



EFFECTIVENESS OF *UMANG*: ADD ON SYLLABUS ON COMPREHENSION ABILITY OF STUDENTS OF STD.7

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Introduction

The education process tried very hard to unfold the endless potential of human being. The vary dimensions of education is also changing due to this efforts. The complexity of human life makes education complex. The process of education should also consider this complexity. The unending efforts made during last decades provide an insight for this. The existence of human has two dimensions, one is his inner world and other is outer world. The human being constantly struggle between these two paradigms. The present education system mainly focuses on the scholastic development of students. This leads the whole process towards examination oriented system of education. The outward oriented education process extinct the relationship of student with his /her inner world. This kind of education develops students as efficient resource but it fails to develop him/her as human being. The man-making education should compulsorily focuses on these two sides. The prevailing situation leads towards the development of some qualitative input to initiate the paradigm shift.

***Aavishkar* curricular series- Brief Introduction :**

The contemporary scenario of education is very frustrating. The corrosion in values is pinching at every level. Children's university is trying to establish the foundation of education on Indian thinking. This upsetting situation leads Children's University to initiate the value enrichment inputs to present education system. *Aavishkar* curricular series is one of very important initiative of the University for the Improvement of present situation. The series aimed to develop and nurture the natural inherent virtue of

learners which includes amazement, inquisitiveness, creativity and activeness. To help the learners into realization of self by providing them variety of personal and community experiences of self observation, self-control, self-expression. This course is also provides opportunities to learners to reinforce their learning ability and retain this capacity as part of their personality.

For the realization of above mentioned goal the university has developed two courses, first is “Umang” for standard 7 and second is “Romanch” for standard 8. This research paper is discussed about the effectiveness of *Umang* which is developed for the standard 7 on the comprehension ability of the student. The material is designed in such a way so it can become useful learners to acquire knowledge about self and their surroundings. It can help them to learn how to learn, relearn and unlearn. This could enable the learner to unveil his unique self. The syllabus includes five text material on which interwoven learning activities are designed. The following steps are followed to carry out the process.

1. Dokiyu : Introduction to learning theme
2. Reading of text : Understanding the text
3. Tarbtar : Grasping the central theme holistically with emotion.
4. Bhashamaitri : Friendship with language
5. Aarpar : Understanding of text comprehensively
6. Creativity : Developing creative ideas
7. Maro Aavishkar : Effort to connect text with inner self and internalization
8. Project work : Special reference to society, culture and nature
9. Ghar jake : Involvement of family to learning process.

These are not phases to be followed strictly but these tasks are arranged in such way so that the integrated learning process occurred. The tasks are interwoven and arranged in psychological sequence. The contents selected for the course are variety in nature which generally represents the following characteristics.

1. The content which can help to understand human emotions
2. The content which can provide opportunity to learn language capabilities.
3. The content which has ample room for integration of various subjects.
4. The content which can enrich national integration and cultural pride.

5. The content which has some artistic orientation.

Apart from variety of learning tasks some additional textbook features are added to enhance the experience to learning out of content and book.

1. **Box items:** Box items which can provide some amazing facts related to main content so learners interest to know furthermore can be satisfy.
2. **Pictorial Pages:** Some pictorial pages are given between content. This picture may provide learners some aesthetic sense and understanding about art. This feature has very significant objective to give primary experience to learner about how to observe and enjoy any artistic piece.
3. **Symbol of Bird:** Symbol of one bird is assigned to every text as per its central theme. This can give very unique way to represent and correlate the understanding with the nature.
4. **Additional Reading:** Every text is supported by addition reading which can help learners to extend horizons of their understanding.

The process of development of *Aavishkar* course series was followed following steps.

1. Selection of textual material
2. Determine the essential aspects which can included in the content
3. Derivation of various sequential learning activities
4. Pre piloting of curricular material
5. Modification on the basis of Pre piloting
6. Second stage Experimentation
7. Data analysis and interpretation
8. Construction of final course

The experimentation of this course is done in schools. The effectiveness of this course is measured in relation to certain variables. This paper is discussed on its effect on comprehension ability of learners.

Theoretical foundation :

The comprehension ability is very crucial for the overall development of learner not as student but also as human being. Because the skill to interpret the content or situation is very important for higher order thinking like decision making, evaluation and judgment.

The various language learning and psychological theories gives strong foundation to the present study. The ability to comprehend has wide spectrum of competencies. The comprehension abilities include language comprehension as well as pictorial comprehension. The other types of language comprehension are listening and reading. Comprehension is the ability to understand something. Comprehension is full knowledge and understanding of meaning of something. It has deep concern with the understanding of the situation. It is the transaction between the reader and the text. (Kucer, 2001; Rosenblatt, 1978) Every text has certain features but the reader with his or her engagement derives meaning form the text at the particular moment in time. The engagement of reader is root cause for the understanding. Each person has his unique kind of reading tendency which he or she applied at the time of reading. This makes the comprehension process individual. (Butcher & Kintsch, 2003; Fletcher, 1994; Narvaez, 2002) This has very important implication for the comprehension activities. Individual knowledge of reader has also very important role in the process. Because the reader can gives his meaning to the text or situation on the basis of his world knowledge. (Butcher & Kintsch, 2003; Schallert & Martin, 2003)

The schema theory also provides insight for the development of the learning activities of comprehension. Schema means the series of connections which can help the reader to connect known to unknown. (Narvaez, 2002) The individual organize his or her knowledge into categories that make retrieval easier. Schema theory has also concern with long term memory. Long term memory has infinite storage capacity. When the learner encountered any new information, text or situation in any form, some of this stored information brought forward into short term memory. Short term memory has very less capacity. The shifting of short term memory to long term memory is very important for development of learners. (Schallert & Martin, 2003)

Another important theoretical base is individual characteristics of reader. Readers vary in the skills, knowledge, cognitive development, culture and purpose. (Narvaez, 2002) Comprehension affected by a reader's culture, based on the degree to which it matches with the culture exposed in the text. Readers evaluate text in different ways because of their cultural and cognitive context. Motivation of reader and purpose of reading is also very important to comprehension. Motivation can influence the interest, purpose, emotion with which a reader engages with text.

More motivated readers are likely to apply more strategies and work harder at building meaning. Less motivated readers are not as likely to work as hard, and the meaning they create will not be as powerful as if they were highly motivated.

The above discussed theoretical background provides the researcher to insight for the planning of the curricular material, particularly learning activities related to comprehension.

Research Design :

Objectives :

1. To study effectiveness of 'Umang' course in context to comprehension ability of students.

Hypothesis:

1. The average mean score of post test will be higher than the pre test on *aavishkar* comprehension test.

Population & Sample:

Population for the present study was the students of Std. 7 of 26 experimental schools known as 'Vidyaniketans' affiliated to children's university for the academic year 2016-17.

In the present study the researcher selected two schools randomly from the all 'Vidyaniketans' affiliated with the university as a sample. All students studying in standard 7 of these two schools are included as sample of the present study.

Name	Boys	Girls	Total
Government Primary School Secotr- 20/1, Gandhinagar	12	11	23
Shri Purusharth School, Bhanvad	14	16	30

Variables :

Independent Variable :

'Umang': Add-on course constructed for standard 7 is independent variable for the study.

Dependant Variable :

Comprehension ability of the student is dependant variable for the study.

Tools :

Aavishkar Comprehension Test was constructed for the measurement of dependant variable, which contained three main elements these are textual comprehension, comprehension of poetic piece and pictorial comprehension. This tool is contained total 25 items based on textual and pictorial material provided in the test. The items were constructed to measure not only literary comprehension but also for emotional and subjective responses of the students. The items were multiple choice type questions. For every correct item 1 mark was given.

Experimental design :

One group pre test post test experimental design was selected for the study.

Data collection and interpretation :

The data were collected by administering 'Aavishkar' comprehension test to the experimental group as pre and post test.

Experimentation :

The course was implemented in two schools. For the purpose of the proper implementation orientation of teacher was done at the beginning of the experiment. Teachers were instructed regarding course design, timeline and classroom transaction. Total 25 hours were consumed in the classroom whereas 15 hours were allotted for the self learning. Pre test and post test were given to the student at the beginning and at the end of the experiment.

Data analysis and interpretation :

The inferential statistics was applied for the analysis of the data. To determine the level of significance t-test was applied. Correlated group one tailed test was applied for the calculation on t- test. The statistical analysis done with the help of MS Excel is presented here under.

Table : 1

Comparison of Mean Score of Pre and Post Test on Comprehension Test

Test	N	Mean	SD	SE	r	M. Diff.	SED	C.R.
Pre test	53	11.04	3.46	0.48	0.52	3.32	0.49	7.68
Post test	53	14.36	2.86	0.39				

Table: 1 indicates the parameters of test administer on experimental group for the measurement of comprehension ability of the student. The mean score and SD of pre test

is 11.04 and 3.46 respectively whereas mean score and SD of post test is 14.36 and 2.86 on 'Aavishkar' comprehension test. The Critical ratio is 7.68 which is higher than the table value for the 0.01 level. (df=52) This shows the mean difference between pre test and post test is significant at 0.01 level of confidence. Thus directional hypothesis is not rejected. It means that the comprehension ability of the student was improved due to implementation of 'Umang' course.

Finding and Conclusion:

The 'Umang' course is found effective in relation to various types of comprehension capabilities. These competencies include textual and literary understanding, interpretation of picture and analytical and emotive interpretation of poetic piece. This is very important dimension for the development of learner. These competencies are core elements which can enrich the learning of other subjects also. To comprehend the subject content from 360 degree is very crucial for better understanding of the subject. This basic thinking skill can be cultivated with the help of this kind of add on courses which contain learning activities of comprehension.

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