If not all, basic content from the chosen subject can be taught by the Mastery Learning Programme in school schedule.

• Time of the recess, proxy period and half an hour before/after the school time can be used for the remedial work during Mastery Learning Programme.

• The modules for self- learning material and remedial can be planned and prepared during the vacation.

• The help of high achievers can make the task easy; as well they get challenging work.

• Team of teachers of the same subject from different nearby schools can plan and prepare the learning material and correctives. For this they can meet periodically according to their convenience.

• Teachers should show interest in up bringing the slow learners by planning pair of slow learners and high achievers or give some assignments in groups under the observation of group leaders.

Conclusion:

Results show positive effect on achievement and retention of the students in the subject of Accountancy. It is obvious from the study that Mastery Learning Programme is far better than teaching with traditional method. Mastery learning offers exciting possibilities for those who would use and/or study it. Teachers will find that Mastery Learning Programme provides an efficient and effective means of transformation of knowledge. Administrators can greatly shift their schools' entire achievement distribution upwards. Students acquire successful learning experiences that will help shape his self-confidence and immunize him against mental illness. Society will get skilled professionals according to increasingly demands.

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