

George Plan as an Innovative Practice to Maximize the Ability of Student in Academic Achievement

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Abstract

It is very much necessary to improve the quality of education to fit the needs of the 21st century. The definition of education emphasizes the unfolding of every ability enfolded in the germ or child. It clearly states that every child has all the abilities and the duty of a teacher and educational system is to unfold it. If we look at the present educational system, I do not doubt that it is not in the state of unfolding the abilities of the child. Because to unfold every ability of a child, teachers, and the educational system first consider individual differences in the children. According to “Dictionary of Education” by Carter B. Good (1959), that individual difference stands for “the variations or deviations among individuals in regard to a single character or a number of characteristics”. It also stands for “Those differences which in their totality, distinguish one individual from another”. The objectives of the study are: to design and develop Student-Centered teaching strategies based on the ability grouping for various subjects of standard VIII of Andhra Pradesh State Secondary Education Board (A.P.S.E.B), to implement the Student-Centered teaching strategies based on ability grouping to the standard VIII student of Andhra Pradesh State Secondary Education Board (A.P.S.E.B), to study the effectiveness of ability grouping on the academic achievement in various subjects of standard VIII students, and the study the perceptions of students, teachers, parents of the students and the School Principal on the ability grouping in the secondary school. The hypotheses of the study are: there is no significant difference between the mean academic achievement scores of Pre-Test and Post-Test of standard VIII students in various subjects, there is no significant difference between the mean academic achievement scores of Pre-Test and Post-Test of standard VIII students within various ability groups, there is no significant difference between the mean academic achievement scores of Pre-Test and Post-Test of standard VIII students among various ability groups. For the present study achievement in the subject has been taken as the basis for dividing the students in a classroom into groups and specific subject multiple choice achievement tests with only correct answer type (Pre-Test) are given. Each Test consists of 25 objective-type questions on the subject. According to scores obtained in the Pre-Test in each subject for total students, the entire class was divided into three groups in a particular subject by calculating Quartile Deviation. The Groups were named Group 1, Group 2 and Group 3. For the present study students of Grade VIII have taken. Three interim tests were conducted and a post-test was conducted at the time of the experiment. For dividing the students into different groups based on the scores obtained in the Pre-test, Quartile Deviation (QD) is used, and for testing the hypothesis, scores in the Pre-Test and Post-Test were analyzed using Arithmetic Mean, Standard Deviation, and ANOVA. The results found: that there was a significant improvement in the achievement of the students. The experiment was conducted for three years by taking a total of 464 students, named the study as George Plan.

Keywords: Student Centred Teaching Strategy, Ability Grouping, Various, Subjects of APSEB