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From the Editors' Desk

Education all over the world is going through vast changes during these years. Generations from ancient periods used different methods for imparting knowledge and skills among the young ones. Revolution in information and communication technologies necessitated changes in the tools and techniques of education as in any other field of human endeavor. Education in Kerala is also undergoing transformation during this period with major attempts for making general education system more updated and attractive according to the needs and aspirations of time. General education institutions in Kerala are becoming more and more attractive for general public. Different academic and infrastructural initiatives introduced by the General Education Department of Kerala Government under the 'General Education Rejuvenation Campaign' as a part of 'Nava Kerala Mission' have helped in this academic revolution. Academic master plans, hi-tech classrooms, bio-diversity parks, 'Malayalathilakkam' (luster of Malayalam), 'Ganithavijayam' (success in Mathematics), 'Hello English' etc. are some of the programmes aimed at the improvement in quality of education.

It is in this context District Institute of Education and Training (DIET), Palakkad is presenting the 6th issue of its annual research journal 'Edu-Reflections' for the academic year 2018-19. As it is an attempt by the DIET to understand, reflect and disseminate the innovations, experimentations and researches in the field of education inside and outside the district, maximum effort was taken to include such works in this issue of the journal. It starts with a study of the educational situation in the district with reference to the results of public examinations and national surveys. It is followed by papers on two major studies conducted by DIET during 2018-19 on talent labs in schools and on the role of Kudumbasree mission in the education of tribal students in Attappadi. Besides an article on the initiatives by District Centre for English (DCE) under DIET, try-outs by Sreekrishnapuram Block Panchayat ('Nanma@School') and by teachers from different schools inside and outside the district ('flipped classroom', 'evolving rhymes', school with total home library, 'Kunhumalayalam' etc- presented at 'Chokkupodi', one day teachers' learning congress held at Alanallur on 9th March, 2019 organised by 'RISING 4th Alanallur') during the year are also included in this issue.

It is expected that the present effort will reflect at least some of the major advancements in the field of education during the last year and will throw light on the future paths to march ahead in the coming years.

Dr. P. Ramakrishnan,
Editor

Dr. A. Rajendran,
Chief Editor

MARCHING FORWARD

Dr. A.Rajendran

Abstract

The paper analyses the quality of education up to secondary level in Palakkad district, Kerala with reference to the data from results in public examinations and national level achievement studies. The data were analysed with previous year results and with the results of other districts in detail and it was found that Palakkad district is marching forward with its educational achievements and successes in 2019 with some shortcomings and limitations. Activities for overcoming these limitations and constraints are also suggested which include attention to learning outcomes, identification of learning gaps, teacher professional development and designing quality interventions.

Introduction

Marching forward for excellence is a universal phenomenon. Over the years, Palakkad also marched towards the goal of quality and attained much, but still a long distance to go. Palakkad is the largest district in Kerala with distinct cultural, historical and political identity and uniqueness. A thickly populated district (28,09,934, Census-2011) prominently agrarian people, with significant tribal presence pose rich possibilities along with challenges especially in educational sector. The district has contributed in all fields not only in artistic and physical events but in academic achievement too. But we couldn't exploit the full potential of the district and reach to the highest level in this world of extreme competitions apart from occasional success. This paper tries to analyse the existing parameters and quality conditions and prepare a roadmap to ensure a consistent excellence in the field of education.

Objectives

1. To analyse the existing quality conditions exist in Palakkad particularly in education field
2. To identify issues affecting progress of academic quality in the district
3. To develop a roadmap for action to address the issues in the educational field

Analysis of Existing Achievement Level

NCERT has been periodically conducting large scale surveys of learning achievement in Government and Aided schools of grade III, IV and VIII in different curricular areas since 2001 with an interval of three

years. The data of National Achievement Survey, 2017 (NAS, 2017) are available which is considered as a reliable, credible and scientific data regarding achievement in school education.

Details of the NAS Report Card (2017) about Palakkad district is given in Table 1.

Table 1
Details of the NAS Report Card (2017)
about Palakkad

STD	EVS	Lang.	Maths	Science
III	68.83	63.67	64.52	-
IV	59.53	59.83	61.18	-
VIII	30.72	62.01	49.67	35.97

This data shows that 60 plus percentage achievement is observed in almost all subjects in primary classes. But a serious concern is needed in the VIII standard result where the lowest is Social Science (30.72%) followed by Science with 35.97%. Mathematics performance in high schools also poses much challenge with 49.67% which is much lower when compared to 64.52 in STD III.

SSLC Result 2019

The SSLC result is considered as an indicator of quality in school education. We are able to achieve highest ever pass percentage of 96.51 which is 0.87% higher than the previous year. Our increase in result is higher in the state too. Comparison of the rate of increase in results with some other districts is given in Table 2.

Table 2
Comparison of Increase in SSLC Results
Among Districts

District	% of Increase in Result
Palakkad	0.87
Thiruvananthapuram	0.73
Kasaragod	0.69

It is also noted that Wayanad (0.65%), Kottayam (0.29%), Ernakulam (.26%) and Thrissur (0.11%) registered a negative growth during the academic year.

The schools which scored 100% result success increased considerably to 69 of which majority bagged by Government schools. It is also noted that 19 schools got 100% result minus one, which shows the devotion of schools to the cause of quality. This analysis shows that about 50% of the schools could eliminate the tragedy of failure from schools.

Full A+ victory

Full A+ is accepted as another indicator of quality of school education. A consistent increase is observed in this area too when compared to previous year. Details of the number of schools in the District with full A+ victory in the SSLC examination March, 2019 are given in Table 3.

Table 3
Details of the Number of Schools in the District
with Full A+ Victory in the
SSLC Examination March, 2019

Year	Ottappalam	Palakkad	Mannarkkad
2018	534	929	713
2019	590	926	707
Percentage	4.6%	4.9%	7.35%

This table shows that state average of 9.5% is still a dream to our educational districts where we have to go a long distance.

Subject wise analysis

Chemistry comes first in the area of unsuccessful candidates followed by Mathematics and Social Science.

LSS/USS Result

District shows a remarkable achievement in LSS/USS exam which is recognised as measuring tool of primary school by society. Details of LSS and USS results of different sub districts for 2018 and 2019 are given in Table 4.

Table 4
Comparative Table of LSS and USS Results of
Different Sub Districts for 2018 and 2019

Sl No	Sub District	LSS/USS	2018	2019
01	Ottappalam	LSS	23	70
		USS	32	42
02	Cherpulassery	LSS	79	119
		USS	38	79
03	Shornur	LSS	21	47
		USS	20	39
04	Thrithala	LSS	44	82
		USS	44	51
05	Pattambi	LSS	100	135
		USS	43	75
06	Alathur	LSS	25	48
		USS	22	29
07	Chittur	LSS	54	97
		USS	21	35
08	Kuzhalmannam	LSS	29	60
		USS	14	25
09	Palakkad	LSS	63	85
		USS	37	37
10	Kollengode	LSS	19	51
		USS	33	47
11	Parali	LSS	39	72
		USS	22	28
12	Mannarkkad	LSS	157	273
		USS	69	124
Total		LSS	653	1139
		USS	395	611

Talent empowerment Programmes

The district participated in prestigious STEPS and NuMaths examinations and students from Palakkad bagged first position in both examinations in 2019.

Findings of the Baseline Examinations

- Classroom interactions and process are not in a satisfactory level as the result of NAS are still below 70 %
- Serious concerns are observed in the case of Social Science and Science in 8th STD where NAS result shows least in the state with 30.72% and 35.97%
- It is observed that Chemistry is the least performed subject in SSLC examination which is to be read along with poor NAS result of Science (which is not accidental or isolated)
- The percentage of A+ holders in 2019 in the State is around 10% but the district could achieve 5% to 7%. More efforts are needed to reach in tune with the State average.
- The unsuccessful students in SSLC is a social, emotional and personal issue which is to be reduced to the minimum
- More efforts are needed to keep Mathematics in tune with other subjects

Recommendations and Follow-up

- **Attention to learning outcomes**
Whatever may be the cause, but failure is failure, particularly at young age. So, efforts should be made to ensure zero D+ in all schools. Schools with more failure in number should be concentrated
Maximum A+ campaign should be undertaken to give a positive message to community that public education attains quality.
Active involvement in talent enrichment programmes is to be expanded
- **Ensure effective classroom transaction**
The classrooms should not be a result-oriented tuition centres instead a collaborative knowledge construction centre

- **Identify gaps in learning**

Serious campaign should be chalked out to ensure minimum literacy and numeracy to all students through a short, planned package

- **Teacher professional development**

Teachers play a crucial role in ensuring quality in school education. Teachers are to be fully motivated to search for quality interventions for solving classroom issues. Preparing creative teachers, professional teachers and innovative teachers require a lot of clearly designed professional development programmes.

- **Designing quality interventions**

More emphasis should be given to creative reading and productive writing skills. In addition to this, schools should act as talent labs where all types of abilities is properly catered to and developed. The schools should be developed as innovative centres. More interventions are needed to foster collaboration and involvement.

Conclusion

The uniqueness of Palakkad is a strength and not a limitation. In the current situation more can be done provided that a proper coordination of different agencies and use the synergy for the development

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DISTRICT CENTRES OF ENGLISH (DCE) - A NEW VENTURE FOR ENGLISH LANGUAGE LEARNING

Dr. V. T. Jayaram

***Tell me and I forget. Teach me and I remember.
Involve me and I learn. – Benjamin Franklin***

It is a very sensible advice. Now it's time for us to get involved. Involving the students and teachers into the world of English will surely help them to prepare for the future. The beginning of District Centres of English can be seen as a part of this preparation.

District Centres of English (DCE) are the teacher training institutes functioning under Directorate of Public Instruction, Government of Kerala, for providing comprehensive training for teachers of English in government and Aided schools of the state. There were only four District Centres of English in the state – Thiruvananthapuram, Kollam, Thrissur and Kozhikode. But in the year 2018-19 Government has sanctioned approval to set up DCEs in the remaining ten districts in the state as part of DIETs. So, the Director of Public Instruction, Kerala has issued orders to set up DCEs in all districts which are co- located in DIETs.

Aims and Objectives

DCEs epitomize the futuristic vision of the Department of General Education to raise the benchmark of quality in English language teaching and learning. It is hoped that the academic interventions of DCEs would, on the one hand strengthen the competence of every learner and on the other catalyze a process of quality improvement in all the aspects of school education. DCEs aim at achieving the following objectives.

- To familiarize the teachers of English with modern methods and techniques of teaching English
- To ensure the professional development of teachers.
- To improve the standard of English among the learners
- To develop a collaborative work culture among the teachers

- To enable teachers to improve their confidence in using English and make children enjoy learning English.
- To offer need-based training to teachers on a sustained basis.
- To enable teachers use technology in the teaching/learning of English using various modes such Language Labs and other digital initiatives.

The importance of Language Labs

The Language Laboratory, an audio or audio-visual or digital multimedia installation used as an aid in language learning. There are a good number of compelling reasons to give language labs as part of every DCE.

- Teacher can use them to give every student individual attention, even in a large group class.
- Students can take their time and progress at the pace that is comfortable for them.
- Teachers get to hear every student's voice.
- Even students who would normally be too shy or frightened to speak up in front of a class will feel more at ease working with labs.

Structure of Language Labs

A language lab has three major components, teacher console, student consoles and the software. Though the language lab set up in DCEs cannot be considered as a full-fledged one as in RIESI Bengaluru, Still one teacher console and twenty student consoles are ensured in each lab which consist of computers with appropriate software, microphone, head phones for users and internet connectivity.

Open ended Language Lab Software

Language Labs play a crucial role in providing practice to students in listening and speaking. The software used in it is also important, because it

influences the effective usage for classroom transaction. We can say that the software M Guru, used in the language labs of Kerala is by and large in accordance with our curriculum and text books even though it is not directly connected with text book contents. The English language used is intelligible Indian English. This M guru software is an online web application for students to learn English joyfully from classes 1 to 7. The software M guru is developed by KITE in consultation with Directorate of Public Instruction, SCERT and Samagra Shiksha, Kerala.

The five major content areas of M guru software are Books, Videos, Rhymes, Explore and Daily quest. The menu has options for listening to stories, rhymes and for doing a number of reading comprehension, vocabulary and grammar related activities. Most of these activities are interesting, joyful and funny. Activities from the software can be integrated into teaching manuals based on the theme of the lessons.

Two-day Software Familiarisation Workshop

Familiarization of M guru software is mandatory for all the teachers for better English. Teaching and learning. M guru gives a technological support for learning/acquiring English. Presently we have no opportunity to handle all the English classes using technology. So, a two-day software familiarization workshop is given to the selected teachers with the following objectives.

Objectives:

- To enable the participants, get familiarised themselves with M guru web application used in DCE language labs.
- To make all teachers confident in using the language lab software as part of teaching English at elementary level.
- To empower the teachers for using electronic gadgets for effective class room instruction
- To expose the students to a variety of self-instructional, learner friendly modes of language learning.
- To enable the teachers to integrate the activities from the software into teaching manuals based

on the themes of the lessons/stories being engaged with.

- To explore the possibilities of the language lab for transforming normal classes to a child friendly classrooms.
- Explore the possibilities of software for language acquisition and empowerment.

Eight Batches with 150 Teachers

We could conduct eight batches of training between October 2018 and March 2019 in the language lab of our DCE. Around 150 teachers from different sub districts had attended in the work shop. One batch was exclusively for the trainers of Samagra Siksha Kerala.

Content in the Module

Familiarizing the software by explaining the contents in it and how that can be used for developing language enrichment were discussed. The use of stories, poems, videos, and other activities in elementary classes were shared. How the software is linked with evaluation, sharing of the Software with Samagra, how it can be linked to learning of English in our elementary classroom were the other areas included in the module.

We hope, through the items available in M guru Children will get opportunities for listening, reading, speaking and writing in meaningful and interesting contexts. It will promote a joyful and interactive platform for English language learning.

In the second session RP acting as a facilitator gave instruction and asked the participants to go through and explore the software individually.

The third session was a try out/Simulation. Here the RP displayed the categories on white board and assigned each area to different groups for exploration such as Books, Video, Rhymes, Explore, and Daily quest and asked the participants to do simulation based on each area.

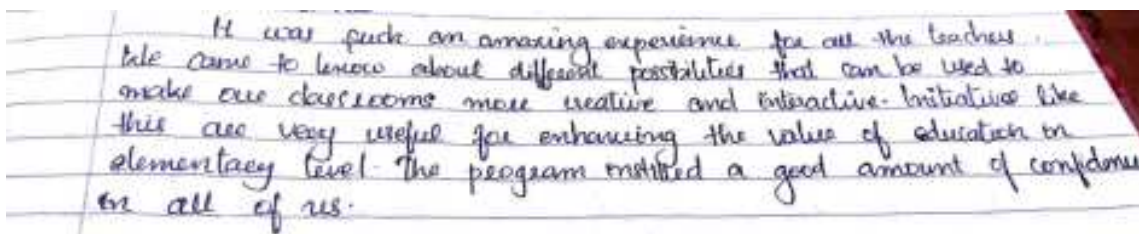
Each group prepared for the simulation and presented for whole class.

In the second day micro planning for the selected area was done by preparing the Teaching manual with teacher talk and simulated by each group.

Simulation of the area assigned to each group within five-member group and presentation of the best performances in random for the whole class was effective.

Exploring the pedagogic potentials of the software was another session. How we can use each component of the material for enhancing listening, speaking, reading and writing skills of student was discussed in detail. Participants once again explored the Books, Videos, Rhymes, Explore, and Daily Quest and fixed the learning outcomes that can be achieved through each component.

Categorical analysis of software based on classroom needs was also done.



Some feedbacks, concerns and suggestions from teachers

- It was a nice training and M guru app is good for learning English.
- It helped to develop a professional improvement.
- It will make the class room more live.
- First time I got training in such a Hi tech set up.
- 2 periods for IT in time table will be used for this.
- More videos and rhymes are needed.
- Offline version of soft ware is also needed.
- Errors in some activities
- Concerns about the facilities in school
- Online soft ware
- Insufficient time at schools.

Conclusion

District Centres of English (DCE) started as a part of DIETs can be seen as a new venture for English Language Learning. Dedicated smart teachers can only change the present set up of teacher oriented, text book based teaching with more emphasis to translation in mother tongue and writing question answer method in English class. The use of technology in language learning is the need of the time.

School planning

The participants sat in sub district wise group and planned the possibilities for implementing the software in their classes and the need of recording the current level of children in listening, speaking, reading and writing.

Impact of the training

All the participants gave a positive feedback on this programme. They were enthusiastic and energetic to share these among their students and colleagues.

From the feedback of Mrs. Jayasree, LPST, ALPS Elavally

As far as the training is concerned, though 160 teachers were expected, about 150 came for training and they really enjoyed the programme. Maybe it is for the first time they are getting a training in such a Hi-tech set up with individual lap tops, head phone, micro phone, net connectivity etc. Even though common internet connection was available, most of the participants were used their smart phone for it. The participant teachers were enthusiastic and energetic and they could integrate the available E resources in the soft ware with their textual units.

Proper monitoring mechanism is mandatory to ensure the effective use of E resources for class room transaction. At the same time infra structure facilities should also be developed in each school. Let us hope that our teacher community will be able to explore the possibilities of software for language acquisition and empowerment.

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A STUDY ON TALENT LAB-ITS PRACTICES AND POSSIBILITIES

M. Saheedali

Abstract

A study was conducted by District Institute of Education and Training (DIET), Palakkad about the functioning of 'Talent Labs' - a project implemented by General Education department of Kerala Government in its schools for developing the specific talents in children. Data was collected from five selected schools in Palakkad and Malappuram districts using specific tools prepared for the purpose. 93.33 % of parents were satisfied with talent lab activities, majority of teachers (90.48 %) have knowledge about the project and it was found that there was positive changes in children due to their involvement in talent lab activities.

Introduction

Each child is unique. Their abilities may be different. Education aims to bring out the hidden potentials of every individual. For that each child is to be treated as a unit. It is the duty of the teacher to identify the talents of each student and to nurture it in a non competitive environment. Then only we can make our school as a talent lab.

The aim of talent lab is to ensure that every child in a school is getting proper support and motivation in the area of his aptitude. In order to materialize this aim, talent lab activities should become the part of their academic master plan. When all schools become talent labs we can build up the confidence of all children and make them good citizens for future India.

The study on possibilities and practice of Talent labs in schools carried out by DIET Palakkad throw light to the condition of talent labs in school and the measures to be taken to achieve its aims.

Objectives

- To identify the present practices of Talent lab activities done in schools
- To disseminate the innovative practices done as the part of Talent lab in schools
- To suggest the measures for the proper implementation of Talent lab in schools.

Methodology

Sample: Purposive sampling is used for data collection. The schools had been selected by the concerned educational officers based on the performance in Talent lab activities. The schools had been selected from Palakkad and Malappuram districts as sample for the study. They are

1. GLPS Pallavoor
2. DIET lab school, Anakara
3. GUPS Kongad
4. GUPS Puthiyankam
5. GUPS Kalikavu

Method of data collection

Normative survey was used for the study. The investigators were selected from schools, BRCs and DIETs. The tools for the study were prepared in a creative workshop by team of experts and the data were collected by the same team who prepared the tools.

Tools

In order to make the study qualitative and scientific, six tools had been developed and used for data collection. They were

1. Tool for desk top analysis
2. Interview schedule for Heads of schools.

3. Interview schedule for teachers.
4. Interview schedule for parents.
5. Interview schedule for students
6. Tool for Focus group discussion

Statistical techniques used

Percentage analysis was used for the analysis of data. Besides, qualitative analysis was also done on

the basis of interviews, observation and focus group discussion.

Analysis

Based on the collected data in relation with desktop analysis, interviews with heads of the institution, teachers, parents and students and from the focus group discussion, consolidation were made. Details are given in Table 1, 2 and 3.

Table 1
Data from the Interview with Parents

Sl.No	Area	No of Parents	%
1	Knowledge about talent lab project	12	80
2	Persons who recognized talent in their children	14	93.35
3	Persons who involved in talent lab activities	13	86.67
4	Persons opined that talent lab activities can change their children	14	93.33
5	Persons who can give support in talent lab	11	73.33
6	Persons who completely satisfied with talent lab activities	14	93.33

Table 2
Data from Interview with Teachers

Sl.No	Subject	No. of teachers	%
1	Persons who have clear idea about talent lab	19	90.48
2	Persons who can recognize the talents of all students in the class	4	19.04
3	Prepared class wise talent register	5	21
4	Identified changes among students who involved in talent lab	13	61.9

Table 3
Data from Interview with Students

Sl No	Area		No. of Students	%
1	Subjects for learning	Language	13	43.33
		Maths	08	26.66
		Science	09	30
2	Students who succeed in competitions after talent lab		13	43.30

Major findings

- 80% of parents have thorough knowledge about the activities of talent lab. To fulfill the objectives of talent lab project, the remaining 20% of parents should be enter the process of talent tab.
- 93.35% of parents can recognize the talent resource of their children, it is a remarkable one.
- 73.33% of parents can give support in the respective area to their children.

- 86.67 % of parents were involved in the talent lab activities at school level
- 93.33 % of parents were fully satisfied with talent lab activities
- Majority of teachers (90.48 %) have thorough knowledge about the talent lab project. But they cannot recognize the talents of all students in the class.
- Only 19.04 % teachers can recognize the talents of their students.
- 21% of teachers were maintaining the talent register in schools.
- It is noted that, no teacher is involved in the preparation of the talent card to the respective students.
- 61.9% of teachers opined that there was a positive change in the behavior of the children due to their involvement in the talent lab activities.
- 43.33% of students were interested to learn language, 26.6% interested to learn mathematics and 30% of students interested to learn science.
- With the involvement in talent lab activities, 43.3 % of students can succeed in various competitions.
- The integration of talent lab activities with the learning subjects can be provided.
- Monitoring should be strengthened to maintain and talent register and preparation of talent card.
- Identification and use of local resources can help the talent lab activities as a successful one.
- The intervention of LSGD and PEC should be increased in the talent lab activities.
- A register of bio-diversity resources in connection with the school can be kept in the school.

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Suggestions

- The achievements of students in talent lab activities should be considered for their CE

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‘NANMA@SCHOOL’-A ROJECT BY SREEKRISHNAPURAM BLOCK PANCHAYAT FOR SOCIAL INTERVENTION OF SCHOOLS

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Abstract

The paper highlights an educational project named ‘Nanma@School’ (Goodness@School) implemented by Sreekrishnapuram Block Panchayat in Palakkad Distict, Kerala. It was organized in connection with the ‘Rakthasakshyam’ (martyrdom) campaign by the Government of Kerala to memorize Gandhi in his 150th birth anniversary. The project containing activities for spreading the messages of Mahatma Gandhi among the local community was implemented by 9 schools under the block during the academic year 2018-19. It was found that the project helped schools in creating awareness among children and local community about the ill effects of drug and alcohol and to reduce their use among people in the localities. It also helped the schools to work closely with local community and in getting more social acceptance and support.

Introduction

After the 73rd and 74th constitutional amendments, the administration of school education in India witnessed drastic transformations in its approaches, structures and functions (NUEPA Country-wide Studies on Educational Administration, 1991-2001). Emphasis was made on the changes for making the administration of educational institutions more responsive to the educational needs of the people at the grass root level (Tyagi, 2012). Efforts have been made to decentralize planning and management of education to the local level so as to make the delivery of educational programmes more effective.

Importance for local bodies in the administration of educational institutions is not a new idea in Indian situations. National Educational Policies and Commissions repeatedly recommended increased level of local responsibility for the education of the masses (Government of India, 1966, 1986, 2016). But it is through the decentralization of powers after the 73rd and 74th constitutional amendments; the local bodies were more empowered and began to work as Local Self-Government (LSG) institutions. Since then, the role of LSGs in education was more clarified and the ownership of all educational institutions was transferred to the Panchayatiraj Institutions (PI). Gram

Panchayats are handling the education of children in their area up to the lower primary level. Block Panchayats and District Panchayats are governing the education up to upper primary and secondary levels respectively. Though there are reports that the dual control over education without clear definition of powers and functions of the Panchayati Raj Institutions and the Education Department naturally resulted in confrontation and conflict between them (Bhargava and Venkata Krishnan, 1993), the last three decades witnessed a growing social support and control for the educational institutions all over the country. So it is expected that transferring education to LSG institutions will provide on-the-spot supervision and control of schools with mprovement in quality.

Under the decentralization that occurred through the 1994 Kerala Panchayat Raj Act, Kerala’s panchayats also at the district, block, and gram levels were empowered with an expanded array of functions, funds and functionaries, allowing them to act as units of Local Self-Government (LSG). The LSG institutions were encouraged to formulate their own development plans through grassroots participatory mechanisms, which allow them to make policy changes that reflect the needs and concerns of children

(Ortiz et.al, 2013). Though the ownership, management and development of educational institutions are transferred to the LSGs at the village, block and district levels, the Block Panchayats in the middle of this three tier system has only a limited role in the functioning of schools. As a result, enough funds are not set apart for the Block Panchayats for educational intervention. For overcoming this limitation, Sreekrishnapuram Block Panchayat developed a special educational programme named 'Nanma@School' meaning Goodness at school for implementation in the schools under its jurisdiction.

'Nanma@School' is a special educational project prepared by Sreekrishnapuram Block Panchayat for implementation in the schools from primary to secondary level in the Block. Activities for enhancing the academic quality, improving social support and updating the standards are included in the project and suggested to the schools for implementation. Schools select the activities suitable for their need and situation and implement them. During 2018-19 academic year, programmes under the Nanma@School project is organized linking with the 'Rakthasakshyam' (Martyrdom) campaign initiated by the Government of Kerala in memory of Mahatma Gandhi on the eve of his 150th birth anniversary and 70th year of martyrdom. Though Kerala far outpaces most Indian states in child-related development indicators such as infant mortality, school enrolment and literacy figures, it faces challenges in its growing rates of second generation issues among children – social and health challenges that often arise after basic physical healthcare needs have been met – including suicide, depression, substance abuse, alcoholism and stress. Most of the messages provided by Mahatma Gandhi through his life are still very relevant in solving these second generation issues faced by Kerala society (Guha, 2013). Finding that imparting the messages of Gandhi among the society through educational institutions will help in reducing social evils, it was decided to conduct various programmes in schools to spread the values and messages of Gandhi among the society as a part of the 'Nanma@School' project 2018-19 in relation with 'Rakthasakshyam' campaign.

Objectives

- To support the schools under the Block Panchayat in their social intervention activities
- To spread the messages of Gandhi among local community through schools.
- To develop mentality for social service among school children.
- To help the schools in connecting regular classroom activities with society

Method

Initially, detailed project for 'Nanma@School' 2018-19 was prepared and approved by the panchayat board. The programmes under the project included different activities for spreading the values and messages put forward by Gandhi. It contained activities related with social service, cleanliness, awareness programmes against drug abuse, environmental conservation and programmes for understanding Mahatma Gandhi by the new generation. Schools were given the freedom to select the activities and programmes suited with their need, situation and possibilities.

A meeting of the Head Masters of all schools in the Block was conducted in the beginning of the academic year for explaining and finalizing the details of the project for the year. Activities and programmes suggested by the Block Panchayat in the project were discussed in detail under the leadership of Sri. P. Aravindakshan, President, Sreekrishnapuram Block Panchayat, Sri. P.M. Narayanan, Chairperson, Educational Standing Committee and other governing board members. Nine schools were selected for the implementation of the project during the year 2018-19. Meeting of the parents, teachers, people representatives, social workers, local people and well wishers were organized in all selected schools. Programmes under the project for the year in each school was discussed and finalized in these meetings under the leadership of respective Head Masters and PTA/SMC chairpersons. Since it was the 150th birth anniversary of Mahatma Gandhi and the state government launched a special programme named

‘Rakthasakshyam’ to memorize Mahatma Gandhi in the occasion, all the schools decided it as suitable to organize various programmes for spreading his messages among the students, parents and local community. Stickers containing Gandhi’s messages were prepared by Block Panchayat and they were circulated among the children in all educational institutions under the Block. All children carried these stickers to their home and they were pasted on the walls of their homes.

The programmes organized by the nine selected schools under the Nanma@School programme during the academic year 2018-19 are detailed here :

1. SVAUP School, Kulukkiliyad : SVAUP School Kulukkiliyad organized a special ante-drug campaign by the performance of street plays and art programmes at different places in the area. The campaign programme named ‘vimukthi’ meaning freedom from bad influences included street plays, folk songs, other songs and pledge containing messages against drugs and alcohol. A team of 25 students was selected and necessary training was given in the performances. A survey form was prepared for collecting feedback after the performance. On 26th January 2019, the campaign team visited 10 public places in the area and performed the programmes. Kulukkiliyad, Kodakkad, Ariyoor, Kavunda, Thottara, Karippamanna, Kunnakkad and Kottappuram hospital junction are the centres where performance was conducted. Hundreds of people gathered for watching the performance of children at all centres. Besides this, people representatives, leaders, officials, social workers and other dignitaries were also participated. Pledge against drug abuse and alcohol was undertaken after the programmes by all the viewers. The survey form was also circulated among selected respondents after the programme for collecting data about the impact of the programme. The programme attracted considerable public attention through the coverage in newspapers, social media and local visual media.

2. BBALP School Alangad : Aiming to make Alangad village free from drugs and alcohol, BBALP School Alangad prepared and exhibited posters and

collates, organized rallies and performed dramas. It got the inspiration from Gandhi’s own words: ‘drug and alcohol are the two hands of a demon’. All children prepared posters containing the messages and 20 of them were selected and exhibited in different public places of the village. A rally was conducted on October 2, 2018 by the children for further spreading the message. All the children of the school, teachers, parents and local people participated in the rally. Children under the supervision of teachers collected pictures and news about the ill effects of drug and alcohol and prepared collates. These collates were exhibited in classrooms. A drama containing the message against alcohol was also prepared and presented before the class PTA for spreading the message among the parents.

3. AUP School Adakaputhur: Health and cleanliness activities, charity and service programmes, activities for conservation of energy, water and environment, training in self employment and activities against the use of alcohol and drugs are conducted by AUP School Adakaputhur in relation with the ‘Nanma@School’ project during the academic year 2018-19. School conducted mass awareness programme among the children about cleanliness and hygiene. Practice in cycling and football was also conducted for all children. Children of the school collected about 1,000 note books, pen, pencil, boxes, eraser, instrument box, bag etc. for the children coming from the homes affected with the flood which devastated the state during August 2018. They also collected Rs. 15,000 in cash for helping the flood affected people. In addition to this, children of the school with help of teachers, parents and well wishers collected Rs. 25,000 for pain and palliative unit of Vellinezhi Panchayat, Rs. 15,000 for a parent with kidney trouble and Rs. 7,500 for visually challenged people. A magic show was organized by the school for spreading message against drugs. Bio-diversity park, butterfly garden and herbal garden were made and protected by the participation of children in the school campus. Children visited the nearby Kulakkadan hills in the leadership of the teachers and seeds were planted in various parts of the barren hill area. They also participated in a nature camp

conducted at Parambikkulam for getting awareness about natural conservation. Children are also participating in the cleaning of public places and the collection and reprocessing of used plastic covers and materials. Collected plastic materials are sent for reprocessing to local body and other agencies like 'Mathubhumi'. Energy club of the school organized awareness programmes in LED use for energy conservation. Different competitions were conducted by the club for selecting 'energy champion' in the school. It also conducted rain water harvesting and cleaning of public ponds with the participation of children. As a part of self employment and skill development programme, school also gave training for children in making soap, chalk, phenol and incense sticks.

4. ALPS Alangad : 'Changathikkoottam', (gathering of friends), creation of bio-diversity park, vegetable garden, plastic free campus, creation of a compound wall with Gandhi's messages and a visit to Bapuji Park are the programmes organized by the school under the project. 'Changathikkoottam' was a gathering of friends in the school for doing necessary activities like cleaning, protection of school premises, caring the bio-diversity park and vegetable garden etc. For making the school more attractive and nature friendly, children and teachers prepared a bio-diversity park and vegetable garden in the school premises with the help of parents and local people. As a part of the programme, the school was also made plastic free. Messages and pictures of Mahatma Gandhi were attractively written in the compound wall of the school and it was converted from boundary wall to 'message wall'. Children from the school also visited Bapuji park as a part of the project.

5. ALP School Pothi: In ALP School Pothi, Children conducted rally under the leadership of parents and teachers for spreading the messages of Gandhi. Stickers containing the messages were distributed to all children and they were exhibited in the houses. In addition to this, Children collected information about Gandhi and other national leaders from the books available in the school. Using this

information, all children studying in class III and IV prepared biography notes about the national leaders.

6. ALP School Mannampatta: Children from ALP School Mannampatta dramatized different situations and events from the public and political life of Mahatma Gandhi as a part of the programme. Different events were selected for dramatization by various groups in different classes. Jallianwala bagh tragedy, Dandiyathra, Quit India movement etc. are some of them selected for dramatization. Situations were given to various groups and students practiced the drama with the help of teachers. After the practice for some days all the groups presented the dramas before the other children in the school. The school also cultivated vegetables in the campus with the participation of children. Local people and parents helped in the preparation of vegetable garden. Children took care of its maintenance and protection under the supervision of teachers.

7. GUPS Katampazhippuram: GUP School Katampazhippuram undertook the project of 'Nanma@School' in a different way by understanding Gandhi by reading. The programme was originated from the Gandhi's own message considering 'each house as a school and each parent as a teacher'. A special club named 'Nanma club' was formed in the school and the activities under the programme was organized by the club. 100 students were members in this club and books related with Gandhi are distributed among the members. New generation of children learned from books about the life of a man whose life itself was a book. Children prepared reading notes about the books and they were presented in the school assemblies and club meetings. These reading notes were compiled in to a collection of reading notes about Gandhi and was made available to the children for further reading and reference

8. GLP School Vakkadappuram: GLP School Vakkadappuram conducted a survey for knowing about the drug and alcohol use among the people in their surroundings. The data collected from the survey revealed that people in majority of the houses are using alcohol or drugs. So the school decided to conduct

awareness programmes for dissuading the people from alcohol abuse. Awareness programmes through posters, placards, skits, flash mob, and rallies were conducted. The programmes were started with the awareness programme for the parents at the class PTA on 22nd June 2018. A rally was conducted using placards containing messages against the use of alcohol and drugs. Children also presented skits and flash mobs in public places near the school. After the presentation of the skit and flash mob, a pledge against the use of drugs and alcohol was undertaken by all the viewers.

9. ALP School Pullundassery: Children and students from Pullundassery ALP School focused on Gandhi's message of personal hygiene and social cleanliness. In the 150th birth anniversary of Mahatma Gandhi, the school decided to spread the message contained in Gandhi's words: "Without taking broom and bucket it is not possible to clean the villages and cities". For making awareness about cleanliness, posters and pamphlets prepared and distributed. A play containing the message was also prepared and presented before all the other children, teachers and parents on Gandhijayanti eve.

Follow up and Monitoring

Development and progress of activities in schools under 'Namma@School' programme was monitored at the Block level in the leadership of Block Panchayat Governing Board. After the launching of the programme, interim meeting of the school authorities were conducted. Participation of respective Grama Panchayat authorities are also ensured in these meetings. Block Panchayat President, Grama Panchayat Presidents and members of the local bodies regularly visited the implementing schools for giving necessary support and follow up. Besides, the programme was regularly reviewed at the Board meetings of the Block Panchayat.

Concluding Seminar

'Namma@School' programmes in the schools under the Block Panchayat for the year 2018-19 was concluded with a seminar on 16th March 2019 at Helen

Keller Centenary Memorial School for the Visually Impaired Children, Kottappuram. Children, teachers and parents from all the schools participated in the programme. Children from all the nine schools presented the activities conducted by their schools under the programme with the help of multi-media presentations. Interaction with the participants and discussions about the activities were conducted after the presentation of each school. Presentations, interaction and discussions were moderated by Dr. P. Ramakrishnan, Lecturer, DIET Palakkad and Smt. Omana Unni, Teacher Trainer, Block Resource Centre, Cherpulassery. After the conclusion of the presentations, books and mementos were distributed to the schools by the Block Panchayat. Sreekrishnapuram. Block Panchayat President Sri. P. Aravindakshan and Education Standing Committee Chairman Sri. P.M. Narayanan led the programmes which was participated by Grama Panchayat Presidents and all other people representatives.

Analysis

Activities under the 'Namma @School' programme of Sreekrishnapuram Block Panchayat during the academic year 2018-19 were carried out in the schools as 'Rakthasakshayam' programmes in memory of Mahatma Gandhi in his 150th birth anniversary and 70th year of his martyrdom as declared by the Government of Kerala. Block initiated the programme in the beginning of the academic year and it was communicated among all schools. Block Panchayat prepared and distributed stickers containing the messages of the father of our nation to children of all educational institutions in the Block area. Programmes were launched in the beginning of the academic year in all schools. Schools organized a variety of programmes for conveying the values and messages from the life, words and deeds of Mahatma Gandhi under the project. Programmes organized by the schools are summarized in Table 1.

Table 1
Programmes Organised by Schools Under ‘Nanma@School’ Project During 2018-19

Sl. No	Name of School	Programmes
01	SVAUP School, Kulukkiliyad	‘Vimukthi’ campaign and sticker distribution
02	BBALP School, Alangad	Poster preparation and exhibition, rally against drugs, collate preparation, drama and sticker distribution
03	AUP School, Adakkaputhur	Health and cleanliness activities, charity and service activities, activities for conservation of energy, water and environment, training in self employment, activities against the use of alcohol and drugs and sticker distribution
04	ALP School, Alangad	Creation of bio-diversity park, vegetable garden, plastic free campus, creation of a compound wall with Gandhian’s messages, visit to Bapuji Park. and sticker distribution
05	ALP School, Pothi	Sticker distribution, rally, biography preparation
06	ALP School, Mannampatta	Dramatisation, ‘Haritham’ club and sticker distribution
07	GUP School, Katampazhippuram	‘Nanma’ club, book reading, preparation of reading notes and sticker distribution
08	GLP School, Vakkadappuram	Survey, poster preparation, placard preparation, rally, skit and flash mob and sticker distribution
09	ALP School, Pullundassery	Awareness about hygiene and cleanliness, poster and pamphlet preparation and distribution, drama (‘velicham’) presentation and sticker distribution

Participation of hundreds of people at the centers for watching the programmes conducted by SVAUP School Kulukkiliyad indicated the acceptance received for the programme. The feedback collected from the selected viewers also shows that the programme made impact on the mindset of the people about drugs and alcohol. Many of the viewers were smokers, and alcohol users and the programme by children helped some of them to rethink and decide against the bad habit. The coverage and attraction received in the media also indicates support for programmes spreading Gandhi’s messages and values.

Preparation and exhibition of posters and collates, rally and drama against alcohol abuse are the major programmes conducted by BBALP School Alangad. All the programmes contained clear messages against the use of drug and alcohol. The

programmes were designed and conducted considering the age and grade level of Lower Primary school students. Maximum participation of the students was ensured and all the activities were related with the curriculum transaction of different subjects in primary classes.

AUP School Adakkaputhur organized a wide variety of activities for spreading Gandhi’s values and messages among the children. The school attempted to create these awareness and attitude by actively participating the children in different programmes. Here, the children are learning by doing which is very important in the creation of habits and attitudes. AUPS Adakkaputhur succeeded in planning and organizing suitable programmes and activities for developing Gandhi’s values and attitudes among the children as a part of the programme.

Through 'Changathikkootam', children of ALPS Alangad undertook various service activities needed for the school. It has helped in developing a culture of service and physical work among the children. Using the school compound as a tool for creating awareness among the children and public was an innovative work done by the school. Programmes organized by ALP School Alangad helped in creating an interest and more awareness about Gandhiji among the children and general public.

ALPS Pothi attempted to connect the activities in the classrooms for the social intervention in the locality by a rally for spreading the Gandhi's message. Circulation and exhibition of stickers in the houses itself was a programme to reach the local community. By preparation of biographies, school succeeded in linking the classroom activities with social situations.

Dramatization of events from the life of Gandhi helped all the children of ALPS Mannampatta in getting a close understanding of the life and works of Gandhi. Those who participated in the programmes and the viewers enjoyed the plays based on different situations from the life of Gandhi. It also helped them to do and see the works learned from the books.

Life of Gandhi was unbelievable even for his contemporary generation. Albert Einstein rightly said about Gandhi: 'Generations to come will scarce believe that such a one as this ever in flesh and blood walked upon this earth'. Understanding and believing that such a man lived, influenced and still live in the minds of generations is a surprise for the new generation. So understanding Gandhi is the need of the hour and the children from GUPS Katampazhippuram responded well to this need by trying to understand more about Gandhi from the books about Gandhi

Vakkadappuram GLP School conducted a survey for understanding about the drug/alcohol use among the local community. Posters and placards containing messages against drug and alcohol use were prepared and a rally was organized to spread the message against the abuse. Skits and flash mobs were also presented along with the rally. All these programmes were organized with a view to make the locality an alcohol free village.

Posters and pamphlets prepared and circulated by the the students from ALPS, Pullundassery helped a great deal in conveying the message of hygiene and cleanliness among the students, parents and local community. It ensured active participation of children in a social intervention by the school. The street play attracted all the viewers and it helped the viewers in understanding the importance of social cleanliness and the role of each person in the process.

By designing programmes like 'Nanma @School', Sreekrishnapuram Blok Panchayath is creating a model by attempting to overcome the limitation of Block Panchyats in entering the field of education. The programme was properly and flexibly linked with other programmes like 'Rakthasakshyam' by State Government. It was a creatively designed and a practically organized programme with sufficient support, monitoring, follow-up and conclusion. Panchayat authorities successfully monitored the programme by school visits and review meetings. It was responsibly and satisfactorily concluded with a winding up programme by the presentation of activities felicitation and prizes.

Life, works and deeds of Mahatma Gandhi are still unbelievable to most of the current generation. Through the years Gandhi's messages are becoming more and more relevant for any society all over the world. 2018 is the 150th year of Gandhi's birth and 70th year of his martyrdom. So it is very relevant to memorize Gandhi in the occasion by spreading his messages among the society. This include messages about physical work, self sufficiency, truth, non violence, health, hygiene and messages against the use of alcohol, drug etc. Seeing this in mind, the state government also initiated the programme named 'Rakthasakshyam' to memorize Gandhi in the occasion. So the ideological linking of 'Nanma@School' project with 'Rakthasakshyam' was most relevant and suitable.

Events and day celebrations are increasingly becoming formalities due to their repetitive nature and lack in variety and creativity in participation. Educational institutions and schools are not an exception to this phenomenon. It is in this situation that the initiative by Sreekrishnapuram Block

Panchayat for helping the schools in their social intervention attracts special attention. The programme helped many of the schools to come in to more touch with society in which they exist and survive. Though 'Nanma@School' programme was implemented only in a few schools in the Block area, they properly and successfully utilized the programme as an opportunity for working closely with the community. More local people came into contact with the schools and it helped in increasing the acceptance of the school among the community. The programme also helped the children in practicing the works they have done in the classrooms in real life situations. They prepared posters, notices, pamphlets and placards, conducted rallies and campaign programmes for a social cause. It gave an opportunity for most of the children in working with the society for its betterment. Surely, these schools gave some experiences for the children in making them better citizens for the future.

Conclusion and Findings

- Through the project, the importance of Gandhi's messages were again conveyed to thousands of people living in the surroundings of the schools.
- Awareness was created among the people about the personal, familial and social ill effects of alcohol and drugs. It is expected that this awareness helped to reduce their use up to certain extent.
- The experience proved that it was possible even for the primary school children to intervene in the society for a social cause and can make changes in the society with the help of parents and local community.
- The programme helped the schools to work with the local community for some social cause. More contact was created between the school and local community. It helped in creating social support and social acceptance for the schools.
- Project provided opportunity for the children in the schools to participate in social

awareness programmes and services. It helped in developing an attitude of social service among the children.

- The programme helped in strengthening the learning experiences through their use in different situations and in making the learning more experiential, effective, real and practical.
- The project helped the schools to design effective and useful extension activities for regular classroom works which in turn helped in making the learning more interesting and attractive for the learners.
- In the present work, Sreekrishnapuram Block Panchayat successfully initiated programme for the schools which is academically useful and socially relevant. It shows local self governments can creatively help the educational institutions by designing and implementing programmes with academic and social content.
- From the work it was found that support and team work of the teachers, parents, old students, social workers, representatives of peoples are the major factors in the success of any programme organized by the schools

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USE OF EVOLVING RHYMES FOR IMPROVING ENGLISH LANGUAGE ACQUISITION AMONG FIRST STANDARD STUDENTS

Sangeetha, P.

Abstract

A new strategy for easy English language acquisition among first standard learners was tried out by developing and using more than 100 evolving rhymes in the class. The strategy was introduced to 28 children studying in STD I, GUPS, Karimba, Palakkad District in Kerala from June 2018 to February 2019. The innovative learning strategy prepared by the teacher in tune with the proposed learning approach was found to be workable and effective for enhancing the English language acquisition of learners in first standard by the resultant increased level of confidence among learners and by a fearless and joyful learning atmosphere.

Introduction

The profile of English language classrooms across the state is changing since the introduction of ‘Hello English’ programme. The rays of ‘Hello English’ are shining in our classrooms with a variety of wonderful techniques and strategies. The atmosphere of English language classrooms should be fearless and enjoyable. The interactions, activities, games, and simple tasks should be framed to increase the confidence level of learners. Each and every child should get a space and role in all the activities given, irrespective of the various levels.

To make the learners efficient users of English language, the role of teacher in classroom is very crucial. She has to lead and guide all the classroom activities with teacher talk comprehensible and suitable to the level of the learners. In order to ensure the participation of all learners, teachers have to develop some innovative strategies in tune with the proposed learning strategies. In language classes, the teacher has to elicit the texts in the units from the children by suitable classroom interactions. These elicited texts are used in further classroom activities for developing different language skills. It is assumed that the children learn more quickly through these elicited texts as they contain their own ideas.

From her experience as an English teacher in STD I for the last several years the investigator felt that the activities suggested in the text books and teacher text may not be sufficient in all classes for reaching in to the mind of all learners. She felt that if the texts are elicited in rhythmic form it would be more attractive for the small children. It may also help the teacher in eliciting the texts more easily from the learners. So the investigator attempted a try out by using evolving rhymes in the place of evolving texts for all the seven units in first standard.

Objective

- To provide support to the learners in first standard in increasing their oral, reading and creative language skills for better non-conscious acquisition of English language by the use of evolving rhymes.

Methodology

In the present work, the investigator tried out a new strategy in her first standard class having 28 children for easy reading enhancement. Majority of evolving texts were transformed into evolving rhymes for the easiness of children. Evolving texts prepared in all the seven units in standard one was changed into more than 100 evolving rhymes. With a good

planning and effort, the investigator effectively used this strategy in her first standard children in GUPS, Karimba during the 2018-19 academic year from June 2018 to February 2019.

The teacher provided more listening input through interactions, games, songs and activities and conducted 'Know Your Learner' package of activities during the month of June. Performances of children were documented and presented in class PTA. Language level of each child was analyzed and future plans were framed. The textbooks were analyzed for finding the slots of evolving rhymes in addition to evolving texts. Planning was conducted using pictures, puppets, 3D images and digital texts for interaction to elicit responses and preparing evolving texts and thereby evolving rhymes. The texts elicited were transformed into evolving rhymes for the easiness of children. Simple evolving rhymes having familiar vocabularies and repetition of words were prepared from the classroom itself with the participation of children. Used the rhymes in familiar rhythms with the teacher, chorally and individually and wrote the evolving rhymes in Rhyme Cards with pictures. Rhyme corner was arranged in the classroom and the prepared rhymes were exhibited in the corner.

More evolving rhymes by adding colour, size, shape and other adjectives were prepared by using the TLMs such as puppets, hats, 3D images, pictures, videos, materials etc. These evolving rhymes were linked to choral singing technique of 'Hello English' by using the materials and actions. The teacher also conducted 'Group Reading Challenge' on a competitive basis once in a week to enhance reading of all the learners. Activities like 'look and say'- one group showing a picture, other group saying sentences or lines- was also conducted. Performances were recorded and shared daily in class level social media group. Individual works of the children were kept in the portfolio files prepared for the purpose. Performances of the children were conducted in the school assembly and Class PTA meetings. 'Reading Challenge' competitions were also conducted in the in class PTA meetings using rhyme cards/reading cards.

Analysis

The present study is a try out in preparing more than 100 evolving rhymes in the place of evolving texts suggested in all the seven units in English language textbooks in STD I and using them in the classroom for the easiness of language acquisition by the learners. By applying this new and innovative strategy for one year the teacher experienced more interest from the part of learners in learning English. Use of evolving rhymes helped the learners in increasing the oral production of language in the English classes. It also helped to enhance the English language reading among children. In addition to the evolving texts and evolving rhymes, children could read additional reading materials having familiar vocabulary and words.

Processing of rhymes provided lot of opportunities for children in their vocabulary development. The children who need support could also read many evolving rhymes. The practice of preparing evolving rhymes also gave the children benefit in discourse constructions such as add more lines and description. With the progress of the implementation of the programme, children themselves prepared evolving rhymes about familiar characters, materials and other things without the help of others. This increased the confidence level of children in using language which is very important in the learning of any foreign language like English especially in the early stages. Through experience they got the courage to read, write and used the language with reduced inhibition. Most of them came forward to take up individual tasks at their level in the class.

Through evolving rhymes, language is learned through songs and rhymes. The rhythm creates interest and motivation among almost all children in language learning. Repeated retrieval of information such as listening to and singing promotes learning. The phonemic awareness they get from the lines leads to graphic reading and to organic reading. It acts as a non-stressful medium of learning language and thereby reading. So, developing and using evolving rhymes in the place of evolving texts is a good strategy for enhancing the total language acquisition among first standard learners.

Findings

- A fearless and joyful atmosphere ensures the easy acquisition of English language.
- A confidence building atmosphere can be created through appreciations.
- Teachers can develop their own innovative learning strategies in tune with the proposed learning approach.
- Developing and using evolving rhymes is an applicable and effective strategy for enhancing the English language acquisition of learners in first standard.

Reference

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STRATEGIES FOR IMPROVING THE COMMUNICATION SKILLS AMONG 4TH STANDARD STUDENTS

Shuhaibha, T.

Abstract

A try-out was conducted to develop effective communication skills in English language among 22 fourth standard students studying in Nallur Narayana L P Basic School, Feroke, Kozhikkode during 2018-19 academic year. Collective reading habit development, study corner, letter vehicle, anchoring in English, school assembly sessions, debates, newspaper reading, communication training through new media etc were used and it was found that use of technology, enough platforms, better chances, group presentation and assignments, team building exercises etc. helped students to sharpen both oral and written communication skills.

Introduction

English language has become an all pervasive and inseparable aspect of modern life. It is an international language and also the IT language of the world. Hence the need to equip our children to face this language without difficulty and to make them communicate efficiently with competence, the investigator began undertaking several steps over several months. Every level of their development was recorded in video.

Objectives

- To increase the effectiveness in communication among the children.
- To make the students realize the importance of English language.
- To initiate activities centred around the English language.
- To improve the creativity among the children.
- To attract children in to Public Schools.
- To make them aware that English medium classes are not necessary to learn language
- To make students of 4th grade able to communicate with the same felicity as Malayalam.
- To enable the children to be creative in English.

Methodology

The challenges and anxieties faced during any new initiative were faced here as well. Convinced the SRG committee about the intention and through them the PTA. A few did raise doubts if there was a need for this new initiative, when 'Hello English' was already in existence. However, in the end it was able to convince.

- Great attention was given to Collective reading habits. Steps to put into effect, their learning were stressed.
- A study corner was created for children. They were encouraged to make a note expressing the gist of the books they read.
- When it was found that the students read and comprehend but couldn't express themselves in writing due to the lack of alphabetical order and vocabulary, a letter vehicle was introduced.
- Students were divided into different groups and every student had a pair with whom he conversed in English. The words that they didn't get in the course of conversation was noted down and later was presented by them as a flashcard.
- Anchoring in English was made compulsory for all the activities in school.

- School Assembly sessions were expanded.
- Debates were held in Classrooms.
- Newspaper reading was made compulsory.
- YouTube channels were used to train communication.
- Rhyming the stories they read made the students learn English with enthusiasm.
- School's BALA project was put to good use.
- Holidays and extra time was used for this purpose.

Analysis

Pre test and post test analysis results of different areas in the study are given in Table1

Table 1
Pre Test and Post test Analysis

Total Number of children ;22

Area	Pre Test	Post Test
Communication	20%	94 %
Organisation	50%	99 %
Team work	45 %	100 %
Punctuality	30 %	100 %
Critical thinking	20%	85%
Social skill	45.5	90 %
Creativity	20.5	75 %
Adaptability	50%	75 %
Friendly personality	25 %	95 %

Analysis of the pre test and post tests of the students in different areas reveal an increase above 70 % in all areas ranging from communication to friendly personality. The results are graphically represented in Figure 1.

Figure 1
Results of the Pre Test and Post test Analysis



From the experience of the work it was found that love and enthusiasm was developed for English language among the children. Creativity was also developed through English communication. Exchange of Ideas between the children was made effective. Students attempted to translate ideas themselves in English.

Even hitherto low performing students started improving. Students started asserting themselves positively and making enquiries with clarity. Parents were apprised of their ward's progress through digitized network

Findings

From the experience, it was found that, use of technology, giving enough platform for children, giving chances to active listening, offering group presentation and assignments, team building exercises opportunities for debates and working together towards a common goal help students to sharpen both oral and written communication skills

Reference

Sarva Siksha Kerala. (2018). *Hello English Teachers' Journal*

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‘CHOKKUPODI’ - ONE DAY STATE LEVEL TEACHERS’ CONGRESS

K. Jayamanikandakumar

Abstract

“RISING 4th Alanallur”, a teachers’ collective in Palakkad district, Kerala organized a seminar named ‘chokkupodi’ - one day teachers’ learning congress on 09th March 2019 at KALP School Alanallur, Palakkad District in Kerala. It was an informal collective of teachers formed with the help of social media groups to honour the teachers who showed excellent classroom performances and to provide a platform for sharing their experiences. The try out was fruitful with presentation of seven genuine works from different parts of the state and by the participation of more than 150 teachers. Effectiveness of the use of social media and modern technologies for academic purposes, usefulness of informal teacher initiatives and involvement of the teachers in finding innovative methods for classroom teaching-learning processes are the major findings.

Introduction

Kerala public education system is passing through a fundamental transformational phase. The Public Education Rejuvenation Mission seeks to modernise public schools by setting up ‘high-tech’ classrooms, bio-diversity parks and upgraded facilities. The Kerala Government has already taken more steps to strengthen infrastructure and improve teaching in public schools in the State. Besides, it provides ample opportunities for teachers to express their talents and skills. The Education Rejuvenation Mission is intended to extend the advances made by the state, from universalisation of education to modernisation of education, with smart classrooms, digital libraries, IT enabled learning and contemporary syllabus.

With an aim to integrate the versatile skills of the teachers from the different parts of Kerala, many social media groups have emerged like Teachers’ Club, Kolanchery, Mentors’ Blog, ‘Sasthrasahayi’, ‘IPSA Helper’, ‘School App’, ‘Nalukoottam Thrithala’, ‘SOT Kannur’ etc. From the experience of involvement in these social media groups, the investigator felt that it was very useful for teachers in making their classrooms more effective. It helped the teachers to share their experiences, resources, materials and methods. Following such inspirational examples,

teachers from 4th Std formed a group ‘RISING 4th Alanallur’. The present paper discusses about the organization of a teachers’ congress named ‘chokkupodi’ for sharing the experiences of the teachers all over the state.

Objectives

- To honour the teachers with social media support who showed excellent classroom performance
- To provide an academic platform for the presentation of papers which in turn helps to strengthen classroom activities
- To provide opportunity to establish connectivity among teachers of different backgrounds
- To ensure awareness of the changing trends that influence the classroom practice among the teachers

Methodology

‘RISING 4th Alanallur’ was originally conceptualized with an objective to bring about excellence in LSS examination. The confederation was formed in December 2017. Later it was developed in to a group of teachers sharing their experiences and resources for making classrooms more effective. In

2019, the group planned to honour the teachers all over the state who showed excellent classroom performances and to provide a platform for sharing their experiences through a seminar. For this purpose, various social media teachers' groups were integrated and papers for the congress were invited through these groups. All the preparatory works such as the formation of organising committee, decision about the papers to be presented etc. were conducted through

WhatsApp groups and it was decided to organize one day state level teachers' congress at KALP School Alanallur, Palakkad District on March 9, 2019.

The congress was inaugurated by DIET Principal Dr. A. Rajendran. The congress provided a stage to Honor P. Jyothi who bagged the state award for the best teaching manual. The congress witnessed many best paper presentations. The details of the papers are given in Table 1.

Table 1
Details of the Papers Presented at 'Chokkupodi' One Day teachers' Congress at KALP School Alanallur, Palakkad District on March 9, 2019.

Sl. No	Name of Paper	Presenters
01	'Kunhumalayalam'	KM. Noufal, GHSS, Pezhakkappilli, Muvattupuzha, Ernakulam
02	'Flipped Classroom'	Shajal Kakkodi, MILPS Kakkodi, Kozhikkode
03	Teachers in Hi-Tech Schools	Haris Kolothodi, CPA UPS, Thiruvizhamkunnu
04	Role of Evolving Rhymes in 'Hello English' Classrooms	Sangeetha, P., GUPS Karimba, Mannarkkad, Palakkad
05	Learning Strategies in Classrooms	Ambili S., AMPLS Arakkal Pullithara, Vengara Malappuram
06	'We are Foreigners in Nallur Narayana'	Shuhaiba, T., Nallur Narayana Basic LP School, Faroke, Kozhikkode
07	Complete Home Library School	P.K. Abdurahman VEMLP School Chingapuram, Vadakara, Kozhikkode

Each session followed open forums and the congress became a venue for the many best paper presentations. Sri. Poulose master, known as the brain behind 'Malayalathilakkam' project which ensured basic language skills in Malayalam among children all over Kerala was the moderator of the seminar. Sri K Subin, Member, Pathanamthitta District Panchayat felicitated the best teachers and paper presenters. 150 teachers from different districts in Kerala participated in the programme

Analysis

Analyses of the programme reveal the success of an informal and selfless initiative through social media. Participation of about 150 teachers from

different parts of the state was the best sign of the success of the programme. The vividness and originality of the topics presented throws light on the sincere attempts for better education by teachers from different parts of the state. Teachers presented all these papers from their first hand classroom experiences and they carry the light and breathe of classrooms in the state. Paper presentations using digital resources were one of the relevant features. Some papers got along with the 'Hello English' programme. From the experience of the seminar it can be seen that our teacher community is constantly in search of innovative methods and practices for the improvement of the classroom processes. They are informally and freely using advanced technologies, social media and other modern communication methods for their

professional development. By the programme, an academic platform to honor the best teachers was also realized. Apart from the formal trainings and initiatives by the department, these informal groups and confederations are contributing a lot in the betterment of education in the Kerala today. It can also be found that a confederation of teachers who are dedicated to selfless service could be formed with the help of social media.

Findings

The congress is found to be a very innovative one with very useful sessions. Teachers have got a renewed sense of excitement about teaching. Some insights and some new ideas were emerged. As educators, the teachers are committed to life long

learning and the congress eventually help them to grow professional expertise by influencing the mindsets. The congress prepared teachers to learn about innovative and effective classroom practices to adapt and to apply in their own contexts. It provides opportunities for teachers to learn from other teachers which in turn ensures a professional fraternity. It becomes a reminder that teachers need to be open to novel professional ideas and update their knowledge and apply this in classroom practices.

Reference

‘RISING 4th Alanallur’. (2019). Papers Presented at the *One Day Teachers’ Learning Congress- ‘Chokkupodi’*, Alanallur, 09th March, 2019

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FLIPPED CLASSROOM

Shajal Kakkodi

Abstract

A project named 'flipped classroom' was implemented in MILP School Kakkodi, Kozhikkode District in Kerala during 2018-19 academic year. It was aimed at the development of skills among children in different areas including general knowledge, singing, literary writing, drawing, clay modeling, acting and dance. Digital materials were prepared and given, social media platforms were used, students were selected and groups were formed on the basis of interest and skills, trainings and exposure were given at different stages with the help of parents and experts and opportunities were provided for the performance of students.

Introduction

Flipped Classroom as Talent Lab Project is a programme conceptualized with an objective to develop the minute skills of learners to the international standards along with their academic activities. Since the education system of Kerala is growing fast, the novel ideas are to be accomplished by internalizing the changes. The technological skills that the teachers attained over years have to be tied with applications in the actual classroom practices. Flipped Classroom is a system that makes use of parents who are skilled in technology to develop the various skills of the learners. The present project aims at the subtle skill development in connection with the Talent Lab scheme put forward by Education Department of Government of Kerala during the academic year 2018-19.

Background

- Educated parents in the current society
- The learners and parents who use the new technology in their daily lives.
- Teachers who attend training in information technology regularly.
- Students sitting in smart classrooms.
- The talent lab put forward by education department to develop the minute skills of learners

Objectives

- To develop the minute skills of learners
- To ensure the participation of parents in the curricular and co-curricular activities
- To develop learning content into digital content
- To provide freedom to learners to choose study time as per their interest
- To publish the digital content and digital documentation for public use

Methodology

The present project aims to develop the skills among children in connection with the Talent Lab project by Education Department. Various areas for the programme were discussed and the following realms were finalized

Realms of activities

- General knowledge
- Singing
- Literary writing
- Drawing
- Clay modelling
- Acting
- Dance

Digital learning materials in the form of audios, videos, texts, images, narrations, tutorials etc. related with these areas were prepared and collected with the help of internet. These materials along with some instructions and directions for use are given to the parents through social media groups. Parents gave necessary trainings for their children using these materials at their homes. Local resources and facilities are also utilized by parents for the training of their children. After this preliminary training for two/three months at their home, a selection programme with the help of experts was organized in the school for the selection of students for further training in all areas. Groups of students for training in all the domains were created through this selection process and additional digital materials, direct experiences, training classes, field trips etc. were provided for these selected groups with the help of experts in respective fields. Opportunities were given for the children for the performance/publication/creation/exhibition of their works in selected fields through magazine publications, art performances, album preparations, exhibitions etc. The programme was reviewed and monitored in regular intervals by the school authorities. Final review was also conducted at the end of the academic year. The activities were organized during 2018-19 academic year. Necessary financial resources were mobilized with the help of parents and local communality. This project is selected in the individual projects item and gained academic and financial support from SCERT.

Analysis

The activities are organized under the following headings.

- **General knowledge :** It has been divided into various domains like science, maths, social science, geography, current affairs. Teachers prepare some basic learning materials in digital content form. These materials are sent through mail or WhatsApp. Instructions and information related to this is also sent. The learners study the materials with the help of parents. They also attend the evaluation conducting at school. Those who achieve the margin score in each domain will be selected

as members in class GK group. These learners will be given more digital contents related to day observance, celebrations, current affairs etc. For first hand experience, field trips and interviews are also conducted.

- **Singing :** Learners are provided with songs, poetry, poems related to syllabus in digital format. They get trained with the support of parents or with help of some local resources. The talented ones are selected by experts through audition to which learners are familiar. Mappilappattu, light music, film songs, poetry etc. are given to the selected students. This is followed by assessment where the participants are divided into groups according to their interest. A workshop is followed which includes experts in the field. More materials are provided for further training and follow up. It is a great support for the students to perform well in programmes inside and outside the school. video albums are prepared using the best songs.
- **Literary writing :** Parents are provided with audio narration, video clips, pictures as story line in digital format. They are also given a video which includes some fundamental ideas about writings. The learner participates in the screening test at school and literary writing workshop is conducted for selected students. Digital contents are prepared for further training. The best works are selected and published. The child is uplifted from the position of writer to the status of publisher.
- **Drawing :** Tutorials of simple drawings, letter drawings, number drawings are provided to learners. The student participate in the basic drawing test. The selection procedure is finished under the supervision of an artist. A drawing workshop is conducted to the selected students and more materials are provided for further training. They get ample chances to perform well in drawing competitions. The best drawings are published in drawing magazines. Learners are provided stories to draw suitable pictures. They attain skill to

design cover page. Painting exhibitions are organized.

- **Dance** : Video tutorials for dance are given to learners. They are trained in tune with the music at home and are assessed by experts. Selected students get more training in camps and more digital learning materials are provided. The training and exposure help learners to participate in many dance programmes.
- **Acting** : Visuals and voice clippings related to films, drama and skit are given and the learners get training at home. They attend the audition at school and the selected students are included in the acting groups. Workshops are organized. Besides, opportunities to interview with the actors are also arranged. Field trips are conducted to visit channel studios and recording studios. The best products like drama and skit are video documented.
- **Craft making** : Craft making videos are prepared with the help of internet and given to students. Materials needed are also provided. The student can also make use of the ideas from the local resources. They are assessed at school and the selected students

are given training in craft making. More materials and digital contents are also distributed. Field trips are conducted to centers of handicrafts and pottery. Students get many opportunities to participate in work experience competitions and exhibitions

Beneficiaries

- Whole students in school
- Whole teaching and non-teaching community
- All parents
- The other schools
- General public who are interested in educational activities

Findings

The project helped children with the development of motor skills, language skills, social skills, decision-making, risk-taking and inventiveness. The efforts helped to create the kind of schools children deserve and the culture needs. The experiences provide benefits to students in academic, social and behavioural areas. The learning experiences reach students in ways that they are not otherwise being reached.

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PROBLEM ANALYSIS IN MATHEMATICS

Nisha, C.

Abstract

An action research was conducted for helping students to increase their problem solving ability in Mathematics. The study was conducted among 18 selected students studying in 7th standard, GHSS, University Campus, Thenhippalam, Maalappuram District, Kerala during 2018-19 academic year. Pre test results revealed the lack of logical thinking as the main cause for poor performance in problem solving. After intervention through the use of analytical questions of practical problems for two months, it was found that there was considerable improvement in the performance of students in problem solving.

Introduction

Mathematics is a tough subject for most of the students, especially problem analysis. Even though they are good in basic operations they fail in problem analysis. It affects their confidence also. So this action plan aim some seventh standard students who are good in basic operations but poor in problem-solving

Problem Causes

- Vague basic ideas
- Less chance for logical thinking
- Lack of experience in mental operations
- Lack of practice in problem analysis
- Physical and social situations
- Non availability of reference books
- The fear
- Lack of interest

Hypothesis

The problem can be solved by giving practice in logical thinking and through motivation.

Objectives

- To fix the basic ideas
- To make the children capable for problem analysis

- To create more opportunity for logical reasoning
- To increase the interest in mathematics
- To remove the fear

Action Plan

- Activity 1 : Provide chance for logical reasoning and mental operations daily
- Activity 2 : Do activities to fix the basic operations that is addition, subtraction, multiplication and division of fractions. fundamental ideas of speed and power
- Activity 3 : solve practical problems with the help of worksheets, including analysing points
- Activity 4: Solve practical problems directly without providing analysing points

Tools

Pre test and Post test

Methodology

At first, a pre test is conducted to find out the target group. It included the contents of fraction, power, speed and area.

Pretest

Results of the pre test are given in Table 1.

Table 1
Pre Test Results

Fraction		Speed		Power		Area	
Basic Operation	Problem Analysis	Basic Operation	Problem Analysis	Basic Operation	Problem Analysis	Basic Operation	Problem Analysis
11	3	25	0	24	5	13	2
26.2%	7%	60%	0%	57%	12%	31%	5%

Those students who have an exact idea about speed and power are also failing in practical problem analysis. While analysing their answer sheets the investigator realised that lack of logical thinking is the main reason for this situation. Most of the students have no exact idea about fractions. So a package is required to fix basic ideas of fraction and problem analysis in students.

Intervention

It was decided to give a problem daily for logical thinking. The first five days are utilized for giving practice in addition, subtraction, multiplication and division of fractions. A focus group is selected on the basis of performance in the pre test.

18 students who were good in basic operations of speed and power but poor in problem analysis were selected. In the first stage gave importance to find out the solution by passing through the analytic questions. In the second phase importance was given for preparing analytical questions for a practical problem. In the last stage they were compelled to solve the problems directly. The action plan continued for two months. A post test was conducted after that.

Analysis

An overview of the results in the performance of focus group in the pre test and post tests are given in Table 2 and 3.

Table 2
Pre Test Result Among Focus Group

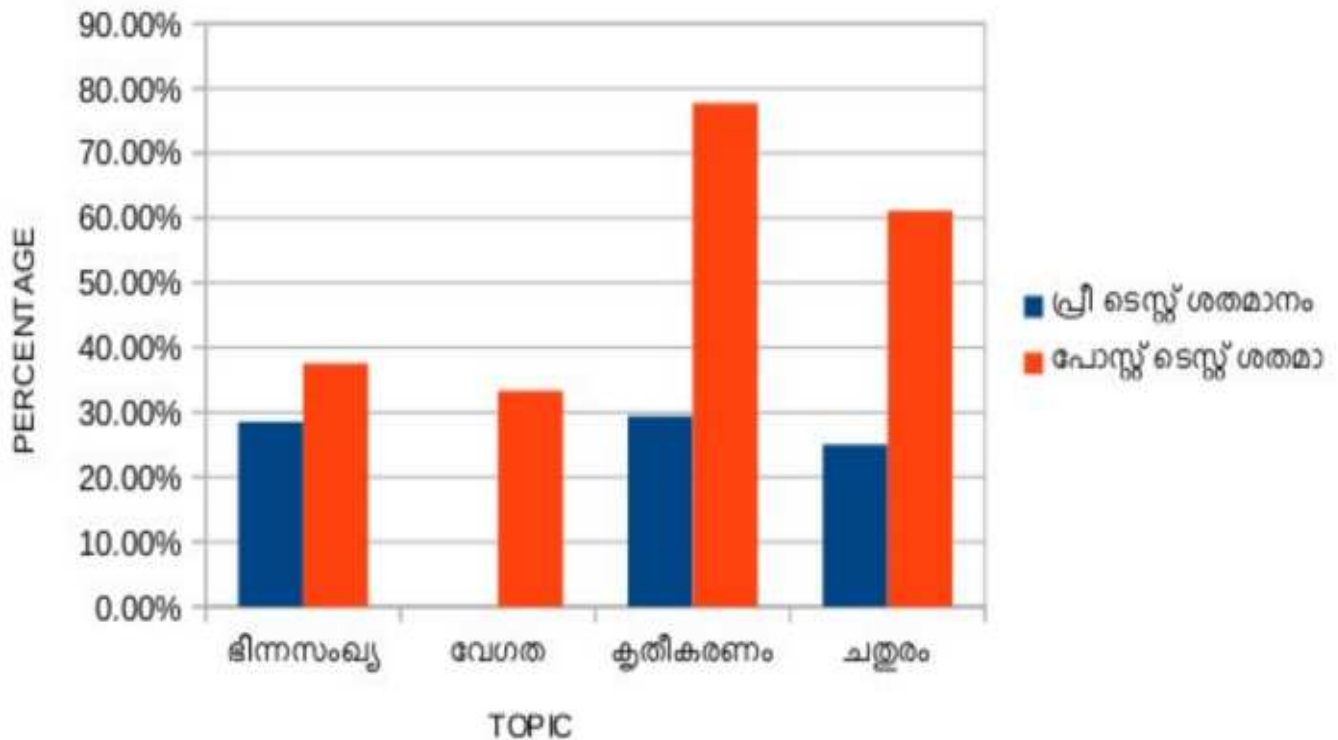
Topic	Basic operations	Problem Analysis	Percentage
Fraction	7	2	28.5%
Speed	17	0	0%
Power	17	5	29.4%
Area	12	3	25%

Table 3
Post Test result Among Focus Group

Topic	Basic operations	Problem Analysis	Percentage
Fraction	16	6	37.5%
Speed	18	6	33.3%
Power	18	14	77.7%
Area	18	11	61.1%

Pre test and post test results among the focus groups are graphically represented in Figure 1

Figure 1
Comparison of Pre test and Post Test



From the results of the pre test and post test, it can be found that the number of students who failed in problem analysis even though good in basic operation were decreased after the intervention. For example, in the case of fraction after intervention the percentage was changed from 28.5 to 37.5. the same trend was observed in other topics also.

The main finding is that in the classroom transaction, some teachers avoid the process. That is the main reason for this gap. For example, in the case of fraction many children have no idea about equal fraction and the importance of equal fraction for addition and subtraction. They mechanically do the cross multiplication without knowing the exact idea. The result of the intervention was very motivating. The children showed interest in problem analysing. Now they are ready to think logically.

Findings

- There was considerable improvement in the performance of students in problem solving by intervention through the use of analytical questions of practical problems
- Children showed more interest in problem solving by continuous practice in the analysis of practical problems
- Readiness for logical thinking was created among the children by the practice in analysis and preparation of practical problems in mathematics
- The process of problem solving by the children was to be more attended in the mathematics classes for improving their ability in problem solving

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INNOVATIVE LEARNING STRATEGIES IN THE CLASSROOM

Ambili, S.

Abstract

A try out was conducted to address the issue of reluctance of students to engage in learning activities. 'Accountable students', 'Advance Organiser', 'Reading room (Vayanappura)', 'Observation report', 'Portfolio system' are the major activities planned and organised with special focus on environmental studies. Increased interest and learning readiness of students, higher confidence of teacher and better classroom atmosphere were the outcomes.

Introduction

Many types of learning strategies have been tried out in our classrooms aimed at ensuring the participation and thus the learning outcomes of the students. Even though, it is a challenge to the teachers to ensure the participation of all the students in the learning process. If a teacher focuses on the issue, ie, the teacher takes special efforts to participate all the students in the activities, it can make tremendous positive changes in the classroom. This is a report of try out done in this area and already been presented at the one day teachers' conference named 'chokkupodi 2019' conducted by 'RISING 4th Alanallur'

Identification of the Problem

Some of the students in the classroom are reluctant toward the learning activities and hence they become backward in academic achievement.

Action Plan

The following activities were planned and implemented for addressing the problem.

1. Accountable students: Each and every student is accountable for the smooth conducting of the classroom activities. Each student has his/her own role to fulfil. He/she can contribute as he/she can for the common goal. In addition to academic activities, some more activities were given for fostering love for co-existence, for making classroom hygiene etc.
2. Advance Organiser: Based on the concepts of 'Advance Organiser Model', activities were given with a pre plan considering the time duration, recording, expected changes etc.

Students were seen enjoyed in the activities according to the pre plan with higher level of responsibility.

3. Reading room ('Vayanappura'): About 500 of books were arranged in the reading room. Students can read any book at any time according to their subject of interest and age level.
4. Observation report: Students were entrusted to prepare observation report according to the given assignment. (eg.: herbal plant, ecosystem etc.).
5. Special focus on environmental science: A small pond is there in the school in which different types of fishes and tortoises are fostered. Many activities regarding eco system was planned and implemented using this pond.
6. Portfolio system: A portfolio system including all types of products of the students (from STD I to IV) has been maintaining in the school. It has been utilizing for assessing the academic status of each and every student.

Effects

The interest of the students in the learning process was seen enhanced. The teachers could also enjoy the activities given in the classroom. This made the teacher more confident and research oriented. Learning readiness among the students also increased. This effort also helped to develop values and positive attitude among the students. Moreover the classroom atmosphere created was conducive of the learning process.

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TECHNOLOGICAL ADVANCEMENTS IN THE WORLD OF SPORTS

Sunil Ramachandran

Abstract

The purpose of the study was to highlight the technological advancements in sports, particularly in five major games namely cricket, football, badminton, tennis and volleyball. Many technological advancements in these games such as Hot spot, Hawkeye, Snickometer, Goal line technology, Video Assistant referees (VAR) and 12 camera video challenge system in volleyball have changed the world of sports. This has made the game error free and has brought sports closer and appealing to the fans. In the 21st century the entire phase of sports has changed drastically with the use and advancement of modern technologies.

Introduction

Science and technology play a leading role in all national and world championships including world cup and it makes them go through records to be broken and also bettering them by a fraction of second which are measured by means of sophisticated electronic devices. The technological advancements in sports are profusely important aspect not only for the world of sports, but also for the players. One criticism of the use of technology is that it may slow down the speed of the game, but on the other hand for many people it makes watching it more enjoyable to see the correct decisions being made. When administering and officiating sports technology can succeed where humans may not. This guarantees fair judgement of performance and ensures that athletes win fairly. Instant replays, sensor tools, RFID chips etc. has reduced errors of officiating by a large amount so that winning unfairly has reduced drastically. Now technology has taken over today's modern sports and has made it "error free".

Following are some of the key technological implementation in the above mentioned major games.

1. Hot spot

The snickometer was not considered as accurate enough, since the 'hotspot' was introduced to cricket. It is an infrared imaging system used to determine whether the ball has struck before going to

the fielder. The infrared image shows a bright spot where contact friction from the ball has elevated the local temperature. This technology is used to enhance the on field umpires decision making more accurate. Where referrals are not permitted, the technology is used primarily as an analysis aid for televised coverage.

The technology uses 2 cameras positioned on the either end of the ground and measures heat friction generated by a collision, such as ball on pad, ball on bat, ball on glove or anywhere else. The technology uses a subtraction technique of monochrome negative frames into a computer for finding out the ball contact precisely.

2. Hawk eye (UDSC)

This technology is widely used among popular sports like cricket, tennis, badminton and more for visually tracking the ball and display a record of its statistical path through movie image. Developed by Dr.Paul Hawkins from U.K. , the system was originally implemented in 2001 for making the television broadcast more interactive.

The technology works via 6 or 7 powerful cameras, normally positioned on the underside of the stadium roof, which track the ball from different angles. The video from the 6 cameras is then

triangulated and combined to create a three dimensional representation of the trajectory of the ball. Hawk eye is not infallible and is accurate to within 5mm (0.19 inch) but is generally trusted as an impartial second opinion in cricket. The Hawk eye technology helps the umpire by watching where the ball pitched, location of impact with the batsman's leg and projected path of the ball past batsmen.

3. Snicko Meter

Invented in the mid-1990s by English computer scientist Alan Paskett, the Snickometer is used in a slow motion display to determine whether the ball did touch the bat, even slightly to determine if it was out. Although this was used earlier in UDRS, unlike Hawk Eye and Hot Spot are currently not used in UDRS. This is also known as the Snicko.

A Snickometer works on a simple principle. Filter the ambient noise, and amplify the relevant signal. The ball hitting the bat produces a sound of a particular frequency. The stump microphone will pick up the sound of the ball hitting the bat. It first filters this sound which is of a particular frequency from all the ambient noise. This can be achieved with the help of a resonance filter. At the receiver this sound is amplified and plotted to note the variation in the sound. A sharp variation denotes the bat hitting the ball and a flat peak means the bat has hit the pad or part of the body. This plot is viewed along with the replay of the shot to synchronize the movement of the ball and the spike in plot. So in the situation where the batsman was ruled out, a review on TV with the Snicko will accurately determine the outcome

4. Goal line Technology (Football)

In football, **goal-line technology** (sometimes referred to as a **Goal Decision System**) is the use of electronic aid to determine if a goal has been scored or not. In detail, it is a method used to determine when the ball has completely crossed the goal line in between the goal-posts and underneath the crossbar with the assistance of electronic devices and at the same time assisting the referee in awarding a goal or not. The objective of goal-line technology (GLT) is

not to replace the role of the officials, but rather to support them in their decision-making. The GLT must provide a clear indication as to whether the ball has fully crossed the line, and this information will serve to assist the referee in making his final decision.

5. VAR (Video Assistant Referee in Football)

VAR stands for video assistant referee. It is actually a team of three people who work together to review certain decisions made by the main referee by watching video replays of the relevant incidents.

That team is comprised of the video assistant referee himself (who will be a current or former referee), his assistant and a replay operator. They are situated in a video operation room which is essentially a bank of monitors offering different camera angles.

Four types of decisions can be reviewed using VAR: goals (and violations in the build-up to them), penalties, red cards and mistaken identity in awarding a card. For a decision made on the pitch to be overturned, it must be a "clear error".

The process for reviewing a decision can work in two ways; either the referee can request a review after making a decision or the VAR team can recommend one. In the latter situation, if the VAR judges that there is the potential for a clear error to have been made, he or she can notify the referee.

The referee then has three options: they can immediately overturn the call based on the VAR's advice, review the incident themselves on a monitor on the touchline or stick with their initial decision.

6. 12 camera Video Challenge System (Volleyball)

A 12-camera system to allow for video challenges of certain disputed calls is one of the newest features in volleyball. It gives coaches and referees the chance for a video verification of specific situations. Video challenge for the Women's World Championship can be requested for the following situations only: ball position when touching the floor (ball in with any part of the ball inside the court or touching the boundary line or ball out); faulty antennae or net contact by a player on top of the net only; contact

of a player's feet with the end line (when executing service); ball contact with the antennae on top or above.

Teams have the right to call video verification for a referee's decision twice per set. If the result of the video verification leads to a decision-change in favor of the requesting team, it does not decrease the number for video verification calls available for this team in this set. On the other hand, if the decision of the referee was correct, it means that the number of video verification calls for this team in this set will decrease by one. Only the coach can address his team's requests for video verification to the first referee not later than 5 seconds after the rally has been finished.

Conclusion

This article has discussed the technological advancements in sports such as Hot spot, Hawk eye, Snickometer, Goal line Technology, VAR, 12 Camera Video Challenge System etc. Not only these advancements have helped to make accurate decisions but they have also kindled the senses of fans. Players can now analyse and improve their performance, indeed these technological advancements have changed the entire phase of sports in 21st century.

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ROLE OF TEACHERS IN HI-TECH SCHOOLS

Haris Kolothody

Abstract

The paper highlights the effective and successful use of Information and Communication Technologies (ICT) and social media by the teachers in Hi-tech classrooms under the initiatives of Education Department in Kerala during the recent years. Introduction of a free platform for ICT enabled education, creation and active use of different social media groups ('School App', 'Sasthasahayi', 'Mentors Kerala' etc) for educational purposes by a large number of teaching community is silently creating history by a Hi-tech revolution in the field of education in Kerala.

Introduction

The role of technology in classroom transaction in the state of Kerala is a real model to the educational system of our country. The software that the educational department prepared for its schools and teachers are really fruitful than the software we purchase by giving thousands of rupees. This software presented before the august audience of the state level one day teachers' learning congress 'Chokkupodi' organized by 'RISING 4th', Alanallur.

Aims and Objectives

- To include the technical resources which are available in the school environment for the classroom /school activities
- To utilize the zero cost technological facilities for school activities
- To utilize social media in the school activities
- To improve the self confidence of teachers in using hi-tech classrooms
- To utilize the independent interactive software in the teaching learning process

ICT Assisted Learning

Drastic changes are happening in the society in the field of technology. Comprehensive physical and academic renewals happen in the schools under the general education sector in accordance with these changes. Digital technologies are now at the doorsteps

of our classrooms. We should ensure the learning activities with the help of technical facilities. For this our curriculum demands ICT embedded training.

When we think of ICT assisted learning, laptop and projector may come first in our mind. In addition to these, another useful and powerful way in our hand is the social media. Out of this, class wise WhatsApp groups are the most useful. In every house at least one member of the family is the user of WhatsApp. If we utilize this situation in our classes effectively, the daily interaction between parents and teachers can be possible and also they can have discussions on classroom learning activities by using this platform. Most of the schools fail to convey their school's activities among the parents and society. To overcome this, the Face book page and school blogs etc. are the economic way to convey our school activities to the people in and around the schools.

Education Department of Government of Kerala has developed some software with 'Ubuntu' which will be very helpful for the learning activities of Hi-tech classrooms. Among these, 'Open Board' is an important one. This is free software which fulfils the functions of a black board. Facilities include reading, writing, and presentations of video, pictures, and lessons on the screen.

PySioGame are another type of application which is helpful for the primary school children for their self learning and also as a classroom learning material. It is highly effective for teaching concepts

like time, weight, basic mathematical operations and the acquisition of English language. The scope of PySio is infinite from STD 1 to 4.

The learning of planets and satellites cannot be avoided from the 3rd standard onwards. Stellarium is a software through which we can visualize the sky visions with the help of computers. By arranging place and time in this software, we can observe the sky visions in a particular place and time. The main particularity of this software is that we can produce the past and future sky visions in any time in the classrooms. Stellarium is a best tool for studying stars, galaxies, planets etc.

The free software GeoGebra is very helpful to transact difficult mathematical concepts to students. GeoGebra can be used for analyzing and formulating of the geometrical principles. KGeography and Marble are the free softwares which are helpful for the study of Geography. KGeography is beneficial for learning about the stars and Marble is helpful as a virtual glob in the classroom. The use of glob in the classroom can be replaced by the Marble software with accuracy and speed.

Mobile Apps and educational blogs have now got great impact in the educational field. The spread of mobile phones and internet is the reason behind the success of these free initiatives. Through this the positive changes in the field of education can be

transacted among all the teachers and students of the entire state.

Teachers are always ready to utilize the innovations of technology in their professional field. 'School App' is the best example for this. The development of School App is a small initiative of local WhatsApp group. Now the teachers and teacher initiative groups of all districts in Kerala are the beneficiaries of 'School App'. The main facility provided by 'School App' is the mobilization and simplification of academic and administrative activities of school by providing school news, useful resources (quiz, notes etc.), text books, teacher handbooks, worksheets, audio-video resources etc. The support given by the department of education and the teacher community to the 'School App' is highly remarkable. In addition to School App, the blogs and apps like 'Sasthrsahayi', 'Mentors Kerala' etc. are giving useful support to the teachers who are entering the Hi-tech field.

Conclusion

Children are more rapidly moving towards the Hi-tech world along with other changes. If we use these changes in our classrooms, the teachers can simplify their works. More than exploring the resource materials from other places, the teachers can prepare resource materials by themselves and they can include children in resource preparation activities.

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A STUDY ON THE IMPACT OF EDUCATIONAL INITIATIVES OF KUDUMBASREE IN ATTAPPADY BLOCK

Dr. V.T. Jayaram

Dr. K. Ramachandran

Abstract

The study is an attempt to analyse the structure and activities of bridge school and bridge course run by Kudumbasree project in Attappady. Evaluating the effectiveness of the bridge school and bridge course programme and to give suggestions for its betterment also becomes the part of this study. The findings reveal that though the teachers of Bridge course are strongly supporting their programme, general parents and officials feel the lack of proper coordination in its implementation. Systematic planning, monitoring and coordination of different agencies are essential for the success of this project.

Intrduction

Government of Kerala accorded administrative sanction to the Attappady Comprehensive Tribal and Particularly Vulnerable Tribal Groups (ACT and PVTG) Development Project on 3rd September 2014. The Empowered Committee of the Ministry of Rural Development, Government of India had approved the project on 18th February 2014. The project, supported by the National Rural Livelihoods Mission (NRLM) is of seven years' duration.

The project has been conceived as one with potential to be a national model for working with tribal groups in general and Particularly Vulnerable Tribal Groups (PVTGs) in particular. The project aims at comprehensive development of all the families of the three tribal communities of Attappady Block in Palakkad District. Among the three tribal communities - Irula, Muduga, and Kurumba - Kurumba is considered a Particularly Vulnerable Tribal Group (PVTG).

The geographical area commonly referred to as Attappady is a rural development Block covering three Grama Panchayats – Agali, Pudur, and Sholayur. It is part of Mannarkkad Taluk in Palakkad district. Attappady borders Tamil Nadu on the northern and eastern sides.

More than the National projects to uplift the people of Attappady, Kudumbasree had also been

played a key role in the area through their Educational initiatives.

The present study focused on the impact of bridge course and Bridge school programme run by kudumbasree in Attappady block.

Objectives

- To analyse the structure and activities of bridge school
- To analyse the structure and activities of bridge course
- To Evaluate the effectiveness of the bridge school and bridge course programme
- To give suggestions for the betterment of the bridge school and bridge course programme)

Sample

Four bridge school teachers, 25 bridge school students (Drop outs), 10 bridge school students (Regulars), 5 'oorusamithi' members, 5 PMU Staff, 4 animators, 60 bridge course teachers, 100 bridge course students, 22 heads of schools and teachers, 100 parents of bridge course students and 8 parents of bridge school students

Tools

Interview schedules (for teachers, heads, PMU staff and 'oorusamithy'), questionnaire for students, manual for focus group discussion and document analysis

Method of data collection

The study team visited selected bridge schools, camps and hamlets to collect data. The team conducted focus group discussions with parents at Hamlets. Made interview with officials and teachers. The team recorded all type of responses, expressions and comments from the parents, and students. After the discussion the team analyzed the whole responses and derived some conclusions.

The study team visited bridge schools and verified records and collected data through desktop analysis . Some case studies were also conducted for this purpose.

Findings

Bridge school

The programe focused on school children and give support for their school education. The tribal children are facing language problem in their class rooms. Majority of the parents are not capable to support in the study of their wards. Individual attention is not given by the teachers in general. Some children are drop out from the school by the negligence of teachers. They disclosed the harassment they are facing in schools. The study found the following highlights in the bridge school programe.

- The program well organized and run by kudubasree with the financial assistance of central government.
- School going children are the prime beneficiaries of the programme.
- The children are getting a systematic way of studies here.
- Every hamlet has a learning centre and have a facilitator.
- The project supports the dropouts to mainstreaming
- Many children have lack of support from their parents in their study at home.
- The project supplements the gap in this area.

Bridge Course

- 70% of the Bridge course teachers admit that some students are still in their home without going to their schools.
- The main reasons of this drop outs are their familial environment, lack of interest in studies, tendency to make money by doing some jobs, Medium of instruction ,Parental education, Distance from the hamlets to their school and the Lack of guidance and Motivation.
- 82% of the Bridge course teachers opined that the students who are attending the bridge course are performing well in their studies.
- All the Bridge course teachers are in favor of continuing the system .Because it will help to reduce the drop outs and for the individual development.
- The coordination of different agencies such as ITDP, Health department, Excise, ST Promoters etc is to be strengthened for the effective functioning of Bridge course system.
- 65% of the teachers claimed that Parents are aware of the Bridge course by the effective involvement of *Oorusamithy* and *Asha workers*.

Conclusion

The socio economic status of parents in many hamlets has been improved. The educated parents are supporting their wards and sending them to schools regularly. But the illiterate parents are still keeping little interest for formal schooling. The rivalry among the members of same hamlets makes stumbling blocks in the construction of bridge course centers in some hamlets. Systematic planning, monitoring and coordination of different agencies are essential for the success of this project..

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മലയാളത്തിളക്കം-ഒരു പഠനം

രാധ, കെ.വി.

മുഖക്കുറിപ്പ്

കേരളത്തിൽ പ്രൈമറി ക്ലാസ്സുകളിലെ മാതൃഭാഷാപഠനത്തിന് തൊണ്ണൂറുകൾ വരെയുള്ള കാലഘട്ടത്തിൽ അക്ഷരാവതരണരീതിയും പദാവതരണരീതിയുമാണ് പ്രധാനമായും അവലംബിച്ചിരുന്നത്. ഏതാണ്ട് നാലു പതിറ്റാണ്ടുകൾ നിലനിന്ന ഈ രീതിയെക്കുറിച്ചും അതിന്റെ ശക്തിദുർബല്യങ്ങളെക്കുറിച്ചും ആധികാരികമായ പഠനങ്ങൾ നന്നേ കുറവാണ്. തൊണ്ണൂറുകളുടെ ആരംഭത്തിൽ സംസ്ഥാനത്തു നടന്ന സമഗ്രമായ സർവ്വേ പ്രകാരം 35-40 ശതമാനം കുട്ടികൾക്ക് ശരിയായി എഴുതാനും വായിക്കാനും കഴിയില്ല എന്ന് കണ്ടെത്തി (അവലംബം-അക്ഷരപ്പുലരി സർവ്വേ). തുടർന്ന് സംസ്ഥാനത്തുടനീളം ഗവേഷണ ബുദ്ധിയോടെ നടന്ന ഭാഷാപഠന അനുഭവങ്ങളുടെ അടിസ്ഥാനത്തിൽ ശിശുക്രേന്ദ്രീകൃതവും ജ്ഞാനനിർമ്മിതി വാദത്തിൽ അധിഷ്ഠിതവുമായ ബോധനസമ്പ്രദായം നിലവിൽവന്നു. ആശയം-വാക്യം-പദം-അക്ഷരം-പുതിയസന്ദർഭത്തിലെ പ്രയോഗം-ആശയം എന്ന രീതി തത്വത്തിൽ അംഗീകരിക്കപ്പെട്ടു. പിന്നീട് ഇരുപതോളം വർഷക്കാലം കേരളത്തിലെ പൊതു വിദ്യാഭ്യാസരംഗത്ത് മാതൃഭാഷാപഠനത്തിന് ഈ രീതിയാണ് അവലംബിച്ചു പോന്നത്.

പുതിയ പഠനരീതിയിൽ ഭാഷാപഠനം മികച്ച മാതൃകകൾ സൃഷ്ടിച്ചു കൊണ്ട് കരുത്തുതെളിയിച്ചു. എങ്കിലും 20 ശതമാനത്തോളം കുട്ടികൾക്ക് പ്രതീക്ഷിത നിലവാരത്തിൽ എഴുതാനും വായിക്കാനും കഴിയുന്നില്ലെന്ന് തുടർന്നുള്ള സർവ്വേ ഫലങ്ങൾ സൂചിപ്പിക്കുന്നു. (അവലംബം-സാക്ഷരം സർവ്വേ). ഈ പശ്ചാത്തലത്തിൽ ഭാഷാപഠനത്തിലെ പരിമിതികളെ തരണം ചെയ്യാനായി വിപുലമായ ശ്രമങ്ങൾ സംസ്ഥാനത്ത് ഉണ്ടായി. സാക്ഷരം, എന്റെ മലയാളം, കൈത്താങ്ങ് എന്നിവ ഇതിൽ ശ്രദ്ധേയമാണ്. ഈ പരിപാടികളും സംസ്ഥാനത്തുടനീളം നടന്ന ട്രൈ ഓട്ട് അനുഭവങ്ങളും നൽകുന്ന തിരിച്ചറിവുകൾ ഇങ്ങനെ സംഗ്രഹിക്കാം.

1. സമയബന്ധിതമായ പ്രവർത്തന പാക്കേജുകൾ കുട്ടികളിൽ ഗുണാത്മക മാറ്റം സൃഷ്ടിക്കും

2. പ്രശ്നവിശകലനങ്ങളും പരിഹാര പ്രവർത്തനങ്ങളും ക്ലാസ്സിൽ നിരന്തരം നടത്തണം
3. ഭാഷാപഠനത്തിനായി ഒരുക്കുന്ന പാഠങ്ങൾക്ക് സവിശേഷത അനിവാര്യമാണ്.
4. ഒറ്റ ദിവസം കൊണ്ടുതന്നെ കുട്ടിയിൽ ക്രമമായ മാറ്റം ഉണ്ടാക്കാനാവും
5. തത്സമയ പിന്തുണയും മെച്ചപ്പെടലും എന്ന സമീപനം കുട്ടികളിൽ വിജയബോധവും ആത്മവിശ്വാസവും വളർത്തും
6. ഭിന്ന നിലവാര പരിഗണന, കുട്ടികളോടുള്ള സൗഹൃദസമീപനം പ്രശ്നത്തിൽ ഊന്നിയ പഠനതന്ത്രങ്ങൾ എന്നിവ മാറ്റത്തിന് വഴി യൊരുക്കും
7. വ്യവഹാരരൂപ നിർമ്മിതിക്ക് പ്രാധാന്യം നൽകണം
8. ഘട്ടംഘട്ടമായി പരിപാടി നടപ്പാക്കുന്നത് കൂടുതൽ ഫലപ്രാപ്തിക്ക് ഇടയാക്കും

ഈ തിരിച്ചറിവുകളുടെ അടിസ്ഥാനത്തിൽ പൊതുവിദ്യാലയങ്ങളിലെ മാതൃഭാഷാപഠനത്തിന്റെ നിലവാരം ഉയർത്താനായി തയ്യാറാക്കിയ പഠനപാക്കേജാണ് മലയാളത്തിളക്കം

മലയാളത്തിളക്കം-ഉദ്ദേശ്യലക്ഷ്യങ്ങൾ

- പൊതുവിദ്യാലയങ്ങളിലെ ഭാഷാപഠന നിലവാരം ഉയർത്തുക
- മലയാളഭാഷയുടെ തിളക്കം ആസ്വദിക്കാനും അതുവഴി സ്വയം തിളങ്ങാനും അവസരമൊരുക്കുക
- വൈവിധ്യവൽക്കരണപ്രക്രിയയിലൂടെ മികച്ച പഠനാനുഭവം ഒരുക്കുന്നതിന് അധ്യാപകരെ പ്രാപ്തരാക്കുക
- ഐ.സി.ടി. സാങ്കേതികവിദ്യയുടെ മികച്ച ഉപയോഗം വഴി പ്രശ്നപരിഹാരണശേഷി വർദ്ധിപ്പിക്കുക

- പഠനവേഗതയുടെ അടിസ്ഥാനത്തിൽ തത്സമയപിന്തുണ ഉറപ്പാക്കുക
- ആത്മവിശ്വാസം വർദ്ധിപ്പിക്കുകവഴി ഭാഷാ പഠനം അർത്ഥപൂർണ്ണമാക്കുക

മലയാളത്തിളക്കം-പൊതുസമീപനങ്ങൾ

- ലളിതവും ശക്തവുമായ ഭാഷാനുഭവം ഒരുക്കുന്നു.
- കുട്ടിയുടെ ചിന്തയിൽനിന്നും പാഠങ്ങൾ രൂപപ്പെടുത്തുന്നു.
- കുട്ടിയെഴുത്ത് - ടീച്ചറെഴുത്ത് - ഒത്തുനോക്കൽ - സ്വയം തിരുത്തൽ
- വ്യക്തിഗതശ്രദ്ധയും ക്ലാസ് ക്രമീകരണവും
- തത്സമയ പ്രശ്നനിർണ്ണയവും പിന്തുണയും
- ശിശുസൗഹാർദ്ദം, പ്രചോദനം, അംഗീകാരം
- ഭാഷണം, വായന, ലേഖനം സർഗാത്മകത-കൂടുതൽ അവസരങ്ങൾ
- വർക്ക് ഷീറ്റുകളുടെ ഉപയോഗം
- രക്ഷിതാക്കളുടെ കൈത്താങ്ങു വഴി വീട്ടിലെ പഠനത്തുടർച്ച
- വിവിധവിഷയങ്ങളുമായി കോർത്തിണത്തി ക്ലാസ് റൂം പ്രക്രിയയുടെ ഭാഗമാക്കൽ

2016-17 അധ്യയനവർഷം തുടക്കമിട്ട പദ്ധതി തുടർന്നുള്ള വർഷങ്ങളിൽ സംസ്ഥാനത്തെ എൽ.പി, യു.പി, ഹൈസ്കൂൾ ക്ലാസ്സുകളിൽ നടക്കുകയുണ്ടായി. 2017-18, 2018-19 അധ്യയനവർഷങ്ങളിൽ പാലക്കാട് ജില്ലയിൽ നടപ്പിലാക്കിയ മലയാളത്തിളക്കം പരിപാടിയുടെ അപഗ്രഥനാത്മക

പഠനമാണ് ഇവിടെ ഉദ്ദേശിച്ചിട്ടുള്ളത്. അതേസമയം പാലക്കാട് ജില്ലയിലെ മലയാളത്തിളക്കം പരിപാടിയെ പൊതുവായും മണ്ണാർക്കാട് ഉപയില്ലയിലെ പ്രവർത്തനങ്ങളെ പ്രത്യേകമായും പഠനവിധേയമാക്കിയിരിക്കുന്നു

പഠനം ഉദ്ദേശ്യലക്ഷ്യങ്ങൾ

1. മലയാളത്തിളക്കം പരിപാടിയിൽ പാലക്കാട് ജില്ലയിലെയും മണ്ണാർക്കാട് ബി.ആർ.സി. പരിധിയിലുള്ള വിദ്യാലയങ്ങളിലേയും പങ്കാളിത്തവിശകലനം
2. മലയാളത്തിളക്കം ഫലപ്രാപ്തി സംബന്ധിച്ച പ്രതികരണങ്ങളുടെ ഗുണാത്മകമായ അപഗ്രഥനം
3. മലയാളത്തിളക്കം തുടർപ്രവർത്തനങ്ങളെ സംബന്ധിച്ച ക്രിയാത്മക നിർദ്ദേശം സമർപ്പിക്കൽ

പഠനസാമഗ്രികൾ

1. ഡോക്യുമെന്റ് വിശകലനത്തിനുള്ള ടൂൾ
2. ഫീഡ്ബാക്ക് ശേഖരിക്കുന്നതിനുള്ള ടൂൾ

കാലയളവ്

2018 ഡിസംബർ മുതൽ 2019 ഫെബ്രുവരി കൂടി

പഠനരീതി

ഡോക്യുമെന്റ് വിശകലനവും അപഗ്രഥനവും ശരാശരിയും താരതമ്യവും

അപഗ്രഥനവും കണ്ടെത്തലുകളും

എ. പങ്കാളിത്ത വിശകലനം

പട്ടിക 1
മലയാളത്തിളക്കം - പങ്കാളിത്തം
2017-18

		ആകെ കുട്ടികൾ	മലയാളത്തിളക്കം പങ്കാളിത്തം	ശതമാനം	ലക്ഷ്യം പൂർത്തീകരിച്ചവർ	ശതമാനം
പാലക്കാട് ജില്ല	എൽ.പി.	52286	10601	20.27	9225	93.62
	യു.പി.	90296	11619	12.86	10932	94.08
മണ്ണാർക്കാട് ബി.ആർ.സി.	എൽ.പി.	8454	1700	20.11	1569	92.30
	യു.പി.	13584	1517	11.17	1427	94.06

പട്ടിക 2
മലയാളത്തിളക്കം - പങ്കാളിത്തം
2018-19

		ആകെ കുട്ടികൾ	മലയാളത്തിളക്കം പങ്കാളിത്തം	ശതമാനം	ലക്ഷ്യം പൂർത്തീകരിച്ചവർ	ശതമാനം
പാലക്കാട് ജില്ല	എൽ.പി.	52871	10267	19.41	9300	90.58
	യു.പി.	92652	7931	8.55	7187	90.61
	ഹൈസ്കൂൾ	110603	7414	6.70	6771	91.32
മണ്ണാർക്കാട് ബി.ആർ.സി.	എൽ.പി.	7834	1478	18.87	1251	84.64
	യു.പി.	13985	1083	7.74	911	84.11
	ഹൈസ്കൂൾ	16765	1022	6.09	921	90.11

പങ്കാളിത്ത വിശകലനം 2017-18

ഈ അധ്യായന വർഷത്തിൽ എൽ.പി. തലത്തിലെ 3,4 ക്ലാസ്സുകൾക്കും യു.പി തലത്തിലെ വിദ്യാർത്ഥികൾക്കും വേണ്ടിയാണ് മലയാളത്തിളക്കം സംഘടിപ്പിച്ചത്. ഹൈസ്കൂൾ തലത്തിലെ വിദ്യാർത്ഥികളെ ഉൾപ്പെടുത്തിയിട്ടില്ല.

എൽ.പി.തലത്തിൽ പാലക്കാട് -മണ്ണാർക്കാട് പങ്കാളിത്തത്തിൽ പ്രകടമായ വ്യത്യാസമില്ല. ലക്ഷ്യം പൂർത്തീകരിച്ചവരിൽ പാലക്കാട് ജില്ല 1 ശതമാനം മുന്നിലാണ്.

യു.പി.തലത്തിൽ ജില്ലയിലെ പങ്കാളിത്തത്തേക്കാൾ 1.69 ശതമാനം മണ്ണാർക്കാട് ബി.ആർ.സി.യിൽ കുറവാണ്. അതായത് ഭാഷാശേഷി കൈവരിക്കാത്തവർ മണ്ണാർക്കാട് പ്രായേണ കുറവാണ്. എന്നാൽ ലക്ഷ്യം പൂർത്തീകരിച്ചവരുടെ ശതമാനം പരിഗണിക്കുമ്പോൾ ജില്ലയും ബി.ആർ.സി.യും തമ്മിൽ പ്രകടമായ വ്യത്യാസമില്ല.

എൽ.പി.വിഭാഗം കുട്ടികളുടെ മൊത്തം എണ്ണത്തിൽ ജില്ലയുടെ 16.16 ശതമാനം ആണ് ജില്ലയുടെ പ്രാതിനിധ്യം. അതേസമയം മലയാളത്തിളക്കത്തിൽ ഉൾപ്പെട്ടവരുടെ പ്രാതിനിധ്യവും ഏതാണ്ട് ഇതു തന്നെ. (16.03 ശതമാനം). ഭാഷാശേഷി കൈവരിക്കാത്തവരുടെ കാര്യത്തിൽ ജില്ലയും ബി.ആർ.സി.യും തമ്മിൽ പ്രകടമായ മാറ്റമില്ല എന്ന് ഇത് സൂചിപ്പിക്കുന്നു.

എന്നാൽ യു.പി. തലത്തിൽ ഇത് യഥാക്രമം 15.04 ശതമാനവും 13.05 ശതമാനവുമാണ്.

എഴുത്തിലും വായനയിലും പ്രയാസം നേരിടുന്ന കുട്ടികൾ മണ്ണാർക്കാട് പാലക്കാടിനേക്കാൾ കുറവാണ് എന്ന് ഇത് ബോധ്യപ്പെടുത്തുന്നു.

പങ്കാളിത്തവിശകലനം 2018-19

ജില്ലയിൽ മലയാളത്തിളക്കത്തിൽ പങ്കെടുത്ത മൂന്നു വിഭാഗത്തിലേയും കുട്ടികളിൽ 90 ശതമാനത്തിലധികം പേർ ലക്ഷ്യം പൂർത്തീകരിച്ചതായി ദത്തങ്ങൾ വ്യക്തമാക്കുന്നു. അതേ സമയം ബി.ആർ.സി.യിൽ എൽ.പി., യു.പി തലങ്ങളിലെ ലക്ഷ്യപൂർത്തീകരണം 84 ശതമാനം ആണ്. ഇത് പ്രകടമായ ഒരു അന്തരമാണ്. എന്നാൽ ഹൈസ്കൂൾ തലത്തിൽ ഇക്കാര്യത്തിൽ കാര്യമായ വ്യത്യാസമില്ല.

2017-18 വർഷം യു.പി. തലത്തിൽ 12.86 ശതമാനം വിദ്യാർത്ഥികൾ ജില്ലയിൽ പങ്കാളികളായെങ്കിൽ 18-19 വർഷം ഇത് 8.55 ശതമാനമായി കുറഞ്ഞു. മണ്ണാർക്കാട് ബി.ആർ.സിയിൽ ഇവ യഥാക്രമം 11.17 ശതമാനത്തിൽനിന്നും 7.74 ശതമാനം ആയി കുറഞ്ഞു. എന്നാൽ ഇക്കാര്യത്തിൽ എൽ .പി വിഭാഗത്തിൽ പ്രകടമായ വ്യത്യാസം കാണുന്നില്ല. ഇത് ആദ്യ വർഷത്തെ മലയാളത്തിളക്കം പ്രവർത്തനങ്ങളുടെ ഫലപ്രാപ്തിയിലേക്കാണ് വിരൽ ചൂണ്ടുന്നത്.

ബി. ഗുണാത്മക അപഗ്രഥനം

മലയാളത്തിളക്കം പരിപാടിയുടെ പൂർത്തീകരണത്തിന് ശേഷം വിദ്യാർത്ഥികൾ, രക്ഷിതാക്കൾ

അധ്യാപകർ എന്നിവരിൽനിന്നും ലഭിച്ച ഫീഡ് ബാക്കിന്റെ ഗുണാത്മക അവലോകനമാണ് ഇവിടെ നടത്തുന്നത്.

എ. വിദ്യാർത്ഥികളുടെ പ്രതികരണങ്ങൾ

- എൽ.പി. വിഭാഗം കുട്ടികളാണ് ഈ ക്ലാസ്സുകൾ ഏറ്റവും കൂടുതൽ ആസ്വദിച്ചത്
- ക്ലാസ്സുകൾ ആകർഷകവും രസകരവും ആയിരുന്നു എന്ന് മുഴുവൻ കുട്ടികളും സാക്ഷ്യപ്പെടുത്തി.
- യു.പി.തലത്തിലെ 30 ശതമാനം കുട്ടികളും ഹൈസ്കൂൾ തലത്തിലെ 80 ശതമാനം കുട്ടികളും ക്ലാസ്സിന്റെ തുടക്കത്തിൽ വിമുഖത പ്രകടിപ്പിച്ചു.
- എൽ.പി. ക്ലാസ്സിലെ കുട്ടികൾ ഇനിയും ഇത്തരം ക്ലാസ്സുകൾ തുടരണമെന്ന് പറഞ്ഞപ്പോൾ യു.പി. തലത്തിലെ 50 ശതമാനം പേരും ഹൈസ്കൂളിലെ മുഴുവൻ കുട്ടികളും മറ്റു വിഷയ ക്ലാസ്സുകൾ നഷ്ടപ്പെടുന്നതിലെ ആശങ്ക തുറന്നു പ്രകടിപ്പിച്ചു.
- ഹൈസ്കൂൾ വിഭാഗം കുട്ടികൾ ഇത്തരം ക്ലാസ്സുകൾ താഴ്ന്ന ക്ലാസ്സുകളിൽനിന്നു തന്നെ ലഭിക്കേണ്ടതായിരുന്നു എന്നും നേടിയ ഭാഷാശേഷി തുടർപഠനത്തിന് ഏറെ സഹായകമാകുമെന്നും രേഖപ്പെടുത്തുന്നു.

ബി. രക്ഷിതാക്കളുടെ പ്രതികരണങ്ങൾ

- മലയാളത്തിളക്കത്തിന്റെ സ്വാധീനം ഗൃഹ പഠനത്തിൽ പ്രതിഫലിക്കുന്നുണ്ടെന്നും വായനയിലും എഴുത്തിലും താല്പര്യം വർദ്ധിച്ചിട്ടുണ്ടെന്നും മുഴുവൻ രക്ഷിതാക്കളും പ്രതികരിച്ചു.
- മറ്റു വിഷയക്ലാസ്സുകൾ നഷ്ടപ്പെടുന്നതിലെ ആശങ്ക യു.പി. ഹൈസ്കൂൾ തലത്തിലെ കുട്ടികളുടെ രക്ഷിതാക്കൾ പ്രകടിപ്പിച്ചു.
- ഈ ഗുണപരമായ. മാറ്റം നിലനിർത്താൻ സമാനമായ പദ്ധതികൾ സ്കൂളിൽ ഉണ്ടാകണമെന്ന് ഇവർ നിർദ്ദേശിച്ചു.

- എഴുതാനും വായിക്കാനും വളരെക്കാലമായി പ്രയാസം നേരിട്ടിരുന്ന സ്വന്തം കുട്ടികൾ ഈ ശേഷി നേടിയതിലുള്ള സന്തോഷം വളരെ വികാരപരമായാണ് രക്ഷിതാക്കൾ പ്രകടിപ്പിച്ചത്

സി.അധ്യാപകരുടെ പ്രതികരണങ്ങൾ

- കുട്ടികളിലെ ഭാഷാശേഷിയിലെ പ്രകടമായ മാറ്റം അധ്യാപകരിലും പ്രതീക്ഷയും ആത്മവിശ്വാസവും ഉളവാക്കി
- മലയാളത്തിളക്കത്തിനായി ഉപയോഗിക്കുന്ന സമയം തന്റെ മറ്റു ഉത്തരവാദിത്തങ്ങളെ പ്രതികൂലമായി ബാധിക്കുന്നു എന്നത് അധ്യാപകരിൽ പ്രയാസം സൃഷ്ടിച്ചിട്ടുണ്ട്.
- മലയാളത്തിളക്കത്തിലൂടെ കുട്ടികൾ കൈവരിച്ച ഭാഷാശേഷി നിലനിർത്തിക്കൊണ്ടുപോകുന്നതിന് ഭാവിയിൽ എന്ത് സംവിധാനങ്ങളാണ് ഉള്ളത് എന്നതിനെക്കുറിച്ച് അധ്യാപകർ ആശങ്കാകുലരാണ്.
- മലയാളത്തിളക്കത്തിന്റെ ഗുണഭോക്താക്കളായ വിദ്യാർത്ഥികളുടെ രക്ഷിതാക്കൾ ഇപ്പോൾ വിദ്യാലയവുമായി നല്ല ബന്ധം പുലർത്തുന്നുണ്ട്.

മലയാളത്തിളക്കം പരിപാടിയുടെ മികവിനെക്കുറിച്ചും സ്വീകാര്യതയെക്കുറിച്ചും ആണ് മൂന്നുവിഭാഗത്തിന്റെ പ്രതിനിധികളും പ്രത്യേകം എടുത്തുപറഞ്ഞത്. നടത്തിപ്പിന്റെ സാങ്കേതികതയെക്കുറിച്ച് ആശങ്ക പ്രകടിപ്പിച്ചെങ്കിലും ഫലപ്രാപ്തിയെക്കുറിച്ച് ജില്ലയിൽ ഉടനീളം ഏക അഭിപ്രായം നിലനിൽക്കുന്നു.

ജില്ലയിലെ പ്രതികരണങ്ങളെ സാക്ഷ്യപ്പെടുത്തുന്ന തരത്തിലാണ് മണ്ണാർക്കാട് ബി.ആർ.സി. പരിധിയിലുള്ള വിദ്യാലയങ്ങളിൽ നിന്നും പ്രതികരണങ്ങൾ ലഭിച്ചിട്ടുള്ളത്. ജില്ലയിലെ മൊത്തം പങ്കാളിത്തവുമായി താതമ്യം ചെയ്യുമ്പോൾ മണ്ണാർക്കാട് ബി.ആർ.സിയിലെ പങ്കാളിത്തം കൂടുതലാണ്. സ്വാഭാവികമായും കൂടുതൽ വിദ്യാർത്ഥികളെ ഭാഷാ ശേഷിയുള്ളവരാക്കി മാറ്റുന്ന ഉത്തരവാദിത്വമാണ് ഈ വിദ്യാലയങ്ങൾ ഏറ്റെടുത്തിട്ടുള്ളത്. പദ്ധതിയുടെ ഗുണവശങ്ങൾ നിലനിർത്തുന്ന തരത്തിലാണ് വരുന്ന അക്കാദമിക

വർഷത്തെ അക്കാദമിക മാസ്റ്റർ പ്ലാൻ തയ്യാറാക്കുന്നത് എന്ന് ഈ വിദ്യാലയ നേതൃത്വങ്ങൾ പറയുന്നു. സ്കൂൾ ഒരു യൂണിറ്റ് എന്ന പ്രഖ്യാപിത ലക്ഷ്യത്തെ സാധ്യമാക്കുന്ന തീരുമാനമാണ് ഇത് എന്ന് പ്രത്യേകം പറയേണ്ടിയിരിക്കുന്നു.

ക്രിയാത്മക നിർദ്ദേശങ്ങൾ

1. അടുത്ത രണ്ടു വർഷം കൊണ്ട് സ്കൂളിലെ മുഴുവൻ കുട്ടികളേയും മികച്ച ഭാഷാശേഷി ഉള്ളവരാക്കി മാറ്റുന്നതിന് സ്കൂൾതലത്തിൽ കൃത്യമായ പദ്ധതികൾ നടപ്പിലാക്കണം
2. മലയാളത്തിലൂടെ പ്രത്യേക പദ്ധതിയായി കാണാതെ നിലവിലുള്ള ഭാഷാക്ലാസ്സുകളിൽ ഉൾച്ചേർക്കുന്ന തരത്തിൽ ഓരോ വിദ്യാലയവും മാറുന്നത് അനിവാര്യമാണ്.
3. ഇത് സാധ്യമാകുന്ന തരത്തിൽ എസ്.ആർ.ജി.യുടെ നേതൃത്വത്തിൽ മുഴുവൻ വിദ്യാലയങ്ങളിലും കർമ്മ പദ്ധതികൾ തയ്യാറാക്കണം

4. ഇതിന്റെ ഫലപ്രാപ്തി ഉറപ്പുവരുത്തുന്നതിന് പി.ടി.എ.യുടെ നേതൃത്വത്തിൽ ആരോഗ്യകരമായ മോണിറ്ററിങ് സ്വാഗതാർഹമാണ്.
5. മോണിറ്ററിങ് റിപ്പോർട്ടുകളുടെ അടിസ്ഥാനത്തിൽ പ്രവർത്തനത്തിൽ ആവശ്യമായ മാറ്റങ്ങൾ വരുത്താൻ എസ്.ആർ.ജി നേതൃത്വം നൽകണം
6. 2019-20 മുതൽ മൂന്ന് അധ്യയനവർഷം മേൽ സൂചിപ്പിച്ച പ്രവർത്തനങ്ങളുടെ കൃത്യവും സത്യസന്ധവുമായ ഡോക്യുമെന്റേഷൻ സ്കൂൾ തലത്തിൽ തയ്യാറാക്കുകയും അതത് വർഷം പഠനവിധേയമാക്കുകയും ചെയ്യണം

റഫറൻസ്

ഡോക്യുമെന്റ് അനാലിസിസ്-

എസ്.എസ്.എ, പാലക്കാട്

ഡോക്യുമെന്റ് അനാലിസിസ് - ബി.ആർ.സി. മണ്ണാർക്കാട്

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നൗഫൽ, കെ.എം.

കഴിഞ്ഞ ഏതാനും വർഷങ്ങളായി കേരളത്തിലെ പൊതുവിദ്യാഭ്യാസമേഖലയെ ആധുനികമാക്കാനുള്ള ശ്രമങ്ങൾ വിദ്യാഭ്യാസ വകുപ്പിന്റെ നേതൃത്വത്തിൽ സജീവമായി നടന്നുകൊണ്ടിരിക്കുകയാണ്. ഭൗതികസൗകര്യങ്ങൾ വികസിപ്പിച്ചും ആധുനികസാങ്കേതികവിദ്യയുടെ സേവനങ്ങൾ പ്രയോജനപ്പെടുത്തിയും അക്കാദമികഗുണനിലവാരം ഉയർത്തിയും നടത്തുന്ന ഈ മുന്നേറ്റങ്ങൾ പൊതുവിദ്യാലയങ്ങളെ കൂടുതൽ ആകർഷകമാക്കുന്നു. കുട്ടികളുടെ പഠനനിലവാരം ഉറപ്പാക്കുന്നതിൽ പ്രധാനഘടകമാണ് പ്രൈമറി ക്ലാസ്സുകളിലെ മാതൃഭാഷാപഠനം. പ്രൈമറി ഘട്ടത്തിൽതന്നെ ശ്രവണം, ഭാഷണം, വായന, ലേഖനം എന്നീ അടിസ്ഥാനഭാഷാശേഷികൾ ഉറപ്പാക്കുന്നതിലൂടെ കുട്ടികളുടെ മൊത്തത്തിലുള്ള പഠനനിലവാരം ഉറപ്പാക്കാൻ കഴിയുന്നു.

മാതൃഭാഷയായ മലയാളം കേട്ടും പറഞ്ഞും നേടിയ അനുഭവങ്ങൾ ഉള്ള കുട്ടികളായതിനാൽ ശ്രവണം, ഭാഷണം എന്നീ ഭാഷാശേഷി വികാസത്തിന് മാതൃഭാഷാപഠനത്തിൽ പ്രയാസങ്ങൾ നേരിടാറില്ലെങ്കിലും ദ്വിതീയ ഭാഷാശേഷികളായ വായന, ലേഖനം എന്നിവയുടെ വികാസത്തിന് ധാരാളം പഠനാനുഭവങ്ങൾ കുട്ടികൾക്ക് ലഭിക്കേണ്ടതുണ്ട്. ഒന്നാം ക്ലാസ്സിലെത്തുന്ന കുട്ടി പ്രീ-പ്രൈമറി ക്ലാസ്സുകളിൽനിന്നും അനുപചാരികമായ ഭാഷാനുഭവങ്ങൾ നേടുന്നുണ്ടെങ്കിലും ഒന്നാം ക്ലാസ് മുതൽക്കാണ് ഔദ്യോഗികമായ ഭാഷാപഠനം ആരംഭിക്കുന്നത്. രണ്ടാം ക്ലാസ് അവസാനിക്കുന്ന തോടു കൂടി ഓരോ കുട്ടിയെയും മാതൃഭാഷയിൽ സ്വതന്ത്ര വായനക്കാരിയും എഴുത്തുകാരനും ആക്കാനാണ് പാഠ്യപദ്ധതി വിഭാവനം ചെയ്യുന്നതെങ്കിലും ഒന്നാം ക്ലാസ് കഴിയുന്നതോടുകൂടിത്തന്നെ കുട്ടികളെ അവരുടെ നിലവാരത്തിലുള്ള വായനയിലേയ്ക്കും എഴുത്തിലേയ്ക്കും നയിക്കാൻ കഴിയുന്നതായി ലേഖകന്റെ സ്വന്തം അനുഭവങ്ങളിൽ നിന്നും മനസ്സിലാക്കാൻ കഴിഞ്ഞിട്ടുണ്ട്. ഇത് കുട്ടികളുടെ പഠനനിലവാരത്തെ മൊത്തത്തിൽ ഗുണകരമായി

സ്വാധീനിക്കുന്നു. ഇതിന് കഴിയണമെങ്കിൽ ഒന്നാം ക്ലാസ്സിൽവെച്ചുതന്നെ ധാരാളം അധികവായനാ സാമഗ്രികളുടേയും ലേഖനപ്രവർത്തനങ്ങളുടേയും പിന്തുണ ഭാഷാ ക്ലാസ്സിൽ ആവശ്യമാണ്. ഈയൊരു പശ്ചാത്തലത്തിലാണ് മാതൃഭാഷയിലെ ലേഖനം, വായന എന്നീ ശേഷികൾ വേഗത്തിൽ ഉറയ്ക്കുന്നതിനുവേണ്ടി ധാരാളം വായനാക്കാർഡുകൾ ഉപയോഗപ്പെടുത്തിക്കൊണ്ടുള്ള ഒരു പദ്ധതി 'കുഞ്ഞുമലയാളം' എന്ന പേരിൽ ലേഖകൻ തന്റെ ക്ലാസ് റൂമിൽ നടപ്പിലാക്കിയത്.

ഉദ്ദേശ്യം

കുഞ്ഞുമലയാളം പ്രവർത്തനപാക്കേജിലൂടെ ഒന്ന്, രണ്ട് ക്ലാസ്സുകളിലെ കുട്ടികളിൽ എഴുത്ത് വായന, ആശയഗ്രഹണം സ്വതന്ത്രചിന്ത എന്നിവ ഉറപ്പിക്കുകയും സമ്പൂർണ്ണവികാസം സാധ്യമാക്കുകയും ചെയ്യുന്നതിന്

പഠനരീതി

'കുഞ്ഞുമലയാളം' പ്രവർത്തനപാക്കേജിലെ പഠനപ്രവർത്തനങ്ങൾക്കാവശ്യമായ ചിത്രക്കാർഡുകളും വായനാക്കാർഡുകളും നിർമ്മിക്കുന്ന പ്രവർത്തനമാണ് ഇവിടെ ആദ്യം ചെയ്തത്. ഇതിനായി ഒന്ന്, രണ്ട് ക്ലാസ്സിലെ കുട്ടികളുടെ നിലവാരത്തിനനുയോജ്യമായ വായനാസാമഗ്രികളുടെ കരട് രൂപം ആദ്യം തയ്യാറാക്കി. മലയാളത്തിലെ എല്ലാ അക്ഷരങ്ങൾക്കും പ്രാതിനിധ്യം കിട്ടുന്ന തരത്തിൽ സ്വാഭാവികമായി, യാത്രാവികരണ തോന്നാത്ത തരത്തിലാണ് ഇവ രൂപകല്പന ചെയ്തത്. അക്ഷരങ്ങൾ, ചിഹ്നങ്ങൾ എന്നിവയ്ക്ക് ആവശ്യമായ ആവർത്തനം ഉറപ്പുവരുത്താൻ ശ്രദ്ധിച്ചിരുന്നു. തുടർന്ന് ഈ വായനാസാമഗ്രികളുടെ ആപേക്ഷിക ക്രമം ധാരണപ്പെടുത്തി. ബാലമാസികകളിൽനിന്നും മറ്റു ആനുകാലികങ്ങളിൽനിന്നും കാർഡുകളിലേയ്ക്കോ വശ്യമായതും അനുയോജ്യമായതുമായ ചിത്രങ്ങളും ശേഖരിച്ചു. തുടർന്ന് എ4 പേപ്പറിൽ ഈ ചിത്രങ്ങൾ ക്രമീകരിച്ച് വായനയ്ക്കുള്ള ഭാഗങ്ങൾ എഴുതി

ച്ചേർത്തു ലാമിനേറ്റ് ചെയ്ത് വായനക്കാർഡുകൾ തയ്യാറാക്കി.

ചിത്രങ്ങൾ മാത്രമുള്ള കാർഡുകൾ, വായനയ്ക്ക് പരിമിതമായ ടെക്സ്റ്റുകൾ മാത്രമുള്ള കാർഡുകൾ, പരമാവധി വായനാസാധ്യതകളുള്ള കാർഡുകൾ എന്നിങ്ങനെ മൂന്നു തരത്തിലുള്ള കാർഡുകളാണ് തയ്യാറാക്കിയത്. ഈ പ്രവർത്തനത്തിന്റെ ഭാഗമായി ഇത്തരത്തിലുള്ള 200 വ്യത്യസ്ത കാർഡുകളാണ് തയ്യാറാക്കിയത്.

കേവലം പരിഹാരബോധനത്തിനപ്പുറം, കുട്ടിയുടെ ചിന്തയെ ഉണർത്തി സമഗ്രമായ വളർച്ച ഉറപ്പാക്കിയാണ് 'കുഞ്ഞുമലയാളം'ത്തിലെ കാർഡുകൾ തയ്യാറാക്കിയിട്ടുള്ളത്. ഒന്ന്, രണ്ട് ക്ലാസ്സുകളിലെ തീമുകളെ അടിസ്ഥാനമാക്കി വരച്ച ചിത്രങ്ങളും പാട്ടും ബാലമാസികകളും ചിത്രങ്ങളും മെല്ലാം ഉൾപ്പെടുത്തിയാണ് ഇതു സാധ്യമാക്കിയത്.

മൂന്നു തരം കാർഡുകൾ ഉള്ളതിൽ ചിത്രങ്ങൾ മാത്രമുള്ള കാർഡുകളാണ് ആദ്യം പ്രയോജനപ്പെടുത്തിയത്. കുട്ടികൾക്ക് ചിത്രങ്ങൾ കാണാനും ആസ്വദിക്കാനും ചിത്രത്തെപ്പറ്റി പറയാനും കേൾക്കാനുമുള്ള അവസരം നൽകി. തുടർന്ന് കാർഡിലെ ചിത്രത്തെ ആസ്പദമാക്കി കുട്ടികൾ സ്വതന്ത്രമായി ചിത്രരചന നടത്തുകയും നിറം നൽകുകയും ചെയ്തു. ചിത്രങ്ങളിലെ കഥാപാത്രങ്ങളുടെ പേരുകൾ കുട്ടികൾക്കു നൽകിയ പേപ്പറുകളിൽ എഴുതുന്നു. ശേഷം അവ വായിക്കുന്നു. ചിത്രങ്ങളിലെ കഥാപാത്രങ്ങൾ, സംഭവങ്ങൾ എന്നിവ കൊച്ചു വാക്യങ്ങളിലായി കുട്ടികൾ എഴുതുന്നു. കുട്ടികൾക്ക് പരിചിതമായ ചിത്രങ്ങൾ ഉൾപ്പെടുത്തിയാണ് ആദ്യഘട്ടത്തിൽ നൽകിയത്. ചിത്രത്തിന്റെ പേരും കുട്ടികൾ തന്നെ എഴുതുന്നു. ശേഷം ചിത്രത്തെ അടിസ്ഥാനമാക്കിയുള്ള അഭിനയഗാനം കുട്ടികൾ ചേർന്ന് പാടുന്നു. മറ്റു കാർഡുകളും ഇതുപോലെ പ്രവർത്തനങ്ങൾ നൽകി രസകരമായി താല്പര്യമുണർത്തും വിധം കുട്ടികൾക്കുമുന്നിൽ അവതരിപ്പിക്കുന്നു. കാർഡിലെ കഥാപാത്രങ്ങളുടെ പേർ പറയുക, എഴുതുക, കാർഡുകളിലെ കഥയ്ക്ക് അനുയോജ്യമായ ചോദ്യങ്ങൾ ചോദിക്കുക തുടങ്ങിയ പ്രവർത്തനങ്ങളിലൂടെ ക്രമാനുഗതമായി കാർഡുകൾ അവതരിപ്പിക്കുകയും വായനയിലേക്കും എഴുത്തിലേക്കും കടക്കുകയും ചെയ്യുന്നു.

പ്രവർത്തനപരിപാടിയുടെ ആദ്യ മാസത്തിൽ തന്നെ രക്ഷിതാവിന് മാതൃകാക്ലാസ് നൽകി പ്രവർത്തനത്തിൽ പങ്കാളിയാക്കി. കുട്ടിയെഴുത്ത്, ടീച്ചറെഴുത്ത്, ഒത്തുനോക്കൽ, സ്വയം തിരുത്തൽ, പ്രോത്സാഹനം, വ്യക്തിപരമായ ശ്രദ്ധ എന്നിങ്ങനെ മലയാളത്തിലേക്കും മാതൃകയിലാണ് എഴുത്ത് സാധ്യമാക്കിയത്. ഓരോ പ്രവർത്തനത്തിനുശേഷവും ബാലമാസികകൾ പ്രയോജനപ്പെടുത്തിയുള്ള രചനകൾ നടത്തുകയും ഉൽപ്പന്നങ്ങൾ പതിപ്പുകളായി പ്രകാശനം ചെയ്യുകയും ചെയ്തു. ഓരോ ക്ലാസ്സിനുശേഷവും കുട്ടിയുടെ ഭാഷാപരമായ പ്രശ്നങ്ങളെ വിശകലനം ചെയ്തു. വായന, എഴുത്ത്, സ്വതന്ത്രചിന്ത എന്നിങ്ങനെയുള്ള മേഖലകളിൽ കുട്ടിയുടെ വളർച്ച നിരന്തരമായി രേഖപ്പെടുത്തുകയും മികവുകൾക്ക് അംഗീകാരം നൽകുകയും ചെയ്തു.

മുവ്വാറ്റുപുഴ ഗവ. ഹയർ സെക്കണ്ടറി സ്കൂളിലെ ഒന്നാം തരത്തിൽ പഠിക്കുന്ന 20 കുട്ടികളിൽ 2018 ആഗസ്റ്റ് മുതൽ ഡിസംബർ വരെയുള്ള കാലയളവിലാണ് 'കുഞ്ഞുമലയാളം' പരിപാടി നടപ്പിലാക്കിയത്. ദൈനംദിന ക്ലാസ് റൂം വിനിമയത്തിനുശേഷമുള്ള ഒഴിവുസമയം പ്രയോജനപ്പെടുത്തിയാണ് പാക്കേജ് നടപ്പിലാക്കിയത്.

വിശകലനം

നല്ല വായന, നല്ല എഴുത്ത് എന്നിവയ്ക്ക് പ്രാധാന്യം നൽകി കുട്ടികളുടെ സ്വതന്ത്രചിന്ത പ്രോത്സാഹിപ്പിക്കുന്നതിനുവേണ്ടി രൂപപ്പെടുത്തിയ പ്രവർത്തനപാക്കേജാണ് 'കുഞ്ഞുമലയാളം'. ഒന്ന്, രണ്ട് ക്ലാസ്സുകളിൽ വായന, എഴുത്ത് എന്നീ മേഖലകൾ വളരെ വേഗത്തിൽ വികസിപ്പിക്കുന്നതിനുവേണ്ടിയാണ് ഈ പ്രവർത്തനപാക്കേജ് നടപ്പിലാക്കിയത്.

കേരളത്തിലെ പൊതു വിദ്യാലയങ്ങളിൽ ഒന്നാം തരത്തിലെത്തുന്ന കുട്ടികൾ വളരെ വ്യത്യസ്തമായ സാഹചര്യങ്ങളിൽ നിന്നും വരുന്നവരാണ്. മിക്കവാറും കുട്ടികൾ പ്രീ പ്രൈമറി കഴിഞ്ഞ് വരുന്നവരാണെങ്കിലും അവരുടെ അക്കാദമിക പശ്ചാത്തലം വൈവിധ്യം പുലർത്തുന്നു. പ്രീ പ്രൈമറി ക്ലാസുകളിലെ അനുഭവോദ്യോഗികമായ പഠനപ്രവർത്തനങ്ങൾ ഈ കുട്ടികളിൽ ഭാഷാ

വികാസത്തിന് സഹായകമാണെങ്കിലും സെക്കണ്ടറി ഭാഷാ നൈപുണികളായ വായന, ലേഖനം എന്നിവയ്ക്ക് ബോധപൂർവ്വമായ പ്രവർത്തനങ്ങൾ നൽകേണ്ട ഘട്ടമാണിത്. കുട്ടികളുടെ താല്പര്യവും ജിജ്ഞാസയും സ്വതന്ത്രചിന്തയും നിലനിർത്തി കൊണ്ട് വായനയ്ക്കും ലേഖനത്തിനുമുള്ള പ്രവർത്തനങ്ങൾ നൽകാൻ കഴിയുമ്പോൾ മാത്രമേ ഭാഷാപഠനം യാത്രികമാകാതിരിക്കുകയുള്ളൂ, കുഞ്ഞുമലയാളത്തിന് ഉപയോഗിച്ച വായനാ സാമഗ്രികൾ ഈ രീതിയിലുള്ള ഭാഷാവികാസത്തിന് വളരെയധികം പ്രയോജനകരമായി. കുട്ടികൾക്ക് പരിചിതമായ ചിത്രങ്ങൾ ഉൾപ്പെടുത്തിയുള്ള കാർഡുകളാണ് ആദ്യഘട്ടത്തിൽ നൽകിയത്. തുടർന്ന് കഥ, കവിത, വിവരണം എന്നീ രൂപത്തിൽ കൂടുതൽ രചനകൾ ചിത്രങ്ങളെ ആസ്പദമാക്കി വളരെ എളുപ്പത്തിൽ കുട്ടികൾക്ക് എഴുതുവാനും വായിക്കുവാനും സാധിച്ചു. ഓരോ കുട്ടിക്കും വ്യത്യസ്തമായ ചിത്രങ്ങൾ നൽകി ഏതു ചിത്രത്തിനും അനുയോജ്യമായ രീതിയിൽ സർഗാത്മകമായി ചിന്തിച്ച് എഴുതുവാൻ കുട്ടികൾക്ക് സാധിച്ചു.

പൊതുവിദ്യാഭ്യാസ വകുപ്പിനുവേണ്ടി സംസ്ഥാന വിദ്യാഭ്യാസ ഗവേഷണകൗൺസിൽ തയ്യാറാക്കിയ ഒന്നാം തരം മലയാളം പാഠ പുസ്തകത്തിൽ ഓരോ യൂണിറ്റിലും ഭാഷയിലെ അക്ഷരങ്ങളും ചിഹ്നങ്ങളും ക്രമമായി അവതരിപ്പിക്കുന്നുണ്ട്. അവസാന ടേം ആകുന്നതോടുകൂടി മലയാളത്തിലെ ഒരുവിധം എല്ലാ അക്ഷരങ്ങളും ചിഹ്നങ്ങളും കുട്ടികൾക്കു മുന്നിൽ അവതരിപ്പിക്കുന്നു. എന്നാൽ അവതരിപ്പിക്കപ്പെട്ട അക്ഷരങ്ങളുടെ പുനരനുഭവവും ആവർത്തനവും ലഭിക്കാനുള്ള പ്രവർത്തനങ്ങൾ പാഠപുസ്തകത്തിൽ പര്യാപ്തമല്ല. ഈ കുറവ് പരിഹരിക്കുന്നതിന് ധാരാളം രൂപീകൃതപാഠങ്ങളും വായനാകാർഡുകളും ഉപയോഗപ്പെടുത്താൻ പാഠ്യപദ്ധതി വിഭാവനം ചെയ്യുന്നു. ഈയൊരു ലക്ഷ്യം വെച്ചുകൊണ്ട് അധ്യാപകർക്കു വേണ്ടി നടത്തുന്ന പരിശീലനങ്ങളിലും വായനാ കാർഡുകളുടെ രൂപീകരണം നടക്കാറുണ്ട്. ഇത്തരത്തിൽ പാഠപുസ്തകാടിസ്ഥാനത്തിലുള്ള പ്രവർത്തനങ്ങൾക്ക് സഹായകരമാകാൻ കുഞ്ഞു

മലയാളം പ്രവർത്തനങ്ങൾക്ക് കഴിയുന്നു. ഭാഷാപാഠപുസ്തകത്തിലെ ആവശ്യങ്ങൾക്കനുസരിച്ച് അധികവിഭവങ്ങൾ നൽകി കൂടുതൽ വേഗത്തിൽ കുട്ടികൾക്ക് ഭാഷാശേഷികൾ ആർജ്ജിക്കാൻ ഇതിലൂടെ കഴിയുന്നു.

കണ്ടെത്തലുകൾ

- കുഞ്ഞുമലയാളം പാക്കേജിലെ പഠന പ്രവർത്തനങ്ങളിലൂടെ കുട്ടികളെ താല്പര്യപൂർവ്വം പഠനപ്രവർത്തനങ്ങളിൽ ഏർപ്പെടുത്താൻ സാധിച്ചു.
- ഒന്നാം ക്ലാസ്സിലെ കുട്ടികളിൽ വായന, എഴുത്ത് എന്നിവ വേഗത്തിൽ ഉറപ്പിക്കുന്നതിന് ഈ പ്രവർത്തന പാക്കേജ് സഹായിച്ചു.
- അധ്യാപകന് ക്ലാസ് റൂം പഠനപ്രവർത്തനങ്ങൾ എളുപ്പമാക്കാൻ ഈ പ്രവർത്തന പാക്കേജ് സഹായിക്കുന്നു.
- പഠനത്തിൽ രക്ഷിതാവിനെക്കൂടി പങ്കാളിയാക്കാൻ സാധിക്കുന്നതിലൂടെ കുട്ടിയുടെ തുടർപഠനത്തിന് പിന്തുണ ലഭിക്കാൻ ഈ പ്രവർത്തനപദ്ധതി സഹായകമായി
- കുട്ടികളുടെ പഠനപ്രശ്നങ്ങൾ വിശകലനം ചെയ്ത് പരിഹാരപ്രവർത്തനങ്ങൾ ആസൂത്രണം ചെയ്യാൻ കുഞ്ഞുമലയാളം വായനാ കാർഡുകൾ ഉപയോഗിച്ചുള്ള പഠന പ്രവർത്തനങ്ങളുടെ വിശകലനം അധ്യാപകനെ സഹായിക്കുന്നു
- പഠനോത്സവത്തിലെ അവതരണത്തിനും മറ്റു പൊതു അവതരണങ്ങൾക്കും ഭാഷാ പഠനത്തിന്റെ തെളിവുകൾ ലഭ്യമാക്കാൻ ഈ പ്രവർത്തനത്തിലൂടെ സാധിച്ചു.

റഫറൻസ്

- വിദ്യാഭ്യാസ വകുപ്പ്, കേരള സർക്കാർ. (2014). കേരളപാഠാവലി സ്റ്റാൻഡേർഡ് ഒന്ന്, രണ്ട് ക്ലാസ്സുകൾ
- വിദ്യാഭ്യാസ വകുപ്പ്, കേരള സർക്കാർ. (2014). ടീച്ചർ ടെക്സ്റ്റ്, കേരളപാഠാവലി, സ്റ്റാൻഡേർഡ് ഒന്ന്, രണ്ട് ക്ലാസ്സുകൾ

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‘അമ്മവായന-കുഞ്ഞുവായന-കുടുംബവായന’- സംസ്ഥാനത്തെ ആദ്യ സമ്പൂർണ്ണ ഗൃഹലൈബ്രറി വിദ്യാലയ പദ്ധതി

പി.കെ. അബ്ദുറഹ്മാൻ

പരിമിതികളെ അതിജീവിച്ച് അക്കാദമിക-അക്കാദമികേതരമായ കാര്യങ്ങളിൽ ശ്രദ്ധേയമായ പ്രവർത്തനങ്ങൾ കാഴ്ചവെച്ച് മാതൃകയാക്കാവുന്ന കർമ്മപദ്ധതികളുമായി മുന്നേറ്റത്തിന്റെ പുത്തൻ വിജയഗാഥകൾ രചിച്ചുകൊണ്ടിരിക്കുകയാണ് കേരളത്തിലെ പൊതുവിദ്യാലയങ്ങൾ. വിദ്യാർത്ഥികളുടെ അക്കാദമിക നിലവാരം വർദ്ധിപ്പിക്കുന്നതിൽ അടിസ്ഥാനഭാഷാശേഷികളും സർഗാത്മകതയും നിർണായക പങ്കുവഹിക്കുന്നതായി പഠനങ്ങൾ തെളിയിക്കുന്നു. (ക്രിസ്റ്റി,2016,മേരി,2017) പ്രൈമറി ക്ലാസ്സുകളിലെ വിദ്യാർത്ഥികളെ സംബന്ധിച്ചിടത്തോളം ഭാഷാശേഷി വികാസം അവരുടെ അക്കാദമിക നിലവാരത്തെ മാത്രമല്ല ചിന്താശേഷിയേയും തുടർ പഠനത്തേയും സ്വാധീനിക്കുന്നു. ഭാഷാശേഷികളുടെ സമ്പൂർണ്ണ വികാസത്തിലെ അടിസ്ഥാന ഘടകമാണ് വായന. ചെറുപ്രായത്തിൽ തന്നെ കുട്ടികളിൽ വായനയുടെ സംസ്കാരം രൂപപ്പെടുത്താൻ കഴിയുന്നത് അവരുടെ പഠനത്തെയും ജീവിതത്തെയും കാര്യമായി സ്വാധീനിക്കുന്നു.

പഠനത്തിലെന്നതുപോലെ കുട്ടികളിൽ വായനയുടെ സംസ്കാരം രൂപപ്പെടുത്തുന്നതിൽ വീടിനും രക്ഷിതാക്കൾക്കും ഒഴിച്ചുകൂടാനാവാത്ത പങ്കുണ്ട്. വിദ്യാലയത്തിൽ നടത്തുന്ന സ്വതന്ത്ര വായനാ പോഷണപരിപാടികൾ രക്ഷിതാക്കളുടേയും ഗാർഹികാന്തരീക്ഷത്തിന്റേയും സഹായമില്ലാത്തതിനാൽ തുടർച്ചയും വളർച്ചയും ലഭിക്കാതെ പോയതായി ഈ ലേഖകന്റെ അധ്യാപന ജീവിതത്തിലെ അനുഭവങ്ങൾ സാക്ഷ്യപ്പെടുത്തുന്നു. അതുകൊണ്ടാണ് രക്ഷിതാക്കളേയും വീടിനേയും ഉൾച്ചേർത്തുകൊണ്ട് കുട്ടികളുടെ സമഗ്രവായനാ വികാസത്തിനുള്ള അമ്മവായന കുഞ്ഞുവായന കുടുംബവായന എന്ന കർമ്മ പദ്ധതി 2018-19 അക്കാദമിക വർഷത്തെ മാസ്റ്റർ പ്ലാനിന്റെ ഭാഗമായി കോഴിക്കോട് ജില്ലയിലെ ചിങ്ങപുരം വന്ദുകം എളമ്പിലാട് എം.എൽ.പി.സ്കൂൾ ഏറ്റെടുത്തു നടപ്പിലാക്കുന്നത്.

ഉദ്ദേശ്യം

വീടുകളിൽ ഗൃഹാങ്കണ വായനശാലകൾ ഒരുക്കി കുഞ്ഞുവായന, അമ്മവായന, കുടുംബ വായന എന്ന ആശയം യാഥാർത്ഥ്യമാക്കുക

പ്രവർത്തനരീതി

2018-19 അധ്യയനവർഷത്തേയ്ക്കുള്ള വിദ്യാലയ മാസ്റ്റർ പ്ലാനിന്റെ ഭാഗമായി വിദ്യാർത്ഥികളിൽ വായനാപരിപോഷണത്തിനായി പ്രത്യേക പദ്ധതി ഉൾപ്പെടുത്തണമെന്ന് ധാരണയായി. കുട്ടികളുടെ വായനയ്ക്ക് രക്ഷിതാക്കളുടെകൂടി പിന്തുണ ആവശ്യമായതിനാൽ രക്ഷിതാക്കളെക്കൂടി ഉൾപ്പെടുത്തിക്കൊണ്ട് കുഞ്ഞുവായന, അമ്മവായന, കുടുംബവായന എന്ന പേരിൽ അധ്യയനവർഷത്തെ മികവ് പ്രവർത്തനമായി പ്രത്യേക പദ്ധതി രൂപീകരിച്ചു. വിദ്യാലയത്തിലെ മുഴുവൻ കുട്ടികളുടേയും വീടുകളിൽ ഹോം ലൈബ്രറി സജ്ജീകരിച്ചുകൊണ്ട് കുടുംബാംഗങ്ങളുടേയും കുട്ടികളുടേയും വായനയ്ക്കുള്ള സൗകര്യമൊരുക്കാനാണ് പദ്ധതിയിലൂടെ വിഭാവനം ചെയ്തത്. 2018 ജൂൺ 19ന് വായനാദിനത്തിൽ സമ്പൂർണ്ണ ഹോം ലൈബ്രറി ക്കായുള്ള പ്രവർത്തനങ്ങൾ ആരംഭിച്ചു. സ്കൂൾ ഡെപ്യൂട്ടി ലീഡർ എസ്. ധനഞ്ജയിയുടെ വീട്ടിൽ ലൈബ്രറി സ്ഥാപിച്ചുകൊണ്ടാണ് വായനാദിനത്തിൽ പ്രവർത്തനത്തിന് തുടക്കം കുറിച്ചത്. തുടർന്ന് വിദ്യാലയത്തിലെ 73 കുട്ടികളുടേയും വീടുകളിൽ ഹോം ലൈബ്രറികൾ സ്ഥാപിച്ചു. രണ്ടാം ഘട്ടമായി പ്രീ പ്രൈമറി വിഭാഗത്തിലെ 31 കുട്ടികളുടെ വീടുകളിലും ലൈബ്രറികൾ തയ്യാറാക്കി. ഓരോ കുട്ടിയുടെ വീട്ടിലും അമ്പതോ അതിലധികമോ പുസ്തകങ്ങൾ ശേഖരിച്ച് തയ്യാറാക്കിയ ലൈബ്രറി കൾക്ക് പ്രത്യേക പേരും റജിസ്റ്ററും ഉണ്ട്. വീടുകളിൽ ഒരുക്കിയ ലൈബ്രറികൾ അതതു വീടുകളിലെ വിദ്യാർത്ഥികൾ തന്നെയാണ് ഉദ്ഘാടനം ചെയ്തത്. പദ്ധതിക്കാവശ്യമായ പുസ്തകങ്ങൾ പുസ്തക സമാഹരണയജ്ഞം വഴി നാട്ടുകാരിൽ നിന്നും സോഷ്യൽമീഡിയ വഴിയുമാണ് സമാഹരിച്ചത്.

ഇത്തരത്തിൽ സമാഹരിച്ച 500 പുസ്തകങ്ങൾ കിറ്റുകളാക്കി മുഴുവൻ കുട്ടികളുടെ ഹോം ലൈബ്രറികളിലേയ്ക്കും വിതരണം ചെയ്തു.

വീടുകളിൽ ഒരുക്കിയ ലൈബ്രറിയിലെ പുസ്തകങ്ങളുടെ വായന ഉറപ്പുവരുത്തുന്നതിനായി വിദ്യാലയത്തിന്റെ നേതൃത്വത്തിൽ പ്രത്യേകം ശ്രദ്ധ ചെലുത്തിയിരുന്നു. രക്ഷിതാക്കളേയും കുട്ടികളേയും വായനയിലേക്ക് നയിക്കൽ, വായനയ്ക്കുള്ള സാഹചര്യമൊരുക്കൽ, പ്രോത്സാഹനം എന്നിവ വിദ്യാലയത്തിന്റെ നേതൃത്വത്തിൽ നടപ്പിലാക്കി. പദ്ധതി ആരംഭിച്ചശേഷം എല്ലാ വെള്ളിയാഴ്ചകളിലും സ്കൂളിൽ ഹോം ലൈബ്രറി അനുബന്ധമായ വിവിധ മത്സരങ്ങൾ സംഘടിപ്പിച്ചുവരുന്നു. കുട്ടികളെ വായനയിലേക്ക് നയിക്കുന്നതിന് അതതു വിഷയ ക്ലാസ്സുകളും ക്ലാസ് പി.ടി.എ. യോഗങ്ങളും ഉപയോഗപ്പെടുത്തി. വായനാക്കുറിപ്പുകൾ തയ്യാറാക്കാൻ പ്രത്യേകം നിർദ്ദേശവും പരിശീലനവും നൽകിയിരുന്നു. വിദ്യാർത്ഥികളും രക്ഷിതാക്കളും ഇത്തരത്തിൽ തയ്യാറാക്കിയ വായനാക്കുറിപ്പുകൾ വിദ്യാലയത്തിന്റെ നേതൃത്വത്തിൽ ശേഖരിക്കുകയും പ്രത്യേകം പുസ്തകങ്ങളായി പ്രസിദ്ധീകരിക്കുകയും ചെയ്തു. കൂടാതെ വായനാനുഭവങ്ങൾ പങ്കു വെക്കുന്നതിന് വിദ്യാർത്ഥികൾക്ക് ക്ലാസ് റൂമിലും അസംബ്ലിയിലും അവസരമൊരുക്കി. രക്ഷിതാക്കൾക്ക് തങ്ങളുടെ വായനാനുഭവങ്ങൾ പങ്കു വെയ്ക്കാൻ ക്ലാസ് പി.ടി.എ യോഗങ്ങളിൽ അവസരം നൽകി.

വിദ്യാലയത്തിൽ ഒന്നാം തരം മുതൽ നാലാം തരം വരെ ക്ലാസ്സുകളിൽ പഠിക്കുന്ന എല്ലാ കുട്ടികളേയും അവരുടെ രക്ഷിതാക്കളേയും ഉൾപ്പെടുത്തിക്കൊണ്ടാണ് പദ്ധതി നടപ്പിലാക്കിയത്. 2018 ജൂൺ 19 വായനാദിനത്തിൽ ആരംഭിച്ച പദ്ധതി ഇപ്പോഴും നടന്നുവരുന്നു. ഒന്നാം ഘട്ടമായി ഒരു അധ്യയന വർഷത്തെ നടത്തിപ്പിനുശേഷം എല്ലാ വീടുകളിൽനിന്നും അധ്യാപകർ മുഖാന്തിരം നേരിട്ട് വിവരങ്ങൾ ശേഖരിച്ച് പദ്ധതിയുടെ പുരോഗതി, ഗുണങ്ങൾ എന്നിവയെപ്പറ്റി പ്രാഥമിക വിശകലനം നടത്തി.

വിശകലനം

‘അമ്മവായന, കുഞ്ഞുവായന കുടുംബ വായന’ എന്ന പേരിൽ ഒരു ഗ്രാമത്തിൽ മുഴുവൻ വായനയുടെ സംസ്കാരം രൂപപ്പെടുത്താൻ വിഭാവനം ചെയ്യുന്ന പദ്ധതിയാണ് വന്ധുകം എളമ്പിലാണ്

എം.എൽ.പി. സ്കൂൾ 2018-19 അധ്യയനവർഷത്തിൽ മികവ് പ്രവർത്തനമായി ഏറ്റെടുത്തത്. പദ്ധതിയിലൂടെ വിദ്യാലയത്തിലെ 104 വിദ്യാർത്ഥികളുടേയും വീടുകളിൽ ഹോം ലൈബ്രറി ഒരുക്കാൻ കഴിഞ്ഞത് അധ്യാപകരുടേയും രക്ഷിതാക്കളുടേയും നാട്ടുകാരുടേയും കൂട്ടായ പ്രവർത്തനത്തിന്റെ ഫലമായാണ്. സോഷ്യൽ മീഡിയയിലൂടെയും നാട്ടുകാരിൽനിന്നും ലൈബ്രറികൾക്കാവശ്യമായ 500 പുസ്തകങ്ങൾ സമാഹരിക്കാൻ കഴിഞ്ഞു. ഇങ്ങനെ ഓരോ വീട്ടിലും 50-ൽ കുറയാത്ത പുസ്തകങ്ങളുള്ള ഓരോ ലൈബ്രറി സജ്ജീകരിക്കാനായി. പുസ്തക ശേഖരണം മാത്രമല്ല, ഹോം ലൈബ്രറികളിൽ അവയുടെ സജ്ജീകരണം, ക്രമീകരണം, റജിസ്റ്ററുകളുടെ സൂക്ഷിപ്പ് മുതലായ കാര്യങ്ങളിലും വിദ്യാലയത്തിന് ഇടപെടാനായി. എല്ലാ ഹോം ലൈബ്രറികളിലുമായി 4000-ത്തിലധികം പുസ്തകങ്ങൾ ഇപ്പോൾ ഉണ്ട്. 250-ൽ കൂടുതൽ പുസ്തകങ്ങൾ ഹോം ലൈബ്രറിയിൽ ഉള്ള പത്തിലധികം കുട്ടികൾ ഉണ്ട്. വർദ്ധിച്ച ആവേശത്തോടെയാണ് ഹോം ലൈബ്രറി അനുബന്ധമായി നടത്തുന്ന മത്സരങ്ങളിൽ വിദ്യാർത്ഥികൾ പങ്കെടുത്തു വരുന്നത്. വിജയികൾക്ക് സമ്മാനമായി നൽകുന്നതും പുസ്തകങ്ങളാണ്. കഴിഞ്ഞ വർഷം ഏറ്റവും കൂടുതൽ പുസ്തകങ്ങൾ വായിച്ചത് മൂന്നാം ക്ലാസ്സിലെ ലക്ഷ്മിയും (41) നിരഞ്ജന(37)യുമായിരുന്നു.

ഹോം ലൈബ്രറി പ്രവർത്തനത്തിലൂടെ വിദ്യാലയത്തിന് രക്ഷിതാക്കളിലേക്കും വീടുകളിലേക്കും സമൂഹത്തിലേക്കും കൂടുതൽ ഇറങ്ങി ചെല്ലാൻ കഴിഞ്ഞു. രക്ഷിതാക്കളുടെ വായന ഉറപ്പു വരുത്താനുള്ള വായനാക്കുറിപ്പു ശേഖരണത്തിന് രക്ഷിതാക്കളിൽനിന്ന് നല്ല പ്രതികരണം ലഭിച്ചു വരുന്നു. 65-ലധികം രക്ഷിതാക്കൾ വായനാ കുറിപ്പുകൾ തയ്യാറാക്കി നൽകി. ഇവ ചേർത്ത് പ്രത്യേക പതിപ്പാക്കി വിദ്യാലയം പുറത്തിറക്കി. വീടുകളിലെ മുത്തശ്ശിമാർവരെ വായനാ പ്രവർത്തനങ്ങളിൽ ഏർപ്പെടുന്നു. രണ്ടാം ക്ലാസ്സിലെ ഹംദാന്റെ 88 വയസ്സുള്ള മുത്തശ്ശി ഒഴിവുസമയം നീക്കുന്നത് ഹോം ലൈബ്രറിയിലെ പുസ്തകങ്ങൾ വായിച്ചുകൊണ്ടാണ്.

വിദ്യാലയത്തിലെ 5 അധ്യാപകരും അവരുടെ വീടുകളിൽ ലൈബ്രറികൾ സ്ഥാപിച്ച് വായിച്ച പുസ്തകങ്ങളുടെ കുറിപ്പുകൾ സമാഹരിച്ചു പ്രസിദ്ധീകരിച്ച് വായനാപ്രവർത്തനത്തിന് പ്രോത്സാഹനം നൽകിവരുന്നു. അമ്മ വായന കുട്ടികളുടെ വായനയെ

പ്രോത്സാഹിപ്പിക്കാനും ഉപകാരപ്പെട്ടു എന്നു മാത്രമല്ല, വിദ്യാലയത്തിന്റെ പ്രവർത്തനങ്ങളിലുള്ള സമൂഹത്തിന്റെ പങ്കാളിത്തം വർദ്ധിപ്പിക്കാൻ ഇതിലൂടെ സാധ്യമായി. എളവിലാട് പ്രദേശത്തിന്റെ മൊത്തം വായനാസംസ്കാരത്തിൽ വലിയ മാറ്റം സൃഷ്ടിക്കാൻ ഈ പദ്ധതിയിലൂടെ സാധിച്ചിട്ടുണ്ട്. ഓരോ പ്രവർത്തന പദ്ധതികളുമായി വിദ്യാലയം സമൂഹത്തിലേയ്ക്കിറങ്ങിച്ചെല്ലുന്നത് കാരണം നാലുവർഷം മുമ്പ് 39 കുട്ടികൾ മാത്രമായി അടച്ചുപൂട്ടലിന്റെ വക്കിലെത്തിനിന്നിരുന്ന ഈ വിദ്യാലയം ഇന്ന് അധ്യാപകുടേയും രക്ഷിതാക്കളുടേയും നാട്ടുകാരുടേയും നേതൃത്വത്തിൽ 100-ൽ അധികം കുട്ടികളുള്ള ജില്ലയിലെ മികച്ച വിദ്യാലയങ്ങളിലൊന്നായി മാറി. വിദ്യാലയത്തിലെ മുഴുവൻ കുട്ടികളുടേയും വീടുകളിൽ ലൈബ്രറി സ്ഥാപിച്ച സംസ്ഥാനത്തെ ആദ്യ വിദ്യാലയം എന്ന പദവി ഈ വിദ്യാലയത്തിന് ലഭിച്ചു. സർവ്വ ശിക്ഷാ കേരളയുടെ 2018 -19 അധ്യയനവർഷത്തെ മികച്ച സ്കൂൾ പ്രൊജക്ടിനുള്ള പുരസ്കാരം ഈ വിദ്യാലയത്തിന്റെ ഹോം ലൈബ്രറി പ്രൊജക്ടിനു ലഭിച്ചു.

കണ്ടെത്തലുകൾ

- ഹോം ലൈബ്രറി പദ്ധതിയിലൂടെ 1 മുതൽ 4 വരെ ക്ലാസ്സുകളിലെ കുട്ടികളിൽ സ്വാഭാവികമായ വായന ഉറപ്പു വരുത്താൻ കഴിഞ്ഞു.
- ഹോം ലൈബ്രറി പദ്ധതിയിലൂടെ അമ്മമാരുടെ വായനയെ കാര്യമായി സ്വാധീനിക്കാനും അതിലൂടെ കുട്ടികളിലും സമൂഹത്തിൽ മൊത്തത്തിലും വായനാസംസ്കാരം രൂപപ്പെടുത്താനും വിദ്യാലയത്തിന് കഴിയുന്നു.
- ഹോം ലൈബ്രറി പദ്ധതിയിലൂടെയുള്ള സ്വതന്ത്ര വായന പഠനനേട്ടങ്ങൾ സുഗമമായി ആർജ്ജിക്കുന്നതിന് കുട്ടികളെ കൂടുതൽ സഹായിക്കുന്നു.

- കുട്ടികളുടെ കഥ, കവിത, ചിത്രരചന, മറ്റു സ്വതന്ത്ര രചനകൾ മുതലായവയ്ക്ക് പ്രോത്സാഹനം നൽകാനും അമ്മമാരുടെ സർഗാത്മക രചനാ ഉദ്യമങ്ങൾക്ക് പ്രോത്സാഹനം നൽകാനും പദ്ധതിയിലൂടെ കഴിഞ്ഞു.
- കുട്ടികളെ സ്കൂൾ ലൈബ്രറി, ക്ലാസ് ലൈബ്രറി, പ്രാദേശികവായനശാലകൾ എന്നിവയുമായി അടുപ്പിക്കാൻ ഹോം ലൈബ്രറി പദ്ധതിയ്ക്കു കഴിഞ്ഞു.
- ദൃശ്യ-ശ്രാവ്യമാധ്യമങ്ങൾ, സാമൂഹ്യ മാധ്യമങ്ങൾ എന്നിവയുടെ ഉപയോഗവും സഹായവും ഹോം ലൈബ്രറി പദ്ധതിയെ വിജയകരമാക്കുന്നതിന് വളരെയധികം സഹായിച്ചു.
- വിദ്യാലയത്തിന്റെ പ്രവർത്തനങ്ങളെ യഥാ സമയം പൊതു സമൂഹത്തിലെത്തിക്കാൻ കഴിഞ്ഞതുകൊണ്ട് വിദ്യാലയത്തിന്റെ സാമൂഹ്യപിന്തുണയും വിദ്യാർത്ഥി പ്രവേശനവും വർദ്ധിപ്പിക്കാൻ സാധിച്ചു.

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