

## Development of Teachers Guidance Booklet for Ninth Standard Syllabus of Personality Development Subject - A Study

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### Abstract-

“School is a tool for all round development of a student”, with this approach National Curriculum Framework 2005 Maharashtra Curriculum Framework 2010, on the secondary level of Ninth Standard “Personality Development” Subject is newly structured or constructed. Any kind of guidance does not provided to the teachers for teaching this subject. (No any kind of guidance provided to the teachers for teaching this subject) As well as for the content the handbook/studybook prepared by Maharashtra State Secondary and Higher Secondary Education Board, Pune is not satisfied for the guidance. Through this research to give the correct direction to the teachers which standardize the learning of the students researchers created/prepared ‘Teachers Guidance Booklet’ for teachers. In this research both both survey and experimental methods are used. For the collection of data check list, questionnaire, achievement test, opinionnaire these tools are used. For analysis of data percentage, Median, Standard Deviation these tools are used. In this research for survey 20% Marathi Medium Schools from Kolhapur district are selected as sample through random method. Selecting all 112 teachers who are teaching personality development subject by purposive method. For checking the effectiveness of “Teachers Guidance Booklet” 64 students and 2 teachers are selected through Lottery Method. After that achievement test and opinionnaire are used to draw the conclusions. In this research teachers responses are said that, for standard ninth ‘Personality Development Teaching’ teachers are facing various problems. There is no proper and satisfied guidance is available to the teachers for teaching this personality development subject. Teachers Guidance Booklet based on Personality Development syllabus is effective as well as according to the teachers opinionnaire this booklet is useful and resourceful to the teachers.

### Statement of the Problem:

**D**evelopment of Teacher Guidance Booklet for ninth standard syllabus of Personality Development Subject -A study.

Definition’s of technical terms in research,

#### 1. Ninth Standard

##### A. Conceptual Definition

The Kothari Commission recommended 10+2+3 scheme of education. This educational structure according to that 1986’s National Educational Policy has taken the follow of 10+2+3 scheme of education. According to National Education Policy 1986’s 10 years of school education involves following stages:

- a. Pre primary education of 5 years(std.1 to 5)
- b. Higher Primary/Pre Secondary Education of 3years (std.6 to 8)
- c. Secondary Education of 2 years (std.9 to 10)
- d. Higher Secondary Education of 2 years(std.11 to 12)
- e. Graduation of 3 years.

-Jadhav, M.L., Bhosle, A.V. and Sarnobat, P.A. (September 2004) Madhyamik Shikshan.

Standard ninth class from above structure is of secondary education stage.

#### 2. Personality Development.

##### A. Conceptual Definition

“The Development of Persons characteristic and ability, dedication skill from the medium of education and training is known as Personality Development.

-Tamboli, B. (2009).Diamond Education Dictionary,ISBN 978-81-8483-287-7@Diamond Publications, Pune- 30.

#### 3. Syllabus

##### A. Conceptual Definition

“The syllabus is defined as framework of subject which is to be completed in specific time.”

-Ransure, V. (February, 2006). Marathiche Ashayyukt Adhyapana, Sangamitra Prakashan, Miraj, Page no.49. .

#### 4. Teachers Guidance Booklet

The teacher’s guidance booklet is defined as booklet which contains guidance related to teach

the standard 9th Personality Development subject which includes objectives of unit model lesson plan, teaching strategy, teaching aids, activity, evaluation, etc.

## 5. Development

### A. Conceptual Definition

The creation of training materials or courses, as in content development or e-learning development.

-R. Gupta's Dictionary of Education

Developing is an act or process and developing unfolding a gradual growth or advancement through progressive changes.

-New websites dictionary

### Objectives of research

The given research reference objectives are as below:

1. To find the unit and subunit on syllabus of standard ninth personality development subject.
2. To study the present condition to execute the standard ninth personality development subject.
3. To find the problems related to teaching the standard ninth personality development subject.
4. To develop the Teacher's Guidance Booklet for standard ninth personality development subject.
5. To take the advice of experts and to make changes according to it in Personality Development booklet this is based on syllabus of standard ninth Personality Development subject.
6. To check the effectiveness of teacher's guidance booklet this is based on syllabus of subject of standard ninth Personality Development subject.
- A. To check the effectiveness of teachers guidance booklet which is based on the syllabus of standard ninth personality development this subject for students of standard ninth.
- B. To check the effectiveness of teachers guidance booklet for standard ninth personality development this is based on its syllabus for Teachers Guidance Booklet.
- C. To take the opinion about the Teachers Guidance Booklet after its use, this is based on the syllabus of standard ninth personality development subject.
7. To recommenatate for Personality Development Teachers Guidance Booklet.

### Assumptions of research:

1. Problems come to teacher while teaching the standard ninth personality development subject.

2. To develop the teacher's Guidance Booklet based on the syllabus of standard ninth personality development subject.
3. Teachers Guidance Booklet creates necessary atmosphere for self learning of teacher.
4. The work of to create a good man can be done by teaching a personality development subject
5. Personality Development this subject is very broad.

### Hypothesis of research

1. Teachers Guidance Booklet is effective on standard 9th students which is based on syllabus of Personality Development subject.
2. Teachers Guidance Booklet is effective on standard 9th teachers which are based on syllabus of Personality Development subject.

### Null Hypothesis of Research

1. The maximum difference in case of mark is not created between experimental and controlled groups of standard 9th students learning personality development subject.
2. The maximum difference in case of mark is not created between experimental and controlled groups of standard 9th teachers teaching personality development subject.

### Scope of study:

1. The conclusion of given research may be useful for teachers of Maharashtra of marathi secondary schools.
2. The guidance related to all 8 units of standard 9th personality development this subject is given in the guidance booklet of given research.
3. The guidance for the teachers of standard 9th Personality Development subject is considered in given research.

### Limitations of study

1. Teachers are selected from a survey of seven talukas of Kolhapur district for given research.
2. To check the effectiveness of teachers Guidance Booklet model lesson plans of each subunit of 8 unit of standard 9th personality development subject at secondary stage is done.
3. To do the experimental work Yashwant High school Kodoli, Panhala Taluka School and 20 teachers from Panhala taluka are selected.

### Sampling in the present study

1. **For survey selection of schools**  
For study 20 % school were selected by lottery method from Kolhapur district from Marathi medium grant school population. In this way by saying school 87 secondary schools are selected for better responses.

### Chart No.1

**6 Talukas out of 13 talukas in Kolhapur District are selected by randomly method**

Total	Taluka	13
Sample	Percentage	46%
Total Sample	Taluka	6

**Chart No.2**

**Sample of school in Kolhapur District**

Sr.No	Taluka	Total School	Other school except Marathi	Marathi medium school	School's Of Marathi medium 20%
1.	Panhala	79	10	69	14
2.	Shahuwadi	46	-	46	9
3.	Karveer	98	12	86	16
4.	Kagal	70	2	68	14
5.	Hathkanagale	117	16	101	20
6.	Kolhapur	89	24	65	13
	Total school				87

**2. For survey selection of teachers**

From above all chosen 87 schools the teachers teaching standard 9<sup>th</sup> personality development subject are selected for survey. In this way total 112 teachers are selected for survey.

**Chart No.3 Sample of teachers for survey**

Sr.No	Taluka	20% School of Marathi medium	Class of std 9 <sup>th</sup>	9 <sup>th</sup> std teachers which teach personality development subject.
1.	Panhala	14	26	22
2.	Shahuwadi	9	12	9
3.	Karveer	16	24	20
4.	Kagal	14	20	17
5.	Hathkanagale	20	28	24
6.	Kolhapur City	13	24	20
	Total Teacher			112

The total number of teachers teaching for standard 9<sup>th</sup> personality development is 112.

**3. Sample of Expertis**

While selecting experts we must know either they have somewhat experience related to education subject. The number of experts was 30. In this Principal of Education senior college, Professors teaching in education senior college , Guide, Head Masters, teachers teaching personality development subject were included.

**4. Sample of expertise to take their response for teacher guidance booklet.**

The sample of guidance booklet was checked from experts and their opinions were taken for this purpose the experts were selected from following field. Their number is given in front of them.

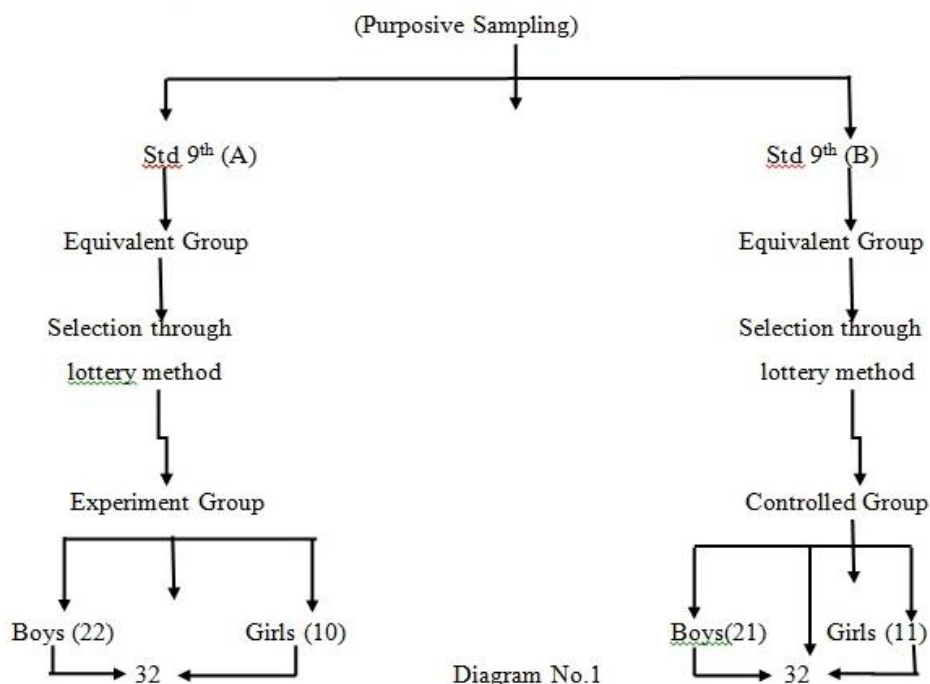
**Chart No.4**

**Field's of expertise**

Sr.No	Field's of expertise	Number of experts
1.	HOD, Education Department, Shivaji University, Kolhapur	1
2.	Asst. Professors, Education Dept., Shivaji University, Kolhapur	5
3.	Principals Of Shikshanshastra Mahavidyalayas	3
4.	Asst Professor of Shikshanshastra Mahavidyalayas( Having Ph.D. & 10 years teaching experience)	4
5.	Headmaster's of secondary school	2
6.	Teacher who are teaching 9 <sup>th</sup> std personality development subject( Having 4 years teaching experience)	15

The selections of experts were done by considering their experience in their field.

Marathi medium schools in Kolhapur district division and sample of student.



**A) Sampling for experimental group of students. Personality development this subject reference experimental sampling**

Yashwant High school kodoli.Tal: Panhala, Dist: Kolhapur in this school in Std 9<sup>th</sup> class experiment about personality development this subject was carried out.

For that marks of 9<sup>th</sup> class of semester exam for personality development subject was considered. The strength of students in both experimental and controlled group were same. In this experimental group there were 22 boys and 10 girls .And in controlled group 21 boys and 11 girls were here.

**3.9 tools of research**

**Chart No.5**

**Research tools and their nature**

Sr. No	Objective of research	Research	Responses	Nature of tools
1.	To find out the unit and sub-units based on syllabus of std 9 <sup>th</sup> personality development subject.	Check list	Teacher	Made by researcher
2.	To study the present condition executes the standard 9 <sup>th</sup> personality development subject.	Questionnaire	Teacher	Made by researcher

3.	To find out the problems related to teaching To study the present condition execute the std 9 <sup>th</sup> personality development subject.	Questionnaire	Teacher	Made by researcher
5.	To take the advice of experts and to make changes according to it in personality development booklet this is based on the syllabus of std 9 <sup>th</sup> personality development subject.	Questionnaire	Teacher	Made by researcher
6.A)	To check the effectiveness of teacher guidance booklet this is based on syllabus of std 9th personality development subject for students of std 9th.	Achievement Test	Student	Made by researcher

B)	TO check the effectiveness of teacher guidance booklet for standard ninth's personality development which is based on its syllabus for teachers.	Achievement test, Aptitude test	Teacher	Made by researcher
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2. Maximum (89%) number of teacher says that they don't get the proper guidance to decide the objective based on syllabus of 9<sup>th</sup> personality development subject. This amount is to be noticed.
3. The minimum (12%) number of teachers gets guidance and maximum (88%) teacher get no guidance related to the sequence or serial of content from every topic of personality development this subject.
4. In personality development in this subject. It is necessary for teacher to give mark and do the evaluation, this is yet unknown to minimum (11%) of number.
5. To evaluate the personality development this subject maximum (93%) amount of teacher uses exam as their instrument.
6. Personality development this subject to evaluate introspection observation, projective techniques, sociometric technique this instruments are not used by maximum (90.75%) of teacher.
7. The problems coming while teaching the personality development this subject is maximum it is about (84%). These problems are lack of practical's, lack of guidance, lack of training, lack of guidance, lack of different methods of teaching, lack of referent material, procedure of activities are unknown, evaluation, lack of time for planning and content arrangement etc.
8. While teaching the personality development this subject maximum (93%) of teachers carried out their activities according to students and minimum (7%) teachers carried out their activities. according to school and teacher.
9. The amount of teacher needed guidance about the lesson's plan, objectives of unit methods of teaching material, procedure of evaluation procedure of activities to organize content etc. as being the teachers of std 9<sup>th</sup> personality development this subject is maximum (83%).

**Object No.1**

**To find the unit and sub-unit based on syllabus of std 9<sup>th</sup> personality development subject.**

- 1) Personality development concept from this unit physical development, emotional development, Intellectual development, social development and spiritual development based on this syllabus maximum (98%) teachers have clarity about this subunit and minimum(2%) teachers are not still clear about this sub-unit.
2. 'Personality development's concept' from this unit not based on syllabus good Personality trait, importance sub-unit only minimum (3%) teachers have clarity about it and maximum (97%) no. of teachers are not having clarity about this subunit.
- 3) Who am I? From this units not based on its syllabus person who is self-awareness about its characteristic is minimum (1%) clear to teacher and about maximum (99%) is not clear yet. This quantity is to be noticed.
- 4) 'Growing up' this unit not based on its syllabus one of the sub – unit that is the benefit and loss of same age values correlation minimum (14%) is clear maximum (85%) teachers are not yet clear about it. By comparing we can get that this quantity is very low and we must think about it.
- 5) 'Stress management' this unit's one of sub-unit not based on its syllabus stress characteristic about this sub-unit minimum (84%) is not yet clear to teacher, this quantity is to be noticed.

**Object No.2 and 3**

- 2) **To study the present condition to execute the Std 9<sup>th</sup> personality development subject.**
- 3) **To find the problems related to teaching Std 9<sup>th</sup> personality development subject.**
1. Maximum about 90%of teachers says that is necessary to show model lesson. This quantity is to be noticed.

**Objective No.4**

**To developed the teacher guidance booklet for std 9<sup>th</sup> personality development subject.**

The teacher's guidance booklet prepared for Std. 9<sup>th</sup> personality development this subject is attached to chapter no. 9

**Objective No.5**

To take the advice of experts and to make changes according to it in personality development booklet which is based on the syllabus of std 9<sup>th</sup> personality development this subject

**I) The conclusion about teacher guidance booklet evaluation.**

- 1) The maximum expert says that the front page of teacher guidance booklet personality development this subject is very attractive.
- 2) The maximum experts opinion is that the structure of sentences in the view of programmer is faultless from teacher guidance booklet.
- 3) Experts feel that the language from teacher guidance booklet is easy to grasp.
- 4) Maximum number of experts is agreed about that the limits titles of section in the index of guidance booklet are able to give the idea of the content easily.

**Objective No.6**

To check the effectiveness of teachers guidance booklet which is based on syllabus of subject of Std 9<sup>th</sup> personality development.

**Findings**

- 1) Teacher guidance booklet for Std 9<sup>th</sup> students which is based on syllabus on personality development this subject has remained effective.
- 2) Teacher guidance booklet for Std 9<sup>th</sup> teachers which is based on syllabus on personality development this subject has remained effective.
- 3) Teachers teaching std 9<sup>th</sup> personality development this subject gives their opinion that teachers guidance booklet has remain very useful and a very good guide for them.

**Conclusion**

- 1) The clarity related to unit and sub-unit based on the syllabus Std 9<sup>th</sup> personality development for this subject has not been yet cleared to teachers.
- 2) The sufficient guidance is not available to teachers for teaching personality development for this subject.

- 3) From the response of teachers we understand that the teacher faces many problems while teaching std 9<sup>th</sup> personality development this subject .
- 4) For std 9<sup>th</sup> personality development for this subject based on this syllabus the teacher guidance booklet has remained effective has came to notice.
- 5) Teacher guidance booklet which is based on the syllabus on personality development this subject has been remained effective teacher's of std 9<sup>th</sup> class.
- 6) Teachers teaching std 9<sup>th</sup> personality development for this subject gives their opinion that teacher guidance booklet has remained very useful and a very good guide for them.

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