



A Study of Attitudes of Primary School Teachers Towards Pragma Education System

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KEYWORDS

INTRODUCTION

By education we mean the natural, harmonious and progressive development of man's innate power by drawing out the best in his body, mind and spirit so as to produce an individual who is culturally refined, emotionally stable, ethically sound, mentally alert, morally upright, physically strong, socially efficient, spiritually enlightened, vocationally self – sufficient and internationally liberal. This should be the end product of the education. Any programme of education which puts exclusive emphasis on one of these aspects of the human personality will be considered as lop – sided and narrow. Broadly speaking, this functional and operational definition and meaning should guide us in planning and implementing our educational programme.

The child is given the bunch of various experiences through the medium of the curriculum, which humankind has achieved after the process of thousands of years, to prepare the responsible and intelligent humanbeings for shaping the healthy society as well as the nation. The teacher, the student and the curriculum are three most important pillars of the whole education process. In the word of Cunningham, " Curriculum is a tool in the hands of the artist (teacher) to mould his material (pupils) according to his ideals (aims and objectives) in his studio (school)."

"Education is the manifestation of divine perfection already existing in man" - Swami Vivekanand

"Education should be man making and society making"

- S. Radhakrishnan

Above quotations reflects the true element of the ideal education system, where the scenario of our current education system is too differ. Rabindranath Tagore quoted our current education system in below words,

"Educational institutions are only educational factories, lifeless, colourless, disassociated from the context of the universe, within the bare white walls staring like eyeballs of the dead."

To feel the gape between the ideal and practical education system, as an option of our traditional education system the 'Government of Gujarat' implemented 'PRAGYA' - an activity based learning approach. 'PRAGYA' means Intellect, Understanding and Wisdom. The children are given more than 350 creative activities for learning. The child selects the activity and learn gradually as per his-her potential. It gives children an opportunity to learn at their own pace and level. It helps child learning how to learn. It offers a chance to learn from teacher and peers. It also provides children a platform to learn through experience. This project is now running on the piloting bases in the lower primary; standard 01 to 04 in some districts of Gujarat. If 'PRAGYA' project will be successful on the piloting bases, it will be implemented in the whole Gujarat State. The State Government has lots expectations from this innovative education system. So the researcher has studied the attitudes of the primary school teachers of the Gujarati medi-

um Government primary schools, by which he will be able to understand the effectiveness of the 'PRAGYA Education System compare to the tradinal education system.'

SIGNIFICANCE OF STUDY

Mahatma Gandhiji wanted to bring about a silent social revolution in India through the basic system of education. In his words, " The Basic school should be the spearhead of a non – violent social revolution." Unfortunately the dream of the Mahatma Gandhi is not still converted into the reality in our country, after passing more than 70 years of independence. Despite spending crores of rupees on education in last seven decades, the literacy rate is still too poor in our county ! Our current, text book and exam oriented education system looks too rigid, which totally fails to prove its productivity. It has no relation with our day to day life !

As an option of our traditional education system the 'Government of Gujarat' implemented 'PRAGYA Education System' - an activity based learning approach. It gives children an opportunity to learn at their own pace and level. It also provides children a platform to learn through experience. The Government of Gujarat spending lots money on this project. This project is now running on the piloting bases. If 'PRAGYA' project will be successful on the piloting bases, this project will be implemented in the whole Gujarat State. As the teachers are the mentor of this system, the success of this project is truly depended on the teachers, the researcher has tried to know, what the teachers think about this education system ? If they are positive towards this system, this system will be implemented to the whole Gujarat effectively, which make education more productive. As the Government had implemented this project on the piloting bases they are curious to know that, if this system is more better than the traditional system of education or not ? If the Government should apply this project in the whole state or not ? If any corrections are required before its implementation in the whole state? In all these manner this research will be much useful to the State Government to take policy level decisions.

OBJECTIVES

- To study the effectiveness of the 'PRAGYA' education system in comparison to the traditional education system.
- To study and compare attitude of rural – urban male and rural – urban female primary school teachers towards 'PRAGYA' education system.
- To study and compare attitude of rural male – female and urban male – female primary school teachers towards 'PRAGYA' education system.

HYPOTHESES

- There will be no significant difference in attitude of rural – urban female and rural – urban male primary school teachers towards the 'PRAGYA' education system.
- There will be no significant difference in attitude of rural male – female and urban male – female primary school teachers towards the 'PRAGYA' education system.

DELIMITATIONS OF STUDY

▪ The study will be delimited to the primary school teachers serving in the Gujarati Medium, Government Primary Schools of Rajkot Taluka Places.

POPULATION AND SAMPLE

The population of this study was the primary school teachers serving in the Gujarati Medium, Government Primary Schools of Rajkot City and Taluka places.

The researcher had selected 15 (Fifteen) Gujarati Medium, Government Primary Schools of Rajkot City and Taluka places using the random sampling method, by which he selected 150 (One hundred and fifty) male – female primary school teachers randomly.

Table – 1
Showing the details of sample

Gender Area	Male	Female	Total
Rural	40	35	75
Urban	35	40	75
Total	75	75	150

TOOL OF STUDY

The researcher had collected the data using the self prepared attitude scale. The scale was prepared using suggestions of the Likert.

DATA ANALYSIS AND INTERPRETATION

Hypothesis - 1

▪ There will be no significant difference in attitude of rural – urban female and rural – urban male primary school teachers towards the ‘PRAGYA’ education system.

Table – 2.1

Variable	Type	Number Of Sample	Mean	S.D.	t - Score
Gender	Female	75	76.50	10.30	0.57
	Male	75	73.80	10.75	

Table 2.1 shows that the mean score of the attitude of rural – urban female and rural – urban male primary school teachers is 76.50 and 73.80 respectively, S.D. of attitude of rural – urban female and rural – urban male primary school teachers is 10.30 and 10.75 and t – score is 0.57, which is insignificant at both levels. This signifies that the attitude of rural – urban female and rural – urban male primary school teachers DO NOT differ on the scores of attitude. Therefore, Hypothesis – 1 is accepted.

Hypothesis - 2

▪ There will be no significant difference in attitude of rural male – female and urban male – female primary school teachers towards the ‘PRAGYA’ education system.

Table – 2.2

Variable	Type	Number Of Sample	Mean	S.D.	t – Score
Area	Rural	75	74.80	10.50	0.36
	Urban	75	75.60	10.75	

Table 2.2 shows that the mean score of the attitude of rural male – female and urban male – female primary school teachers is 74.80 and 75.60 respectively, S.D. of attitude of rural male – female and urban male – female primary school teachers is 10.50 and 10.75 t – score is 0.36, which is insignificant at both levels. This signifies that the attitude of rural male – female and urban male – female primary school teachers DO NOT differ on the scores of attitude. Therefore, Hypothesis – 2 is accepted.

CONCLUSIONS

- The attitude of the primary school teachers were found positive towards ‘PRAGYA Education System’ in compare to the traditional education system.
- There will be no significant difference in attitude of rural – urban female and rural – urban male primary school teachers towards ‘PRAGYA Education System.’
- There will be no significant difference in attitude of rural male – female and urban male – female primary school teachers towards ‘PRAGYA Education System.’

EDUCATIONAL IMPLICATIONS

- The Government of Gujarat should implement the ‘PRGYA Education System’ in the whole Gujarat State.
- The Government should prepare the training modules for parents too and train them too, for getting more productive out comes from this education system.
- The Government may prepare the e – journal, modules and web site of 3D Models or TLMs providing supportive role to the principles of the PRAGYA, which may become the effective source of information for various parts of the society, so each part of the society can understand easily this method and can take advantage. By this way the productivity and effectiveness of this system will be raised and this way the MAKING INDIA dream can be achieved.
- This education system was designed for the normal children, it should be also designed for the exceptional children too.

SUGGESTIONS FOR FURTHER RESEARCH

- The present study covers only representative sample of the primary school teachers of Rajkot City and Taluka places. The study may be replicated on large sampling order to get a better understanding of variables under study.
- The study can be extended to the state level e.g. study should be carried out for all those districts where the ‘PRAGYA’ is implemented.

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