

A Study of Feed Back of Gujarati Poetry of Std. Ix Students of Anand District

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ABSTRACT:

A feedback has been taken to know likings-disliking of poems by students of Std. IX. 450 students were selected by cluster sampling method from secondary schools of Anand district. A self-prepared questionnaire was used to collect data. Majority of students like Gujarati poems. Some suggestions are given at the end to increase interest of students towards poetry learning.

Keywords: Gujarati, Poetry, Feedback, liking-disliking

INTRODUCTION

Poetry means non-stop striving to fill smoke into an empty bottle. Here a try ha been made to know regions behind disliking of students coward portray teaching. But is seems that it is not taught in class-rooms as it should be taught. In fact, poetry is not a thing of teaching. It is an art to obtaining something. The prime aim of poetry is to satisfy interest of a read (child). We have to create percept of beautifulness in him. her to develop it and make it prosperous. A port makes reach his internal feelings to readers. A poet is such a flow/stream, by diving in such which, reader to pure truth of life.

STATEMENT OF PROBLEM:

A study of the feedback of Gujarat Poetry from students of Std. I of Anand district.

OBJECTIVES OF THE STUDY ;

1. To study response (opinions) of pupils regarding poetries of Gujarati of Std. IX.
2. To know interest (liking)/ disliking of Std. IX regarding poetry .
3. To get guidance, which method or activity to be followed in teaching poetry in class-room.
4. To get guidance regarding points of attention white teaching poetry in class-room.
5. To give some suggestions for teaching poetry in class-room.

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HYPOTHESIS :

1. There would not be any significant difference between male and female students regarding getting feedbacks towards Gujarati poetry.
2. Interest can be created towards poetry if it can be sung with poetry arrangement in classroom.
3. If cultural programmes like pageants, poetry singing competition, poetry words filling, folk songs, poetic meetings, folk lore, are arranged at school level, interest can be created regarding poetry among students.
4. If teacher is not interested in poetry than interest of students may be seen less towards poetry.
5. There would not be any significant difference among rural/urban students in teaching poetry.

REVIEW OF PART LITERATURE :

Studies of Baladha G.V. (1982), Madhabhai V. Kalotara (1992), M.m. Lodhiya (1978), J.P.Dave (1956), S.G. Trivedi (1984) and Kalotara Sonal A. etc. are significant explorations in poetry teaching.

VARIABLES :

Here Gujarati poetry is an independent variable while feedback of students towards poetry teaching are dependent variables.

LIMITATION OF THE STUDY :

Present research would be limited up to 450 students of std. IX of Gujarati medium secondary schools of Anand District. Hence, the results may not be generalised to all students of universe. 16 poems would be selected from Gujarati text-book of std. IX of Gujarat state text book Board 2014-15.

RESEARCH METHOD :

Survey method was used to get feedback from students.

Tools :

A self-constructed questionnaire would be used to obtain feedback from students.

Collection of Data :

Self-constructed questionnaire was given to students who were selected as sample data to obtain their feedback towards their liking / disliking of Gujarati poetry. Collected data were analysed using SPSS software programme. Tabulation, analysis and findings are given below.

RESEARCH FINDINGS :

1. Out of sample of 450 students 333 (74%) students read poems other than text books, while 117 (26%) students do not read such poems.
2. Among them 75-90% girl students and 12% boy students read such type of poems while 24.09% girls and 28% boys do not read such type of poems.
3. They get reading material from their teacher, friend, self, brother sister and father.
4. Asking reason for reading poem, the answer were, "By telling of class-teacher" :New information is obtained" and " due-to interest."
5. Regarding interest in poems, 93.18 girls students like poems, white 8.75 girls students 20 not like poem.
6. 25.66% students construct poems while 74.33 student do not construct poem Among them 22.72% girl students and 33.75 boy students construct poem themselves on the other side, 77.27% girls and 66.25% boys do not construct poem.
7. 91.27% students construct poem in Gujarati, 6.90% students in Hindi and only 1.81% students construct poem in English. Proportion of not constructing poem is 8.73%, 93.01 and 98.19% in Gujarati, Hindi and English respectively.
8. While asking whether they like reading and writing poems in Gujarati language 76.66% students like reading writing poems in Gujarati while 26.33% students do not like reading writing Gujarati poem.
9. In collecting Gujarati poem, 64% students collect Gujarati poems, while 36% students do not collect Gujarati poems.
10. While asking about collection of poems in other language, 39.66% students collect poems in other language, while 60.33% students do not collect poems in other language. Among which 44.09% girls and 55.90% boys collect poem, while 27.5% girls and 72.05% boys do not collect poems in other language.
11. While asking language of liking poems, 36.66% students like poems in Gujarati, 32.66% students English poems, 17.33% students like Hindi poems and poems 1033% sanskrit and 4.35% other language poems.
12. If we see programmas related to poem reading hearings, 86.33% students take part in reading hearing programme, while 13.66% students do not take part in such programmes. In which 88.18% girls take part and 11.81% girls do not take part; while in boys 81.25% boys take part and 18.75% boys do not take part in such programmes.
13. While asking language of programme of reading writing, 65.33% students like programme in Gujarati, 28.33% like programme in English. In which percentage girls and boys are 64.54% and 67.05% in Gujarati, 22.05% in Hindi and 10.00% students like English programmes of reading writing respectively.

SUGGESTIONS :

1. Students remember such poems which can be sung rhythematically, hence such poems should be kept in text book.
2. Reading writing programmer and competitions should be held in schools, so that interest of students in poems may increase.
3. It proverbs sayings etc. be made understand to students, their vocabulary would be increased.
4. By showing pictures and charts the poems would become more informative.
5. School management, principal, and teachers should made co-curricular activities more facilitated.
6. Rich library should be arrange in school.
7. If teachers would make students poems understand by using A.V. aids, poems would be made more interest able.

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