

**INDEX**

| <b>SR. NO.</b> | <b>TITLE</b>   | <b>PAGE NO.</b> |
|----------------|--|-----------------|
| 1              | CHALLENGES AT RURAL AREA BASED SECONDARY SCHOOLS WITH REFERENCE TO ENGLISH LANGUAGE TEACHING<br>-- Dr. S. L. Solanki<br>-- Dr. Hiralkumar M. Barot | 1-7             |
| 2              | INCLUSIVE EDUCATION: CURRICULAR ISSUES AND CONCERNS<br>-- Dr. Priti Chaudhari  | 8-15            |
| 3              | EDUCATION – HAPPINESS AND WELLBEING<br>-- Dr. Kamalnayan B. Parmar   | 16-28           |
| 4              | SOCIAL MATURITY OF PROSPECTIVE TEACHERS IN RELATION TO THEIR RISK TAKING BEHAVIOUR<br>-- J. Johnsi Priya<br>-- A. S. Arul Lawrence                 | 29-43           |
| 5              | USE OF COMPUTER ASSISTED INSTRUCTION IN TEACHING OF ENGLISH GRAMMAR<br>-- Rajesh V. Parmar<br>-- Prof. Satish Pathak                               | 44-52           |
| 6              | ACADEMIC ACHIEVEMENT OF STUDENTS OF PRAGNA APPROACH IMPLEMENTED AND NONE IMPLEMENTED PRIMARY SCHOOLS OF ANAND DISTRICT<br>-- Kiritbhai Chauhan     | 53-61           |
| 7              | CONSTRUCTION AND STANDARDIZATION OF HINDI VOCABULARY TEST FOR THE PUPILS OF PRIMARY AND SECONDARY SCHOOL OF GUJARAT STATE<br>-- Rajubhai L. Pargi  | 62-68           |

***CHALLENGES AT RURAL AREA BASED SECONDARY SCHOOLS  
WITH REFERENCE TO ENGLISH LANGUAGE TEACHING***

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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 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 acquire 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 the 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 frame work 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 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.”

## **The Significance of English Language in India:**

English plays a key role in our educational system and national life. In today's global scenario English is treated as the link language. It is an established fact that it is an international language and provides a window to the world. It is a means of observing and learning about people, especially those of other countries. It is rightly called a pipe line in the stream of western thoughts. English is being taught as a language of instruction in schools and colleges or is being used as the lingua-franca between speakers of widely diverse languages. This is an era of communication technology and without English no further higher education or inter change of professional language is possible. No other language has attained this status to substitute the all-encompassing influence of the English language in each and every field. According to Krishnaswamy and Shriraman T (1994) "Learners of English have realized that English is not necessary for shaping of characters, the development of aesthetic sense .... But it is needed for mobility and social and economic success. It is the language of opportunities because it takes one outside one's own community, to places, where more opportunities are available for professional and economic reasons..... it has a lot of "surrender value" and learners want to encase on that. English being the lingua-franca of the entire globe has the power to change the world that changes us. It provides information in every conceivable branch of knowledge. Even the entire student community has realized that English is necessary to expose their identity, language, literature, science, technology, society, economy, politics, values and culture to the world outside. Today, comprehensive abilities have become parameters, which ensure sound career in any field. Considering this, parents and learners have realized that through acquisition of English language knowledge and usage, one can withstand increasing levels of competition and can sustain one's career growth. Here, Darwin's theory of "The survival of the fittest" works. It may be noted that English is no more a foreign language in India. It is a fact that English has become a part and parcel of our daily life. It is an open secret that even in remote rural areas; people use English words such as bus, ticket, truck, doctor, school, coffee, tea etc. There are lots of such words used by villagers. However, English cannot, of course, enjoy the pride of place it had during the British Regime. It has now been relegated to a secondary position. Let's have a glance at the status of English during pre/post-independence scenario.

## **Status of English Language**

A Historical Perspective, India is a country which is known for its unity in diversity. In our country, our constitution has recognized 22 languages of different kinds. Hence, we do not have the common first, second, and third language in our country as a whole, as different states have different regional languages. In some states, today, Hindi is treated as the first language and English occupies the secondary place. Before discussing the present scenario of English, let's have a glance at the past. English language played a dominant role in each and every field before independence. It came to India with Britishers and finally influenced all the sectors including the field of education. Thus, history of English teaching began in our multi-religious, multi-cultural, multi-social, multi-lingual, multi geographical, multi-political and multi-traditional country. The history of English language teaching can be classified into four different periods.

### **ELT in the State of Gujarat**

Gujarat was part of Bombay, before bifurcation in 1960. After the bifurcation, Bombay decided to have English from class-v onwards. But the Gujarat Government decided to teach English as a compulsory subject from class-viii to x. However, schools could opt to teach English in classes' v to viii outside the school hours for which they would receive no grants from the Government. The Government of Gujarat also decided to provide an intensive course in English by allowing more periods in the school time table by improving the standards of teaching English by redefining the objectives and by organizing a short-term course for the teachers. In 1960, L.R. Desai Committee was appointed to re-examine the existing syllabus in the English and to define the objectives of teaching English. The report presented by this committee in 1961 examines the situation, the needs of the learners, the adequacy of the syllabus used for syllabus at that time and offers suggestions for change. According to this report, the learners would need English for higher studies and for job opportunities. The Desai committee thinks that the objective stated in suitable to the 46 needs of the learners, but the syllabus used goes beyond this simple objective and hence the learners are not benefited. Today, Gujarat is one of the most developed states in India. It is in the top list of industry and commerce. The schools offer English as a key component of their curricula, because, the people have keen interest in English. In the last decade of the 20th century, number of schools having English as a medium of instruction opened. On the other hand, in vernacular medium schools, English is being taught as one of the school subjects. It is optional to teach

English from fifth or Eighth standards, but it is common in urban areas that most of the schools have introduced English from the first standard to attract parents but as a regulation, it is not an obligatory. As per the latest development, the Government of Gujarat has initiated the movement of introducing English from the first standard. Still the vision blurred, there is no clear policy and English Language Teaching is swinging in the hands of people who have little knowledge about English and English Language Teaching-Learning. English language is taught from the first standard in non-grant-in-aid private Gujarati medium primary schools, whereas in state run schools, it is from fifth standard. So, the ELT in Gujarat seems as under in the tabular form (Pathak Kalpesh 2001):

### **Challenges at Rural Area based Secondary Schools**

The presenter of this paper has interacted with the English subject teachers to gain information regarding challenges in the rural area based secondary schools. The numerous observations & their experiences are grave concerns with open arms. Their most valuable challenges concerned to quality with reference to English Language Teaching are noted as below.

- Many schools have dilapidated buildings with leaking roofs & cracked walls. Many of these dilapidated buildings are still being used for classroom teaching.
- Many schools, especially those in rural areas where there is a busy movement & activities of many people. Many people use the school's premises as short cut to their destinations. Many people often move through the path & across the playing fields in many of the schools.
- Handful of students in rural secondary schools is aware of the importance of English.
- Students like to focus English subject only on examination point of view rather than acquiring competency in English subject.
- Students would like to pass exam rather than improving their skills of English language.
- Students expect to learn English entirely through in mother tongue rather than in English.
- The base of rural school students in English is not effective & encouraging.
- Students neglect language subjects, if it Gujarati or English from the inception study.

- Due to time constraint, teachers focus to complete the syllabus within the academic calendar only.
- In few schools, the scarcity of English teachers is found, in such schools one guest teacher used to visit thrice in a week. He/she focuses to complete the given portion; only on examination point of view.
- The teachers find faults of learners but they never reveal about their classroom planning, preparation for effective & goal oriented classroom teaching.
- Most of the teachers are not equipped with basic concepts of language & they are poor in literature.
- Language teachers are equally responsible for not having in calculated the taste of language teaching.
- In rural schools, teachers hardly focus grammar in detail & that is done with the Translation Method.
- Some of the teachers visit classroom without approaches & proper strategies & they blame the previous teachers for the poor English of the students.
- Teachers are not happy with availability of resources, infrastructural facilities & technologies like internet do not remain easily accessible in the rural area based secondary schools.

### **Suggestions:**

- Execute L.S.R.W. skills effectively in the classroom which is the base & root of developing language proficiency among learners.
- Teach English through activities & interactions which will help students to open up & to share their impressions on the given topic.
- Provide enough space & freedom for learners to communicate in English & encourage them to ask questions during interaction that will guide students to overcome from stage fear & inferior complex.
- The rural area based secondary schools should be provided with adequate & variety of instructional media. If teachers of such schools assume new roles & use new technology supported instructional tools, they should become familiar with a variety of infrastructural delivery methods, rather than relying on text-books, chalkboards & lecture method. Technologies such as audio & video recordings, language laboratories & computer can be more effective teaching tools for English language

lessons as they offer authentic learning experience, when interwoven with existing curriculum.

- The high potential for enhanced learning through the provision of Conducive learning environment can be attained. It is strongly recommended that the learning environment in such schools should be given priority attention by the State Govt. So that children can learn well.
- Mistakes should be considered as a change for improvement.

### **Conclusion:**

The interactions & observations of this study show that the secondary schools suffer many challenges with regards to quality concerns to English Language Teaching. The findings show that many challenges hinder the quality of English Teaching & Learning. They are as uninteresting teaching style, insufficient time for communicative activities, unreasonable time management, inadequate lesson preparation & teacher's limited use of teaching aids & technology & etc.

It is strong conviction of the writer that academic learning ambience will motivate the learners to develop articulator skills in English language. As matter of fact English has gaining momentum in a globalized world hence, it is the need of the hour to focus on building language competency among learners irrespective of rural and urban.

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*INCLUSIVE CLASSROOM AND SOCIAL DIVERSITY:  
MYTHS AND CHALLENGES*

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**Introduction:**

Today the increasing number of learners from diverse backgrounds entering elementary classrooms has reinforced the importance of making schools more inclusive. With a greater variation in the talents, and social, cultural, economic and political backgrounds of the learners, the elementary classroom in India faces a challenge to use this diversity constructively in order to democratize the teaching-learning processes and practices, and achieve the larger goals of social justice.

In this context the agenda of “inclusive education” has gained importance. There has been a further impetus with the enactment of the Right of Children to Free and Compulsory Education (RTE) Act, 2009. The implementation of this Act will be considered successful only if it addresses the issue of making the children of marginalized communities “visible” within the four walls of the classroom. Many of these children, across the country come from socially disadvantaged backgrounds, such as Scheduled Caste (SC) and Scheduled Tribe (ST)

Communities, ethnic and religious minorities, economically weaker sections (EWS), migrant labourers, nomadic and de-notified tribes, urban poor, children with special needs (CWSN) and so on. Although children of these communities are enrolled in school, they face the danger of dropping out.

National Curriculum Framework (NCF), 2005 also attempted to address the issue of “child-friendly” teaching-learning. NCF, 2005 also notes the fact that learning has become a burden, causing immense stress to children and their parents, which are evidenced by the deep distortion in educational aims and quality. NCF 2005 makes a series of observations and suggestions about pedagogy, curriculum, teaching-learning material, and classroom and school environments. The children’s voices and experiences do not find expression in the classroom. The curriculum must enable children to find their

voices, nurture their curiosity to do things, to ask questions and to pursue investigations, sharing and integrating their experiences with school knowledge, rather than their ability to reproduce textual knowledge.

NCF 2005 thus recommends a child-centred pedagogy giving primacy to children's experiences, their voices and their active participation. However, the curriculum framework also observes that the perspective on the learner may sound "obvious" but, in fact, many teachers, evaluators and textbook writers still lack the conviction that this can become a reality.

### **Persisting Myths**

The persistence of discriminatory practices by teachers, educators, school authorities and all of us in general about underachieving learners' socio cultural identities and abilities are based on a number of problematic assumptions. Some of these pertain to pervading beliefs and common perceptions about the children's individual and collective identities and their abilities. These are often deeply rooted and shaped by varied socio cultural contexts which have remained largely unspoken but understood by those who believe in diverse societal norms.

#### **❑ Children Are Children After All ... They Are the Same**

No. Children have multiple and diverse identities. But why do children look similar? Imagine children at school with their school uniforms! Don't they look similar? In fact they do; not only in their physical appearances, but also with respect to certain perceptions about them. Generally, attributes like playfulness, innocence, purity, goodness, naiveté, etc. are used while talking about a child. A child is a child after all! And thus all children are tucked into a common blanket identity.

#### **❑ Learning Achievements of Children are Determined by Heredity**

No. Learning achievements of children are not linked to heredity in any way. Stigmas and prejudices have influenced notions among teachers and school administrations about the learning potential of children from different backgrounds. Social experiences of children in elementary schools across India point towards the fact that such notions are often based on prejudices and stigmas regarding caste, class, religion, ethnicity and language. The underachievement of marginalized children and the gap between their learning abilities and non-marginalized children are seen in the light of heredity-based factors such as caste.

❑ **‘School Kids’ Are Different from ‘Street Kids’**

No. Children are not born with any prescribed identities. Rather they are given these or they gradually acquire them. It is often observed that among different learners “school identity” and “social identity” do not match in the perception of teachers and educators. For instance, the salience of school kids is often found in perceiving them as “homely”, “good” and “obedient”. They are “silent”, “serious” and do their homework properly, and generally listen to the teachers. They dress smartly, are neat and clean, maintain good hygiene and their parents take a keen interest in their education. On the contrary the identity of street kids is relegated to “non-serious” learners in the classroom. Street children often suffer from poor motor control. Their restlessness, the “adult-like” orientation in their behaviour is stigmatized in a diverse classroom as having “deviant” characters. They are frequently identified as not having the traits of a “child”. Teachers and school authorities tend to develop a poor opinion about them. Ultimately, these children feel like “fish out of water” in a diverse classroom.

❑ **Boys Are for Schools, Girls Are for Marriage**

No. It is a traditionally created male viewpoint. So far, schools have also represented and reproduced such a conservative perception about the girl child. For instance, take the case of the Meo Muslim girl children of Rajasthan who are first-generation learners. A comparative study between two villages, one in which a school intervention was conducted and the other where it was not, revealed minimal school participation and integration by the Meo Muslim girl child. Her daily routine remained almost similar to what it was before the school intervention programme. A typical day for the Meo girl child starts at dawn and ends late in the evening. She prepares breakfast, milks the cattle, fetches water from the pond, cooks the lunch food, washes clothes, collects dry wood and leaves, feeds the cattle, takes care of her younger siblings and helps members of the house with other chores “Savere se shaam tak kaam hoe hai, ladke to na karen (we work from early morning to evening but boys don’t work)” says Afsana (14 years), a first-generation Meo Muslim learner.

❑ **Children Learn Only from Textbook Transaction by Teachers in the Classroom!**

No. Children learn more outside the four wall of the classroom by interacting within the socio-cultural milieu in which they are born and brought up. There is a widespread belief that children learn more from school textbooks and teachers. Intelligent learners are held

to be those who can better remember what is in the textbook and reproduce it in examinations.

#### **□ Inclusive Education Means Enrolment of All Children in School**

In the dominant discourse on elementary education in India, the meaning of inclusive education appears to be limited to merely school enrolment of children from all sections of society. Inclusive education, therefore, needs to move beyond just enrolment to denote a feeling among all learners of “belonging equally” to the school, irrespective of their backgrounds. Inclusive classrooms and schools in this sense would mean a place where diversity among learners is appreciated and considered a learning resource rather than a problem; where children from diverse background are valued for what they are, and can feel safe enough to express whatever they know, without fear or discrimination; and where the curriculum, teaching-learning methods and materials are culturally responsive to meet the different learning needs and interests of children from diverse backgrounds.

### **Contemporary Challenges**

The myths discussed in the previous section provide a glimpse of how formidable the challenge to educate diverse learners has become. In fact, as the school system becomes increasingly diverse, relationships inherent in its structure (student-to-student, teacher-to-teacher, administrator to- teacher, school boards-to-administrators, parent-to-teacher, etc.) also become more complex. By bringing together myriad social affiliations, gender orientations, economic levels, belief systems, and cultural norms, the institution of schooling poses a plethora of challenges which are not limited only to classrooms but also include the space outside the formal classroom. Some of the specific challenges in this regard are:

#### **□ Recognizing the Increasing Diversity of Classrooms**

There is a need to recognize the changing social composition of learners in the classroom resulting from the increased flow of children from varied backgrounds in terms of caste, class, gender, ethnicity, language, religion, etc. This diversity also presents new issues and challenges to change curriculum design, teaching-learning practices and processes, learning materials, teacher education, etc. so that they meet the different learning needs of children from diverse backgrounds. In order to address these issues and challenges, policymakers and practitioners need to first recognize the different learning needs and interests of the diverse learners.

❑ ***Developing and Maintaining Disaggregated Databases on Diverse Learners***

The increasing participation of diverse learners in the classroom has radically altered the social composition of elementary schools in India. Data on learning achievement, however, reveals a significant gap between children from different backgrounds. But, without a clear understanding of the socio-economic and cultural characteristics of these diverse learners, it is difficult to evolve strategies and develop plans at the classroom, school and system levels to teach these children. It is therefore necessary to collect relevant disaggregated data on diverse learners, and examine and analyse it in order to inform and shape policies and practices to make classrooms and schools inclusive and responsive to the learning needs of children from diverse backgrounds.

❑ **Developing Ethnographic Research Focused on Teacher Beliefs and Practices**

A contextualized understanding of teacher beliefs and behaviour as well as the teaching-learning practices and processes, and their impact on the educational experiences and outcomes of children from diverse backgrounds is a crucial prerequisite to develop inclusive classrooms that are responsive to these children's learning needs and interests. Without this, it will be difficult to assess the professional development needs of teachers, and evolve appropriate training curriculum, practices and processes for them. Therefore, there is a critical need for school-based ethnographic research which can better inform policy and practice. As teaching and learning takes place in particular contexts, such research will also provide inputs to orient teacher training towards an understanding of the importance of contextual specificity and an ability to critically reflect on their own specific classroom contexts and practice. This will equip teachers with abilities to apply general principles of teaching for diversity in ways that work for their specific classroom situations.

❑ **Need For a Greater Focus on Diversity Issues in Teacher Training and Teacher Education Programmes**

An effective and meaningful framework for teacher training and teacher education programmes would identify several professional development needs of teachers. To be effective, the framework should be linked to the changing social landscape of the contemporary elementary classroom in India. Teaching children from diverse backgrounds requires a tremendous amount of flexibility in teaching practices and processes as well as in curriculum design and learning materials. It also crucially involves reflecting on and examining teachers' personal and professional beliefs about diversity

based on caste, class, gender, ethnicity language, religion, etc., and analyzing how these influences their behaviour and relationships with children from diverse backgrounds. However, as evidence suggests, the ongoing programmes on teacher training and teacher education are yet to recognize and focus attention on the need to adequately address teachers' professional developmental needs to prepare them to teach diverse learners.

#### **❑ Maintaining Teacher Diversity in the Elementary Teaching Workforce**

Maintaining diversity in the teacher workforce is considered crucial for creating inclusive schools. A teaching force that more closely mirrors the student population can benefit both students and teachers. Diverse teachers can serve as powerful role models for diverse students, potentially motivating them to strive further in their achievements. They also bring to the classroom their unique experiences and perspectives, which can help them to better relate to their diverse students. They may also be more inclined to view student diversity in the classroom as a resource. However, data in this regard suggests that while there has been an increasing flow of diverse learners in the classroom, the social profile of teachers has almost remained the same. The participation of the excluded groups in the teaching force, such women, SC/STs, and religious, ethnic and linguistic minorities have remained lopsided within the recruitment processes. Moreover, a majority of the teachers recruited from these social categories in recent years are para-teachers who have remained out of the formal teacher training structure (Govinda, 2005), and their lower educational qualification and lack of professional training debars them from developing their professional careers.

#### **❑ Developing Organic School-Community Relationships**

Involving parents and communities in school functioning can be an effective strategy to address diversity in the classroom. It also needs to be recognized that in the changing context of the increasing inflow of children from diverse backgrounds, it is important for schools to understand and articulate parent and community involvement in terms of socio-economic, cultural and political contexts. The current official mechanisms and structures (VECs and PTAs, etc.) prescribed to ensure community involvement do not appear to achieve the desired outcomes, particularly with regard to participation of the marginalized and excluded communities. In several villages, the local people are not even aware of the existence of VECs and their roles and responsibilities. In many cases, VECs become platforms for the powerful sections of the local society, and the marginalized and

excluded communities feel powerless to assert their voices and participate in the functioning of the schools.

### **Conclusion:**

The challenges of inclusive classrooms and diversity discussed above appear formidable, especially because the mainstream policy and practice in the elementary education sector have yet to adequately recognize and focus attention on them. On the other hand, it is fortunate that during the recent decades, these issues and concerns have started getting the attention of a section of policymakers and practitioners. Various innovative experiments in school reforms have also been taken up by civil society organizations as well as in the government sector in different parts of the country. These experiments have attempted curriculum design, development of teaching-learning methods and materials, and teacher development with child-centred inclusive perspectives. These have shown encouraging results in terms of the learning achievement of children from diverse backgrounds.

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## *EDUCATION – HAPPINESS AND WELLBEING*

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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 acquire 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, lead towards and equitable society.”

In education there are many teaching methods and approaches for making teaching-learning process effective. Activity approach plays important role in teaching-learning process. Through this approach teacher can create conducive and participatory environment in the classroom. Which makes learning interesting and it will be helpful for the students to remember content for a longtime. In Activity approach every student is involved in teaching-learning process. It gives the chance for self-learning to student. And it gives a scope for using creativity. Through this approach teacher can make interactive classroom environment and students can learn language easily and effectively.

### **Language Education**

Language plays an important role in education. According to Carroll (1956) “the cognitive, social, and cultural patterns that govern our perception of the world are largely shaped, formulated, and even directed by the structures of the language we speak.” Habermas (2000)“communicative competencies is crucial to achieve mutual understanding. Communication is a major function of language as they contain the

possibility of universal understanding within the shell of the most individual expression.” Thus, the language is very useful for the human beings for live life more meaningfully. NCF (2005) “our current concern in curriculum to make it an inclusive and meaningful experience of children along with efforts to move away from a textbook culture require a fundamental change in how we think of learners and the process of learning. Hence, he needs to engage in detail with the under planning and implications of child centered education.” According to details of above and need of present education system, it seems activity based teaching is suitable and appropriate method for teaching any language in general and Gujarati in particular. Investigator found very few studies for teaching Gujarati through activity based approach. Gujarati being mother tongue of the majority of the students has wider scope for higher level literary skills to be incorporated in designing activities for the students. So investigator is proposing this study.

In the secondary school standard VIII is very crucial stage. According to NCF (2000) “this is the stage after which majority of the learners will enter the world of work. Practical activities to be chosen should have relevance for future life through acquisition of skills and values. Critical, creative and generative thinking has to be developed.” Thus it is a best period to provide an opportunity to the students to enhance their abilities in Gujarati language through activity based teaching programme and check its effectiveness as compared to the traditional method.

Activity based teaching provide an opportunity for acquiring the knowledge. “Well-planned activities which are directly related to the objectives are central to the entire process. For every one objective, there should be as many alternative activity choices as possible relating to each objective in order to cater to different abilities and interest of students.”(Dhand, 1995). In the secondary school standard VIII is very crucial stage. According to NCF (2000) “this is the stage after which majority of the learners will enter the world of work. Practical activities to be chosen should have relevance for future life through acquisition of skills and values. Critical, creative and generative thinking has to be developed.” Thus it is a best period to provide an opportunity to the students to enhance their abilities in Gujarati language through activity based teaching programme and check its effectiveness as compared to the traditional method.

### **Statement of the Problem:**

Development and Implementation of an Activity Based Programme in Gujarati subject for the students of standard VIII.

### Objectives of the Study:

1. To develop an activity based programme in Gujarati subject for the students of standard VIII
2. To implement the prepared activity based programme in Gujarati subject for the students of standard VIII
3. To find out the effectiveness of developed activity based programme in Gujarati subject for the students of standard VIII
  - With respect to the difference in achievement mean score.
  - Opinion about the developed activity based programme.

### Hypothesis:

There will be no significant difference in the gain mean achievement scores of the achievement tests of the experimental group to that of control group.

### Operationalization of the Term used in study:

- ✎ **Activity Based Programme for Gujarati subject:** In the present study, activity based programme in Gujarati subject for the students of standard VIII and implemented developed programme for teaching selected units from G.S.E.B Text book. This program includes the activities Game with words, Game with sentences, Use the black board own way, letter writing in post card, present on ideas, strip story, drama, Collect information and present own way.
- ✎ **Effectiveness:** Effectiveness for the present study was include quantitative dimensions. The difference between mean scores obtained by the students of experimental and control group with respect to the given treatment through activity based approach to experimental group and traditional method to control group and Opinion about the developed activity based programme.

### Delimitation of the study:

- ✎ Proposed study was delimited to Gujarati medium schools of Vadodara city following GSEB syllabus.
- ✎ Activity based teaching programme was delimited to the following concepts :

Hamna hamna (poem), Matino sparsh: Jijino sparsh (pross), Nibandh Lekhan, Patra Lekhan, Varta Lekhan.

### Methodology of the study:

Present study was quantitative in nature. The design of the study was a quasi-experimental design. Experimental group was taught through ABPGS and control group was taught through traditional method. Implementation of Activities based Gujarati teaching was independent variable and achievements of the students were dependent variable. Age was the controlled variable. Environmental factor was intervening variable which was thought to be equal affecting both groups.

### Design of the study:

Present study was quantitative in nature. The design of the study was a quasi-experimental design.

**Table one: Design of the study**

| Group        | Pre-test | Treatment          | Post-test | Gain difference    | Effectiveness |
|--------------|----------|--------------------|-----------|--------------------|---------------|
| Experimental | $X_i$    | ABPGS              | $X_{ii}$  | $X = X_{ii} - X_i$ | X-Y           |
| Control      | $Y_i$    | Traditional method | $Y_{ii}$  | $Y = Y_{ii} - Y_i$ |               |

### Phases of the Study:

#### Phase 1: Development of the ABPGS for Gujarati reaching:

Development of the programme was stepwise which mention in chapter IV. The first process was to select the content, to analyze the content in a logical sequence, formulate instructional objective, and develop activities with keeping mind all these things. Which process mention in (Graph 4.1)

#### Phase-2: Development of the tools for pre-test and post-test:

Development of pre-test and post-test was parallel and constructed which was covered content of Gujarati subject of standard VIII.

#### Phase-3: Administration of pre-test:

The test was administered on the experimental group and control group.

#### Phase-4: Implementation of ABPGS for Gujarati teaching:

The developed ABPGS for Gujarati teaching was implemented as per the schedule of from 19 january 2012 to 3 february 2012 at Shree Ambe Vidhyalaya of Baroda city.

**Phase-5: Administration of post-test:**

Post-test was administrating by investigator after implementation of ABPGS for Gujarati teaching to experimental group whereas traditional method for Gujarati teaching to control group.

**Phase-6: Administration of opinionnaire:**

- The opinionnaire was implemented to collect opinion towards ABPGS for Gujarati teaching from students of experimental group.
- Focused group Discussion was carried out by the investigator to seek feed back from the student teachers to check effectiveness of the ABPGS.

**Phase 7: to study Effectiveness of ABPGS**

It was find out comprehensively using mentioned data analyses techniques.

**Population:**

All the students of standard VIII of Gujarati medium schools of Vadodara city following GSEB syllabus were form the population of the present study.

**Sample:**

In the present study purposive sampling technique was used. Shree Ambe Vidhyalay School was selected purposively for experimental group as study needs some infrastructural facilities and readiness of administrator for conducting experiment. By considering these the students of standard VIII of division C from Shree Ambe Vidhyalaya School was selected, where as for control group was selected the students of standard VIII of granted class from Shree Narayana Vidhyalaya school of Baroda city. The actual numbers of students of standard VIII of Shree Ambe vidhyalay school were (51) but out of 51 total 45 studenta were attend pre-test and post-test whereas the actual numbers of the students of standard VIII of Shree Narayana Vidhyalaya were (59) but out of 59 students total 46 students attend the pre-test and post-test. Thus sample size was 91.

**Table Two : Detail of the Sample size**

| Sr. no | Group              | Size of sample |
|--------|--------------------|----------------|
| 1      | Experimental Group | 45             |
| 2      | Control Group      | 46             |
|        | <b>Total</b>       | <b>91</b>      |

## **Tools and techniques of Data collection**

To determine the effectiveness of developed activities and activity based teaching following Tool and Techniques was constructed for data collection. Achievement test for pre-test , Achievement test for post-test , Opininnire. Photography and Focused group discussion techniques were used to seek feedback from the student at the end of the implementation of the ABPGS.

### **Data collection:**

For data collection permission was taken from principal of the sample schools and school authority. The data was personally collected by the investigator. Data collection of the present study was done in following phases.

#### **Phase 1: Administered pre-test**

Investigator administer pre-test on the experimental group on the date 18-1-2012 whereas pre-test administered pre-test on control group on dated 19-1-2012.

#### **Phase 2: Administered post-test**

Investigator administer post-test on the experimental group on the date 6-2-2012 whereas pre-test administered pre-test on control group on dated 8-2-2012.

#### **Phase 3: Administered Opininnire**

Investigator administered the opininnire on the experimental group on dated 7-2-2012

#### **Phase 4: Focused group discussion**

Focused group discussion was carried out to seek feedback from the student at the end of the implementation of the ABPGS.

## **Data analysis and interpretation**

The design of the present study was quasi-experimental in which Activity Based Programme was developed and implemented for teaching Gujarati in students of standard VIII. The Activity Based teaching method is compared with traditional lecture method. The data were collected by administrating the tool on the sample Pre-test and Post-test which were parallel both were taken for control group and experimental group whereas Opininnire was administered with the experimental group after the implementation of Activity Based Programme on the experimental group. The data were analyzed quantitatively as well qualitatively as per the requirement details of which are presented below.

### Development an activity based programme in Gujarati subject for the students of standard VIII

The activity based language teaching programme has been design by following steps:

Step one: Selection of the content for teaching Gujarati

Step Two: Content Analysis of the selected content

Step Three: Formulate the instructional objectives of the each content

Step Four: Designing the Activities

Step Five: Validating the developed activities

Final programme was ready and description of the developed Activities for each topic is given in the proceeding table

**Table Two : Description of the final Activity based Programme**

| Sr.No. | Topic               | Developed Activities   |
|--------|---------------------|--|
| 1.     | Vocabulary          | <b>Game with words:</b> in this activity first the students will play game with simple words. For example, teacher will give one word and then student try to tell related words. Then divided a class in 3 groups and play game with synonyms, opposites, one word for many words, samas etc. Teacher will use cards of pictures and words.                 |
| 2.     | Hamna- Hamna (poem) | <b>Game with sentences:</b> This activity is according to nature of the content (poem) in which poet express him wishes. Name of the activity is “jo ane to” In these activity students will divide in two groups in two groups. One group prepare one sentence which start with the word “jo” where as the other group prepare sentences with use word ‘to’ |
| 3.     | Essay- Writing      | <b>Use the black-board own way:</b> In this activity teacher will give one topic and given freedom to the children to express their ideas and thoughts on the black board their own way weather in form of slogan, creative poem, picture etc. as they want.   |
| 4.     | Letter- Writing     | <b>Letter write formal or informal:</b> Teacher will provide the students post-cards and students write the letter as they want to write to friend, family, teacher, principal   |



|    |  |   |
|----|--|---|
|    |  | etc.  |
| 5. | Mati no sparsh:<br>Jiji no sparsh<br>(prose) | <b>Present own ideas:</b> Teacher will show them video clip related to the content at that time student will carefully observe and then student present their ideas not only related to that video-clip but other more information similar to that. |
| 6. | Story- Writing                               | <b>Strep-story:</b> Teacher prepare <b>some</b> cards of sentences according to that sentences students try to elaborate it in form of story. That way student will engage in thinking process what will next. And according to that write story.   |
| 7. | Story- Writing                               | <b>Drama:</b> Teacher will show them video clips of some stories. Student will observe the language of the story, ideas, pronunciations, expressions etc. and then they will play drama.  |
| 8. | Language<br>related literature               | <b>Collect information &amp; present own way:</b> Student will collect the information related to language and content from news paper, magazines, library books etc. and present it in own way.  |

### Implementation of ABPGS:

The developed for the implementation of ABPGS was keeping in mind the continuous two periods per day. As the time of implementation the outlines was fixed but it has flexibility in term of slight change in timing and modifications in the mode of transactions as per the need of student and content. The programme was implemented personally by the investigator. Implementation of programme started on date 19.1.2012 which lasted up 30.1.2012.

Effectiveness of the Developed Activity Based Programme for Gujarati Subject was find out using data analysis techniques mentioned above and findings are presented below

### Major findings:

Development of the ABPGS for Gujarati teaching is the first objective of the study. In which investigator prepared different activities for Gujarati teaching to the students of



standard VIII. The prepared activities were for to teach the different content for different forms of language. It was provide an opportunity to the students for group learning as well as self learning. Its also motivate the students for to learn Gujarati language with new dimensions.

- ✎ The developed ABPGS for Gujarati teaching was found to be effective as compared to the traditional method for Gujarati teaching. The mean achievement score of students of experimental group was found to be higher as compare to the control group. The 'z' value was -2.81 which were significant at level of confidence. Which indicate that to enhance achievement of the students.
- ✎ With regard to the opinion of the students shows that the actual learning outcomes as a result of the ABPGS for Gujarati teaching, the students views in term of the increase content clarity, gain new knowledge , enjoying the teaching learning process, language skills development, enhance the thinking in new way and communication skill as well as presentation skill.
- ✎ The activities of collects information and present own way and drama were improved a language skills, clarity of content as well as enhance the extra knowledge. These activities were providing an opportunity to the students to development of presentation and performance skill.
- ✎ The activity use of black board was very effective to enhance the student's creative writing skill. In which students made some innovative ideas and small poems as well slogans. This activity was also providing a group learning as well as self learning.
- ✎ From the table it is clear that the activity of collection information and present own way is least liked activity by 7.5% of the students. Game with sentences, letter write and drama were least liked activity by 2.5 % of the students. Present own ideas, strep story and use the black board own way were most liked activities of all the students.
- ✎ From the table it is clear that activity number 6 is the most like activity for 47.5 % of the students and game with words and game with sentences were liked by 42.5 % of the students equally. Present own ideas and drama activites were most liked by 37.5 % of the students equally. Likewise use of black board and letter writing were liked by 25 % students equally. Collect information and present own way was the first choice of 15 % of the students. This shows that instead of writing students enjoyed story, games and drama most.

- ✎ The activities game with words and game with sentences were help them to enhance vocabulary knowledge and framing the sentences own way.
- ✎ Most of the students like the ABPGS for Gujarati teaching. During the implementation of the ABPGS for teaching Gujarati investigator found the interactive and participative classroom and student enjoy the teaching learning process.
- ✎ If we want to improve the educational scenario then such types of activities are essential.
- ✎ Students learn content with increased interest when they involved in different activities like drama, collect information present it in own way, use the black board own way, game with words, game with sentences.
- ✎ Use the different teaching aids like pictures, cards of words and sentences, videos and power point presentation by the teacher during implementation also appreciated by the students in their opinions.
- ✎ Students opined that they would like to study in similar way the all the contents of Gujarati subject and also other subjects

### **Discussion:**

Language teaching at the secondary stage reveals that it is the stage in which learner have in which learner have an ability to think creatively and it is the age of action and reaction. These would include understand the nature and stucture of language, ability to properly apply appropriate language skills and capacity to create own ideas and thought effectively, willingness to understand the different forms of language and appreciate the mother tongue. Throughout the life language education and development of the certain skills which are require in day to day life. These all are to reform and refreshing the school education and more inputs provide to the students. For those students centred teaching and learning process require. Through which teacher can create an interactive and participative classroom environment. This can provide an important stage for the students to enhance language abilities. Investigator was interested to develop ABPGS for Gujarati teaching.

Present study was an effort to prepare the active students to meet demands of present time. This discussion focuses on the findings with regard to the effectiveness of the developed ABP for Gujarati teaching.

- ✎ In language teaching there are need to include activities for to enhance understand content as well as language skills and understand different forms, structure and nature of language. Gujarati is the mother tongue of the Gujarat state. So, in Gujarati medium schools there were medium of instruction also Gujarati language in Gujarat. For that activity based teaching can play an effective role.
- ✎ With regard to the development of programme its impact and quality mention here. Throughout the duration of implementation of ABPGS for Gujarati teaching to the students of standard VIII. Investigator feels and observed that the ABPGS for Gujarati teaching was more effective as compare the traditional methods for Gujarati teaching.
- ✎ The schedule of different activitie, time for activities with including content was keeping mind for to making the implementation of programme effectively and easily in batter way. In the class average, more than average and below average students were there, students participation and involvement in teaching and learning process, numbers of working days, the numbers of periods available readiness of the administration for infrastructural facilities and readiness and co-operation of the students in the implementation of ABP for Gujarati teaching was proper.
- ✎ The ABP for Gujarati teaching includes eight activities for teach different units with keeping mind different forms of languages i.e. poem, prose, vocabulary, story, essay and language literature. The most liked activities by the students were collect information and present own ideas and drama. All the activities which involve in the programme were useful to understand the content clearly and easily and enhance language skills. Its because of more participation and involvement of the students of the students which provided an opportunity to enhance abilities and potentials of the language in language. There were more possibilities for self learning as well as for group learning.
- ✎ With regard the opinions of students towards programme after implementation investigator found that most of the students like ABP for Gujarati teaching. It helps them to motivate for learning language, improve interest and understanding about the language because of that also enhance creative abilities.
- ✎ With regards to the students gain achievement of the experimental group found higher as compare to the control group. In other words the ABP for Gujarati teaching was more effective as compare the traditional method of Gujarati teaching. Hence the

improvement in the achievement test was significant for all candidates. Thus the ABP for Gujarati teaching helps to improve academic achievement of the students.

Through the whole process of present study investigator found that the developed and implemented activity based program in Gujarati subject for the students of standard VIII was effective. It helped to the students for self motivation; increase hidden potentials and interest for learning language and language skills. Thus, it make an impact on students education and life.

## Conclusion

For to make an effective and meaningful teaching learning process, there should need to understand the interest, attitude and ability of the students. Investigator recalled the duration of the school education at the standard VIII and strongly feels that was best period of student's life to encourage and modified the hidden potential abilities of creativity in the students. For that there are essential needs to provide them an opportunity for to drawing out the potential abilities. Activity Based teaching can provide an important stage for that and that's why investigator was interested to carried out present study. At the end investigator coming out with felling a satisfaction for fulfil the desirable possibilities which investigator want to bring in the students. Present study bring not only make improvement of the academic achievement but also helps to enhance communication skill, understand nature, structure and forms of language, important of mother tongue and main thing is to improve creative and thinking ability. At the end investigator really accept that 'Action is larger than words.' So, investigators feel essential need to Activity Based Gujarati Teaching.

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## ***SOCIAL MATURITY OF PROSPECTIVE TEACHERS IN RELATION TO THEIR RISK TAKING BEHAVIOUR***

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### **Introduction**

Education develops the individual like a flower which distributes its fragrance all over the aspects of his/her life. Education provides mature person to the society. Mature person means a person who is adjusted to environment easily or a person who makes adjustment with environment easily. If a person is taking an active and cooperative part in his social group then he is mature. If for some reasons he is not ready to act, feel and think in a way appropriate according to his stage of physical and mental development, than he is an immature person. Maturity implies a satisfactory fulfillment of one's potentialities. This means developing and issuing one's physical and mental abilities to the fullest extent. Maturity is the complete change in an individual which assist him to reach at the stage of functional readiness. The development of matured behaviour of an individual to his environment in which other people of society are involved can also be termed as social maturity.

Social Maturity is a term commonly used in two ways like, with respect to the behaviour that is appropriate to the age of the individual under observation and secondly the behaviour that conforms to the standard and expectations of the adults. Thus Social Maturity permits more detailed perception of the social environment which helps adolescents to influence the social circumstances and develop stable patterns of social behaviour (Kumar & Ritu, 2013). Social maturity is the level of social skills and awareness that an individual has achieved relative to particular norms related to an age group. It is a measure of the development competence of an individual with regard to interpersonal relations, behaviour appropriateness, social problem solving and judgement. Thus social maturity means attaining maturity in social relationships that is to establish good relations with family, neighbours, friends, playmates, class-fellows, teachers and

other members of the society for making and keeping friends. A person having a quality of friendliness and adjustable nature is considered a socially mature person (Gupta, 2014).

The observation on the behavior of adults with or without socially maturity is revealed that they seem to take risks frequently in their life when there is a real demand. Developmental theories of risk taking must account for two distinct trajectories observed in real-world behavior. At first, risk taking increases sharply from childhood to adolescence. Second, risk taking steadily declines from late adolescence through the early adult years. Risky behaviours will affect adult by disrupting their normal development or prevent them from participating in typical experiences for their age group (Albert & Steinberg, 2011). High-risk behaviours can significantly impact the lives of adults and those around them. But healthy risk-taking is a positive tool in an adult's life for discovering, developing, and consolidating his or her identity. Healthy risks – often understood as challenges – can turn unhealthy risks in a more positive direction, or prevent them from ever taking place to begin with (Ponton, 1997). Hence, the investigators have made an attempt to study the social maturity and risk taking behaviour of the prospective teachers.

### **Significance of the Study**

Students are the future pillars of the nation. They are expected to perform a multi-dimensional role. They should possess the qualities needed for the effective performance of the role. Education should spell out the kinds of desirable changes needed by the society and how these changes are to be brought among the students. For this, education should become the integral part of social development. When education assumes this responsibility and provides adequate knowledge on various issues of the society, students' cognitive and social development will grow more and more by adapting to the changing society and in turn, they flourish as a socially matured person. In that way, education should help the students to develop the ability to face social problems according to the changing nature of the social environment. It is the nature of the society that each and every individual, especially adults need to face many challenges in their life as well as in the society. As they are forced to face many challenges of the society, they may need to take risk based on the problem that they are confronted with. It is seen obviously in the society that the adults take many risks as it is a demand at this stage in their life. If they are socially mature, then they can take risk by knowing its consequences. Hence, the investigators made an attempt to study the title given below.



## Title of the Study

Social Maturity of Prospective Teachers in relation to their Risk Taking Behaviour.

## Operational Definition of the Key Terms

- **Social Maturity** refers to attaining maturity in social relationships that is to establish good relations with family, neighbours, friends, playmates, class-fellows, teachers and other members of the society for making and keeping friends. A person having a quality of friendliness and adjustable nature is considered a socially mature person.
- **Risk taking Behaviour** is an activity or fact of doing something which involves increased risk, unsafe, chances of injury or harm in order to achieve a goal of the individual.
- **Prospective Teachers:** Student teachers those who are enrolled themselves in the Bachelor of Education degree under Tamil Nadu Teachers Education University are considered here as prospective teachers.

## Objectives of the Study

The present study aims at the following objectives

- To explore the differences in social maturity of prospective teachers owing to difference in gender, locality, type of family, birth order, type of management and nature of school.
- To explore the differences in risk taking behaviour of prospective teachers owing to difference in gender, locality, type of family, birth order, type of management and nature of school.
- To investigate the relationship between social maturity and risk taking behaviour of the prospective teachers.

## Hypotheses

- There is no significant difference between prospective male and female teachers in their social maturity and risk taking behaviour.
- There is no significant difference between rural and urban prospective teachers in their social maturity and risk taking behaviour.



- There is no significant difference between prospective teachers from nuclear and joint family in their social maturity and risk taking behaviour.
- There is no significant difference between among first born, middle born and last born prospective teachers in their social maturity and risk taking behaviour.
- There is no significant difference among prospective teachers studying in government, government aided and self-finance in their social maturity and risk taking behaviour.
- There is no significant difference among prospective teachers studying in boys', girls' and co-education colleges in their social maturity and risk taking behaviour.
- There is no significant relationship between social maturity and risk taking behaviour of the prospective teachers.

## Methods and Procedures

Survey method of research has been used in the present study. Using the simple random sampling technique, 300 prospective teachers (141 male and 159 female) were selected from different colleges of education of Chennai district. The data were collected from the prospective teachers by using the tools namely (i) Social Maturity Scale by Nalini Roa (1971) and (ii) Risk Taking Behaviour Inventory by Anbalagan and Annaraja (2008). The collected data were scored according to the scoring scheme and the score were tabulated for the data analysis. Mean, standard deviation, 't' test, one-way ANOVA and Karl Pearson's product moment correlation were used to analyze the data with the help of SPSS (Version 17.0). The analysed data were tabulated and tested with hypothesis as below.

## Hypothesis Testing

**H<sub>01</sub>:** There is no significant difference between prospective male and female teachers in their Social maturity and risk taking behaviour.

**Table – 1 showing the significant difference between prospective male and female teachers in their Social Maturity and Risk Taking Behaviour**

| Variables             | Male<br>(N = 141) |        | Female<br>(N = 159) |        | 't' – Value |
|-----------------------|-------------------|--------|---------------------|--------|-------------|
|                       | Mean              | SD     | Mean                | SD     |             |
| Social Maturity       | 201.53            | 25.553 | 182.13              | 20.939 | 7.222**     |
| Risk Taking Behaviour | 47.13             | 8.740  | 40.13               | 5.974  | 8.177**     |

\*\*-Significant at 0.01 level

It is evident from the above table that there is a significant difference between prospective male and female teachers in their social maturity and risk taking behaviour. It is observed that the male teachers are found to be higher than the female teachers in their social maturity and risk taking behaviour. Hence, the formulated hypothesis “There is no significant difference between prospective male and female teachers in their social maturity and risk taking behaviour.” is rejected.

**H<sub>02</sub>:** There is no significant difference between rural and urban prospective teachers in their Social maturity and risk taking behaviour.

**Table – 2 showing the significant difference between rural and urban prospective teachers in their Social Maturity and Risk Taking Behaviour**

| Variables             | Rural<br>(N = 157) |        | Urban<br>(N = 143) |        | ‘t’ – Value |
|-----------------------|--------------------|--------|--------------------|--------|-------------|
|                       | Mean               | SD     | Mean               | SD     |             |
| Social Maturity       | 187.95             | 23.695 | 194.87             | 26.221 | 2.403*      |
| Risk Taking Behaviour | 42.80              | 8.095  | 44.11              | 8.241  | 1.394       |

\*-Significant at 0.05 level

It is evident from the above table that there is a significant difference between rural and urban prospective teachers in their social maturity but there is no significant difference between rural and urban prospective teachers in their risk taking behaviour. It is observed that the urban prospective teachers are found to be higher than the rural prospective teachers in their social maturity and risk taking behaviour. Hence, the formulated hypothesis “There is no significant difference between rural and urban prospective teachers in their social maturity.” is rejected but it is accepted for risk taking behaviour.

**H<sub>03</sub>:** There is no significant difference between prospective teachers from nuclear and joint family in their Social maturity and risk taking behaviour.

**Table – 3 showing the significant difference between students from nuclear and joint family in their Social Maturity and Risk Taking Behaviour**

| Variables             | Nuclear<br>(N = 187) |        | Joint<br>(N = 113) |        | ‘t’ – Value |
|-----------------------|----------------------|--------|--------------------|--------|-------------|
|                       | Mean                 | SD     | Mean               | SD     |             |
| Social Maturity       | 184.95               | 20.400 | 201.68             | 28.611 | 5.896**     |
| Risk Taking Behaviour | 41.91                | 7.571  | 45.92              | 8.560  | 4.225**     |

\*\* -Significant at 0.01 level

It is evident from the above table that there is a significant difference between prospective teachers from nuclear and joint family in their social maturity and risk taking behaviour. It is observed that the prospective teachers from joint family are found to be higher than the prospective teachers from nuclear family in their social maturity and risk taking behaviour. Hence, the formulated hypothesis “There is no significant difference between prospective teachers from nuclear and joint family in their social maturity and risk taking behaviour.” is rejected.

**H<sub>0</sub>4: There is no significant difference among first born, middle born and last born prospective teachers in their Social maturity and risk taking behaviour.**

**Table – 4 showing the significant difference among first born, middle born and last born prospective teachers in their Social Maturity and Risk Taking Behaviour**

| Variables             | Birth Order                    |        |                                |        |                              |        | F-value      | Groups differed significantly |
|-----------------------|--------------------------------|--------|--------------------------------|--------|------------------------------|--------|--------------|-------------------------------|
|                       | First Born<br>(N = 128)<br>(1) |        | Middle born<br>(N = 96)<br>(2) |        | Last Born<br>(N = 76)<br>(3) |        |              |                               |
|                       | Mean                           | SD     | Mean                           | SD     | Mean                         | SD     |              |                               |
| Social Maturity       | 200.49                         | 25.837 | 182.18                         | 22.114 | 187.14                       | 22.350 | 17.709*<br>* | (1,2) & (1,3)                 |
| Risk Taking Behaviour | 45.74                          | 7.872  | 41.73                          | 8.517  | 41.66                        | 7.335  | 9.486**      | (1,2) & (1,3)                 |

*\*\*-Significant at 0.01 level*

It is evident from the above table that there is a significant difference among first born, middle born and last born prospective teachers in their social maturity and risk taking behaviour. It is observed that the first born prospective teachers are found to be higher than the last born and second born prospective teachers in their social maturity and risk taking behaviour. Hence, the formulated hypothesis “There is no significant difference among first born, middle born and last born prospective teachers in their social maturity and risk taking behaviour.” is rejected.

**H<sub>0</sub>5: There is no significant difference among prospective teachers studying in government, government aided and self-finance in their social maturity and risk taking behaviour.**

**Table – 5 showing the significant difference among government, government aided and self-financing school students in their Social Maturity and Risk Taking Behaviour**

| Variables             | Type of Management      |        |                           |        |                            |        | F-value | Groups differed significantly |
|-----------------------|-------------------------|--------|---------------------------|--------|----------------------------|--------|---------|-------------------------------|
|                       | Government (N = 88) (1) |        | Govt. Aided (N = 108) (2) |        | Self-finance (N = 104) (3) |        |         |                               |
|                       | Mean                    | SD     | Mean                      | SD     | Mean                       | SD     |         |                               |
| Social Maturity       | 188.34                  | 26.483 | 195.54                    | 22.857 | 189.26                     | 25.827 | 2.513   | (1,2) & (1,3)                 |
| Risk Taking Behaviour | 42.93                   | 8.433  | 44.08                     | 7.998  | 43.15                      | 8.179  | 0.565   | None                          |

It is evident from the above table that there is no significant difference among prospective teachers studying in government, government aided and self-finance in their social maturity and risk taking behaviour. Hence, the formulated hypothesis “There is no significant difference among prospective teachers studying in government, government aided and self-finance in their social maturity and risk taking behaviour.” is accepted.

**H<sub>06</sub>: There is no significant difference among prospective teachers studying in boys’, girls’ and co-education colleges in their social maturity and risk taking behaviour.**

**Table – 6 showing the significant difference among boys’, girls’ and co-education school students in their Social Maturity and Risk Taking Behaviour**

| Variables             | Nature of School   |        |                     |        |                            |        | F-value | Groups differed significantly |
|-----------------------|--------------------|--------|---------------------|--------|----------------------------|--------|---------|-------------------------------|
|                       | Boys’ (N = 90) (1) |        | Girls’ (N = 99) (2) |        | Co-Education (N = 111) (3) |        |         |                               |
|                       | Mean               | SD     | Mean                | SD     | Mean                       | SD     |         |                               |
| Social Maturity       | 199.64             | 25.679 | 186.58              | 25.027 | 188.61                     | 23.250 | 7.673** | (1,2) & (1,3)                 |
| Risk Taking Behaviour | 44.47              | 7.821  | 42.79               | 8.448  | 43.14                      | 8.208  | 1.097   | None                          |

**\*\* - Significant at 0.01 level**

It is evident from the above table that there is a significant difference among prospective teachers studying in boys’, girls’ and co-education colleges in their social maturity and but there is no significant difference among prospective teachers studying in

boys', girls' and co-education colleges in their risk taking behaviour. It is observed that the prospective teachers studying in boys' colleges are found to be higher than the girls' and co-education colleges in their social maturity. Hence, the formulated hypothesis "There is no significant difference among prospective teachers studying in boys', girls' and co-education colleges in their social maturity." is rejected but it is accepted for risk taking behaviour.

**H<sub>07</sub>:** There is no significant relationship between social maturity and risk taking behaviour of the prospective teachers.

**Table – 7 showing the Pearson's product moment correlation coefficient between Social Maturity and Risk Taking Behaviour**

| Variables                               | N   | ' $\gamma$ ' |
|---|-----|--------------|
| Social Maturity & Risk Taking Behaviour | 300 | 0.735**      |

*\*\* - Significant at 0.01 level*

It is evident from the above table that there is a significant and positive correlation between social maturity and risk taking behaviour of the prospective teachers.

## Findings and Discussion

From the present study, it is found that there is a significant difference between prospective male and female teachers in their social maturity and risk taking behaviour. The male prospective teachers are higher than the female prospective teachers in their social maturity and risk taking behaviour. This may be due to the fact that the Indian society is a male dominant one in which males are given more opportunity to blend with other people in the society. As they blend, they are frequently exposed to the problems of the society; obviously they make many attempts to solve them and at last these challenging tasks shape them to behave like a socially matured person. There is a significant difference between prospective male and female teachers in their social maturity. This finding confirms the findings of Manju (2016), Lalkumar (2016), Choudhary & Madhuri (2014), Kumar (2014), Pan (2014), Singh, Pant & Valentina (2013), Singh & Sharma (2011) and contradicts the findings of Goyal (2015), Gupta (2014), Puar & Thukral (2012), and Lawrence & Jesudoss (2011). There is a significant difference between prospective male and female teachers in their risk taking behaviour.

This finding supports the findings of Reniers, et al (2016), Uzaina & Srivastava (2016), Pandian & Ramachandran (2011), Htay, et al (2010).

The urban prospective teachers are found to be higher than the rural prospective teachers in their social maturity. This may be due to the fact that the urban community is a mixture of people belonging to various caste, creed, languages, areas and so on, whereas people in most of the rural areas are closely related and they do not mingle with people belonging to other caste, creed, language etc. For example, in rural areas there is segregation based on caste and people belonging to higher castes do not mingle with those from lower caste and they have separate streets. This finding affirms the findings of Lalkumar (2016), Kumar (2015), Goyal (2015), Choudhary & Madhuri (2014) and contravenes the findings of Kumar (2014), Nagra & Kaur (2013), Puar & Thukral (2012), Puar (2012), and Lawrence & Jesudoss (2011).

There is no significant difference between rural and urban prospective teachers in their risk taking behaviour. This finding corroborates the findings of Hamid & Nawi (2013) and Nagra & Kaur (2013).

The prospective teachers from joint family are found to be higher than the prospective teachers from nuclear family in their social maturity and risk taking behaviour. This may be due to the fact that in a joint family, each and everyone have different characteristics and for the purpose of unity among the family, the members have to adjust well and be patient and polite with all the members of the family. Also, due to the large number of people in the family, the need is more. Therefore, they have to take risks. Even if they take risk, they have others to back them and bear the burden. But in a nuclear family, there is no such need for adjustment or patience. Also, they are afraid of taking risks because they do not have anybody else to support them. This finding opposes the finding of Kumar (2014), Ahamed & Ghosh (2012) who found that the college students do not differ significantly in social maturity on the basis of family type.

The first born prospective teachers are found to be higher than the last born and second born prospective teachers in their social maturity and risk taking behaviour. This may be due to the fact that first born children naturally possess the maturity and responsibility of taking care of their younger siblings. Moreover, their parents train them in social activities such as going to shops, paying bills, enquiring details etc., at an early stage itself. This finding opposes the finding of Kumar (2014).

There is no significant difference among prospective teachers studying in government, government aided and self-finance in their social maturity and risk taking behaviour.

The prospective teachers studying in boys' colleges are found to be higher than the girls' and co-education colleges in their social maturity. This may be due to the fact that there is no limitation to those studying in boys' colleges in terms of behaviour or speech. It is easy for them to mingle with each other and therefore they have higher social maturity. This finding substantiates the finding of Manju (2016) and Goyal (2015).

There is no significant difference among prospective teachers studying in boys', girls' and co-education colleges in their risk taking behaviour.

There is a significant and positive correlation between social maturity and risk taking behaviour of the prospective teachers. This may be due to the fact that socially mature people possess higher awareness about the society and therefore they know when and where to take risks.

### **Educational Implications**

The present study has clearly shown that there is significant and positive correlation between social maturity and risk taking behaviour of the prospective teachers. Teachers are the sculptors who create the students that are the pillars of the nation. They are cultivating the young minds by their feelings, words, and deeds. They are a major influence in the students' life, so the teachers must be socially mature and they should be ready to take risks in terms of dealing with the today's generation. Without taking risks one cannot go from one level of life to another. If a mother doesn't take risk, the child is not born. If the father doesn't take risk, the family will not develop further. Similarly, if the child does not take risk, it will not succeed in life. So, risk-taking behaviour should be developed while they are in schools/colleges. Therefore, the teacher education programmes should be designed so that prospective teachers shall improve their knowledge of the society so that they can take predicted risks and succeed in life.

Many researches indicate that social maturity can be improved when a prospective teacher exhibits social responsibility and desirable social skills in the classroom. The present study found that the male prospective teachers have high social maturity than their counterparts. In our Society, both of them are having equal share of status and there is no bias between them. Female prospective teachers should be provided more opportunities to improve their social maturity in their college/workplaces/home.



Similarly, prospective teachers from rural areas and nuclear family, second and last born should be given importance to develop their social maturity.

In terms of risk taking behaviour, female, rural, second and last born, nuclear family prospective teachers have lower rates. This may be improved by providing motivation, training, inspirational speeches and quotes, problem solving, self-confidence, self-esteem, attitude and good initiatives.

### Recommendations

Based on the findings and discussion the investigators recommended the following and if they are implemented they will go a long way in the development of social maturity and risk taking behaviour.

1. Guidance and counseling services should be arranged for the students for improving their social maturity and risk taking behaviour.
2. Congenial atmosphere in college/workplace/home and appropriate reinforcement to the students to improve their social maturity and risk taking behaviour.
3. It is necessary to bring strict modification and updation in the curriculum by introducing content and curricular activities that directly or indirectly enhances the social maturity and risk taking behaviour of the individual.
4. The teacher educators should adopt teaching and learning strategies taking into account real life situations to create social and self-awareness among the individuals.

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## *USE OF COMPUTER ASSISTED INSTRUCTION IN TEACHING OF ENGLISH GRAMMAR*

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### **Introduction**

English has been one of the most used languages in the world and it has a significant importance in the field of education. It plays a vital role to have the better view of the world and to have better access of the latest sources of knowledge and information. In other words, it can be called as a living stream of knowledge that plays a vital role in producing changes and accepting new trends in the society. English language teaching is used as an important measure to judge the effectiveness of different pedagogies. The pedagogy used impacts students' achievement and attitude. In this modern era of Information and Communication Technology (ICT) English can be taught effectively with the help of computers and in that Computer Assisted Instruction (CAI) is very useful as it lessens the burden of the teacher and makes teaching and learning interesting. Many studies have proved that students learn things at their own pace and convenience through CAI. It can also satisfy the need of the students of different age groups and proved to be effective in teaching different subjects so the present study is undertaken to find out the effect of CAI by integrating ways of different presentation that is by using only CAI, with adequate repetition and followed by discussion. The study may be useful to find more pedagogical innovative use of CAI for teaching learning processes. Educators should have knowledge of content as well as pedagogy expertise because CAI should not be developed without consideration of content and pedagogy. This paper provides an overview of some important teaching and learning concepts that should be considered when developing CAI.

The purpose of present study is to examine the potential of the CAI in helping students in secondary schools to learn English as a second language. The study is intended using computer as a tool to integrate teaching materials through the use of CAI to motivate students to learn English grammar more effectively. Further it also focuses on how to learn English Grammar more easily and to use it correctly.

### **Rationale of The Study**

English is taught as a compulsory subject at all the stages, starting from V to XII standards of school education. The apprehension of National Curriculum Framework (NCF-2005) is very true in the context that, “If in the next five years we are not able to achieve considerable success in the teaching of English, we will face the political demand for all schools to become English medium...”.

NCERT (2006), also reports that the failure of a large number of children in class X examination on account of English is an issue of worry. Here, the failure of students is considered with respect to their poor achievement or performance in English subject. The existing syllabus of Std. IX has potential to build up a strong language proficiency in the students, which will help them a lot in pursuing their higher studies in future. But the poor performance of the learners at this level proves the significance of Std. IX English as a base for the upcoming standards in the ladder of education. Hence, the investigator has focused on developing CAI mainly in English grammar for Std. IX which will be further helpful to the learners at large scale in developing language proficiency.

Grammar is the study of words and the ways words work together; an invisible force that guides us as we put words together into sentences. Any person who communicates using a particular language, consciously or unconsciously becomes aware of the grammar of that language. This can be understood with the help of the following example given by Kohli (1984), “A writer has given a beautiful analogy to illustrate the use of knowledge of Grammar. Imagine two car drivers. The first driver knows only driving and nothing about the working of the engine. He feels helpless whenever there is some trouble with the machinery. The second driver knows driving and also understands the working of the machinery. The person who knows grammar is like this second driver. In case he is doubtful about the correctness of a particular thing, his knowledge of grammar comes to his rescue.” Therefore, to speak in a clearer and more effective manner one has to study grammar. If the person who wishes to communicate in the artistic



manner with well-defined structures, he must go for the greater depth of understanding and proficiency what the study of grammar offers. Now a day, the situation of English Grammar teaching needs to be strengthened through innovative approaches. Computer has been proved a useful tool under such approaches through various research studies. Computer as a medium, because of its suitable attributes can help in realizing the objectives of English grammar. Though Std. IX students are at formal operational level but learning English through grammar becomes little bit abstract in the absence of sound effects, visualization and colors. Hence, the investigator has decided to develop a CAI for teaching and Learning of English grammar at Std. IX level.

Advancement of technology has influenced each and every aspect of human life. The system of education is not an exception. The objectives of education have also become multidimensional. CAI has unique features because it can store, retrieve and transform the information. Many researchers like, Acharya (2005), Badiyani (2008), Das (1998), Patel (2009), Sakhiya (2006), Zyoud (1999), attempted to develop multi-media packages i.e. Programmed Learning Material, Computer Assisted programs to enhance learning in English language. The studies further suggested that more packages and programs need to be developed so as to enhance the learning of English language, especially focusing on grammar. It is observed that most of the studies were conducted at school levels in different subjects for studying effectiveness of Computer Assisted Instruction. *No study was found focusing on the English language subject covering the major hard spots of learning in English grammar based on prescribed syllabus of Std. IX.*

It seems that simply developing CAI for English grammar may not serve the purpose of quality improvement in English. It necessitates identification of the major hard spots of learning especially in English grammar basically to serve as the basis for the development of CAI. Hence, the investigator will identify the major hard spots of English grammar on the basis of the opinion of some experienced English teachers.

A logical analysis of the reviewed studies revealed that most of the CAI developed in English language under the studies were in the form of Microsoft PowerPoint presentations. They were lacking the innovative approaches based on integration of applications like animation, visualization, colour – sound and imaginary effects, etc. So, the investigator has decided to integrate all such applications in the development of CAI under the present study.

### **Objectives of The Study**



- i) To develop Computer Assisted Instruction (CAI) in English grammar for Std. IX students.
- ii) To implement the Computer Assisted Instruction (CAI) as a pedagogical innovation.
- iii) To study the effectiveness of a CAI in terms of achievement of the students.

## Hypotheses

- i) There will be no significant difference in the mean scores of experimental and control group.

## Explanation of The Term

- **Computer Assisted Instruction (CAI) in English:**

CAI in English grammar refers to the Computer Assisted Instructional Package developed by the investigator using various software to teach English grammar to the students of Std. IX. The CAI was based on selected grammar points, which would be identified on the basis of opinion of some experienced English teachers. The CAI was included explanation of various topics with examples, exercise, self-practice and self-evaluation in different forms.

## Operationalization of The Terms

- **Achievement:**

Achievement means the marks obtained by the students of Std. IX in the achievement test based on English grammar.

- **Effectiveness of CAI:**

Effectiveness of CAI was judged on the basis of the significance of difference in mean achievement scores of the experimental and control groups in pre-test and post-test.

## Delimitation of The Study

The present study delimited to the students of Gujarati medium grant-in-aid secondary schools of Vadodara, following the prescribed syllabus of Gujarat Secondary and Higher Secondary Education Board (GSHSEB).

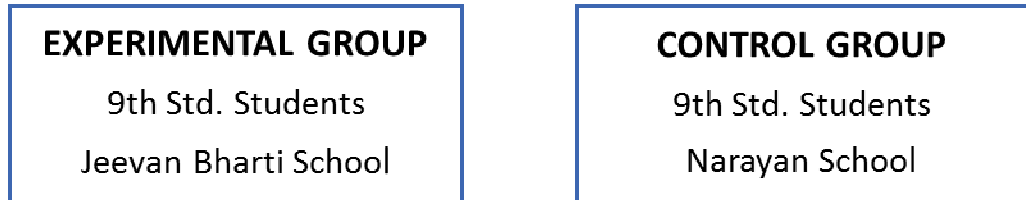
## METHODOLOGY

### Population

There are total four clusters of schools in Vadodara city known as 'Shala Vikas Sankul'

(SVS) and under these four SVS there are total 106 Gujarati medium grant in aid secondary schools. So, total 9976 students of Std. IX grant-in-aid secondary schools of Vadodara city of Gujarat state under GSHSEB constituted the population for the study.

### Sample



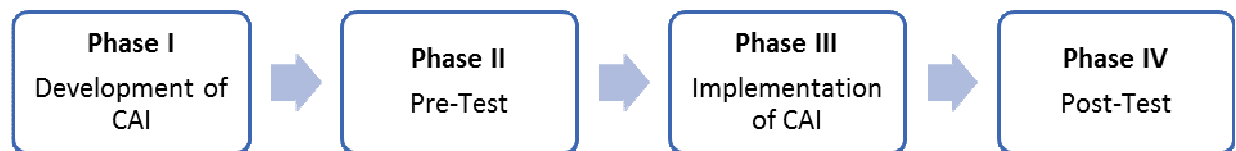
The list of grant-in-aid Gujarati medium secondary schools Vadodara city was collected from the District Education Office (DEO) office, Vadodara. Then, two schools (Jeevan Bharti School and Narayan School) were selected purposively for the selection of the students. An intact class of Std. IX from each school considered as the sample for the present study. Then, students from Jeevan Bharti School was treated as the experimental group whereas the Narayan School's students were treated as the control group.

### Design of The Study

The proposed study was a developmental cum experimental in nature wherein Quasi-Experimental Design was used. The pretest – posttest Nonequivalent Group Design was followed under the study.

### Plan and Procedure

The study was conducted in four different phases. The phase wise detail is described as under.



#### Phase I – Development of CAI

Prior to develop the CAI, content of the English text book (Std. IX) was analysed and overall grammar points were identified. Then by conducting the interview of the selected experienced English teachers, difficult teaching points of English grammar was identified.

### **Phase II – Administration of Pre-test**

Under this phase, a pretest (an achievement test in English grammar) was administered to the students of experimental and control groups with a view to measure their achievement level in English grammar.

### **Phase III – Implementation of pedagogical innovation**

The developed CAI was implemented only in Experimental Group. For each grammar point under pedagogical innovation researcher had prepared a CAI, three periods (under the regular time table) were allotted during a week. The CAI was implemented under the three allotted periods within a week.

### **Phase IV- Administration of Post test**

Under this phase, the post test was administered to both the experimental and control groups with a view to study the effectiveness of the implemented CAI.

## **Tools for Data Collection**

**Achievement Test:** The achievement test was constructed on the basis of the identified hard spots of learning. The similar achievement tests were used as pretest and posttest with a view to know the achievement level of the students in English grammar. Students' achievement in English grammar was judged on the basis of marks obtained in the test based on various types of grammar test items.

## **Data Collection**

To study the effectiveness of CAI, investigator collected the data in terms of students' achievement in English grammar regarding the implemented CAI. The students' achievement was studied by collecting data in terms of their achievement scores with the help of pretest and posttest. Thus, quantitative data was collected to study the effectiveness of CAI.

## **Data Analysis**

The collected data were analyzed by using Nonparametric statistics. Statistical findings of pre-test and post-test data in terms of achievement scores were calculated and compared the effectiveness of an intervention through Wilcoxon Test between experimental and control group and Chi-square technique respectively.

## **Findings of The Study**

From the data analysis, it can be derived that teaching students of class IX English grammar by traditional method is not as effective as with the use of CAI. Teaching students by CAI with simultaneous discussion is more effective and presence of teacher is essential so that students can clear their doubts arising while learning.

As data was collected using purposive sampling, non-parametric statistics will be used for analysis of data. Wilcoxon test is used to measure whether there is a significant difference in the scores of pre-test and post-test of Students' Achievement.

**Table – 1 Wilcoxon Test between Experimental and Control Group**

|                          | N  | Mean  | Std. Deviation | Z     | Asymp. Sig. (2-tailed) |
|--------------------------|----|-------|----------------|-------|------------------------|
| Control Group _Pre       | 58 | 29.03 | 8.50           | -0.19 | 0.84                   |
| Control Group Post       | 58 | 28.83 | 8.03           |       |                        |
| Experimental Group_Pre   | 66 | 26.67 | 6.40           | -7.06 | 0.01                   |
| Experimental Group_ Post | 66 | 37.23 | 8.44           |       |                        |

Table-1 explains Wilcoxon test of responses from Narayan School and Jeevan Bharti School. Wilcoxon test was conducted to evaluate whether there is a significant effect of Computer Assisted Instruction (CAI) intervention on students who belongs to experimental group. It can be derived that there was a significant difference in experimental group,  $z = -7.06$ ,  $p < .01$  due to the implementation of CAI program and It can also be derived from the mean scores of pre-test of experimental group ( $M = 26.67$ ) and post-test of experimental group ( $M = 37.23$ ) that achievement of students increased, which can be interpreted that teaching through Computer Assisted Instruction(CAI) program makes significant effect on students.

The table also explain that there is not significant difference in control group,  $z = 0.19$ ,  $p > 0.01$ . It can also be derived from the mean scores of pre-test of control group ( $M = 29.03$ ) and post-test of control group ( $M = 28.83$ ) that achievement of students decreased.

**Table - 2 Rank Table**

|               |                | N               | Mean Rank | Sum of Ranks |
|---------------|----------------|-----------------|-----------|--------------|
| Control Group | Negative Ranks | 25 <sup>a</sup> | 33.24     | 831.00       |
|               | Positive Ranks | 33 <sup>b</sup> | 26.67     | 880.00       |

|                           |                       |                 |       |         |
|---------------------------|-----------------------|-----------------|-------|---------|
|                           | <b>Ties</b>           | 0 <sup>c</sup>  |       |         |
|                           | <b>Total</b>          | 58              |       |         |
|                           | <b>Negative Ranks</b> | 0 <sup>d</sup>  | 0.00  | 0.00    |
| <b>Experimental Group</b> | <b>Positive Ranks</b> | 66 <sup>e</sup> | 33.50 | 2211.00 |
|                           | <b>Ties</b>           | 0 <sup>f</sup>  |       |         |
|                           | <b>Total</b>          | 66              |       |         |

Table-2 describes the comparison of responses of pre-test and post-test among both experimental and control group. In control group, 33 participants have higher achievement scores before the intervention (Computer Assisted Instruction (CAI)), 25 students have higher achievement scores after the intervention and no students showed no change in their achievement scores. Experimental group, whom CAI program have been implemented, no students have high scores before the intervention, 66 students showed higher achievement scores after the intervention and no student showed no change in their achievement scores.

## Conclusion

The results of this study indicate that class IX students learned English grammar equally well with the use of CAI. Computers have the potential to be useful tools to improve learning; however, it is the responsibility of the teachers to choose software that meets the needs of the students, to use it effectively, and to require its use. Educators can tap into this interest by using technology to deliver instruction and assess learning. Computer learning systems provide educators the opportunity to create lessons in a variety of alternative formats to the traditional lecture in order to address the different learning styles and preferences of students. And this supplement is also useful to the students whenever they are absent to the class during the content is taught. They can refer repeatedly until they understand thoroughly this facility is absent in the traditional method. Ultimately quality is essential in any mode of instruction. There are also limitations in preparing CAI person should know not only the content but also methods to prepare CAI.

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***ACADEMIC ACHIEVEMENT OF STUDENTS OF PRAGNA  
APPROACH IMPLEMENTED AND NONE IMPLEMENTED  
PRIMARY SCHOOLS OF ANAND DISTRICT***

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**Introduction:**

Number of programs across the country such as DPEP, SSA, and NPEGEL has been implemented towards universalization of elementary education. As a result, since past one decade there has been significant improvement in the enrollement and retention of children at the primary level. However, despite sincere and dedicated efforts at various levels to improved quality in education, there is a long way to go. When one thinks of usual primary classes, the picture of any teacher centric classrooms that comes to one's mind is as under:

- *Teacher dominates the classroom all the time, with no allowance for children to learn of develop on their own.*
- *It is assumed that all children will learn the same thing at the same time and in the same manner.*
- *The problems of multi-grade and multi-level nature of classroom are not addressed.*

Mathematics Practice Book, Gujarati Vachanmala, EVS – Manan, Teachers' Handbook, Training Module, TLM Box, Training CD, Advocacy CD, Advertisement CD and Jingle, Pragna Song In order to address the above issues, Pragna – an activity based learning approach, has been initiated with an objective to correct and overcome these difficulties and to open the classroom to a more holistic and learner based way of working with children through the day, throughout the year. Pragna an activity based learning approach programme was started by SSA in 2010 in Gujarat.

**Why Pragna in Primary Education:**

- It gives children an opportunity to learn at their own pace and level.
- Provides children a platform to learn through experience.
- It offers a chance to learn from teachers and peers.



- It gives child an exposure to various project work and field work.
- Child's Continuous and Comprehensive Evaluation is embedded & stress free.
- It helps child learning how to learn.
- Children can learn without burden.
- **Classroom:** The Pragna Classroom is child friendly place for children where they would love to come and learn. It is a place where the material is within their reach and they also have freedom to use their material as per their need.
- **Subject Classroom:** There are subject specific rooms instead of common classroom. The subject specific rooms are designed keeping in such a way that the child can have an easy access to the material related to particular subject. Separate room for Language-EVS and Mathematics- Rainbow activities are organized in the schools.
- **Seating Arrangement:** Children as well as teacher also sit on the floor rather than table-chair, benches or any kind of fixed furniture, Carpet or mat is provided to all the schools.
- **Group Formation:** Children of Standard 1 and 2 at together in any of the two classrooms. The combine group of children of standard one and two are divided in six groups according to the stage of learning. These groups are (1) Teacher Supported Group (2) Partially Teacher Supported Group (3) Peer Support Group (4) Partial Peer Support Group (5) Self learning Group and (6) Evaluation Group.
- **Physical Environment of Pragna Classroom:** Rack and Tray, Ladder, Group Chart, Student Slate, Teacher Slate, Student Progress Chart, Display, Learning Card / Activity Card, Workbooks, Flash Cards, Game Board, Early Reader, Pictorial Dictionary, Rainbow Activity, Student Profile, Student Portfolio, EVS Project Sheets

There are 258 Primary Schools are covered in 2010-11, 2595 schools in 2011-12 and 3748 schools are covered under Pragna approach in standard 1 to 4 for the Subject of Gujarati, Mathematics and Environment.

Present research was considered to measure Academic Achievement of Pragna Approach of Standard – 3 students for implemented and none implemented primary schools of Anand District. Objectives of the present study are.

### **Objectives of the study:**

- To measure Academic Achievement of Standard -3 students of Anand district Pragna implemented and none implemented Schools for the Gujarati, Environment and Mathematics Subjects.
- To compare academic achievement score of Anand district Pragna implemented and none implemented Schools for the Gujarati, Environment and Mathematics Subjects.

### **Hypotheses of the study:**

1. There will be no significant difference between mean scores of academic achievement test of Pragna Approach implemented and none implemented standard -3 primary school students.
2. There will be no significant difference between mean scores of Gujarati Subject academic achievement test of Pragna Approach implemented and none implemented standard -3 primary school students.
3. There will be no significant difference between mean scores of Mathematics Subject academic achievement test of Pragna Approach implemented and none implemented standard -3 primary school students.
4. There will be no significant difference between mean scores of Environment Subject academic achievement test of Pragna Approach implemented and none implemented standard -3 primary school students.

### **Methodology of the Study:**

Six Schools (Three Pragna implemented and three None Pragna implemented) was taken from Anand district for the purpose of research. Test papers for each subject (Gujarati, Environment and Mathematics) were administered to all students. Each test paper consists 30 MCQs related to subject content of standard-3. Each student can obtained maximum 30 and minimum zero marks. Answer sheet were collected and obtained data was calculated by MS Excel programme software. Tabulation of data is mentioned.

### **Data analysis and interpretation:**

To find mean difference of Academic Achievement of Standard -3 students of Anand district Pragna implemented and none implemented Schools for the Gujarati, Environment and Mathematics Subjects test was given to 96 Pragna implemented school

students and 104 Pragna none implemented school students. Data are analyzed according to hypotheses.

**Hypothesis-1.**

*There will be no significant difference between mean scores of academic achievement test of Pragna Approach implemented and none implemented standard -3 primary school students.*

There were 96 Pragna implemented and 104 Non implemented School students were selected from Anand district to measure significant difference between mean scores of academic achievement test of Pragna Approach implemented and none implemented standard -3 primary school students is given below in table :1.

**Table: 1**

**Significant difference between mean scores of academic achievement test of Pragna Approach implemented and none implemented standard -3 primary school students**

| Pragna Approach (all)           | Numbers        | Mean        | Standard Deviation                             | t value | t table                  | Significant        |
|---------------------------------|----------------|-------------|--|---------|--------------------------|--------------------|
| Implemented School Students     | 96             | 20.01       | 3.11   | 8.57    | 1.96(0.05)<br>2.58(0.01) | Significant (0.01) |
| Non implemented School Students | 104            | 16.22       | 3.14   |         |                          |                    |
| <b>TOTAL</b>                    | <b>200</b>     |             |  |         |                          |                    |
|                                 | <b>M1-M2</b>   | <b>3.79</b> | <b>Hypothesis 1 is rejected<br/>at DF= 198</b> |         |                          |                    |
|                                 | <b>t value</b> | <b>8.57</b> |  |         |                          |                    |

As mentioned in the table - 1 t calculated is 8.57. The table value at 0.01 level and 0.05 level are respectively 2.58 and 1.96. Here, Calculated value 8.57 is higher than 2.58. There is seen significant difference between the mean score of academic achievement test of Pragna Approach implemented and none implemented standard -3 primary school. Therefore the null There will be no significant difference between mean scores of academic achievement test of Pragna Approach implemented and none implemented standard -3 primary school students is rejected.

Mean of academic achievement test of Pragna Approach implemented school students (20.01) is higher than none implemented (16.22) standard -3 primary school students.

**Hypothesis-2.**

*There will be no significant difference between mean scores of Gujarati Subject academic achievement test of Pragna Approach implemented and none implemented standard -3 primary school students.*

There were 96 Pragna implemented and 104 Non implemented School students were selected from Anand district to measure significant difference between mean scores of Gujarati Subject academic achievement test of Pragna Approach implemented and none implemented standard -3 primary school students is given below in table :2.

**Table: 2**

**Significant difference between mean scores of Gujarati Subject academic achievement test of Pragna Approach implemented and none implemented standard -3 primary school students**

| Pragna Approach (Gujarati)      | Numbers        | Mean        | Standard Deviation                         | t value | t table                  | Significant        |
|---------------------------------|----------------|-------------|--|---------|--------------------------|--------------------|
| Implemented School Students     | 96             | 22.23       | 4.32                                       | 9.51    | 1.96(0.05)<br>2.58(0.01) | Significant (0.01) |
| Non implemented School Students | 104            | 16.33       | 4.45                                       |         |                          |                    |
| <b>TOTAL</b>                    | <b>200</b>     |             |  |         |                          |                    |
|                                 | <b>M1-M2</b>   | <b>5.9</b>  | <b>Hypothesis 2 is rejected at DF= 198</b> |         |                          |                    |
|                                 | <b>t value</b> | <b>9.51</b> |  |         |                          |                    |

As mentioned in the table - 2 t calculated is 9.51. The table value at 0.01 level and 0.05 level are respectively 2.58 and 1.96. Here, Calculated value 9.51 is higher than 2.58. There is seen significant difference between the mean score of Gujarati Subject academic achievement test of Pragna Approach implemented and none implemented standard -3 primary school. Therefore the null there will be no significant difference between mean

scores of Gujarati Subject academic achievement test of Pragna Approach implemented and none implemented standard -3 primary school students is rejected.

Mean of Gujarati Subject academic achievement test of Pragna Approach implemented school students (22.23) is higher than none implemented (16.33) standard -3 primary school students.

**Hypothesis-3.**

*There will be no significant difference between mean scores of Mathematics Subject academic achievement test of Pragna Approach implemented and none implemented standard -3 primary school students.*

There were 96 Pragna implemented and 104 Non implemented School students were selected from Anand district to measure significant difference between mean scores of Mathematics Subject academic achievement test of Pragna Approach implemented and none implemented standard -3 primary school students is given below in table :3.

**Table: 3**

**Significant difference between mean scores of Mathematics Subject academic achievement test of Pragna Approach implemented and none implemented standard -3 primary school students**

| Pragna Approach (Mathematics)   | Numbers        | Mean        | Standard Deviation                         | t value | t table                  | Significant        |
|---------------------------------|----------------|-------------|--|---------|--------------------------|--------------------|
| Implemented School Students     | 96             | 20.38       | 4.77                                       | 7.32    | 1.96(0.05)<br>2.58(0.01) | Significant (0.01) |
| Non implemented School Students | 104            | 15.34       | 4.96                                       |         |                          |                    |
| <b>TOTAL</b>                    | <b>200</b>     |             |  |         |                          |                    |
|                                 | <b>M1-M2</b>   | <b>5.04</b> | <b>Hypothesis 3 is rejected at DF= 198</b> |         |                          |                    |
|                                 | <b>t value</b> | <b>7.32</b> |  |         |                          |                    |

As mentioned in the table - 3 t calculated is 7.32. The table value at 0.01 level and 0.05 level are respectively 2.58 and 1.96 .Here, Calculated value 7.32 is higher than 2.58.

There is seen significant difference between the mean score of Mathematics Subject academic achievement test of Pragna Approach implemented and none implemented standard -3 primary school. Therefore the null there will be no significant difference between mean scores of Mathematics Subject academic achievement test of Pragna Approach implemented and none implemented standard -3 primary school students is rejected.

Mean of Mathematics Subject academic achievement test of Pragna Approach implemented school students (20.38) is higher than none implemented (15.34) standard -3 primary school students.

**Hypothesis-4.**

*There will be no significant difference between mean scores of Environment Subject academic achievement test of Pragna Approach implemented and none implemented standard -3 primary school students.*

There were 96 Pragna implemented and 104 Non implemented School students were selected from Anand district to measure significant difference between mean scores of Environment Subject academic achievement test of Pragna Approach implemented and none implemented standard -3 primary school students is given below in table :4.

**Table: 4**

**Significant difference between mean scores of Environment Subject academic achievement test of Pragna Approach implemented and none implemented standard -3 primary school students**

| Pragna Approach (Environment)   | Numbers | Mean  | Standard Deviation                         | t value | t table                  | Significant        |
|---------------------------------|---------|-------|--|---------|--------------------------|--------------------|
| Implemented School Students     | 96      | 21.44 | 4.54                                       | 8.1     | 1.96(0.05)<br>2.58(0.01) | Significant (0.01) |
| Non implemented School Students | 104     | 16.11 | 4.77                                       |         |                          |                    |
| TOTAL                           | 200     |       |  |         |                          |                    |
|                                 | M1-M2   | 5.33  | <b>Hypothesis 4 is rejected at DF= 198</b> |         |                          |                    |
|                                 | t value | 8.10  |  |         |                          |                    |

As mentioned in the table - 4  $t$  calculated is 8.10. The table value at 0.01 level and 0.05 level are respectively 2.58 and 1.96. Here, Calculated value 8.10 is higher than 2.58. There is seen significant difference between the mean score of Environment Subject academic achievement test of Pragna Approach implemented and none implemented standard -3 primary school. Therefore the null there will be no significant difference between mean scores of Environment Subject academic achievement test of Pragna Approach implemented and none implemented standard -3 primary school students is rejected.

Mean of Environment Subject academic achievement test of Pragna Approach implemented school students (21.44) is higher than none implemented (16.11) standard -3 primary school students.

### **Result of the Study:**

Academic achievement of Pragna implemented school students is higher than non pragna implemented schools in Anand district.

- Mean of academic achievement test of Pragna Approach implemented school students (20.01) is higher than none implemented (16.22) standard -3 primary school students.
- Mean of Gujarati Subject academic achievement test of Pragna Approach implemented school students (22.23) is higher than none implemented (16.33) standard -3 primary school students.
- Mean of Mathematics Subject academic achievement test of Pragna Approach implemented school students (20.38) is higher than none implemented (15.34) standard -3 primary school students.
- Mean of Environment Subject academic achievement test of Pragna Approach implemented school students (21.44) is higher than none implemented (16.11) standard -3 primary school students.

### **Conclusion:**

There is seen mean difference between Academic Achievement of Pragna implemented and Non Implement primary school students of Anand district. In over all subjects (Gujarati, Environment and Mathematics) mean scores of Pragna implementd school



students are higher than none Pragna implemented School Students. Present research shows positive impact of Pragna approach for the standard-3 students in Anand district.

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***CONSTRUCTION AND STANDARDIZATION OF HINDI  
VOCABULARY TEST FOR THE PUPILS OF PRIMARY AND  
SECONDARY SCHOOL OF GUJARAT STATE***

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**Introduction**

Language communication & human needs are undoubtedly linked with each other. Human beings have very many necessities such as personal, social, Economic, Political and Cultural and in order to fulfil them the human being has the need of language. Language is a speciality of a human being and so it can be said that the language has a very big contribution in the intellection, cultural and all types of progress. To enjoy the language means to know about language i.e. to know about its component elements, compounds of those elements and its manner of work. In short to know about the form system and scope of language.

Language does not exist in zero system. It is serving in the mind of the man and goes on built up by the situation. In the beginning of 18th century the believes of the origin of language were being improved that language is the language of godly basic elements. According to them, when the man has been constructed at the same moment the speech has been given as a godly gift.

One western expert has described the Mother Tongue as a language of heart. While saying this he quoted that the mother tongue is the expression of heart. When we recognize some person, we do not try to recognize him only in context to feelings but we try to recognize in relation to his/her personality. When a human being wants to present something to express, language is the medium of his/her expression. In all the constructions of a man language is the most surprising. Social interaction and communication cannot be done without language because language makes the person competent enough to prepare the chain of communication and in order to continue the social interaction and to develop it is useful. Tagore has also said that without language to develop any joy, expression and any abilities is impossible.

We know nearly nothing about language. Important elements such as vocabulary of language are intensely linked with the cultural situation so by the study of the language it can throw light on the different situations of the society.

An Importance of the language is given recognition slowly & steadily by such persons that who have very much interest in the development of real education in India. They are bringing change by understanding its important position in life.

For most of the school subjects, as a medium of language has to play a very important role. Here its value is that it can be concrete for the description and development of knowledge.

Vocabulary is the follower field related to reading. It does not need to say that Reading speed & comprehension is mostly dependent on the vocabulary of children. For developing necessary vocabulary for each standard, it is very necessary to prepare the lists of words. In any language, language ability and language expression of the child depended on how much vocabulary there is of the child. In Gujarat, different tests are constructed for the assessment of vocabulary in mother tongue Gujarati. But the national language is also very important language next to mother tongue. It is very essential to have the knowledge of Hindi language for a child and it is also very necessary to have the vocabulary of Hindi language.

For the knowledge of how much vocabulary of Hindi the child has at Primary, Secondary and Higher level, it is very essential for the children of Gujarat to construct the vocabulary test of Hindi.

### **Importance of the study**

Hindi is the language of the biggest Geographical region. Common public also uses it very easily, freely and naturally and gives and takes the thoughts. There is not a single language in the whole world which was not studied scientifically. National language Hindi has its own scientific heritage. Today in the world Hindi is in social behaviour in more than 15 countries and it is studied scientifically in their Universities.

It will be able to know that the students of std 6 to 9 have how much vocabulary by the present study and also that how is the perception of the learner towards the meaning of the word and how many synonyms Antonyms, Alternatives, Multinomial and word meanings, originals etc. are there. By this research the researcher will add a new

information and a new test and by its medium the students can be properly evaluated. For the standardization of the test and to establish Reliability & Validity of it Dr. K. G. Desai's book Psychological Measurement will be used.

In Gujarat Hindi is taught as a second language and by such specific study there will be the increase in new knowledge & the importance of national language will be maintained. In all the fields of life necessity of national language Hindi has been raised for communication. By this type of study, it will be estimated that how much necessary is the vocabulary of Hindi of the student. Thus, this study will be useful for measuring vocabulary and giving guidance to the students of Hindi. In this way this research has its own importance.

### **Statement of the problem**

Construction and Standardization of Hindi Vocabulary Test for The Students of Primary and Secondary School of Gujarat State.

### **Objectives of the study**

There should be certain objective to achieve the aim and to do any work. Without it one cannot reach upto the path of success. Similarly, in reserch also in order to reach upto the certain goal the objectives are decided. The following are the objectives of the present study:

- (1) To construct the items of vocabulary Test for the students of std. 6 to 9.
- (2) To analyze the itmes of vocabulary Test for the students of std. 6 to 9.
- (3) To assess the Reliability of the vocabulary Test for the students of std. 6 to 9.
- (4) To assess the validity of the vocabulary Test for the students of std. 6 to 9.
- (5) To aestablish the norms of vocabulary Test for the students of std. 6 to 9.
- (6) To assess the effecto fo std. on the scores of vocabulary Test.
- (7) To assess the effect of area on the scores of vocabulary Test.
- (8) To assess the effect of sex on the scores of vocabulary Test.

### **Delimitations of the study**

Keeping in mind the time, place, the level of students and real needs in the present research the researcher has to accept the following limitations:

- (1) Present research has been dependent of the words of the present Text book of Hindi of std. 6 to 9.

- (2) For vocabulary test the students of std. 6 to std. 9 of Gujarat state of Gujarati medium only are included.
- (3) This research is limited to only Gujarat state.
- (4) For the students of std. 6 to std. 9 in Vocabulary test only objective questions are included.
- (5) For the selection of the sample, stratified Random sampling method has been used.
- (6) In this study students of Hindi medium schools are not taken.

### **Findings of Conclusions**

Findings obtained by research are useful to school and society. Out of findings obtained as the result of the research the importance of research and its contribution to the field of education can be known. These findings should be easy and acceptable, so that utility of research can be increased.

The present study is an effort done to measure the knowledge of Hindi vocabulary for the students of std. 6 to 9. The researcher has tried to construct and standardize it by following the various steps scientifically. It will measure scientifically the vocabulary of Hindi of students at secondary level. On that basis, students will come to know in their future, in Higher education in which stream to join, which subject is to be selected and oneself is proper for which vocation parents will also try to know about the latent ability of the students by this Hindi vocabulary test. So, at secondary and Higher Secondary school level for the selection of the subject this test will work as Mariner's compass. This test is very easy to administer and according to Instruction sheet any teacher can easily manage it. Thus, this research will be useful to society practically.

For this study, the researcher has constructed the items of the test according to the students of secondary school. They do not refer directly to the content but it refers to the knowledge of content. Any student of secondary school can respond to the test on the basis of one's own general knowledge.

Test is for multiple choice item type and four alternatives of each item have been suggested, out of which one is correct. The test is reliable and valid.

Before establishing the norms of the test, the hypotheses were assessed by calculating Mean, SD and t value. On the basis of these effects norms have been established.

Findings obtained while assessing hypotheses are as follows :

- 1) There is sex difference in Hindi Vocabulary test of students i.e. boys and girls of std. 8 of semi urban area. Girls are here superior to boys.

- 2) There is no sex difference of mean scores of the vocabulary test between boys and girls of any other standard.
- 3) There is std. difference between mean scores of students of std. 7 and 8.
- 4) There is std. difference between mean scores of students of std. 8 and 9.
- 5) There is std. difference between mean scores of students of std. 9 and 6.
- 6) Mean of vocabulary test is std. 6 to 9 is in ascending order of the students of semi urban area.
- 7) There is difference between means of the urban and semi urban area of std. 6, which shows area-difference. In std. 7 there is no area-difference.
- 8) There is difference between means of the students of urban and semi urban area of std. 9.
- 9) There is no difference between means of the girls of urban and semi urban area of std. 8.
- 10) There is no difference between means of the girls of urban and semi urban area of std. 8.
- 11) There is no difference between means of the girls of urban and semi urban area of std. 9.
- 12) Reliability

### **Educational Implications**

Educational Implications obtained by this study are as follows :

- 1) This Hindi vocabulary test will be useful standardized aid to measure Hindi vocabulary of students studying in std. 6 to 9.
- 2) By measuring vocabulary of Hindi, it will be useful for teachers to develop the language ability of students.
- 3) Parents will be able to know about their children and they can develop their vocabulary by planned programmes.
- 4) For counselors this test will be useful for selection of the language in Educational and vocational guidance.
- 5) For future guidance about Higher study this test will be useful, so that in selecting Arts college or communication job useful direction will be obtained direction will be obtained.

- 6) It will be useful in studying the relation between Hindi vocabulary and language expression.
- 7) It will be useful for measuring the orderly or sequential modifications in languages of students at various levels of education.

## Conclusion

Hindi is an important language in the National and political development. To-day the distance is increasing among the states specially language problem has been very strong between the states of North and South India. If one wants to develop Hindi as a national language, it is very essential to increase the knowledge of Hindi from the very beginning i.e from primary level. This will be considered a good effort in achieving National Unity if this tool is used by the teachers, parents and social workers as well as the leaders of the society.

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