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A STUDY OF OPINIONS OF PRIMARY TEACHERS TOWARDS 'PRAGNA APPROACH'

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Abstract:-'Pragna approach' –an activity based learning approach has been implemented in primary schools of Gujarat since 2010. This research work was conducted at primary schools of Muli taluka in order to study the opinions of primary teachers towards 'Pragna Approach'. 25 teachers from Muli taluka's schools where 'Pragna Approach' has been implemented were selected in this research as a sample of the study by using random sampling technique. Self constructed opinionnaire was used as a tool to collect the required data. 'Chi-Square' statistical technique was used for data analysis. It is concluded that 'Pragna Approach' has been proved to be effective to enhance the quality of primary education. It gives children an opportunity to learn at their own pace and at their level of learning.

Keywords: Pragna Approach, teachers' opinions.

INTRODUCTION

Many innovative methods and approaches which engage the children and enable them to achieve mastery over school- related competencies and skills have been introduced. One of the innovative approaches that is introduced in primary schools of Gujarat is 'Pragna Approach'. It liberates the students from systematic rituals. In Gujarat 'Pragna approach' –an activity based learning approach has been introduced at the primary level in standard 1st and 2nd since 2010 and in 3rd and 4th since 2011. 'Pragna approach' gives children an opportunity to learn at their own pace and level. This study was conducted at primary schools in order to study the opinions of primary teachers towards 'Pragna Approach'.

PRAGNAAPPROACH

'Pragna approach' has been implemented in primary education keeping in mind the individual differences of children and basic principles of education. 'Pragna approach' is an activity based learning approach which is helpful to develop some study skills like reading, comprehending, critical thinking, discriminating, comparing, judging, evaluating expressing and so on. Every child has his own pace and level of learning. So, it is fact that a teacher should use different methods in their teaching so that students can learn according to their competency and pace of learning. In 'Pragna approach' both the teacher and student get this opportunity. Students of standard 1st and 2nd sit together in any of two classrooms. The children's combined group of standard 1st and 2nd are divided into six groups according to their stages of learning. These groups are (1) Teacher supported group (2) Partially teacher supported group (3) Peer supported group (4) Partial peer supported group (5) Self learning group (6) Evaluation group. There are subject specific rooms instead of common classrooms. The subject specific rooms are designed keeping in such a way that the child can have an easy access to the materials related to particular subject. Separate room for language, EVS and mathematics-rainbow activities are organized in the schools. It gives children an opportunity to learn at their own pace and level. It provides children a platform to learn through experience. It offers a chance to learn from teachers and peers. Child's continuous and comprehensive evaluation is embedded and stress free.

In 'Pragna approach' children are learning without burden. It fulfills the most of the recommendations of NCF, 2005 regarding primary education. Rainbow activities are considered as separate subject. These activities have been developed for comprehensive development of children. It satisfies the need of multiple intelligence development among children. General information regarding student, attendance, interest and hobbies of student, progress in three subjects etc are recorded in student's profile. All the teachers are provided subject wise teacher handbooks which are used by teacher during classroom

interaction. The handbook consists of the concepts, methodology, material, stories, songs, manual of cards and ladders etc. for their respective subjects. There is a ladder which is a path on which the children are expected to progress. The ladder helps child in picking up the card according to his/her stage of learning. Subject-wise student progress chart is displayed in the classroom. Standard wise, subject wise and individual child wise progress is recorded in this. The approximately year-wise schools in which 'Pragna Approach' has been started are as under:

Phase	School	Year of implementation
Phase – I	258	2010
Phase – II	2337	2011
Phase –III	1153	2012
Total	3748	

Learning Process

- 1. Observing ladder** – First of all child observes the ladder and chooses the milestone to be covered based on his / her learning pace.
- 2. Picking cards** – Child picks the card from tray based on the symbol mention on the ladder.
- 3. Selecting group** – Child sits in the group as per the symbol mention in the card.
- 4. Doing activity** – Child conducts various activities to learn a concept.
- 5. Recording progress** – Child's progress is recorded by the teacher after completion of each milestone.

OBJECTIVE

To study the opinions of primary teachers towards 'Pragna Approach' was the objective of the present study.

Research Questions

Certain research questions were framed to conduct this study.

Limitations

The limitations of the present study were as under:

It is limited only to government primary schools of Muli taluka.

It is limited to teachers of primary schools where 'Pragna Approach' has been introduced.

Research Methodology

Survey method of research was used for the present study because it is related with the situation that exists and practices. In many primary schools of Gujarat state 'Pragna Approach' has been started.

Sample Selection

The present study was conducted on a total sample of 25 primary school teachers of Muli taluka of Surendranagar district were selected as a sample of the study. Random sampling technique was used to select the sample of the study.

Tool

The researcher used the self constructed opinionnaire as a tool to collect the data for the study. 30 statements (18 positive + 12 negative) were selected in the opinionnaire.

Data Collection

The researcher personally visited to selected schools of Muli taluka to administer the opinionnaire on teachers one by one and to collect the required data.

Statistical Analysis

In order to study the attitude of teachers towards 'Pragna Approach', Chi-square for each statement was computed and analyzed.

FINDINGS

According to the findings of the study, teachers were of the opinion about 'Pragna Approach' that..

'Pragna approach' gives children an opportunity to learn at their own pace and level of learning.
Children are learning without burden.
Learning process of students becomes very interesting.
Continuous and comprehensive evaluation of children can be done.
Children willingly get involved in learning process.
Peer-group learning of the students can be done.
Teaching-learning materials are appropriate for this age group.
Activity based learning becomes very effective.
Sometimes it is difficult to manage classroom discipline.
It is difficult to check all assignment books of all students.

CONCLUSION

We can conclude that 'Pragna Approach' has been proved to be effective at primary level. Students are learning at their own pace and level in this approach. They are learning without burden. If it is introduced in the rest of the schools, the quality of primary education will surely be increased. Therefore, in conclusion we can state that 'Pragna Approach' should be implemented in the rest of the primary schools of Gujarat.

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