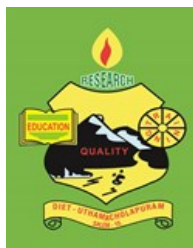


Action Research on Class Room Transaction

-Salem District



District Institute of Education and Training

Uthamacholapuram

Salem-636 010

2023-24

"Building School Support Volunteerism for promoting Quality Education Among the Teachers"

(Dr. M. Selvam, Principal, DIET, Uthamacholapuram, Salem-10)

OBJECTIVES:

- ❖ To build 'School Support Volunteerism' among the teachers.
- ❖ To cultivate voluntarism for improving school standards among the teachers.
- ❖ To know the components of voluntarism and its dire need of the hour among the teachers.
- ❖ To engage teachers in various kinds of voluntary activities in schools by their own wish.

SAMPLE: 26 teachers of Salem district were used as sample for this action research.

TOOL AND INTERVENTIONS USED:

The practitioner developed a tool titled as Questionnaire on 'School Support Voluntarism'. It consisted of 9 items. The samples were asked to respond the questionnaire. Also they asked to put (✓) mark under 'Yes' or 'No'. The training was given to 26 teachers under the title of 'School Support Voluntarism'. After the training, the samples were asked to do voluntary service and submit the report. The quantitative and qualitative analysis were done.

METHOD : Single group Pre-test – Intervention – post – test method was employed.

FINDINGS

- ❖ Almost all teachers involved in School Support Voluntary work.
- ❖ All teacher volunteers gave physical work for voluntarism.
- ❖ Some teachers utilized their talents and skills for voluntary drives

“Building the Manipulating Skill of ICT Techniques among Female Teachers to Empower their Professional Development”

(Dr.P. Govindaprakash, Senior Lecturer, DIET, Uthamacholapuram, Salem-10)

Objectives:

- ❖ To build the Manipulating Skill of ICT Techniques among Female Teachers to Empower their Professional Development

Sample: In this Action Research 23 Female Teachers of Salem district was are considered as sample.

Tool: The research tool contains 15 Multiple Choice questions.

Methodology

Teachers’ Intervention Training Module is prepared and distributed by the investigator to all sample. An Intervention Training was conducted on 13-03-2024. A pre-test and post -test was conducted.

Findings

- ❖ The average mark obtained by the Female Teachers in pre-test is 37.67 %. And an average mark obtained by Female Teachers in post-test is 86.66 %. The difference between pre-test and post-test mark is 48.99 %.
- ❖ The average mark obtained by SGT Teachers in post-test is 87.68% The average mark obtained by TGT Teachers in post-test is 85.31%
- ❖ An average mark obtained by Ayyothiyapattinam Block Sample in post-test is 87.99 %, Veerapandi Block Sample in post-test is 86.66%, Panamarathupatti Block Sample in post-test is 82.66 %. And an average mark obtained by Salem Urban Block Sample in post-test is 85.33 %.

3

“Enhancing the practical application of using riddles and Puzzles in teaching Mathematics among middle school Mathematics teachers.

Objectives

- ❖ To find out the initial level of practical application of riddles and puzzles in teaching mathematics among middle school mathematics teachers
- ❖ To evolve a module incorporating riddles and puzzles in teaching mathematics
- ❖ To organize one day training programme to enhance the practical application of using of riddles and puzzles in teaching mathematics among middle school mathematics teachers.
- ❖ To find out the result and impact of evaluated module based training for the of riddles and puzzles in teaching mathematics among middle school mathematics teachers.

Sample: 30 Middle School Mathematics Teachers from Salem Urban Block for the study

Tool :

- ❖ Questionnaire – To find out the usage of Puzzles and Riddles while teaching Mathematical concepts.
- ❖ The tool contains 10 questions regarding their understandings and knowledge about Puzzles and Riddles in mathematics.

Methodology:

Single group Pre- test and Post-test experimental study will be used for the proposed study

Findings

- ❖ In pre – test teachers were scored minimum marks.
- ❖ Teachers need to much more awareness about the practical applications of using Puzzles and Riddles in classroom teaching Mathematics.
- ❖ Proper intervention was given to the samples using various examples for the various chapters in practical applications of using puzzles and riddles in teaching mathematics.

4

Developing knowledge and skills of preparing "FIXTURES" for the tournaments among Physical education teachers

(S. Peter Anandh, Lecturer, DIET, Uthamacholapuram, Salem-10)

Objectives:

- ❖ To Develop Knowledge and Skills of preparing “fixtures” for conducting tournaments among the physical education teachers
- ❖ To find out the initial level of knowledge and skills of preparing “fixtures” for conducting tournaments among the physical education teachers.
- ❖ To impart the knowledge and skills of preparing “fixtures” for conducting tournaments among the physical education teachers.

Sample: The practitioner used purposive sampling method to select 30 physical education teachers in Salem district as a sample for the study.

Tool and Interventions Used:

- ❖ Pre-test and Post-test questionnaire was constructed and used to find the knowledge and skills to prepare fixtures.
- ❖ The practitioner prepared module to teach and train to prepare fixtures. The activities designed in the module were used as hands on training in the training programme.

Method: Quasi experimental design covering Single group pretest posttest experimental research was used in this study

Findings:

- The physical education teachers have developed their Knowledge and Skills of preparing “fixtures” for conducting tournaments.
- The minimum score in the pretest 61 was increased 97 in the post test and the pretest mean 55 has increased to 90 in the post test

5

“Improving the Knowledge of Phonetics in English Language Speaking Skill among the primary school teachers of Magudanchavadi Block.

(S. Selvi, Lecturer, DIET, Uthamacholapuram, Salem-10)

Objectives:

- ❖ To improve their knowledge on the production of sound symbols.
- ❖ To improve their knowledge on the articulation of sound symbols.
- ❖ To make them know the correct stress patterns on the syllables of words.
- ❖ To help them have the knowledge of correct intonation.

Sample: 35 primary teachers of Magudanchavadi block

Tool and Interventions Used:

Pre-test-intervention-post-test

Methodology :

Audio and video materials prepared on the sound symbols and sound symbols and training was given on that material.

Findings:

From the analysis of the pre-test and post-test scores it is found that the teachers have shown interest and improvement in learning phonetics.

6

“பேசுதல் திறனை மேம்படுத்துவதற்கான மின்னணுப் பாடப்பொருளை

ஆசிரியர்களிடையே வலுப்படுத்துதல்

(M. Jayamani, Lecturer, DIET, Uthamacholapuram, Salem-10)

Objectives

❖ மின்னணுப் பாட பொருள் மூலம் மொழியியலில் பேசும்திறன்களை
மேம்படுத்துதல்

❑ தொழில் நுட்பசெயல்பாடுகள் மூலம் பேசும் திறனை வளர்த்தல்

Sample: சேலம் மாவட்டத்தில் உள்ள எடப்பாடி ஒன்றியத்தில் பயிலக்கூடிய
மாணவர்களின் பள்ளி 20 ஆசிரியர்கள் இவ்வாய்வுக்காக
எடுத்துக்கொள்ளப்பட்டது.

Tool: செயலாய்வுக்கான முன்தேர்வு மற்றும் பின் தேர்வு வினத்தாள்
தயாரிக்கப்பட்டது

Methodology:

முன் தேர்வின் மூலம் பெறப்பட்ட வினாத்தாள்களின் விடைகள் மூலம்
ஆசிரியர்களிடையே செயலராய்ச்சியில் தலைப்பிற்கான புரிதல்
குறைவாகவே காணப்பட்டது, ஆகவே ஆசிரியர்களுக்கு ஒரு நாள்
பணிமனை மற்றும் பயிற்சி, மின்னணு பாடப் பொருட்களை உருவாக்குவதற்கான
வழிமுறைகள் மற்றும் உத்திகள் தரப்பட்டது. இந்த பணிமனையில் மின்னணு
பாடங்கள் தயாரிப்பதற்கான மென்பொருட்கள் மற்றும் கணினி, கைபேசி
செயலிகள் அறிமுகப்படுத்தப்பட்டது. அனைத்து ஆசிரியர்களுக்கும் ஒரு
நாள் பணிமனை மற்றும் பயிற்சி முடிந்த பிறகு அவர்களுக்கு வரையறுக்கப்பட்ட
வினாத்தாற்கள் மூலம் பின் தேர்வு தேர்வு நடத்தப்பட்டது. ஒரு நாள் பணிமனை
மற்றும் பயிற்சிக்கு பிறகு அனைத்து ஆசிரியர்களும் முன் தேர்வு
வினாக்களுக்கு பெற்ற புள்ளிகளை விட பின் தேர்வில் அதிகமான புள்ளிகளை
பெற்றனர்.

Findings

ஆசிரிய பெருமக்கள் தகவல் தொழில் நுட்பமான மடிக்கணினி மற்றும் டெஸ்க்டாப் கணினி அலைபேசியைப் பயன்படுத்தி பாடப்பொருளை ஆடியோ வீடியோ வடிவில் தயாரிக்க கற்றுக் கொண்டனர்.

7

“Promoting professional skills among XI and XII standard girls of Akalaiva School. (M. Mahalakshmi, Lecturer, DIET, Uthamacholapuram, Salem-10)

Objectives

After completing the research, the Ekalaiva school girls are able

- ❖ To identify the skills within themselves
- ❖ To understand various professional opportunities available at Salem district
- ❖ To know the various schemes in Tamilnadu for ST Girl students
- ❖ To develop awareness about various job opportunities

Sample: To ascertain the validity of above said assumptions the practitioner selected 160 Girl students of Eklavya Residential Higher secondary school, Yethapur, Pethanayakkan palayam, Salem Dt

Tool:

- ❖ Pre test questionnaire
- ❖ Module consisting various job opportunities for ST girl students
- ❖ Post test questionnaire

Methodology

- ❖ Pre test
- ❖ One day awareness program
- ❖ Practicing the module
- ❖ Post test

Findings

- ❖ The teachers are able to life-oriented projects for primary students

- ❖ Teachers are able to give zero cost projects.
- ❖ This study will help the students to develop their research and scientific attitudes.
- ❖ This study will help the students to develop a hobby.
- ❖ It may develop the entrepreneur skill among the students.

8

“COVID-19 காலக்கட்டத்திற்குப் பின் மாணவர்களிடையே ஏற்பட்டுள்ள நடத்தை மாற்றங்களை சரிசெய்ய ஆசிரியர்கள் உளவியல் ரீதியாக அணுகுதல் திறன் மேம்படுத்துதல்”
(K. Kalaivanan, Lecturer, DIET, Uthamacholapuram, Salem-10)

Objectives:

- ❖ மாணவர்களிடையே நேர்மறை சிந்தனையை வளர்த்தல் சார்ந்து ஆராய்தல்.
- ❖ மாணவர்கள் பள்ளி நெறிமுறைகளை முழுமையாக பின்பற்ற உதவும் காரணிகளை ஆராய்தல்.

Sample :

ஆய்வுக்காக தேர்ந்தெடுக்கப்பட்ட கெங்கவல்லி ஒன்றியத்தில் உள்ள கீழ்க்கண்ட 11 நடுநிலைப்பள்ளிகள் (11 ஆசிரியர்கள்), 7 மேல்நிலைப்பள்ளிகள் (7 ஆசிரியர்கள்), 2 உயர்நிலைப்பள்ளிகள் (2 ஆசிரியர்கள்)

Tool : செயலாய்வுக்கான முன்தேர்வு மற்றும் பின் தேர்வு வினத்தாள் தயாரிக்கப்பட்டது

Methodology:

ஆசிரியர்களுக்கு வைக்கப்பட்ட முன்தேர்விலிருந்து வகுப்பறையில் ஆசிரியர்கள் மாணவர்களை உளவியல் ரீதியாக அணுகுவதில் உள்ள பிரச்சனைகள் அறிந்துக்கொள்ளப்பட்டது. முன்தேர்வு, பயிற்சி, பின்தேர்வு

முறைகள் கையாளப்பட்டது. பின்னர் ஆசிரியர்களின் உளவியல் ரீதியாக அணுகும் திறனை மேம்படுத்த முறையாக பயிற்சி, மாணவர்களின் நடத்தைகளை சரிசெய்வது குறித்த புரிதலை ஆசிரியர்களுக்கு ஏற்படுத்துதல் போன்ற முறைகள் கையாளப்பட்டது.

Findings:

ஆசிரியர்கள் மாணவர்களை உளவியல் ரீதியாக அணுகி மாணவர்களின் வேண்டத்தகாத நடத்தைகளை மாற்றும் திறன் மேம்பட்டுள்ளது.

9

“Enhancing the Class Room Management Skills Among middle School Teachers in Sankari Block, Salem District.
(B. Uthayakumar , Lecturer, DIET, Uthamacholapuram, Salem-10)

Objectives:

- ❖ To find out the class room management skills among science teachers.
- ❖ To design a module to enhance the class room management skills among science teachers.
- ❖ To conduct one day training programme to enhancing class room management skills among science teachers.
- ❖ To find out the effectiveness of module based training in the enhancement class room management skills among teachers through pre test and post tests comparison.

Sample: convenient sampling procedure be adopted to select the samples 30 teachers will be selected as a samples.

Tool:

- ❖ Pretest Pre- test was conducted before intervention in person. The module based intervention given by the practitioner. Post test was conducted by the practitioner. In the post test the same Questionnaire was used in the Post-test to collect the data. The

collected data was used to compare the pre-test and post-test scores and derive conclusions.

Methodology :

- ❖ Single group pre test and post test experimental method will be used for the study.

Findings

- ❖ In the pre-test the minimum score is 30 and the Maximum is 60.
- ❖ In the post-test the minimum score is 85 and the Maximum is 100.
- ❖ The minimum score in the pre-test (30) has increased to 85 in the post test
- ❖ The minimum score in the pre-test (60) has increased to 100 in the post test

10

“Promoting and Developing the skills of model school librarians to serve as an instructional leaders of multiple illiteracies in school libraries of Salem District. (K. Satchidanandam, Librarian, DIET, Uthamacholapuram, Salem-10)

Objectives:

- ❖ To learn more about the multiple literacies instructional leadership role played by librarians in classroom education.
- ❖ To ascertain the obstacles that prevent a school librarian from offering pupils instructional leadership.
- ❖ To provide targeted assistance so school librarians can take on leadership positions across a variety of literacies.

2. Sample:

The sample of this study comprise of 15 numbers of the Salem District Government Model Higher Secondary School librarians and Teacher in-charge librarians.

3. Tool:

Pre-test, Intervention and Post-test.

4. Methodology:

The investigator conducted a – pre-test, intervention and a post-test method for better understanding the causes behind the problems. The questionnaire (a structured and close

ended) in which set of questions has circulated to the sample. The data was collected through the questionnaire's method for proper analysis.

5. Findings:

- ❖ Serves as an instructional leader and teacher
- ❖ Supports the development of digital learning, participatory learning, inquiry learning, technology literacies, and information literacy; and
- ❖ Supports, supplements, and elevates the literacy experience through guidance and motivational reading initiatives.

11

“Voyage of Knowledge-Enriching co-scholastic areas through story cards”.

(S.V.LacshanaSwathy,S.G.Teacher,P.U.P.S.T.Konagapadi,Tharamangalam Block,Salem.)

Objectives:

- ❖ To enhance primary students’ co-scholastic skills through the creation and utilisation of story cards.
- ❖ To enhance co-scholastic areas,including Creativity,Communication,Critical thinking and Collaboration through storycards.
- ❖ To create an engaging and immersive learning experience that promotes holistic development among students.

Sample: 22 students of Class III in Panchayat Union Primary School T.Konagapadi ,Tharamangalam Block,Salem.

Tool: Checklist for Pre-Test and Post-Test.

Interventions: The students were given practice in some of the stories that are helpful to enhance their co-scholastic skills.

Method : Participatory Approach Method

Findings : The Analysis reveal that there is a remarkable improvement in the Story Reading by Participatory Approach.

Implications and Suggestions

- ❖ It is recommended that Participatory Approach is an apt method for improving Story Reading Skill among the Children.
- ❖ It is also recommended to be used in classrooms, based on the level of students.

Conclusions: Therefore, The proposed project presents a comprehensive and innovative approach to the identified issue. Through extensive research and careful analysis, that this project has the potential to make a significant impact on the targeted students.

"Chronicles of discovery: unveiling the hidden realms" –A story based pedagogy initiatives (Mrs. J. Jayasudha, Graduate Teacher , P.U.M.S Alagusamudram, Tharamangalam block, SALEM 13.)

OBJECTIVES:

- ❖ To integrate curricular and co-curricular areas for students.
- ❖ To explore diverse range of subjects and to develop both academic and life skills.
- ❖ To make science concepts more accessible, critical thinking and passion for scientific inquiry.

SAMPLES: 6 - 8 standard students of P.U.M.S Alagusamudram, Tharamangalam block.

TOOLS:

Baseline survey questionnaire - before implementing story based pedagogy and check list - during the story based pedagogy.

INTERVENTIONS :

Students are given some key components such as storyline, interactive activities, assessments and a culminating event.

FINDINGS:

- ❖ There is a remarkable improvement in the student's understanding after the intervention.
- ❖ The engagement, participation, comprehension, connection and collaboration skills showed equal weightage.

IMPLICATIONS AND SUGGESTIONS:

- ❖ Engagement, Retention, Critical thinking, Inter disciplinary learning, Creativity, Long term interest in science innovation were implicated.
- ❖ Repeat this study in a different content area and compare the results with this study.

CONCLUSION: The result of this study indicates story telling as a teaching and learning method. By utilising these tools,it strengthens the areas for improvement in science education was accomplished

“Strengthening the Concept Attainment and Usage of Tense forms in English among the Learners at Elementary Level through “Tempus App”.

(Sundaram, SGT, PUMS, Vangaliyur, Nangavalli Block, Salem Dt.)

Objectives:

- ❖ To enable the students understand the tense forms in English.
- ❖ To enable the students use tense forms appropriately and correctly in their oral and written communication.
- ❖ To enable the students learn English grammar English through play way method using the digital app.

Sample: 30 students at elementary level had selected as the sample for the study.

Tool : Grammar Test – Tenses

Intervention : Grammar Practice using Tempus App

Findings

- ❖ The average marks of the students in post-test is 91.33%
- ❖ The difference between the scores of pretest and posttest is 53% The
- ❖ of pretest and posttest scores reveals that there is a remarkable improvement in understanding the tense forms and using them in their oral and written English communication among the children at the elementary level when they are taught through

Conclusion: The ultimate aim of an English teacher is to develop the basic skills of the language. Grammar plays a vital role in communication. For a meaningful communication, knowledge of tenses is inevitable. The Tempus app paves lays a proper foundation for learning English. It helps them to learn the tense forms through gamified methods. Hence, using the Tempus app in English language classrooms will be highly beneficial for the students at elementary level.

“Investigating the Impact of Virtual Field Trips on Social Science learning in primary classroom”

(Prabhakaran M, Secondary grade teacher, PUPS, Pallikondanparai, Tharamangalam.)

Objectives:

- ❖ To measure the impact of virtual field trips on students ‘Understanding and retention of social science concepts’
- ❖ To understand students ‘perspectives on enjoyment and satisfaction derived from using Virtual field trips as part of social science learning experience.
- ❖ To determine if integrating virtual field trips increase the interest and involvement of primary grade students in social studies lessons.

Sample: Fourth and Fifth grade students of Panchayat Union Primary School, Pallikondanparai, Tharamangalam block, Salem district.

Tool: Pre-test and Post-test Questionnaire.

Interventions: Integration of Virtual Field Trips in Social science lessons to enhance students learning and engagement.

Method : The action research method for this study involves pre-test and post-test to measure students learning before and after virtual trips.

FINDINGS

- ❖ Students showed higher levels of interest and active participation in Social lessons.
- ❖ Post-test results indicated significant improvements in students comprehension and retention of social science concepts.

CONCLUSION: The study showed that virtual field trips make social science lessons more engaging and help students to understand the concepts better. Students enjoyed the learning process and found them valuable. Therefore using virtual field trips in can greatly improve social science learning in primary classroom.

"ENHANCING PHYSIOGRAPHICAL REGION CONCEPT LEARNING SKILL IN SOCIAL SCIENCE AMONG PRIMARY SCHOOL STUDENTS"

(R. DHIVYA, Secondary Grade Teacher, P.U.M.S, Puliampatty, Edappadi Block, Salem Dt.)

OBJECTIVES

The action research AIMS,

- ❖ To develop the mapping skill among primary students.
- ❖ To develop their skill in differentiating the landscape of Earth's surface.
- ❖ To make the students to identify the particular landscape in the Tamilnadu map.
- ❖ To understand the formation of Earth.
- ❖ To gather the information on differentiation of mountains ,plateaus, plains and coast.

TOOL : Pre-test and Post-test Questionnaire

SAMPLE: The practitioner was carried in Panchayat union middle school ,PULIYAMPATTI. 18 students studying 4th standard were alone taken as the sample for this action research.

METHODS :

- ❖ Exploratory descriptive method.
- ❖ Participatory approach method.
- ❖ VAK method. (visual, audio and kinesthetic method)
- ❖ Competency based learning by gamification method.

FINDINGS :

- ❖ Almost the primary students are motivated and developed the map reading skill much better than the Pretest.
- ❖ Then students were learn with **Play way method**. The teaching through lots of activities and games helps students to retain the map concept in their lifetime .

CONCLUSION :

- ❖ Based on the above result of the analysis the Practitioner concludes that,
- ❖ The progress during the teaching and learning activity by using the exploratory, descriptive and gamification based learning method is better for the primary students in learning Social science .

“Developing the Student Friendly App for Enhancing the Uses of Articles among the Primary Students”

(Mrs. A. Jameena Banu Secondary Grade Teacher, PUMS, Kottaimedu New School, Kadayampatty Block, Salem – 636 305.)

Objectives:

- ❖ To find out the difficulties among the primary students in identifying the appropriate articles.
- ❖ To facilitate the students to enhance the uses of articles.
- ❖ Students identifying the definite article (the) and the indefinite articles (a, an) in English grammar.

Sample: 15 boys and 10 girls altogether 25 students of PUMS Kottaimedu new school, Kadayampatty block, Salem district were selected as sample for this study.

Tool: The researcher designed a achievement question for class 4 and 5. The same was used to assess the performance of the samples taken before and after the intervention.

Interventions: It is highly important to enable the students to enhance their ability along with uses of articles. The strategy of “students friendly app” for the better understanding of the structure of articles.

Method :

1) Teaching Indefinite Articles , 2) Teaching Definite Articles, 3) Single Group Experimental Method, 4) Using Student Friendly App, 5) Work Sheets, 6) Using Articles Chart, 7) Verify result(s), 8) Rubric based evaluation.

Findings

- ❖ The present classroom action research has paved way for improving the skill of articles among the primary students.
- ❖ Students are also able to know the article rules through the stories.
- ❖ Students are able to read, understand and answer the questions about articles in various reading comprehension exercises.

Conclusions:

- ❖ Therefore, educators and curriculum developers must continue to prioritize the teaching of articles within the broader context of grammar instruction.

- ❖ Understanding the proper use of articles is crucial for learners to construct clear and coherent sentences, which in turn allows them to communicate their ideas effectively.
- ❖ By addressing the nuances of definite and indefinite articles, teachers can help students overcome common language barriers and enhance their overall writing skills. Continued focus on this fundamental aspect of grammar will contribute significantly to the learners' ability to express their thoughts precisely and with confidence.

Developing “Simple Computation App “ for improving Arithmetic Skills among the Primary Students.

(S. Lalitha , Head Master , MPS – Krishnan Koil Street, Urban Block , Salem.)

Objectives :

Multiplication is a foundational skill set that helps students develop confidence, problem-solving skills, and "number sense".

Sample :

3 boys and 2 girls from 4th std and 3 boys and 6 girls from 5th std , altogether 14 students from standard IV & V of MPS – Krishnan Koil Street .

Tool : “Simple Computation App “

Interventions : Students practiced to solve the multiplication Problems with the simple computation App called “ **Calculator** “.

Findings :

The present classroom action research has paved way for improving the usage of computation app among the students for better understanding of the Arithmetic Skills.

Implications and Suggestions:

- ❖ The strategy can be used for grade 4 and 5 to teach to enhance the usage of “Simple Computation App “
- ❖ It is recommended to taken up for grade 5 in primary class to bring confidence among students in Math.

Conclusion : Simple Computation App helped the students a lot in improving their Arithmetic skill .

“Improving The Students’ Reading Skill Through Short Story Technique”

(Mrs. M.Menaka Madhavan, SGT, PUMS Muthampaty Colony, Valapady, Salem)

OBJECTIVES

The purpose of the study was to make the students to familiarize with the reading techniques to improve reading skill by using story cards.

SAMPLE: 18 students of PUMS Muthampatty colony, from class 5 form the sample of the study.

TOOL :

- ❖ Picture cards
- ❖ Flash cards
- ❖ Story cards

Findings :

- ❖ There is a significant difference between the Mean score of the Pre-test and the Post-test.
- ❖ 5. It is found that the Pre-test Mean score, which is Pre-test mean score 43% has increased to 80% in the post test
- ❖ 6. The result depicts that teachers can create their own classroom strategies to supplement the teaching-learning process as a break from monotony of regular teaching and improve reading skill which makes learning easier.

CONCLUSION:

- ❖ Reading is not just an enjoyable pastime; it also holds immense value when it comes to fostering the development and growth of young minds.
- ❖ Benefit #1: Language Development & Communication Skills
- ❖ Benefit #2: Cognitive Development & Critical Thinking
- ❖ Another benefit of reading to your children is that it stimulates their cognitive development and nurtures their critical thinking skills. As they engage with stories, children learn to make connections, follow plotlines, and anticipate events.

Developing “**Lesson Based Dictionary** “for knowing the meaning of English Words’ among the Primary Students.

(**V. Nithya**, Secondary Grade Teacher, MPS – Moongapadi Street, Urban Block, Salem.)

Objectives:

Dictionary app can help students improve their vocabulary, writing, reading comprehension, and pronunciation.

Sample :

9 boys and 14 girls from standard 4th of MPS – Moongapadi Street , Salem Urban Block , Salem .

Tool : “ **Lesson Based Dictionary App** “.

Interventions : Students are encouraged to practice the “ **Dictionary** “App

Method : Participatory Approach

Findings : The present action research has paved way for improving the usage of dictionary app .

Implications and Suggestions: The strategy can be used for grade 4 and 5 to enhance the usage of “Dictionary App “. It is recommended to taken up for grade 5 in primary class to bring confidence among students in English.

Conclusion: Dictionary App helped the students a lot in improving their language skill.

“Enhancing the Basic Mathematics Operational Skills among 5th Standard Students through Play Way Method”

L.Padmvathi, SGT, P.U.M.S Kothanur, Veerapandi Block, Salem Dt.

Objectives:

- ❖ To make students understand the importance of subtraction in day-to-day life-based sums.
- ❖ To enable the students to understand the basics of Mathematics subtract operations using 2,3,4 &5 digit numbers through play way method.
- ❖ To make students understand repeated subtraction through play way method

Sample:

30 Students of class V from P.U.M. School, Kothanur, Veerapandi Block, Salem District comprised the sample of the action research.

Tool : Pretest and Posttest

Interventions : Teaching subtraction through play way method – Songs, Free Play, Mathematical Games, Abacus, Checkers, Magic Squares, Puzzles, Building Blocks, Math Kit Activities.

Findings

- ❖ The average mark of the students in the post-test is 8.95 out of 10 which is 89.5%
- ❖ The difference between the scores of the pretest and post test is 35%
- ❖ Students’ skill of doing subtraction has been increased after they were taught through the play-way method.

Conclusion:

Understanding Mathematics is not only crucial for academic success but also for success in one’s day-to-day life. Play-way method kindles the interest of the students to learn Mathematics. This method expands the scope of learning Mathematics as it provides an opportunity to acquire the basic arithmetic skills through interesting, joyful activities. Hence, teachers at the primary level need to keep this in mind during their attempt to teach Math and use various innovative techniques to teach Math through this effective method.

Objectives

- ❖ To explore how games used by primary teacher support mathematics instructions.
- ❖ To promote learning experience by using mathematical games.
- ❖ To develop the students capacity to think, comprehend underlying ideas and solve mathematical problems through games.
- ❖ To improve their achievement level by a fun based approach rather being tedious and boring.

Sample: 20 students from class III of PUES Attavanai Poolavari Veerapandy block, Salem district were taken as sample.

Tools:

- ❖ Questionnaire for Pre-test
- ❖ Questionnaire for Post-test
- ❖ Games- chart, board, visuals and pictures.

METHOD:**FINDINGS:**

- ❖ The present action research, has paved way for increased motivation emotional involvement and enjoyment.
- ❖ Teacher have learnt to make use of 'games' and engage the students in activities.
- ❖ Teacher was able to generate rich mathematical discussions and help students in focussing important mathematical operations.

CONCLUSION

- ❖ Generally, mathematics use games either frequently or sometimes in a term for consolidating already learned concepts.
- ❖ It will sensitize teachers, researchers, and parents to take up creative art of designing Mathematics games.
- ❖ It will stimulate pupils' interest in solving mathematics as it brings Mathematics home to them.

“DEVELOPING THE SKILL OF TIME CONVERSIONS AMONG PRIMARY STUDENTS”

Mrs.R.RANJANI, P.U.P.S., Periyakrishnapuram, Pethanaickenpalayam Block

OBJECTIVES:

- ❖ Correctly express the time in clock.
- ❖ Read the time in terms of AM and PM.
- ❖ To convert from hour to minute and vice versa.
- ❖ Find out AM or PM using daily activities.
- ❖ Understand the differentiation between 12 hours and 24 hours clock.
- ❖ Convert time from 24 hours to 12 hours clock and vice versa.
- ❖ Do all the sums related to all activities Using time.

SAMPLE: 30 students of 4th and 5th standard from Pups-Periyakrishnapuram, Pethanaickenpalayam block ,Salem district.

TOOLS: The practitioner conducted pre-test and post-test for 25 marks.

METHOD: Individual and group discussion and play way method.

FINDINGS:

- Most of the students were improved and they developed the skill of identifying time in all clocks.
- When learning through play way method students were involved more actively when compared to other method.
- While using smartboard, students learnt joyfully and they were very eager to operate that system.

Conclusions:

Time is the most valuable thing in life it has no beginning and no end it can neither be created nor be destroyed time is the only dimension in which we all live our lives.

Time here we taken as four topics.

- Identifying time
- Conversion of am and pm
- Converting normal and railway time
- Computing dates between two dates.

“Developing “ **Land Mapping** “ for Enriching Labeling (Marking) Skills Among the Primary Students.”

X. Simon Yuvaraj , Secondary Grade Teacher , MPS – Nethimedu , Urban Block , Salem .

OBJECTIVES :

To enhance the mapping techniques by the way of participatory approach.

Sample : 19 boys and 14 girls, altogether 33 students from standard IV & V of MPS – Nethimedu, Salem Urban Block, Salem District

Tool : “ Land Mapping App “

Interventions : Participatory Approach Method

Findings :

- ❖ The present action research has paved way for improving the usage of mapping app among the students for better understanding of the mapping skill.
- ❖ It is found that the students , after being given the interventions are able to understand the mapping skill with the help of the “Land Mapping App “

Implications and Suggestions:

It is recommended to taken up for grade 5 in primary class to bring confidence among students in Social Mapping.

Conclusion :

Land Mapping App helped the students a lot in improving their mapping skills.

“Strengthening the Concept Attainment and Usage of Tense forms in English among the Learners at Elementary Level through “Tempus App”.

(Sundaram, SGT, PUMS, Vangaliyur, Nangavalli Block, Salem Dt.).

Objectives:

- ❖ To enable the students understand the tense forms in English.
- ❖ To enable the students use tense forms appropriately and correctly in their oral and written communication.
- ❖ To enable the students learn English grammar English through play way method using the digital app.

Sample: 30 students at elementary level had selected as the sample for the study.

Tool : Grammar Test – Tenses

Intervention: Grammar Practice using Tempus App

Findings

- ❖ The average marks of the students in post-test is 91.33%
- ❖ The difference between the scores of pretest and posttest is 53%
- ❖ The analysis of pretest and posttest scores reveals that there is a remarkable improvement in understanding the tense forms and using them in their oral and written English communication among the children at the elementary level when they are taught through the Tempus app.

Conclusion:

- ❖ The ultimate aim of an English teacher is to develop the basic skills of the language. Grammar plays a vital role in communication.
- ❖ For a meaningful communication, knowledge of tenses is inevitable. The Tempus app paves lays a proper foundation for learning English.
- ❖ It helps them to learn the tense forms through gamified methods.
- ❖ Hence, using the Tempus app in English language classrooms will be highly beneficial for the students at elementary level.