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Effectiveness of Integrated Theme Teaching Technique on the Linguistic Interest of the Students

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Abstract

The paper talks about the importance of regional language in interacting with the students. Inclination towards English language is necessary; developing and maintaining interest in regional languages is also impertinent. This study is a small effort to know and perform interventions to raise the interest of the students studying in different arenas from school to teacher education institution. It has studied the effect of using regional language in transacting the curriculum on the interest of the students. The sample of study is the students of primary class of Gujarati medium schools. An interesting story of Gijubhai Badheka is used to explain important concepts of language, science, social science and math. Tool of the study is Interest inventory. The primary objective of the study was to study the effect of Integrated Theme Teaching Technique on the interest of the students and to develop Integrated Theme Teaching Learning module for teaching primary student based on the educational stories of Gijubhai Badheka. The study proved that using this technique is effective in increasing the

interest of the students. The understanding of the concepts appeared to improve among the students.

INTRODUCTION

Philosophy is a search for a general understanding of values and reality by chiefly speculative rather than observational means. It signifies a natural and necessary urge in human beings to know themselves and the world in which they live and move and have their being.

Education has also drawn its material from different philosophical bases. National development and language development are irrevocably connected. If India has to continue as a democracy, many languages need to be nurtured as a defense of democracy. Publishing for children, neo-literates and school drop-outs can only be meaningful in their many languages. In India, multilingualism is the norm. Language gets interwoven with religion, region, caste, ethnicity, profession, socio-economic status in course of cultural interaction. By respecting the difference, they can grow in concentric circles, intertwining with one another, enriching each other, and be justly proud of belonging to a nation.

NEED OF STUDY

K. J. Somaiya Vidyavihar is a Gujarati minority institution which houses even a Gujarati medium school. Change towards English language has become the need of the day in the competitive world therefore the interest of students and parents in the regional languages is declining at a very fast pace.

In such a scenario though inclination towards English language is necessary; developing and maintaining interest in regional languages is also impertinent. This study is a small effort to know and perform interventions to raise the interest of the students studying in different arenas from school to teacher education institution of Somaiya Vidyavihar in Gujarati Language.

SIGNIFICANCE OF THE STUDY

The study will prove significant in knowing whether small integrations and interventions can prove effective in raising the interest of the students towards the Gujarati language, literature, philosophies of the Gujarati Educationist and Educational Institutions.

Objectives of the Study

1. To develop Integrated Theme Teaching Learning module for teaching primary student based on the educational stories of Gijjubhai Badheka.
2. To study the effect of Integrated theme teaching technique on the linguistic interest of the students

Operational Definition of the Terms

1. **Teaching Learning Modules:** Teaching learning modules will include the lesson plans developed by integrating the philosophies of various philosophies of Gujarati philosophers and Gujarati language with various teaching plans so as to raise the interest of students in Gujarati philosophers and literature. They are
 - **Integrated theme teaching:** A story of GijjubhaiBadheka was used to teach various concepts of social science, maths, values, environmental science, and literature to the middle school students.
2. **Educational Philosophy of Gujarati Educationists:** Educational Philosophers and Gujarati Educationists included in the study are GijjubhaiBadheka, Mahatama Gandhi, Nanabhai Bhatt.
3. **Interest:** These are the scores obtained on the interest inventory prepared by the researcher so as to ascertain the difference in the level of interest among various groups.

Hypothesis of the Study

1. There shall be no significant difference between the pre- test and post test scores of interest inventory of Class VI Students.

Sample of the Study

Twenty Five Standard VI students of Shree S.K. SomaiyaVinayMandir School, Vidyavihar Mumbai were taken as sample.

Sampling Technique- Purposive sampling was used because the sample has to be the students conversant with the Gujarati culture and language. So the students selected belonged to the institutions of Gujarati Minority.

2.3 INTERVENTIONS

Name of the Story: “The Cheeky Crow” by GijjubhaiBadheka.

Technique: Interactive theme based Multidisciplinary lesson

Conducted at: S. K. SomaiyaVinayMandir with School Students of Std. VIII

Objectives:

- To make pupil understand various aspects through one topic.
- Pupil frames a story in their own words - Literature
- Pupil understands the properties of mud. - Social Sciences
- Pupil know the sources of water.- Social Sciences
- Pupil understands about shrubs, plants (Jaggery& sugar) and types of oil and its uses- Environmental Sciences
- Pupil understand about dairy, process of making ghee and its uses - Environmental Sciences

- Pupil perform simple mathematical functions like counting & addition - Mathematic
- Pupil introspect on life skills.- Life Skill

Tool of the Study –Linguistic Interest Inventory

Linguistic Interest inventory in this research is used to find the interest of students in Gujarati language and at the same to bring awareness about the language and to develop the interest in the same through different strategies.

Research Method – Experimental Method

Experimental research is commonly used in sciences such as sociology and psychology, physics, chemistry, biology and medicine etc.

Collection of the Data

Place	Class	Philosopher	Date	Topic	Technique
S. K. Somaiya Vinay Mandir	VIII 25 students	Gijjubhai Badaheka	23 rd April, 2015	The Cheeky Crow	Interactive Multidisciplinary lesson

Analysis of the Data

H₀₁: There shall be no significant difference between the pre- test and post test scores of interest inventory of standard VIII students.

Table 1: Mean scores and t value obtained on Interest Inventory by VinayMandir students of Standard VIII

Values			t-score
Mean Scores	Pre-Test	19.345	7.35
	Post-Test	24.03	

The table 1 shows that t value is 7.35 which is more than the table value of 1.96 at .05 level and 2.58 at 0.01 level.

Thus it can be interpreted that the intervention proved to be a success for VinayMandir Class VIII Students

Results

1. The intervention was proved to be effective for Class VIII Students and their interest in Gujarati Literature was raised significantly.

Implications

For Students:

- They came to know about the contribution of Gujarati philosopher towards the education. Their perception towards the Gujarati language and culture changed after this lesson. They were interested to know more about other philosopher and their work. They also wanted to study through other methods which were introduced by them.
- As a facilitator teachers felt the feeling of sharing the knowledge and work contributed by Gujarati philosopher.
- Teacher gave guideline to write whole story on their own and enhanced there thinking power and make them improve their vocabulary.

Suggestions for Further Research

More number of lectures should have been taken to give students more insight about their contribution and the thinkers struggle to achieve it. This can help students to come up with more questions and to find more ways that would help students in applying the knowledge in their practical life.

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Role of a Teacher in the Era of Technology

Mitesh Dave

Abstract

With the teacher, the whole society expects and thus we often hear several formulas to be followed by the teacher. In practice the only thing which a teacher needs is the Commitment. It is this commitment which bestows in him the leadership, self-confidence and readiness with the Zeal of Selfless actions. The role of a teacher expected from the society, state, Nation and the world is much more but I say we need only a committed teacher because a committed teacher is the combination of all the said roles, duties and responsibility.

Introduction:

Teaching is not everybody's cup of tea. Teacher means a person who is talented, efficient, adorable, courteous, honest, exumplury and reliable. Obviously when we consider teacher as above he has a key role is certain and the whole society expects a lot from the teacher. In such situation we often hear several formulas to be followed by the teacher. In Practical the only thing which a teacher needs is the Commitment. It is this commitment which bestows in him the leadership, Self confidence and readiness with the Zeal of Selfless actions.

The role of a teacher expected from the society, state, Nation and the world is much more but I say we need only a committed teacher because a committed teacher is the combination of all the said roles, duties and responsibility.

WHAT IS COMMITMENT?

Commitment means to duty or pledge to something or someone, and can refer to, interaction dominated by obligations. These obligations may be mutual, or self-imposed, or explicitly stated, or may not.

It is an act of committing to a charge or trust: as an agreement or pledge to do something in the future ; *especially* : an engagement to obligation, something pledged, the state or an instance of being obligated or emotionally impelled .

Distinction is often made between commitment as a member of an organisation (such as a sporting team, a religion, or as an employee), and a personal commitment, which is often a pledge or promise to ones' self for personal growth.

Commitment means that it is possible for a man to yield the nerve center of his consent to a purpose or cause, a movement or an ideal, which may be more important to him than whether he lives or dies.