

**REGIONAL RESEARCH SEMINAR
ON**

**LEARNING ORGANISATION, COMMUNITY PARTICIPATION
AND SCHOOL EFFECTIVENESS
AT PRIMARY STAGE**

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ABSTRACTS

**REGIONAL INSTITUTE OF EDUCATION
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PROGRAMME SCHEDULE

ACHIEVEMENT IN SCIENCE AND MATHEMATICS AS A FUNCTION OF
LEARNING ORGANIZATION OF COMPETENCIES IN
MATHEMATICS AT PRIMARY STAGE

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METHODOLOGY

The study has been conducted through Normative Testing Survey Method following a cross sectional approach. Since the study attempted to identify an alternative approach to curriculum transaction at primary stage it was conducted in three phases:

- i. Identification of the hard spots of learning, through judgement of teachers teaching classes VIII and X by employing content analysis technique.
- ii. Development of criterion referenced tests of mathematical ability based on the identified hard spots of learning.
- iii. Establishing relationship between mastery/non-mastery of identified competencies with the science and mathematics achievements at classes VIII and X levels.

The study is based on data gathered from four, out of nine educational districts of National capital territory

of Delhi. The sample comprises 40 teachers and 400 students engaged in teaching learning at classes VIII and X levels.

The tools were:

- a. Teachers' perception scale regarding mastery of MLL competencies at primary stage by their students.
- b. Criterion referenced mathematical ability test developed on identified hard spots of learning.

PROCEDURE

First of all 207 MLL competencies prescribed for primary classes were short listed by a panel of experts who in turn provided 96 competencies of primary stage which could be considered difficult even for classes VIII and X students in varying extents. Further, the opinions of teachers of classes VIII and X were obtained on a five point scale associated with each of these 96 competencies. This helped in identifying critical hard spots of learning on 60x60 criteria, i.e. a critical hard spot of learning was the competency which is considered as mastered by less than 60 per cent students of classes VIII and X in the judgement of more than 60 per cent of teachers. Such an exercise yielded 50 competencies as critical hard spots of learning on which criterion referenced mathematical ability tests were developed. The tests were administered on 200 students

each from classes VIII and X and the results of mastery/non-mastery were correlated with their achievements in Science and Mathematics in the end of year examinations. The findings suggests a learning organization pattern to be adopted at primary stage and thereafter, suggesting an alternative approach to curriculum transaction.

MAJOR OUTCOMES

1. Fifty MLL competencies were identified as critical hard spots of learning for classes VIII and X students in the judgement of their teachers (Class III-2, Class IV-18, Class V-30).
2. The real hardspots of learning in mathematics for classes VIII and X students (for class VIII-12, class X-2, classes VIII and X-10) yielded through criterion reference tests were 24 in number.
3. The areas of mathematical learning may be arranged in order of decreasing difficulty as area IV, area III, area II, area V and area I, both for classes VIII and X students.
4. Boys scored significantly higher on mathematical ability test as compared to girls counterparts both at classes VIII and X levels.

5. Highly significant positive relationships were found to exist between mastery on selected primary stage MLL competencies and achievement in mathematics and science at classes VIII and X.

Class	Sex	r_{pbis}	
		Maths	Science
VIII	Boys	0.602	0.397
	Girls	0.501	0.457
X	Boys	0.844	0.717
	Girls	0.936	0.776

It may be inferred that while mastery of primary level competencies leads to high achievement in maths and sciences at classes VIII and X, non-mastery seems to effect negatively as well.

IMPLICATIONS OF THE FINDINGS FOR SCHOOL EFFECTIVENESS

1. The identified critical hard spots of learning (50 competencies) in general and the real hard spots of learning (24 competencies) in particular need to be given utmost importance while organizing learning of mathematics in primary classes.
2. The competencies which were found to pose threat to both classes VIII and X students need to be shifted from

primary to upper primary stage as a matter of learning reorganization for making necessary adjustments in the curriculum.

3. Emphasis on models of mastery learning need to be given with a view to organizing better learning of mathematics at primary stage.
4. Students entering upper primary stage should be tested for the identified critical hard spots (50 competencies in number) and real hard spots (24 out of these 50) and remedial instruction programme should be arranged before embarking upon teaching-learning at upper primary stage.
5. The list of aforesaid competencies be provided to the teachers at upper primary stage with a guideline to diagnosing problems and organizing remedial teaching from time to time. Even teachers of class IX and X may be advised to ensure mastery on this set of competencies as these may have far reaching affect on their learning in maths and science.
6. The outcomes of the present study may prove to be beneficial for revision and reationalization of mathematics curriculum at primary and upper primary stages.

EFFECTS OF CLASS SIZE ON CLASSROOM LEARNING ENVIRONMENT AND
CLASSROOM PRACTICES AT PRIMARY LEVEL

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METHODOLOGY

Classroom Learning Environment was measured through a rating scale prepared for the purpose based on Anderson and Walberg's definition and adaptation of Singh's scale prepared for secondary schools. The fourteen dimensions (both positive and negative) of classroom learning environment were analysed individually and also categorised as Task Oriented Classroom Learning Environment (less desirable) and Effect Oriented Classroom Learning Environment (more desirable).

Classroom practices were confined to three aspects related to Teacher Skills - Stimulus Variation, Questioning and Reacting to Pupil Responses. A Rating Scale was used to obtain the frequency of occurrence of the different types of Stimulus Variation, Questioning and Reacting.

Observation Episodes: Ratings on Classroom Learning Environment and Classroom Practices were obtained through 1200 Observation Episodes Covering Mathematics, EVS and Language Classes of Standards III and IV.

Sample: The Observation Episodes were distributed evenly among classes of three sizes: Small (20 and below); Medium

(21-40); Large (40+). 150 schools drawn from three districts and represented in the ratio of 1:4 for urban and rural locations were covered. All the teachers whose classes were observed possessed S.S.L.C. and teacher training certificates.

MAJOR OUTCOMES

1. Classroom Learning Environment and the classroom practices studied, differed for large, medium and small size classes.

2. Effect Oriented Classroom Learning Environment was observed in the majority of medium size classes, with the percentages being very much lower among large and small size classes.

3. Task Oriented Classroom Learning Environment was observed in the majority of small size classrooms, with the percentages being very much lower among medium and large size classes.

4. More desirable types of classroom practices - stimulus variation, questioning and reacting were present in higher proportion in Effect Oriented Classroom Learning Environment, which in turn was observed in the majority of medium size classes.

IMPLICATIONS

1. Small classes have always been advocated as the ideal situation for improving teaching-learning effectiveness. This study has shown that reduction of class size need not result in anticipated improvements if it is not supported by teacher orientation programmes focused on small class teaching techniques and group dynamics.

2. As medium and large classes have certain advantages (such as heterogeneity of interests and aptitudes and wide range of capabilities) which contribute to desirable learning environment and classroom practices, these should be utilised.

3. The possibilities of flexible structuring of class size (along with class periods) have to be explored taking into consideration the need to expose primary class pupils to both small and large group teaching and group participation experience. In Kerala enrolment in primary classes in several schools (mainly government) is decreasing while in certain other schools (mainly private) class size is seen to touch 70+. In this context the possibility of (1) using school clusters to provide large group teaching activities for small size classes and (2) alternating activities for large classes grouped into smaller units are suggested for improving teaching effectiveness in primary classes.

CLAY MODELLING AND MOULDING IS A TOOL FOR
DEVELOPING CURRICULUM

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METHODOLOGY

The aim is tested through experimentation in different schools of Hyderabad.

1. SAMPLING

Age Group 3-8 years

Since our aim is to make clay modelling and moulding as a useful tool in teaching purpose, we have taken stratified heterogenous sample each representing one causative factor/criteria like parental literacy, economic status of the parents, aided schools and unaided schools.

- a. Parental literacy - where both parents are graduates and above
- b. Economic status - where monthly income of the parents is 4,000/- and above
- c. Aided school - Government schools
- d. Unaided school - Private schools

We made sure each division has constant age group (5-8 years), never exposed to clay and is the representation of the population. Each division, while the criteria remains

unchanged, is further grouped into control and experimental groups.

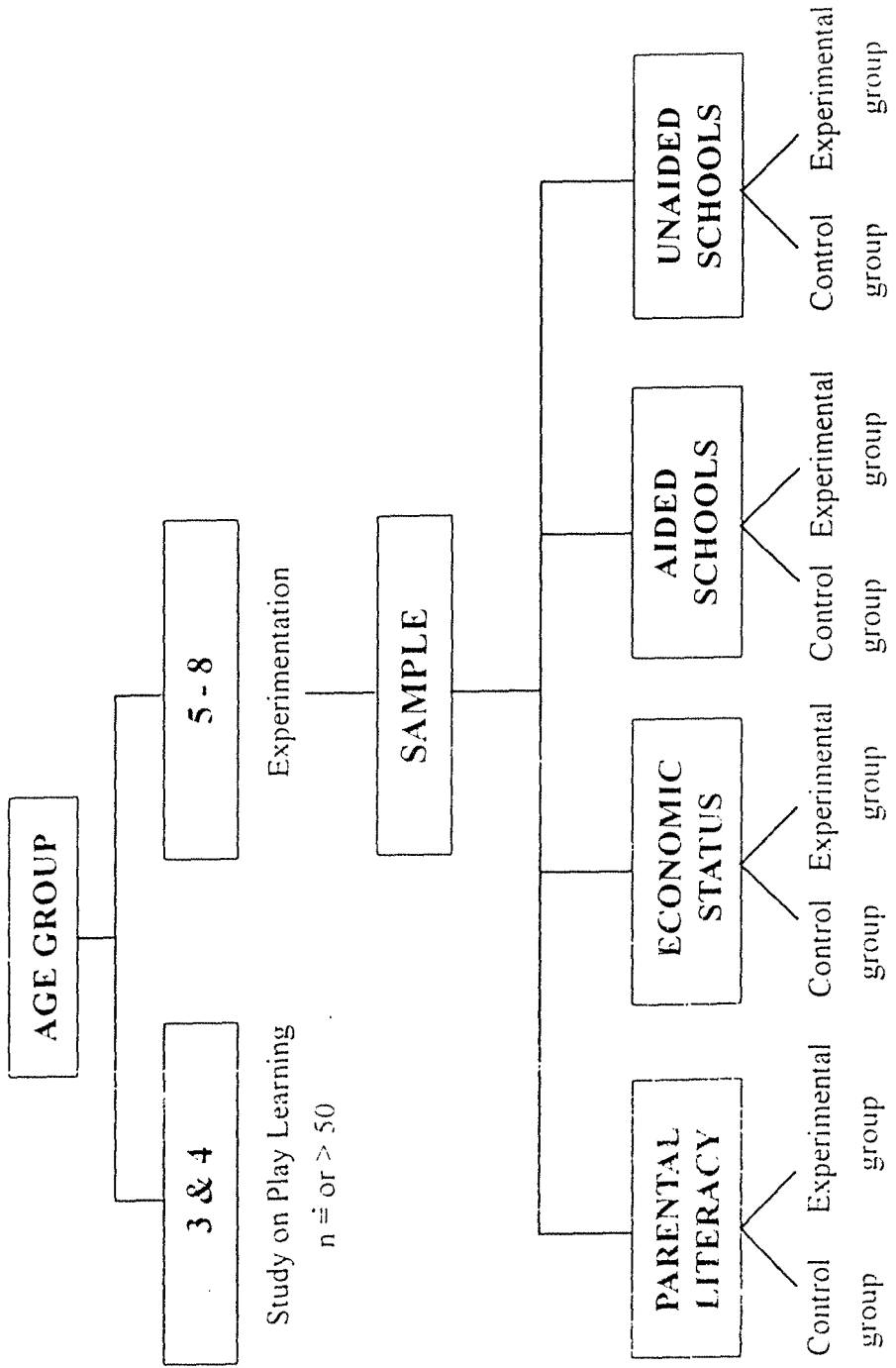
Control group - where clay moulding and modelling is not included in the curriculum.

Experimental group - where clay moulding and modelling is included in the curriculum.

Teachers were asked their observations through questionnaires, the data inturn was then analysed.

The number of students (sample) in a group is $n \geq 25$. 12 schools satisfying the criteria in choosing the sample, in Hyderabad, were studied.

Since ages 3 and 4 do not have other subjects except languages, clay was given to see the learning process where $n \geq 50$.



THE EXPERIMENT

Control group of $n \geq 25$ was subjected to curriculum with teaching aids (black board and charts) other than the clay. The experimental group of $n \geq 25$ was subjected to curriculum with the teaching aids (black board and charts) and clay modelling. Subject tests were then conducted in order to see the outcome. Teachers were also asked questions on their experience while using clay through questionnaires. Age group 3 and 4 years (LKG and UKG) students were given clay for "Play-Learning". Feedback was later taken from the teachers as observers.

ANALYSIS

The results are thus drawn through inferring analytical and statistical reasoning by a board of faculty members in the discipline of education, chosen from various schools of Hyderabad. To make their decision unbiased the background criteria of the students has never been revealed to them.

MAJOR OUTCOMES

From the study it is clear that students taught with clay modelling have grasped the subject more clearly because of the clay-model backed-up by other teaching aids. Clay-model being colourful and three-dimensional has stimulated

the young brain to understand the subject more easily. Those students who usually are not interested in the subject made an attempt to comprehend the subject through this method because it invokes curiosity. Those students who usually do well were more accurate in explaining their answers.

EFFECTIVENESS OF THE FINDINGS

According to the observations of the teachers, the children were first interested in the model because they were given clay to mould after the subject was taught. Clay-modelling is useful in curriculum when big things/real things like an elephant, fish, etc. cannot be brought into the classroom. Since the model is three-dimensional and colourful more impact was put on a child's learning process. Teachers from pre-primary sections say that clay moulding not only helps the children in learning process but also in psycho-motor coordination.

Thus we see that modelling and moulding has become an effective tool to explain a given subject.

**EFFECT OF PUZZLE PROGRAMME IN THE DEVELOPMENT OF COGNITIVE
AND CREATIVE ABILITIES AMONG PRE-SCHOOL CHILDREN**

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Pre-school is a crucial period when the child is being prepared for its life. The education that is offered at this period determines the end result, whether the child will grow up to be as an incomplete being or as a wholesome being. To help to tap the latent potential of each child, means that the child "Educes" or brings forward from within, his own life, which is indeed the purpose of true education. The potential is the wholesome growth in developing both the cognitive and creative faculties of the child.

The ideal method to draw spontaneously this potential at this stage is to adopt the play-way method of both teaching and learning. Play method of teaching needs play material as tools to transfer knowledge.

A study was undertaken with the following aims. Firstly, the tools or puzzles in this study which were developed were inexpensive. Secondly, the tools or puzzles were educative. Thirdly, thus prepared puzzles (about 40) were simple to complex developed in hierarchial order to meet the needs of different stages of development of the

child. Fourthly, each puzzle reflected basic Indian culture and was accompanied by suitable rhymes.

The research adopted an experimental method of study. About eight schools were randomly selected. The subjects size were 240 pre-school children. These were divided randomly as experimental group of (120) and control group (120).

The schools were classified as per the index prepared on the basis of NCERT (1992) specifications and pre-school, evaluation scale by the Department of Home Science, S.V. University (1985), Thirupathi.

The experimental group were exposed to the prepared educative puzzles, whereas the control group were not. The experimental group were tested for cognitive concepts of shape, colour, size, language, logical, mathematical, alphabetical concept and for creativity.

The data obtained were subjected to statistical analysis namely 't' tests. The results revealed that the experimental group exhibited significant difference in bringing forward their potential in both cognitive and creative faculties. But there was no significant change in the control group.

The findings of the study has yielded significant data-based knowledge to promote healthy wholesome education

of cognitive and creative faculties among pre-school children. The study also reveals that these puzzles can be taken by cottage industry for manufacturing in small scale and made available as educational material for pre-school children, also for educating special children and these may also be used in teacher training programme.

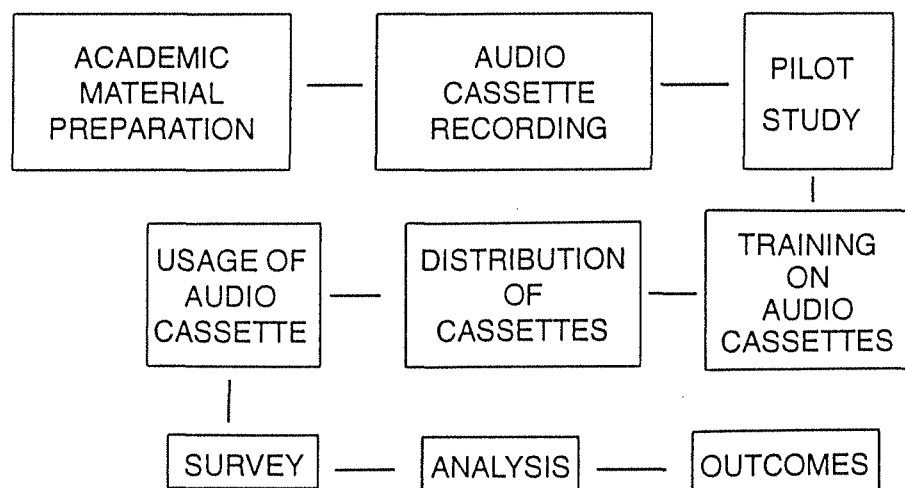
The above research is towards Ph.D. study being carried under Bangalore University. The study results are now available for publication and presentation at seminar and conferences and for wider circulation.

A STUDY OF APPLICATION OF EDUCATIONAL TECHNOLOGY
THROUGH AUDIO CASSETTES IN ELEMENTARY SCHOOLS OF
VELLORE DISTRICT, TAMIL NADU

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DESIGN OF THE STUDY

This study involves academic concept with regard to competencies, technological concept with regard to recording, editing and production of cassettes, training concept with regard to giving special training for teachers and administrative arrangement with regard to distributing the cassettes to all schools. A pre-plan was made accordingly. The stages of the study are schematically given as follows.



METHODOLOGY ADOPTED

The stages adopted in this experiment were given in design of the study.

Before proceeding to the experimentation part of committee was formed under the leadership of the Principal, DIET, Ranipet along with three faculty members. The first one from the Pre-Service Teacher Education Branch (PSTE) dealt with the methodology, the second one from the Curriculum Material Development and Evaluation Branch (CMDE) dealt with identification of hard spots, curricular framework and evaluation process and the third and the most important one from Educational Technology Branch (ET) dealt with technological support in recording, editing and copying.

This committee called for 20 teachers from the nearby schools and selected five teachers on the basis of their teaching skills, teaching experience and qualification. Special care was taken in selecting the teachers who teach standard V. The selected teachers were given orientation about the audio cassette material to be produced and the usage of audio cassettes in the classrooms.

Each subject expert was facilitated with three teacher trainees and one lecturer of DIET concerned with

that particular subject, in order to co-ordinate in subject competence. Each team of particular subject selected for standard V, then selected three schools of different calibre and made a survey among teachers and students to identify HARD SPOTS. Then the hard spots were prioritised.

The course design was made by the subject team. The validity and reliability of the content and methodology were checked. Then the programme was recorded in the master cassette.

PILOT STUDY

The prepared cassette was then subjected to a pilot study at 10 schools of different categories. The impact of the cassette on learning process was evaluated by CMDE.

DISSEMINATION

After studying the impact of the cassette at the field level the cassette was approved by the committee for dissemination, 1700 copies were prepared and distributed to 1700 primary schools.

TRAINING THE PRIMARY SCHOOL TEACHERS ON THE CASSETTE

In the S.O.P.T. training programme 2 hours were allotted for the orientation and usage of audio cassettes. During that time students of class V were brought from

nearby schools and the teachers were trained to use the cassette.

A data about the preparation, distribution and implementation of the cassettes in the field of Primary Education is given below.

Sl. No.	Activity/Participation	Data
1	Number of DIET faculty members involved in	
	i. preparation of audio cassettes	
	a. Principal	
	b. Senior Lecturers	
	c. Lecturers	
	ii. giving training on audio cassettes	
	a. Senior Lecturers	
	b. Lecturers	
2	Number of training programmes conducted	
	a. Resource persons training at district level	
	Number of resource persons trained	
	b. Primary teachers training at the school level	
	Number of cycles	
	Number of centres	
	Number of teachers benefitted	
	Number of schools benefitted	

TOOLS USED

Tool Number 1: A opinionnaire about the availability and utilisation of tape recorder.

Tool Number 2: A questionnaire on the impact of recorded audio cassette on teaching-learning process, on the specified competencies and the learning capacity of the students.

DATA COLLECTION AND ANALYSIS

Data collection procedure was done by means of a sample survey. The block Alangayam was selected so that the analysis could be served with varieties of schools. The collected data was then subjected to simple statistical analysis like measures of central tendency.

OUTCOMES

The outcomes of the study are listed as below:

1. Audio cassettes can motivate the students.
2. Usage of audio cassette inside the classroom makes the classroom atmosphere healthy.
3. Audio cassettes provide joyful learning.
4. Multiplier effect is more while using audio cassettes.
5. There is no transmission loss.

FINDINGS

1. The cost benefit analysis of the cassette shows that the unit cost of the cassette is 8 paise over a period of five years and 40 paise per year showing that the audio cassettes are slightly inexpensive.

2. The extent of improving the following capacities in the learner.

- | | |
|------------------------------|-------|
| a. Listening | - 80% |
| b. Reproducing | - 65% |
| c. Understanding the content | - 61% |

3. The percentage of usefulness of the audio cassettes in team teaching method is 77.

4. The percentage of ease of linking the audio cassette with the printed text material is 83.

DURATION OF THE STUDY

Number of days spent

- | | |
|--|------------|
| a. to identify hard spots | - 3 days |
| b. to prepare the draft material for audio cassettes | - 3 days |
| c. to practice for recording | - 2 days |
| d. to record the master cassette | - 1 day |
| e. implementation in the field | - 6 months |
| f. to conduct survey on the impact of the audio cassette | - 5 days |

IMPLICATIONS

- * The audio cassette can be used as a motivator to **teaching-learning process.**
- * The audio cassette can be used as a starting tool to start classroom discussion.
- * Audio cassettes are more useful than the educational programmes in Radio/TV because it can be replayed again and again till we get clarity.
- * This programme motivated the teachers to make audio cassettes of their own.
- * The cassettes are useful in revising the lessons.
- * There is no time limit in learning through audio cassettes.
- * One can select the learning material at will.
- * Audio cassettes are more ease to access.
- * Listening the audio cassettes permits one to think and imagine what one cannot see.
- * Production of audio cassettes programme is comparatively easy.

COMMUNITY PARTICIPATION

The community was induced to participate in teaching learning process at the district level and village level as follows:

At the district level

A voluntary agency known as Indian Junior Chamber, Walajapet spent Rs. 2000/- (a sum of rupees two thousand) towards the expenditure incurred during the curricular material discussion and master cassette recording.

At the village level

At the school level the heads of the schools joined with the parents and the members of the mother Teacher Council in

- a. providing dry cells to those schools which were not facilitated with electric supply.
- b. repairing the tape recorder where the tape recorder is out of order.
- c. lending the tape recorder to those schools which were not provided with tape recorder.
- d. recording the voices of their own children at their houses in accordance with the competencies.

BUDGET EXPENDITURE

Items	Recurring expenditure	Non-recurring expenditure
		(Rs.)
Material Discussion	-	1,000
Master copy recording	-	1,000
Copying 1700 copies	-	34,000
Survey	-	1,000
Total expenditure		37,000

IMPROVING THE QUALITY OF LEARNING IN
MULTICULTURAL CLASSROOMS

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Evidence exists abundantly that children of socially oppressed groups are under achievers at school. This may be due to many reasons. The nature of the formal curriculum, its attainment targets and associated testing and examination arrangements or the tendency to preserve the school system with its traditional curriculum and methodological approaches, all can contribute for the low achievement of the oppressed group children. The present study has been conducted for achieving culturally responsive teaching and the following hypotheses are framed for the purpose:

1. Learning and thinking differ among learners belonging to diverse cultures.
2. Text books and classroom conversation contain cultural biases.
3. Children belonging to different cultures possess differing learning styles and cognitive styles.
4. It is possible to achieve culturally responsive teaching for the promotion of learning activity.

METHODOLOGY

The study was conducted in a Government Primary School in which children are admitted into I standard. Care was exercised to sample out the school to have children belonging to at least three cultural groups. The views of the children with respect to certain common concepts like 'My body, My parents, My toys, etc.' were examined and recorded. Slang used by the children were particularly noted. Similarly their learning and cognitive styles were examined.

The organizational structure of the school was studied and the views of the teachers were obtained.

Special material was developed to suit the cultural background and the classes were held with the help of the research scholars for one academic year to study the improvement in the views of the children compared with those which were held by them earlier and also on par with others who did not study the special material developed for the sake of the present study.

MAJOR OUTCOMES

Many factors were identified which if rectified will really help the children of the oppressed groups and differing cultures to respond in an uniform manner. A few of them are:

1. verbal and non-verbal language of the classroom frequently communicate disrespect for the cultural heritage of certain minority groups;
2. practice of tracking and the use of reservations to decide who gets tracked if handled properly really helps;
3. the social structure of many classrooms in terms of whole-group instruction, competitive orientation and learning from text and cognitive abilities required to learn viz. verbal, analytic, etc. are not compatible with the children belonging to oppressed groups.
4. schools with their own norms, rules, method of social organization, routines and instructional strategies differ from those set outside of school which is largely observational and occurs through the social learning processes specially for children who hail in slums.

IMPLICATIONS

With increased mobility, expansion and communication facilities people are migrating from one place to other with their families very often. In totality, access for their children is only the Government schools because they advocate Universal Primary Education. Invariably this results in a multicultural group in the classroom of the Government schools. The cultural factors show their

effectiveness most on primary school children because they are in the formative stage. This may be one of the potential reasons for the poor results of Government schools.

The results of the present study will improve the teaching-learning situation of the classroom for not only giving better results but also to realize the envisaged objectives of the Universal Primary Education through a sound arrest of drop out rate.

THE INFLUENCE OF CULTURE ON COGNITIVE GROWTH

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This paper is an outcome of the results generated by three research studies on Rangoli Drawing Skills and performance on non-verbal culture fair Intelligence Tests among socially disadvantaged girls of primary schools of in and around Mysore city (N = 900). The opportunities to examine variations in cognitive functioning in a particular cultural context greatly enrich our understanding of the skills which are transmitted from one generation to another and their possible influence on certain other cognitive processes. These studies emerged from an interest in exploring the influence of a Cultural factor (i.e. Rangoli Drawing Skills) on cognitive functioning (i.e. performance on Raven's Coloured Progressive Matrices) in a particular group of society, i.e. Socially Disadvantaged girls studying in IV and V grades of Government Primary Schools.

Firstly, the paper gives a detailed account of Rangoli Drawing Patterns - its development as a cultural input among the socially disadvantaged girls (mainly maid servants of Hindu families); the analysis of various Rangoli patterns drawn by these subjects revealing different

structures - dot based and line based, with attributes such as symmetry, intricacy, novelty, size and variety. It has been observed that these skills would derive from the cultural environment typically informal and are learnt by the maid servants of Hindu families as part of their routine work without formal training.

Secondly, the results of the analyses of scores on Rangoli skills in relation to CPM scores and drawing test scores are discussed. Interestingly, the Rangoli knowing group could score significantly better on CPM than the non-Rangoliknowing group even though overall performance revealed a low IQ level (less than the 25th percentile) for the whole group in both the Intelligence Tests. Based on this finding, some questions are raised which warrant serious considerations - if some cultural environments (such as development of Rangoli skills) push cognitive growth better than others, then is it relevant and suitable to use intelligence tests such as CPM which is known to be a Culture-Fair Test-among certain groups ? How fair is a culture-fair test ?

Thirdly, the paper highlights how generally our pedagogy is grossly unmindful of the cultural components of learning and discusses the relevance of cultural inputs into pedagogy; Rangoli drawings with its striking symmetry

involving spatial relations and cognitive thinking with its proven correlation with intelligence has a lot of potentiality for fostering not only Mathematics, Science and writing skills but also the organization of ideas in a complex activity - with both convergent thinking (as revealed in dot-based Rangoli structures) and divergent thinking (as revealed in line-based structures); further concludes that the failure of our socially disadvantaged children to learn Mathematics and Science may be less a matter of their stunted abilities than our failure to understand how to teach such subjects to them.

MANAGEMENT OF LARGE SIZED CLASSES IN EVS AT THE PRIMARY
STAGE: IS COOPERATIVE LEARNING THE ANSWER ?

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METHODOLOGY

The problem of large sized classes is a recurring problem in most countries of the world and in most of the rural/government schools in India. The dimension of this problem is deepening due to poor teacher student ratio and inadequate facilities for teaching environmental science. If this situation threatens the performance of students it behoves science teachers to devise intervention strategies and make the best of a bad situation. A fruitful way, which is explored in this study, is the use of co-operative learning technique which involves allowing the students to work in cooperative small groups instead of exposing them to whole class instruction. In order to conduct the study MLLs in EVS II for children for class III were identified. A competency based test which was developed and validated in an earlier study was used as a pretest by choosing items related to the competencies identified. About 200 students and teachers from four different schools in and around Mysore were involved in the study. To form the experimental group the pretest scores were used in conjunction with the scores obtained by the students in the previous examination

in EVS II to classify them into three ability groups, high (upper 25%), average (middle 50) and low (lower 25%). The students were then organised into six member mixed ability groups taking care to see that wherever possible boys and girls were nearly equally distributed within the groups. Interviews were conducted and classes observed to find out how the teachers transacted EVS II in the classroom and the difficulties they faced in handling large sized classes.

The treatment was implemented as follows: Teachers were made aware of the technique of cooperative learning its implementation advantages and how it can be used to achieve the goals of science education. At the beginning of each lesson the students went into preassigned groups. The groups in the class were provided with learning materials covering the topic of each lesson. Also, a brief introduction was given by the teacher, and the students were given specific learning tasks related to the identified MLLs. While the students worked together in groups, the teacher went around monitoring progress, rewarding groups on the basis of their progress and performance, rendering assistance to groups when necessary and encouraging inter-group competition. Towards the end of the lesson, the results of the various groups were pooled and discussed.

In the control classes, the students were instructed in the traditional whole class method with accompanying

teacher demonstration. The treatment lasted over ten to twelve weeks during which the investigator paid frequent and unannounced visits to the experimental classes. At the end of the treatment phase of the experiment, the competency based test was administered to both the experimental and control groups as a post-test.

Major Outcomes

The data was analysed statistically using the computer. There was a significant difference in the performance between the experimental and control group students. Furthermore the difference was found to favour the experimental group cooperative learning technique. The experimental group also demonstrated superior mean gain achievement in comparison with the control group.

Implications of the findings for school effectiveness

- * Cooperative learning is more effective as a technique than the traditional whole class method of instruction especially in large sized classes.
- * Limited resource can be optimally utilised by a greater number of students.
- * Student teacher interaction improves when students are organised into groups thereby enabling the teacher to diagnose student difficulties more easily.

- * In this technique student learning is enhanced because of the hands on activities provided, thereby leading to better acquisition of skills.
- * Peer tutoring ensures healthy competition and achievement of the goals by each and every student in the group.
- * The study should be replicated in order to determine the optimum group size because the problem of large class size in developing countries is a problem, which remains with us for a long time.
- * Cooperative learning technique can possibly be an answer to handle EVS in multigrade situations.

ACTIVITY BASED TEACHING-LEARNING STRATEGIES (ABTS) IN A
LARGE-SIZED CLASS AT PRIMARY STAGE - A STUDY

M. SHARADA

Primary Teacher, Demonstration School
Regional Institute of Education, Mysore-570 006

MAJOR CONSIDERATIONS FOR TAKING UP THE STUDY

The primary school teachers who handle large classes feel that it is very difficult to implement any sort of activities other than 'chalk and talk' in their classes. They also find it difficult to manage the children during teaching-learning process. The investigator felt that ABTS may help such practitioners who work at various schools in rural and urban area with a large number of students in their classes. So she took up this study to have an experience of handling a large class effectively and to find out the various emerging problems in such classes which affect the child's learning.

RESEARCH QUESTIONS THAT THE STUDY IS ATTEMPTING TO ANSWER

1. Is it really difficult to manage a large size class at elementary level ?
2. What kind of teaching-learning strategies help to make the children learn effectively in large classes ?
3. How to implement ABTS in a large class ?
4. Does emphasis on ABTS motivate learning among children ?

SAMPLE

Sample for this study included 70 children of IV standard, Demonstration School, RIE, Mysore (a large sized class was created by the investigator by combining both the sections A and B of class IV).

METHODOLOGY

A few specific competencies in Environmental Studies-II (science part) were selected. These competencies were converted into teaching points. For each teaching point, ABTS were planned. The required learning aids were prepared and kept ready. ABTS during the experimental period included the following methods.

1. Observation
2. Classification
3. Role play
4. Peer group learning/cooperation learning
5. Discussion
6. Demonstration
7. Project work/Assignment
8. Experimentation
9. Conversation/Dialogues
10. Dramatisation
11. Self learning
12. Quiz

Children were evaluated for their performance. The evaluation strategies used to measure learner's achievement included the teacher's observation record of their participation and contribution in various activities, oral question-answers and competency based written test.

MAJOR OUTCOMES

It was found that

- * It is a bit strenuous on the part of the teacher to maintain discipline inside a large class.
- * Learning situations can be managed if the activities are well planned and if the practitioner keeps enough materials needed for developing the competencies.
- * Intervention strategies which give pleasure to the children make them involve themselves in learning process.
- * Learning becomes successful only when there are activities drawn from or related to the child's experience.
- * Proper pre-planning is required to implement ABTS in a large class.
- * ABTS motivates children to concentrate on the required competency and hence to achieve them at mastery level.

IMPLICATIONS OF FINDINGS FOR SCHOOL EFFECTIVENESS

- * The strategies used in this study to make children learn effectively in a large sized class shall be of great help to the teachers who handle such classes.

- * Activities involving children in the teaching-learning process motivates the child to learn better and hence leads to retention, which is essential for universalisation of Elementary Education.

- * This study may exchange teachers to take up such action research in their classroom situations.

**EFFECTIVENESS OF THE STRATEGIES IN DEVELOPING MAP READING
SKILLS IN LARGE SIZE CLASS AT PRIMARY STAGE - A STUDY**

T.V. LALITHA

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The teachers of the Primary School, at present normally come across large size classes. They find it difficult to manage these classes and to organise activities for effective learning. Hence the investigator has taken up a study on map reading, the basic necessity to know our geographical set up, with the following objectives:

- Recall sides and directions.
- Correlate colours and concepts on the maps and globe.
- Know about the distance, measurement, latitude, longitude and the use of map scale.
- Know about the earth, its shape, use of globe.
- Understand concepts like hills, mountains, passes, peaks, valley, plain, plateau, gulf, bay, peninsula, cape, island, glacier, water fall, river, tributary and lakes.
- Develop drawing skills. Free hand drawings and tracing of maps.
- Identify the given places on the map and mark them on the outline map.

METHODOLOGY

The investigator found that the attention given to development of the map reading skills at primary level is

very much limited. Map reading skills are not taught by the teachers in a systematic way. The duration given to develop map reading skills among the learners is also limited. This has led to a lot of confusion in students in comprehending concepts in Environmental Studies. So, an attempt has been made by the investigator to encourage the students to acquaint themselves with map reading skills.

Design of the study consists of pre-treatment ---> Pre-test, Treatment -----> Learner centered activities and post-treatment ---> Post-test.

The study was conducted on a sample of 70 students of class IV by combining two sections to create large sized class, in the age group of 8 to 9 years. The study was undertaken during the academic year 1997 from July to September.

To carry out the study, a number of learner centered activities were organized like (a) activities for motivation and (b) Activities for developing map reading skills.

The required learning materials/aids were prepared and used for the activities such as pictures charts, diagrams, maps, globe and models.

The study also aimed at developing a sense of scientific process of observation and classification,

measurement and generalisation through peer group learning, discussion, demonstration and group work.

To assess the achievement level of the learners, oral and written test items were prepared and administered.

MAJOR OUTCOMES

It was found that the students were able to:

- recall sides and directions with ease.
- relate concepts with colours.
- measure distance between two given places using scale.
- explain concepts with drawings and locate a particular place when the sketch was given.
- draw simple maps of their surroundings and trace maps of individual states and the country - India.
- identify given places on the map and mark it on the outline map.
- teacher had to take little extra effort to maintain discipline and organise activities in a large sized class.
- teacher needed more time to plan activities and prepare learning aids.
- teacher and the students could interact and transact better in group activities.
- teacher could give individual attention while conducting group work and students could learn effectively in peer groups.

IMPLICATIONS OF THE FINDINGS FOR SCHOOL EFFECTIVENESS

At the primary stage child centered, activity based strategies have immense potentialities in motivating and encouraging learning to participate and attain the expected achievement level. On the other hand it also motivates teachers to go beyond the prescribed text. Map reading skills hold a key position in understanding our environment easily and interestingly. The right kind of maps properly used will stimulate the interest and imagination of the children and create effective motivation to know our environment in a systematic way.

ENHANCING LEARNING SCHOOL LANGUAGE OF THE DISADVANTAGED
LEARNERS IN MULTIGRADE SETTING

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METHODOLOGY

This paper deals with teaching school language (SL) through mother dialect (MD) for rural students who are studying in classes I and II in two multigrade schools of Mysore taluk, Karnataka. These children faces difficulty in learning SL, i.e. standard written Kannada. As a result of these difficulties they tend to drop out due to their stabilized language patterns of MD and become non-masters.

The sample has been drawn from two multigrade schools from Gohalli and Jettihundi situated in rural areas of Mysore taluk, at about 14 kms away from Mysore city. These schools are under the control of Bheerhundi Mandala Panchayat. Details of the number of students selected from these schools for interventions programme are as follows:

Village	Class	Boys	Girls	Total
Gohalli	I	8	6	14
	II	6	5	11
Jettihundi	I	10	9	19
	II	9	8	17
Total		33	28	61

The experiment conducted in these two schools includes pre- and post-testing after four months systematic intervention by teachers for enhancing learning school language through MD approach with the help of the Junior Project Fellow. The classes were observed on the usage of assimilation of mother dialect with school language for enhancing learning school language. Interventional strategies were followed by teachers as an alternative teaching approach. The experimentation was done to find out whether assimilation of MD with SL helps the children in learning SL better or not.

The Dialectal Approach was followed for teaching difficult areas such as words, phrases, idioms, structures and grammatical usages of the SL. The difficult concepts are explained with the help of MD. The basic objective of this study is to enhance the school language abilities of the children so that they can participate better in academic areas and their retention and education can be better at higher grades.

MAJOR OUTCOMES

The result obtained on pre-test and post-test from these schools shows that there are differences in pronunciation, intonation, and lexical items between MD and SL. The children due to this find difficulty in

understanding SL and are poor in understanding the text material presented to them. The girls were found to be better than the boys; II standard students were also not good in writing of SL. Assimilation of MD for I standard was 70% of mother dialect items and 30% of SL and for II standard assimilation of MD and SL was 50%.

IMPLICATIONS FOR SCHOOL EFFECTIVENESS

The study helps the teachers in knowing the causes of poor linguistic performance which is the major cause of poor participation of the students. If the school language can be taught through the mother tongue approach at initial levels then, it helps the students in mainstreaming their language learning skills. Hence it further facilitates better retentions and achievement of the linguistically disadvantaged children studying in rural multigrade schools. The poor language learning styles of these disadvantaged lead to poor achievements in other content areas also and thus makes them slow-learners and underachievers.

Time period of the study was six months duration. This work has not published anywhere yet.

COMBATING SCHOOL DYSFUNCTIONALITY THROUGH
COMMUNITY MOBILIZATION - A CASE STUDY

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ABSTRACT

The case study throws light on how the village community of Devarahalli was mobilized first to deal with its dysfunctional school and eventually to assume greater responsibility for total educational development of the village through the interventions of the village youth.

The case study is built on field observations of the author, who hails from the village, over a period of fifteen years, supplemented by data gathered through informal discussions held with teachers, parents, children, social workers and the youth of the village and surrounding areas.

Devarahalli is a remote village situated at the foot of the Western Ghats, in the Sullia Taluk of Dakshina Kannada District in Karnataka State. The village school which was a single teacher school, had become dysfunctional mainly due to teacher related problems like chronic teacher absenteeism, irregular attendance to duties, drunkenness and beating children. Most parents either discontinued the education of their children or had their children admitted in other schools situated far off from the village. The

school strength depleted to as low as 10-15 children with no learning of any kind taking place in the school. The school building also became the centre of many other illegal activities fed by the apathy and indifference of the village community.

Ironically, the village also had among its community a band of energetic and idealistic youth who use to come to the school grounds to play Kabadi in the evenings; but who were otherwise unconcerned with the state of the village school. It was at this point, the author intervened to focus the attention of this 'reservoir of energy' on launching developmental works towards the improvement of the school. Making use of the village forums like 'Samuhika Bhajan' the village youth persuaded the elders to involve themselves actively in the management of the school. Thus the Village Education Committee (VEC) was formed.

The youth and the VEC addressed themselves to the teacher problem of the school. Through a series of manoeuvres like contacting concerned higher educational officers, writing letters and applications, using political influence, etc. they finally managed to get the unwanted teacher transferred from that school. Inspired by the success of their efforts the youth and the VEC started several other developmental works. Persons from the local community were appointed as para teachers to alleviate the

problems of multigrade teaching. A new Anganvadi (Keshava Shishu Mandir) in the vicinity of the school was also started. Interventions towards improvement of quality of education and character building of children were also made.

The Devarahalli school today presents a transformed picture. From a single teacher school it has been upgraded to a higher primary school, with three teachers appointed by the government. Two more part time teachers (on token salary) have been appointed by the VEC. There are more than seventy five children studying in the school. Undaunted by continuing difficulties of various kinds, the VEC remains steadfast, in its resolve to improve the school further with its continued involvement.

The Devarahalli school case demonstrates how an indifferent and apathetic community can be mobilized towards constructive educational actions by its own youth acting as agents of improvement.

A STUDY OF THE RELATIONSHIP BETWEEN COMMUNITY PARTICIPATION
AND SCHOOL EFFECTIVENESS

Dr. K. GANESWARA RAO

Education is essentially a social process, proceeding in a social environment and school is a social institution which is meant to train the younger generations to meet the social needs. Thus the functioning of a school especially a primary school is the responsibility of the community around it.

But since ours is mostly an agrarian society predominant with illiterates and poor people, the school itself has a responsibility to bring about social change in it.

Thus we come across with a question of who should influence whom, the school or the community. In the present situation, there is a trend that the community should participate in the administration and development of the school. This has been taking shape in the form of village education committees in Andhra Pradesh. In this connection a natural question is who should be given powers to take decisions about the school ? Whether the Head Master and his teachers or the V.E.C. and in what areas ?

Hence there is an administrative implication in it. To take a correct decision about the role of V.E.Cs. we must

have an understanding about the prevailing school community relationships, functioning of the V.E.Cs. and the school effectiveness. Thus the present paper is an attempt to understand the school - community relationships and the school effectiveness of the primary school in Bhimavaram Mandal of West Godavari District of Andhra Pradesh.

THE OBJECTIVES OF THE STUDY

1. To find out the areas of functioning of the school in which there is community participation.
2. To find out the origins of the community participation in the school development.
3. To find out the relationship between the community participation and teacher motivation.
4. To find out the relationship between the community participation and students' achievement.
5. To find out the relationship between community participation and school enrolment.
6. To find out the differences between rural and urban societies with respect to community participation.
7. To find out the areas of school functioning to which the community participation is being invited by the head **master.**

A THEORETICAL FRAMEWORK

Since there is a striking difference between the rural community and the urban community, the community participation in the functioning of the primary school can be broadly divided into two categories: (1) urban community participation, (2) development of infrastructure, (3) school functions celebrations and special occasions, (4) administration of the school including planning and implementation and (5) supervision of the school.

School effectiveness can also be divided into effectiveness in five broad areas namely: (i) discipline, (ii) students' achievement, (iii) teacher motivation or instruction in the school, (iv) interpersonal relations, (v) participation in co-curricular and extra-curricular activities.

With the help of this theoretical framework an attempt was made to study the relationship between community participation and school effectiveness.

THE HYPOTHESES OF THE STUDY

1. There is no significant relationship between community participation and school effectiveness.
2. There is no significant relationship between different areas of community participation and different aspects of school effectiveness.

3. There is no significant difference between rural and urban schools with respect to community participation.
4. There is no significant difference between rural and urban schools in respect of school effectiveness.
5. There is no significant difference between schools headed by male and female teachers in respect of community participation.
6. There is no significant relationship between community participation and school enrolment.

METHODOLOGY

To study the community participation in school functioning and its relationship with the school effectiveness, two inventories were developed, one to measure community participation and the other to measure school effectiveness. These inventories were administered on the head masters of all 103 schools. Personal interviews were conducted with them for detailed information.

Collected data was codified and product moment co-efficients of correlation were calculated to find out relationships between variables t-tests were used to find out the significance of difference between different categories of teachers. Percentages, averages and standard deviations were calculated for the distribution of variables.

FINDINGS

ANALYSIS AND CONCLUSIONS

After performing suitable statistical analysis the following conclusions were drawn.

1. A significant positive relationship was observed between community participation and school effectiveness.
2. Significant positive relationships were observed between all areas of community participation and all aspects of school effectiveness.
3. A significant difference was observed between rural and urban schools in respect of community participation and in all areas of community participation.
4. It is also observed that there is a significant difference between schools headed by lady teachers and schools headed by male teachers in respect of community participation.
5. A significant relationship was observed between school enrolment and community participation.
6. In almost all schools the community participation is a function of Head Master's initiation.
7. Almost all the Village Education Committees are name sake and not functioning on formal lines.
8. None of the Head Masters is willing to accept community participation in supervision of the school.

EDUCATIONAL IMPLICATIONS

In the present study it was observed that there is a significant positive relationship between community participation and school effectiveness. Also it was observed that there is a striking impact on school enrolment where community participation is high from these two observations, we can conclude that community participation should be encouraged to realize universalization of Primary Education.

Since it is found that most of the community participation is because of teacher initiation. Workshops for primary teachers should be organised to enhance community participation in schools.

Since it was observed that the Village Education Committees were not functioning in formal lines, the community leaders should be given appropriate training so that they can organise themselves in promoting effectiveness of their schools.

SUGGESTIONS

Further research should be taken up to find out different formal modes of community participation for the formalization of the community participation in schools.

A study of the value systems of the school and community around is also suggested for proper understanding of school community relationships.

TEACHER FREEZING: AN UNDISPUTED TRUTH A PSYCHO-SOCIAL
AND SITUATIONAL STUDY

Dr. HASEEN TAJ

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INTRODUCTION

Truly, it has been said that the quality of nations depends upon the quality of its schools. The tone and character of life in a country is conditioned largely by the tone and quality of its schools which depends primarily upon the quality of teachers.

But the problem with the present day teachers is that they are falling short on the expectations of parents, community and students community. They are not keeping upto the adjectives added to teacher's stature and their profession. Different sections of the society are lamenting on the indifference and apathy of teachers as the cause for deteriorating educational standards, ill equipped and ineffective students and non-worthy citizens of a country.

Dr. Pires has rightly and beautifully remarked, "if nation's teachers are C_3 , the nation itself cannot but be C_3 . And let there be no doubt about this if one wish to be an A_1 , nation our teachers will have to be A_1 ".

THE CONCEPT OF TEACHER FREEZING

The term "freezing" is defined variedly. According to 20th Century Chambers Dictionary, it means 'to be very cold', 'to become motionless', 'to stop at' and 'to prevent the use of'. It also means 'to terrorize' according to advanced 20th Century Chambers Dictionary. In the present study the first meaning of the term freeze, i.e. 'to stop at' or 'to prevent the use of' is used to refer to the teachers routine and mechanical performance of their duty.

Most of the teachers are not making use of their potentialities to enhance the effectiveness of teaching and learning as well as the school. They are stagnated in thinking and action (the term stagnated/stagnation is used to mean the routine and mechanical job of teachers without change or progress). The teachers are stagnated not only in intellectual and psychological (thinking) but also in social, physical and moral (action) aspects.

Teacher freezing is defined as "the unused, under-used and stagnated intellectual, psychological, social, physical and moral potentialities of a teacher".

Teacher freezing refers to the overall indifference/apathy of teachers not only in teaching/research but also in their social participation, moral development responsibility

and active participation in various within and outside classroom activities. Hence, the researcher has identified five types of freezing in teachers. They are (1) intellectual freezing, (2) psychological freezing, (3) social freezing, (4) physical freezing and (5) moral freezing.

In this study, a fresh attempt is made not only to develop the concept and measure of teacher freezing, but also to identify the causes and impact of a few psycho-social and situational factors on teacher freezing and to suggest the remedial measures in this direction.

OBJECTIVES OF THE STUDY

The following were some of the major objectives of the study:

1. To develop and define the concept of teacher freezing.
2. To investigate the causes for teacher freezing.
3. To develop and standardize teacher freezing scale.
4. To identify, whether there are any differences in the level of teacher freezing among teachers belonging to different backgrounds.
5. To identify the extent of relationship between teacher freezing and psycho-social variables.
6. To suggest remedial measures for teacher freezing.

DESIGN OF THE STUDY

The study was undertaken with five-fold objectives. In order to achieve these objectives the study was divided into five major stages. These stages were called as phases. A brief description of each phase of the study is given below.

PHASES OF THE STUDY

Phase I : The concept and dimensions of teacher freezing were developed and defined.

Phase II : Causes for teacher freezing were investigated through discussions and informal interviews with teachers.

Phase III: Development and standardization of teacher freezing scale.

Phase IV : Methodology, analysis and interpretation of the study.

Phase V : Suggested remedial measures and educational implications.

CAUSES FOR TEACHER FREEZING

The causes identified through discussions with teachers were broadly categorised into following major heads:

1. Psychological Causes
2. School Related Causes

3. Physical Causes
4. Educational Causes
5. Social Causes
6. Other Situational Causes

METHODOLOGY OF THE STUDY

Variables Chosen for the Study

I. DEPENDENT VARIABLE

1. Teacher freezing

II. INDEPENDENT VARIABLES

1. Psycho-social variables

- a. Job satisfaction
- b. Self-confidence
- c. Frustration
- d. Home environment

2. School Related Variables

- a. Leadership behaviour of heads
- b. Teacher Morale
- c. Teacher participation in school administration and
- d. Organisational climate

3. Background/Situational Variables

- a. Age
- b. Sex
- c. Educational qualification
- d. Type of school management
- e. Size of school
- f. Subject specialisation
- g. Teaching experience

h. Type of family and

i. Size of family

Sample of the Study

A sample of 350 male and female teachers were selected from three types of school managements namely Private Aided, Private Unaided and Government since the aim of the study was to study both the sexes from all three types of managements, stratified, proportionate random sampling procedure was employed while representing both the sexes equally, maintaining 1:1 ratio in selecting male and female teachers.

RESULTS AND CONCLUSIONS

The results indicates that type of school management, teaching experience, educational qualification, age, subject specialisation, type of family, and size of school has a significant impact on the secondary school teacher's freezing, it can be inferred that teachers working in government schools with more teaching experience with less educational qualification and older teachers are more freezed as compared to their counterparts. It can be seen that Arts teachers are more freezed as compared to Science teachers. It can also be seen that teachers working in larger schools are more freezed compared to small size of school teachers. Teachers coming from joint family backgrounds are more freezed as compared to teacher from nuclear families. It is also interesting to note that sex

and size of family did not have any impact on the teachers freezing though female teachers and small family size teachers are less freezed, but the results were not significant statistically to prove the difference.

With regard to the relationship between level of teacher freezing with different psycho-social and school related variables. The perceived leadership effectiveness, high job satisfaction, high morale, higher organisational, climate, teachers participation in school administration, high self-confidence, pleasant home environment were found to be negatively related to teacher freezing. The relationship was found to be significant statistically. Only frustration of teachers was found to be positively related to teacher freezing. This shows that higher the teacher frustration, higher will be the teacher freezing and vice versa, whereas in case of other psycho-social and school related variables it is negatively related indicating an inverse relationship as one variable (psycho-social and situational) increases, the other one (teacher-freezing) decreases and vice versa.

SUGGESTED REMEDIAL MEASURES FOR TEACHERS FREEZING

The following are some of the suggested measures to minimise the teacher freezing.

1. Enhancing Human Relations
2. Increasing Job Satisfaction
3. High Morale

4. Participation in School Administration
5. Open Organisational Climate
6. Better Physical Environment
7. Stimulating Self-Improvement
8. Recognition
9. Building Security and Confidence
10. Enhancing Professional Growth of Teachers
11. Appropriate Leadership Style
12. Reducing Frustrations

Teacher freezing not only affects the quality of students and school, but also the entire educational system. The teacher has powerful and abiding influence in the formation of the character of every future citizen. Teacher freezing spells disaster to the country's future. Freezing among the workers in any profession is undesirable and dangerous and it is suicidal if it occurs in teaching profession. One of the urgent needs of the day is not only to trace out the specific causes for teacher freezing, but also to suggest tangible measures to rectify the conditions so as to make the teaching profession contented, effective and innovative.

REGIONAL INSTITUTE OF EDUCATION
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REGIONAL RESEARCH SEMINAR ON

"LEARNING ORGANISATION, COMMUNITY PARTICIPATION AND SCHOOL EFFECTIVENESS
AT PRIMARY STAGE"

(24-25 April 1998)

PROGRAMME SCHEDULE

<u>24th Apr'98</u>	<u>FRIDAY</u>
9.30-10.30	REGISTRATION
10.30-11.30	INAUGURATION
11.30-12.00	T E A
12.00- 1.00	<i>Achievement in Science and Mathematics as a Function of Learning Organization of Competencies in Mathematics at Primary Stage</i> - Prof. K.K. Vasishtha <i>Effects of Class Size on Classroom Learning Environment and Classroom Practices at Primary Level</i> - Dr. Vasantha Ramkumar
1.00-2.00	L U N C H
2.00-3.30	<i>Clay Modelling and Moulding is a Tool for Developing Curriculum</i> - Badugu Satyavathi <i>Effect of Puzzle Programme in the Development of Cognitive and Creative Abilities among Pre-school Children</i> - Dr. N. Shakuntala Manay <i>A Study of Application of Educational Technology through Audio Cassettes in Elementary Schools of Vellore District, Tamil Nadu</i> - Basheer Ahmed A.
3.30-3.45	T E A

3.45-4.45 Improving the Quality of Learning in Multicultural Classrooms

- Dr. J. Nagalakshmi

The Influence of Culture on Cognitive Growth

- Dr. T. Padmini

25th Apr '98

SATURDAY

9.30-11.00

Management of Large Sized Classes in EVS at the Primary Stage: Is Cooperative Learning the Answer ?

- Dr. P.R. Lalitha

Activity Based Teaching-Learning Strategies (ABTS) in a Large-Sized Class at Primary Stage - A Study

- M. Sharada

Effectiveness of the Strategies in Developing Map Reading Skills in Large Size Class at Primary Stage - A Study

- T.V. Lalitha

11.00-11.30

T E A

11.30- 1.00

Enhancing Learning School Language of the Disadvantaged Learners in Multigrade Setting

- Dr. Premlata Sharma

Combating School Dysfunctionality through Community Mobilization - A Case Study

- Dr. N.M. Rao

A Study of the Relationship between Community Participation and School Effectiveness

- Dr. K. Ganeswara Rao

1.00-2.00

L U N C H

2.00-2.30

Teacher Freezing: A Undisputed with a Psycho-Social and Situational Study

- Dr. Haseen Taj

2.30-3.30

P R E S S I O N S OF THE JURY

3.30-3.45

T E A

3.45-5.00

V E L E D I C T O R Y