

ACTION RESEARCH ANALYSIS REPORT

(Session: 2021-22)

Investigators:

Mrs. Sansita Gogoi
Mrs. Mitali Deori
Mrs. Mayarani Pawe
Mr. Durgeswar Saikia
Dr. Riswita Sarmah
Mrs Nayanmoni Phukan
Mrs. Sangeeta Dutta
Mrs. Papori Borah
Mr. Chandra Kr. Dahal
Ms. Papori Munda
Mrs. Nayan Moni Borah
Mrs. Lipika Dutta
Mrs. Dimpri Handique Konwar
Mrs. Purabi Bora

Published by:

**District Institute of Education and Training
(DIET) Tinsukia,
Tingrai Habi, Assam-786145**



DISTRICT RESEARCH COMMITTEE

(Session: 2021-22)

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SCERT, Assam, Kahilipara, Guwahati-19

Advisor:

Mrs. Sansita Gogoi, Principal i/c
DIET, Tinsukia, Tingrai Habi

Coordinators:

Mrs. Mitali Deori
Mr. Durgeswar Saikia
Dr. Riswita Sarmah

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Mrs. Papor Borah
Mr. Chandra Kr. Dahal

FOREWORD

The purpose of educational research is to engage in disciplined inquiry to generate knowledge on topics significant to the students, teachers, administrators, schools, and other educational stakeholders. Action research is an approach to educational research that is commonly used by educational practitioners and professionals to examine, and ultimately improve, their pedagogy and practice. Action research is a way to enable and support educators in pursuing effective pedagogical practices by transforming the quality of teaching decisions and actions, to subsequently enhance student engagement and learning.

In the DIET Guideline- 1989, three main functions of DIETs are described as follows:

- Training and resource support of teachers, headmasters, members of DBE, VECs, RPs etc.
- Academic and resource support to the schools and NEF/AE system in the district.
- Action research and experimentation to deal with specific education related problems and documentation of various socio-cultural aspects of the district.

Thus, the role of DIETs is paramount when it comes to conducting action research studies pertaining to specific educational problems, their resolution and documentation. The Comprehensive Evaluation of CSS on Restructuring and Reorganization of Teacher Education - A Report by NCERT, August, 2009 reveals that as far as research areas are concerned, the common themes that have emerged includes : Mid-day meals; Drop-out rates and School retention; Effectiveness of Multi-grade teaching, Effectiveness of Teaching-Learning Materials (TLM) etc. According to the report, DIET faculties have been involved in conducting research including action research. The DIETs are also engaged in conducting state level achievement surveys of NCERT.

Samagra Shiksha Abhiyan (SAA-2018) also in its document “Teacher Education AWP&B 2022-23 (MoE)” suggests that Research and Evaluation Studies may be undertaken at state, district level and also at the block, cluster and school level in the form of Action Research for proving greater insight into issues and problems faced in implementation of the various components of the scheme at different levels. Vital recommendations of NEP-2020 lay emphasis on research and development activities pertaining to the educational field. The policy promulgates the strengthening of research wings at the state and the district level; and at the same time augments the promotion of research activities among teachers and teacher educators.

Therefore, DIET Tinsukia in its capacity has been endeavouring to contribute towards its educational vision through different academic and research activities. I, on behalf of DIET Tinsukia, would like to express my sincere gratitude to the Honourable Director, SCERT, to the respected members of the State Level Research Committee, and to the members of the District Research Committee for making this study and report a possibility. Finally, I extend my gratitude to our former principal respected Mr Nripen Saikia and to all the investigators/ faculties of DIET Tinsukia for undertaking the research studies for providing greater insight into issues and problems related to education at the elementary level.

Date: 31st March, 2022.


Principal, i/c
DIET, Tinsukia
Principal
**District Institute of Education
and Training, Tinsukia**

TITLE OF ACTION RESEARCH STUDY

1. "To study the effectiveness to use of shading in drawing at Class-II standard with the help of wooden pencil intervention strategy."
Advisor / Investigator: Ms. Sansita Gogoi, Sr. Lecturer, DIET, Tinsukia.
2. "Effectiveness of Drill and Practice on improvement of simple sentence reading skill in school language (Assamese)."
Investigator: Ms. Mitali Deori, Sr. Lecturer, DIET, Tinsukia.
Mr. Chandra Kumar Dahal, Lecturer, DIET, Tinsukia.
3. "A study on inability to identify and pronounce the MIL Alphabets by the Class-II standard and its remedial measure."
Investigator: Ms. Maya Rani Pawe, Lecturer, DIET, Tinsukia.
4. "A study on effectiveness of ICT Integrated classroom transaction in teaching Social Science related concepts of Economics of Class-VII standard students."
Investigator: Ms. Durgeswar Saikia, Lecturer, DIET, Tinsukia.
5. "A study on the inability to read long words in English by students of Class-III and its remedial measures."
Investigator: Dr. Riswita Sarmah, Lecturer, DIET, Tinsukia.
6. "A study on the problem of inability to design lesson based models by Class-IV standard students and its remedial measures."
Investigator: Ms. Nayanmoni Phukan, Lecturer, DIET, Tinsukia.
7. "A study on the inability to use punctuation marks in reading, writing and speaking by Class-VII students and its remedial measures."
Investigator: Ms. Sangeeta Dutta, Lecturer, DIET, Tinsukia.
8. "A study on effectiveness of Hands-on-Activities on Learning and Understanding of the topic 'Vegetative Propagation of Plants' among the students of Class-VII."
Investigator: Ms. Papor Borah, Lecturer, DIET, Tinsukia.
9. "A study on the effects of personal health & hygiene habits and practices of Class-III & Class-IV and its remedies"
Investigator: Ms. Papor Munda, Lecturer, DIET, Tinsukia.
Ms. Purabi Bora, Lecturer, DIET, Tinsukia.
10. "A study on inability to draw textbook related diagrams of Environmental Science by the students of Class-VI, Sarbananda Singha M.E. School and its remedial measures."
Investigator: Ms. Nayan Moni Borah, Lecturer, DIET, Tinsukia.
11. "A study on the problem of inability to draw and label map methodically by the Class-V students in EVS."
Investigator: Ms. Lipika Dutta, Lecturer, DIET, Tinsukia.

ACTION RESEARCH ANALYSIS REPORT (Session: 2021-2022)

TITLE OF THE STUDY

“To study the effectiveness to use of shading in drawing at class-II standard with the help of wooden pencil intervention strategy.”

Adviser/Investigator

Ms. Sansita Gogoi

Principal i/c, DIET Tinsukia

Mobile No.- 8471931810, Email Id- gogoisansita@gmail.com

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1. Introduction :

In primary level students enjoy their general education through the art and creative education as it becomes joyful and creative based. In other words we can say with the help of art and creative education provided by following proper techniques and practices students can easily achieve their education.

2. Problem Area :

Generally problems found in art education subject in school are as follows:-

- a) Students unable to draw proper drawing and find difficulties to make drawings on other subjects of school curriculum.
- b) Unable to draw with proportion.
- c) Unable to draw with perspective.
- d) Unable to develop their own creativity.
- e) Unable to draw proper way use of shading.

Out of all these problems mentioned above I have selected the problem mentioned in e) that is "unable to draw proper way use of shading".

3. Probable cause of the problem:

- a) There is no competent art teacher from the fine art background in primary schools.
- b) Parents and other teachers don't show keen interests in art subject.
- c) Unavailability of books on art education in school Library.

4. Statement of the problem:

To study the effectiveness to use of shading in drawing at class-II standard with the help of wooden pencil intervention strategy.

5. Objectives of Action Research:

- a) To identify the cause of improper ways to use of shading with the help of wooden pencil.
- b) To adopt appropriate method and innovative strategy to solve the problem related to drawing as remedial measure.
- c) To evaluate the effectiveness of the appropriate method and innovative strategy applied during classroom transaction.

6. Action hypothesis:

If the teacher adopts appropriate method and innovative strategy in teaching art education than the student could do better performance.

7. Methodology:

a) Selection of sample:

The class-II students of Bipin Bora High School (Govardhan LP School), Tinsukia was selected as sample group of Action Research study. Total 20 samples were selected using Random sampling method.

b) Sources of baseline data:

- i) Checking class drawing copies during classroom transaction.
- ii) Checking home-work copies during periodical school visit.

c) Selection of tools (for data collection):

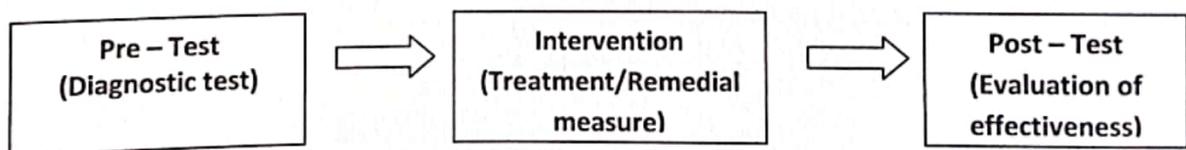
- i) Pre-test question paper/test items
- ii) Post-test question paper/test items.
- iii) Observation schedule for recording students' involvement in drawing work.
- iv) Rating scale for compilation of data (5 point – Below average, average, good, very good and excellent).

d) Research Design:

- i) Survey Design
- ii) Experimental Design.
- iii) Quasi experimental Design

Out of these commonly used methods I have selected the Quasi- experimental design to carry out the research study.

The block diagram of the Quasi – experimental design is given below :



DATA ANALYSIS :

The collected data were analyzed in the following forms.

- i) Tabulation of data.
- ii) Graphical analysis.

8. Action details and Time chart:

Sl. No.	Name of Action	Tools	Method	No of Days
1	Preparation of Pre-test	Test items	Analysis and synthesis	6
2	Pre-test	Test items	Drawing test	1
3	Analysis of Pre-test	Checking drawings and recording	Analysis	5
4	Preparation of strategies for intervention	Wooden Pencil, Art paper, Drawing book, TLM, Blackboard	Analysis and systematization	6
5	Intervention	Demonstration, Homework, freehand drawing practice and Repeated practice	Demonstration, drawing activity, freehand drawing practice	30
6	Recapitulation	Intervention points	Discussion and feedback	5
7	Post-test	Test items	Drawing test	1
8	Analysis of post-test; comparison and graphical representation of data; report making	Analysis using rating scale, writing data compilation and comparison, DTP, etc.	Analysis simple statistical method	6
Total No of days :				60

9. Procedure of Intervention:

Pre Test:

A drawing test was conducted among the sample students of class-II with a very easy pencil drawing of a fruit and told them to do shading on it. As a result students could not even draw proper drawing of a fruit and most of the students were not able to do shading as well.

To test the previous knowledge investigator conducted an oral test about shading and found that students were not able to answer the basic concept of the shading.

Intervention:

Sl. No	Intervention	Tools	Method
1	Declaration of Result of Pre-test Feedback	Result sheet recording	Discussion with teachers
2	Demonstration Feedback	Black board and drawing book	Activity method
3	Freehand drawing of circle.	Do	Do
4	Out line drawing of different fruit	Do	Do
5	Out line drawing of different leave	Do	Do
6	Out line drawing of different vegetable	Do	Do
7	Out line drawing of simple objects with the help of geometrical shapes.	Using compass box	Do
8	Shading on fruits	Shading pencil	Do
9	Shading on vegetables	Do	Do
10	Shading on leaves	Do	Do
11	Shading on objects	Do	Do
12	Recapitulation	Intervention points	Do

However, home works of drill and practice also were done by the students to improve the concerned skill.

Post-Test

After the intervention the investigator conducted a post test among the sample students. As a subject of post test to draw an apple with shading.

10. Data analysis is a vital part of the Action Research study. After collection of data with the use of tools and techniques, the next important step is to analyze data to find an accurate result of the problem. The data analysis was done with the help of percentage. Tabulation, bar diagram and circle are used to make a clear picture of the research results.

On the basis of the pre-test the following data were received-

TABLE I : Analysis of data of Pre-Test

Sl No	Code Name of Students	Q 1 (3)	Q 2 (3)	Q 3 (4)	Q 4 (10)	Total Marks 20	% of marks	Parameters
1	A	0	1	1	6	8	40	Average
2	B	0	0	0	3	3	15	Below Average
3	C	0	0	0	3	3	15	Below Average
4	D	0	1	1	6	8	40	Average
5	E	0	0	1	7	8	40	Average
6	F	0	0	0	4	4	20	Below Average
7	G	0	0	0	3	3	15	Below Average
8	H	0	1	1	6	8	40	Average
9	I	0	0	0	3	3	15	Below Average
10	J	0	0	0	4	4	20	Below Average
11	K	0	0	0	3	3	15	Below Average
12	L	0	0	0	4	4	20	Below Average
13	M	0	0	0	3	3	15	Below Average
14	N	0	0	0	2	2	10	Below Average
15	O	0	1	1	6	8	40	Average
16	P	0	0	0	3	3	15	Below Average
17	Q	0	0	0	2	2	10	Below Average
18	R	0	0	0	2	2	10	Below Average
19	S	0	1	1	6	8	40	Average
20	T	0	1	1	6	8	40	Average

Q No 1, Q No. 2 and Q. No. 3 are oral questions.

On the basis of the post-test the following data were received-

TABLE II : Analysis of data of Post-Test

Sl No	Code Name of Students	Q 1 (3)	Q 2 (3)	Q 3 (4)	Q 4 (10)	Total Marks 20	% of marks	Parameters
1	A	3	3	4	8	18	90	Excellent
2	B	3	3	2	7	15	75	Very Good
3	C	3	2	2	8	15	75	Very Good
4	D	3	3	3	7	16	80	Very Good
5	E	3	3	3	8	17	85	Very Good
6	F	3	3	3	8	17	85	Very Good
7	G	3	3	4	8	18	90	Excellent
8	H	2	3	3	8	16	80	Very Good
9	I	2	3	2	8	15	75	Very Good
10	J	3	3	3	7	16	80	Very Good
11	K	3	3	4	8	18	90	Excellent
12	L	3	3	4	7	17	85	Very Good
13	M	3	2	3	7	15	75	Very Good
14	N	1	1	2	7	11	55	Average
15	O	3	3	4	8	18	90	Excellent
16	P	3	3	3	8	17	85	Very Good
17	Q	2	2	2	8	14	70	Good
18	R	2	2	3	7	14	70	Good
19	S	3	3	4	8	18	90	Excellent
20	T	3	3	4	8	18	90	Excellent

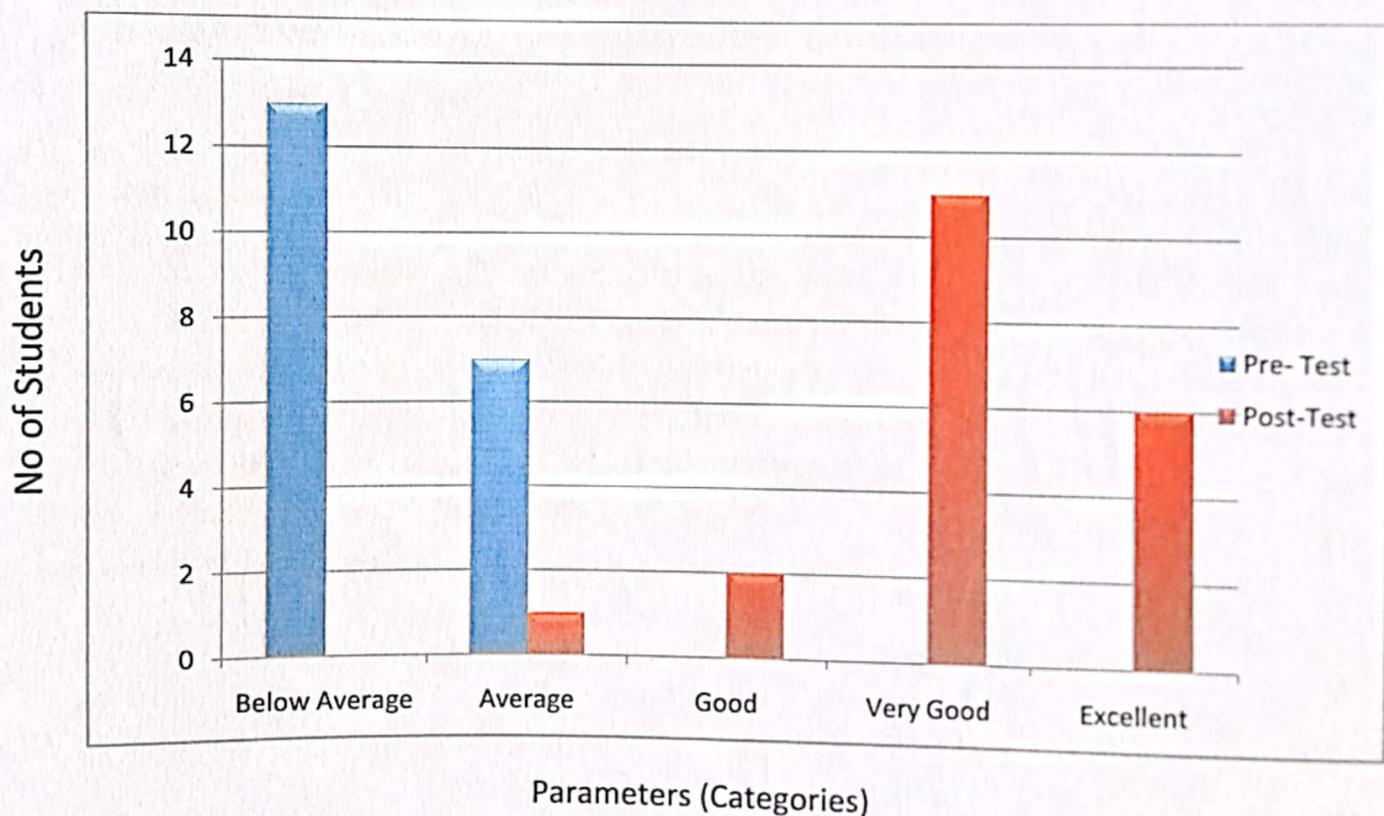
Q No 1, Q No 2 and Q No 3 are oral questions.

Rating Scale				
Below Average/Poor (Below 40%)	Average (Above 40-55%)	Good (Above 55-70%)	Very Good (Above 70-85%)	Excellent (Above 85%)

TABLE 3 : Table for compilation of data

SI No	Parameters (Categories)	Pre-Test Results	Post-Test Results	Remarks
1	Below Average/Poor	13	0	Better Performance
2	Average	7	1	Better Performance
3	Good	0	2	Better Performance
4	Very Good	0	11	Better Performance
5	Excellent	0	6	Positively Increasing
Total Students		20	20	

TABLE 4 : Graphical Representation of Results



11. Findings :

After evaluating the post-test copies it was found that every students have drawn it easily and did shading in the proper way.

On the basis of result analysis given above we can see that the students of class II have improved in the post-test as compared to the pre-test. In the pre-test 13 students were categorized under BELOW AVERAGE category due to their poor performance. Similarly 7 students were categorized in AVERAGE category. But after the intervention only one student remain the same in AVERAGE category and 2 students under GOOD category. On the other hand, 11 students moved to VERY GOOD category and 6 students successfully moved to EXCELLENT category after geting proper intervention and regular practice.

From the result analysis we have also found that there were still 1 student remain in average and 2 in good category. Here we can find one probable reason for their poor performance.

- ❖ Irregular attendance of students during the intervention period.

12. Conclusion :

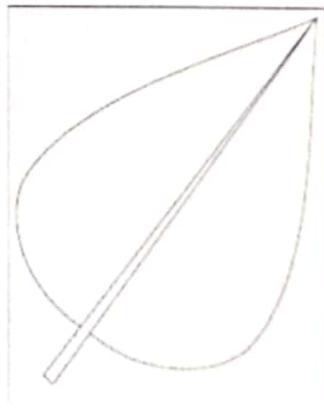
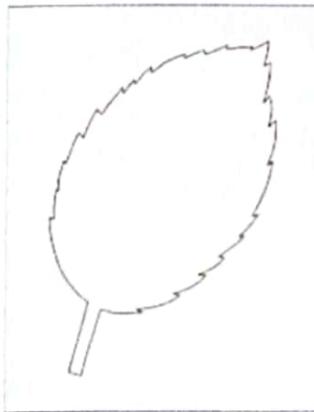
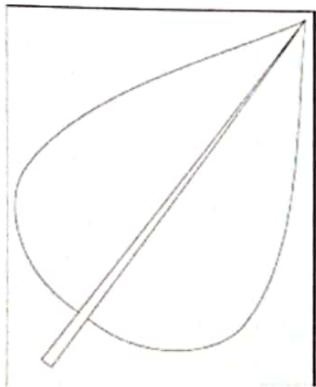
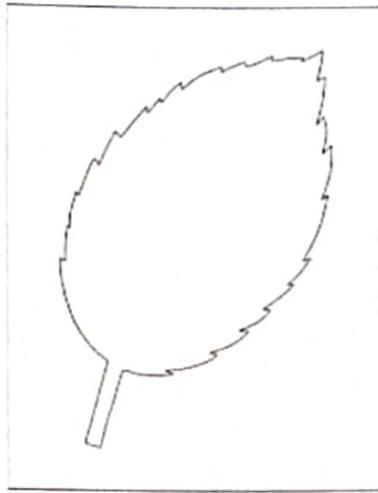
For the above mentioned steps of action research, I chose students of class II from Bipin Bora High School of Urban block, from Tinsukia district. At first I conducted pre-test for total 20 sample students from class ii. Most of the students could not do free hand drawing with shading perfectly. In comparison to this test, the result of the post-test is quite satisfactory. From the above findings we may conclude that the hypothesis is proved to be successful. So, if any teacher adopts this intervention strategy then he/she will also be able to solve the problem in this manner.

13. ANNEXURE : Photographs

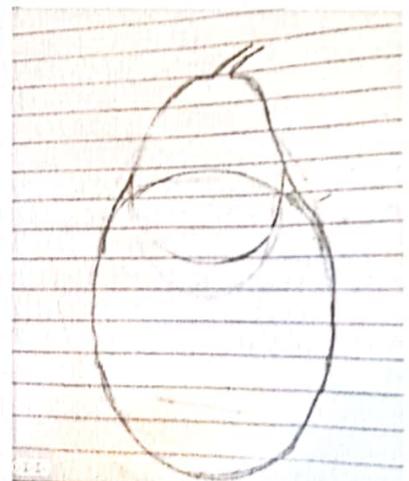
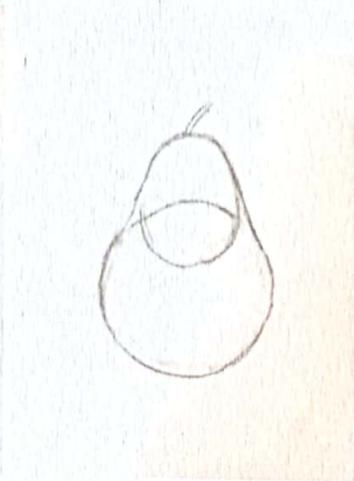
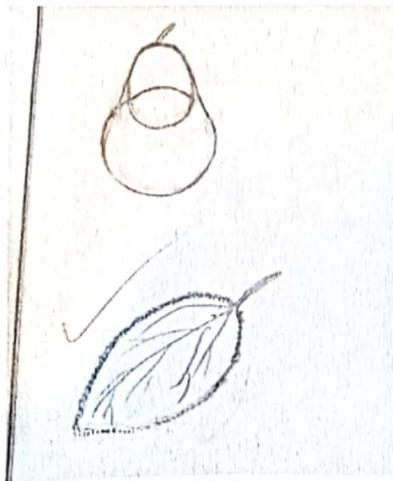
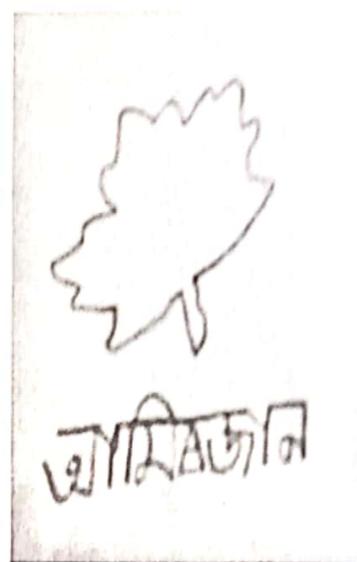
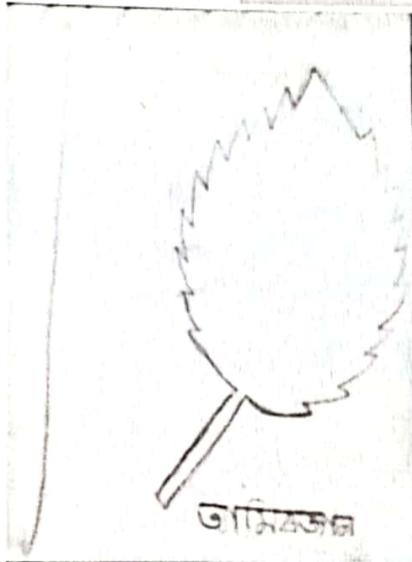
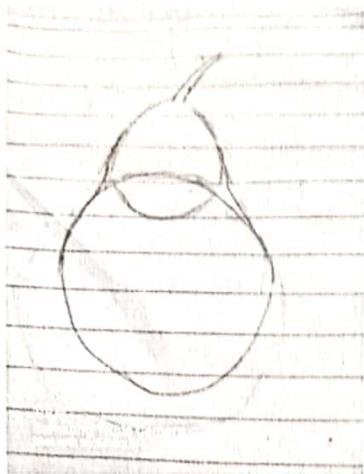
Here the some select photographs taken during the process of the action research.



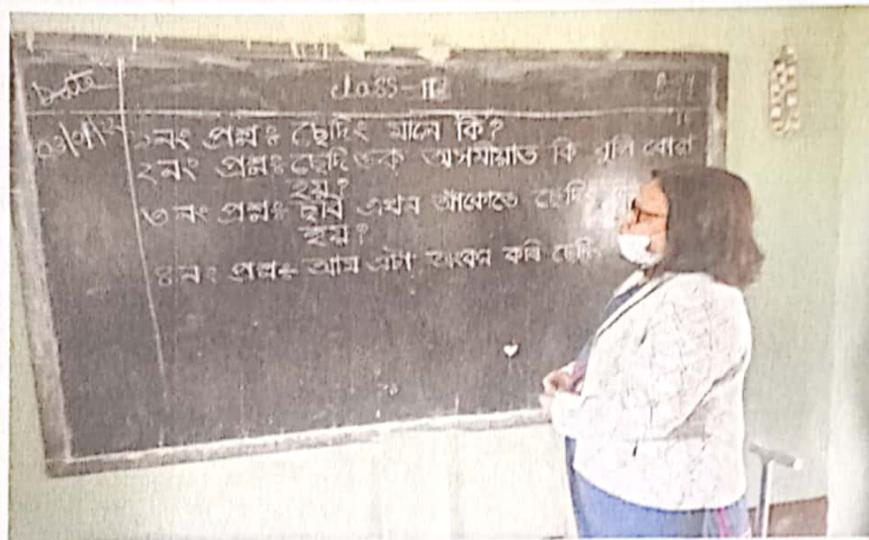
During Pre-test



During intervention



During intervention



During Post-test

ACTION RESEARCH ANALYSIS REPORT

(Session: 2021-2022)

TITLE OF THE STUDY:

**EFFECTIVENESS OF DRILL AND PRACTICE ON IMPROVEMENT
OF SIMPLE SENTENCE READING SKILL IN SCHOOL
LANGUAGE (ASSAMESE).**

INVESTIGATOR(S):

Mitali Deori, Sr Lecturer

Chandra Kumar Dahal, Lecturer

D.I.E.T. Tinsukia

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Investigators:

Mitali Deori - Sr. Lecture

Email Id- mitalideori@gmail.com

Mobile No- 9435091571

Chandra Kr. Dahal – Lecturer

ckdahal44@gmail.com

Mobile No-9435005210

Published by:

**District Institute of Education and Training(DIET),Tinsukia,
TingraiHabi, Assam-786145**

1. INTRODUCTION:

Tinsukia district is located in the eastern most part in the state of Assam. The river Lohit physically bifurcates the Sadiya sub division from the rest of the district. The southern and the northern boundary are connected by the inner state boundary of Assam and Arunachal Pradesh.

Boundaries:

East – Arunachal Pradesh

North –Arunachal Pradesh and Dhemaji district

South – Arunachal Pradesh and Dibrugarh district

West – Dibrugarh district

The district is a home of almost all the linguistic and religious group of Assam. The chief components of the population are The Ahom, Moran, Muttak, Tea tribes ,Deori, Missing, Kachari, Chutia, Bodo, Chingpho, Taiphake, Bengali,Punjabi, Nepali, Marowari, Bhojpuri etc. Hence it has a combination of all culture belonging to these communities. Accordingly it bears the multi Lingual quality of these tribes.

2. NEED OF THE STUDY:

Language is treated to be the very basic step towards learning any subject. It is a universal truth that without acquiring the basic language skills, i.e. listening,speaking,reading and writing one cannot convey even a simple message in an expected way. Though psychologists say language skill in children starts getting developed right from the birth but formal language start developing when they start using it as medium of communication in the social platform.

Primary schooling period of children's life is considered to be the most crucial because, from this age children start using official form of language. From this period they start coding and decoding the language in an official fashion. From our recent visits in the government schools it is understood that children in class 3 could not read the simple sentences in School Language (Assamese) from their text books. Keeping this scenario in mind we have decided to carry out our action research upon the students of class III in Kadamoni LP School of Hapjan Education Block,Tinsukia.It is noticeable that 99% of the pupils of the class (III) are from the Tea tribe Community.

3. PROBLEM AREA:

During our visits in the schools we have come across with the following issues towards learning the school language(Assamese) -

- a) Unable to identify basic alphabets and simple words
- b) Unable to read simple sentences correctly
- c) Unable to read with correct pronunciation and intonation
- d) Lack of skill in writing a simple sentence
- e) In ability in replying any question in a simple sentence
- f) Inability in finding out an answer to a question put up from the text book
- g) Out of all these problems mentioned above we have selected the problem mentioned in a) Unable to identify basic alphabets and simple words and b) Unable to read simple sentences correctly.

4. STATEMENT OF THE PROBLEM:

EFFECTIVENESS OF DRILL AND PRACTICE ON IMPROVEMENT OF SIMPLE SENTENCE READING SKILL IN SCHOOL LANGUAGE (ASSAMESE).

5. OBJECTIVES OF STUDY:

1. To identify the causes of the problem of students inability towards reading a simple sentence in School language (Assamese)
2. To find out innovative techniques as remedial measures to the problem being identified(Intervention step)
3. To evaluate the effectiveness of innovative strategy applied during intervention.

6. HYPOTHESIS:

If the teacher adopts appropriate drill and practice strategy towards betterment of language adaptability by simple and easy skills, it will enable the learners to perform better in developing reading skill in MIL(Assamese) at class III/IV level.

7. DELIMITATION OF THE STUDY:

1. The study is meant for the class III level students of Kadamoni LP School of Tinsukia district. Hence it will cover the school language related issues of the district.
2. The term "Reading skill" is confined to the "Loud reading skill".

8. PROCEDURE:

a) Selection of sample – the class III students of Kadamoni LP School will be selected as sample group of survey

b) Tools of Data collection-

- i) Pre-test Questionnaire
- ii) Post-test Questionnaire
- iii) Observation Schedule
- iv) Rating scales

Initially a pre-test was conducted to identify the capability of the pupils through a questionnaire contained with following items-

- i) Reading Swar Barna and Byanjan Barna in jumble up form
- ii) Reading words using two letters
- iii) Reading words using three letters
- iv) Reading words using four letters
- v) Reading simple sentences using words without juktaakshar

9. METHODOLOGY:

Methodology undertaken during the course of study is very important. It gives a pathway towards smooth conducting a study. The methods largely used in educational research are-

- i) Survey Design
- ii) Experimental
- iii) Quassi-experimental Design

Out of these commonly used methods we have selected the Quassi-experimental Design to carry out our survey.

This will include following ways of intervention-

PRE-TEST ⇒ INTERVENTION ⇒ POST-TEST

10. INTERVENTION:

SI No.	Intervention	Tools	Method
1	Declaration of Result of Pre-test. Feedback	Result sheet	Discussion with teachers
2	Group activities regarding Varna Parichay. Feedback.	Text-book Black board	Activity method
3	Loud reading of Swar Varna and Byanjan Varna in a jumbling form. Feedback.	Varna chart Black board	Do
4	Loud reading of simple words using two letters. Feedback.	Flash card, Text book Black board	Do
5	Loud reading of simple words using three words. Feedback.	Do	Do
6	Loud reading of words using four letters. Feedback.	Do	Do
7	Loud reading of simple sentence without Juktaakshar. Feedback.	Printed materials.	Do
8	Recapitulation	Intervention points	Do

However, home works of drill and practice also were done by the pupils to improve the concerned skill.

11. DATA ANALYSIS:

- a) Tabulation of data
- b) Graphical presentation

i) Comparison of Pre-test and Post-test:

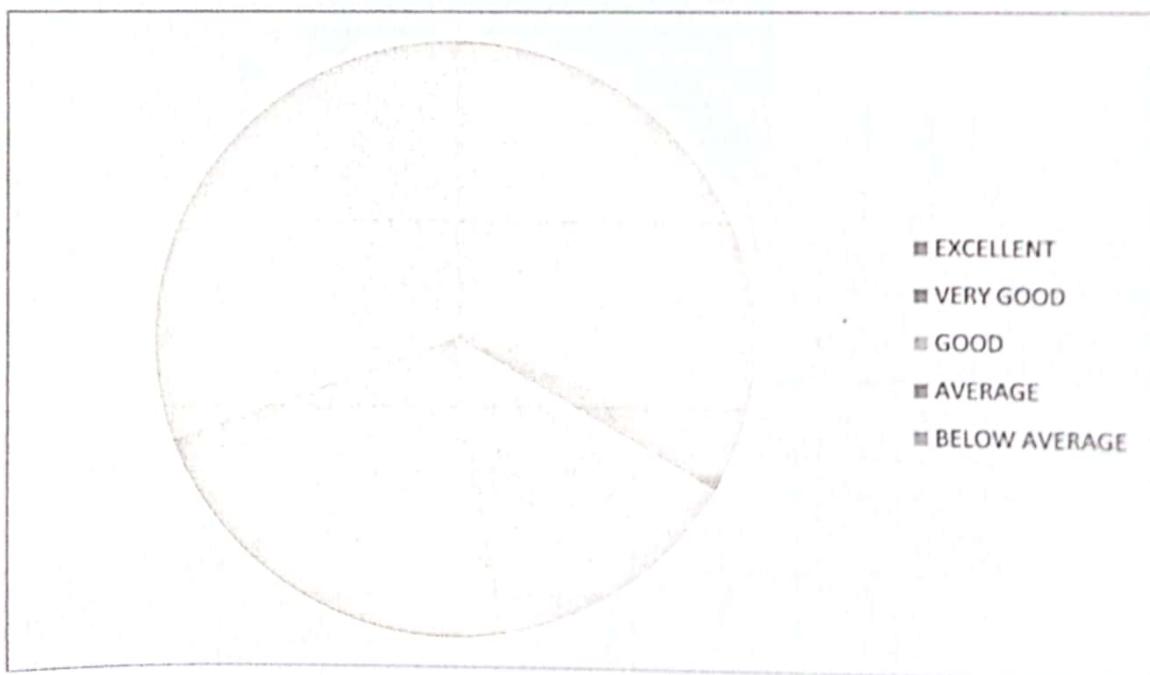
Mark-sheet of Pre-test (Action Research:)

Sl.No.	Code name of students	Identification of Swar & byanjan Varna(5 Marks)	Reading two letters words(5Marks)	Reading three letter words(5 Marks)	Reading Simple sentences(5Marks)	Total Marks (20 Marks)	%of marks
01	A	4	4	3	2	13	65
02	B	5	4	4	3	16	80
03	C	4	3	2	2	11	55
04	D	3	2	2	2	9	45
05	E	3	2	2	1	8	40
06	F	2	2	1	1	6	30
07	G	2	2	1	1	6	30
08	H	4	3	3	2	12	60
09	I	3	2	2	1	8	40
10	J	3	2	1	1	7	35
11	K	4	3	2	2	11	55
12	L	3	2	1	1	7	35
13	M	2	2	1	1	6	30
14	N	2	1	1	1	5	25
15	O	2	1	1	1	5	25
16	P	1	1	0	0	2	10
17	Q	2	2	1	1	6	30
18	R	3	2	2	1	8	40
19	S	3	2	2	2	9	45
20	T	4	3	2	2	11	55
21	U	2	2	1	1	8	40
22	V	3	2	1	1	7	35
23	W	1	1	1	0	3	15
24	X	3	2	2	2	9	45
25	Y	3	2	2	1	8	40

ii) Analysis of Pre-test Data:

SL. NO.	GRADE	SCALE	NO. OF STUDENTS
1	EXCELLENT (Who could read and write all the items being given)	85% >	0
2	VERY GOOD (Who could read most of the items)	70-85%	1
3	GOOD (Who could read some of the items given to read)	55-70%	5
4	AVERAGE (who could utter a few items given to read)	40-55%	8
5	BELOW AVERAGE (Who couldn't utter a single alphabet)	<40%	11

iii) Graphical presentation of Pre-test Data:



iv) Observations:

While going through the data it is found that there is no child who could score in excellent range. There is only one child in the very good range, 5 in good range and 8 in average range. The matter which worries most is the 11 students in the below average range; therefore, there is an urgent need of reviewing the issues and problems behind such poor performance in school language by the students. The commonly found issues are-

- i) Lack of planned methodologies in teaching the school Language(Assamese)
- ii) Need of proper attention by the parents (90% of these children are first generation learners)
- iii) Absenteeism in the schools.
- iv) Learning gap raised out of Covid 19 pandemic.

After discovering the causes behind this type of performance some well-planned intervention strategies have to be initiated to address the issues.

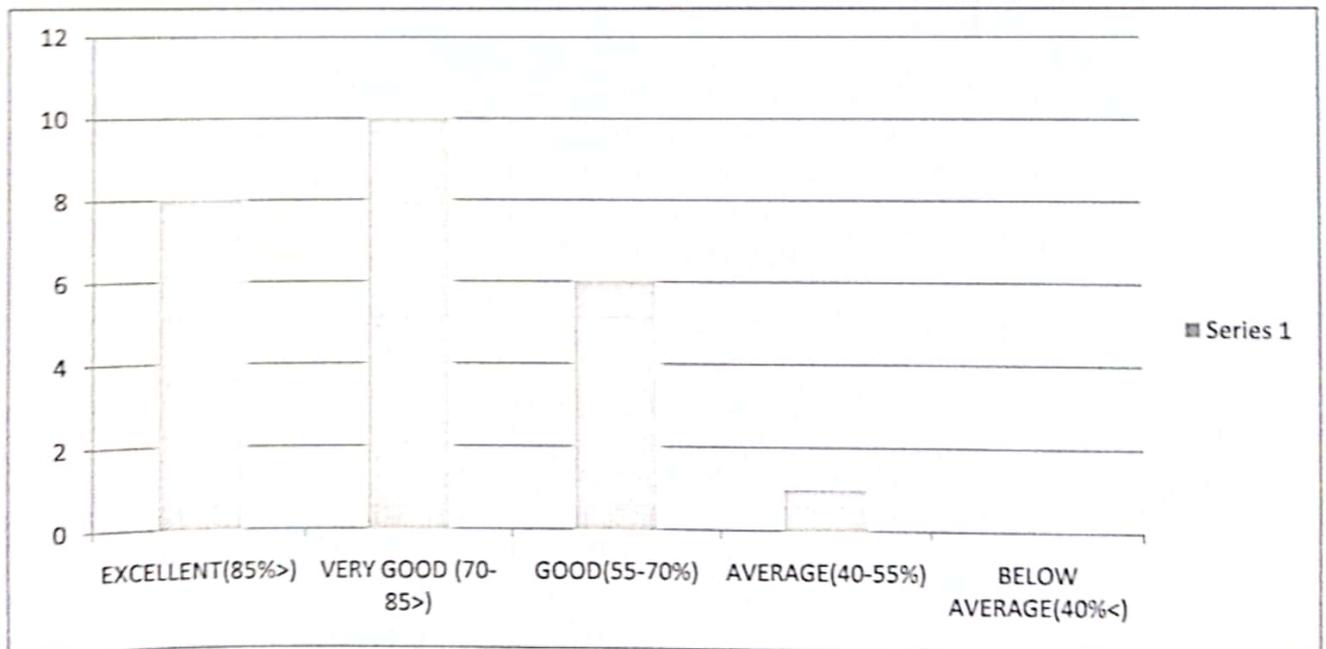
v) Mark-sheet of Post-test (Action Research):

Sl.No	Code name of students	Identification of Swar & Byanjan Varna(5 Marks)	Reading two letters words(5 Marks)	Reading three letter words(5 Marks)	Reading Simple sentences(5 Marks)	Total Marks (20 Marks)	% of marks
01	A	5	5	4	4	18	90
02	B	5	5	5	5	20	100
03	C	5	5	4	4	18	90
04	D	5	4	4	4	17	85
05	E	5	4	3	3	15	75
06	F	5	4	4	3	16	80
07	G	5	3	3	2	13	65
08	H	5	3	3	2	12	60
09	I	5	4	3	4	16	80
10	J	5	3	3	3	14	70
11	K	5	4	4	3	16	80
12	L	5	3	3	2	13	65
13	M	5	3	3	3	14	70
14	N	5	4	3	3	15	75
15	O	5	3	3	2	13	65
16	P	5	4	2	2	13	65
17	Q	5	4	3	3	15	75
18	R	5	4	4	4	17	85
19	S	5	4	3	3	15	75
20	T	5	5	4	4	18	90
21	U	5	4	4	4	17	85
22	V	5	4	3	3	15	75
23	W	4	2	2	2	10	50
24	X	5	4	3	2	14	70
25	Y	5	3	3	2	13	65

vi) Analysis of Post-test Data:

SL. NO.	GRADE	SCALE	NO. OF STUDENTS
1	EXCELLENT (Who could read and write all the items being given)	85% >	8
2	VERY GOOD (Who could read most of the items)	70-85%	10
3	GOOD (Who could read some of the items given to read)	55-70%	6
4	AVERAGE (who could utter a few items given to read)	40-55%	1
5	BELOW AVERAGE (Who couldn't utter a single alphabet)	<40%	Nil

vii) Graphical presentation of Post -test data:



viii) Observations:

The Post-test data are much encouraging than the pre-test. The results of the intervention strategy are very well reflected in the post-test data. There are 8nos of students stand in excellent range whereas in the pretest it was nil. It indicates that there is 32% jump in the excellent category in compare to pre-test results. In the very good category there was only one child in pre-test but now there are 10 students placed in this category. If we convert this in terms of percentage in pretest it was 4% but now it is in 40% after post-test. The good category was 6 in pre-test and remained same in the post test. Of course, in the post test this category came from the average or below average category. The students who were in good category range earlier have now climbed up to very good or excellent category. In average category there reported only one child i.e. 4% of entire sample population. Percentage wise increase in this category is 28%. Another most significant aspect of this study is absence of even a single child in below average category; whereas it was 44% in the pretest.

12. CONCLUSION:

Thus, from the facts and figures mentioned above, it became obvious that there are numbers of issues related to teaching-learning situation regarding school Languagelearning (i.e. Assamese) in Tinsukia district. The causes and problems related to this field were analyzed thoroughly as well as proper intervention strategies were adaptedto deal with this issue. Infact, there is an urgent need to look into the aspects of teaching schoollanguage in LP School in the district. The causes behind this issue are –

- i) Multilingual character of the district.
- ii) Most of the cases are the difference between home language and school language.
- iii) Lack of proper planning to deal with the multilingual character of the students.
- iv) Unavailability of proper ICT tools to teach language.
- v) Lack of proper training for the teachers to teach language.
- vi) Lack of well-planned remedial measures.

Teachers' expertness in bridging pupils' home language to school language, adaptation of proper intervention strategies and adequate facilities are needs of the hour to upgradethe poorlanguage learning scenario inthe Govt. schools inour district.

Signature of the Researchers:

1. Mitali Deori, Sr Lecturer
DIET, Tinsukia.

2. Chandra Kr. Dahal, Lecturer,
DIET, Tinsukia.

Glimpse of the Action Research



Kadamoni Lower Primary



Pr-test



Intervention



Post-test

**ACTION RESEARCH ANALYSIS
REPORT
(SESSION: 2021-2022)**

TITLE OF THE STUDY:

**A STUDY ON INABILITY TO IDENTIFY AND PRONOUNCE THE MIL
ALPHABETS BY THE CLASS-II STANDARD AND ITS REMEDIAL
MEASURES**

INVESTIGATORS:-

- i. **MRS MAYA RANI PAWE, LECTURER, DIET, TINSUKIA**
MRS DIMPEE HANDIQUE KONWAR, LECTURER, DIET, TINSUKIA

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CONTENTS:-

1. Acknowledgement - Pg. 3
2. Introduction - Pg.
3. Probable causes of problem
4. Statement of the problem
5. Objectives of Action Research
6. Action Hypothesis
7. Methodology/Procedures
8. Selection of Sample
9. Selection of Research Design
10. Selection of Tools
11. Analysis & interpretation of data
12. Analysis of pre –test data
13. Intervention
14. Analysis of post –test data
15. Completion of post test data
- 16, Graphical representation of data
17. Findings of the study
18. Conclusion
19. Timeline
20. Photographs

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Our Sincere thank goes to the concerned Head Teacher & staffs of Loonpuria L.P. School for allowing & supporting us throughout the process.

We would like to thank the students & guardians for being co-operation.

Last but not least, We are particularly grateful to our all faculties & staffs of DIET, Tinsukia for their instant support.

Place- Tinsukia

Sesson-2021-22

1. Mrs Maya Rani Pawe, Lecturer, DIET, Tinsukia.
2. Mrs Dimpee Handique Konwar, Lecturer, DIET, Tinsukia.

1. Introduction :

Mother tongue (Assamese) is very important for the holistic development of a child. A child's first comprehension of the world around him, the learning of concepts and skills start with the language that is first taught to him/her. Mother tongue plays an important role in framing our thinking and emotions. It is an indispensable instrument for the development of intellectual, physical and moral aspects of education, habits, conducts, values, virtues, customs and beliefs. If the students are unable to learn the language then they will not be able to learn other subject such as Science, Mathematics, Social Science etc. For proper learning of language pupils should know the alphabets first. Therefore, prime importance should be given on proper teaching and learning the alphabets of a language.

3. Probable causes of the problem:

- a. Problem of correctly identifying letters by students.
- b. Students are unable to write the letters correctly.
- c. Students are unable to pronounce the letters correctly.
- d. Students are unable to write letters that have a close resemblance to each other correctly.
- e. Students unable to correctly identify and write letters having full, half and no vowel diacritics (Matras).

Out of these problems, we have selected 'Problem of correctly identifying letters' as the topic of Action Research.

2. Statement of the Problem:

A study on identifying the causes and solutions of the difficulties faced by the lower primary's 2nd and 3rd grade students in identifying, writing and pronouncing all the letters of the Assamese language.

4. Objectives of Action Research:-

To find out the research of problems faced by students in identifying, pronouncing and writing the letters of Assamese mother tongue.

To prepare a strategy for proper diagnosis and interventional method of teaching for solving the letter identification related problems.

To evaluate how effective learning letters is among students.

5. Action Hypothesis:-

If teachers use proper interventional methods and strategies while teaching students then, students will definitely obtain success in identifying and learning the letters correctly.

6. Procedure:-

A. Selection of sample:- Twenty (20) 2nd grade (class II) students from Loonpuria Lower Primary School of Tinsukia district of Assam were selected as samples for the study.

B. Selection of research design:-

- Survey design
- Experimental design
- Quasi-experimental design

For this study Quasi-experimental design were used.

C. Selection of tools: - Tools to be used in this study are:

- Observation schedule: Done by conducting tests
- Rating scale: 1-10
- Test item for pre-test: oral questionnaire
- Post-test: oral and written questionnaire

D. Analysis and interpretation of data:

Data collection is one of the important steps in action research. The validity of the research depends upon the select and use of appropriate tools for the data collection. We used tabular form and graphical form to analyze the data of the result. Here no's of students and percentage have been presented. To analysis the data of the result rating scale coded as poor, average, good, very good, excellent.

Pre-test is a preliminary testing which is essential to access the performance of the students. Pretest was conducted with the help of five test items. On the basis of of pre-tests, problems in identifying, pronouncing and writing letters were identified.

Analysis of pre-test data:

Table:1

Sl No	Code name of students	Q-1	Q-2	Q-3	Q-4	Q-5	Total marks	Percentage
1	A	6	0	0	0	10	16	32%
2	B	9	1	0	0	8	18	36%
3	C	4	2	2	0	10	18	36%
4	D	5	0	0	0	9	14	28%
5	E	4	0	0	0	10	14	28%
6	F	6	0	0	0	10	16	32%
7	G	1	0	0	0	10	11	22%
8	H	3	0	0	0	4	7	14%
9	I	7	0	0	0	9	16	32%
10	J	8	4	3	0	10	25	50%
11	K	9	1	0	0	10	20	40%
12	L	8	1	1	0	8	18	36%
13	M	7	6	4	4	10	31	62%
14	N	8	7	4	1	10	30	60%
15	O	8	3	4	0	10	25	50%
16	P	7	1	0	0	9	17	34%
17	Q	9	3	3	0	10	25	50%
18	R	6	2	2	0	8	18	36%
19	S	5	0	0	0	9	14	28%
20	T	7	3	4	3	9	26	52%

Pre-test is essential to assess the performance of the students. Pre-test was conducted with the help of five test items.

After the pre-test we find that some of the student faces difficulties in identifying and pronouncing the letters of Assamese alphabets. In the above table we can see that 13nos of student got below 40%.

7. Intervention: On the basis of the performance of pre-test we have taken some remedial measures for improvement of the students. We arranged a child centered classroom where student actively participate in the classroom activities. We use teaching aid such as pocket board, colorful letter card, colorful pictures, chart etc. the colorful cards were given to the students for arrange in sequence on pocket board. We encourage the students to come regularly in school. We create a joyful learning environment in classroom to teach them the shape of the letters, the pronunciation of letters.

Analysis of post test data:

Table: 2

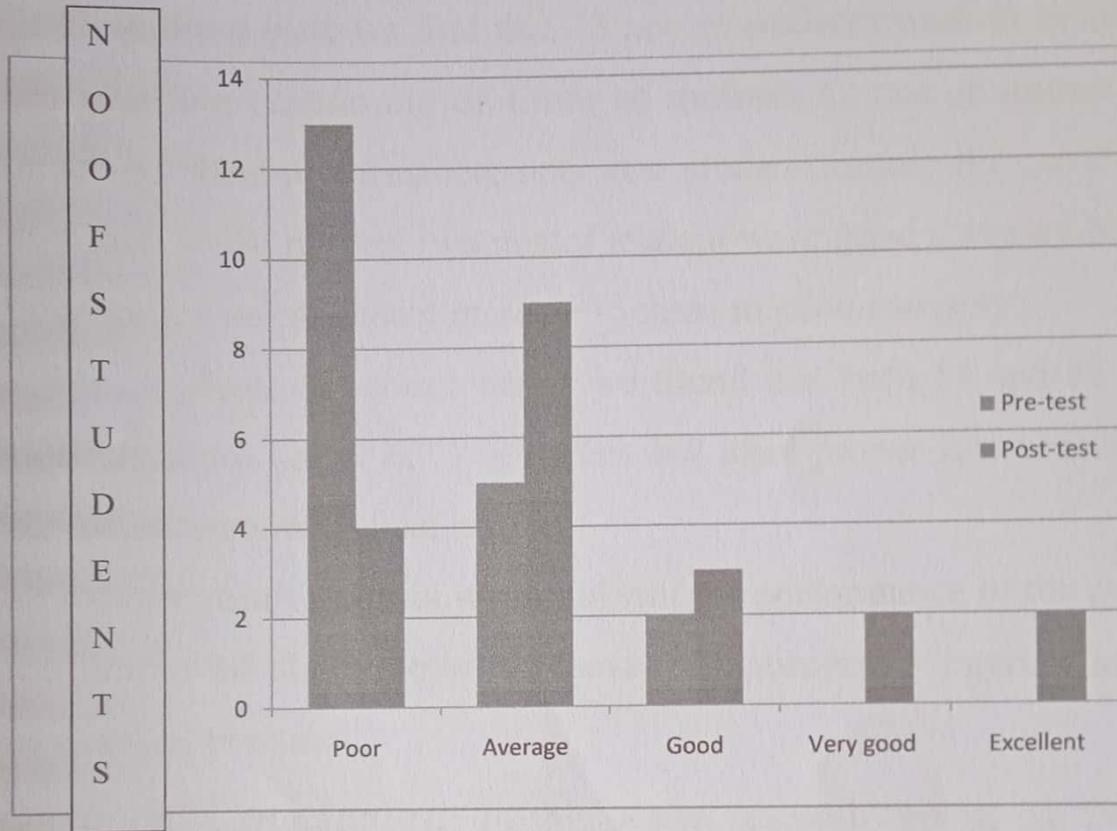
Sl No	Code of student	Q-1	Q-2	Q-3	Q-4	Q-5	Total marks	Percentage
1	A	9	5	0	2	4	20	40%
2	B	9	4	0	0	9	22	44%
3	C	6	2	4	0	10	22	44%
4	D	8	2	2	3	9	24	48%
5	E	7	4	0	0	9	20	40%
6	F	8	4	2	0	10	24	48%
7	G	8	6	2	0	6	22	44%
8	H	7	2	3	0	8	20	40%
9	I	8	2	0	0	8	18	36%
10	J	9	8	0	2	9	28	56%
11	K	9	6	0	4	9	28	56%
12	L	9	6	0	0	9	24	48%
13	M	9	6	8	8	9	40	80%
14	N	9	9	8	7	10	43	86%
15	O	9	9	7	9	9	43	86%
16	P	9	2	0	2	9	22	44%
17	Q	9	9	7	2	9	36	72%
18	R	9	5	0	3	9	26	52%
19	S	9	3	0	2	8	22	44%
20	T	9	5	2	5	9	30	60%

Compilation of pre -test and post-test data:

Table 3:

Sl No	Parameters (Components)	Pre-test results Nos.	Pre-test results (%)	Post-test results Nos.	Post-test results (%)
1	Poor (Below40%)	13	65%	1	5%
2	Average (40-55%)	5	25%	12	60%
3	Good (55-70%)	2	10%	3	15%
4	Very good (70-85%)	0	0	2	10%
5	Excellent (Above 85%)	0	0	2	10%
	Total	20	100%	20	100%

Graphical representation of data:



Parameters (Components)

8. Findings of the study:

In the pretest we find that 13 nos of students were in below 40% but after intervention out of 13nos of students 12 nos of students were improved their performance, only one student remain the same in the post test. In the pre test two nos of student were good category but after intervention no of student increase to three in good category.

From the above tables we found that both 14 and 15 nos of students score below 65% in pretest but after proper intervention they scored above 85% in post test.

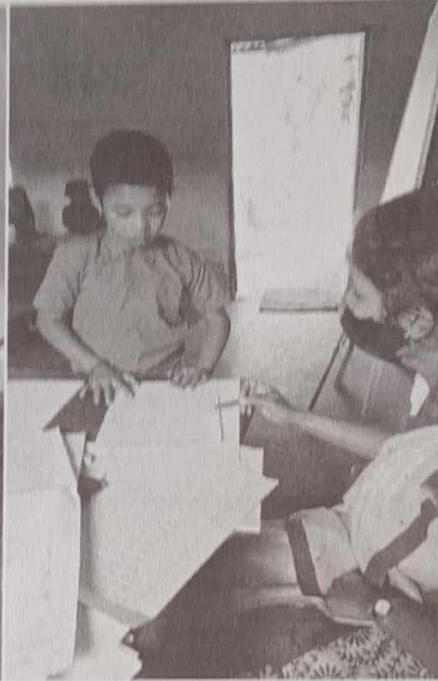
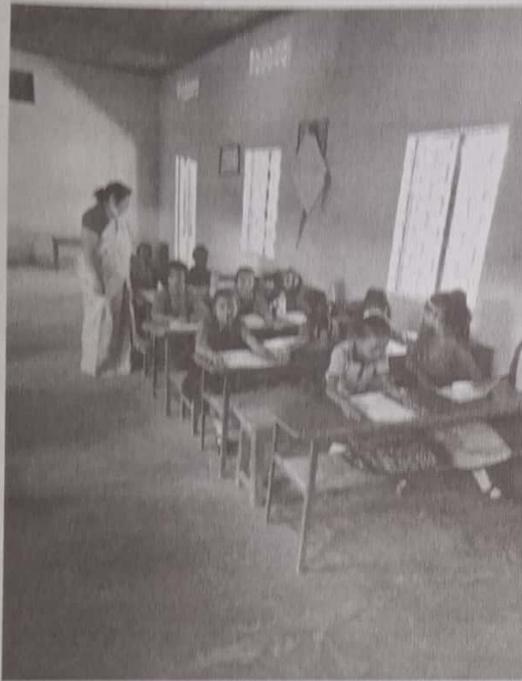
From the result analysis we found that the performance of the post-test has improved than pretest because of appropriate intervention and continuous practice.

9. Conclusion: In this action research report, we find that after intervention students have improved their response than pretest. Action research can play an important role we helping the students to improve their pronunciation of Assamese letters. Therefore we may say that if we use appropriate method of teaching than the students will give positive response and will make a better performance. With the help of this study the problem of letters identification can be solved.

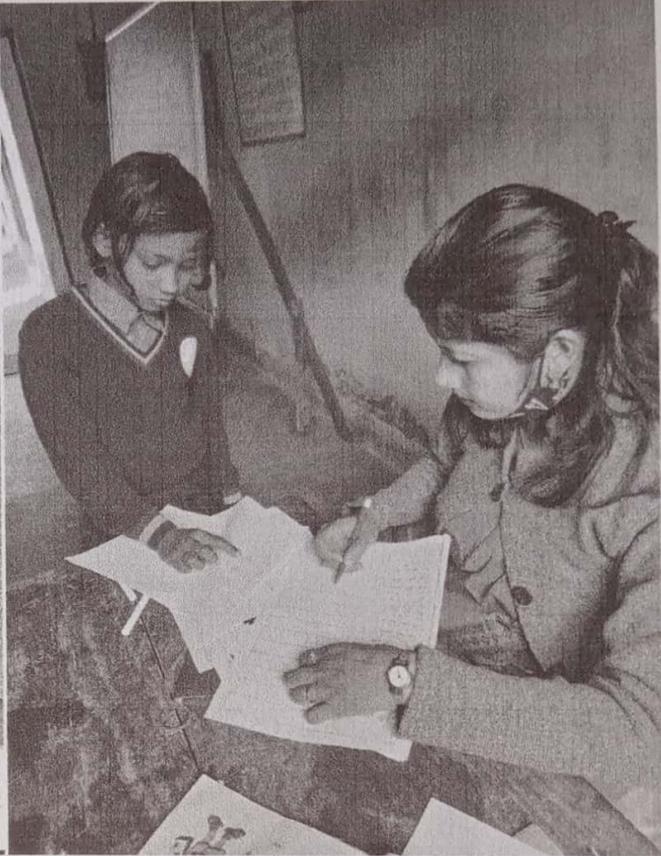
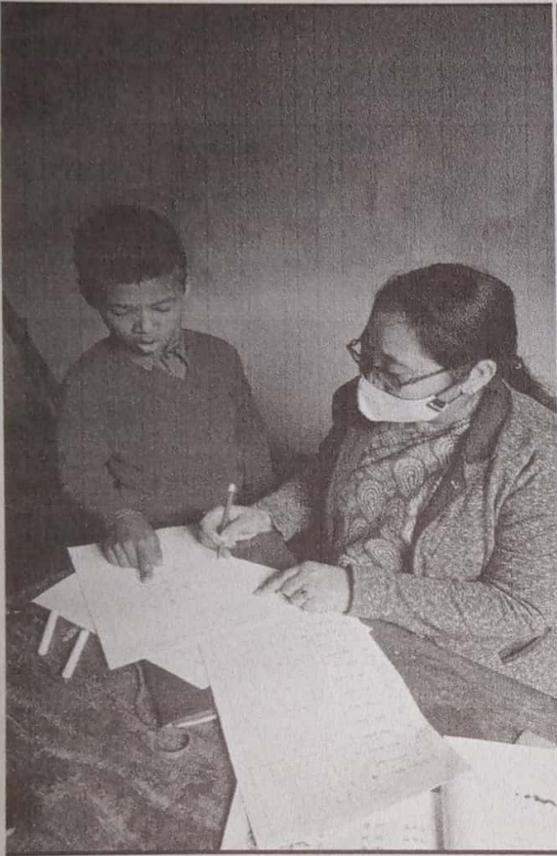
10. Selection of timeline:

Sl.N O	Activities	Duration	Dates
01.	Sharing with teachers and students of the target school	1-day	3 rd week of Oct, 2021
02.	Holding of Pre-test (diagnostic test)	1-day	4 th week of Oct, 2021
03.	Preparation of transaction plan in association with teachers and students (also grouping of students)	1-day	1 st week of Nov, 2021
04.	Transaction of lesson plan (us of innovative approach/method/technique/skill etc. as a part of intervention strategy)	20 days (at least 3-days per week)	2 nd week of Nov,21 to 3 rd week of Dec, 2021
05.	Holding of post-test	1-day	4 th week of Dec, 2021
06.	Data analysis and writing of research report.	5-days	1 st week of Jan, 2021

Photograph of Pre-Test.



Photographs of Post Test.



THANK YOU

**DISTRICT INSTITUTE OF EDUCATION AND TRAINING,
TINSUKIA**

Action research Report

Title of the Action Research Study:

***“A STUDY ON EFFECTIVENESS OF ICT INTEGRATED CLASSROOM
TRANSACTION IN TEACHING SOCIAL SCIENCE RELATED CONCEPTS OF
ECONOMICS OF CLASS VII STANDARD STUDENTS.”***

(The study was carried out under D.I.E.T., Tinsukia as an initiative for qualitative improvement of Social Science Learning.)

Investigator:

Mr. Durgeswar Saikia, Lecturer

Adviser:

Mrs. Sansita Gogoi, Principal i/c, DIET, Tinsukia

Official Address:

District Institute of Education and Training (DIET), Tinsukia,
Tingrai Habi, 700 No. Gate, Tinsukia, Assam

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I am also acknowledging my gratitude to Headmistress and Social Science Teacher of Tinsukia M.E. School, Tinsukia, for their cooperation by giving me much needed information and help for the study.

My special thanks to Mrs. Papor Borah, Lecturer and Mrs. Lipika Dutta, Lecturer, DIET, Tinsukia for their cooperation in throughout the study.

Durgeswar Saikia
Lecturer, DIET, Tinsukia

CONTENT

	Page
1. Acknowledgement	2
2. Introduction	4
3. Objectives of the study	5
4. Action hypothesis	6
5. Delimitation of the study	6
6. Methodology	6
7. Pre-Test- I	7
8. Intervention-I	8
9. Pre-Test-II	8
10. Intervention-II	8
11. Post-Test	8
12. Data Analysis	9
13. Findings	13
14. Test Hypothesis	13
15. Suggestions and recommendations	13
16. Conclusion	14
17. Bibliography	15
18. Annexure-I	16
19. Annexure-II	17

1. Introduction

The quick advancement of technology has led to a global use of ICT in education. ICT is a source of information for social science teachers and students. "Given the explosive pace of technological development allied with the sheer creativity of techsavvy teachers and entrepreneurs including student entrepreneurs, it is certain that technology will impact education in multiple ways, only some of which can be foreseen at the present time. New technologies involving artificial intelligence, machine learning, block chains, smart boards, handheld computing devices, adaptive computer testing for student development, and other forms of educational software and hardware will not just change what students learn in the classroom but how they learn, and thus these areas and beyond will require extensive research both on the technological as well as educational fronts." (NEP'20, point no. 23.2, page 56). It is stated further that interactive and engaging programmes using appropriate computers, hardware and software encourage teachers to develop lesson that enhance student skills in information retrieval, presentation of data, comparison and evaluation of different perspectives, critical reflection and decision making. As per NEP'20 the coming social science curriculum will be mostly ICT based learning. During covid-19 pandemic period ICT was the only means to teach children through whatsapp text, E-content, DIKSHA portal etc., it is necessary to see the effectiveness of ICT in social science teaching learning process in present day situation.

1.1 Introduction of problem Area:

It is very important to know the basic concept of Economics for the students of upper primary level in study of social Science. The preliminary idea of basic concept of economics is included in the text book of social science from class VI to VIII. Though the economic activities are common in our daily life but the systematic study of economics is very important for daily life in present situation. The preliminary idea of pre-concepts of economics has been included in social science of upper primary stage. While investigator visited a school named as Tinsukia M.E. School, Sripuria, Tinsukia and interacted with the students of class VII standard about the basic knowledge on economics from their lesson no. 19 of social science text book and found that the students are not able to answer the basic terms and concept of economics which are included in the text book, the investigator finds that there is need to teach economics for the upper primary level to solve this problem.

1.2. Probable causes of the problem:

- a) Learners are not able to understand the basics of economics terms and concepts.
- b) Students find difficulty to understand the difficult terms like planning, budget, development etc.
- c) Students unable to draw and read the tables in economics section of Social Science.
- d) Students unable to solve the mathematical problems related to various concepts of economics.
- e) Students unable to memorize the chronological data of economics section of social science.

1.3. Statement of the problem:

Among the above mentioned problems the investigator has selected the following problem as topic of the research study:

“A study on effectiveness of ICT integrated classroom transaction in teaching related concepts of economics of class VII standard students.”

2. Objectives of the study:

- a) To identify probable causes of student's difficulty to understand the terms and concepts of economics.
- b) To design appropriate method and innovative strategy to solve the problem.
- c) To evaluate the effectiveness of the treatment for remedial measures.

3. Action hypothesis:

“If the teacher transacts a lesson using ICT based lesson plan then the students will show better performance.”

4. Delimitation of the study

The study was delimited as follows:-

- i) The study was conducted only among the students of class – VII students of Tinsukia M.E.School.
- ii) Only the 20 Nos. of students were selected from the class.
- iii) Only 2 Nos. of social science teacher and Headmistress were taken for the feedback and observation of ICT integrated classes.

5. Methodology

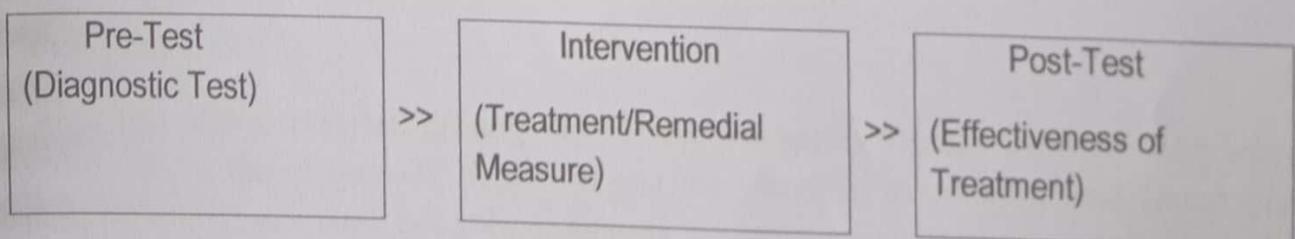
5.1. Selection of samples:

20 Nos. students are selected as sample among the class VII standard of Tinsukia M.E.School, Sripuria, Tinsukia by using random sampling technique from the total population of class VII of the school.

4.2. Selection of research design:

For the study, the Survey design and Quasi-experimental design was selected.

Block diagram of Quasi-Experimental design



6. Sources of baseline data: Pre-Test and Post Test data

6.1. Selection of tool (for data collection):

Questionnaire, Observation Schedule, Rating Scale, Test-items for Pre-test and Post-test

7. The study was done as per following timeline:

Sl.No.	Activities	Duration	Tentative Dates
01	Sharing with teachers and students of the target school.	1 - Day	1 st week of December'21
02	Holding of Pre-test (diagnostic test)	1 - Day	2 nd week of Dec,'21
03	Preparation of transaction plan in association with teachers and students (also grouping of students)	1 - Day	3 rd and 4 th week of Dec.,'21
04	Transaction of lesson plan (us of innovative approach/ method/ technique/ skill etc. as a part of intervention strategy)	20 – Days	January, 2022
05	Holding of post-test	1 - Day	1 st week Feb.,2022
06	Data analysis and writing of research report.	5 - Days	2 nd week of Feb.20'22

8. Pre-Test-I

An oral test was conducted among the sample students of class-VII with very easy questions from the chapter-18 & 19 to test the previous knowledge and found that around 60% students were not able to answer the basic concept of the economics, like Resource, Budget, Savings, Income, Expenditure, Investment etc.,

9. Intervention – I

The investigator conducted two days classes on the basic economics which are related to the chapter 18th and 19th of class-VII text book with the help of social science teacher of the school and continued the same by the teachers for a week. The classroom transaction method was activity based method without using ICT in a traditional classroom. The activities were like - preparation of family budget, individual income and expenditure statement, preparation of list of marketing for Saraswati puja celebration of school etc.

10. Pre-Test – II

After conducting one week classes (intervention-I) for the sample students by using traditional method a written test was conducted. The test items were multiple choice questions and short answer essay type questions (Appendix-I).

11. Intervention –II

The sample students were brought to DIET, Tinsukia with the help of their two numbers of social science teacher as guide teacher of the school , since the smart class room is not available in the school to conduct ICT base classes. The investigator conducted classes for the sample students in the smart classroom of DIET, Tinsukia by using smart board. The ICT base activities like videos collected from YouTube which are interesting stories related to the basic concept of economics which are in chapter 18th & 19th of the text book. Some of the text and pictures shown to the students related to the topics. The various activities were done and a few classes were done with the help of Power Point presentation which made the classes interesting and fruitful. A class was done through audio-visual power point presentation from the DIKSHA portal on chapter -19 of the text book without guiding teacher and same power point presentation was done with guide teacher. It was seen that the students were get more interesting and better understanding in the teaching with guide teacher then without guide teacher.

12. Post-Test

After the intervention –II, the ICT base classes, the investigator conducted a post test among the sample students. The test items were mostly short and long essay type answers (annexure-I).

13. Data Analysis

13.1. Data analysis of Pre-Test-II (Written Test)

The investigator conducted a written test among the sample students to find out the performance of the students without using ICT base classes on the topic. The performance in the test was as below. (Table – 1)

Table-1

Performance of sample students in Pre-Test-II

Sl.No.	Performance Grade	No. of students	% of students
01	A	1	5
02	B	2	10
03	C	12	60
04	D	5	25
	Total	20	100

Grade A = 80% and above

Grade B = 60% and above

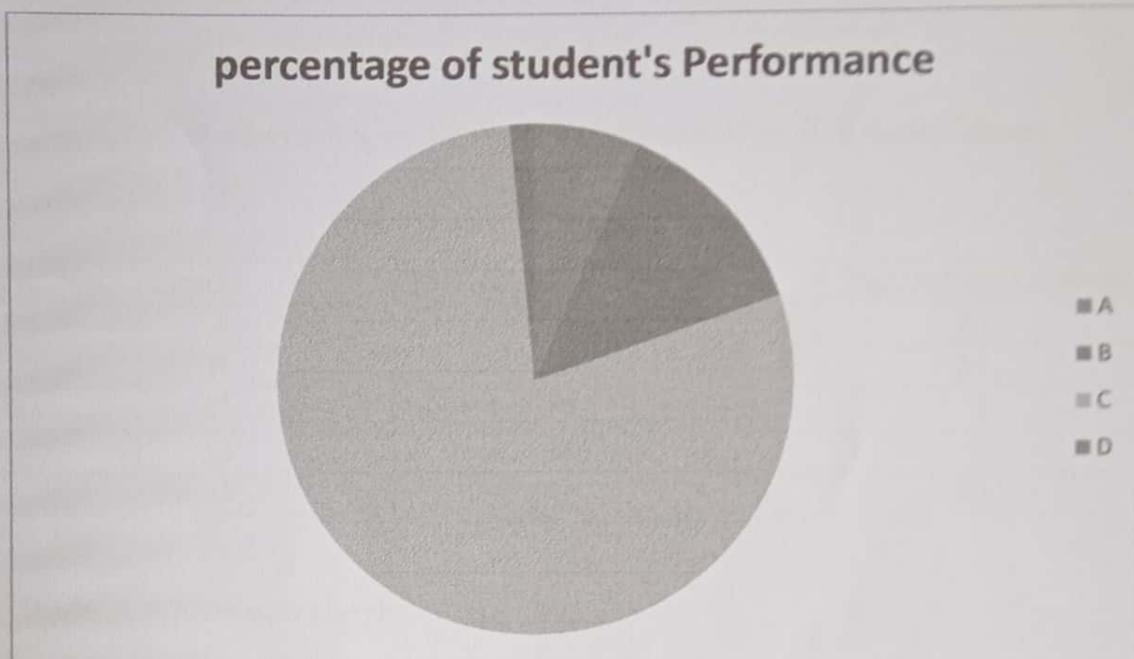
Grade C = 30% and above

Grade D = Below 30%

On the basis of the above table-1 the data can be represent in a pie diagram to make it more clear understanding for the analysis.

Figure – 1

Performance of sample students in Pre-Test-II



From the above table-I and Figure – 1, it has been seen that the performance of students in grade A only 5% and most of the students scored grade C i.e., 75%. Before the test the teachers were continued the classes in traditional method and the investigator also did the classes without using ICT.

13.2 Data Analysis of Post Test (written test)

The investigator conducted a written test among the sample students to find out the performance of the students after the intervention –II by using ICT base classes on the topic. The performance in the test was as below. (Table – 2)

Table-II

Performance of students in post test after ICT base classes

Sl. No.	Grade	No. of students	Percentage of students
01	A	14	73
02	B	5	25
03	C	1	2
04	D	0	0
	Total	20	100

Grade A = 80% and above

Grade B = 60% and above

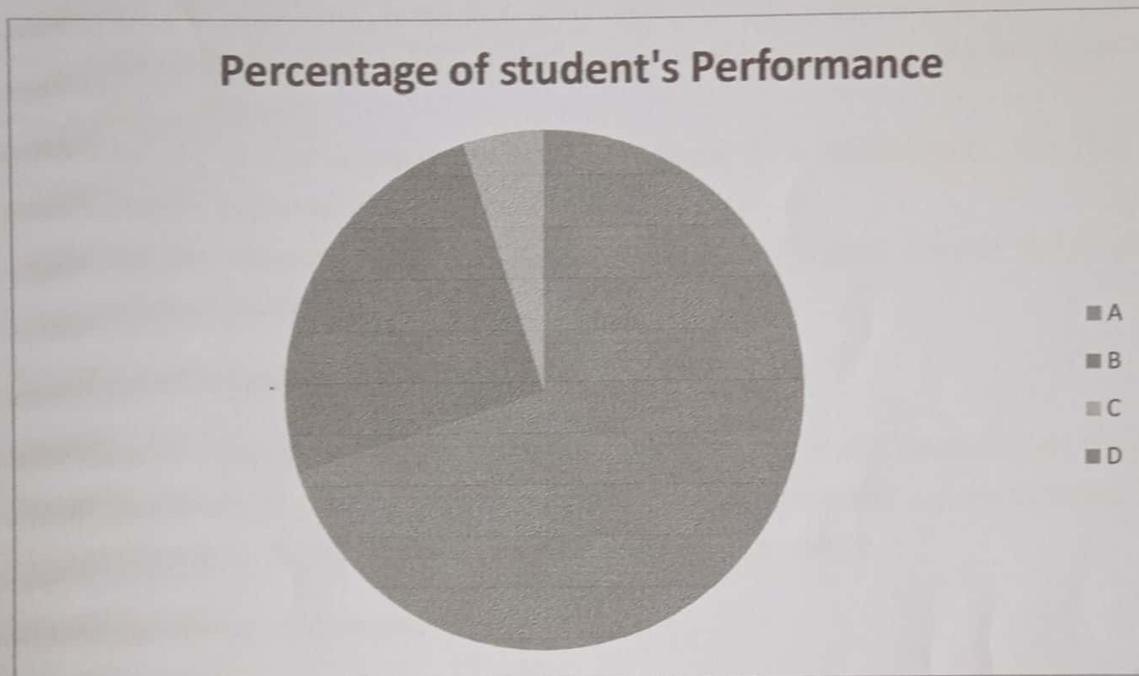
Grade C = 30% and above

Grade D = Below 30%

On the basis of the above table-2 the data can be represent in a pie diagram to make it more clear understanding for the analysis.

Figure – 2

Performance of sample students in Post-Test



From the above table-II and Figure – 2, it has been seen that the performance of students in grade A is 73% and the students scored grade B is 25%, Grade C scored only 2% and nobody scored grade D . This performance was shown by the students in the test after the ICT base classes on the topic.

14. Findings

From the study and after the analysis the data the following are the findings to fulfill the objectives of the study.

1. Only 5 percent students scored grade "A" when the traditional teaching method was used.
2. It has been seen that after using ICT based classes the student's performance increased to 73 percent in grade "A".
3. As per students feedback and observation schedule most of the students commented that the ICT based classes are more interesting and easy to learn the difficult topic.
4. As per social science teacher's feedback it is found that, the ICT integrated classes are most fruitful and interesting.
5. As per student feedback, in case of audio visual Power point presentation teacher guidance is needed.

15. Test of Hypothesis

The data analysis and findings of the action research study reveals that the hypothesis set in the study is positive. That is, if the teacher transacts a lesson using ICT based lesson plan then the students will show better performance.

16. Suggestions and recommendations

- 16.1. It is important to use ICT integrated lesson plan for the social science teaching.
- 16.2. Social science teacher will select the topic which can be taught with the help of ICT because all topics of social science cannot be integrated with ICT.
- 16.3. The use of mobile phone and selection of related videos by the students need teacher guidance.
- 16.4. Social science teacher should use DIKSHA portal or the SCERT/NCERT recommended e-resource to teach the subjects.
- 16.5. Social science teacher can develop e-content, collect live examples through video recording, photograph, text etc. for ICT classroom transaction.

16.6. For effective use of ICT in social science teaching, all teachers must be computer literate. In this regard teacher training on use of ICT in classroom transaction is needed.

16.7. It is important to facilitate well equipped ICT based digital classroom in every school to implement the recommendations of NEP 2020.

17. Conclusion

Education is a dynamic process, due to changes of technology the methodology of teaching learning process also have been changing. The NEP'20 suggests the use of ICT in teaching learning process to make classroom transaction more effective. The teachers and students must have to ready to accept the changes of the teaching learning process. The social science teachers have to change the teaching learning process, especially, by replacing manual, chalkboard, textbooks and film/TV mentality in classroom activities with smart boards, computer and communication technologies for networked information resources and e-learning that will activate all the learning of students.

In this study it has been seen that the use of ICT in classroom transaction made the subject to learn easy and interesting to the students and it will also help for the online classes. Since, the study was done among very limited students of Tinsukia district of Assam; there is wider scope on it to study for better findings and implementation.

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ANNEXURE-I

TEST ITEM

Action Research '21

Sub: - Social Science Class-VII

Pre-Test- II Time: 30 m.

୧। ଓଡ଼ିଶା ଇତିହାସର ସାହିତ୍ୟିକ ବିବିଧତା :-

1x5=5

(କ) ଲିଖିତାଧିକାରଣ କାଳ -

- (i) ହର୍ଷ-ବ୍ରହ୍ମବର ନିୟମ ପ୍ରାଥମ୍ୟ (ii) ଆଦିତିୟ ଉତ୍ତରାଦିତ୍ୟର ସାମ୍ରାଜ୍ୟ
(iii) ବିଦ୍ୟାଧର-ନରସିଂହ ପ୍ରାଥମ୍ୟ (iv) ସାମଲୀୟତା କାଳର କବିତା

(ଖ) ପଞ୍ଚମଧ୍ୟଯୁଗର ଗାୟ-କାବ୍ୟ ସଂଗ୍ରହର ସାମ୍ରାଜ୍ୟର ଚରଣାବଳୀ -

- (i) ବୃଷି- (ii) ଉତ୍କଳ
(iii) ଅର୍ଦ୍ଧ- (iv) ସାମ୍ରାଜ୍ୟ

(ଗ) ପଞ୍ଚମଧ୍ୟଯୁଗର ଆଦିତ୍ୟର ଅଧିକାର -

- (i) ବାହୁଲ୍ୟ- (ii) ବିଷୟ-
(iii) ସମ୍ପଦ- (iv) ସୁଧା-

(ଘ) ପଞ୍ଚମଧ୍ୟଯୁଗର ପଞ୍ଚମଧ୍ୟଯୁଗର ଅଧିକାର -

- (i) ୫ ଶତକ (ii) ୯ ଶତକ
(iii) ୮ ଶତକ (iv) ୬ ଶତକ

(ଙ) ଚରଣାବଳୀର ଆଦିତ୍ୟର ଗଣନା କରାଯାଏ -

- (i) ଦଶକ (ii) ସମ୍ପଦ-
(iii) ଅଧିକାର- (iv) ବିଷୟ-

୨। ଚଉଦ ଉପର ମିଶ୍ର -

3x5 = 15

(କ) ଅଧିକାରର ଅର୍ଥ କି ?

(ଖ) ପଞ୍ଚମଧ୍ୟଯୁଗର ଗଣନା କରାଯାଏ ?

(ଗ) ଆଦିତ୍ୟର ଗଣନା କି ?

(ଘ) ଅଧିକାରର ଗଣନା କରାଯାଏ ?

(ଙ) ଚରଣାବଳୀର ଅଧିକାର ଗଣନା କରାଯାଏ କି ?

ANNEXURE – II

Photographs of Action Research Study Activities



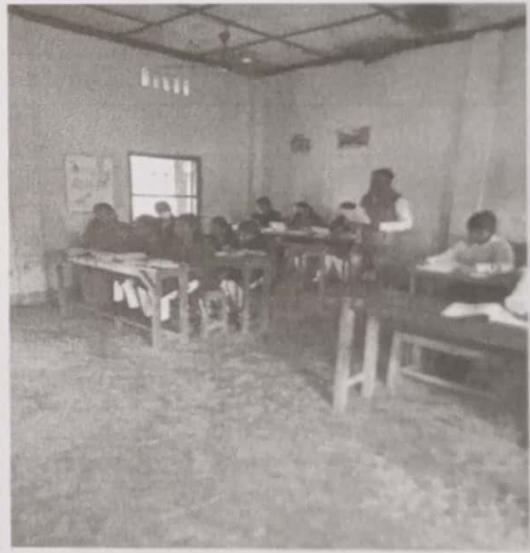
Intervention 1:- ICT base class



Intervention 2:- ICT base class



Pre test 1



Post test

**ACTION RESEARCH
ANALYSIS REPORT
(Session: 2021-2022)**

TITLE OF THE STUDY:

**A STUDY ON THE INABILITY TO READ LONG WORDS IN ENGLISH BY
STUDENTS OF CLASS III AND ITS REMEDIAL MEASURES**

INVESTIGATOR:

Dr. Riswita Sarmah

Lecturer, DIET Tinsukia

Published By:

District Institute of Education and Training (DIET)

Tinsukia, Tingrai Habi, Assam-786145

**A STUDY ON THE INABILITY TO READ LONG WORDS IN ENGLISH BY STUDENTS
OF CLASS III AND ITS REMEDIAL MEASURES**

Name of the investigator: Dr. Riswita Sarmah

1. INTRODUCTION- An essential educational objective of teaching English as a second language is to be able to read and write English correctly and also be able to communicate effectively. The teacher of English at the primary level has a huge responsibility because the learner is at a formative state in life. It is at this stage that the four fold skills of language are gradually developed among the learners. Reading is one such skill which is crucial for teaching and learning situations and in everyday life. Reading at the primary level includes both decoding and comprehension. One major aspect of it is the ability of recognizing printed or written symbols and reading the same with fluency and accuracy. From my recent visits to the government schools in Tinsukia it has come into light that children in class III are not able to read long words in English (Second language) from their text books. Keeping this situation in view I have decided to carry out an action research upon the students of class III of Adarsha L.P. School, Tinsukia.

2. PROBLEM AREA-

During my visits to the schools I came across the following issues in second language learning -

- a) Unable to identify and recognize whole words accurately
- b) Inability in reading long words from a text.
- c) Unable to read simple unfamiliar words correctly
- d) Unable to read with correct pronunciation and intonation
- e) Inability in reading simple sentences correctly.
- f) Inability to read the text cohesively and coherently.

Out of all these problems mentioned above I have selected the problem mentioned in b) that is "inability in reading long words from a text".

3. STATEMENT OF THE PROBLEM-

A study on the causes of inability in reading long words in English by students of class III and its remedial measures.

4. OBJECTIVES OF STUDY-

- i) To identify the causes of the problem of students inability in reading long words in English
- ii) To find out innovative techniques as remedial measures to the problem being identified(Intervention step)
- iii) To evaluate the effectiveness of innovative strategy applied during intervention.

5. ACTION HYPOTHESIS-

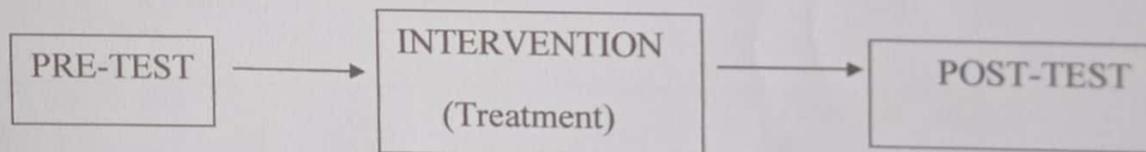
If the teacher adopts appropriate strategy towards improving reading skill it will enable the learners to perform better in developing reading ability in English at the class III level.

6. METHODOLOGY

- a. Selection of sample – the class III students of Adarsha LP School, Tinsukia Urban Education block was selected as sample group of survey. Total 20 samples were selected using Random sampling method
- b. Tools of Data collection-
 - i) Pre-test question paper/test items
 - ii) Post-test question paper/test items
 - iii) Rating scales (5 point rating scale) for compilation of data
(5 point – Below average, average, good, very good and excellent).
 - iv) Observation schedule for qualitative analysis
- c. Research Design-
 - i) Survey Design
 - ii) Experimental
 - iii) Quasi experimental Design

Out of these commonly used methods I have selected the Quasi-experimental design to carry out the survey.

The block diagram of the quasi-experimental design is given below:



DATA ANALYSIS: The collected data will be analyzed in the following forms:

- a) Tabulation of data
- b) Graphical representation

7. ACTION DETAILS AND TIME CHART:

Sl. No.	Name of Action	Tools	Method	No. of Days
1.	Preparation of Pre-test	Test items	Analysis and synthesis	7
2.	Pre-test	Test items	Oral Test	1
3.	Analysis of Pre-test	Recording	Analysis	7
4.	Preparation of strategies for intervention	recording/TLM/Chart/worksheet/Online resources	Analysis and systematization	7
5.	Intervention	ICT resources/Exemplary notes and resources on accurate pronunciation and effective reading/Repeated practice/Grammar Practice	Discussion, Reading activity, Oral/grammar practice,	26
6.	Recapitulation	Intervention points	Discussion and feedback	5
7.	Post-test	Test items	Oral test	1
8.	Analysis of post-test ; comparison And graphical representation of data; Report making	Analyzing using rating scale, writing, data compilation and comparison, DTP. etc	Analysis, simple statistical method	6
			Total No. of days:	60

8. PROCEDURE OF INTERVENTION:

After the result of the pre-test, intervention was duly provided. As part of the intervention process ICT induced strategies were adopted to impart the understanding reading long words and structural patterns of words. Remedial measures included word attack strategy as one of the way to impart the breaking of syllables of long words which helped the students to read long words in English correctly. Discussions on reading long words in English were included with interesting videos and audio content. During the time allotted for intervention the trainees were engaged in effective practice through grammar worksheets and extensive oral practice with ICT intervention to solve the problem of inability to read long words in English.

9. ANALYSIS AND INTERPRETATION OF THE RESULT (DATA):

Data analysis is considered as an important step and heart of the research work. After collection of data with help of relevant tools and techniques, the next logical step, is to analyze and interpret data with a view to arrive at empirical solution to the problem. The data analysis for the present study was done quantitatively with the help of percentage. The statistical techniques have been used for analysis of collected data. Tabulation and bar diagram used to make clear and analyze the data to find out the results.

On the basis of the pre-test the following data were received-

TABLE 1: Analysis of data of PRE-TEST

Sl. no	Code name of students	Q-1 (6)	Q-2 (4)	Q-3 (5)	Q-4 (5)	Q-5 (5)	Q-6 (5)	Total Marks 30	% of marks	Parameters
1	A	3	3	5	3	4	3	21	70	Good
2	B	3	3	4	2	3	3	18	60	Good
3	C	3	3	4	3	3	3	19	63	Good
4	D	3	3	3	3	3	3	18	60	Good
5	E	2	2	1	1	1	2	9	30	Below Average
6	F	2	0	1	1	1	2	7	23	Below average
7	G	2	0	1	2	1	1	7	23	Below average
8	H	2	1	1	1	1	1	7	23	Below average
9	I	2	0	1	1	2	2	8	26	Below Average
10	J	2	3	2	3	2	2	14	46	Average
11	K	2	3	2	2	2	2	13	43	Average
12	L	3	2	2	2	2	2	13	43	Average
13	M	1	2	1	2	3	3	12	40	Average
14	N	4	3	3	3	3	4	20	67	Good
15	O	2	1	1	1	2	2	9	30	Below average
16	P	2	1	1	2	2	2	10	33	Below Average
17	Q	1	0	1	1	2	2	7	23	Below average
18	R	1	3	2	2	2	3	13	43	Average
19	S	3	2	3	3	3	3	17	57	Good
20	T	2	1	3	3	3	3	15	50	Average

On the basis of the post-test the following data were received -

TABLE 2 : Analysis of data of POST- TEST

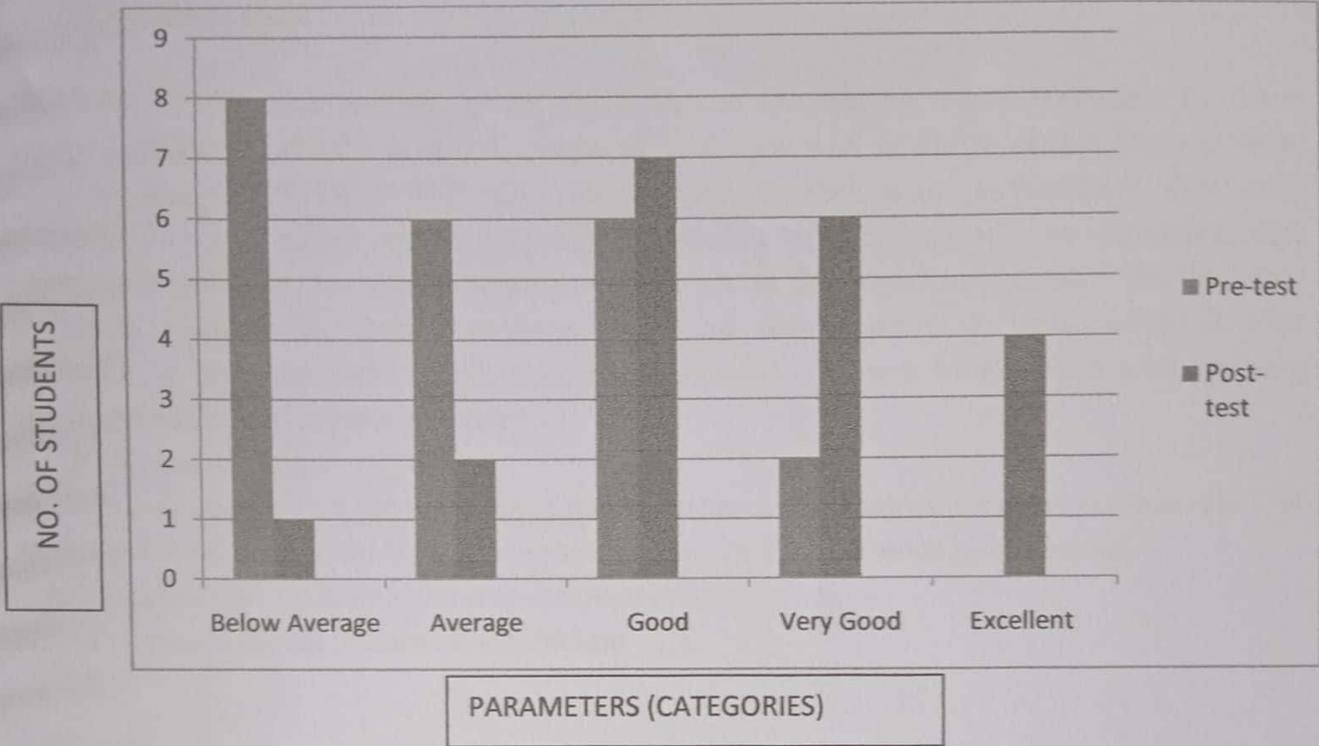
Sl. no	Code name of students	Q-1 (4)	Q-2 (4)	Q-3 (5)	Q-4 (6)	Q-5 (6)	Q-6 (5)	Total Marks 30	% of marks	Parameters
1	A	4	4	3	5	5	5	26	87%	Excellent
2	B	4	4	4	5	6	5	28	93%	Excellent
3	C	3	4	4	5	5	4	25	83%	Very good
4	D	3	4	5	5	5	4	26	87%	Excellent
5	E	3	3	3	3	3	3	18	60%	Good
6	F	3	2	3	2	3	3	16	53%	Average
7	G	2	2	3	2	3	3	15	50%	Average
8	H	2	1	2	2	2	2	11	37%	Below Average
9	I	2	2	3	4	3	3	17	57%	Good
10	J	4	3	4	4	4	4	23	77%	Very good
11	K	4	3	4	5	4	4	24	80%	Very good
12	L	4	3	4	5	4	4	24	80%	Very good
13	M	3	3	3	4	4	4	21	70%	Good
14	N	4	4	4	5	5	5	27	90%	Excellent
15	O	4	2	3	4	4	3	20	67%	Good
16	P	4	3	3	4	4	3	21	70%	Good
17	Q	3	3	4	4	4	3	21	70%	Good
18	R	3	4	4	3	3	3	20	67%	Good
19	S	4	4	3	5	4	4	24	80%	Very good
20	T	4	3	4	5	4	4	24	80%	Very good

Rating Scale				
Below Average/poor (below 40%)	Average (40-55%)	Good (Above 55-70%)	Very Good (Above 70-85%)	Excellent (Above 85%)

TABLE 3 : TABLE FOR COMPILATION OF DATA

SL. NO.	PARAMETERS (CATEGORIES)	PRE-TEST RESULTS	POST-TEST RESULTS	REMARKS
1	Below Average	8	1	Better Performance
2	Average	6	2	Better Performance
3	Good	6	7	Improvement
4	Very Good	2	6	Better Performance
5	Excellent	0	4	Positively Increasing
TOTAL STUDENTS		20	20	

TABLE 4 : GRAPHICAL REPRESENTATION OF RESULTS



10. FINDINGS :

a) Positive aspect

On the basis of the result analysis given above we can see that the students of class III have improved considerably in the post-test compared to the pre-test. In the pre-test 8 students were categorized under BELOW AVERAGE category due to their poor performance. But, after intervention only one trainee remain the same. The student will need special care. Similarly, after intervention number of students in average category also decreased in post-test. On the other hand, no of students in 'Good' category in pre-test was 6 which is increased to 7 after intervention. 4 students under good category successfully moved to excellent after gaining proper intervention and regular practice.

b) Negative aspect

From the result analysis we have also seen that there are still 1 student in below average and 2 in the average category. We can find these probable reasons for their poor performance –

- Irregular attendance of students during intervention period
- Lack of attention during classroom transaction

11. CONCLUSION:

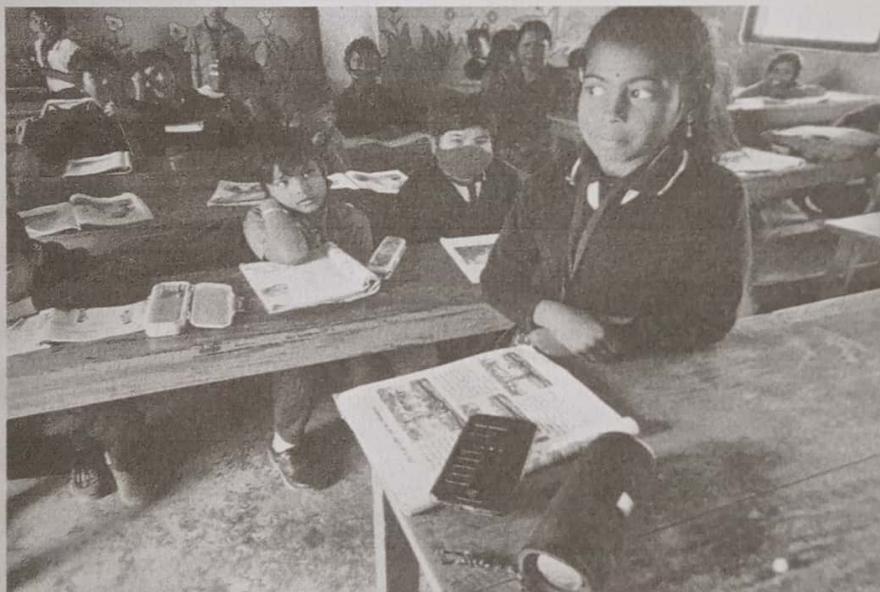
It may be concluded that the objectives on which the study was based on are almost fulfilled. As a result the students of class III of Adarsha L.P. School, Tinsukia improved their skill in reading long words in English effectively. The students have been able to realize the utility of practice and the importance of the correct pronunciation and reading with comprehension in English. Moreover, it can be suggested that a more extensive and regular reading practice opportunities would further enhance their communicative competence. From the above findings we may conclude that the hypothesis is proved to be successful. So if any teacher adopts this intervention strategy then they will also be able to solve the problem in this manner.

12. ANNEXURE : PHOTOGRAPHS

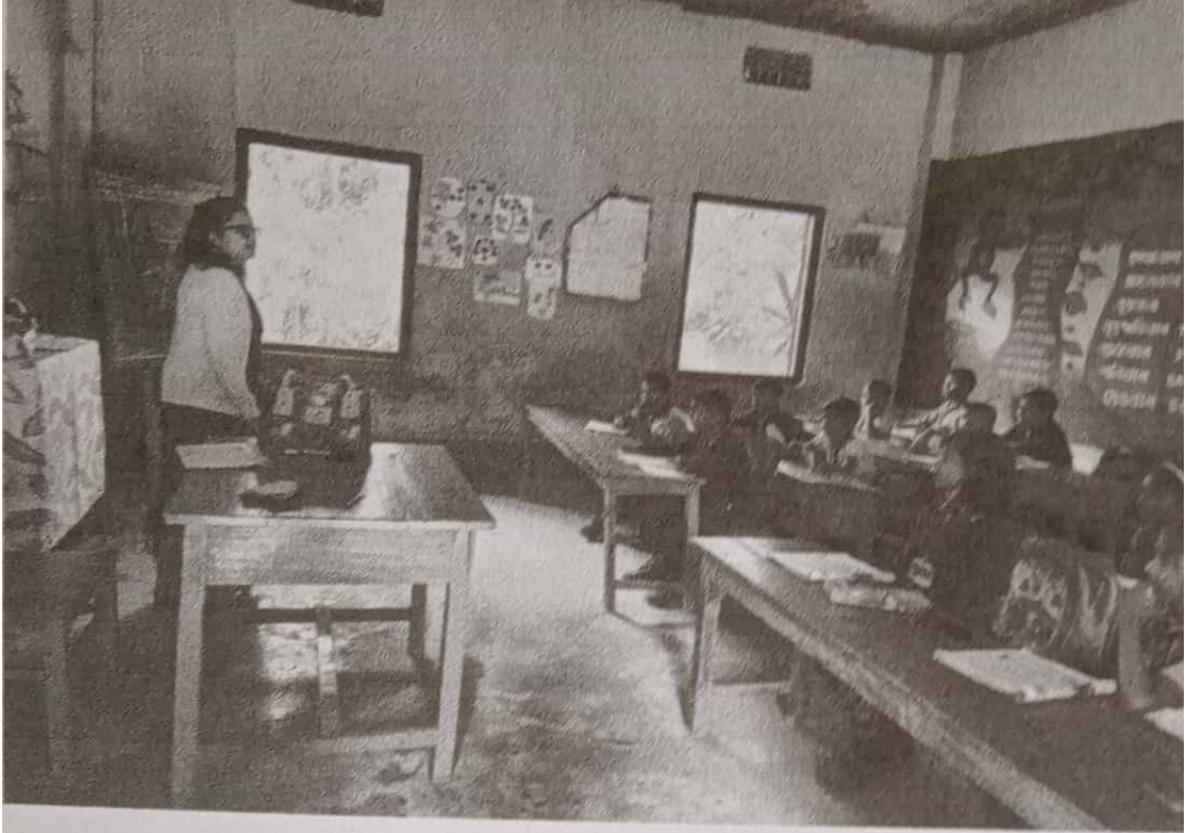
Here are some select photographs taken during the process of the action research-



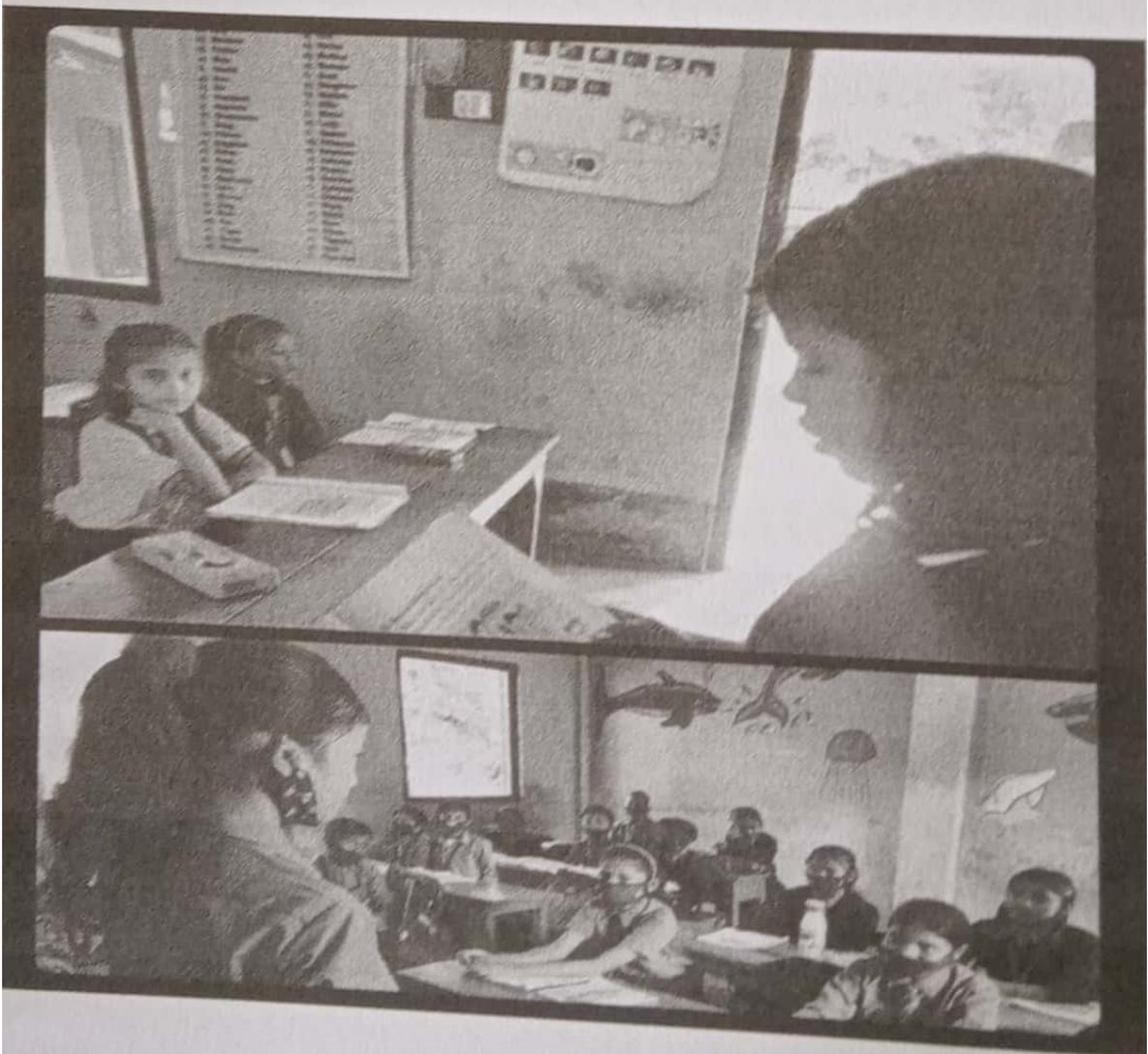
Photograph 1- During pre-test



Photograph 2- Intervention with the help of audio recorder and sound system



Photograph 3: During Intervention – Use of ‘word attack’ strategy



Photograph 4: During post-test

ACTION RESEARCH ANALYSIS REPORT

(Session: 2021-2022)

TITLE OF THE STUDY:

A study on the problem of inability to design lesson based models by class IV standard students and its remedial measures

INVESTIGATOR

**Nayanmoni Phukan
Lecturer, DIET Tinsukia**

Published By:

**District Institute of Education and Training (DIET)
Tinsukia, TingraiHabi, Assam-786145**

1. Introduction:

Art and Creative Education has been playing a vital role in the emerging teaching-learning landscape of the society. The study of Art education plays a vital role in improvement of academic performance, not just through creativity, but it improves learning in areas like maths and science as well as the literary field. It helps to foster collaboration and group learning. Art and Creative education incorporated drawing, painting, sculpture, music, dance, drama, recitation, story-telling and other creative works associated with scholastic as well as co-scholastic curriculum. It enables the students to culminate experience with innovative and creative works through performances and projects assigned to them not only in the classroom but also in public places. As Action Research, the art education can be taken as a strong medium for the all-round development i.e. body, mind and spirit of a student from the very young age. It can be a kind of evaluation analysis, focused on the immediate application for solving a problem for improvement of an existing situation.

2. **Problem Area:** During the interaction with the class IV students of Panitola Nagar L.P school, the researcher has come across that the students with the following problems related to art education-

- i) Unable to draw figures (graph /diagram/ map) correctly.
- ii) Unable to draw lesson based figures methodically using geometric shapes.
- iii) Unable to design lesson related models properly.
- iv) Unable to perform dance in proper form.
- v) Unable to use/ manipulate the brush properly.

Out of the above problems, the researcher have selected the following problem for the study- unable to design lesson based models properly for class IV.

3. Statement of the Problem:

“A study on the problem of inability to design lesson-based models by fourth standard students and its remedial measures”.

4. Probable causes of the problem: The following are the probable causes of the problem-

- a. Lack of availability of Art education teacher.
- b. Lack of suitable environment to practice the different forms of art education.
- c. The students are not able to communicate due to shyness as the mother- tongue of the students differs with the medium of instruction.
- c. Unable to draw figures (graph /diagram/ map) correctly.
- d. Unable to draw lesson-based figures methodically using geometric shapes.
- e. Unable to design lesson related models properly.

5. Objective of the action research:

- a. To identify the underlined/ basic causes of student's inability to make models
- b. To adopt appropriate intervention strategy (hands-on activities) for developing competency in model designing as remedial measures.
- c. To evaluate the effectiveness of innovative strategy in adopting during interaction.

6. Action Hypothesis:

- a. The study reveals that the students will develop the communication skills
- b. If the teachers adopt appropriate method and strategy in classroom to design lesson- based models then the students will perform appropriately.

7. Methodology

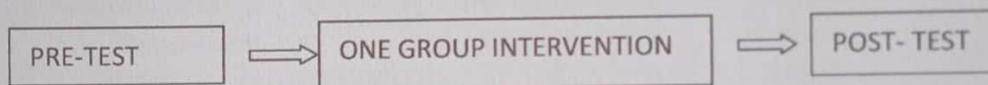
a. Selection of Samples:

Students of class IV of Panitola Nagar L.P School, Tinsukia were selected as sample of the study. Total 21 students were selected using Random sampling method.

b. Sources of Baseline-data:

Past experience during school visits, checking of drawing book, home assignments.

c. Research Design: Out of the three types of research design namely Survey design, Experimental design and Quasi- experimental design ,the last one was selected for this study. The block diagram of quasi- experimental design is shown below-



d. Tools of Data collection:

Question papers, Art paper, pencil, eraser, scissors, colour, gum for pre-test and post-test, rating scale for compilation of data (5 point- Excellent, very good, good, average and below average).

e. Data Analysis: Collected data were analyzed in the following two forms

- a) Tabular form
- b) Graphical form

8. Action details and time chart:

Sl. No.	Name of Action	Tools	Method	No. of Days
1.	Preparation of Pre-test	Test items	Analysis and synthesis	4
2.	Pre-test	Test papers	Oral and drawing	1
3.	Analysis of Pre-test	Drawing in art paper	Analysis	7
4.	Preparation of strategies for intervention	Pencil, eraser, art paper, crayon colour, pastel, gum, scissor	Analysis and systematization	7
5.	Intervention	Hands-on-activities for developing competency in model designing and Repeated practice	Discussion on shape, size, colour, lines	29
6.	Recapitulation	Intervention points	Discussion and feedback	5
7.	Post-test	i. Pencil, eraser, art paper, crayon colour, pastel, gum, scissor ii. Activity question paper	Drawing, colouring and labelling	1
8.	Analysis of post-test ; comparison And graphical representation of data; Report making	Analyzing using rating scale, writing, data compilation and comparison.	Analysis, simple statistical method	6
			Total No. of days:	60

2. Intervention

- Declaration of result of pre-test.
- Discussion on concept of fine arts and its integration with curricular subjects.
- Discussions on colour concept.
- Providing materials for hands-on-activities relating to the curricular subject.
- Way to explain the model with communication skill.

3. Analysis and interpretation of the result (data):

Data analysis is considered as an important step and heart of the research work. After collection of data with help of relevant tools and techniques, the next logical step, is to analyse and interpret data with a view to arrive at empirical solution to the problem. The data analysis for the present study was done quantitatively with the help of percentage. The statistical techniques have been used for analysis of collected data. Tabulation and bar diagram used to make clear and analyse the data to find out the results.

On the basis of the pre-test the following data were received-

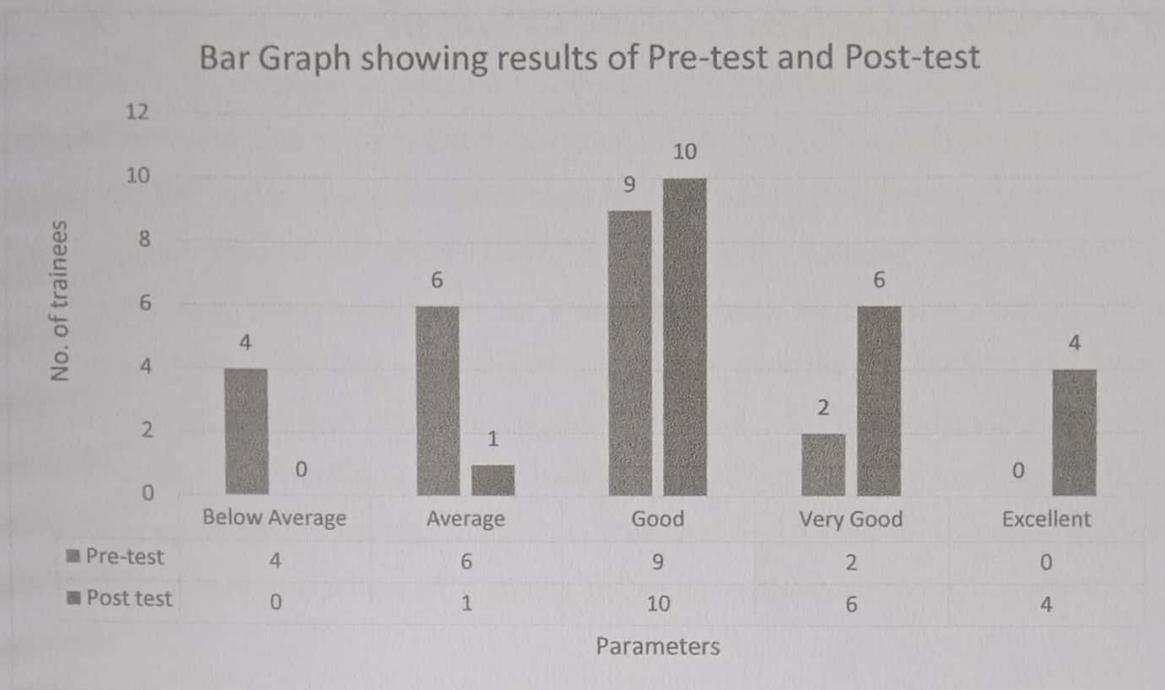
TABLE 1 Analysis of data of PRE-TEST

Sl no	Code name of the students	Total marks (20)	% of marks	Parameters
1	A	10	50	Average
2	B	13	65	Good
3	C	9	45	Average
4	D	6	30	Below Average
5	E	7	35	Below Average
6	F	10	50	Average
7	G	14	70	Very Good
8	H	11	55	Good
9	I	12	60	Good
10	J	6	30	Below Average
11	K	9	45	Average
12	L	11	55	Good
13	M	11	55	Good
14	N	13	65	Good
15	O	12	60	Good
16	P	12	60	Good
17	Q	8	40	Average
18	R	9	45	Average
19	S	13	65	Good
20	T	14	70	Very Good
21	U	6	30	Below Average

TABLE 2 Analysis of data of POST- TEST

Sl no	Code name of the students	Total marks (20)	% of marks	Parameters
1	A	13	65	Good
2	B	16	80	Very Good
3	C	13	65	Good
4	D	10	50	Average
5	E	11	55	Good
6	F	13	65	Good
7	G	18	90	Excellent
8	H	14	70	Good
9	I	18	90	Excellent
10	J	11	55	Good
11	K	12	60	Good
12	L	14	70	Very Good
13	M	14	70	Very Good
14	N	17	85	Excellent
15	O	15	75	Very Good
16	P	14	70	Very Good
17	Q	11	55	Good
18	R	12	60	Good
19	S	15	75	Very Good
20	T	18	90	Excellent
21	U	12	60	Good

Table 3: Table for compilation of Data



Sl no	Parameters(categories)	Pre-test results	Post-test results	Remarks
1	Below average	4	0	Better performance
2	Average	6	1	Better performance
3	Good	9	10	Improvement
4	Very Good	2	6	Better performance
5	Excellent	0	4	Positively increasing
	Total	21	21	

11. FINDINGS

a) Positive aspect

From the study it has been found that the learning objectives of a lesson can easily be fulfilled with the help of art education. Pre-test and post-test are taken to compare the students' involvement in understanding the lesson. On the basis of the analysis given above we can see that the students have improved more in the post-test than pre-test. In the pre-test 4 students were categorized under BELOW AVERAGE category due to their poor performance. But, after intervention no student has been seen in this category. Through proper guidance and creating a friendly classroom environment, the students can learn the basic concept of any lesson imparted. The no. of students of AVERAGE category was 6 in pre-test but after intervention in post-test it decreased to 1. On the other hand, no. of students in Good category in pre-test was 9 which is increased to 10 after intervention. 4 students successfully moved to excellent after gaining proper intervention and regular practice.

b) Negative aspect

We can find these probable reasons for their poor performance –

- Irregular attendance of trainees during intervention period
- Lack of availability of Art education teacher.
- Lack of suitable environment to practice the different forms of art education.
- The students are not able to communicate due to shyness as the mother-tongue of the students differs with the medium of instruction.

12. Conclusion

From the above findings we may conclude that the hypothesis is proved successfully. Therefore, if any teacher adopts this intervention strategy then they will also be able to design lesson-based models and solve their problems alike.

Annexure I: Photos of Action Research



ACTION RESEARCH ANALYSIS REPORT

(Session 2021-2022)

TITLE OF THE STUDY

A study on the inability to use punctuation marks in reading, writing and speaking by class VII students and its remedial measures

INVESTIGATOR:

Sangeeta Dutta

Lecturer, DIET Tinsukia

Published By:

District Institute of Education and Training (DIET)

Tinsukia, Tingrai Habi, Assam-786145

1. **INTRODUCTION** In primary stage, the most important subject of learning is that subject which is used as medium of instruction and that is the mother tongue. As Assamese is our mother tongue and it is used as medium of instruction in primary level, so it is very necessary for our children to learn the subject well. But children from diverse socio-cultural background face some problems regarding this subject. We generally observe the following problems related to Assamese subject.

- a) Unable to use punctuation marks properly in writing, reading and speaking.
- b) Unable to write using proper strokes and lines.
- c) Unable to read text with correct pronunciation.
- d) Spelling mistakes in writing.
- e) Unable to use finite and infinite verbs.

Among the above mentioned problems the investigator has selected the following problem as the topic of the study.

2. **STATEMENT OF THE PROBLEM-** A study on “Inability to use punctuation marks in writing, reading and speaking by the Class VI standards students and its remedial measures.”

3. **PROBABLE CAUSES OF THE PROBLEM**

We can list out the followings as the probable causes of this problem.

- a) No any special care is taken by the teachers in school.
- b) First generation learners donot get support from parents.
- c) Lack of attention of students in class during class transaction.

4. **OBJECTIVES OF THE STYDY**

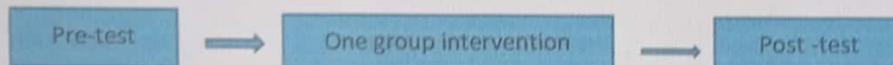
- a) To identify the causes of inability to use punctuation marks in writing, reading and speaking.
- b) To adopt suitable method and innovative strategy to teach the concept of punctuation marks.
- c) To evaluate the effectiveness of the innovative methods and strategy adopted in classroom transaction.

5. ACTION HYPOTHESIS

If the teachers teach concept of punctuation marks using proper methods and strategy during classroom transaction, then the students will show better performance.

6. Methodology

- a) Selection of sample - The students of Class VII standard of Hijuguri M. E. School will be selected as sample of study. Total 20 number of samples were selected using random sampling method.
- b) Tools for data collection - Question paper / test items for pre-test and post-test , rating scale for compilation of data (5 point – Below average, average, good, very good and excellent) of pre-test and post-test.
- c) Research Design - Out of three types of research design namely Survey design, Experimental design and Quasi- experimental design , the last one is selected for this study. The block diagram of Quasi-experimental design is shown below –



d) Data analysis

Collected data will be analysed in the following two forms

- i) Tabular form
- ii) Graphical form

7. ACTION DETAILS AND TIME CHART

Sl. No	Name of Action	Tools	Method	No. of Days
1.	Preparation of Pre-test	Test items	Analysis and synthesis	7
2.	Pre-test	Test papers	Written Test	1
3.	Analysis of Pre-test	Recording	Analysis	7
4.	Preparation of strategies for intervention	TLM/Chart/worksheet	Analysis and systematization	7
5.	Intervention	Exemplary notes and resources on using punctuation marks, Repeated practice of reading and writing skills	Discussion, activity, writing, reading	26
6.	Recapitulation	Intervention points	Discussion and feedback	5
7.	Post-test	Test paper	Written test	1
8.	Analysis of post-test ; comparison And graphical representation of data; Report making	Analyzing using rating scale, writing, data compilation and comparison, DTP. etc	Analysis, simple statistical method	6
			Total No. of days:	60

8. INTERVENTION

- Declaration of result of pre-test.
- Discussion of definition and types of punctuation marks for 3 days.
- Giving the list of punctuation marks used in Assamese language .
- Provide scope for sufficient practice to read and write sentences and texts using punctuation marks.

9. ANALYSIS AND INTERPRETATION OF THE RESULT

Data analysis is considered as an important step and heart of the research work. After collection of data with help of relevant tools and techniques, the next logical step, is to analyse and interpret data with a view to arrive at empirical solution to the problem. The data analysis for the present study was done quantitatively with the help of percentage. The statistical techniques have been used for analysis of collected data. Tabulation and bar diagram used to make clear and analyse the data to find out the results.

On the basis of the pre-test the following data were received-

TABLE 1: Analysis of data of PRE-TEST

Sl. No.	Code name of the students	Q-1(6)	Q-2(10)	Q-3(2)	Q-4(2)	Q-5(5)	Total marks (25)	% of marks	parameters
1	A	2	6	1	1	2	12	48	AV
2	B	3	6	1	1	2	13	52	AV
3	C	4	7	2	0	3	16	64	GOOD
4	D	3	3	1	0	2	9	36	B/A
5	E	3	6	1	1	2	13	52	AV
6	F	2	3	0	0	2	7	28	B/A
7	G	3	6	1	1	3	14	56	GOOD
8	H	4	6	1	1	3	15	60	GOOD
9	I	5	8	2	1	4	20	80	V.GOOD
10	J	3	2	1	0	2	8	32	B/A
11	K	4	6	2	0	3	15	60	GOOD
12	L	4	7	2	1	3	17	68	GOOD
13	M	4	6	2	1	3	16	64	GOOD
14	N	2	6	1	1	2	12	48	AV
15	O	4	4	0	0	2	10	40	AV
16	P	4	6	1	1	3	15	60	GOOD
17	Q	3	6	2	1	3	15	60	GOOD
18	R	4	7	2	0	3	16	64	GOOD
19	S	2	5	1	1	2	11	44	AV
20	T	3	3	0	0	2	8	32	B/A

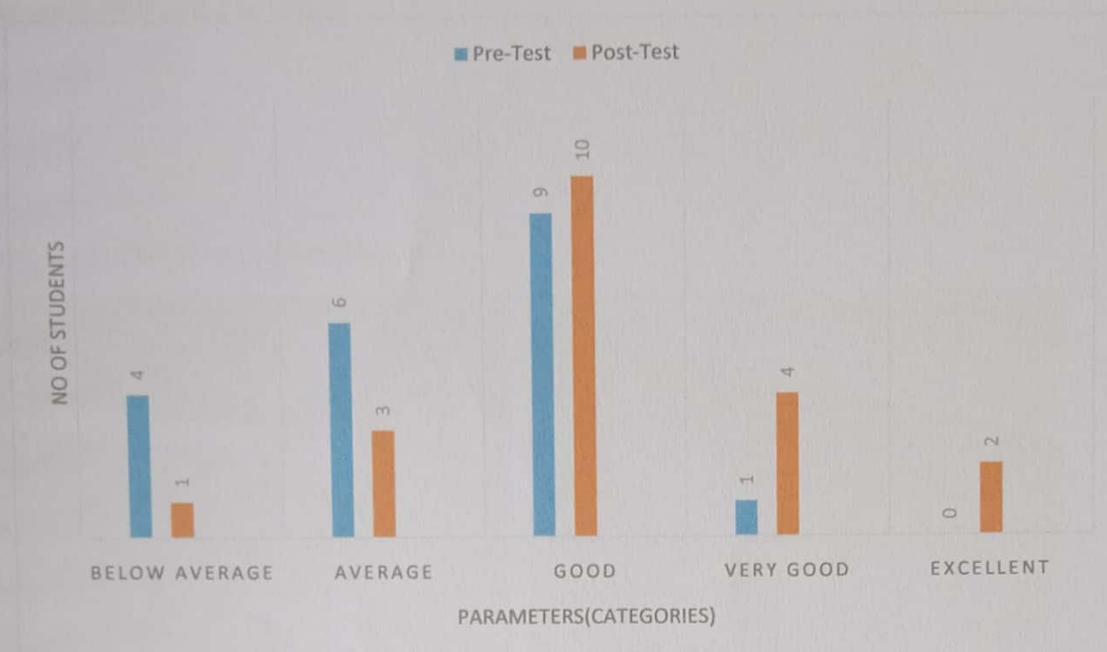
TABLE 2: Analysis of data of POST- TEST

Sl. No.	Code name of the students	Q-1(10)	Q-2(4)	Q-3(4)	Q-4(2)	Q-5(5)	Total marks (20)	% of marks	parameters
1	A	6	3	3	1	3	16	64	GOOD
2	B	7	2	3	1	3	16	64	GOOD
3	C	8	2	4	2	4	20	80	V.GOOD
4	D	6	2	2	2	2	14	56	GOOD
5	E	7	2	3	2	3	17	68	GOOD
6	F	5	1	3	1	2	12	48	AV
7	G	6	3	3	2	4	18	72	V.GOOD
8	H	7	3	3	2	4	19	76	V.GOOD
9	I	9	4	3	2	4	22	88	EXCELLENT
10	J	6	2	3	2	2	15	60	GOOD
11	K	6	3	3	1	3	16	64	GOOD
12	L	7	2	3	2	3	17	68	GOOD
13	M	6	3	3	1	3	16	64	GOOD
14	N	6	2	3	1	2	14	56	GOOD
15	O	5	2	2	1	2	12	48	AV
16	P	8	3	3	2	4	20	80	V.GOOD
17	Q	6	2	3	2	2	15	60	GOOD
18	R	8	4	3	2	5	22	88	EXCELLENT
19	S	5	2	2	2	2	13	52	AV
20	T	3	1	2	1	2	9	36	B/A

TABLE 3: TABLE FOR COMPILATION OF DATA

Sl. No.	Parameters(categories)	Pre-test results	Post-test results	Remarks
1	Below average	4	1	Better performance
2	Average	6	3	Better performance
3	Good	9	10	improvement
4	Very Good	1	4	Better performance
5	Excellent	0	2	Positively increasing
Total trainees		20	20	

TABLE 4: GRAPHICAL REPRESENTATION OF RESULTS



10. FINDINGS

a) Positive aspect:

On the basis of the result analysis given above we can see that the students have improved more in the post-test than pre-test. In the pre-test 4 students were categorized under BELOW AVERAGE category due to their poor performance. But, after intervention only one student remain the same. The student will need special care. Similarly, after intervention no of students in average category also decreased in post test. On the other hand , no of students in Good category in pre-test was 9 which is increased to 10 after intervention. 2 students under good category successfully moved to excellent after gaining proper intervention and regular practice.

b) Negative aspect:

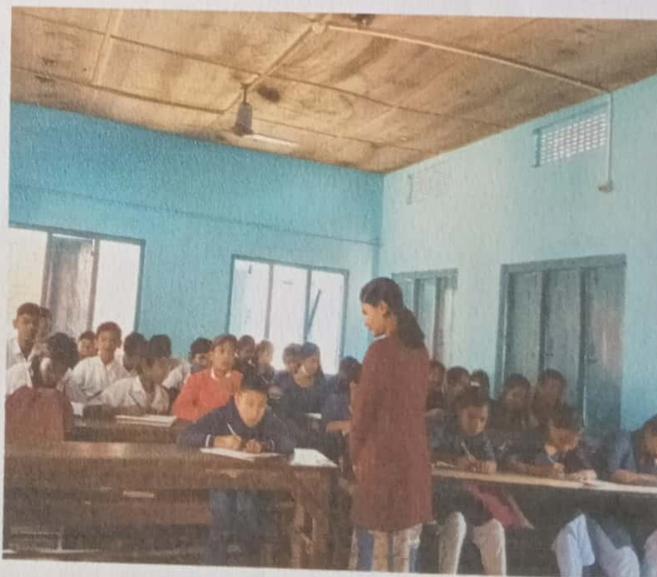
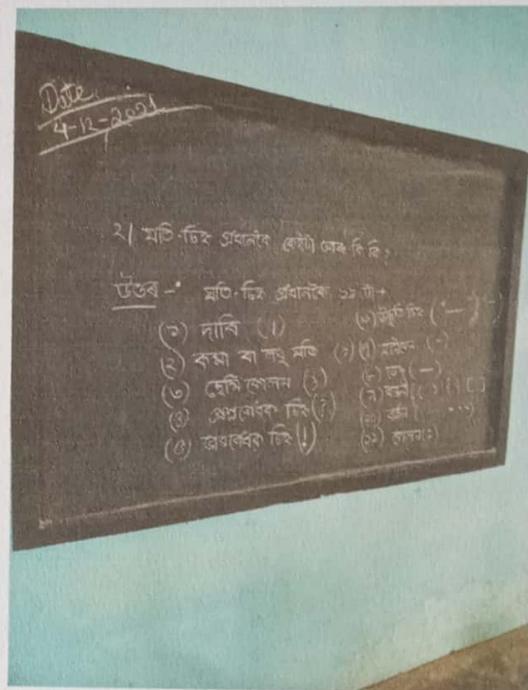
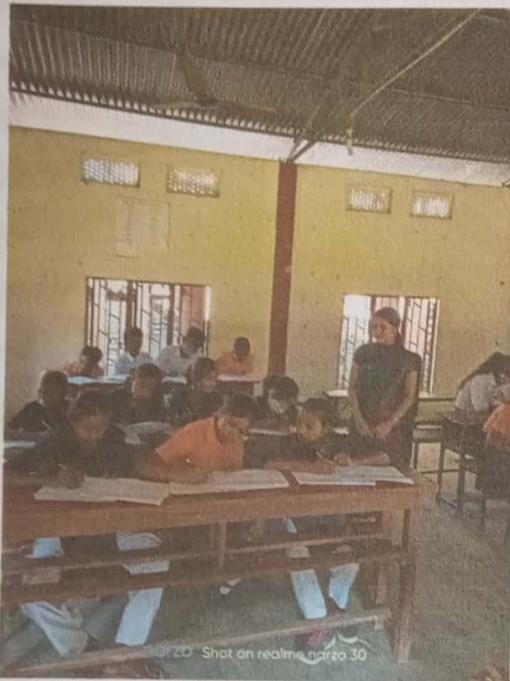
From the result analysis we have also seen that there are still 1 student in below average and 3 in the average category. We can find these probable reasons for their poor performance –

- Irregular attendance of students during intervention period
- Lack of attention during classroom transaction

12. CONCLUSION

From the above findings we may conclude that the hypothesis is proved successfully. So if any teacher adopts this intervention strategy then they will also be able to solve their problems like this.

Annexure I: Photos of Action Research



**ACTION RESEARCH
ANALYSIS REPORT
(Session: 2021-2022)**

TITLE OF THE STUDY:

**A Study on Effectiveness of Hands-On-Activities on Learning
and Understanding of the Topic 'Vegetative Propagation of
Plants' Among the Students of Class VII**

INVESTIGATOR:

**Papori Borah.
Lecturer, DIET, Tinsukia.**

Published By:

**District Institute of Education and Training (DIET)
Tinsukia, Tingrai Habi, Assam-786145**

A study on effectiveness of hands-on activities on learning and understanding of the topic “vegetative propagation of plants” among the students of class VII of Tinsukia ME school, Sripuria.

Investigator: Papori Borah.

Introduction:

One of the main educational objectives of teaching science in elementary level is creation and development of skills necessary for problem situation. To understand the natural phenomena and pattern memory knowledge is not sufficient. To apply the knowledge during problem situation to solve it, proper understanding is highly necessary. But it was observed that students often unable to understand the concepts of science for which a phobia developed among them and it will maximize learning difficulties, lower their academic achievement and therefore have a low level of educational effectiveness. Some common problems that are faced by the student of upper primary level students in learning science are-

- i) Unable to solve mathematical problems related to some concept of science.
- ii) Unable to apply the knowledge of some concept of science such as friction, atmospheric pressure etc. to solve real life problem.
- iii) Unable to perform hands on activities related to science.
- iv) Unable to follow the laboratory precaution measures.
- v) Unable to draw and label diagrams related to various concepts like Human Digestive System, Human Respiratory System, Human Heart, Circuit Diagram etc.

From the above problems we have selected the issue of - “Unable to perform hands on activities related to science.”

The action research is based on the “Effectiveness of hands-on activities on learning and understanding of the topic vegetative propagation of plants among the students of class VII of Tinsukia ME School, Sripuria, Tinsukia.”

Probable causes of the problem:

- 1) Lack of proper opportunities for hands-on activities/experiments during classroom transaction.
- 2) Lack of use of appropriate teaching learning material.
- 3) Lack of interest on the subject Science.
- 4) Lack of use of appropriate teaching methods.

Most probable cause:

Lack of use of appropriate teaching methods.

Statement of the problem:

A study on effectiveness of hands-on activities on learning and understanding of the topic vegetative propagation of plants among the students of class VII of Tinsukia ME School, Sripuria, Tinsukia.

Objective of the Action Research:

The study focused on the following objectives -

1. To identify the causes of inability to perform hands-on activities in the subject science among the student of class VII.
2. To adopt appropriate method and innovative strategies to teach the concept of vegetative propagation of plants.
3. To evaluate the effectiveness of the innovative strategies adopted in classroom transaction.

Action Hypothesis:

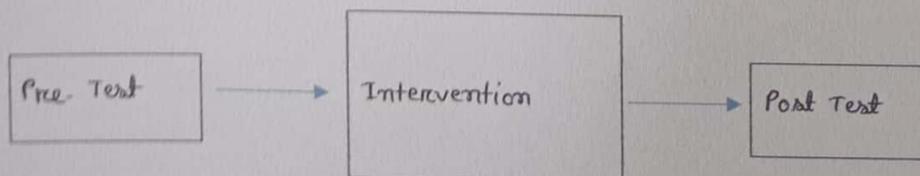
If the teacher teaches the concept of vegetative propagation of plants using hands on activities than the students will understand and show better performance.

Procedure:

- i. Selection of Sample: Students of class VII standard of Tinsukia ME School will be selected as sample of study. If needed random sampling method will be applied to select the sample.
- ii. Research Design – Out of three types of research designs namely- Survey design, Experimental design and Quasi-Experimental design, the last one is selected for the study.

Quasi-experimental design.

One group pre- test post-test design



- iii. Sources of Baseline data: According to National Achievement Survey (NAS) Report the average performance of the students in subject science is not satisfactory. In addition to this during school visit, observation of student's performance, checking of home assignment note-books etc. reveal the poor performance in science.
- iv. Selection of tool for Data collection: Question papers/Test items for Pre-test and Post-test and Rating Scale (5 point) for both Pre-test and Post-test.
- v. Analysis of Data: Collected Data will be analyzed in the following two forms-
 - A. Tabular form.
 - B. Graphic form.

Action details and Time chart

Sl. No	Name of action	Tools	Method	No.of Days
1.	Preparation of Pre-Test	Test Items	Analysis and Synthesis	7
2.	Pre test	Test papers	Written Test	1
3.	Analysis of Pre-test	Recording	Analysis	4
4.	Preparation of strategies for intervention	Activity Design, TLM, ICT based lesson plans.	Analysis and Systematization	5
5.	Intervention	ICT based lesson transection followed by Hands on activities	Discussion, Activity, Practice	30
6.	Recapitulation	Intervention points	Discussion and feedback	4
7.	Post-Test	Test paper	Written test	1
8.	Analysis of post-test, comparison and graphical representation of data, making of report	Recording of Data, data organization and data analysis, report preparation and DTP etc.	Analysis using simple statistical method	8
Total No of Days: 60				

Procedure of Intervention:

After the result of the pre-test intervention was provided. As part of the intervention process ICT based lesson transaction was done in the classroom which was followed by hands on activities to impart the understanding on vegetative propagation of plants.

Analysis and Interpretation of Result:

Data analysis is the most important part of a research work. After collection of data with help of relevant tools and techniques the next step is analysis and interpretation of data to find out the solution of the problem. In this study, the data analysis was done quantitatively with the help of percentage. Simple statistical methods have been used for analysis of collected data. Tabulation and bar diagram used to make comparison of data and find out the result.

On the basis of the pre-test the following data were received-

Table 1: Analysis of Data of Pre-Test

Sl. no	Code name of student	Q. 1 (1)	Q. 2 (2)	Q. 3 (3)	Q. 4 (1)	Q. 5 (1)	Q. 6 (2)	Q. 7 (5)	Total Marks 15	% Of Marks	Parameter
1	A	1						3	4	26.66	Below average
2	B							2	2	13.33	Below average
3	C			1			3	5	9	60	Very good
4	D	1						5	6	40	Average
5	E						2	3	5	33.33	Below average
6	F	1						2	3	20	Below average
7	G	1	2	1				3	7	46.66	Average
8	H						1	3	4	26.66	Below average
9	I	1						5	6	40	Average
10	J	1	2					5	8	53.33	Good
11	K	1						3	4	26.66	Below average
12	L	1	1	1	1			4	8	53.33	Good
13	M							3	3	20	Below average
14	N							3	3	20	Below average
15	O							2	2	13.33	Below average
16	P							2	2	13.33	Below average
17	Q							2	2	13.33	Below average
18	R							2	2	13.33	Below average
19	S							2	2	13.33	Below average
20	T							2	2	13.33	Below average

On the basis of the post-test the following data were received-

Table 2. Analysis of Data of Post- test

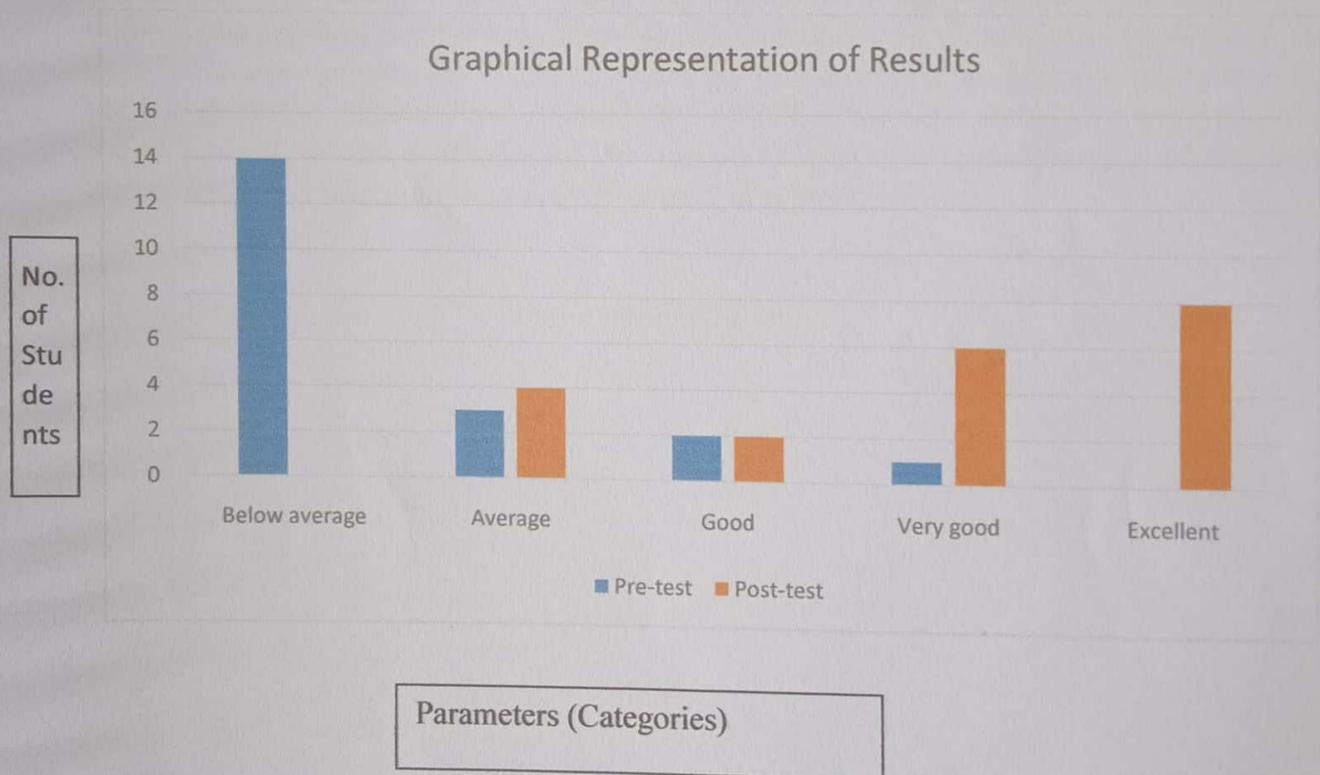
Sl. no	Code name of students	Q. 1 (1)	Q. 2 (2)	Q. 3 (3)	Q. 4 (1)	Q. 5 (1)	Q. 6 (2)	Q. 7 (5)	Total Marks 15	% Of Marks	Parameter
1	A	1	2	1			2	5	11	73.33	Very good
2	B	1	2	2	1		2	5	13	86.66	Excellent
3	C	1	2	1	1		2	5	12	80	Excellent
4	D	1	2	1				5	9	60	Very good
5	E	1	2	1	1	1	2	4	12	80	Excellent
6	F	1	2	1	1	1		5	11	73.33	Very good
7	G	1	2	3	1	1	2	5	15	100	Excellent
8	H	1	2	2	1	1		4	11	73.33	Very good
9	I	1	2	2	1		2	5	13	86.66	Excellent
10	J	1	2	2	1		2	5	13	86.66	Excellent
11	K	1	2	1	1		2	4	11	73.33	Very good
12	L	1	2	2	1		2	5	13	86.66	Excellent
13	M	1	2	2	1		2	5	13	86.66	Excellent
14	N	1		1	1			4	7	46.66	Average
15	O	1	2	1				4	8	53.33	Good
16	P	1	2					4	7	46.66	Average
17	Q	1	2	1	1			4	9	60	Very good
18	R	1	2					4	7	46.66	Average
19	S	1	2	1				4	8	53.33	Good
20	T	1	2	1				3	7	46.66	Average

Rating Scale				
Below average	Average	Good	Very Good	Excellent
Below 40%	40% to 49.9%	50% to 59.9%	60% to 79.9%	80% and above

Table 3: Table for Compilation of Data

Sl.no	Parameters (Categories)	Pre-test Results	Post-test Results	Remarks
1	Below average	14	nil	Improved
2	Average	3	4	Improved
3	Good	2	2	Equal
4	Very Good	1	6	Better performance
5	Excellent	nil	8	Positively increasing
Total Students		20	20	

Table 4: Graphical Representation of Results.



Findings:

On the basis of the analysis of the results of both Pre-test and Post-test we can say that the students have improved considerably in the Post-test compared to the Pre-test. In the Pre-test 14 students were under below average category due to their poor performance. But after intervention no student remain in that category. Similarly, no of student in average category also increased in post-test from the below average category. No. of good student remain same but no. of very good student increased in the post test results. In pre-test no students were there in excellent category but in post test student improved tremendously and no of excellent student increased to 8.

Conclusion:

It may be concluded that the objective on which the study was based on are almost fulfilled.as a result of intervention strategies the student improved their understanding of the topic 'vegetative propagation of plants' and apply the knowledge in their real life. They also become skilled to perform hands-on-activities related to the topic. From the finding of this action research,we can conclude that the hypothesis is proved to be true. So, teacher may further adopt this intervention strategy to solve this type of problem.

Annexure 1: Photos of Action Research



Photo 1. Pre-test in Tinsukia M.E. School.

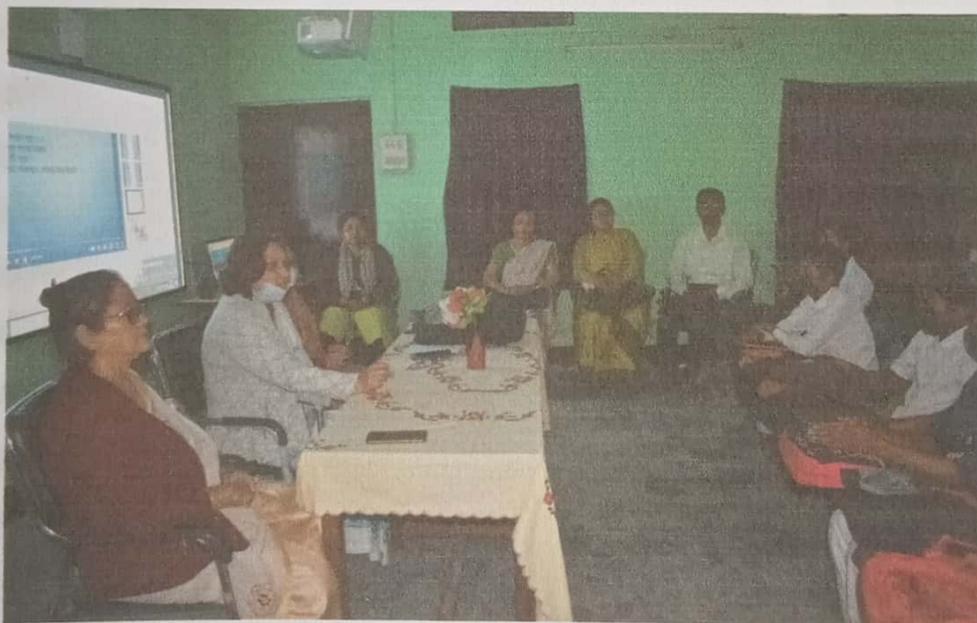


Photo 2. Intervention

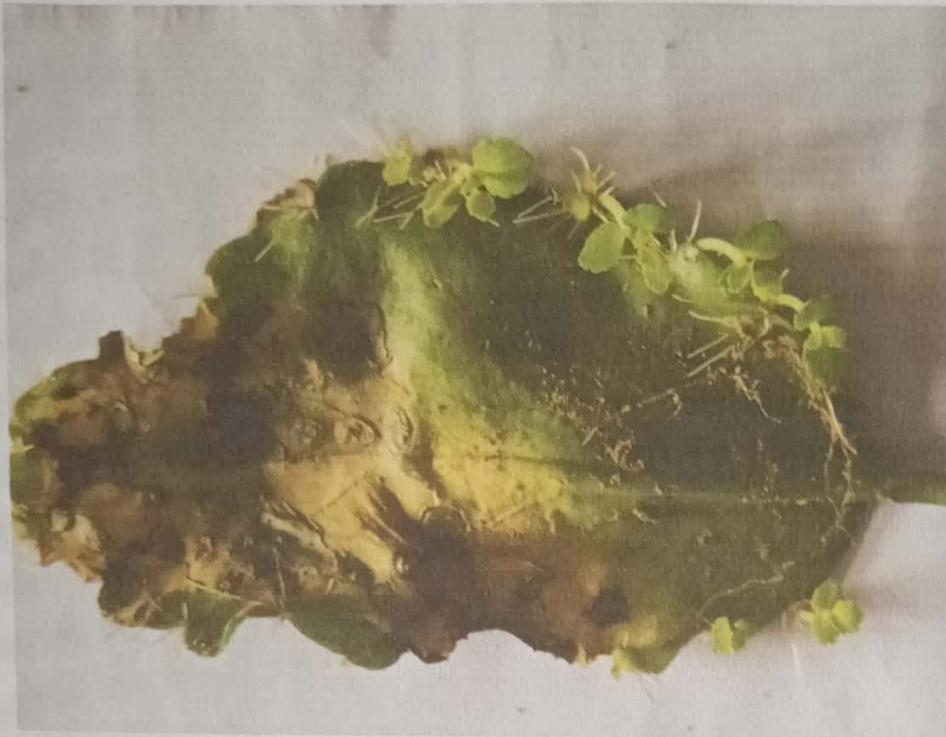


Photo 3. Intervention



Photo 4. Intervention.

RESEARCH STUDY REPORT

(SESSION: 2021-2022)

TITLE OF THE STUDY

**“A STUDY ON THE EFFECTS OF PERSONAL HEALTH &
HYGIENE HABITS AND PRACTICES OF CLASS III & CLASS
IV AND ITS REMEDIES”**

INVESTIGATORS:

1. PAPORI MUNDA, Lecturer, DIET, Tinsukia.
2. PURABI BORA, Lecturer, DIET, Tinsukia.

PUBLISHED BY:

**DISTRICT INSTITUTE OF EDUCATION AND TRAINING
TINSUKIA, SRIPURIA, ASSAM-786145**

CONTENT

Chapters	Titles	Page No.
CHAPTER-I		4 - 6
	INTRODUCTION	4
	Identification of the problem area	5
	Probable causes of the problem	5
	Statement of the problem	6
	Objective of the Research	6
	Hypothesis	6
CHAPTER-II		7 - 8
	PROCEDURE OF THE STUDY	7
	Selection of samples	7
	Research design/methodology	7
	Source of baseline data	7
	Selection of tool	8
CHAPTER- III		9 - 12
	Pre -Observation	9
	Interventions	10
	Post -Observation	12
CHAPTER-IV		13 - 18
	Findings	13
	Conclusion	14
	Annexure	15
	Bibliography	18

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We would also like to thank the entire fraternity of Sripuria Lower Primary School, Head Teacher, Assistant teachers, students of class IV & V for their kind co-operation and providing every required support for the study. Without their support the research work would not have done smoothly.

At last but not the least ,we would like to thank all the academic & non academic staffs for showing goodwill towards us in completion of the Research Work.

Place: DIET, Tinsukia.

1. Date: 11/04/2022

Investigators:

1. PURABI BORA, Lecturer, DIET, Tinsukia.

2. PAPORI MUNDA, Lecturer, DIET, Tinsukia

CHAPTER - I

INTRODUCTION

Health and hygiene program is an integral part of the school curriculum to promote the optimal physical, emotional, social and educational development of students. Hygiene refers to maintaining a good health through practices that focus on cleanliness. Good hygiene helps to prevent the spread of disease and illness. The provision of school hygiene and sanitation should ensure the right of students to acceptable hygiene practices, safe water supply, toilets and a healthy school environment in general. Healthy environment facilitate more effective learning .But there is no attention regarding personal health and hygiene practices from the school authority. Children spend about one third of their time in school either doing class work or other activities .School should provide an ideal opportunity to continue hygiene practices by students.

A sound mind comes from a sound body which would be possible through intake of healthy food, exercise and personal hygiene practices. Human is a prime resource. Human resource denotes a human who has both physical and mental health. Keeping sound health is possible only through proper personal hygiene practices .Personal hygiene is defined as a condition promoting sanitary practices to the self. Everybody follow their own behavior and standard that they have taught or that they have learned from others. Generally, the practice of personal hygiene employed to prevent or minimize the health problems and disease. It is widely practiced at the individual levels at home, school and other dwelling places. It involves maintaining the cleanliness of our environment, body and cloths. According to WHO(2017) 2.4 billion people do not have access to any type of improved sanitation facility, and the people who are living in developing countries with extreme conditions of poverty, normally semi-urban dweller or rural inhabitants are mostly affected.

IDENTIFICATION OF THE PROBLEM AREA

We have identified the following problems-

- i. The students were irregular in school due to their illness.
- ii. Most of the students were not able to do the class activities attentively.
- iii. Health & personal Hygiene habits & practices were rarely done in school.
- iv. Cleanliness related programs & activities were not conducted broadly.
- v. Motor Development (physical) activities were not done regularly.

PROBABLE CAUSES OF THE PROBLEM

The probable causes of the problem are as follows:

- i. Lack of basic knowledge of cleanliness.
- ii. Lack of awareness regarding health & personal hygiene in school.
- iii. Lack of proper hygienic habits & practices at home & school surroundings.
- iv. Lack of proper facilities of Health & hygiene in school.

STATEMENT OF THE PROBLEM

Among the above in health & hygiene related problems, we selected the problem for our study -**“A study on Effects of personal health and hygiene habits and practices of class III & class IV in Sripuria L.P.school.”**

OBJECTIVE OF THE RESEARCH

The study will focus on the following objectives-

- i. To identify the probable causes of not being the habit of doing personal health and hygiene practices regularly.
- ii. To motivate the students for doing the personal health & hygiene practices regularly by different innovative ways.
- iii. To evaluate the effects of the innovative activities related to personal health & hygiene program done by the students.

HYPOTHESIS

If the activities & practices related to the personal health and hygiene program will be implemented in innovative ways then the student will acquire the proper knowledge of health & hygiene and develop the habit of it and become discipline towards personal hygiene.

CHAPTER - II

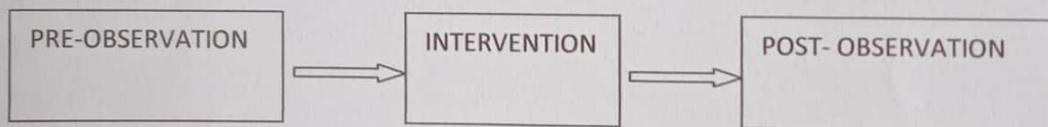
PROCEDURE

SELECTION OF SAMPLES

The students of Class III & class IV of Sripuria L.P School were selected as the samples for the study. Only 20 students were selected randomly from Class III & IV.

RESEARCH DESIGN/METHODOLOGY

Research Methodology is a way of conducting research work, which is determined by the nature of the problem. Different techniques may be employed for this . As researchers we first selected the area of research, identified the active problem, stated hypothesis and defined specifically the objectives of study; finalized the research problem then started working on the problem. Out of the three types of research design namely Survey Design, Experimental design and Quasi –experimental design, for the present study the “**SURVEY DESIGN**” was selected.



SOURCES OF BASELINE DATA

The sources of the baseline data were

- The Annual Report of SSA(Tinsukia District)
- The National Family Health Survey-5(2019-20)
- School Visit
- Interaction & Discussion with Students, Teachers & Parents

SELECTION OF TOOL

The tools selected for the study - Observation schedule & Checklist.

- i. Cleanliness of nail, teeth observation during Morning assembly.
- ii. Hand wash during before and after taking Mid Day Meal.
- iii. Cleanliness of wearing washed school uniform observation during Morning Assembly.
- iv. Wearing face mask properly.
- v. Toilet Cleanliness
- vi. Proper use of the TLMs in the school (photo, charts, Dustbin etc.)
- vii. Photograph of the Cleanliness and dirty areas in the school of the campus of the school.

CHAPTER - III

Pre-Observation

To assess the health & hygiene status in class III & IV a survey method was held as pre- observation. We also observed every student by checklist and compiled it. The compilation of Pre-observation data of total students are as below:

Sl. No.	ITEMS	TOTAL NO OF YES	TOTAL NO OF NO	REMARKS
1	Cleanliness of dress	8	12	
2	Cleanliness of teeth ,clipped nail, shortly cut hair	10	10	
3	Frequency of proper method of brushing	12	8	
4	Using face mask & hand wash practice	12	8	
5	Hand wash (before/after meal & after using toilet)	12	8	
6	Cleanliness of toilet (pouring water/flash)	4	16	
7	Drinking purified water	10	10	
8	Using Dustbin	12	8	
9	Cleanliness of classroom	12	8	
10	Cleanliness of the school surrounding	10	10	

INTERVENTIONS

Keeping the view in mind the students were selected for remedial measures. They were categorized on the basis of their performance in the pre-observation, and accordingly intervention plan was prepared. The following interventions were implemented -

1. Awareness session for the student & Parents

A health counselling session was conducted by a doctor for the students of class III & IV to explain the importance of maintaining health & hygiene habits in individual's life. The following aspects were explained –

- Proper cleaning of the body through regular bath.
- Cleaning of nail at regular intervals
- Proper cleaning of uniform, shoes, socks, tie, belt & school bags.
- Regular cleaning of hair & appropriate hairstyle for students.

2. Health Counselling

A session was organised for the classes III & IV to educate students about oral health & hygiene. The overall planning, coordination & development of training aids was done by the counsellor of the school. The session was conducted by the school doctor whereas, the class teachers counselled the students of class III & IV. The following aspects were explained in detail during the session:

- Frequency & proper method of brushing.
- Necessity of cleaning the tongue.
- Eating habits for maintain good oral health.
- Food that can cause cavities & tooth decay.
- Necessity of visiting a dentist for monitoring the oral health & hygiene.

3. Hand Washing Activity

A Hand washing activity was conducted in the school. The basic purpose of conducting this activity was to train children to wash their hands properly. The six steps in hand washing were clearly demonstrated by our end & then students were asked to repeat what they learned. Finally, the students were advised to wash their hand after playing using toilets & before eating their meals. Apart from this special training, students in class III & IV were guided by the teachers to wash their hands regularly before & after taking meals on a regular basis so that they adopt this practice as a habit.

4. Hand Hygiene Education

Practicing hand hygiene is a simple, yet effective way to prevent infections. Cleaning the hands can prevent the spread of germs, including those that are resistant to antibiotics and are becoming difficult, if not possible, to treat. Considering its significance we took the initiative of encouraging students to improve their hand hygiene.

5. Personal Hygiene Education:

A session was organised by the health & wellness club for classes III & IV. The purpose of this session was to inform students about the hygienic habits they must develop to prevent being affected with disease/health problems. In addition to that the first aid techniques for commonly observed medical emergencies were demonstrated during the session. The session was conducted by the researchers.

6. Personal Hygiene Education in Class

Maintaining personal hygiene helps the students to improve their quality of life and longevity. The class are advised to monitor regularly the hygiene level of students in their class. Furthermore they worked as health counsellor and motivated the students to develop hygienic habits in order to make their initiatives more effective. The students maintaining good level of personal hygiene were awarded with prizes.

7. Poster Display

We also took initiative of encouraging students as well as the staff to develop healthy habits & hygiene lifestyle. In this regard, poster explaining different aspect of personal hygiene had been designed and displayed on the notice board, and the corridors and other noticeable places. These had been done by the students of class III & IV.

POST- OBSERVATION

After intervention a post observation is held to measure the difference the Health & Hygiene status of the students in class III & IV through a proper checklist and we compiled it as shown below:

Sl. No.	ITEMS	TOTAL NO. OF YES	TOTAL NO. OF NO	REMARKS
1	Cleanliness of dress	18	2	
2	Cleanliness of teeth ,clipped nail, shortly cut hair	16	4	
3	Frequency of proper method of brushing	20	0	100% improvement.
4	Using face mask & hand wash practice	18	2	
5	Hand wash (before/after meal & after using toilet)	18	2	
6	Cleanliness of toilet (pouring water/flash)	16	4	
7	Drinking purified water	18	2	
8	Using Dustbin	14	6	
9	Cleanliness of classroom	18	2	
10	Cleanliness of the school surrounding	14	6	

CHAPTER - IV

FINDINGS:

While going through the checklist of pre-observation & post observation, it is seen that-

1. In pre-observation 40% students were wearing clean dress .After intervention it is seen that 90% students were wearing clean dress.
2. Regarding cleanliness of teeth, clipped nail, shortly cut hair, only were 50% students were conscious and maintain these hygienic habits. After intervention it is been seen that 80% students were maintaining hygienic habits.
3. In pre observation only 60% student were using proper method of brushing .After intervention 100% student were brushing in proper way twice every day.
4. In pre-observation only 60% students used facemask, and follow proper practice of hand washing .After intervention 90%students used to were facemask and formed habits of regular hand washing.
5. In pre observation only 70% students were conscious of proper hand washing before/after having meal. After intervention it is seen that 90% students washed their hands properly.
6. In pre observation it was found that only 20% students poured water properly after using toilet .After intervention it seen that 80% students improved their habits of pouring water .
7. In pre-observation it seen that 50% students were not conscious about drinking water. After intervention 90% students used to drink only purified water.
8. In pre -observation it was observed that 60% students were using dustbin to throw garbage here there. After intervention it was seen that 70%students were using dustbin to throw garbage.
9. In pre-observation 60% students were involved in keeping clean their classrooms. After intervention 90% students were involving in keeping their classroom.
10. In pre-observation only 50% students were taking part in cleaning the school surrounding .After intervention it was seen that 70% students co-operated in cleaning the school surrounding.

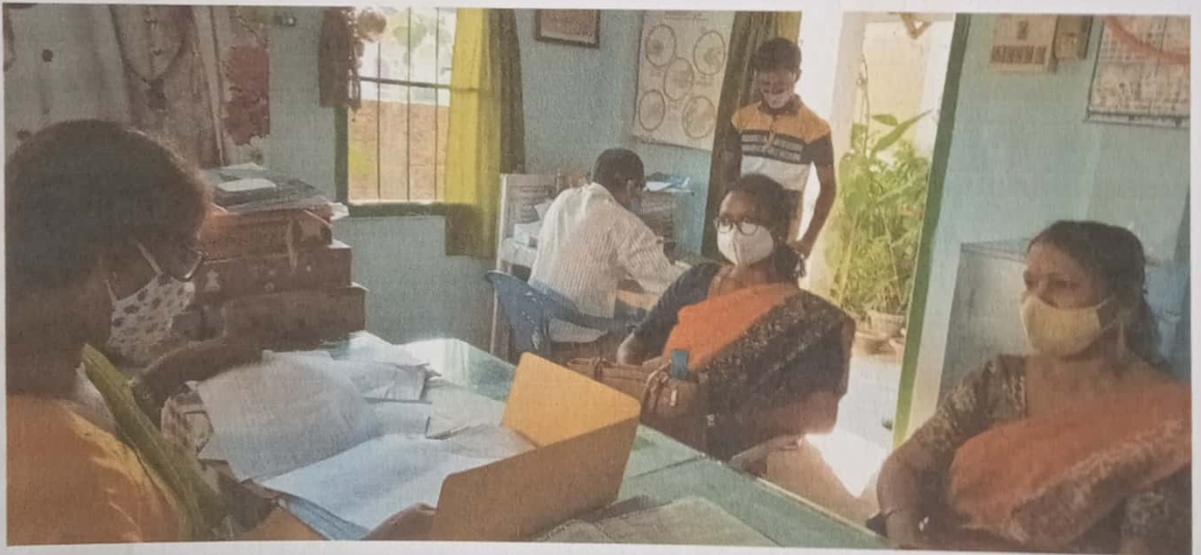
CONCLUSION:

Above all, it is seen that there occurred a notable development in all the categories of health & hygienic practices . A positive sign was noticed among all the categories that the toothbrushing habits among the students build up to 100%. In cleaning of classrom & school surrounding the students need more motivation ,encouragement and awarness from school authority. The students of the school are interested in all activities & they have potential too,but they need constant guidance and motivation & encouragement towards health & hygiene practices.

THE PICTURES RELATED TO THE ACTION RESEARCH







ACTION RESEARCH ANALYSIS REPORT

(Session: 2021-2022)

TITLE OF THE STUDY:

"A study on inability to draw textbook related diagrams of Environmental Science by the students of Class - VI ; Sarbananda Singha M.E. School and it's remedial measures"

INVESTIGATOR

**Nayan Moni Borah
Lecturer, DIET Tinsukia**

Published By:

District Institute of Education and Training (DIET)

Tinsukia, Tingrai Habi, Assam-786145

1. INTRODUCTION:

Environmental education is an essential part of every pupil's learning. It helps to encourage awareness of the environment, leading to informed concern for active participation in resolving environmental problems. The Kothari commission (1964-66) suggested that basic education had to offer EE and relate it to the life needs and aspirations of the people and the nation. At the primary stage, the report recommended that " the aims of teaching science in the primary schools should be to develop proper understanding of the main facts, concepts, principles and processes in physical and biological environment".

Thus, EVS in the elementary education is visualized as an integrated subject area which draws upon insights from sciences (physical, chemical and biological), social studies (history, geography, civics, etc) and environmental education (protection and conservation). The approach in EVS goes beyond single subject approach and helps children to use the contents and methods of science and social sciences and environment to solve environmental problems/issues in future. In the subject Environmental Science, Students faces different problem in learning. Following are some major problems generally seen while teaching the subject Environmental Science:

- i. Student are not able to Draw and interpret Maps.
- ii. Students find it difficult to Understand and memorize textbook related tables.
- iii. Students are unaware about our physical environment, Climate Change and so on.
- iv. Students are unable to draw and interpret textbook related diagrams in a proper way.

Among above mentioned problems, the investigator has selected the following problem as the Topic of study:

"A study on inability to draw textbook related diagrams of Environmental Science by the students of Class-VI; Sarbananda Singha M.E. School and it's remedial measures"

Presenting a verbal explanation by a diagram, of how a system works does not insure that students will understand the explanation. In our search for ways to help students understand scientific explanations, we have come to rely increasingly on what has been called multimedia learning, through presenting explanations visually as well as verbally. Although visual complexity is increasing and graphics are essential to support readers' comprehension of disciplinary texts, visual literacy receives

scant attention. Research suggest that effectively instructing students to interpret textbook specific graphics and diagrams would yield better comprehension. A diagram is essentially a picture that communicates information. You can often explain statistical data and other important information, like how a particular system functions, quickly and with less of a strain on resources. Using a diagram is more effective than a narrative-based process. This is especially important in the business world where information constantly disseminates and the need for accuracy, speed and comprehension is paramount. Appearing frequently in almost every field of education recently is the concept of skills. Since it is only via skills that information may be effectively transformed into high-level behaviors, that information may become a part of students' daily life, and that they may make right decisions concerning major issues in life, the skills most often found in the instructional programs of many countries, and the gradual application of these skills across different grades should also be seriously considered in India.

2. PROBLEM AREA:

Textbooks are important teaching aids and sources from which students of all schooling years obtain knowledge. Textbooks are used as a major source of information in teaching Environmental science, the quality and accuracy of the content is crucial for their educational effectiveness. To improve the textbook learning efficacy, more diagrams are needed to augment the text. Although Diagrams are pivotal, it does not seem to be particularly effective due to reasons such as lack of special emphasis, lack of proper practice, student's lack of attention to this subject etc. It is often seen that students are unable to draw a diagram and explain it, or to explain a diagram in their textbook.

3. STATEMENT OF THE PROBLEM:

"A study on inability to draw textbook related diagrams of Environmental Science by the students of Class-VI; Sarbananda Singha M.E. School and it's remedial measures"

4. PROBABLE CAUSES OF THE PROBLEM:

- i. Drawing a interpreting a diagram is not taught in many schools correctly.
- ii. Insufficient time in class to practice skills.
- iii. Some students are able to draw simple diagram as well as interpret that diagram but they are to use proper technique and formula to draw a diagram.
- iv. Limited practical reinforcement of what is taught. No application of skills to real situation.

5. OBJECTIVES OF THE STUDY:

- a. To identify the major causes of inability of students to draw and interpret textbook related diagram in Environmental Science.
- b. To adopt appropriate method /strategy to develop the skill of drawing and interpreting textbook related diagrams in Environmental Science.
- c. To evaluate the effectiveness of method and innovative strategy adopted by the teacher during Classroom transaction.

6. ACTION HYPOTHESIS:

If the teachers of Class -VI, adopt appropriate Method, Techniques and proper strategy to teach the students to draw and interpret diagrams Of Environmental Science then the student's drawing and interpretation skills will develop and they will show a better performance.

7. METHODOLOGY:

- i. **SAMPLE::** The students of Class-VI, Sarbananda Singha M.E. School were selected as sample of the study. Total 18 samples were selected using Random sampling method.
- ii. **TOOLS FOR DATA COLLECTION:** For the Study, Following tools will be used by the investigator:
 - a. Pre test question paper for diagnosis of the problem.
 - b. Post test question paper for evaluating the effectiveness.
 - c. A 5 point Rating Scale for Data Compilation.

iii. **RESEARCH DESIGN:** Among the 3 research Designs/ Methods namely a. Survey Method b. Experimental Method c. Quasi Experimental Method, the investigator has selected the last one i. e. Quasi Experimental Method, for the study.

iv. **DATA ANALYSIS:** Collected data were analyzed in the following two forms:

- a. Tabular form
- b. Graphical form

v. **SOURCES OF BASELINE DATA:** As According to NAS-2017 report of Tinsukia District, average percentage of performance among students in Environmental Science is 54.72%, and this is not satisfactory.

Moreover, during School visits and Checking of home assignment notebooks, these problems are generally observed by teachers.

8. ACTION DETAILS AND TIME CHART:

SL. NO.	NAME OF THE ACTIVITY	TOOLS	METHOD	DURATION
1.	Preparation of Pre-test	Test items	Analysis and synthesis	05 day
2.	Pre-test	Test papers	Written test	01 day
3.	Analysis of pre-test	Recording	Analysis	07 days
4.	Preparation of strategies for intervention	Online recording/Charts/ Diagrams/TLM/Worksheet/Online resources	Analysis and systematization	07 days
5.	Intervention	Practical knowledge of drawing, understanding and interpreting a diagram using right method/ ICT resources	Discussion, Activity, Diagram drawing practices	30 days
6.	Recapitulation	Intervention points	Discussion and feedback	05 days
7.	Post-test	Test paper	Written test and practical	01 day

8.	Analysis of Post-test, comparison and graphical representation of data, Report making	Analyzing using rating scale, writing, data compilation and comparison, DTP etc.	Analysis, simple statistical method	07 days
				Total: 63 days

9. ANALYSIS AND INTERPRETATION OF DATA:

Data analysis is the process of checking, reordering and presenting available data in the form of applicable and understandable information. Data is the backbone of a research. It is the base on which the entire study will rely upon. It helps in reducing voluminous datasets into smaller segments whose mass structuring brought new ideas and interpreting the results. The data in this study have been analyzed in a qualitative manner with the help of percentage. Collected data were analysed using statistical techniques. To make complex analyzed data simple and easy and to find out the results, Tabulation and Bar diagram were used.

TABLE 1. ANALYSIS OF PRE TEST DATA:

The following data were obtained on the basis of Pre test.

SERIAL NUMBER	CODE NAME IF STUDENTS	Q-1 (10)	Q-2 (10)	Q-3 (10)	TOTAL MARKS (30)	% OF MARKS	PARAMETERS
1.	A	5	3	2	10	33	POOR
2.	B	4	4	3	11	37	POOR
3.	C	2	1	1	04	13	POOR
4.	D	2	3	2	07	23	POOR
5.	E	5	4	4	13	43	AVERAGE
6.	F	3	2	0	05	17	POOR
7.	G	7	7	6	20	67	GOOD
8.	H	5	5	4	14	47	AVERAGE
9.	I	8	7	8	24	80	VERY GOOD

10.	J	2	3	2	07	23	POOR
11.	K	8	8	9	25	83	VERY GOOD
12.	L	1	2	2	05	17	POOR
13.	M	5	4	6	15	50	AVERAGE
14.	N	4	2	0	06	20	POOR
15.	O	3	2	2	07	23	POOR
16.	P	2	3	3	08	27	POOR
17.	Q	1	1	2	04	13	POOR
18.	R	2	2	2	06	20	POOR

TABLE 2. ANALYSIS OF POST TEST DATA:

The following data were obtained on the basis of Post test

SERIAL NUMBER	CODE NAME IF STUDENTS	Q-1 (10)	Q-2 (10)	Q-3 (10)	TOTAL MARKS (30)	% OF MARKS	PARAMETERS
1.	A	4	5	5	14	47	AVERAGE
2.	B	9	10	9	28	93	EXCELLENT
3.	C	3	5	3	11	37	POOR
4.	D	5	5	6	16	53	AVERAGE
5.	E	5	4	6	15	50	AVERAGE
6.	F	6	6	7	19	63	GOOD
7.	G	7	8	8	23	77	VERY GOOD
8.	H	5	6	5	16	53	AVERAGE
9.	I	9	9	9	27	90	EXCELLENT
10.	J	4	6	5	15	50	AVERAGE
11.	K	9	10	9	28	93	EXCELLENT
12.	L	6	6	7	19	63	GOOD
13.	M	9	9	8	26	86	EXCELLENT
14.	N	4	7	6	17	57	GOOD
15.	O	6	7	7	20	67	GOOD
16.	P	8	8	8	24	80	VERY GOOD

17.	Q	6	5	7	18	60	GOOD
18.	R	10	9	9	28	93	EXCELLENT

TABLE 3: COMPILATION OF PRE-TEST AND POST-TEST DATA:

SL.NO.	TESTS	POOR/ BELOW AVERAGE (BELOW 40%)	AVERAGE (40%- 55%)	GOOD (55%- 70%)	VERY GOOD (70%- 85%)	EXCELLENT (ABOVE 85%)	REMARKS
1.	PRE-TEST	12	03	01	02	0	
2.	POST-TEST	01	05	05	02	05	BETTER PERFORMANCE



PARAMETERS:

- A- Below average /Poor
- B- Average
- C- Good
- D- Very Good
- E- Excellent

10. FINDINGS:

POSITIVE ASPECT:

- Among all students of Class-Vi (18), 40% showed Poor performance in Pre-test. After intervention, it decreased to 3.33% in Post-test.
- Among the total students, 10% showed average performance in Pre-test which increased to 17% during Post-test.
- During Pre-test, 3% of students showed good performance and during Post-test it increased to 17%.
- Among the sampled students, there was no one performing excellent during Post-test. But after proper intervention, students results were better as it increased to 17%.

NEGATIVE ASPECT:

- Lack of ICT facilities
- Lack of trained teachers
- Lack of interest among students

11. CONCLUSION:

Expository texts use Diagrams to supplement written information in order to enrich a reader's understanding. Not all diagrams used in a text will be helpful and easy to understand. Some charts, graphs and presentations of data can be difficult to follow and interpret and, therefore, have the potential to confuse students. Conversely, some students skip over the diagrams because they think they are not important. That's why it is essential to understand how diagrams are displayed and take the steps necessary to match them up with corresponding text. diagrams have been used as crucial tool in portraying complicated scientific domain. Learners have to make sense of the embedded information by means of interpreting the graphic composition elements and rules such as arrows, spatial distances and etc. Getting familiar with these graphic conventions should enable readers to see the representation of scientific concepts from an abstract angle.

This research raised the questions about the pedagogical value of including diagrams in science books. Future studies could focus on: (a) How these diagrams are used in teachers' teaching to provide a holistic investigation of the instructional use of diagrams; (b) Comparing the different learning effects generated when students are exposed to different diagram types.

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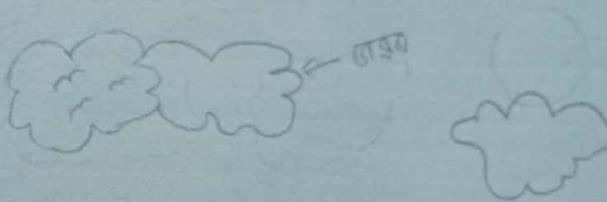
APPENDIX:

PRE-TEST:

1

पूर्व परीक्षा (pre - test) प्रश्नकाकड, लकडमानसुणी

१. अणुचक्रन एटा ठिकठिठ चित्र आकडा. Marks: १०



5. Gambarlah bentuk dan susunan bagian-bagian tumbuhan kacang tanah! *Markas: 10*

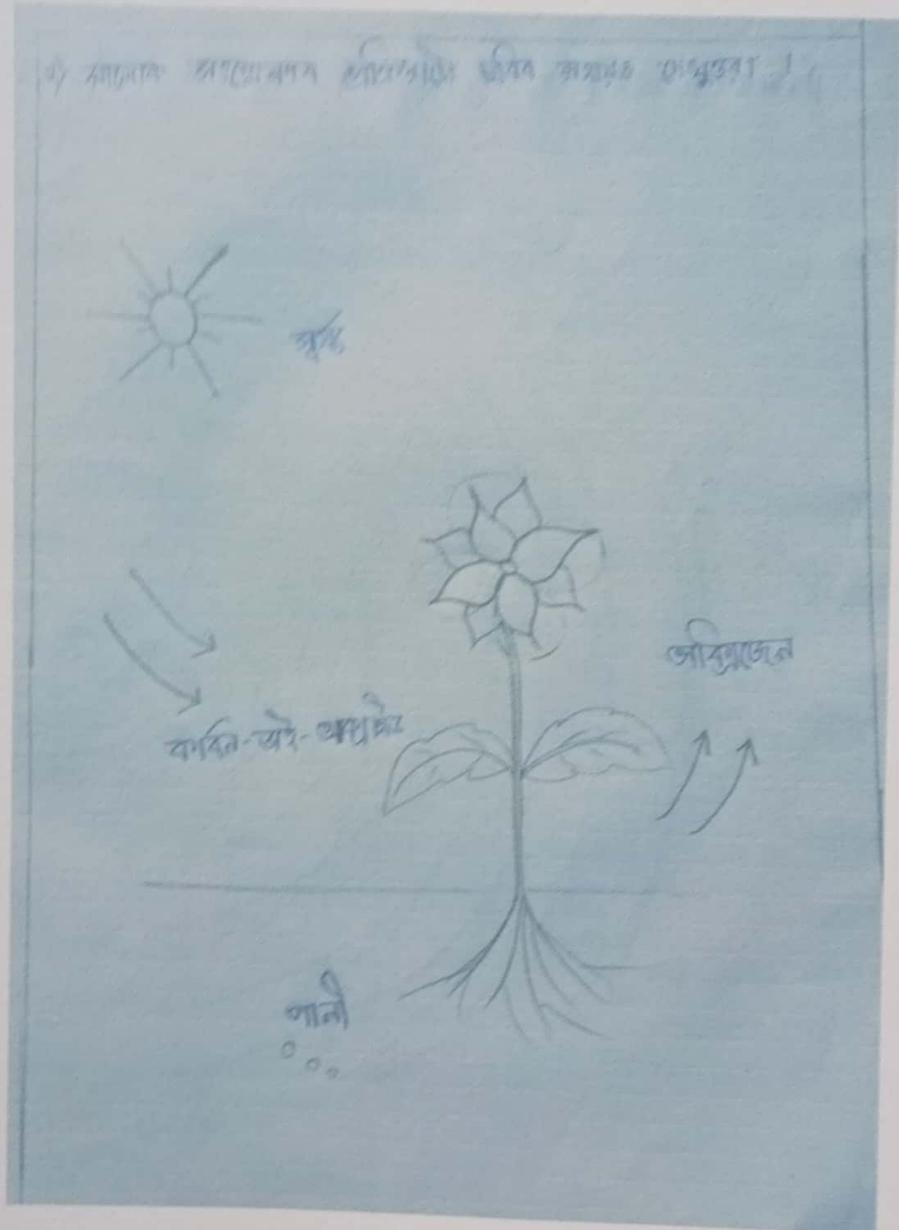


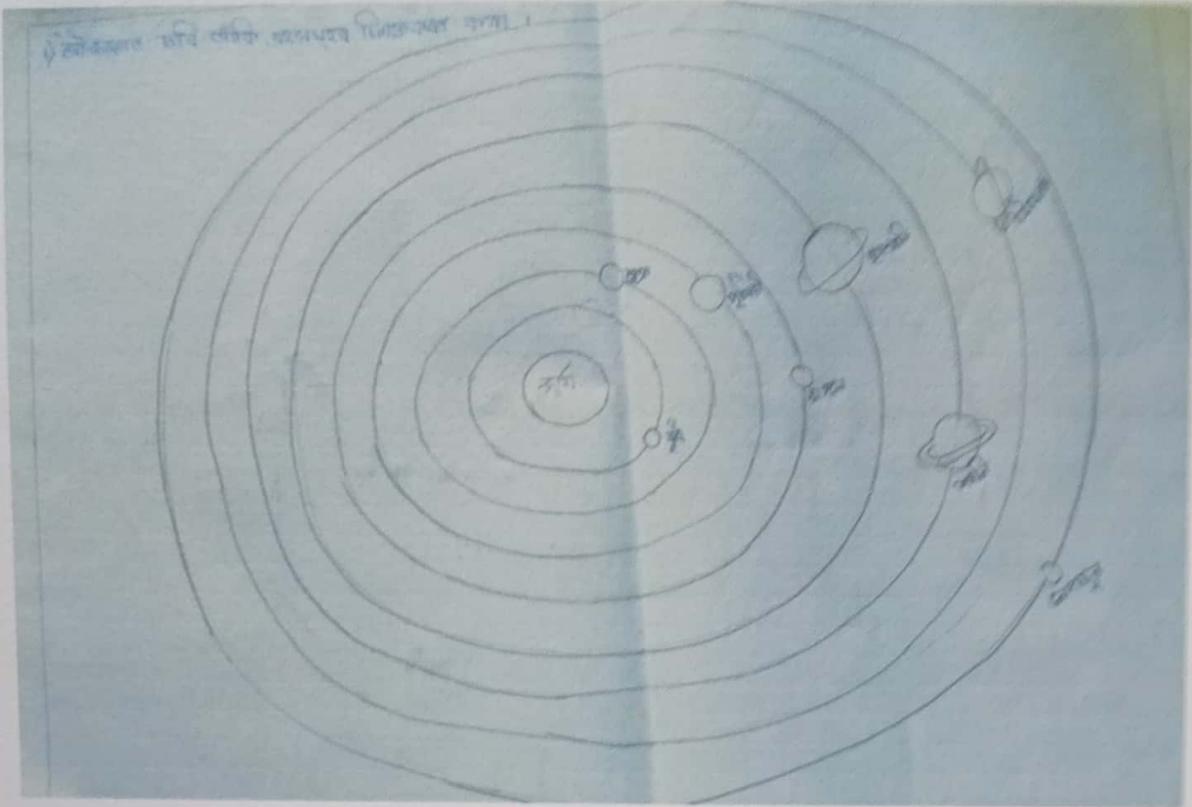
6. Gambarkan apa saja faktor-faktor yang mempengaruhi pertumbuhan kacang tanah!

Markas: 10



POST-TEST:





Action Research Analysis Report

(Session: 2021-2022)

Title of the study: A study on the problem of inability to draw and label map methodically by the class V students in EVS

Name of the Investigator: Lipika Dutta, Lecturer, DIET Tinsukia

Published by

**District Institute of Education and Training
(DIET)**

Tinsukia, Tingrai Habi, Assam-786145

Chapter 1

1.1 Introduction

Environmental science is one of the important curricular areas in school education that covers diverse concerns of our surrounding. It is a multidisciplinary subject where different aspects are dealt with in a holistic approach. The environmental science makes us aware about the importance of protection and conservation of our mother earth and about the destruction due to the release of pollution in to the environment. The increase in human and animal population, industries and other issues have made the system more complex day by day, threatening the survival of mankind on earth. Environment science has become more significant as it helps students understand how their decisions and actions affect the environment and enlighten about the importance of protection and conservation of our indiscriminate release of pollution into the environment.

There are several perceptions towards teaching environmental science at lower primary level. Although environmental science perspectives are indispensable in school education to build the knowledge base, students face different types of difficulties in this regard. A few essential problems are mentioned here

- i) Unable to draw map systematically (using graph paper and trash paper)
- ii) Unable to draw graphic diagrams in environmental science
- iii) Unable to design lesson based project work
- iv) Unable to draw physical features related to environmental science
- v) Unable to correlate the subject in reality
- vi) Problem of concept formation

Among the above mentioned problems, the investigator has selected the 'problem of map drawing and labeling' for investigation.

1.2 Probable Causes of the problem:

- I. Lack of knowledge of content, methodology, skills and motivation among environmental science teachers to teach geography (map skills, map reading and map drawing).
- II. Lack of practical knowledge of using map as a teaching learning resource.
- III. Lack of resources like maps, atlas and globes in school.
- IV. Lack of interest among students to learn social sciences.
- V. Lack of parental care

1.3 Map Drawing and Labeling

Map is an important geographic tool classified on the basis of scale and functions. Map contains lots of useful information and use symbols like lines and different colours to show features such as rivers, roads, cities or mountains. All these symbols help us to visualize what things on the ground actually look like. Maps also help us to know distances so that we know how far away one thing is from another. We need to be able to estimate distances on maps because all maps show the earth or regions within it as a much smaller size than their real size for which we need to be able to read the scale on a map. Map labeling and map drawing are important skills to learn which requires proper methodology.

1.4 Significance of the study

Despite the importance of proper method of drawing and labeling map, it is noticed that students lack drawing map systematically and can't label map properly as they don't have knowledge on scale of drawing map and boundaries to label it. The study for this purpose has been stated as "A study on the problem of inability to draw and label map methodically by the class V students in EVS."

1.5 Statement of the problem

A study on the problem of inability to draw and label map methodically by the class V students in EVS.

1.6 Objectives of Action Research:

- i) To investigate the causes of poor performance of the students in drawing and labeling map.
- ii) To chalk out and plan a suitable intervention strategy as remedial measure.
- iii) To evaluate the effects of innovative practices.

1.7 Action Hypothesis

- I. If the subject teachers teach drawing and labeling of map using appropriate method and strategy in EVS then the students will show better performance.

1.8 Research Methodology:

- 1.8.1 Research Design:** A quasi-experimental design has been used for carrying out this study.
- 1.8.2 Selection of samples:** In this study, purposive sampling technique has been used in selecting the school as well as the class. Panitola Nagar LP School is selected purposively as it is notified as 'Lab School' and class V has been selected purposively as the topics like 'our country India', 'North Eastern States' are in the content of class V where map drawing skill is required. Simple random sampling technique has been employed to select the samples. Out of total students of class V students of Panitola Nagar LP School 25 per cent has been randomly selected.
- 1.8.3 Sources of baseline data:** The sources of baseline data are classroom observation, checking home assignments (EVS) books etc.
- 1.8.4 Selection of tool (for data collection):** Tools are nothing but the instruments that help the researchers to gather data. The selection of tools depends upon the design of the study and the types of respondents we intend to cover. There are large number of tools and techniques available for data collection in research such as- Interview schedule, observation, questionnaire, case study, focus group discussion etc. To achieve the desired objectives, the respective action research has been conducted with the help of two major tools of data collection i.e. one test items/questionnaire for Pre- test and post- test and observation method.
- 1.8.5 Methods of Analysis of data:** In this study collected data have been arranged in according to their nature and characteristics. On the basis of objectives of the study the collected data have been interpreted and analyzed through tabulation and graphical representation.

1.9 Limitation of the Study: The study is subjected to certain limitations-

- i. This study is restricted to only map drawing and labeling.
- ii. The study is confined to class V students of Panitola Nagar LP School, Tinsukia.

Chapter 2

2.1 Analysis and Interpretation

Before practical work is implemented, the test items for pre-test were used to measure students' effectiveness in drawing and labeling of map. The investigator examined their activities and on the basis of their performance, intervention given based on their problem areas like pedagogical approach. And then Post test was conducted to identify their effects after intervention. The 5-point Rating scale coded as poor (below 40%), average (40-55)%, good (55-70)%, very good (70-85)%, excellent (above 85%) has been used to measure their effectiveness. In this study, the investigator has arranged the scores, collected from the questionnaire given to the students in tabular form and has represented the data as clearly as possible.

Table 1: Analysis of pre-test data

Sl.No	Codename of students	Q1	Q2	Total Marks	Percentage (%)
1	A	6	5	11	36.67
2	B	7	6	13	43.33
3	C	8	5	13	43.33
4	D	5	6	11	36.67
5	E	6	6	12	40
6	F	7	5	12	40
7	G	5	5	10	33.33
8	H	4	4	8	26.67
9	I	5	6	11	36.67
10	J	6	6	12	40
11	K	4	5	9	30
12	L	5	4	9	30
13	M	6	7	13	43.33
14	N	6	6	12	40
15	O	5	6	11	36.67

Table 2: Analysis of post-test data

SLNo	Codename of students	Q1	Q2	Total Marks	Percentage (%)
1	A	9	8	17	56.67
2	B	10	8	18	60
3	C	9	7	16	53.33
4	D	8	9	17	56.67
5	E	10	9	19	63.33
6	F	11	9	20	66.67
7	G	8	7	15	50
8	H	6	5	11	36.67
9	I	9	6	15	50
10	J	10	9	19	63.33
11	K	7	7	14	46.67
12	L	10	7	17	56.67
13	M	9	9	18	60
14	N	10	8	18	60
15	O	8	7	15	50

Table 3: Compilation of Pre-test and Post-test data

SLNo	Parameters (Components)	Pre-test results No(s)	Pre-test results(%)	Post-test results No(s)	Post-test results (%)
1	Poor(Below 40)%	8	53.33 %	1	6.67 %
2	Average (40-55)%	7	46.67%	5	33.33 %
3	Good (55-70)%	0	0	9	60 %
4	Very Good (70-85)%	0	0	0	0
5	Excellent (Above 85)%	0	0	0	0
Total		15	100 %	15	100 %

Diagram 1: Graphical Representation of data



Chapter 3 Findings and Conclusion

3.1 Findings of the study

Data collected with the help of questionnaire have been analyzed and then investigator took some interventions to improve the problem of doing practical activities prevalent among the trainees selected for the study. At the end, a final test i.e. post test was administered to students, where interventions were applied to see if there is any marked change. Some of the improvements that were noticed among the students during the operation are-

3.1.1 Positive Aspects

- Among the total sample students (15), 53.33 per cent showed poor performance in pre-test which decreased to 6.67 per cent during post-test.
- In the table 3 it is noticed that among the total sample students (15), 46.67 per cent showed average performance in pre-test which decreased to 33.33 per cent during post-test.
- From the Table 3 it is seen that most of the students i.e. 60 per cent showed good performance after intervention which was zero during pre-test.
- From the table 3 it is seen that no one showed very good and excellent performance in both pre and post-test which is not satisfactory.

3.1.2 Negative Aspects

Although the hypothesis stated as 'If the subject teachers teach drawing and labeling of map using appropriate method and strategy in EVS with due attention then the students will show better performance' is proved still it has not attained near 100 per cent as because there are some negative aspects which are mentioned below-

- Lack of attention of a few sample students
- Irregular attendance of a few sample students
- First generation learner
- Lack of interest among students

3.2 Conclusion

Although map drawing skill is an important component of geography, importance of it in schools is still far from achieving the objectives. For effective and successful map drawing and labeling skill teachers should teach proper methodology in the schools so that correct guidance can be given to students. School laboratory should be equipped with different equipments like map, globe, Atlas etc. so that student can use it with their need and interest.

Reference

1. Pedagogy of Social Sciences

Appendix

Test Items

Questions:

Total Marks 15+15= 30

1. Draw a map of your village and indicate the following-
 - I. School
 - II. Anganwadi Centre
 - III. Sub-health centre
 - IV. Namghar
 - V. Market place

2. Draw a State map with proper shape, measurement and colour.

-- THANK YOU --