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REFLECTIONS

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FROM THE CHIEF EDITOR'S DESK

Dear Readers,

The concept of education undergoes frequent changes in pace with the practices in the field. But it is quite difficult to state which of this happens first or chases the other. However, "construction of knowledge" is being widely accepted in education during the recent past. Because of the diversities and limitations of all kinds, it becomes a challenge to convert the 'concepts' into 'reality'. In Kerala, especially in the district of Palakkad, there are practicing teachers, trainers and administrators who undertake various tasks and responsibilities with a sense of research. DIET Palakkad observe and monitor these activities with deserving spirit. Moreover, the institution takes special initiative to ensure better direction and guidance to such creative endeavours.

The year 2011-12 is immensely rich as it witnessed all types of research oriented activities in various areas in education. These attempts have incomparable singnificance in the context of the RTE Act, which is a daring step in the history of Indian Education. The observations, thoughts, commends and experiences related to such activities are condensed and summarised to form the pith and core of this educational journal. The experience and findings of the teachers who have conducted Action Research in specific areas are also incorporated to make this piece of work rich and realistic. As the chief editor, I appreciate all those who have contributed to this issue of the journal.

The first issue of the journal **REFLECTIONS** *has 12 articles from practicing teachers, trainers, headmasters and faculties of DIET. Hope this will become a powerful media in future to discuss, debate and disseminate the latest trends and developments in education and research as well.*

With best wishes.

C. Babu,
Principal & Chief Editor,
DIET Palakkad, Anakkara

CONTENTS

REACHING THE UNREACHED
(C.A. research study on the situational analysis of educational backwardness of Palakkad district).

A. RAJENDRAN

The new millennium has witnessed a major declaration signed by 147 countries of the world popularly known as Millennium Development Goals (MDG). Among other things, achievement of universal primary education find a prominent place in the declaration.

Education is a human right - Prof. Amarthya Sen Noble enumerate says "The economics that have been successful in development of world trade like Japan, Singapore and China have all been oriented towards basic education. Unfortunately in India Education is neglected and under appreciated." Eventhough Kerala launched programmes to achieve Education for all, quality remains a main challenge. In this context the biggest district in the state, with longest literacy and SSLC pass percentage, Palakkad began to introspect to identify its strength, weakness, challenges and hurdles to reach the objective of quality education.

Academic study report ACER- 2009.

District/ State	% of children in grade 3 & 5 who read at level 1	% 3-5 who can read English
Palakkad	76.0	35.1
Kerala	82.9	40.6

The above table indicate the need for a study to determine the factors that contribute to the learning level of children along with learning situations, family background and socio economic status of the child.

OBJECTIVES OF THE STUDY

1.   To analyse the situation of students in transitional grades (IV & VII) in selected schools of tribal dominated area, linguistic minority

area and agriculture dominated area with regard to home, school and socio cultural factors.

2.   To find out the level of scholastic achievement of the selected samples in selected subjects.

3.   To find out the factors affecting the achievement of students at the mastery level and not at the mastery level.

4.   To identify interventions area for bringing the unreached children in tribal and remote places to the mastery level.

PROCESS OF STUDY

225 students each from IV & VII std., 30 classes from LP / UP classes, 75 teachers, 225 parents were taken as sample to collect data and analysis. The family back ground, child, teacher, school and socio-cultural and economic premises of the child were identified as factors influencing achievement.

FINDINGS OF THE STUDY

1.   Infrastructure facilities of tribal children are pathetically low with 19% of families living in temporary habituals where electricity and roads are not available.

2.   The parents with +2 and higher qualification in tribal families are only 4% and 38% are illiterates.

3.   Only 1% have permanent employment in tribal area and 52% family have temporary jobs like coolie.

4.   64% of tribal pupil have to walk more than 1 km to reach school and 24% have to walk 5-10km to reach school.

5.   Although Attappadi is a liquor prohibited area 84% of tribals including women use liquor.

LINGUISTIC MINORITY AREA

♦   17% of linguistic minority pupil lack housing facility, and 25% of children have to walk a distance of 3-8 kms to school.

♦   39% of parents have temporary jobs with low income.

♦   56% of parents of linguistic minority area are illiterate even after enjoying minimum schooling.

♦   Alcoholism and superstition are the main hurdles in social life.

AGRICULTURE DOMINATED AREA

♦ 30% of students lack infrastructure facilities and home.

♦ 79% students have to walk more than 2 km.

♦ 61% of parents are addicted to alcohol.

SCHOOL SITUATION

Only 20% schools have laboratory facilities and 10% schools have well equipped library.

SUGGESTIONS

♦ All children who opt for common school system should be provided with bicycles. Bus conveyance or escorting allowance may be given in tribal areas.

♦ MGLC's in Attappady may be converted to full fledged primary schools without considering minimum number of children.

♦ It is proposed to conduct a 10 Std. equivalency programme in tribal, linguistic minority and agricultural dominated areas to ensure parental support.

♦ A continuous and sustainable parental education programme using VICTORS and Dooradarsan channels may be designed.

♦ Multipurpose community centre for vocational training, recreation and student facilitation may be opened.

♦ Solar lantern for all homes without electricity may be provided.

♦ Improving hostel facility with modern equipments and healthy living conditions.

♦ Link-language materials in Tamil tribal language.

♦ Separate district in Attappady and education district at Mannarghat

The situational analysis study was an eye opener to the stakeholders, functionaries of projects, and education department and voluntary organisations. The appropriate intervention in grass root level is the only remedy to bring Palakkad into the main stream of education.

REFERENCE

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REORGANISING PRESERVICE EDUCATION THROUGH INNOVATIONS

P. RAJAN

Education has become a major are of interest as well as concern in all advanced societies. Kerala is no way different in this respect because of the unique social and cultural factors that prevail in the state. As we think of education, the process and experience in the elementary stage deserve special attention as it moulds the future of an individual. Eventhough the scenario of education is immensely rich with all kinds of theories and notions, the field realities do not keep congruence with them. What is *visualised* and *envisaged* are different from what is *experienced*. Since teachers can influence and guide the future of a child, the quality of Pre-Service Teacher Education (PSTE) should be designed with proper spirit, vision and wisdom.

In Palakkad district, District Institute of Education and Training (DIET) has been taking a vital role in co-ordinating the programmes related to PSTE in various TTIs. DIET conducted a detailed study in the context of the weak academic performance of some of the TTIs in the district.

It is found that the PSTE meet with many problems which affects the academic performance and excellence negatively. Some of the observations are mentioned below:

1. Lack of planning for organising the activities related to curriculum.

2. Non-availability of resource materials.

3. Reluctance to deviate from the conventional strategies.

4. Lack of vision regarding the activities to be organised.

5. Lack of opportunities for sharing and discussion.

6. Lack of monitoring - academic and administrative.

7. Limitation related to manpower, space and management.

In view of the findings, DIET Palakkad had a detailed discussion with the authorities of various TTIs within the district during the 1st week of June 2011. Teacher education Empowerment Programme (TEEP) is the product evolved out of the discussions which aims at the enhancement of the quality of PSTE within the district. The programmes envisage qualitative and quantitative changes in the field pertaining to all the 15 TTIs.

OBJECTIVES

1. To enhance the quality of Preservice Teacher Education in the district.
2. To ensure the comprehensive development of all TTIs in the district.
3. To convert the TTIs as centres of excellence for producing teachers of good quality.
4. To raise the status of the TTIs as the Resource Centre of the locality.
5. To enhance the planning and managerial capacity of the institutions.
6. To develop academic and administrative capacity among the principals.

7. To equip all teacher educators to transact the TTC curriculum effectively and effortlessly.

8. To familiarise the emerging trends in the field of education to the institutions.

TARGET GROUP

15 TTIs of Palakkad district covering 93 Teacher Educators and 1040 Teacher Trainees.

T.T.I. PROFILE OF THE DISTRICT

Total No. of TTi's - 15
Government - 3, Aided-4, Unaided - 8
TTIs in the District

1. DIET Anakkara
2. GTTI (W) Palakkad.
3. GTTI Chittur
4. LSNTTI. Ottappalam
5. GSSTTI. Perur
6. AMSMMTTI (W) Koduvayur
7. ASMMTTI. Alathur
8. Karuna TTI. Prabhapooram
9. Ideal TTI. Cherpulassery.
10. SNTTI. Kottappuram.
11. TTI. Mannampatta
12. TTI. Nenmara
13. KBRTTI. Vadakkenchery
14. Guards TTI. Kollengode
15. Sneha TTI. Govindapuram

ACTION PLAN

Sl. No.	Activities	Term
1.	TTI Planner - *Insight*	June
2.	TTI Development plan	July
3.	Monthly activities	June - May
4.	Data bank	July
5.	Conference of TTI principals	June - March 2012
6.	Training to teacher educators	August - September
7.	TTI Monitoring	October - January 2012
8.	Blog / online magazine	November
9.	TTI meet	February 2012
10.	Documentation	March 2012

UNIQUE FEATURES OF THE PLAN

♦ The TTI planner *Insight* was a rich and dependable guideline to each institution. This is highly helpful for planning, implementation and evaluation. This piece of work was appreciated by all the stakeholders.

♦ Development plan was a nice experience to all those are concerned and it could provide a sense of direction for all activities in the TTIs.

♦ Developing websites and blogs provided an energetic mood to the institutions.

♦ Cluster meeting and systematic training on various subjects were a new experience to the teacher educators as they could plan according to the demand of the curriculum. The participation in the meeting reveals the spirit and attitude of the teachers.

A detailed schedule of the training programme is cited below.

No.	Subject	Date	Venue	Participation
1.	Educational psychology	2011 August 4, 5, 6	LSNTT Ottappalam	13
2.	Work experience	August 4, 5	"	13
3.	Mathematics	August 10, 11, 12	"	13
4.	Art education	August 10, 11	"	13
5.	Social studies	August 22, 23, 24	"	14
6.	Science	August 22, 23, 24	"	14
7.	Malayalam	September 12, 13, 14	"	13
8.	English	September 12, 13, 14	"	14
9.	TSHBE	September 15, 16, 17	"	14
10.	Physical Education	September 15, 16	"	10

- Periodic conference of principals.
- Setting up of monitoring team.

THE INSTITUTIONS VISITED BY THE
MONITORING TEAM

- GTTI (W) Palakkad
- AMSMMTTI (W) Koduvayoor
- Guards TTI Kollengode
- LSNTTI Ottappalam
- GSS TTI Perur
- Karuna TTI Prabhapooram
- Ideal TTI Cherpulassery
- SNTTI Kottappuram
- DIET Anakkara

SPECIAL PROGRAMMES
UNDERTAKEN BY VARIOUS TTIs

- Renovation of lab & library
- Action Research of teacher educators
- Girls empowerment programmes
- Programmes for social involvement
- Developing monthly calender
- Documentation

SUMMARY AND FINDINGS

- The programmes envisaged in the planner *'Insight'* and annual development plan were implemented on a time bound basis.
- All the TTIs accepted the spirit of the companionship and sharing among themselves.

- The meetings of the participants derived better energy in the field by means of co-ordination.
- The discussions held in the cluster meetings of teacher educators could enlighten the attitude and skill of the participants.
- The monitoring visits could help to evolve better results of all kinds.
- The culture of documentation helped each institution for introspection.
- The programme TEEP is treated as the daring step to create qualitative changes in the field of teacher education.

CONCLUSION

- From the response of the participants, it is inferred that TEEP is the first and only programme launched at district level to create qualitative changes through systematically planned activities. The anticipation and vision put forward by DIET is almost realised because of the wholehearted involvement and co-operation of the teacher educators as well as the principals. Ofcourse this leads into the need of targeted programmes so as to make the changes sustainable.

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AKSHARA VELICHAM

Dr. BASHEER. P. TIRUR

BACKGROUND

Education is a lifelong process. It is essential for each and every individual because it helps in building the character and modifying the behaviour of an individual according to the needs and environment of the society. Education is an instrument for social change and development. It is most important in achieving the rapid development and technological progress. Education should not be restricted to a limited period in life; instead it should become lifelong process sothat, it could widen the interests of educated person in a variety of ways. The contemporary knowledge explosion changes the volume and content or knowledge so fast that the knowledge acquired during any period of life becomes incomplete and outdated. So in order to have up to date knowledge one needs to continue to learn during the adult years also. There are millions of people, who have not been able to acquire even the necessary minimum of education during their childhood because of economic circumstances of their families. They are, therefore, faced to live unfulfilled lives at low level of incomes, social status and awareness. There must be some provision for them to acquire it in later life. Therefore, the organization of further education for adults becomes more important.

Kerala has the distinction of having literacy rate which is comparable to the most developed countries of the world. Kerala's literacy rate which was only 47.18% in 1951 is almost doubled in 2011. According to the census 2011, the literacy rate of Kerala is 93.11. Kerala's male and female literacy rate of 96.02 and 91.98 respectively are far above the corresponding national figures of 82.14 and 65.46.The district wise analysis shows that Pathanamthitta has

the highest literary rate (96.93) and Palakkad recorded the lowest (88.49). While analysing the reason of the backwardness for our district it is clear that the following factors are still alive against spreading of the letters

A. GEOGRAPHICAL FACTORS

Palakkad is the gateway to Kerala due to the presence of the Palakkad Gap, in the Western Ghats. The total area of the district is 4480 km² which is 11.5% of the state's area. Most parts of the district fall in the midland region, except the Nelliampathy-Parambikulam area in Chittur taluk in the south and Attappadi-Malampuzha area in the north, which are hilly and fall in the highland region. The climate is hot and humid for most part of the year. Palakkad is one of the hottest places in Kerala. Most people fail to make use of the educational facilities as they have to face the bitter realities of life.

B. SOCIO- ECONOMIC FACTORS

While the older generation was denied the knowledge of letters due to the prevalence of Janmi system, the current generation has to face the same fate owing to the crisis in agricultural sector. The main areas of agriculture in Palakkad are paddy cultivation and growing vegetables. Products of Coconut, Palm and rubber are collected and marketed in this district. All these areas are in crisis today. *Message about the need and* significance of general education could not reach the inner parts of the villages due to the above reasons

C. BILINGUAL FACTORS

As Palakkad district is very close to Tamilnadu, a significant percentage of the population nearly (25%) speak Tamil. There is also a significant community of Telugu speakers. People from border area depends Tamilnadu for almost all their daily needs. Lack of Primary schools and inadequate facility of transportation are still acting against the dissemination of education in this region.

D. FACTORS RELATED TO TRIBAL COMMUNITIES

1360 km² land in Palakkad is covered with forest. A large number of 'Aadivasi' groups live in the forest. There are so many projects aimed at

bringing them to public sphere through education, but has not succeeded completely. The cardinal reason for this situation is the attitude of the tribal community. Lack of educated volunteers and non availability of transport facility to reach inside the forest also keep the situation worse

Due to the reason noted above a major group of common people lies below the poverty line. Its impact is also seen in their day to day life. More working hours, less profit from agriculture, family based occupational culture, unhealthy and non hygienic surroundings, those all act as barriers which prevent attaining social empowerment through education.

A number of projects are being implemented in the district to ensure the uplift of the socially vulnerable communities 'Aksharavelicham' 2011-2012 is a programme under taken by the District Panchayat and the District Literacy Mission to supplement the aforesaid projects. The academic support for this project is advanced by DIET Palakkad.

01. OBJECTIVES OF THE PROGRAMME

Akshara velicham project is aimed to empower two lakh of illiterate persons within the age group of 15 to 55 to become competent to interact in the society with essential language skills.

It focuses

a. To enable to read and write 1000 illiterate persons in each panchayath within the time limit of one year.

b. To increase the literacy rate of the district in to the state average.

c. To promote necessary action for raising the standard of General Education in the district.

02. SUGGESTED ACTIVITIES

Akshara velicham project is designed as a continuation of existing literacy programme. However, identification of stake holders has been considered as the first step. A detailed survey has been conducted with the help of a questionnaire. Saksharata Preraks and selected volunteers managed the survey. According to this survey, 16625 illiterate persons are identified

in the selected 14 Panchayath local bodies.

As part of the project (2009), an integrated text book has been developed for the adult learners. Lessons included in the text book highlight the diversity of palakkad district. Language, Mathematics and Environmental issues are integrated in the lessons that directly linked with the life experience of learners. Activity based methods have been selected as learning strategies. A detailed hand book for instructors also has been developed by the academic support of DIET Palakkad.

The Akshara velicham project proposes to conduct training programmes for all officials working in the field. Training is designed as cascade model. DRU wing of DIET and district literacy mission developed the training module jointly. Six Master trainers have been identified from each local body and two-day residential training programme at district level was conducted for them.

Instructors are the persons who conduct classes for adult learners.

Preraks organise classes at the selected centres. Two -day non residential training programme has been organised for both groups at panchayath level. The Master trainers who got training at district level will lead the sessions. Academic co-ordinator of DIET and Co- coordinator of District Literacy Mission has taken responsibility to monitor the training programmes.

The project indents to establish one learning centre for ten adult learners. It may be school, Library, Anganawadi or houses where one gets comfortable learning environment and transportation facility. While considering the survey report, 1663 learning centres can be established at 14 selected local bodies. At each centre two instructors will help the illiterates to open their eyes to the world of letters. One instructor shall conduct classes at least one hour in a day. Review meetings of Instructors and Preraks at Panchayath and Block levels are to be conducted each month to evaluate the status of the project

The programme ensures the following steps to reach the goal.

1. To collect comprehensive data of all beneficiaries

2. To ensure access to all needy persons a convenient learning centre.

3. To provide excellent service to the adult learners from Instructors and Preraks

4. To ensure their participation in social development activities.

5. To appraise the progress of the achievements in the public sphere.

03. SOCIAL INVOLVEMENT

Victory of a social development programme depends on the support of public participation. As a social education project, Aksharavelicham ensures public support at all levels. The following committees have been setup organised for the smooth conduct of the programme.

1. District level academic committee

2. District level Implementation committee.

3. District level monitoring committee

4. Block level Saksharata samity

5. Panchayath level Saksharata samity

6. Ward level Saksharata samity

The District level committee is chaired by the President of District Panchayath. Block level committees and Panchayath level committees are working under the chairmanship of their respective Presidents. One Prerak takes charge of ward convenor and another one acts as panchayath convenor. One of the nodal preraks works as block co-ordinator and one district Asst. Co coordinator manages the academic activities of 6 blocks. District, Block and Panchayath level monitoring cells have to ensure the smooth functioning of the programme. At the end of 2012 June it is expected to attain the objectives.

04. FOLLOW UP

After the completion of the project the following activities can be adopted as follow- up

1. Quality tracking programme for neo –literates to motivate their learning interest.

2. Scientific tie-up with NLEP activities.

3. Organise educational and cultural programmes with the help of school based organisations.

4. Video conferencing programmes with experts focussing social issues.

CONCLUSION

It is generally observed that Education offers three freedoms viz, freedom from ignorance freedom from exploitation and freedom from inequality and injustice. This greatness of education should be imparted to the cores of poor folk of rural India . Kerala should act as a torch bearer of the movement.

Eradication of illiteracy has been one of the major concerns of the state. The need for a literate population and universal education for all children of the age of six to eighteen are recognised as a crucial input for nation building. The result of Aksharavelicham in Palakkad district will provide novel and scientific educational practices. Continuing Education Programmes like Thulyatha of std 5, 7 and 10 can also be adopted as the follow up of this social movement. This will raise the district to the level of an outstanding one at the national level

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SEARCH FOR EXCELLENCE IN COMMUNICATION OF MATHEMATICS

NARAYANANUNNI. M.P.

"Product of half of 'vattom' and half of 'vittom' is enough to find the base of 'kuzhi' (well)".

This is a famous folk saying. It is highly communicative among common people in Kerala context. But the mathematical equivalent of the same is , πr^2, which is the area of a circle. At the same time it becomes a 'strange bit' to our students to perceive the same because of so many reasons. The international approach of the analysis in this area is a matter of deep concern to a researcher. No doubt, enhancing the capacity of communication in mathematics deserves high emphasis in this connection.

District Institute of Education and Training designed *a distance made teacher training programme* for secondary teachers in Palakkad district to improve their competency in mathematical communication. First of all we conducted a pre-test to assess their pedagogical content knowledge related to various areas. Pedagogical content knowledge is the interpretation and transformation of subject matter knowledge in the context of facilitating students learning. So we can describe it as an idea about the ways of representing and formulating subject matter that make it comprehensible for others. It is the most useful form of representation of content with powerful illustrations, examples, explanations and demonstrations.

Let us deal a simple arithmetic problem. What is the meaning of $1/2 + 1/3 = 5/6$?. This is the first question to be asked in this respect for teacher's response. But no single teacher could answer it in a better and meaningful way. They gave emphasis to the formal process of addition of fractions by means of similar fractions. The role of 'unit' in all types of addition deserves special mention here. In the case of natural numbers, that unit is one. But here we can choose 1/6 as a common unit. There is three 1/6 s in

½ and two 1/6 s in 1/3. So total five 1/6s in their sum. That is five times of 1/6 is equal to 5/6. The awareness and ability to interpret are quite needed on the part of a teacher who deals mathematics. It is also evident that the acquisition of such a skill takes place as a continuation of correct conception of the problem as a whole.

Only one among 35 teachers have some idea about the newly introduced evaluation areas in primary mathematics curriculum. More than 75 percentage of teachers are not confident in using indepth content knowledge for presentation and conclusion of learning texts. It is in this context that the practicing teachers demand a pedagogical support to approach these kinds of problems in a wider perspective with special emphasis to cultural and social dimension. This will definitely help them to undertake mathematical projects in a wider and meaningful canvas'.

The training programme was visioned and designed for the purpose mentioned and the module was developed accordingly. In the first phase we selected 'School Algebra' as the main theme for discussion and included the following topics in our printed notes.

1. Historical development of algebra.

2. Conceptual hierarchy of School Algebra from primary to secondary.

3. Correlation of Algebra with life and other subjects.

4. Projects in Algebra.

5. Problem solving in Algebra.

6. The role of ICT in learning of Algebra.

After the preparation of training text we selected 35 teachers giving priority to their interest and willingness, for the distance mode of training programme. Distributed the printed notes and arranged a mathematics blog (digital platform) for online discussion. They were directed to go through the printed notes and the textbooks to prepare an analysis report. After completion of the task assigned, a four day contact class was conducted in which the sessions and discussions were lead by the experts in the state of Kerala.

Soon after the workshop a post test was conducted giving weightage

to the objectives put forward. The post test results show that there is a significant improvement in classroom communication of selected teachers. 20 teachers among 35 could suggest and explain a project from algebra with specific title of Pythagorean triple, number sequence and factors. They are all confident to guide students according to their needs. 71 percentage of total team got satisfied with the historical interpretation and cultural development of Algebra presented before them. They developed enough confidence in using this ideas in communication.

22 teachers among 35 felt really excited out of the training segment of problem solving. Following are the prominent aspects highlighted by the participants in this connection.

1. Help to numerical interpretation of the problem.

2. Chance to observe the same problem through different examples.

3. Exposure to analyse the problem and pause new questions.

They are also satisfied with the introduction of the Python programme as an helping hand to problem solving and Geogebra as a tool to see and interpret the dynamic nature of geometry.

District Institute has planned to conclude the programme by incorporating *geometry* and *numbers* as themes. This will definitely lead to develop specific lesson plans more sensibly and effortlessly. In the above circumstances, DIET Palakkad intended to provide worthy and timely academic support to classroom activities with specific teaching plan in the form of monitoring and teacher training.

Let me conclude this by noting another saying

"Stretch the knot but not to break the bubble"●

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EFFECTIVENESS OF PEDAGOGICAL TOOLS IN TEACHING - LEARNING PROCESS OF UPPER PRIMARY MATHEMATICS CLASSES

M. SHAHEED ALI

INTRODUCTION

Mathematics is an important subject in which it helps to solve several difficult problems of human life. The solution of each problem may become accurate if it is analysed on the basis of mathematical logic. A pupil should be able to identify the solution of a problem through scientific method and divergent thinking. So a teacher ensures various arrangements for transacting the mathematical concepts in the classroom. New strategies are needed to meet the tasks in new situations.

On the basis of class monitoring, it has been seen that most of the children have poor performance in mathematics when compared with other subjects in the upper primary area. Lack of proper learning activities and strategies were identified as one of the reasons. The hardspots of the chapters were not transacted effectively due to lack of suitable learning activities.

So, some initiatives regarding empowerment of mathematics teachers are needed. It is possible by providing teaching-learning materials, academic support and there by finding its impact.

OBJECTIVES

1. To find out the effective methods of transacting mathematical concepts.

2. To find out how the pupil can be equipped for acquiring mathematical concept formation at his level.

3. To find out how to develop skills in the area of problem analysis and logical reasoning among pupils.

4. To find out the possibilities of using ICT materials in the understanding of abstract concepts in mathematics.

5. To find proper methods to acquire the knowledge about the formation, analysis and solution of problems.

METHODOLOGY

a) Sample

In this study, 58 Upper primary teachers dealing mathematics were selected from 12 upper primary schools of Palakkad district. 12 headmasters of these schools were also selected for the purpose of collecting data by interview.

b) Tool

For the purpose of the present study, a questionnaire involving the usage of learning materials provided to the teachers, and an interview schedule to the HMs regarding the implementation of the material in the class room are used.

c) Statistical techniques used

For consolidation of the data, the average of scores and percentage were found.

d) Process

The following schools were selected from each sub-district to form the sample. Investigator visited the selected schools and administered the questionnaire and interview schedule to the mathematics teachers and headmasters respectively.

Sl. No.	Name of the school	Sub-district
1.	GUPS, Kakkattiri	Thrithala
2.	GUPS Naripparamba	Pattambi
3.	GUPS Vallappuzha	Shornur
4.	GUPS Cherpulassery	Cherpulassery
5.	GSBS Akalur	Ottappalam
6.	GUPS Vadasserypuram	Mannarkkad
7.	GUPS Akathethara	Palakkad
8.	GUPS Kongad	Parali
9.	GHS Bemmannur	Kuzhalmannam
10.	GUPS Puthiyankam	Alathur
11.	GUPS Chittur	Chittur
12.	GUPS Chathamangalam	Kollengode

Besides the above, a pre-test and post test were conducted among 7th standard pupils to test the effectiveness of the teaching learning materials viz; *'Ganitham Varakalilude'* and *'Ayutham'* and the results were consolidated as below.

No. of selected pupils	Average Score of Pre-Test	Average Score of Post-Test
190	24.5	36.9

FINDINGS & CONCLUSION

On the basis of the above analysis, the investigator wishes to conclude as follows.

1. The materials *'Ganitham varakalilude'* and *'ayutham'* were highly helpful to support class room process in Mathematics.

2. The materials especially the worksheets were useful to both teachers and pupils for individual and group activities.

3. It helped the pupil for effective concept formation.

4. It assisted the pupil to develop the ability of problem analysis and logical reasoning.

5. The pupil could learn fruitfully through self assessment by using the materials.

6. It helped to understand the abstract concepts in simple and interesting way.

7. It helped to identify and solve the hardspots with the help of ICT facilities in Maths.

8. More training is needed to the teachers to improve the acquisition of ICT software in mathematics class.

9. The worksheets should target the IEDC students too.

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MAKING RESOURCE PERSONS "RESOURCEFUL" - THE NEED AND REFLECTIONS

K. RAMACHANDRAN

It has become customary that the practicing teachers in the state of Kerala are given 20 days of in-service training irrespective of their subject, qualification and the classes they deal. This comprises training given during summer vacation and the Teacher Empowerment Programme from June to March. The modules for each training are developed by the State Resource Group and are subjected to discussion and refinement from top to bottom. Prior to the TEP, the district level trainings are also conducted effectively and systematically. DIET, the apex academic body of the district used to put every effort to monitor the trainings provided to the RPs as well as the practicing teachers so as to collect the feedbacks at each time. The observations of the practicing teachers are summarised as follows:

⬧ Most of them are not satisfied out of the experiences provided during the trainings.

⬧ Eventhough they expected something 'new' from each training, they felt desperate on each occasion.

⬧ The professionalism and the depth of content knowledge on the part of the RPs were not upto their expectation.

⬧ The strategies to transact the module necessitates changes according to the context and subject.

As a faculty to deal and discuss the above references, the researcher felt serious concern over the issues. The probable causes for the issue are listed below:

1. Lack of confidence on the part of the RPs to transact the module effectively and effortlessly.

2. The peculiar nature of the content matter which forms the part of the module.

3. Lack of availability of rich materials for using in the sessions.

4. Lack of awareness about the strategies to be used in participatory training programmes.

5. The weak vision regarding constructivism in the field.

6. Incapacity of the RPs for using reflections, observations, assumptions and creativity of the participants effectively.

7. Lack of continuity on the part of the participants leading to abstract ideas and observations.

8. Lack of interest on both sides.

9. Lack of reading - both the content and emerging trends.

Since RPs play a vital role in the training programmes DIET Palakkad discussed the above observations thoroughly and deeply. To overcome this situation the institute proposed to conduct special training programme for empowering the RPs. As the initial attempt of this type, it was proposed to empower the RPs dealing Malayalam language at U.P. level. The proposal of this programme is included in the DIET plan and was approved by the PAC during the year 2011-12. The programme as a whole is conducted as a research work with a pedagogic concern.

Name of the programme :

RESOURCE PERSONS EFFICIENCY EMPOWERMENT PROGRAMME - REEP

OBJECTIVES

1. To provide better exposure to the RPs with respect to content and strategies.
2. To empower the RPs by providing opportunities for tryouts.
3. To monitor and review the performance of the RPs at regular intervals.
4. To equip the RPs to interact through blogs so as to express and publish their views and findings.
5. To raise the confidence level of the RPs to deal better.

Steps adopted for the implementation of the programme:
1. Constituting a district level *core-team* for leading the programme.
   (Comprises eminent poets, writers, vidyarangam leaders, DIET faculties, trainers and practicing teachers)
2. Developing vision paper on the issue and the subsequent training.
3. Developing tools for data collection - pre test.
4. Preparation of training modules - based on the need.
5. Preparation of feedback materials.
6. Review and feedback.

Training Programme - Schedule

Month	Thrust area	Details
2011 June	Language & discourses	• Need and relevance of discourses. • Language problems - Need of local language. • RTE, Ethic code, TET - identifying the role of language teachers.
July	Blog writing	• Developing blog. • Publishing the works of teachers and students. • Trainng in construction of blogs.
August	Forming class library	• Identifying and developing extended reading materials suited for UP - Malayalam curriculum. • 'Rasakudukka' - Using district level reading materials.
September	'Bhashayude Vazhi'	• Brain and acquisition of language. • Child - who generates language.
October	Creation and evaluation	• Sharing reading experience. • With poets and story writers. • Editing. • *Ezhuthukoottam* experiences.
November	Possibility of visual experiences in language	• Theatre - a pedagogic science. • *'Pavanatakam'*. • Films.
December	Wider map of literature	• Visiting places of literary importance. • Visiting places of cultural importance. • Meeting poets and writers.
January	How to make training pleasurable, rejoicing & worthy.	• Training strategies. • Importance of participatory training. • Construction of knowledge. • Competency in content, context and transaction skills.

TOOLS USED

Tools for feedback, tools for observation, tools for interview.

SAMPLE

26 resource persons dealing Malayalam (UP) in various parts of the district, selected randomly.

ANALYSIS AND FINDINGS

The feedback collected at each time and stage of the implementation of the programme are analysed and are briefly cited below.

Total No. of RPs = 26		
Area	Pre-test	Post-test
	Score in %	Score in %
Those having awareness / skill to develop modules	19	39
RPs with better content knowledge.	11	44
RPS having skill for developing blogs.	11	29
RP, having ** about worksheets & reading materials.	15	43
These who use materials developed in ones own classes.	38	69
Those collect information through internet.	34	50
Those with proper awareness on curriculum	8	52
Those using reading materials effectively.	69	83
Those having better communicative power.	54	68

FINDINGS

There is a considerable improvement on the part of the RPs in all the areas taken as focus area. Improvement in the aspect / area of communicative power deserves better attention. The number of RPs with better capacity to use blog is raised from 11% to 29%. The skill in using internet also shows considerable charge. It is also found that the RPs developed better awareness with respect to the curriculum they deal.

CONCLUSION

The RPs who were subjected for the training showed considerable improvement with respect to all areas put forward. This definitely shows that the capacity for being an RP has raised vertically so as to raise their level of confidence.●

K. Ramachandran, *Lecturer, DIET Palakkad, Anakkara*

A STEP AHEAD TOWARDS EXCELLENCE

Dr. P. SASIDHARAN

BACKGROUND

Our educational system has been constantly subjected to reforms. Reforms in the educational policies, administration, curriculum, text books and also in pedagogic techniques make our educational scene more complex and rich than even before. Even though it was a challenge for the department to make all teachers familiar with the new policies, curriculum and strategies, they were provided with continuous training. But during this Process some new issues had been come up. Most of the strategies and techniques discussed in the training programmes were rather newer than that is included in the handbook.

Hence there exist an undefinable gap between the textual content and the experiences provided through training. Most of the teachers dealing classes in primary level especially in 1ˢᵗ standard have strongly raised this issue in the platforms where educational problems are discussed.

As an academic institution leading the training programmes within the district, DIET Palakkad provided due concern to this issue.

After proper academic discussions the institute also decided to conduct a tryout in this specific area to bridge the gap to the level maximum. STEP (School and Teachers Empowerment Programme) is the special programme launched for dealing the issue as tryout.

OBJECTIVES OF THE PROGRAMME

1.   To prepare an additional material for standard I teachers that would help them to fill the gap between the contents of the handbook and the essence of the training programmes.
2.   To tryout the material in standard I of selected schools of Palakkad district.
3.   To subject the process of tryout to intensive monitoring for On Site Support and to gather feedback.
4.   To collect feedback from the teachers through relevant tools for preparing the tryout report.

METHOD

The first step of the tryout programme was to form a group of eminent teachers and BRC trainers as Core-team. A workshop was conducted with the following objectives:

♦ To locate specifically the gaps between the HB and the contents of the training programmes.

♦ To find out solution strategies / techniques for this issue.

♦ To reorder / restructure the strategies / techniques according to the units of the text book.

♦ To link each and every strategies/ techniques with the narrative given in the handbook.

♦ To consolidate these strategies / techniques to form an additional material for the teachers to use in the classrooms.

♦ Thus an additional material namely *Disa* (Part - 1) was formed in that workshop. Second part of this material *(Disa - II)* was prepared in the same manner after completing the tryout of the first part. Thus two parts of *Disa* were prepared for this tryout programme.

As the second phase, 24 schools from the district (two each from each sub-district) were selected. The 1st standard teachers of these schools were given training prior to the tryout programme. Through that training the material *(Disa)* was familiarised and subjected to deep discussion.

The speciality of *Disa* is the strategies and techniques proposed. They are mentioned below:

♦ Rhymes emphasising on specific letters/alphabets.

♦ Drawing - from letter to figure.

♦ Word cards / reading cards.

♦ Teacher local text.

♦ Worksheets / patterns.

♦ Games.

♦ Sand tray / big picture.

♦ Constructions.

♦ Word games.

♦ Puzzles.

Most of the techniques are mainly intended for making the classroom environment conducive for learning. As Piaget (1973), the developmental psychologist was of the view that children must be given opportunities

to interact with their environment in order to develop themselves.

Hence it is essential to provide opportunities for all children in standard I to interact among themselves to expand their experiential orbit.

However, teachers started the tryout with the confidence derived from the training. They were also suggested to record the feedback on the spot. The tryout process was monitored mainly by academic co-ordinators (DIET faculties) of each sub-district. School headmasters, BRC trainers, BPOs, AEOs etc. also monitored the process as they could. The feedback from the teachers were collected timely. An interim review was conducted with the completion of tryout of *Disa-I.*

After the completion of the second part of *Disa,* feedback from the teachers, SRG conveners, HMs and parents (PTA member) were also collected with the help of BRC trainers. The collected data were consolidated and subjected to qualitative analysis. Thus the following inferences were emerged.

RESULTS

1. The materials (*Disa* Part I & II) were highly accepted by the teachers of standard I of selected schools due to the following reasons.

♦ It helped the teachers to make the classroom live and energetic.

♦ The activities suggested helped the pupils to develop the basic language skills.

♦ Development in acquiring skills in mathematics was really considerable.

♦ Helped the teachers to link the strategies / techniques discussed in the vacation training with that of the materials provided.

2. The process of tryout (from planning to final assessment) was generally appreciated by teachers and HMs.

3. Monitoring of the process was very effective and helpful to evolve confidence among the practicing teachers.

CONCLUSION

Generally the tryout programme was accepted and appreciated by the teachers and officials. Most of them

are of the opinion that this kind of tryout programmes would help the teachers to overcome the issues evolved from the classroom as well as from the training programmes. This programme was generally based upon the real classroom situation, not upon mere theoretical assumptions. However teachers made some suggestion for the betterment of these kinds of tryouts. The main suggestions was to print the material in large scale and distribute to all standard I teachers within the district.

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Articles on Action Research

ROLE AND RELEVANCE OF 'AMMAPATASALA' IN SUPPLEMENTING AND PROMOTING LEARNING.

K.K. VINODKUMAR

Each parent dreams of a moment in which his child is recognised and appreciated for his excellence and achievements in school. Taking this into consideration, schools generally and widely offer optimum opportunities to each child to raise to his zone of proximal development. Inspite of these efforts, it is found that most of the children are not benefited out of these attempts and strategies as envisaged by the system. Ofcourse there are many reasons which could be termed such as intellectual, psychological, parental, social, physiological, pedagogical etc. But in most of these cases or occasions, the roles played by parents and domestic atmosphere are not properly analysed and explored with an inquisitive spirit. Schools situated among weaker sections of the community suffer much due to the pathetic domestic atmosphere and weak parenting. As it has been visualised by our educationists, the role and responsibility of mothers in the education of their children deserves special significance in the present educational system. No doubt, the attempt of educating and empowering mothers will raise the confidence level of children which may directly reflect in the academic excellence of the institution as a whole.

NEED AND SIGNIFICANCE OF THE STUDY

Manikkapparamba is a village occupied by agricultural labourers and other weaker sections of the community and is situated in the western border of the district. As most of the families struggle to mould their life, they give little priority for educating their children. The number of people with low awareness of education seems to be high among the

local community. In this circumstances, the students are not motivated either in words or in action at home. They don't have chances to experience good models too. This pathetic state of affairs create a negative impact on the academic practices and achievements of each child. As the head of the institution, the investigator felt the need to look into the affair deeply inorder to explore the possibilities of overcoming the hurdles caused by the present state of affairs.

As mothers are more influential in moulding the character and behaviour of children, the study is more focussed on the empowerment and education of mothers through various strategies which are feasible and effective.

PROBLEM

How far is the possibility of *Ammapatasala* in supplementing and promoting learning of children.

OBJECTIVES OF THE STUDY

1.	To help each mother to realise her role in the learning process of the child and to raise the confidence level of each child.

2.	To provide opportunity to each mother to understand her role in maintaining physical as well as mental health of her child.

3.	To create a healthy background to all the mothers to involve in the academic activities along with their children so as to declare "we are with you".

4.	To strengthen the relation among teacher, pupil and parent.

ACTION HYPOTHESIS

By releasing *'Ammapatasala',* mothers get empowered to motivate their children to promote learning.

TARGET GROUP

30 mothers randomly selected from the parental group of the school.

PERIOD OF STUDY

1st Aug 2011 to 31st Dec 2011.

TOOLS USED

♦	*Avabodhan* - A guidance material for mothers.

♦	Tools for evaluation (For all standards from 1 to VII).

♦	Checklist for mothers.

ACTION PLAN

Sl. No.	Month / Day	Activities
1.	1st August 2011	SRG meeting, discussion, developing vision paper
2.	6th August 2011	Inauguration of *Ammapatasala*
3.	15th August 2011	Evaluation of *'Avabodhan'* activity package - 1st stage
4.	27th August 2011	Evaluation of *'Avabodhan'* activity package - 2nd stage
5.	12th September 2011	Evaluation of *'Avabodhan'* activity package - 3rd stage
6.	16th September 2011	Inauguration of *'An Etha vazha & Atukkalathottam in each home''*.
7.	26th, September 2011	Sports & games sponsored by local community
8.	15th October 2011	Counselling & activities for promoting reading.
9.	31st October 2011	*Ammapatasala* - mid term review
10.	10th November 2011	Special workshop for mothers
11.	15th December 2011	Special examination for mothers
12.	31st December 2011	Conclusion of the project

ANALYSIS

The behavioural changes evolved among the children in view of the programmes of *Ammapatasala* are categorised into 5 heads.

⬧ Academic achievements.

⬧ Achievements in sports and games

⬧ Art related works.

⬧ Confidence level.

⬧ Cleanliness and hygiene

In addition to this, the following were also subjected for the study.

⬧ Physical potential of children.

⬧ Availability of nutritious food.

⬧ Performance in portfolio.

⬧ Use of additional / extended reading materials.

⬧ Relation among mother, teacher and pupil.

⬧ The development of teacher in developing multilevel activities.

FINDINGS OF THE STUDY

1. Mothers could develop an awareness regarding the support and assistance to be provided to children at home.

2. The implementation of the project could help the mothers to have better exposure with regard to the present strategies related to the pedagogy of all subjects. The experience of sharing, supporting and counselling made them to understand the need and significance of 'learning outside the classroom'.

3. The project convinced the parents and teachers to think of 'what one can do' instead of ones weakness and limitations. Moreover the parental community established a strong and warm relationship with the school authorities.

4. The motivation, help and monitoring from home helped the children to undertake tasks related to various subjects at school.

5. The concept of 'community school' has become a reality in most respects providing confidence to all the teachers of this school.

6. This attempt created and passed a message that remedial teaching is not only the responsibility of the teacher, but it is to be shouldered properly by parents in time.

CONCLUSION

The role of mothers in supporting children during the early childhood education - primary school period - is very high and it is crucial because of many reasons. Hence it is a matter of high concern to bring the mothers to the main stream of education by envisaging better and better programmes like 'Ammapatasala'.

"Awakening of mothers ensure success and change".●

K.K. Vinodkumar, *HM, GUPS, Manikkaparamba, Mannarkkad Sub-District*

Articles on Action Research

EFFECTIVE EDITING TECHNIQUES

(A research study on the editing process prevails in primary classes of Kerala)

C. MURALEEDHARAN

English occupies an important place in the educational system and life of our country. As a second language it is taught compulsorily in most of the states. several writers have emphasized the point that, most people have an innate ability to learn their first language with a lot of ease, while the same innate ability works with a number of difficulties in case of second language.

The increasing demand for English both as a language and as a medium driven by the instrumental motivation has compelled our Government to introduce English as a language from class I. The recent curricular revisions at the national level culminated in the frame work for National Curriculum Framework - 2005 (NCF) records the half a century development very objectively when it says, "The level of introduction of English has now become a matter of political response to people's aspirations rendering almost irrelevant an academic debate on the merits of very early introduction."

Language is the expression of human personality in words, whether written or spoken. It is a skill subject rather than a knowledge subject. Every nation gives a considerable importance to teaching of English in school curriculum. Eventhough the method of teaching English has been changed, it has not enhanced the performance of the students.

Teaching of language is different from teaching of other subjects because language is a skill subject. In order to make the people proficient in English language, it is necessary that they must be taught English in an appropriate manner. Unfortunately the pupils who come out of the school of Kerala find it difficult to produce sentences of their own in English.

They make a number of mistakes while constructing their own sentences in English.

English under the traditional set up is a major area of difficulty for the easy transaction of expected objectives. The investigator assumed that one of the important reasons for the non fulfillment of the objectives is that the ineffective method of editing process taking place in the classrooms. It is in this context that the relevance of the present study arises.

In the present study the investigator attempted to find out various steps to enhance the effective implementation of the editing process.

PROBLEM OF THE STUDY

Children find difficulty in creating sentences without mistakes.

OBJECTIVES OF THE STUDY

1. To find out the obstacles in doing editing process effectively.
2. To find out different techniques to do editing process effectively in the classroom.
3. To make the teacher competent in doing editing process effectively.
4. To implement the positive outcomes of the study in the future classroom editing process.
5. To share the positive outcomes among other teachers.

PROCESS OF THE STUDY

The investigator from his experience had found out the following difficulties in completing the discourses effectively. They are

1. Lack of time makes the teacher to skip or quit the editing process in various discourses.
2. Ineffective use of communicative English in the class. Over dependence of mother tongue in English classes.
3. The attained information is not being registered in one's own mind, since the facilitator does not make any effort to ensure recurrance.
4. Children are not finding happiness in doing editing process.
5. The feeling 'To attain perfection of language elements editing plays a major role' is not created among learners.

DESIGN

The method for the present study is a true Pre test-Post test experimental design. The present investigation is an attempt to find out effectiveness of different techniques in implementing the editing process during the learning process of different discourses. The

sample selected in this experimental study was 7th A division of Swaminatha Vidyalayam (DIET Lab school) Anakkara comprising 29 students.

ADMINISTRATION OF THE EXPERIMENT

Based on the module of the treatment, a well defined blue print of the question paper covering various elements in the editing process was prepared and the entire class was asked to answer that questions as per the schedule prepared. This is the pretest of the experiment. Making use of well defined scoring indicators each answer paper was valued and the score of each pupil in the pre-test was found out.

EXPERIMENTAL TREATMENT

After the pre-test, the investigator exposed the course plan taking 1050 minutes duration. The experimental period was from September 1st to December 20th of 2011. At the end of the treatment the investigator administered a post-test. The difference between the means of pretest and post-test was found out inorder to ascertain whether experimental treatment produced a significant effect on the achievement of children.

HIGHLIGHTS OF THE STUDY

During the experimental period the investigator made the following modification to the traditional set up of the classroom activity.

1. In order to reach perfection of the process, each English period was restructured into 70 minutes duration.

2. Much importance was given to implement conversational English during the class time.

3. Continuous exposure to editing the same type of discourses. Only after learning a particular type of discourse, pupils were given another type of discourse.

4. In order to get happiness in the process, certain language games on different article, auxiliaries, verbs, tenses etc. were conducted.

5. To develop reading habits, steps were taken to get easy access to different periodicals, news papers, small english illustrated story books etc.

6. More importance was given to description. They were made in touch with various writings on different topics.

7. Made use of visual media.

FINDINGS OF THE STUDY

The major findings of the study analyzed can be precisely and most clearly stated as below.

1.   There is a significant difference in the achievement of the students in the editing process between pretest and post-test.

2.   The study reveals that timetable restructuring has an effective role in registering in one's own memory what the learners have learned during the teaching learning process.

3.   Strictly adhering to conversational English throughout the class has made its own contribution to vocabulary foundation.

4.   Rigorous practice in editing of a particular type of discourse has a major role in the language construction.

5.   The study also reveals that when the computer is used its full potential, it can help the students achieve more in learning vocabulary, grammar, and comprehension, to the learners with different IQ, motivation and attitude. It helps the students learn better because it provides them with a lot of freedom and responsibility to learn at their own place.

6.   The investigation visualizes that the timely remedial and preventive techniques, reduced the errors committed in constructing language.

SUGGESTION

It is found that the present study would open a venue for further research in the area, in different schools. Some of the possible studies that may help in this are listed below.

1.   A study can be conducted to find out whether enhancing duration of period will influence the achievement in English of primary class students.

2.   A study can be conducted to understand the influence of ICT in the language acquisition process.

3.   A study can be conducted to develop different techniques to make the editing process effectively and interestingly.

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Articles on Action Research

WEAK CAMPUS HYGIENE AND LACK OF AWARENESS ON HEALTH HABITS ADVERSELY AFFECT THE ACADEMIC PERFORMANCE OF CHILDREN.

PHILOMENA. E.C.

Education moulds human life more comfortable, meaningful and worthy. It is widely accepted that process of education largely depends on the domestic and social situation in which one lives. Personal food habits, hygienic backgrounds, physical facilities and the vision regarding health and education keep a direct influence on the achievement of the child. The practices related to health and hygiene are mostly linked with the situations in which one is born and brought up. This study is an attempt to explore various possibilities to ensure 'clean campus' a reality. This also signifies the need and possibilities of companionship and attitudinal changes to realise the goal.

Defilement has become a burning issue not only in our native place but even across the globe. So far Kerala is concerned, it is the issue which is discussed and debated the most during the past decade. Pollution occurs not only in the atmosphere, but it affects, agriculture and thereby our day to day life in varied forms. Garbages and wastes are being formed and accumulated at home, offices, campuses and common places either in solid or liquid form. Plastic wastes have become a token of our advancement towards modernity. The unscientific way of dealing the issue makes the situation worst.

Most of the children at school do not care much about the hygiene of the campus. The observations and investigations revealed that the domestic atmosphere of many of the children was not so healthy in most respects. It is also felt that institutions, social and voluntary organisations and local self governments are not approaching this problem with deserving spirit.

Being the largest institution at the heart of the city, it is a tiresome task to maintain the premises and the campus neat and tidy. This is an attempt to coordinate, the students, teachers, staff members, parents and the local community to join the venture for creating a change.

OBJECTIVES OF THE STUDY

1. To observe and study the circumstances in which the classrooms and the school campus get polluted.

2. To create a situation in which the attention and involvement of all inmates are ensured so as to practice hygiene a part of life.

3. To prepare and execute an action plan ensuring the interest and involvement of pupils, teachers, parents and the local community.

4. To seek the possibilities of converting the activities a part of the academic programme.

5. To examine the effectiveness of the programme in terms of creating confidence, motivation and social awareness and to develop strategies for sustaining the good results.

HYPOTHESIS

It is possible to change the situation of the campus as well as the hygienic attitude and awareness among children by providing better experience.

TARGET GROUP

4000 students, 150 teachers, 2000 parents covering the entire 81 divisions of GMMGHSS, Palakkad, Kerala.

PERIOD OF STUDY

July 2011 - January 2012.

MAIN ACTIVITIES CONDUCTED

⬩ Awareness classes for pupils, teachers, parents and local community.

⬩ Preparing posters and conducting school level competitions.

⬩ Cleaning and sorting of wastes systematically and selling at market price.

⬩ Stitching and distribution of school bags out of the income from wastes.

⬩ Using resource CDs for better exposure.

♦ Sharing and announcement in the morning assembly.

♦ Planning and review in the SRG meetings.

ANALYSIS

Analysis is done on qualitative basis based on the responses collected from pupils, parents, PTA members, teachers and members of local community.

FINDINGS OF THE STUDY

♦ The involvement and companionship of the inmates created an awakening in the school campus.

♦ The implementation of the project could convince all those who are concerned that sensible and effective manipulation of the waste will generate income to the campus.

♦ Pupils felt the need of scientific processing of the waste-solid, liquid, organic and inorganic.

♦ The domestic atmosphere became more pleasing due to the attitudinal change evolved from the school.

♦ Created a platform to practice good habits especially while using plastic and other inorganic wastes.

♦ Succeeded in creating an awareness that all objects in nature have its own relevance and value which have to be recognised wisely.

♦ The new attitudinal change helped the pupils to involve actively in the academic affairs especially in subjects like science and social science.●

Philomena. E.C. *Assistant teacher, GMMGHSS, Palakkad*

A PACKAGE TO OVERCOME THE LEARNING BACKWARDNESS IN UP CLASSES

BABY. A.

NEED AND SIGNIFICANCE
OF THE STUDY

The concept and vision regarding learning and teaching has been undergoing frequent changes during the last two decades. Apart from a mental exercise, it aims at emotional and personal development of each child. Inorder to realise this goal, it is necessary to establish an academic culture which believes in recognising and appreciating the child without premonitions. While arranging the school atmosphere, the following aspects need to be considered.

♦ The capacity and creativity of the child.

♦ The limitation of the child for learning and interaction.

♦ The problems of the child - of all types.

♦ Domestic atmosphere.

♦ The status of the society that the child belongs.

♦ The academic atmosphere of the school.

The condition of the adolescent children in UP classes deserve special attention in this connection. Lack of opportunities, encourrangement and recognition make their attention and interest turn to undesirable activities. So it is the responsibility of a civilised society to provide better attention and consideration to children belonging to this category. In most of the situations, children belonging to this category are not privileged to receive the expected treatment from the school atmosphere. After long years of experience as a teacher and teacher educator, the investigator felt that the students who are cared little in the upper primary classes do not keep pace with others in the academic affairs. This circumstances create severe problems to this group of children too. This is the context which tempted the researcher to propose a package so as

to lift them up from the state of affairs. As there are no such exclusive packages for them, the study in this connection receives special relevance and significance.

PROBLEM

The problems and difficulties faced by certain pupils leading to learning backwardness.

ISSUES AND CONCERNS :

Family

♦ Domestic situations and family relations.

♦ The educational status of parents.

♦ The circumstances for learning.

♦ Social and economic status.

Individual

♦ Lack of awareness regarding the need of education.

♦ Lack of interest in learning.

♦ Indifference.

♦ Interest and involvement in other subjects / areas.

School level

♦ Lack of proper attention and consideration in lower classes.

♦ Lack of opportunities for performance.

♦ Lack of internalising basic facts and concepts in each areas.

♦ Lack of individual attention and consideration.

As a teacher dealing these students in standard 7, the investigator wishes to address the issues related to school atmosphere.

OBJECTIVES

1. To examine the academic standard and performance level of the children belonging to the target group.

2. To equip oneself to develop an action plan for the betterment of the present status.

3. To develop the skill for implementing the action plan effectively and effortlessly.

4. To ensure the co-operation and leadership of SRG and PTA so as to raise the academic level of the school by providing recognition, approval, confidence and feeling of optimism to the target group.

5. To examine the changes evolved in view of the implementation of the action plan.

OPERATIONAL DEFINITION

Learning backwardness

The peculiar feature of the child who gains C & D scores both in curricular and co-curricular activities. Those who show withdrawal tendency before others and keeping away from the main stream, but having no typical deficiency in learning.

TARGET GROUP

Twenty, 7th standard students of AUP school Mannoor of Parali sub-district.

HYPOTHESIS

It is possible to overcome learning backwardness by providing approval, recognition, individual attention and better involvement in academic affairs.

TOOLS USED

- Tools for pre-test
- Portfolio assessment format
- Tools for grading
- Post test

STATISTICAL TECHNIQUE : PERCENTAGE ANALYSIS

ACTION PLAN

Month	Time	Name & Nature of activity	Strategy used
July 2011		SRG meeting	Awareness classes, speech, discussion
August 2011	4 hours 16.8.11 to 30.8.11	Pre-test students camp (Balachethana Sibiram)	Test for writing Test for performing Yoga, meditation, breathing, moral class , exercise.
September, October 2011	4 hours 15.9.11 to 25.10.11	Day celebrations • Independence day • Gandhijayanthi	• Pledge • National anthem • Patriotic songs • Elocution, writing, Notice, reporting, singing & performance yoga and moral class, meditation

Month	Time	Name & Nature of activity	Strategy used
November 2011	8 hours	Evaluation Grading My Kerala - programme	◆ Folk songs ◆ Elocution ◆ Discussion and debate ◆ Competition in creative works ◆ Yoga & meditation
December 2011	4 hours	”	◆ Yoga & meditation ◆ Test for writing ◆ Test for performing

OTHER ACTIVITIES CONDUCTED

◆ Knowing our world leaders
◆ Knowing our national leaders
◆ Knowing our festivals
◆ Knowing our art forms
◆ Knowing oneself / myself
◆ Knowing my friend
◆ Knowing my teachers
◆ Knowing my parents
◆ Knowing my school & society

While testing, the following abilities were given due weightage.

◆ Ability to listen.
◆ Ability to use previous knowledge
◆ Ability to join others
◆ Ability to express ideas in ones own language and style.
◆ Ability to share and enjoy

ANALYSIS

The data collected were analysed and the abstract is given below:

Area	Grade	Pre-test	Post-test
◆ Ability to write based on memory	A	0	90
	B	25	10
	C	50	0
	D	25	0
◆ Ability to use acquired knowledge in new circumstances.	A	0	65
	B	20	25
	C	55	10
	D	25	0
◆ Creative writing	A	0	40
	B	0	50
	C	25	10
	D	75	0

Area	Grade	Pre-test	Post-test
♦ Oral performance	A	0	20
	B	10	80
	C	90	0
♦ Action & performance	A	5	90
	B	15	10
	C	80	0
♦ Singing	A	15	80
	B	85	10
	C	0	10

In the initial stage, most of the pupils in the target group were reluctant to open their mouth and to join hands with others. The number of absentees were very high too. As a result of meditation and yoga, they were highly motivated. The SRG meeting and the awareness programme for parents also created good results and was reflected in the attendance in the class. During the last phase of the project the members of this group started to lead the class in the morning assembly too. Apart from the ability to read and write, the members belonging to this group developed a sense of confidence. This charge was quite visible from their behaviour towards teachers and peers. The opinion of parents was also optimistic in all respects.

When the group activity was treated, the members in the target group performed well in punctuality, cleanliness, co-operation and task undertaking.

FINDINGS

♦ Better opportunities, involvement and recognition raised the confidence level.

♦ Because "no two individuals are alike", it needs special and individual attention to deal children properly.

♦ More the opportunity more is the result, provided proper monitoring.

♦ Changes on the class room situation created good and positive changes among the children.

♦ Yoga, pranayama and meditation were received by children with warmth and interest.

♦ The programme helped the school as a whole to create a better relationship between teachers and parents. It also played a positive role in changing the academic atmosphere of the institution.●

Baby. A., *Assistant Teacher, AUPS, Mannur*

IMPROVING GRAPHICAL READING AND WRITING SKILLS OF CHILDREN IN STANDARD-II

HARIDAS. G.N.

INTRODUCTION

In the ancient period, language was learned through an informal process where 'Gurukulams' and 'Ashrams' patronized non-formal acquisition of a language. Chanting of Manthras can be considered as a formal education pattern; which was developed into many forms later . The concept of education also changed considerably in view of the changes that evolved in social life in the form of democracy.

The history of education during the pre and post independent period has its own significance in India. The rulers defined and structured the process and the product according to their needs and aspirations. On both the occasions ,knowing English was considered as one of the aims of education in our sub-continent.

Along with mother tongue , Indians started acquiring English as their second language. The vernacular language acted as a bridging tool between the two.

The very approach of learning English as a second language underwent drastic changes during the past few decades at national level. There was a shift from 'grammar translation method' to 'cognitive interactionist approach' (CIA) through direct method and functional method.

No doubt, English Language Teaching (ELT) in our country is resorting upon the tactics of making children travelling along with the beauty of language. As a part of exploration narratives are widely used to ensure the best acquisition of the language in Kerala. The entire classroom process is depicted in the

source book. In order to make the classroom transactions organic as well as effortless ,the practicing teachers are trained accordingly.

NEED AND SIGNIFICANCE
OF THE STUDY

The researcher has been working as a trainer in Sarva Siksha Abhiyan (SSA) for the last four years in BRC Mannarkkad. As a matter of fact ,he was getting chances to observe and experience the English classroom process related to the teaching of English. Though the implementation of English as a second language in std 1 &2 aroused excitement in the society, it was really a challenging experience to teachers. As a lover of language the investigator paid special attention in preparing teaching manuals and other supporting materials for ELT under the programme RACE (Rapid Acquisition of Competency in English),the district specific programme. Apart from the instructions of the project the investigator developed specific packages for the same. The learners were put to varied experiences in

connection with the reading and writing as a part of the practice.

The classroom experiences and the materials used in the class room were good enough to motivate learners and to create readiness to undertake various tasks which are discourse oriented. The active participation of learners keeps a positive role in making the classroom process more organic.

Eventhough situations are like this, teachers are complaining that learners could not achieve the level of organic reading by the end of second year of consecutive study. So the researcher decided to investigate the problems related to the reading and writing of std 2.

PROBLEM

How to improve graphical reading and writing skills of children in standard - II.

OBJECTIVES OF THE STUDY

♦ To identify the difficulties faced both by teachers and students in the area of organic reading and writing in standard 2.

♦ To explore and design various strategies to ensure the processes like listening speaking, reading and writing in std 2.

♦ To develop various learning materials like worksheets for bettering reading and writing in std 2

♦ To develop skill for planning ensuring necessary support to the students for effective class room transactions.

♦ To examine the changes evolved in the students while they proceed from graphic to organic way of writing

♦ To develop an effective teacher support mechanism through proper academic envolvement.

HYPOTHESIS

It is possible to pass over the major problems related to reading and writing in English language teaching in std 2 by proper planning with respect to strategies and materials.

TARGET GROUP

171 students of class 2 of different schools of various panchayaths in Mannarkkad BRC.

DURATION OF THE STUDY

22.07.2011 to 08.12.2012

ACTION PLAN

Date	Activities
22-07-2011 to 23-07-2011	SRG Meeting, pre- test
24-07-2011 to 27-07-2011	Preparation of special packages
29-07-2011C	PTA Meeting
30-07-2011 to 03-08-2011	Preparation of learning materials
15-08-2011 to 16-08-2011	Preparation of teaching manual
17-08-2011 to 25-09-2011	Class room activities
30-09-2011	Interim review
1-10-2011	Re-designing the TM
1-10-2011 to 30-11-2011	Class room activities
2-12-2011	Post-test
4-12-2011 to 8-12-2011	Analysis and report writing

TOOLS USED

- Tools for pre-test
- Tool for post-test
- Questionnaires to parents and teachers

Other matearials developed and used

- Narratives
- Work sheets (14)
- Reading matearials

CRITERIA FOR EVALUATION

	A	B	C
The pupil identifies the words by comparing the materials with the elicited text.	All words	Few words	Attempted
Generate idea by reading the text	Fully	Partially	Attempted

Sample of parents

No	Name of school	No of parents
1	KALPS Alanallur	3
2	GLPS Perimbadari	3
3	GLPS Viyyakkurissi	3
4	GUPS PULIKKAL	3
5	GUPS Karimba	3

ANALYSIS AND INTERPRETATION

Here the researcher attempts to analyze the data evolved as a part of the study. The analysis is carried out based on the following.

- The materials developed and used.

- The class room strategy.

- The pedagogic support provided in this connection.

- The responses showed by the learners.

- Responses of practicing teachers and parents.

Analyis of the responses of the teachers.

In order to know the responses of the teachers regarding the training programme and the materials used in the class rooms, the investigator administered a tool containing 10 items.

80% of the teachers are not sure to achieve the curricular objectives among the children by the materials developed for the purpose. Even though 72% are regularly systematically attending the training programmes, most of them are not confident to use the strategies effectively in their classrooms. Only 33% of the are happy with the responses of children during the process of learning English. Hence, they feel reluctant the mention the figure regarding the low achievers and high achievers. So far the mental images are concerned ,they felt that it needs better pedagogic support of all types. 78% of teachers expressed their concern about " time element "which is needed to perform the process effectively. As they need support to facilitate their classes, they pointed out need for better training to them as well as materials to children.

ANALYSIS OF THE RESPONSES OF PARENTS WITH REGARD TO "LEARNING ENGLISH"

As a part of the study , the investigator conducted an interview with parents of various schools to know about their awareness regarding the present strategy of teaching and learning English in std 2.A good majority of them (78%) felt that learning of English in primary classes is interesting to children. But they could not mention any evidences regarding this opinion.65% of the parents expressed their goodwill with respect to the experiences provided in the class room. Generally they felt optimistic, but expressed the concern reading and writing.

INFERENCE

From the analysis of the responses from parents and practicing teachers ,the investigator reaches in to the following inferences.

♦ The teachers dealing English in std 2 have to be supported with materials , training and better exposure to deal English effortlessly.

♦ The classroom activities—narrative presentation, reading materials, tasks for writing -are not rich enough to help children learn English.

♦ The parental awareness regarding the English classes in schools is not good enough to provide adequate support from home.

♦ The present system necessitates the sensible and meaningful use of materials with proper planning on the part of the teacher.

CONSOLIDATION OF THE DATA OF PRE-TEST AND POST-TEST OF DIFFERENT SCHOOLS.

	A		**B**		**C**	
	Reading	**Writing**	**Reading**	**Writing**	**Reading**	**Writing**
Pre-test	37	20	58	52	76	99
Post-test	79	54	66	73	26	44

FINDINGS OF THE STUDY

♦ Lack of recurrences in reading and writing keeps as a hurdle in class rooms dealing English.

♦ More and better opportunities for listening, reading and writing could motivate children to perform better. Teacher talk, worksheets, narratives, pictures and sub texts played a major role in helping the child to read and write sensibly and effortlessly.

♦ Developing and modifying the TM is quite essential in order to ensure better classroom transaction. Modification of TM has ensured individual attention.

♦ Effective planning and monitoring created considerable changes in the area reading and writing.

♦ Continuous assessment and all types of assessment (self, peer, teacher) made the classroom active and dynamic.

♦ A good awareness on the part of the teacher could create better results in the areas proposed.

CONCLUSION

To acquire a language other than the mother tongue is a thrilling experience. Children can have this

thrill if the facilitator (teacher) loves to talk and chat with them in English. They will be delighted if they could express their thoughts in English-this is the organic acquisition of language.

To become an organic user in the case of any language, one could read that language in an organic way, if we give ample opportunities through recurrences, children will be able to read and comprehend any literary piece of English.

Let our system think about this situation ,and let us have some good materials to facilitate our class room process.●

Haridas.G.N., *Trainer, BRC, Mannarkkad*