
Action Research on Class Room Transaction – Salem District.

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Uthamacholapuram, Salem – 636 010.**

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Uthamacholapuram, Salem – 636 010.**

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Foreword

It is my great honour to present this compendium of action research abstracts, which encapsulates a wealth of innovative and influential research within the realm of action research. This compendium stands as a testament to the dedication and scholarly contributions of the researchers who have enriched this body of knowledge with their valuable insights.

Action research represents a dynamic and collaborative approach to inquiry, with a core objective of effecting positive change in real-world contexts. The abstracts contained in this compendium exemplify the diversity and depth of the contemporary action research landscape, encompassing a broad spectrum of topics and methodologies. From educational initiatives to healthcare interventions, from community development endeavours to organizational transformations, the breadth of this compendium underscores the relevance and applicability of action research in addressing multifaceted societal challenges.

In an era characterized by continual change, the imperative for rigorous and pertinent research has never been more pronounced. This compendium not only underscores the significance of action research in confronting practical issues, but also accentuates its potential for substantial impact and metamorphosis. It is my earnest aspiration that this compendium will inspire and enlighten both present and future action researchers, serving as a catalyst for further exploration and collaboration within this dynamic field.

I extend my profound appreciation to all the researchers whose work is featured in this compendium, as well as to the editors and reviewers who have contributed to its development. Their collective endeavours have yielded a resource that will assuredly enrich and advance the practice of action research.

I encourage readers to immerse themselves in this compendium, to engage with the diverse perspectives and insights it presents, and to contemplate the profound implications of action research in catalysing positive change within our world.

Dr. A. Ramesh

Thiru **M. Kabeer**
Chief Education Officer
Salem - 636 001.

FOREWORD

It is with immense pride that I introduce this compilation of abstracts from action research. This collection showcases an array of innovative and influential studies in the field, reflecting the efforts and contributions of researchers.

Action research is a dynamic and collaborative method of inquiry, focused on bringing about positive change in practical contexts. The abstracts in this volume illustrate the scope and richness of modern action research, covering a wide spectrum of subjects and methodologies. From educational programs to healthcare strategies, community initiatives to organizational change, this collection demonstrates the relevance and effectiveness of action research in addressing complex societal issues.

In a rapidly changing world, relevant and impactful research is vital. This collection not only underscores the importance of action research in solving real-world problems but also highlights its potential to create meaningful and lasting transformations. My hope is that this collection will inspire both current and aspiring action researchers, encouraging further exploration and collaboration in this vibrant field.

I express heartfelt appreciation to the researchers featured here, as well as the editors and reviewers whose dedication has brought this collection to life. Their commitment has resulted in a valuable resource that will undoubtedly enhance and advance the practice of action research.

I encourage readers to explore this collection, engaging with its diverse insights and reflecting on the wide-reaching effects of action research in driving positive change across our world.

M. Kaber

Dr M. Selvam

Principal

District Institute of Education and Training

Namakkal - 637 001

FOREWORD

Action research is a powerful tool for educators to investigate their own practices and improve their teaching. By systematically studying their own work, teachers can identify areas for growth, implement changes, and reflect on the outcomes.

As John Dewey noted, "Education is not preparation for life; education is life itself." Through action research, we can make our classrooms more meaningful and engaging, helping students to develop the skills and knowledge they need to thrive in the 21st century.

As educators, we are constantly striving to improve our practices and create more effective learning environments for our students. Action research provides us with a powerful tool to achieve this goal. By systematically investigating our own teaching and learning processes, we can identify areas for improvement, implement changes, and evaluate their impact.

Action research offers us the opportunity to be unreasonable in the best possible way. It empowers us to question our assumptions, experiment with new strategies, and learn from our experiences. By engaging in action research, we become active participants in the process of educational improvement.

As George Bernard Shaw once said, "The reasonable man adapts himself to the world; the unreasonable one persists in trying to adapt the world to himself. Therefore, all progress depends on the unreasonable man." In the context of education, this quote encourages us to challenge the status quo and be open to new ideas and approaches.

This book consists of 10 Action Researches, of DIET faculty members of DIET, Salem and 14 District funded Teacher Researches of the Salem district in the academic year 2023 – 24. This helps the teachers in understanding the strategies for the issues in their field.

I hope that this Research compendium will contribute to a deeper understanding of relevant educational issues and inform future educational practices.

I appreciate Dr A. Ramesh, Principal; Research Coordinator and Research Team of DIET, Salem for releasing this useful book on Educational Action Researches.

Dr M. SELVAM

Dr. E. Maanhvizhi,
District Education Officer (Elementary),
Salem - 636 001.

FOREWORD

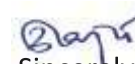
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I encourage readers to immerse themselves in this compendium, to engage with the diverse perspectives and insights it presents, and to contemplate the profound implications of action research in catalysing positive change within our world.


Sincerely

Dr. M. Vakkil,
Professor,
Department of Education,
Periyar University, Periyar Palkalai Nagar,
Salem – 636011, Tamilnadu, India.

Preamble

An effective teaching in classroom has been following and adapting the innovative teaching methods techniques and strategies. Whereas, the teachers have been applied the various research activities to ascertain the proper solution for an educational problems. The each and every educational problem has been emerging in classrooms. The classroom has learning and teaching problems are solving through immediate solutions. The immediate solutions of educational problems have been solved by action research.

Action research combines action and reflection in the pursuit of practical solutions. It is solved real world problems, improve suitable practice, generate new knowledge and create the new teaching methods, techniques and strategies.

This book is written about action research on classroom transaction. It is the first edition of this book. It provides an in-depth detail of the content, procedure and methodology prescribed for training the DIET lecturers.

This book contains of action researches, these are conducted and completed by DIET faculty members, DIET, Salem district, Tamil Nadu. It consists of the various titles based on the action research.

This book includes different kinds of educational apps (Simple computation app, Student friendly app, Tempus app, etc.) and learning and teaching competencies (Enhancing labeling skills, Time conversions skills, Basic mathematical skills, Students reading skills, Classroom management skills, Professional skills, etc.).

I sincerely hope that this book will act as an assist to researchers and DIET lecturers who are having research aspirations. Further, the each and every title of this book existing innovative areas in action research and it endeavor to make research joyful experience for themselves as well as for their students.

I sincerely wish that this first edition book would be appreciated and well accepted by one and all.

Dr.M.Vakkil

District Institute of Education and Training Uthamachloapuram , Salem- 10.

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District Institute of Education and Training, Uthamacholapuram, Salem 636 010

Action Research Dissemination Workshop

Introduction:

Educational action research is a powerful tool for addressing practical challenges in the teaching and learning process, enabling educators to systematically investigate and improve their practices. In India, where the educational landscape is diverse and complex, action research can play a significant role in bridging gaps in access, quality, and equity. The dissemination of action research findings is essential to ensure that the insights gained reach all stakeholders, including teachers, administrators, policymakers, and the broader society. By sharing results widely, action research can transform educational practices, influence policy, and foster a culture of evidence-based decision-making. Effective dissemination is crucial to maximize the impact of action research, helping to bring about systemic improvements and positively affecting the lives of millions of learners across the country.

The Action Research projects conducted during the 2023-24 academic year were shared on August 2, 2024, at CSI TTI, Hasthampatty, Salem. A total of 30 completed Action Research projects by DIET faculty and teachers were presented to SGT and Graduate Teachers (100 participants) from 21 educational blocks in Salem. The workshop saw the participation of 100 attendees. The program was inaugurated by MrsC .Amuthavalli Joint Director Training, SCERT, Chennai provided an overview of Action Research dissemination. Dr. S.V. Vijayalakshmi Shankar, Senior Lecturer at DIET, Uthamacholapuram, Salem-10, coordinated the event.

Objectives : The main objectives of educational action research dissemination in India are:

- To Improve Teaching Practices and Learning Outcomes
- To Inform and Influence Educational Policy
- To Foster a Culture of Reflective Practice and Professional Development

- To Promote Equity and Address Educational Disparities
- To Encourage Community and Parental Involvement in Education
- To Facilitate School-Wide and Systemic Improvements
- To Build a Knowledge-Based Society
- To Support Further Research and Innovation



Importance of Action Research Dissemination:

- Enhancing Professional Development
- Promoting Evidence-Based Practices
- Encouraging Collaborative Learning
- Improving Student Outcomes
- Facilitating School-Wide Improvement
- Building a Reflective Teaching Community
- Empowering Teachers as Researchers
- Encouraging Further Research

To whom the Educational Action Research to be Disseminated:

- Teachers
- School Administrators and Principals
- Policy Makers and Education Authorities
- Teacher Educators and Trainers
- Researchers and Academicians
- Parents and Community Members
- Students
- Non-Governmental Organizations (NGOs) and Educational Consultants
- Curriculum Developers and Textbook Publishers

Use of Educational Action Research Dissemination:

- Improving Educational Quality
- Addressing Social Inequalities
- Empowering Communities
- Influencing Policy and Advocacy
- Promoting Lifelong Learning
- Enhancing Parental Involvement
- Fostering Innovation and Change
- Strengthening Cultural Awareness and Values
- Economic Impact
- Building a Knowledge-Based Society

Dissemination of Action Research: During a dissemination workshop several key activities and strategies can be undertaken to ensure the effective sharing of educational action research findings. The workshop should be designed to engage participants, promote meaningful discussions, and facilitate the practical application of research insights. Here are some important steps to include:

1.Introduction and Context Setting

- Begin with an opening session that introduces the purpose of the workshop, the importance of action research, and the specific objectives of the dissemination.
- Provide an overview of the educational challenges in India that the research addresses, setting the context for the findings.

2.Presentation of Research Findings

- Present the action research findings clearly and concisely, using data, case studies, and examples to illustrate key results.
- Use visuals such as charts, graphs, and videos to make the findings more accessible and engaging.
- Highlight practical implications and how the findings can be applied in different educational contexts.

3. Workshops on Practical Application

- Conduct hands-on sessions where participants can explore how to implement the findings in their own schools or educational settings.
- Include activities like group work, role-playing, or scenario-based exercises where participants can practice applying the strategies derived from the research.

4. Interactive Discussions and Q&A Sessions

- Facilitate panel discussions or group dialogues where participants can ask questions, share their experiences, and discuss how the findings relate to their contexts.

- Encourage participants to critically reflect on the research and provide feedback, fostering a collaborative and reflective environment.

5. Skill-Building Sessions for Teachers and Educators

- Offer training on specific skills or tools highlighted by the research, such as new teaching methods, use of educational technology, or assessment techniques.
- Provide resources like lesson plans, guides, or digital tools that teachers can use to implement the findings.

6. Engaging Policymakers and Educational Authorities

- Include sessions targeted at policymakers and educational administrators to discuss how the research findings can inform policy or curriculum development.
- Present recommendations for policy changes or institutional improvements based on the research.

7. Creating Action Plans and Follow-Up Strategies

- Guide participants in developing action plans for implementing the research findings in their schools or communities.
- Establish follow-up mechanisms to support participants in their implementation efforts, such as online communities, mentorship, or periodic check-ins.

8. Showcasing Success Stories and Best Practices

- Share examples of schools or educators who have successfully implemented strategies from previous action research.
- Encourage participants to learn from these examples and adapt successful practices to their own contexts.

9. Distributing Educational Resources and Materials

- Provide participants with printed or digital copies of the research report, toolkits, instructional guides, and other relevant materials.

- Ensure that resources are accessible in multiple languages or formats to accommodate diverse participants.

10. Using Technology to Enhance Dissemination

- Record the workshop sessions and make them available online for those who could not attend.
- Create an online platform or social media group where participants can continue sharing insights, resources, and experiences after the workshop.

11. Gathering Feedback and Evaluating the Workshop

- Collect feedback from participants about the workshop's content, format, and relevance to their needs.
- Use the feedback to improve future dissemination efforts and address any challenges faced during the workshop.

12. Networking Opportunities

- Facilitate networking sessions where participants can connect with each other, form partnerships, and collaborate on future action research projects.

By incorporating these activities, the dissemination workshop can effectively bridge the gap between research and practice, ensuring that action research findings lead to tangible improvements in India's education system.

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1.	கெங்கவல்லி	2	3	5
2	தலைவாசல்	2	3	5
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5	வாழப்பாடி	2	3	5
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Building School Support Volunteerism for promoting Quality Education Among the Teachers

(Dr M.Selvam, Principal, District Institute of Education and Training , Namakkal District.)

Abstract:

This Action Research aimed at exploring teacher's engagement in school support volunteerism activities, perceived important of different volunteer activities in Schools. The Action Research Shown that overview regarding the school support volunteerism. This Action Research is in significant because it will adding to the scanty empirical knowledge about the status of volunteerism in Schools.

Keywords: Volunteerism, Attributes, Pedagogical, Intervention, Environment.

Introduction:

School Support volunteerism, as a focus for teaching and learning, involves helping stakeholders of schools system to improve the school system.

Anyone can support to the school by volunteering. Hence volunteers need to know demands of the school. If the teachers become volunteer, it will help majority to the school improvement.

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.

Conclusion:

This Action Research aimed at exploring teacher's engagement in school support volunteerism activities, perceived important of different volunteer activities in Schools. The Action Research Shown that overview regarding the school support volunteerism. This Action Research is in significant because it will adding to the scanty empirical knowledge about the status of volunteerism in Schools.



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

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Building The Manipulating Skill Of Ict Techniques Among Female Teachers To Empower Their Professional Development

(Dr P. Govindaprakash, Principal, District Institute of Education and Training ,
Dharamapuri)

Abstract:

After Intervention Training, all female teachers got higher mark in post-test. This showed that female teachers developed manipulating skill of ICT techniques in class room practices. Hence the strategy "Building the manipulating Skill of ICT techniques is enhanced teachers' professional development.

Keywords: Information , Communication , Technology and collecting data.

Introduction:

Knowledge is very important for the development of a society and its people. ICTs are becoming a crucial part of our education system. It has transformed our education system into knowledge and information society. The impact of ICT on learning is currently in relation to the use of digital media, primarily computers and internet to facilitate teaching and learning. ICTs are the technologies used in conveying, manipulation and storage of data by electronic means; they provide an array of powerful tools that may help in transforming the present isolated teacher centered and text-bound classrooms into rich, student-focused, interactive knowledge environments.

Objectives:

- To build the female teachers to organize and conduct on-line meeting effectively..
- To develop Google form manipulating skill among the female teachers.
- To creating E-Flipbook preparation skill among the female teachers.

Sample:

In this Action Research 23 Female Teachers of Salem district was are considered as sample. 5 female teachers from Veerapandi Block, 5 female teachers from Ayyothiyapatinam Block, 5 female teachers from Panamarathupatti Block and 8 female teachers from Salem Urban Block were selected as sample of the Action Research. The sample also classified as type of teacher as TGT (10 Teachers) and SGT (13 Teachers).

Tool and Interventions Used:

The research tool contains 15 Multiple Choice questions. The definition of intervention in the Merriam-Webster dictionary is the act or fact of taking action about something in order to have an effect on its outcome. The definition of intervention in Oxford Languages is action taken to improve a situation.



Method:

A research methodology provides a framework and guidelines for researchers to clearly define research questions, hypotheses, and objectives. Research Methodology contains defining and redefining problems, formulating hypothesis or suggested solution, collecting data, organizing and evaluating data, finding solutions and deriving conclusion.

Conclusion:

After Intervention Training, all female teachers got higher mark in post-test. This showed that female teachers developed manipulating skill of ICT techniques in class room practices. Hence the strategy "Building the manipulating Skill of ICT techniques is enhanced teachers' professional development.

Findings:

- Two-way and multi-way audio-video calls
- Video resolution up to 720p or 1080p, depending on the license

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Scheming Interdisciplinary Project Based Learning [IDPBL] to Hoist Up Learning Outcomes – An Experimental Study.

(Dr S.V. Vijayalakmi Shankar, Senior Lecturer,
District Institute of Education and Training , Uthamacholapuram, Salem District.)

Abstract:

When group members believe they are connected to one another in such a way that they cannot achieve unless everyone succeeds, there is positive interdependence. Individual and group responsibility means that each member is responsible for their contribution to the group's success as well as for understanding the topic. Members interact positively when they share resources, support one another's efforts, and encourage them. Along with academic content, interpersonal and small group skills (such as effective communication, giving and receiving constructive criticism, and problem-solving techniques) are taught.

Keywords: Constructivists, communication, criticism, philosophy, transformation

Introduction

Interdisciplinary project-based learning requires the making of several crucial decisions. Social constructivism is arguably the philosophy that applies most to transdisciplinary project-based learning (Li & Lam, 2013). According to Bada

and Olusegun (2015), the constructivist theory of learning sees the learner as an active participant in the process of learning. Students actively create knowledge in their own thoughts through a process of information discovery and transformation, comparison of new and old information, and revision of outdated "rules." Constructivists contend that context significantly affects learning because humans create knowledge and meaning by reflecting on their experiences (Bada & Olusegun, 2015). According to social constructivism, knowledge, relevance, and meaning are created by interaction with others (Amineh & Asl, 2015).

Rationale /Need for the Study

When group members believe they are connected to one another in such a way that they cannot achieve unless everyone succeeds, there is positive interdependence. Individual and group responsibility means that each member is responsible for their contribution to the group's success as well as for understanding the topic. Members interact positively when they share resources, support one another's efforts, and encourage them. Along with academic content, interpersonal and small group skills (such as effective communication, giving and receiving constructive criticism, and problem-solving techniques) are taught. Group processing occurs when group members evaluate how well they are achieving their objectives and upholding productive working relationships and make adjustments as necessary. It is necessary to enhance the following three pedagogies can be used to scheme interdisciplinary

project-based learning: 1) Cooperative Learning, (2) Inquiry-Based Learning and (3) Experiential Learning, all of which are underpinned by social interaction.

Objectives

- To Make Active engagement of students in the learning process
- To create student self-awareness
- To motivate Independent learning
- To develop Teamwork skills
- To boost up Integration of knowledge and skills from several disciplines
- To promote Student autonomy
- To provide Critical thinking
- To achieve learning outcome through the scheming the interdisciplinary project based learning.

Research Questions

- Does this type of study allow the student to learn by making connections between ideas and concepts across different disciplines?
- Does the Students learn in this way are able to apply the knowledge gained in one discipline to another different discipline as a way to deepen the learning experience?



Sample:

The sample for this studied would consist of a diverse group of teachers from different subject areas within the same locality. A random sampling technique had been used to assign teachers to the experimental group .

Methodology

Phase I : Planning meeting

Phase II : Preparation of Module

Phase III : To assess the status of the teachers' Interdisciplinary Project Based Learning a questionnaire was constructed.

Phase IV: Conducting training for Radom sampling Teachers (100)

Phase V : Implementation of Interdisciplinary Project Based Learning in schools

Phase VI : Evaluation of Interdisciplinary Project Based Learning

Phase VII : Preparation of Document

Major Findings

- The descriptive analyses of the various dependent variables, such as global interpersonal competence and competences of teamwork (cooperative work, results orientation, climate management), as well as communication competences (verbal, non-verbal, and social), reveal that the mean post-test results surpass the pre-test results.



- Prior to examining the main hypotheses of the research, several analyses were conducted to track the progress of each group in terms of their interpersonal skill development. By comparing the pre-test and post-test results, we can observe the evolution of different interpersonal skills.



Educational Implications

The integration of educational technology infrastructure enables students to actively engage with technology in their daily lives. Facilitating the transfer and application of their technological skills and knowledge to school learning can be achieved through interdisciplinary activities.

Recommendations

It was observed in the research that the teachers were willing to do research in different topic fields, which they liked preparing projects and adapting to the students. They did not have difficulty in determining the topic of projects, but that they had difficulty in providing the time.

Conclusion:

Further research is needed to explore the extent to which teachers have embraced the changes in primary education programs, which emphasize interdisciplinary teaching as a means to enhance students' curiosity, research abilities, discovery skills, ability to make connections, synthesis skills, and ability to draw conclusions. These changes have resulted in significant

modifications in terms of the integration of subjects within the curriculum and their connection to other courses and sub-disciplines.

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School to smart schools: contribution of women teacher icons in Salem district- A case study.

(Dr R. Nagalakshmi , Senior Lecturer, District Institute of Education and Training , Uthamacholapuram, Salem District.)

Abstract:

This research examines the challenge of professional development and the transfer of learning by the teachers to their classroom practice. The professional development explored in this study comprises of teachers' knowledge and implementation of expeditionary learning. Expeditionary learning has been developed from the work of Kurt Hahn's Outward Bound philosophy and "organises learning around an experiential project based approach in which students do original research and create high quality products for audiences beyond the classroom" (Expeditionary Learning Schools, 2013). The caselets tailored mirrored learning with an immersive experience and with exemplars they could apply in their classrooms. However, even with this targeted and context specific professional development there was considerable variation in the application of the pedagogy.

Keywords: Implementation, Philosophy, Experiential ,Immersive, Expeditionary

Introduction:

The process of becoming an effective professional teacher continues after the initial teacher education (Hill, Rowan & Loewenberg-Ball 2005). Pre-service teacher education is a critical foundation to becoming an expert teacher. However, learning has to continue throughout a teacher's working life if the skills of an expert are to be achieved and maintained. The ongoing learning should promote reflection and evaluation of teaching practices. (Jensen, 2010; McCulla, 1994). This can include formal learning from seminars, conferences and formal meetings to discuss teaching practices, and informal learning through personal reflection of his or her teaching practice (Postholm, 2008). The key is personal examination of current teaching practices or exposure to new practices that lead to teachers gaining a new understanding and insight into teaching and learning

Objectives:

With this background, this study aims to highlight the successful teachers and to fulfill the following objectives.

- To identify the working style of women teachers
- To find their means and ways of work
- To find out the variables that influence women's perspectives of their roles and lived experience as mothers, teachers and initiators

- To find out how they successfully negotiate the challenges of work and life
- To document the contributions in their field..

Sample:

50 women teachers from Government schools were selected as sample of the study. Purposive sampling technique was used in this study.

Tool and Interventions Used:

Future research should seek to expand and deepen the perspectives and experiences of women managing multiple roles such as those in this study. Additionally, researchers should do so in a qualitative manner, using interview as a main method to gain that understanding. This ensures that the voices of this sometimes-marginalized group are heard.

Method:

The interview was the primary method of data collection in this study. However, a researcher reflective journal and notes as well as relevant documents were used as forms of data collection in this study

Conclusion:

Work-life balance allows women to maintain both professional and personal life efficiently while imbalance work-life hampers both private and



professional life. An imbalanced work-life can hamper one's mental peace and leads to depression which causes several psychological problems. In order to achieve a balanced work-life, the individual focuses on implementing strong policies from organizational perspective. According to this study, support from the organization helped tremendously in maintaining work-life balance. Not only this but also support from supervisor, family and colleagues can positively contribute in this matter.

Findings:

We often go through life hurried, moving from one activity to the next without ever truly stopping to reflect on the particular paths we have chosen in life. Why have we chosen our particular life roles? What experiences have shaped our thoughts, attitudes, and perspectives? What challenges and successes have we encountered along the way? How are our experiences alike or different from others'? Researcher sought answers to these questions from the participants and allowed them to voice those answers. I combined those answers into the major themes.

The term "work-life balance" is often used to describe the delicate wobble we perform between our professional and personal lives.

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Enhancing The Practical Application Of Using Puzzles And Riddles In Teaching Mathematics Among Middle School Mathematics Teachers

(Dr K. Kannaki, Senior Lecturer, District Institute of Education and Training
Uthamachloapuram , Salem)

Abstract:

Teachers got awareness by using Puzzles and Riddles in classroom teaching students improved their critical thinking, logical thinking, reasoning skills, analytical and numerical skills will be developed among the students. It increases concentration and comprehension of the students in mathematics subjects.

Keywords: Volunteerism, Attributes, Pedagogical, Intervention, Environment.

Introduction:

Often puzzles and riddles are considered as games or 'time-off from routine mathematics in school classrooms. But despite knowing that they are mathematical in nature, they are not seen as 'connected with hard core mathematics'. Many of these puzzles contain all the ingredients and themes of mathematics: proof, generalization, pattern recognition, assuming the truth of a statement and arriving at a contradiction, non-existence of a solution, etc.

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

Sample:

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

Tool and Interventions Used:

- 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.

**Method:**

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

Conclusion:

Teachers got awareness by using Puzzles and Riddles in classroom teaching students improved their critical thinking, logical thinking, reasoning skills, analytical and numerical skills will be developed among the students. It increases concentration and comprehension of the students in mathematics subjects.

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.

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Improving The Knowledge Of Phonetics In English Language Speaking Skill Among The Primary School Teachers Of Magudanchavadi Block

(Mrs S. Selvi, Lecturer, District Institute of Education and Training
Uthamachloapuram, Salem)

Abstract:

After giving intervention on phonetics; the sound symbols, syllables, stress and intonation patterns, the teachers were given post-test on the same questionnaire. From the evaluation of it, it is found that the teachers have shown interest in learning phonetics and scored high marks. 86% of them have scored above 50% of marks and 14% of them scored below 50% of marks. The following mark sheet, tables and graphs show the improvement of teachers in learning phonetics.

Keywords: Evaluation, phonetics, symbols, Intervention, intonation.

Introduction:

English is taught as a language subject in our schools since it is an International language. Students couldn't speak English well because they don't know the pronunciation of sound symbols. English language has different sound symbols and different written symbols.

Objectives:

The Teachers are to be given intervention on sound symbols with correct stress and intonation pattern with the use of dictionary. They will be advised to use the module to improve their knowledge on phonetic sound symbols,

stress and intonation patterns. Audio and video materials and book materials were prepared on the sound symbols and training was given with those materials.

Sample:

Pre-Test and Post-Tests are evaluated and the difference in the scores is given in the representation of charts.

Tool and Interventions Used:

When I visited the schools, I noticed some teachers pronounced some words in an incorrect manner. They didn't know to teach the pronunciation of words with correct sound symbols as they don't have the knowledge of phonetic sound symbols.



Method:

The Teachers are to be given intervention on sound symbols with correct stress and intonation pattern with the use of dictionary. They will be advised to use the module to improve their knowledge on phonetic sound symbols, stress and intonation patterns. Audio and video materials and book materials were prepared on the sound symbols and training was given with those materials.

Conclusion:

After giving intervention on phonetics; the sound symbols, syllables, stress and intonation patterns, the teachers were given post-test on the same

questionnaire. From the evaluation of it, it is found that the teachers have shown interest in learning phonetics and scored high marks.

Findings:

Stress is the amount of energy or effort that we use to make these changes. More stress, or more energy, is used to pronounce words that are more



important in a sentence. Spoken language also has rhythm like music. Then, we change the pitch, or music of our voice, to put emotion and meaning into our words and sentences.

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Developing The Knowledge And Skills Of Preparing “Fixtures” For Conducting Tournaments Among The Physical Education Teachers

(Dr S. Peter Anandh , Lecturer, District Institute of Education and Training
Uthamachloapuram, Salem)

Abstract:

A group tournament, league, division or conference involves all competitors playing a number of fixtures (again, a fixture is one name for a tournament-match that determines. a fixture may consist of one or more game-matches between competitors). There are plans to make the race an annual fixture.

Keywords: tournament, league, fixture, competencies, regardless.

Introduction:

A competition involving a number of matches, each involving a subset of the competitors, with the overall tournament winner determined based on the combined results of these individual matches. A tournament is a sports competition in which players who win a match continue to play further matches in the competition until just one person or team is left. Tournament format refers to what matches are played at a tournament and how they relate to each other and to the tournament's standings.

Objectives:

1. To find out the initial level of knowledge and skills of preparing "fixtures" for conducting tournaments among the physical education teachers.

2. To impart the knowledge and skills of preparing "fixtures" for conducting tournaments among the physical education teachers.

Sample:

The practitioner used convenient sampling procedure to select 30 physical education teachers in Salem district as a sample for the study.

Tool and Interventions Used:

The increase in mean scores from 64.93 in the pre-test to 94.80 in the post- test demonstrates a substantial improvement in teachers' knowledge and skills. The success



of the intervention highlights the value of targeted training programs in addressing specific skill gaps among educators, leading to measurable improvements in their professional capabilities.

Method:

Method of the study: Single group pretest and post test of quasi experimental design was used. It is fixed on the basis of the lots and is important to see and check that previous year's winner and runner-up teams are in different halves. It is decided beforehand whether tournament will be knockout league combination and accordingly schedule is fixed.

Conclusion:

Overall, the study provides strong evidence that the implemented action plan significantly enhanced the knowledge and skills of physical education teachers in preparing fixtures. The findings reinforce the importance of targeted professional development and suggest that such interventions can

be effective in improving educator competencies, regardless of initial gender-based differences.

Findings:

1. This improvement is statistically confirmed by the significant t-value and p-value, reflecting the success of the implemented strategy or training.
2. There is a significant difference in the initial (pre-test) level of knowledge and skills between male and female teachers.

Bibliography:

Melville Marks Robinson was the founder of the Commonwealth games. The First Commonwealth games were held in 1930 in Hamilton (Canada). Since then, the Commonwealth Games have been conducted every four years except for 1942 and 1946 due to World War II. It was from 1978 Edmonton (Canada) Games onwards, these are known as the Commonwealth Games.

Impact of Educational Gamification for Enhancing Interest among the Primary Students on Academics

(Dr K. Ramesh Kumr, Lecturer, District Institute of Education and Training
Uthamachloapuram , Salem)

Abstract:

These gamification techniques are to be taught to the teachers through in-service training. Teacher training program is a program that equips teachers with techniques and modern pedagogy, strategies that helps them to better connect with, manage, and teach to their students in a manner which ensures that all students are learning and benefitting.

With the knowledge obtained and the skill developed in the training the teachers are to incorporate their learning in the classroom after which the impact would be studied.

Keywords: Comprehensive, Knowledge, Attitudes, Gamification, Mobile App

Introduction:

Primary education forms the bedrock of development. It is in primary school that children learn foundational skills that prepare them for life, work and active citizenship. Quality education empowers children, safeguards their

health and well-being. It is very important for a teacher to maintain the interest of the students in the learning process so that they can participate actively. The teacher should use more real examples from the real world with which students are already familiar so that the students can connect with them and will take interest in learning.

Objectives:

- a) To assess the current state of educational gamification techniques and their potential benefits in primary education.
- b) To develop and deliver a teacher training program focused on educational gamification techniques.
- c) To evaluate the impact of the teacher training program on teachers' knowledge, attitudes, and implementation of gamification strategies.

Sample:

Primary teachers of Salem district forms the population of the study. 40 teachers were selected from different parts of the district which will include both male and female belonging to both rural and the urban areas, random sampling method was employed for the selection of samples.



Tool and Interventions Used:

Scores obtained by the students during the usage of the Mobile application was retrieved and used for analysing the performance of the student sample. Interview was used to analyse the impact of mobile app among the students.

Specially designed Educational Mobile Application named “KingOn” was developed by the investigator with the help of mobile app designer. Content for the mobile app was developed in the workshop with ten teachers teaching class five. The developed educational mobile app was shared through WhatsApp group. In the presence of the teachers students were allowed to work with the mobile app in the school. Their performance were stored in the server and taken for analysis. Observation of the teachers were collected by interview and used for the analysis.



Method:

Mixed type of research including both quantitative and qualitative study was taken up.

Conclusion:

Educational games are useful for utilizing students screen time in a positive way. Since games are designed from lower order thinking to higher order thinking it sustains student's interest till he complete the game. Developing

subject specific and class specific games in students own language will helpful for assessment in and out of the classroom.

Findings:

- ❖ A comprehensive understanding of educational gamification techniques and their potential benefits in primary education.
- ❖ There are many challenges and barriers faced by teachers in implementing gamification strategies in primary classrooms.
- ❖ A well-designed teacher training program on educational gamification will help the teachers to overcome that challenges.
- ❖ Improved knowledge, attitudes, and implementation of gamification strategies among participating teachers.
- ❖ Enhanced student interest, motivation, and learning outcomes in primary classes through the use of gamification techniques.

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Enhancing the usage of 21st Century Soft Skills among Girl Students of Salem District

(Dr V. Suganya, Lecturer, District Institute of Education and Training
Uthamachloapuram, Salem)

Abstract:

The importance of women's education is growing day by day. It is not only important to educate girls and women, but also it is necessary to provide them with basic facilities. In many countries, especially in developing countries, the literacy rate of women is low as compared to men. The main reason behind this illiteracy rate among women is the lack of proper awareness among the society.

Keywords: Fundamental, Achievement, Evaluate, Synthesize, Information

Introduction:

Gender equality is fundamental to the achievement of human rights and is an aspiration that benefits all of society, including girls and women. All national education system calls upon educators to assist students in becoming 21st century learners. The school education system will help students in becoming critical thinkers, decision makers, being inquiry-driven, problem-solvers, adept in mathematical and scientific thinking and developing themselves holistically so that they can create aspirational economic pathways. These can be achieved by using 21st soft skills effectively in the classroom.

Objectives:

1. To provide the knowledge of 21st Century Soft skills among girl students
2. To enhance the usage of Learning Skills among girl students
3. To develop the usage of Literacy Skills among girl students
4. To enhance the usage of the Life Skills among girl students
5. To overcome the real-life challenges using 21st century soft skills

Sample:

100 girls' students in Salem district were selected as the sample for the project.

Tool and Interventions Used:

Research shows that effective instruction in 21st-century skills takes an integrated approach, helping students understand how to access, evaluate, synthesize, and contribute to information.

This study proved all the girl students are more benefited , States, accrediting organizations, and schools may require 21st century skills to be taught and assessed in courses. For example, states can adopt learning standards that explicitly describe cross-disciplinary skills, and assessments may be designed or modified to evaluate whether students have acquired and mastered certain skills.



Method:

- ❖ Module for 21st Century Soft Skills was prepared
- ❖ Pre Test questionnaire was prepared in a workshop
- ❖ Pre Test was conducted
- ❖ Training conducted for adopted school teachers and girls' students using the module.
- ❖ Post Test was conducted using same questionnaire.
- ❖ Data are analyzed and the findings are recorded using relevant statistical techniques.

Conclusion:

Education in the 21st century is becoming increasingly important to ensure students have skills in learning and innovation, use of information technology and media, and can work and survive by utilizing life skills. While the supporting subject group is directed to achieve the competence of life and career skills. All subjects are a derivation of the 3R core subjects of reading, writing, and arithmetic. Based on the above description, it can be concluded that the needs of 21st century skills like having life planning, flexibility and adaptability, and initiative and self-management.

Findings:

- Almost all the students were motivated and developed their 21st century skills much better than the pretest scores.
- After intervention students were able to face the real life challenges

- All students were enhanced in their learning skill, Literacy skill and Life skills.
- All the samples showed expected improvement in the 21st century skills.
- Only after the intervention most of the students had the opportunity to know about life skills, literacy skill and Learning skills. Also they learned to use these skills to develop their life.

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**பேசுதல் திறனை மேம்படுத்துவதற்கான மின்னணுப் பாடப்பொருளை
ஆசிரியர்களிடையே வலுப்படுத்துதல்**

(Mrs M. Jayamani , Lecturer, District Institute of Education and Training
Uthamachloapuram, Salem)

Abstract:

மின்னணுப் பாட பொருள் மூலம் மொழியியலில் பேசும்திறன்களை மேம்படுத்துதல் தொழில் நுட்ப

செயல்பாடுகள் மூலம் பேசும்திறனை வளர்த்தல்

Keywords: சரளமாகவும் பேசுவது, பேசுதல் திறன், தொழில் நுட்பசெயல்பாடுகள், உத்திகள்

Introduction:

பேசுதல் திறன் என்பது தன்னம்பிக்கையுடனும் சரளமாகவும் பேசுவது, அன்றாட வாழ்வில்

இவை இயல்பாகவே நிகலும், பள்ளிச் சூழல் அவற்றை மேலும், வலுப்படுத்தும் குழந்தைகள்

வளரும் போதும், மற்றவர்களுடன் உரையாடும் போதும், மென்மேலும் அத்திறன் வளர்ந்து,

அவர்களின் வாழ்நாள் முழுவதும் அவர்களுக்கு உறுதுணை புரியும் வகையில் அமைவது

பேசுதல் திறனாகும்.

Objectives:

- மின்னணுப் பாட பொருள் மூலம் மொழியியலில் பேசும்திறன்களை மேம்படுத்துதல்
- தொழில் நுட்பசெயல்பாடுகள் மூலம் பேசும்திறனை வளர்த்தல்

Sample:

சேலம் மாவட்டத்தில் உள்ள எடப்பாடி ஒன்றியத்தில் பயிலக்கூடிய மாணவர்களின் பள்ளி

20 ஆசிரியர்கள் இவ்வாய்வுக்காக எடுத்துக்கொள்ளப்பட்டது.

Tool and Interventions Used:

செயலாய்வுக்கான முன்தேர்வு மற்றும் பின் தேர்வு வினத்தாள் தயாரிக்கப்பட்டது

Method:

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.

Conclusion:

ஆசிரியர்களுக்கான செயலராய்ச்சியின் மூலம் கண்டறியப்பட்ட மின்னணு பாடங்கள் தயாரிப்பதில் ஏற்பட்ட சிரமங்களை களைந்து, இந்த செயலராய்ச்சியின் மூலம் கற்ற உத்திகளை பயன்படுத்தி மின்னணு பாடப் பொருள்களை எளிதாக தயாரித்து மாணவர்களுக்கு வகுப்பறையில் பயன்படுத்தலாம் என்று அறியப்படுகிறது.

Findings:

ஆசிரிய பெருமக்கள் தகவல் தொழில் நுட்பமான மடிக்கணினி மற்றும் டெஸ்க்டாப் கணினி அலைபேசியைப் பயன்படுத்தி பாடப்பொருளை ஆடியோ வீடியோ வடிவில்



தயாரிக்க கற்றுக் கொண்டனர்.

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**பள்ளி மேலாண்மைக் குழு உறுப்பினர்களை பள்ளி வளர்ச்சிக்கு
முழுமையாக பயன்படுத்தும் திறன்களை தலைமையாசிரியர்களிடம்
மேம்படுத்துதல்**

(Dr K. Kalaivanan , Lecturer, District Institute of Education and Training
Uthamachloapuram, Salem)

Abstract:

- குழந்தைகளின் ஒட்டுமொத்த வளர்ச்சியின் உயிர்நாடி
- குழந்தைகளின் உரிமைகளில் தலையானது
- அத்தகைய கல்வியை குழந்தைகள் பெற
- சமூகமும், பெற்றோர்களும், ஆசிரியர்களும் இணைந்து ஒரு குழுவை உருவாக்க வேண்டும்.

Keywords: உரிமைகள், சமூகம், திட்டங்கள் , செயல்பாடுகள், உயிர்நாடியாக விளங்குவது
கல்வி.

Introduction:

சமூகமும், பெற்றோர்களும், ஆசிரியர்களும் இணைந்துதான் ஓர் வளமான, நலமான
மாணவ சமூகத்தை உருவாக்க முடியும் குழந்தைகளின் ஒட்டுமொத்த வளர்ச்சிக்கு
உயிர்நாடியாக விளங்குவது கல்வி ஒன்றேதான்.

Objectives:

பள்ளி மேலாண்மைக் குழு கூட்டத்தில் பள்ளியின் தற்போதைய நிலை, ஆசிரியர்களின் வருகை, கற்பித்தல், தேவையான வசதிகள் குறித்து ஆலோசித்தல். பள்ளியின் கல்வித் திட்டங்கள் மற்றும் செயல்பாடுகளை மேம்படுத்துதல்

Sample:

8 நடுநிலைப்பள்ளிகள், 3 தொடக்கப்பள்ளிகள் மொத்தம் 15 தலைமையாசிரியர்களிடம் இதனை குறித்து விவாதிக்கப்பட்டது.

Tool and Interventions Used:

செயலாய்விற்காக தலைமையாசிரியர்களிடம் கேட்கப்பட்ட கேள்விகளில், அவர்களிடமிருந்து பள்ளி மேலாண்மைக் குழு உறுப்பினர்களை பள்ளி வளர்ச்சிக்கு முழுமையாக பயன்படுத்தும் திறனும் மற்றும் பயிற்சியும் போதிய அளவு இல்லை என்பது கண்டறியப்பட்டது.

Method:

தலைமையாசிரியர்களுக்கு வைக்கப்பட்ட

முன்தேர்விலிருந்து பள்ளி மேலாண்மைக்

குழு உறுப்பினர்களை பள்ளி வளர்ச்சிக்கு

முழுமையாக பயன்படுத்துவதில் உள்ள

பிரச்சனைகள் அறிந்துக்கொள்ளப்பட்டது.



Conclusion:

இந்த செயலாராய்ச்சியின் மூலம் தலைமையாசிரியர்கள் பள்ளி மேலாண்மைக் குழு உறுப்பினர்களை பள்ளி வளர்ச்சிக்கு முழுமையாக பயன்படுத்தும் திறன் மேம்பட்டுள்ளது என்பதை இந்த ஆய்வு தெளிவுபடுத்துகின்றது.

Findings:

முன்தேர்வு, பயிற்சி, பின்தேர்வு முறைகள் கையாளப்பட்டது. மேலாண்மைக் பின்னர் குழு தலைமையாசிரியர்களுக்கு பள்ளி உறுப்பினர்களை



பள்ளி வளர்ச்சிக்கு பயன்படுத்தும் திறனை மேம்படுத்தும் பயிற்சி முறைகள் கையாளப்பட்டது.

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Educating Professional Opportunities Among Eklavya School Girls

(Mrs M. Mahalakshmi , Lecturer, District Institute of Education and Training
Uthamacholapuram, Salem)

Abstract:

Women's empowerment can be defined to promoting women's sense of self-worth, their ability to determine their own choices, and their right to influence social change for themselves and others.

It is closely aligned with female empowerment - a fundamental human right that's also key to achieving a more peaceful, prosperous world.

Keywords: Empowerment, Fundamental, Feminism, Liberation, Data Analysis

Introduction:

The term women empowerment is all about authority, or the power embarked on women sharing indistinguishable rights. The term refers to the liberation of women from socio-economic restraints of reliance. Women comprise around 50% of the country's population, and a bulk of them stays economically dependent on each other without employment. In the age of feminism, a small portion of women in India are freed and can employ their free will and are permitted to carve out their lives the way they want.

Objectives:

- ❖ 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 and Interventions Used:

To obtain the required information needed for the study, questionnaire form of research tool has been used. The questionnaire consists of 20 questions with five-point scale (Always, often, sometimes, rarely, and never).

Method:

This study was conducted only for Ekalavya Higher secondary school girls of Pethanayakkanpalayam block at Salem District. It may be extended to all Ekalavya Higher secondary school students of Salem District. This study is restricted to only one district, and it may be extended to different Ekalavya Higher secondary schools of Tamilnadu.



Conclusion:

When women are living safe, fulfilled, and productive lives, they can reach their full potential. contributing their skills to the workforce and can raise happier and healthier children. They are also able to help fuel sustainable economies and benefit societies and humanity at large.

Findings:

The data analysis of the mean score of the pre-test and post-test enabled the practitioner to arrive at the



following findings. The students are aware, to identify the professional skills within themselves. The students are aware, to identify various professional opportunities available at Salem district.

Bibliography:

After completing their 12th standard education, there are various schemes and opportunities available for tribal girls in Tamil Nadu to pursue further studies or gain vocational training.

“Enhancing The Class Room Management Skills Among Science Teachers”.

(Mr B. Uthayakumar, Lecturer, District Institute of Education and Training,
Kallupatti, Madurai Dt.)

Abstract:

Stay Mobile and Visible: Circulate around the classroom to monitor student behavior, provide individual support, and maintain a visible presence. Seek Support and Resources: Utilize colleagues, mentors, and professional development opportunities to enhance classroom management skills and stay updated on best practices.

Keywords: Student Behaviour, Colleagues, Mentors, And Professional Development

Introduction:

Improved Student Achievement: Well-managed classrooms lead to increased student engagement, reduced disruptions, and enhanced learning outcomes. Reduced Teacher Stress: Effective classroom management reduces teacher frustration, anxiety, and burnout, leading to a more positive and productive teaching experience.

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.

Sample:

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

Tool and Interventions Used:

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

Method:

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

Conclusion:

In the initial level the teachers did not aware much towards the classroom management skills so the mean in the pre-test the minimum score is 30 and the Maximum is 60.

**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.

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Promoting and Developing the skills of model school librarians to serve as an instructional leader of multiple literacies in school libraries of Salem District

(Mr K. Satchidanandam, Librarian, District Institute of Education and Training ,
Uthamacholapuram, Salem)

Abstract:

The school librarians can serve as valuable instructional leaders and literacy instructors in their institutions. Students can reach greater levels of literacy, reading, learning, problem-solving, and information and communication technology proficiency when school librarians work in tandem with instructors.

Keywords: Effective, Fundamental, Literacies, Intervention, Effective and Components

Introduction:

In "Definition of an Effective School Library," the American Association of School Librarians (2018a) outlined the three fundamental components of an effective school library. First, the effective school library is adequately staffed with a state-certified school librarian.

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.

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.

Tool and Interventions Used:

The researcher gave the sample a one-day workshop and intervention session.

**Method:**

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.

Conclusion:

The school librarians can serve as valuable instructional leaders and literacy instructors in their institutions. Students can reach greater levels of literacy, reading, learning, problem-solving, and information and communication technology proficiency when school librarians work in tandem with instructors.

Findings:

- a) a lack of clarity in role definition
- b) resistant teachers support theme
- c) inability to fully engage with the instructional program.



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Voyage Of Knowledge-Enriching Co-Scholastic Areas Through Story Cards

(Mrs S.V.Lacshana Swathy, SGT, P.U.P.S T.Konagapadi, Tharamangalam

Block, Salem – 636 502

(Dr S.V.Vijalakmi Shankar, Senior Lecturer, District Institute Of Education

And Training, Uthamacholapuram, Salem 636 010)

Abstract:

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.

Keyword: Comprehensive, Innovative, Creativity, Communication, And Collaboration

Introduction:

- 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.

Objectives of the Study:

- ❖ To enhance primary students' co-scholastic skills through the creation and utilization of story cards.

- ❖ To create an engaging and immersive learning experience that promotes holistic development among students.

Research Methodology:

Participatory Approach Method

Tool of the study:

To enhance co-scholastic areas, including Creativity, Communication, Critical thinking and Collaboration through story cards.



Sample:

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

Intervention:

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

Findings of the Study:

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

Conclusion:

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.

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Chronicles Of Discovery: Unveiling The Hidden Realms" **–A Story Based Pedagogy Initiatives**

(Mrs J. Jayasudha, SGT, PUMS, Alagusamudram, Tharamangalam Block,
Salem-636 013.)

(Dr S.V.Vijalakmi Shankar, Senior Lecturer, District Institute Of Education
And Training, Uthamacholapuram, Salem 636 010)

Abstract:

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

Keyword: Retention, Innovation, Creativity, Pedagogy, and Engagement

Introduction:

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.

Objectives of the Study:

- 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.

Research Methodology:

Repeat this study in a different content area and compare the results with this study. To make science concepts more accessible, critical thinking and passion for scientific inquiry

Tool of the study:

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

Sample:

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

Intervention:

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



Findings of the Study:

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

Conclusion:

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

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Improving The Students' Reading Skill Through Short Story Technique

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

(Dr R.Nagalakshmi, Senior Lecturer, District Institute Of Education And
Training, Uthamacholapuram, Salem 636 010)

Abstract:

Reading does not necessarily have to be limited to text books. Usage of other modes such as stories can also prove to be very interesting for children. Audiobooks can also help improve a child's vocabulary and increase their love for literature. The novelty of the other mediums will pique their attention and motivate them to read. Embracing technology in reading opens up a broader range of possibilities, making the journey all the more enriching for young readers.

Keyword: Recognition, Familiarize, Flashcards, Evaluated, Vocabulary

Introduction:

Reading skill is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes; word recognition and comprehension. Word recognition refers to processes of perceiving how written symbols correspond to one's spoken

language. One of teaching learning methods for some students and can motivate them to understand reading and teaching language skill wholly is using short story technique.

Objectives of the Study:

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



Research Methodology:

The children's reading ability is assessed with the pre test having texts with images and descriptions and few flashcards. Based on their performances the intervention in the form of story cards was given as a strategic plan followed by a post test.

Tool of the study:

Reading stories using story cards will enhance the reading skill among primary children.

Sample:

18 students of PUMS Muthampatty colony, from class V form the sample of the study.

Technique used: Purposive sampling



Intervention:

The investigator prepared story cards with colorful pictures and descriptions. The study is planned to be a Single group Pre-test, Post-test Experimental Design

Findings of the Study:

Every day the students were given chance to first look the cards, then to see the pictures then the teacher investigator helped the children to read the cards. The outcome of the treatment was evaluated by conducting the Post-test using picture cum flash cards with descriptions and stories.

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. When parents read to their children, the children embark on a journey of imagination, learning, and bonding. We'll explore the varied benefits of reading to your children and highlight the powerful impact it can have on their cognitive, emotional, and social development.

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Determining The Effectiveness of Game Based Learning in Teaching Primary Mathematics

(Mrs R K Narayana Priya, PUES, Attavanai Poolavari, Veerapandi Block,
Salem.

(Dr R Nagalakshmi, Senior Lecturer, District Institute Of Education And
Training, Uthamacholapuram, Salem 636 010)

Abstract:

This promotes negative attitude and poor performance in the subject (Kankia, 2008). Findings have also shown that students maintain a poor attitude towards Mathematics learning (Hostestein & wetch, 1989; Ebenezer & Zeller, 1993) cited by Ogwu (2003). Students develop fear and hatred for the learning of Mathematics especially when mathematical symbols, signs and formulae are not understood.

Keyword: Instructional, Comprehend, Curriculum, Systematic, Pedagogical.

Introduction:

Games are competitive interaction among participants to achieve pre-specified goals. Agwagah (2001) stated that a game is regarded as mathematical when the players can perceive /or influence the course of the game on the basis of mathematical considerations. An instructional game is a structured activity with set of rules for play in which two or more

students interact to reach clearly designated instructional objectives (Harbor-Peters, 2001).



Objectives of the Study:

1. To explore how games used by primary teacher support mathematics instructions.
2. To promote learning experience by using mathematical games.
3. To develop the students capacity to think, comprehend underlying ideas and solve mathematical problems through games.

Research Methodology:

A mathematical game was defined as a pedagogical activity that: has specific mathematical cognitive objectives, requires students to use mathematical knowledge to achieve content-specific goals and outcomes in order to win the game, and is enjoyable and with potential to engage students, is governed by a definite set of rules and has a clear underlying structure, involves a challenge against either a task or an opponent(s) and interactivity between opponents.

Tool of the study:

Games give students opportunities to explore fundamental number concepts, such as the counting sequence, one-to-one correspondence, and computation strategies. Engaging mathematical games can also encourage students to explore number combinations, place value, patterns, and other important mathematical concepts.

Sample:

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

Intervention:

In-service training programme should have a clear vision concerning Mathematics and its place in the curriculum. Training schedule should have a place for mathematics instruction and diverse pedagogy exclusively for primary children.

Findings of the Study:

Games are highly motivating because the child is actively participating and is in control . It involves immediate feedback and an element of competition.

Conclusion:

Generally, mathematics use games either frequently or sometimes in a term for consolidating already learned concepts. This study has shown that if games were widely available and teachers were exposed to the theory and construction of games, they would happily consider them as an effective and necessary



instructional approach. It will sensitize teachers, researchers, and parents to take up creative art of designing Mathematics games.

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Developing “ Lesson Based Dictionary For Knowing The Meaning Of English Words” Among The Primary Students

(Mrs V. Nithya, MPS, Moongapadi Street Salem Urban Block, Salem – 636
006.

(Dr K.Kannaki, Senior Lecturer, District Institute Of Education And Training,
Uthamacholapuram, Salem 636 010)

Abstract:

This promotes negative attitude and poor performance in the subject (Kankia, 2008). Findings have also shown that students maintain a poor attitude towards Mathematics learning (Hostestein & wetch, 1989; Ebenezer & Zeller, 1993) cited by Ogwu (2003). Students develop fear and hatred for the learning of Mathematics especially when mathematical symbols, signs and formulae are not understood.

Keyword: Mobile Technology, Dictionary, Comprehension, Vocabulary.

Introduction:

Dictionary is one of the important media in learning English. Along with the rapid development of mobile technology at this time, the various applications for mobile is widely developed as a medium of learning, one of them is the application of Android-based dictionary.

Objectives of the Study:

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

Research Methodology:

Participatory Approach

Tool of the study:

“Lesson Based Dictionary App “.

Sample:

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



Intervention:

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

Findings of the Study:

It is found that the students , after being given the interventions , are able to understand the meaning of the lesson based words and comprehend the stories with the help of the “Lesson based Dictionary App “.They may able to use varieties of new vocabularies of their own.

Conclusion:

The ultimate aim of an English teacher is to develop the dictionary skills of the language especially to make them understand the meaning of the lesson based English words for better communication. There are numerous ways of improving dictionary skill one among them is lesson based dictionary App

which helped the students a lot in improving their language skill and now they can understand well.

Bibliography:

<https://www.researchgate.net/publication/341418678> **Dictionary Use to Increase Students' Vocabulary Mastery Electronic Dictionary or Printed One**



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

(Mrs S. Lalitha, Head Master, Mps – Krishnan Koil Street, Salem Urban
Block, Salem – 636 006.)

(Dr K.Kannaki, Senior Lecturer, District Institute Of Education And Training,
Uthamacholapuram, Salem 636 010)

Abstract:

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

Keyword: Equations, Brevity, Sharpness, Logic, Algebra And Complex .

Introduction:

Mathematics is one of the languages of human life and certainly no more marvelous languages were ever created by the mind of man. Mathematics cut shot the lengthy statements through its symbol, and enables to understand and appreciate precision, brevity, sharpness, logic and beauty of mathematics.

Objectives of the Study:

- Multiplication is the main tool for many forms of maths such as algebra, calculus, equations and more.
- The ability to rehearse and understand multiplications up to and including 12 by the final year of primary school will enable children to confidently and skilfully tackle more complex mathematical subjects.

Research Methodology:

A Computation app was developed by the researcher, which contains the addition, subtraction and Multiplication problems, the students were helped in using the app at various instances. Finally they were enabled to know the appropriate solution by continuous usage of the app with better understanding.

Tool of the study:

“Simple Computation App “

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 .



Intervention:

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

Findings of the Study:

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.

Conclusion:

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



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Developing “ Land Mapping “ for Enriching Labelling (Marking) Skills Among the Primary Students.

(Mr X. Simon Yuvaraj,SGT,MPS – Nethimedu, Salem Urban Block, Salem –
636 006.

(Dr T. Prabhakaran, Senior Lecturer, District Institute Of Education And
Training, Uthamacholapuram, Salem 636 010)

Abstract:

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

Keyword: Geography, interaction, participatory, Mapping App.

Introduction:

Geography is the unifying science it deals with the interaction between man and the environment. Modern education in the classroom has become a learning laboratory and greater emphasis is being laid on the students' activities and participation in classroom procedure. A student of social science cannot achieve good mastery over subject matter of geography without map reading skills.

Objectives of the Study:

- To find out the difficulties among the primary school students in identifying district maps .
- To facilitate the students to enhance the map reading skill and mapping techniques by the way of participatory approach.

Research Methodology:

The practitioner conducted pre test and post test and experimental designs are used. Students from primary level were taken as the sample for the study.

Tool of the study:

“ Land Mapping App “

Sample:

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

Intervention:

Participatory Approach Method

Findings of the Study:

- 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



Conclusion:

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

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Improving the Skill of Using Articles 'a' and 'an' among the Learners at Primary Level through Language Games

(Mr D. Palanivelu, SGT, PUPS Jalluthupatty, Panamarathupatty Block, Salem – 636204)

(Dr T. Prabakaran Senior Lecturer, District Institute of Education and Training,
Uthamacholapuram, Salem 636 010)

Abstract:

This research focused on helping students who had Tamil medium schooling and faced difficulty in using appropriate indefinite articles as they lacked knowledge of consonant and vowel sounds in English language. For this purpose, a Classroom Action Research was conducted

Keyword: Teaching, Learning, Consonants, Vowels, Articles, Uninteresting and Tedious

Introduction:

Teaching and learning a foreign language like English is not an easy task. The situation becomes more difficult when the learners are primary school children and teaching and learning focus is grammar, an activity often regarded as 'boring, 'uninteresting' and 'tedious'. However, one's mastery over a language is determined by the appropriate use of language by that individual following grammatical rules and failing to follow the rules of grammar marks one's use of language as erroneous. Therefore, systematic

attempt is done to teach grammatical rules and structures to the language learners from the beginning of language teaching and learning process.

Objectives of the Study:

- To improve the skill of using indefinite articles in oral and written communication in English among children at primary level
- To facilitate the learning of indefinite articles among children at primary level through language games

Research Methodology:

Research Design: A single group Quasi Experimental Study was conducted.

Tool of the study: A self-prepared tool for assessing the students' skill of using Articles

Sample:

15 Primary school students from panchayat union primary school, Jalluthupatti, Panamarathupatti union were selected as a sample for the study. The sample was selected through purposive sampling technique.

Intervention:

Students were given practice to learn indefinite articles using the game activities for a period of six weeks. Each day, a session of 45 minutes was devoted to train the learners in learning indefinite articles forms using the game



activities. The game activities has been designed in such a way that the learners can learn at their own pace and track their progress in learning tenses by themselves. Students were given opportunity to learn the tense forms without the fear of failure, as the assessment is made an integral part of their learning process. In addition to that, they were given worksheets to facilitate and assess their learning. Weekly play game activities were conducted to make the learning fun filled and interesting

Findings of the Study:

- The average marks of the students in post-test is 95%

- The difference between the scores of pretest and posttest is 54%

- 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 game activities.

Conclusion:

This research focused on helping students who had Tamil medium schooling and faced difficulty in using appropriate indefinite articles as they lacked knowledge of consonant and vowel sounds in English language. For this purpose, a Classroom Action Research was conducted, which proved to be successful with the students accurately using indefinite

articles 'a' and 'an' were required before English words through the knowledge and skill they gained through learning indefinite articles through interesting language games.

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

(Mrs L. Padmavathi, PUMS, Kothanur, Veerapandi Block, Salem.

(Dr R.Mythili, Senior Lecturer, District Institute Of Education And Training,
Uthamacholapuram, Salem 636 010)

Abstract:

Learning through play has emerged as an important strategy to promote student engagement, inclusion, and holistic skills development. Children can learn and fine-tune their physical, social, and emotional abilities and skills through play. This method involves encouraging children to learn via hands-on activities, exploration and games, instead of through traditional classroom teaching.

Keyword: Strategy, Engagement, Inclusion, And Holistic Skills Development.

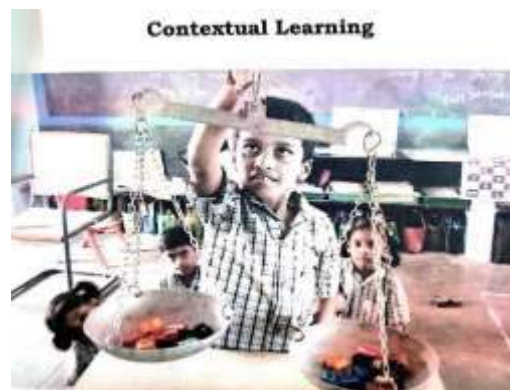
Introduction:

Mathematics is one of the main subjects in Primary Classes. The mastery of the mathematical skills is related to a better

educational attainment. Mathematics is a fundamental subject that plays a crucial role in shaping a child's cognitive development. It lays the foundation for higher-level Math and science and critical thinking skills essential for success in any field. In primary school, students are introduced to basic mathematical concepts' numbers, operations, geometry, and measurement.

Objectives of the Study:

To find out the entry level performance of students in the Basic Mathematics operating Skills, especially subtraction. To make students understand the importance of subtraction in day-to-day life-based sums.



Research Methodology:

A single group experimental design was adopted for the study.

Tool of the study:

“Lesson Based Dictionary App “.

Sample:

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

Intervention:

Through the play-way method with individual and group activities activity-based learning was planned by the researcher for a period of 6 weeks to teach different types of subtraction.

- Songs
- Free Play
- Mathematical Games
- Abacus

Findings of the Study:

- ❖ 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 posttest 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.

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Strengthening The Concept Attainment And Usage Of Tense Forms In English Among The Learners At Elementary Level Through Tempus App

(Mr A.Sundram, SGT, PUMS, Vangaliyur, Nangavalli Block, Salem.)

(Dr R. Mythili, Senior Lecturer, District Institute of Education And Training,
Uthamacholapuram, Salem 636 010)

Abstract:

Tempus app makes the classroom so lively and the students become more interested and feel happy when they learn through this app. Tempus app promotes the interest of the students in learning English.

Keyword: Revolutions, Gamification, Tempus App, Communication, Assessment

Introduction:

Mobile apps have changed the regular teaching methodology and classroom atmosphere. Learning through mobile apps has become increasingly popular mainly due to the Covid-19 pandemic which forced many educational institutions to shift to online learning. It has made many revolutions in the field of education. It renders huge resources to the students beyond the textbooks in all subjects. So, students can refine and enrich their

knowledge. Gamification makes teaching and learning interesting. Mobile apps provide more flexibility and accessibility to students during their learning process.

Objectives of the Study:

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.

Research Methodology:

A single-group experimental method was adopted for the study.

Tool of the study:

The Concept Attainment and Usage of Tense forms in English will be strengthened among the learners at the elementary level through "Tempus App".

Sample:

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

Intervention:

Students were given practice to learn tense forms in English using the Tempus App for a period of six weeks. Each day, a session of 45 minutes was devoted to train the learners in learning tense forms using the Tempus App. The app has been designed in such a way that the learners can learn at their own pace and track their progress in learning tenses by themselves. Students



were given opportunity to learn the tense forms without the fear of failure, as the assessment is made an integral part of their learning process. In addition to that, they were given worksheets to facilitate and assess their learning. Weekly quizzes on tense forms were conducted to make the learning fun filled and interesting. Students were given intervention following the below given intervention schedule.

Findings of the Study:

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.

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Enhancing English Vocabulary Through Picture Images Among Primary School Students In Yercaud Block

(Mr C.Antony, Headmaster, PUPS, Piliyur, Yercaud Block, Salem.)

(Dr S. Peter Anandh, Lecturer, District Institute of Education And Training,
Uthamacholapuram, Salem 636 010)

Abstract:

This study highlights the value of using picture images as a teaching tool and suggests that such interventions can be a powerful strategy for improving vocabulary acquisition among primary school students. These findings support the integration of picture-based methods into the regular curriculum to foster better learning outcomes and enhance overall language proficiency.

Keyword: Interventions, Vocabulary, Creativity, Development, and Strategies

Introduction:

Developing English vocabulary through picture images is a creative and effective way to enhance language skills. To address poor vocabulary development, a holistic approach involving parents, teachers, and other stakeholders is essential. Encouraging a language-rich environment,

promoting reading habits, and providing additional support when needed can help improve vocabulary skills among primary level students. The state of English language education at the primary level in Tamil Nadu, particularly for students in Tamil medium schools, presents both challenges and opportunities.

Objectives of the Study:

- ❖ To Implement Picture-Based Vocabulary Interventions: Develop and apply a series of instructional activities that incorporate picture images to teach new vocabulary words.
- ❖ To Evaluate the Impact on Vocabulary Acquisition: Measure the effectiveness of picture image interventions in enhancing students' vocabulary knowledge through pre- post-intervention assessments.
- ❖ To Improve Teaching Strategies: Use the findings to refine teaching methods and materials, ensuring that picture images are effectively integrated into regular vocabulary instruction.

Research Methodology:

Traditional assessment methods may not accurately reflect students' proficiency in English. There is a need for more comprehensive and continuous assessment techniques that focus on practical language use.

Tool of the study:

- ✓ The Primary school students will develop their vocabulary in English.
- ✓ Students will enhance vocabulary through the utilization of picture images.
- ✓ There will be significant difference between before and after effective the utilization of picture images.

vocabulary acquisition. The significant increase in both the minimum and maximum scores, along with the substantial rise in the mean score from the pre-test to the post-test, clearly indicates the positive impact of picture-based vocabulary interventions.

Bibliography:

Ultimately, the findings of this study offer valuable insights for educators, policymakers, and curriculum developers, emphasizing the need to incorporate innovative and visually engaging teaching methods to foster better learning outcomes in English vocabulary for young learners.

**Improving The Handwriting Skill In English Language
Among The Sixth Standard School Children Of
Panchayath Union Middle School,
Mettutheru, Magudanchavadi Block**

(Mrs P.Bhuvaneswari, SGT, PUMS, Mettutheru, Magudanchavadi Block,
Salem.)

(Dr S.Peter Anandh, Lecturer, District Institute of Education And Training,
Uthamacholapuram, Salem 636 010)

Abstract:

- The strategy can be implemented from standard 3 to achieve legibility and speed while writing the English language.
- Motor skills: Cursive writing helps develop small motor skills. It also activates a different area of the brain than print writing.
- Cognitive development: Cursive writing activates both hemispheres of the brain, which can improve language learning, memory functions, and creative thinking.

Keyword: Technological, communicating, Tempus App, Communication, Assessment

Introduction:

Writing plays a vital role in schools. Writing is one of the four basic skills of any language. We are living in the technological era. Technological advancements have lessened many of our burdens in many fields and day

today living. Currently, writing has a low status as the increased usage of computer and tools like AI. The traditional method of writing with pen is diminishing bit by bit. Just like speech handwriting is also one of the tools used for communicating or expressing ones thought. It involves accuracy and fluency.

Objectives of the Study:

- ❖ To improve their knowledge on the shapes of the alphabet.
- ❖ To improve the knowledge on the movement of hand while writing an alphabet.
- ❖ To help them to acquire the skill on writing joining in letters.
- ❖ To help them to know the importance of space between letters and words while writing a sentence

Research Methodology:

Single Group - Experimental design

Tool of the study:

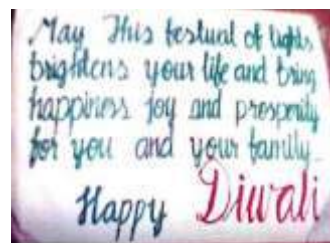
Handwriting Legibility Scale (HLS), Barnett, A.L, Prunty, M. & Rosenblum, S. (2017)

Sample:

Eleven boys and seven girls altogether 18 students of P.U.M.School, Mettuthuru, Magudanchavadi Block, Salem District were selected as sample for this study.

Intervention:

- (i) Treatment 1: Simple strokes
- (ii) Treatment 2: Alphabets



(iii) Treatment 3: Most frequently used letter pairs

(iv) Treatment 4: Words and sentences

Findings of the Study:

The present action research has paved the wave for improving the cursive handwriting among the students of the sixth standard. It is found that the students, after being given interventions are able to write the given content neatly and legibly. They are able to design greeting cards using different style of fonts, cursive, italics, and print form. The difficulties while writing the tall letters, letters extended below and short letters could be able to overcome by making use of the worksheet.

Conclusion:

In conclusion, the intervention designed to improve the handwriting skill in English language among the sixth standard school children of Panchayath Union Middle School,



Mettuthuru, Magudanchavadi Block has yielded promising results. Through a structured program focused on explicit handwriting instruction, practice exercises, and feedback sessions, significant enhancements in handwriting proficiency have been observed among the participating students..

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Enhancing The Early Numerical Competencies Of Class Iii Students Using Mind Games

(Mr A. Sivanataraja Prabu, S.G.T,Panchayat Union Middle , School, MGR
Nagar, Veerapady Block, Salem)

(Mr P. SO. Kesavan, Lecturer, District Institute of Education and Training,
Uthamacholapuram, Salem 636 010).

Abstract:

The present study addresses by investigating five early numerical competencies and focused to determine the effects of the mind game activities among class III students, namely verbal subitizing, counting abilities, magnitude comparison, estimation, and arithmetic operations.

Keyword: Kindergarten, Discriminate, Numerical Competencies, Enthusiasm.

Introduction:

Measures of early number competence have shown promise for predicting conventional mathematics outcomes in school. The ability to identify numbers, discriminate between quantities, and identify missing numbers in sequences at the end of kindergarten is a strong predictor of mathematics outcomes at the end of first grade (**Chard et al., 2005; Clarke & Shinn, 2004**).

Objectives of the Study:

1. To select the mind games suitable for the target group related to the selected Early Numerical Competencies.
2. To understand whether and to what extent these mind games can support the development of Early Numerical Competencies.
3. To acquire data about how the work with mind games affects the students' achievement.

Research Methodology:

The practitioner tested and identified each students' level in the selected early numerical competencies during the mathematics classes.



Tool of the study:

The study aims to investigate the effectiveness of mind games given to the students by pretest and posttest questionnaire.

Sample:

The participants in this study were 21 (11 Boys and 10 Girls) studying Class 3 in a rural Panchayat Union Middle School, MGR Nagar in Veerapandi Block, Salem district in the academic year 2023-2024.

Intervention:

A game is basically an activity that meets the psychological needs of the child, as well as supporting their physical and mental development. While they can also be individual, most games are played in groups.

Findings of the Study:

The objective of this study was ***“How effective was the mind games in improving students’ Early Numerical Competencies?”***. The research process was conducted with a quasi-experimental design and research data were collected with the academic achievement test.



Conclusion:

The design of the mind game activities should be accurately and effectively associated with the learning outcomes. When the results of this study are taken into account, the components of mind games can be included into curriculum.

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Investigating The Impact Of Virtual Field Trips On Social Science Learning In Primary Classrooms

(Mr M.Prabharan, SGT, PUPS, Pallikondanparai, Tharamangalam Block,
Salem.)

(Dr K.Ramesh Kumar, Lecturer, District Institute of Education And Training,
Uthamacholapuram, Salem 636 010)

Abstract:

The researches which have been conducted already reveal that Virtual Field Trips has the potential to enhance the students' engagement in the classroom. Virtual Field trips provide students deeper understanding of the social science concepts. Virtual Field trips can be integrated to social science curriculum to make learning more engaging. Teachers should learn how to integrate Virtual Field Trips effectively in social lessons.

Keyword: Measure, Geography, Civics, Economics, And Sociology

Introduction:

Social science is one of the most common and essential subject taught in elementary grades. Social science encompasses a wide range of disciplines, including history, geography, civics, economics, and sociology, all of which

play crucial roles in shaping students' understanding of society, culture, and human behaviour.

Objectives of the Study:

- ❖ 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.



Research Methodology:

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

Tool of the study:

Pre-test and Post-test Questionnaire

Sample:

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



Intervention:

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

Findings of the Study:

- 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.
- Students enjoyed the virtual field trips as they are learning in different learning environment.

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 sing virtual field trips in can greatly improve social science learning in primary classroom.

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**Intensifying Scientific Temper among Fourth and Fifth students of
PUES School Ammankovilpatti, Omalur Block, Salem.**

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Abstract:

Scientific temperament refers to an individual's attitude of logical and rational thinking. An individual is considered to have scientific temper if s/he employs a scientific method of decision-making in everyday life. For validating a curriculum of science, the procedure, content, language and practices that are pedagogical of the curriculum are appropriate to age, and within the cognitive and analytic reach of the student. Student requires enlightenment and mechanism to turn their general activity and curiosity into something which is scientific. Scientific temper provides the opportunity for students to build either explicitly or implicitly the wide range of skills to explore several phenomena.

Keywords: primary students, scientific temper, scientific method, demonstration.

Introduction

Scientific temperament refers to an individual's attitude of logical and rational thinking. An individual is considered to have scientific temper if s/he employs a scientific method of decision-making in everyday life. For validating a curriculum of science, the procedure, content, language and practices that are pedagogical of the curriculum are appropriate to age, and within the cognitive and analytic reach of the student. Student requires enlightenment and mechanism to turn their general activity and curiosity into something which is scientific. Scientific theme provides the opportunity for students to

build either explicitly or implicitly the wide range of skills to explore several phenomena.

Need and significance of the Study

Students of this school after getting into upper primary classes are not showing interest in science subjects and getting average and below average scores in science subjects. They are finding struggle in understanding science concepts. They were unable to relate simple science themes in their environment with their subject. With this feedback from the schools, it was planned that exposing them to simple science concepts would help them develop a passion for science. Exposing them to various science activities would be helpful for the students to overcome those difficulties and develop scientific temper which would further improve their grades.

Objectives of the Study

Following are the objectives of this study.

- To develop module on simple science experiments for enhancing scientific temper among the students of primary classes.
- To demonstrate joyful simple science experiments for enhancing interest on science among the students of primary classes.
- To collect videos on simple science experiments for enhancing curiosity on science among the students of primary classes.
- To train the students to do simple science experiments.
- To find out the effectiveness of module developed which consists of simple science experiments.

Sample

12 students from class 4 and 18 students from class 5, totally 30 students were selected as a sample for this study.

Methodology

Single group Experimental method was adopted with Pretest – Intervention - Post-test.

Intervention

Scientific temper can be developed by various activities. By analysing it with the related literature demonstration of science experiments, making the students to view simple science experiments which are available in online have been selected for intervention. The intervention for the study was done in the following stages. They are

1. Developing activities for intensifying scientific temper by the teachers.
2. Demonstrating science activities and making the students to observe it.
3. Collecting Simple Science Videos and making the students to view it.

Findings

Developing a scientific temperament will equip students with the skills and habits necessary to make informed decisions and contribute positively to society. A scientific temperament has always been an essential characteristic of an individual's development. Following are the findings of the present study.

- There is a significant difference between pre-test scores and post test scores.
- Students were not known to many science processes. Earlier they might use to just memorise science concepts.
- Demonstrating simple science experiments create more interest among the students and videos related to scientific facts kindle curiosity among the students. They used to watch the science videos again and again.
- Students are curious to know the scientific reason for every activity in their life. We must provide opportunity to discover the science behind every activity.
- Due to development of scientific temper students used to ask why, how questions during their regular science classes.
- The increased scientific temper makes the students to learn science subject always. So, they frequently asking the teacher to teach science subject.

Educational Implication

- Giving due emphasis on scientific temper aims - Teacher should identify what all traits of scientific temper can be develop in the topic and give due emphasis on that during explanation.
- Providing opportunity to express – Many a time student knows the answer but unable to express it thus a teacher should make the learning such as they can express it freely specifically when catering to the scientific temper.
- Creation of scientific environment– A teacher should create such conducive environment which made students to inquire, express and act freely. It helps in the development of inquisitiveness, thirst for knowledge etc. among students.
- If we want our students to be prepared for higher education in science, they must be comfortable with this most fundamental process. For that intensifying scientific temper at younger age is important.
- Students screen time is gradually increasing. It should be properly channelised.

Conclusion

Students studying in class four and five in PUE school Ammankoilpatti were lag in scientific temper was identified. The intervention carried out by demonstrating simple science experiments and screening scientific curious videos strengthened the scientific temper among the students. Score of the post-test which was conducted after intervention is higher than the per test score. This conclude the intervention carried out was helpful to intensify the scientific temper among the class fourth and fifth students of the school. Explaining the concept with example, demonstrating simple experiments, showing science videos which explaining the science process will positively improve the scientific temper among the students at primary stage.

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Developing The Student Friendly App For Enhancing The Uses Of Articles Among The Primary Students

(Mrs A. Jameena Banu, SGT, PUMS, Kottaimedu New School, Kadayampatty Block)

(Mr C. Anbarasan , Lecturer, District Institute of Education and Training,
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Abstract :

This Action Research 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

Keyword: Grammar , Experimental, Coherent Sentences, Fundamental

Introduction:

This Action Research is to special modifiers that appear before nouns or noun phrases. Like other adjectives, they help clarify the meaning of the noun in your sentence. A word used to modify a noun, which is a person, place or idea is known as an article. Articles are used before nouns or noun equivalents and are a type of adjective. The definite article (the) is used before a noun to indicate that the identity of the noun is known to the reader. The indefinite article (a, an) is used before a noun that is general or when its identity is not known. It's essential to allow learners to express

their thoughts adequately and form and communicate precise ideas. Grammar is not just about spelling or punctuation. It is an integral part of a language because it allows them to construct sentences and write coherently.

Objectives of the Study:

- 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.

Research Methodology:

Research Design: A single group Quasi Experimental Study was conducted.

Tool of the study:

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.

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.

Intervention:

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 which will enable the better comprehension reading both familiar and unfamiliar stories given, was used in the classroom to improve students uses of articles skill.

Findings of the Study:

- 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.



Conclusion:

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.

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Enhancing The Science Concept Learning Skill Among 4TH Standard Through Goel Method

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Salem.)

(Dr V.Suganya, Lecturer, District Institute of Education And Training,
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Abstract:

Despite efforts to improve science education, many primary students struggle to understand and retain fundamental science concepts. Traditional teaching methods often focus on rote memorization, leaving students without a deep understanding of scientific principles and their applications.

Keyword: Fundamental, Memorization, GOEL Method, Development, And Strategies

Introduction:

The GOEL method encourages students to think like scientists, learn through enjoyable experiences, and develop problem-solving skills to tackle real-world issues. By introducing the GOEL method to primary class students, we can foster a lifelong love for science and make a positive impact on their educational journey."

Objectives of the Study:

To gather information on the effectiveness of the GOEL method in enhancing science concept learning among primary students. To utilize the GOEL method to promote quality education and better understanding of science concepts among primary students.

Research Methodology:

- Encourage students to gather information from various sources.
- Guide students to organize information using charts, diagrams, and categories.



Tool of the study:

Pre-Test and Post-Test: A research tool was constructed by the practitioner to assess the effectiveness of the GOEL method in enhancing science concept learning.

Sample:

A sample of 30 students from the 4th standard of P.U.P. School in Udayapatti, Ayothiyapattanam Block, Salem District, was selected for this action research.

Intervention:

Here are some interventions using the Goel Method for a Green Environment topic for 4th standard.

Findings of the Study:

Improved understanding of science concepts: Students demonstrate a deeper understanding of scientific principles and concepts. Enhanced critical thinking skills: Students develop critical thinking skills



through hands-on experiments, observations, and data analysis.

Conclusion:

Through the GOEL Method, students become more independent learners, think creatively, and develop a growth mindset. This adaptable approach accommodates diverse learning styles and abilities, ensuring an inclusive and effective learning experience.

Bibliography:

Organize information and identify patterns. Make connections and enhance their understanding. Apply knowledge to real-world problems.

Enhancing The Physiographical Region Concept Learning Skill In Social Science Among Primary School Students

(Mrs R.Dhivya, SGT,PUMS Puliampatti, Edappadi, Salem Dt.)

(Mrs M.Jayamani,Lecturer, District Institute of Education and Training,
Uthamacholapuram, Salem 636 010)

Abstract :

Action research is a research that is conducted by professionals in a specific field with the aim of promoting continuous reflection and improvement. Teachers often engage in it when they want to test the effectiveness of different teaching methods to facilitate learning among their students. After completing my action research relating the topic developing the skill of time conversions among the primary students

Keyword: Geography, Fundamental, Smartboard, Activities, Environment

Introduction:

The student of Social science cannot achieve good Mastery over subject matter of Geography without map reading skill. Geography is fundamental to the study of Tourism. Because Tourism is geographical in nature. Tourism occurs in places where it has movement and activities between places. Thus man and his activities occupy a prominent places in study of

Geography . Geography is the unifying science , which deals with the interaction between man and the environment.

Objectives of the Study:

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

Research Methodology:

Research Design: Individual and group discussion and play way method.

Tool of the study:

The practitioner conducted Pre test for 20 marks and Post test for 20 marks. Pre test was conducted for the 18 primary students in order to evaluate the prior knowledge in map reading skill. Various activities were given to the students, to improve the map reading skill



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

Intervention:

The practitioner practiced the students after the pre-test. Practitioner used many methods in this research.

- Games, Songs, Play way method, Use simple words and phrases
- Using ICT skills, Using worksheets, Real world examples.

Findings of the Study:

- 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.
- By using this method and also by giving continuous practice through worksheets students will never forget the concept.
- This was shown in pre and post-test marks obtained by the students.
- Before the practices students could not able to convert the railway time and also made some mistakes in it. But after they were easily able to do all conversions.
- Students became more confident to do all the sums whenever and wherever.

Conclusion:

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 have taken as four topics.

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



In the study we estimated how the students find out time conversions from this weekend come to a conclusion that students of primary education can understand the conversions using these mentioned activities given in the study. The study also giving more focus to the points related to the usage of clocks.

Bibliography:

- “What Time Is It, Mr. Crocodile?” By Judy Sierra
- This book uses fun and colourful illustrations to help children learn how to tell time on a clock.
- “The Grouchy Ladybug” By Eric Carle
- This classic children’s book teaches the concept of time through the story of a ladybug’s search for a friend at different times of the day.
- “Tick Tock, Clock!” By Paul Meisel

Developing The Skill of Time Conversions Among Primary Students

(Mrs R.Ranjani, SGT, P.U.P.S. Periyakrishnapuram , Pethanaickenpalayam Block, Salem)

(Mrs.M.Mahalakshmi, Lecturer, District Institute of Education and Training,
Uthamacholapuram, Salem 636 010)

Abstract :

Action research is a research that is conducted by professionals in a specific field with the aim of promoting continuous reflection and improvement. Teachers often engage in it when they want to test the effectiveness of different teaching methods to facilitate learning among their students. After completing my action research relating to the topic developing the skill of time conversions among the primary students

Keyword: ICT Skills, Clock, Playway, Sequence, Quantity, Measure

Introduction:

In maths, time can be defined as an ongoing and continuous sequence of events that occur in succession from past through the present and to the future. Time is used to quantify, measure or compare the duration of events of the intervals between them and even sequence event.

Objectives of the Study:

Students will be able to do :

- Correctly express the time in clock.
- Read the time in terms of AM and PM.
- To convert from hour to minute and vice versa.
- To convert minutes to second 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

Research Methodology:

Research Design: Individual and group discussion and play way method.

Tool of the study:

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



Sample:

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

Intervention:

The practitioner practiced the students after the pre-test. Practitioner used many methods in this research.

- Games, Songs, Play way method, Use simple words and phrases
- Using ICT skills, Using worksheets, Real world examples.

Findings of the Study:

- 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.
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Conclusion:

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 have taken as four topics.

- Identifying time
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- Converting normal and railway time
- Computing dates between two dates.

In the study we estimated how the students find out time conversions from this weekend come to a conclusion that students of primary education can understand the conversions using these mentioned activities given in the study. The study also giving more focus to the points related to the usage of clocks.

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- This classic children’s book teaches the concept of time through the story of a ladybug’s search for a friend at different times of the day.
- “Tick Tock, Clock!” By Paul Meisel
- This book uses simple text and illustrations to introduce children to the concept of time and how to read a clock. “The Clock Struck One: A Time-Telling Tale” By Trudy Harris

Enhancing The Skill Of Reading English Among Students At Primary Level Through Phonetic Method

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Abstract:

Having good pronunciation in English is an essential aspect of effective communication and social integration. My school is located in a rural area. There is no chance to listen English around my student's environments. The language English is new to our students. In the initial stage most of students were afraid to read English.

Keyword: Environments, Hesitation, Communication, Pronunciation

Introduction:

Reading English is an important part of language learning because it helps students develop other related skills like grammar, vocabulary and writing. Reading allows language learners to explore topics that they love and stories that engage them. Reading is key to learning about the world. Just think about all the things student read in their native language; news. Fiction, websites, forums, stories, jokes. Cookbooks. Manual and so on.

Objectives of the Study:

- ❖ To help students acquire the knowledge of transcription for English words.
- ❖ To enable students identify the Phonetic transcriptions.
- ❖ To enrich the Reading Fluency in English among students.
- ❖ To Improve the confidence among students in English Reading.
- ❖ To support for the struggling readers of class I and III students through IPA with phonetic method to promote interest of the students in English language learning.



Research Methodology:

Single group experimental study was adopted and organized in 3 stages: Pre-test, Interventions strategy and Post-test.

Tool of the study:

Self-Prepared tool : Pre-test and Post-test for assessing the Reading skill with proper pronunciation.



Sample:

20 Primary students of Class 1 and 3 in Panchayat union Primary School, Veeraganur, Thalaivasal block from Salem District.

Intervention:

English is an unphonetic language. 26 letters are not just enough to read the word. If the students know the IPA (International Phonetic Alphabets) they can read any word with proper pronunciation without fear and hesitation. Hence the present study has been undertaken to improve the ability of students' Reading skill with proper pronunciation using IPA.

Findings of the Study:

Students' Skill of Reading English with proper Pronunciation in English has been increased when they are taught through transcription Method.

Conclusion:

Overall, proper pronunciation plays a significant role in effective communication, professionalism, and building positive relationships with others. It is a skill worth cultivating to enhance students' language proficiency and overall communication effectiveness. Therefore, Students should read the words with proper pronunciation and should use the Phonetic Dictionary for the new words to read the words properly.

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P.V.DHAMIJA Formerly Professor Department of Phonetic and Spoken English Central Institute of English and foreign languages Hyderabad.
- The English Pronouncing Dictionary (EPD) created by the British phonetician Daniel Jones
- English Language Teaching, The Diploma in Teacher Education, TamilNadu Textbook Corporation, College Road, Chennai-6.