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A Study of Development and Effectiveness of Contemporary Teaching Models Based on Pedagogical Principles of Upanishads

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A Study of Development and Effectiveness of Contemporary Teaching Models Based on Pedagogical Principles of Upanishads

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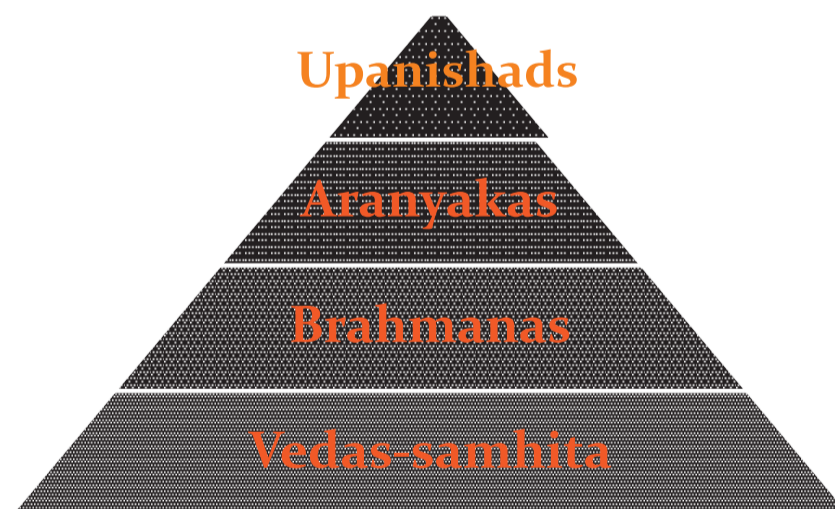
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INTRODUCTION:

Philosophical Background of Upanishads:

The Upanishads represent the loftiest heights of ancient Indo-Aryan thought and culture. They form the wisdom portion or Gnana-Kanda of the Vedas. In each of the four great Vedas known as Rik, Yajur, Sama and Atharva—there is a large portion which deals predominantly with rituals and ceremonials, and which has for its aim to show man how by the path of right action he may prepare himself for higher attainment. Following this in each Veda is another portion called the Upanishad, which deals wholly with the essentials of philosophic discrimination and ultimate spiritual vision. For this reason the Upanishads are known as the Vedanta, that is, the end or final goal of wisdom (Veda, wisdom; anta, end).

PLACE OF UPANISHADS IN VEDIC LITERATURE:



SELECTION OF THE PROBLEM

The problem, which was selected by the researcher, has interdisciplinary relevance between Sanskrit and Education. Upanishads are as like the scripts of teaching process of ancient Indian philosophy. So first upon the researcher studied the nature of teaching practices in ancient India with the help of Upanishads. Then he studied contemporary teaching practices. After that, he decided to work on synthesizing of ancient and modern teaching practices. Through this work, he wants to locate contemporary relevance of teaching practices in Upanishads.

As outcome of this type of background, he selected the topic for research. i.e.

“A Study of Development and Effectiveness of Contemporary Teaching Models Based on Pedagogical Principles of Upanishads.”

DEFINITIONS OF THE TERMS:

1 Pedagogical Principles:

Pedagogical Principles are referred to as the guidelines, directives and theories for teaching with appropriateness in concern of society, culture, subjects and learner's profile.

2 Upanishads:

The Upanishads are Indian scriptures that constitute the core teaching of Vedanta.

3 Contemporary Teaching Models:

The Teaching Models appropriate to subjects and socio cultural context of students.

4 Development:

The process of assembling, constructing and reconstructing for improvement to make compatible is development.

5 Effectiveness:

Effectiveness means ability to bring significance difference between previous and post status.

6 Study:

The process of identification, application, analysis, synthesis and evaluation is termed as study.

Objectives of the Study

*To construct teaching models by synthesizing pedagogical principles of Upanishads with modern theories of Education.

*To test the effectiveness of teaching models based on pedagogical principles of Upanishads.

*To study with comparison of findings with each category of model and conventional teaching method.

*To make suggestions to schools, teachers, teacher educators and institutions.

HYPOTHESIS OF THE STUDY

1) There is no significant difference in the achievement of Marathi between the standard 9th students taught applying teaching models based on Upanishads and conventional teaching method.

2) There is no significant difference in the achievement of Geography between the standard 9th students taught applying teaching models based on Upanishads and conventional teaching method.

3) There is no significant difference in the achievement of Science between the standard 9th students taught applying teaching models based on Upanishads and conventional teaching method.

SCOPE OF THE STUDY

*1. The results of the study are mainly applicable to the secondary schools in Maharashtra state, following to MSCERT curriculum. However they may be extended to other levels of Education.

*2. The experimental treatment with the help of developed teaching models based on pedagogical principles of Upanishads included the following subjects of 9th class-
1) Marathi 2) Geography 3) Science

LIMITATIONS OF THE STUDY

1. The study is restricted to 9th standard of secondary school level.

2. The study is limited to following subjects only:

Marathi

Geography

Science

3. The study is restricted to students having Marathi as the medium of instruction.

4. The following major ten Upanishads are emphasized for the study:

Aiteraya Upanishad, Brhadararyaka Upanishad, Tattiriya Upanishad, Chandogya Upanishad, Kena Upanishad, Isha Upanishad, Katha Upanishad, Mundaka Upanishad, Mandukya Upanishad, Prashna Upanishad.

5. The study has kept its concern to Educational approach only. The other spiritual, cultural, philosophical approaches were not considered.

DELIMITATIONS OF THE STUDY:

1. The study did not consider the geographical variables like rural, urban or tribal region.

2. The study was free from social variables like cast, category, religion etc.

REVIEW OF RELATED LITERATURE

Field of Philosophical or Bibliographical Research

14 Reviews are studied.

Field of Teaching Model & Effectiveness

22 Reviews are studied

UNIQUENESS OF THE STUDY:

Several studies are found in the fields of Model based teaching, Bibliographical research contributions and teaching effectiveness. However, these three field are gathered in the present study. The researcher developed teaching models after bibliographical study of Upanishads. Then he developed instruction material based on

developed teaching models. Then it was administrated on the sample for experimental study. Upanishads are the ancient scriptures. In them, a number of teaching strategies were used to illustrate the ultimate truth of the life. The present study made efforts to come out them and apply them with synthesizing new times education.

PROCEDURE OF THE STUDY



DESIGN OF THE EXPERIMENTAL STUDY

The researcher has selected Homogeneous Group design, which is come in Functional design family. In this design, there are two equal groups. Among them, one group is experimental and another is control group. The controlled group should be taught by using regular method of teaching. Moreover, the experimental group should be taught by using teaching models or instructional material, which was developed by the researcher. Therefore, it was must to be made two equal groups. For that purpose, pre test was arranged.

PHASES OF THE PRE-TEST

Phases	Activities
Sampling	Researcher selected the sample of 40 students for the study by using purposive sampling method.
Content selection	Researcher approached with concern schoolteachers (who teach Marathi, Geography and Science). In addition, he discussed them about their terminal planning of subject teaching. Then he selected topics for pre test.
Construction of Question paper	Researcher approached his supervisor and other experts to decide the nature, scope, structure and wattage of marks etc.
Pre test administration	Researcher had made question paper. It was assessed by experts. Then pre test was held on concern students. It may be specially noticed that researcher arranged separate pre test for each school subject.
Results	Answer sheets of concern students were assessed by school teachers. And they declared results of pre test.
Formation of Homogenous group	On the basis of pre test results two equal groups are made for further step of the research.
Construction of Question paper	Researcher approached his supervisor and other experts to decide the nature, scope, structure and wattage of marks etc.

DEVELOPMENT OF INSTRUCTIONAL MATERIAL

Sr. No.	Steps	Activities
1	Study of teaching models.	Researcher studied teaching models which is output of the content analysis.
2	Synthesizing with contemporary teaching practices	Researcher received help of the results of the pilot study. He added some of points in teaching material as per the need of today.
3	Development of Actual Instructional Material for 9 th STD.	Researcher made lesson plans for each three units of school subjects i.e. Marathi, Geography and Science

PHASES OF THE EXPERIMENTATION

Sr. No.	Phases	Activities
1	Handover of instructional material	The researcher has given instructional material to concern subject teachers for teaching. At that time, he also described how it might be applied by them. He gave them a manual which is the bunch of various suggestions regarding MOT.(Models of teaching)
2	Actual Teaching	School teachers taught their pupils by using MOT for experimental group and at the same time they taught controlled group by using regular method.
3	Observations	The researcher observed their lessons and took notes by using scheduled which were made by him to locate various points.

STEPS OF THE POST TEST

Sr. No.	Steps	Activities
1	Construction of the test	The test includes objective questions as well as descriptive questions. The researcher has to decide types of question, their wattage of marks with taking care about their relevancy to content. So he made discussion with experienced subject teachers, teacher educators and experts. Then he constructed the test.
2	Finalization of the test	The researcher has taken guidance by experts to finalize the test.
3	Administration of the test	The test was given both groups of the pupils to solve. They have solved it in the supervision of their teachers.
4	Assessment of the test	Answer sheets were assessed by the teachers through Model Answer sheet.

INVOLVED VARIABLES

a) Independent variables:

Teaching models: Each category of teaching model for all 3 subjects was independent variable in the experiment.

B) Dependent variables:

Learning Outcomes: Students' achievements in test of all subjects as a consequence of treatment were dependent variable.

Applied Statistical Tools

**Mean
Standard Deviation
t- Test**

Preparation of teaching models based on Upanishads

Initial Reading

Identification of pedagogical principles

Note making

Development of teaching models

Data Analysis

For three subjects totally nine Post tests were completed. (3x3=9)
t-Test was used as the statistical device.

SUBJECT:1 MARATHI

Test No.	Calculated t Value	0.05 level table t Value
1	11.39	2.02
2	5.90	2.02
3	4.56	2.02

The Null hypothesis is rejected since calculated t value is greater than table t value at 0.05 levels. It shows significant difference between experimental and control groups. Experimental group has greater score than control. Hence, Null Hypothesis is rejected and Research hypothesis is accepted.

SUBJECT: 2 GEOGRAPHY

Test No.	Calculated t Value	0.05 level table t Value
1	10.68	2.02
2	5.87	2.02
3	4.46	2.02

The Null hypothesis is rejected since calculated t value is greater than table t value at 0.05 levels. It shows significant difference between experimental and control groups. Experimental group has greater score than control. Hence, Null Hypothesis is rejected and Research hypothesis is accepted.

SUBJECT:3 SCIENCE

Test No.	Calculated t Value	0.05 level table t Value
1	9.69	2.02
2	6.72	2.02
3	5.49	2.02

The Null hypothesis is rejected since calculated t value is greater than table t value at 0.05 levels. It shows significant difference between experimental and control groups. Experimental group has greater score than control. Hence, Null Hypothesis is rejected and Research hypothesis is accepted.

OUTCOMES OF THE STUDY

* Teaching models based on Upanishads were developed by the investigator. It was found that teaching with developed teaching models was effective than conventional method. Outcomes of the study are mentioned below:

* There is significant difference in achievement of Marathi between the standard 9th students taught applying teaching models based on Upanishads and conventional teaching method.

* Teaching models based on Upanishads are significantly effective than conventional teaching practice at secondary level for the subjects of Marathi. (Prose & Poetry).

* There is significant difference in achievement of Geography between the standard 9th students taught applying teaching models based on Upanishads and conventional teaching method.

* Teaching models based on Upanishads are significantly effective than conventional teaching practice at secondary level for the subjects of Geography.

* There is significant difference in achievement of Science between the standard 9th students taught applying teaching models based on Upanishads and conventional teaching method.

* Teaching models based on Upanishads are significantly effective than conventional teaching practice at secondary level for the subjects of Science.

RECOMMENDATIONS FOR SCHOOLTEACHERS:

* Schoolteachers should apply teaching models based on pedagogical principles of Upanishads in their daily teaching practice.

* Schoolteachers should develop new teaching strategies based on pedagogical principles of Upanishads in their daily teaching practice.

* Schoolteachers should develop their own teaching approach synthesizing with teaching approaches in Upanishads.

* Specially, teachers who teach Philosophy or Sanskrit should encourage other faculties to make practice of Teaching models based on pedagogical principles of Upanishads in teaching.

RECOMMENDATIONS FOR TEACHER EDUCATORS:

- * Teacher educators should promote student teachers to teach with the help of teaching models based on Upanishads.
- * Teacher educator should guide their students to investigate various styles of teaching found in Upanishads

RECOMMENDATIONS FOR EDUCATIONAL INSTITUTIONS:

- * Educational agencies like NCERT, SCERT should promote such types of innovative practices in secondary education.
- * UGC or other funding agencies should grant for the study of ancient Indian style of teaching specially.
- * Universities should include development and practice of model based teaching in their teacher education curriculum.

RECOMMENDATIONS FOR FURTHER STUDIES

- * A Study of Development and Effectiveness of Contemporary Teaching Models Based on Pedagogical Principles of Upanishads at higher-level education.
- * An experimental study of teaching system of Bhashya Granthas (Commentary Books) from selected Indian Philosophical Schools.
- * Educational Thoughts in Upanishads.

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