Research Abstracts Editorial Board

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Preface

SCERT is dedicated to the cause of professional development of teachers and research for improving the quality of school education in the state. It has been coordinating International, National and state level research projects such as PISA and NCERT surveys. Its sharper focus on research has resulted in number of research projects on various issues namely classroom process, learning resources, teacher profile, students achievement and continuous and comprehensive evaluation (CCE) across the state. All the 29 DIETs, have taken up studies relevant to district needs. Altogether, 59 research projects have been completed. State level projects have been initiated by the SCERT. They cover wide ranging issues like impact studies of in-service training programmes, development of instruments for on-site support to DIETs and schools, functioning of DIETs particularly pre-service education, science learning resources like lab utilization, evaluation of CCE, children’s proficiency to name a few. A number of workshops in different phases and places were conducted to develop and validate instruments, conduct field try-outs and data collection and to prepare research reports. Research, being the core competency of SCERT, helps the organization to attack the educational problems frontally and to provide policy inputs to the Government for quality schooling in Tamil Nadu.

Dissemination of Research findings is one of the key functions of SCERT. Hence, SCERT has meticulously consolidated the abstracts of researches conducted in all the Districts. It is believed the compendium shall help all the stake holders of education gain a deep insight into academic issues influencing quality in the schooling processes.

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Abstract – 1

The Awareness on RTE Act, 2009 among Elementary School Teachers in Pudukkottai District
Dr. S. Thangarasu¹, Mr. G. Murugan², G. Anandaraj², P. Palanisamy³, S. Muthukaruppan³

1. Principal Investigator, Lecturer, DIET, Pudukkottai, Pudukkottai District
2. Co-Investigator, Senior Lecturer, DIET, Pudukkottai, Pudukkottai District
3. Co-Investigator, Lecturer, DIET, Pudukkottai, Pudukkottai District

Investigators conducted an Awareness study on RTE Act, 2009 among Elementary School Teachers of Pudukkottai District. The objectives were: To find out the level of awareness on RTE Act 2009 among the Elementary School Teachers of Pudukkottai District; To find out whether there exists any significant difference in the level of awareness on RTE Act 2009 among the Elementary School Teachers of Pudukkottai District with respect to the variables Block, Type of School, Designation, Gender, Age, Educational Qualification, Professional Qualification, Teaching Experience, Type of School Management, Locale and Number of In-service Training Programmes Attended on RTE Act, 2009.

Survey method was followed. 642 teachers were selected from 10 schools in each of all the 13 Blocks through stratified random sampling techniques. RTE Awareness Scale constructed and validated by the investigators was used as tool. The findings are: Elementary School Teachers of Pudukkottai District have moderate level of Awareness on RTE Act, 2009. Elementary School Teachers of Pudukkottai District differ significantly in their Awareness RTE Act, 2009 with respect the variable Block, Type of Schools, Designation. Gender, Age, Educational Qualification, Teaching Experience, Type of School Managements, Number of in-service training programmes attended on RTE Act, 2009; Elementary School Teachers of Pudukkottai District do not differ significantly in their Awareness on RTE Act, 2009 with respect to their Professional Qualification, Locale

*****
Abstract – 2
CCE Implementation at Standard IX - Status Study

Dr.S.Vincent De Paul¹, Dr.R.Alavandar², P.Srirneganayagi², Dr.T.L.Vasanthi², Others²

1. Principal Investigator-cum Reader, Head, Research Cell, SCERT, Chennai
2. Co-investigators, faculty members of various DIETs of Tamilnadu

Investigators conducted a status study on the implementation of CCE at Standard IX in Tamilnadu. Its objectives were: To develop and validate Achievement Tests, Students’/Teachers’ attitude towards CCE (SATC/TATC), Teachers’ Awareness on CCE (TAWC), Teachers’ Perception on Challenges in implementation of CCE (TPCIC)/Students’ Evaluation Report in CCE (TPSERC); To study the relationship between Achievement scores in school subjects (ASSS) & SATC; To study the relationship between TAWC, TATC, TPCIC, TPSERC; To investigate the significance of difference if any in ASSS/SATC/TAWC/TATC/ TPCIC/TPSERC with respect to select variables.

Normative Survey was used. 10888 students of Standard IX, selected from 16 schools of select 16 Districts of Tamilnadu was the sample. 11 instruments were developed and validated. The findings are: ASSS and SATC are at high level and SATC could be predicted by the scores of English, Maths, Science and Physical Education; 2.8 Percentage of variance is explained; Students differ in ASSS /SATC with respect to all the select variables; TAWC and TATC are at high level; TPCIC and TPSERC are at low level; TAWC, TPCIC and TPSERC are the significant predictors of TATC; 29.4 % of variance was explained by this model; There exists a significant differences in TAWC, with respect to the variables District (DT), Type of School Management (TSM), Teaching Experience (TE), Mode of Recruitment (MOR), Training College Studied (TCS), LOS, Marital Status (MS) and Attended CCE Training (ADT); There exists a significant difference in TATC, with respect to the variables DT, TSM, TE, LOS, ADT, and Reading of CCE Module (RM); There exists a significant difference in TPCIC, with respect to the variables DT, PLS, TSM, Educational Qualification, LOS, MS, ADT and RM; There exists a significant difference in TPSERC, with respect to the variables DT, TSM, LOS and ADT.

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Abstract – 3
Effect of CCE on the Achievement of Class VIII Students in Select Schools
N. Sathi

1. Principal Investigator-cum Assistant Professor, SCERT, Chennai

This investigation aimed to study the impact of CCE on the concept assimilation and thereby improving their proficiency in subjects. Its objectives were: To compare the performance of students in Summative Assessment (SA) and Proficiency Test (PT) in the select schools in select Districts; To compare the performance of students in SA and PT in the select schools in select Districts with regard to select variables.

Correlational research methodology was adopted. 960 students of class VIII selected through stratified sampling technique from select Middle Schools, High Schools and Higher Secondary Schools of select Districts of Tamilnadu was the sample. The proficiency test question papers separately for English and Mathematics were developed for the maximum of 30 marks. The marks and corresponding grades obtained by each student in the school based Formative Assessment (FA) and Summative Assessment (SA) and investigators made PT were collected through the format. The findings are: Students show better performance in SA than PT. In both the tests, girls have shown better performance than the boys. In the SA, rural students have performed better than the urban students while in PT, urban students have performed better. The level of school does not play a significant role in concept attainment. Except the PT in Mathematics, the students of Higher Secondary schools have performed better than the students of Middle schools. The performance of self financing schools is better than the Government Aided schools. There is no significant difference between the Other Community and backward Community students in all the tests except the PT in English. There is an increase in the means with increase in the qualification of parents both in SA and PT in English and Mathematics.

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Abstract –4

A Study on Continuous and Comprehensive Evaluation
Dr. S. Shameem

1. Principal Investigator, Senior Lecturer, DIET, Triplicane, Chennai District District

Investigator made a critical study on CCE with the following objectives: To study the view of the Teachers, School Heads & Parents about CCE; To study the Teacher’s Classroom Practices, Questioning skill related to CCE; To study the Recording & Reporting of their child’s evaluation by the teacher in CCE; To study the Challenges encountered by the teachers in the implementation of CCE; To study whether any significant relationship exists between the Teachers & School-Heads / Teachers & Parents / School-Heads & Parents regarding their view points about CCE.

The ex-post-facto research design was followed. The sample was drawn from all the 10 zones of Chennai District by adopting the stratified random sampling technique (167 Teachers, 67 School-Heads and 78 Parents). Questionnaire for the Teachers, School-Heads and Parents developed by the investigators were used to collect data. The findings are: Teachers and School-Heads have moderate level of awareness on CCE; Parents feel a difference in the learning tasks assigned to their wards; Teacher’s classroom practices related to CCE are conducive for learning; Teachers have better questioning skills and encourage questions from their students; Teachers strongly agreed that their reporting about the students’ performance to the parents is helpful; Teachers are not able to write descriptive and comprehensive feedback to their students; There is no significant difference in the view points of the Teachers towards CCE with respect to all select variables; There exists a significant relationship between the Teachers & School-Heads and not between the Teachers & Parents, School-Heads & Parents regarding their view points about CCE.

*****
Abstract – 5

Scholastic and Co-Scholastic Activities of Primary School Students with regard to Select Variables

Dr. P. Parimala¹, A. Krishnamoorthy², M. Ashok Kumar³

1. Principal Investigator, Lecturer, DIET, Oddanchatram, Dindugal District
2. Co-Investigator, Lecturer, DIET, Oddanchatram, Dindugal District

In this study investigators studied the level of academic achievement (Scholastic and Co-Scholastic) of Primary school students with the following objectives; To find out the level of academic achievement (Scholastic Areas / Co-Scholastic Areas) of Primary school students; To find out the significant difference in academic achievement (Scholastic Areas) of Primary school students with regard to Gender, Locale and Type of school; To find out the significant difference in academic achievement (Co-Scholastic Areas) of Primary school students with regard to Gender, Locale and Type of school.

Survey method was used for data collection. 100 students studying in 10 select schools of Dindigul District chosen by means of stratified random sampling technique was the sample. The achievement questionnaire both Scholastic and Co-Scholastic for Standard V constructed and validated by the investigator were used as tools. The major findings are: There is no significant difference in academic achievement (Scholastic Areas) between Boys & Girls, between Rural and Urban students; There is a significant difference academic achievement (Scholastic Areas) with regard to Type of schools; There is no significant difference in academic achievement (Co-Scholastic Areas) with regard to Type of schools; There is a significant difference in academic achievement (Co-Scholastic Areas) between Boys and Girls; There is a significant difference in academic achievement (Co-Scholastic Areas) with regard to the variables Locale and Type of schools.

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Abstract – 6

An appraisal of Co-scholastic Areas in CCE of Teachers and Students at Upper Primary level in Dharmapuri District

T.Kuralmathi¹, S.Senthilkumar², R.Mythili²
1. Principal Investigator, Lecturer, DIET, Pulikkarai, Dharmapuri District
2. Co-Investigator, Lecturer, DIET, Pulikkarai, Dharmapuri District

In this study, investigators assessed the effectiveness and behavioral modification among students by the influence of recently introduced CCE method of evaluation in schools of Dharmapuri District with the following objectives: To explore the overall awareness of CCE among students with regard to Co-Scholastic areas; To find differences if any in awareness of CCE between boys & girls, types of schools with respect to Co-Scholastic areas; To find the perception of teachers about the CCE with respect to Co-Scholastic areas; To investigate the differences if any in perception of teachers about Co-Scholastic areas of CCE with respect to types of schools.

Survey method was adopted. 300 students chosen from 22 schools of all levels and 100 teachers handling VI, VII and VIII from 31 schools of all levels in Morappur Block was the sample. The questionnaire for teachers and students which covered the four components of Co-scholastic areas was constructed by the investigators to collect data. The findings are: The overall average awareness of students in Co-scholastic area is high; The awareness is more than average in Life skill, Attitude & Values and less in Wellness & Yoga, Co-curricular activities; The perception of teachers about all components is just above average; There is no significant difference in awareness between the students of Middle schools & High schools, Middle schools & Hr.Sec.Schools, High schools & Hr.Sec.School, Boys & Girls; There is a significant difference in Perception between the Teachers of Middle schools & Hr.Sec.Schools and not between the teachers of Middle schools & High schools, High schools & Hr.Sec.School, Male & Female in co-scholastic areas.

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Abstract – 7

A Study on Kinesthetic Intelligence among Upper Primary Students in Vellore Block

G.Madhusudhana¹, N.Valarmathi², C.Kumar²

1. Principal Investigator, Senior Lecturer, DIET, Ranipet, Vellore District
2. Co-Investigator, Lecturer, DIET, Ranipet, Vellore District

Investigators conducted a study on Kinesthetic Intelligence among Upper Primary Students in Vellore Block. Its objectives were: To study the components of kinesthetic Intelligence namely Physical Agility, Manual Dexterity, Drawing Ability exhibited during a FA activity in Mathematics and Science of Upper Primary students in Vellore Block; To find out if there is any significant difference in components of kinesthetic Intelligence in Maths and Science with regard to their Gender, Locale and Standards; To find out if there is significant relationship between Physical Agility, Manual Dexterity and Drawing Ability in Maths and Science.

30 students selected from Standard VI, VII & VIII of Government Schools was the sample. The Observation Schedule and Opinionnaire developed by the investigators were the tools used. The investigator and the teacher observed the activity and filled up the observation Schedule and Opinionnaire respectively. The findings are: All the students of Vellore District exhibits kinesthetic Intelligence; In Science and Mathematics, there exists no significant difference between Boys and Girls in Physical Agility; In Science, there exists a significant difference between Rural and Urban students in Physical Agility & Manual Dexterity and not in Drawing Skill; In Mathematics, there exists no significant difference between Rural and Urban students in Physical Agility, Manual Dexterity & Drawing Skill; Except in Manual dexterity between Standard VI & VIII, all other Standards show a significant difference in Physical Agility, Manual Dexterity and in Drawing Skill in both Science and Mathematics; There exists a positive correlation between components in both Science and Mathematics; 

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Abstract – 8

Utilization of Science Learning Materials for the Successful Implementation of CCE

N. Lakshminarasimhan¹, Dr. P. Jayaraman², Dr. A. Arivudiyappan², Dr. G.N. Vadivambal², M. Sekaran³

1. Principal Investigator, Senior Lecturer, DIET, Perundurai, Erode District
2. Co-Investigator, Senior Lecturer, DIET, Perundurai, Erode District
3 Co-Investigator, Senior Lecturer, DIET, Perundurai, Erode District

Effective Learning Material supported transactions can lead to make the classroom more learner-friendly. In this study investigators probed the utilization of Science Learning Materials for the implementation of CCE. The objectives were: To enlist the availability of Science Learning Materials in IX classes; To analyse the utility level of Science Learning Materials in IX classes; To suggest appropriate intervening strategies for effective utilization of Science Learning Materials in IX classes.

Survey Method was followed. A sample of 90 High and Higher Secondary Schools of Erode District were selected by Random Sampling of schools. Science Learning Materials Availability and Utilization Scale, Interview Schedule on CCE for Class IX handling Science Teachers and Interview Schedule on CCE for Class IX Learners developed and validated by the investigators were the tools used. The major findings are: Science Learning Materials utilization level in Erode District is high; Utilization of Science Learning Materials is low for Experimentation and poor for Application level by Students; In most of the Schools there is no Field Trips; In most of the Schools Science Dictionaries are not available; Lack of MS Power-Point utilization in class room transactions; There is no significant difference in the Utilization Level of Science Learning Materials with respect to variables School Administration, Nature of School, Location of School, Gender of Student and Community of Student. Suitables suggestions have been given.

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Abstract – 9

Perception of Elementary Teachers on CCE in Tirunelveli District

Grace Sophia¹, C. Srinivasan², M.T. Manjula Devi ²
1. Principal Investigator, Lecturer, DIET, Munanjipatti, Tirunelveli District
2. Co-Investigator, Lecturer, DIET, Munanjipatti, Tirunelveli District

In this study investigators conducted a survey to understand the perception of Elementary Teachers on CCE. The objectives were: To study the level of Elementary School teachers’ perception on CCE; To study the difference in the perception with regard to select variables; To make suggestions for facilitating smooth execution of CCE in schools.

Survey method was followed. Sample was selected using the stratified random sampling technique and consisted of 280 teachers working in Tirunelveli District at Elementary level. Teacher Perception Questionnaire and Execution of CCE -Interview Schedule were used as tools. The perception of Elementary teachers on CCE in Tirunelveli District with respect to their sex, age, religion, qualification, designation, experience, location of school, type of school, revenue educational district and category of school are moderate; There is no significant difference in Perception on CCE among the teachers with regard to their Gender, Age, Religion, Educational Qualifications, Designation, Experience, Level of School; Except ‘scholastic’ and ‘co-scholastic’ dimensions there is a significant difference in Perception on CCE between Urban and Rural teachers; Except the dimensions ‘scholastic’ and ‘activity’ there is a significant difference in Perception on CCE between Government and Aided school teachers, between teachers of Tirunelveli, Tenkasi and Cheranmahadevi educational districts; The major problems faced by the school teachers in the execution of CCE were large number of students in the classes, increased volume of work lack of seriousness amongst parents and students.

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Abstract – 10

Attitude of Teachers towards Implementing CCE in Relation to their Interest in Teaching

Dr. R. Sivakumar¹

1. Principal Investigator, Lecturer, DIET, Kilpennathur, Tiruvannamalai District

In this study an attempt was made to study teachers’ soundness of mind in implementing CCE in relation to their interest in teaching. The objectives were: To find out whether there is favourable attitude of teachers towards implementing CCE; To study the level of Interest in Teaching of teachers; To study if there is any significant difference in Teachers’ attitude towards implementing CCE / Teachers’ interest in Teaching with regard to Gender, Type of Family, Religion, Designation; To study if there is any significant relationship between the teachers’ attitude towards implementing CCE and Interest in Teaching.

Normative survey method was adopted. 330 teachers selected by random sampling technique from Panchayat Union Primary Schools (PUPS), Panchayat Union Middle Schools (PUMS), High Schools (HS) and Higher Secondary Schools (HSS) in Tiruvannamalai District was the sample. Teachers’ Attitude towards implementing CCE Scale developed by the investigator and Interest in Teaching Scale (ITS) constructed and standardized by Suresh Kumar (2010) were used as tools. The findings are: Teachers’ attitude is favourable towards implementing CCE; Teachers exhibit more interest in teaching; There is a significant difference in attitude of teachers towards implementing CCE with regard to their Gender and not to their Type of School, Type of Family, Religion, Designation; There is no significant difference in interest in teaching among teachers with regard to their Type of Family, Religion, Designation; There is a significant difference in interest in teaching between the teachers working in PUPS & PUMS, PUMS & HS and not between the teachers working in PUPS & PUMS, PUMS & HS; There is a positive and significant relationship between the attitude of teachers towards implementing CCE and their interest in teaching.

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Abstract – 11

Personality of High School Students in Relation To Scholastic Achievement in English through CCE

D. Shanthi¹, J. Ramani², M. Gnanasoundari²

1. Principal Investigator, Lecturer, DIET, Munanjipatti, Tirunelveli District
2. Co-Investigator, Lecturer, DIET, Munanjipatti, Tirunelveli District

The investigators viewed personality variables that may have an effect on the scholastic achievement of the students and conducted a study on the Personality of High School Students in relation to Scholastic Achievement in English through CCE. The objectives were: To find out the Personality construct, Scholastic Achievement in English of high school students; To find out whether there is any significant difference in the Personality of high school students, Scholastic Achievement in English with reference to background variables; To find out whether there is any significant relationship between Personality and its dimensions and Scholastic Achievement of High School Students in English through CCE.

Survey method was adopted. The sample consisted of 300 students studying in Standard IX in 20 High and Higher Secondary Schools in Tirunelveli District. General Information Sheet and Multi-dimentional personality Questionnaire developed by the investigators were used as tools. The quarterly Examination mark was taken as Scholastic Achievement score. The findings are: The level of Personality of High School students in total and its all dimensions are average. The level of Scholastic Achievement of High School students is average. There is a significant difference in the Personality of high school students with reference to type of management but not with reference to Gender & Locality. There is a significant difference in the Scholastic Achievement of high school students in English with reference to Gender and not with reference to Locality & Type of Management There is a significant inter correlation between Personality and Scholastic Achievement of High School Students in English through CCE.

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Problems Faced by the Teachers in Implementing CCE at Upper Primary level in Perambalur District

P. Elavarasu¹, M. Karuppiah², C. Gunasekaran²

1. Principal Investigator, Lecturer, DIET, Keelapaluvur, Ariyalur District
2. Co-Investigator, Lecturer, DIET, Keelapaluvur, Ariyalur District

In this study investigators analysed the problems faced by the teachers in implementing CCE. Its objectives were: To study the problems faced by the teacher in implementing CCE at Upper primary level; To find out the significant difference in facing problems in implementing CCE at Upper primary level among the teachers od Perambalur District with regard to their Gender, Type of School Management, Locale of the School, Designation, Teaching Experience; To suggest solutions to the problem faced by the teachers in implementing CCE at Upper Primary Level; To provide suitable suggestions for the effectiveness of implementation of CCE.

Survey method was followed. 270 teachers selected from schools of all types through simple random sampling technique was the sample. Problems faced by the teachers in implementing CCE questionnaire, developed by the investigator was used to collect data. The major findings are: Implementation of CCE in the classroom with more than 40 students has made it difficult for the teachers; There are difficulties in the evaluation of Physical Education along with curricular activities; The obsession with the completion syllabus is detrimental to real learning in the classrooms; There are difficulties in giving the tasks of formative assessments to the students, in the assessment of aggregated grade for each subjects to the students at the end of the year, and in the maintenance of CCE records; All the teachers are experiencing difficulties in the evaluation of co-scholastic activities. In order to solve the above the problems refresher training programs and on-site support programs may be practiced.

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Abstract – 13

Effect of Formative Assessment in Science on Scientific Attitude among Standard VIII Students in Virudhunagar District

T. Elango

1. Principal Investigator, Lecturer, DIET, Palayampatti, Virudhunagar District

Almost all the commissions & committees on School education which were formed after independence recommended the development of scientific attitude in the students. In science education, the Formative Assessment provides attitudinal change among the learners with the help of different kinds of activities and hands on experiences. In the present study investigator made an attempt to find the effect of Formative Assessment in Science on Scientific Attitude among Eighth Standard Students in Virudhunagar District with the following objectives: To find out the level of Scientific Attitude among Standard VIII students in Virudhunagar District; To find out whether there is any significant difference in the Scientific Attitude of Standard VIII students with respect to select variables; To find out level of Formative Assessment activities of Standard VIII students with respect to select variables; To find out Dimension wise relationship of Scientific Attitude and Formative Assessment activities of the Standard VIII students.

Survey method was adopted. 150 students were selected from the schools of all the Blocks in the District by adopting random sampling technique. The data were collected using a scientific attitude questionnaire constructed by the investigator. The Dimensions of the tool were taken from the scientific attitude scale of J.K.Sood and R.P.Sandhya. The findings are: Most of the Standard VIII Students have average level of Scientific Attitude; There is a significant difference in Scientific Attitude among the Standard VIII Students with respect to their Type of Schools, Type of Management, Locale and not with their Gender; There is no significant relationship between the six dimensions of scientific attitude and Formative Assessment activities of Standard VIII Students.

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Abstract – 14

The Effectiveness of CCE on the Achievement of Educational Objectives of Elementary School Education Recommended by NCF, 2005

S. John Silvester¹, S. Senthil Kumar², Philomine Bala²
1. Principal Investigator, Lecturer, DIET, Manjur, Ramanathapuram District
2. Co-Investigator, Lecturer, DIET, Manjur, Ramanathapuram District

Investigators had concern over the present educational system that produces in general high academic achievers, not life achievers. The investigator attributed this failure to summative evaluation alone that was followed before the implementation of CCE. In this study investigators made an attempt to probe the effectives of CCE with the following objectives: To find out the level of effectives of CCE on the achievement of educational objectives of elementary education recommended by NCF, 2005 with regard to select variables.

Survey method was adopted. The investigator used simple random sampling technique to select the samples from 10 schools in Ramnad District. The sample consisted of 200 students of VI, VII and VIII standards. CCE Scale consisting of 21 items prepared and validated by was used to collect data. The findings are: There is no significant difference in the effectiveness of CCE on the achievement of educational objectives of elementary education recommended by NCF, 2005 between boys and girls, between village and town school students between government and government aided school students, among middle, high and higher secondary school students in the effectiveness of CCE on the achievement of educational objectives of elementary education recommended by NCF, 2005; There is a significant difference in the effectiveness of CCE on the achievement of educational objectives of elementary education recommended by NCF, 2005 among boys, girls and co-education school students.

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Abstract – 15

Enhancing Club Activities among Upper Primary Schools in Tiruchirappalli District

Dr. M. Anbuchelvan

1. Principal Investigator, Lecturer, DIET, Kumulur, Tiruchirappalli District

In this study investigators made an attempt to initiate club activities among teachers in turn to students in schools. The objectives were: To find out the level of functioning of club activities in Upper Primary schools among teachers; to organize a workshop among the teachers regarding club activities for improving its functions in schools; To find out the level of functioning of club activities in Upper primary schools after conducting workshop among teachers; To suggest measures for improving the functioning of clubs

As the study deals with cause and effect relationship Experimental Design of single group pre-test and post-test design was adopted. Among 323 middle schools in Tiruchirappalli District, 25 schools were selected as sample using random sampling technique. Two teachers from each school attended the workshop. Researcher made Check List was used as tool. Treatment through workshop to teachers on club activities is the independent variable. Improvement in the functioning of club activities is the dependent variable. Two days workshop was organized by the researcher to the sample school teachers. Formation of club in schools, Activities done in various clubs, Role of Head masters in club functioning, Role of teachers in club functioning and record maintenance regarding club activities were clearly explained in the workshop. Doubts raised by teachers were cleared then and there. Workshop was conducted in a participatory approach. There is significant difference between the pre test and post test scores. It is found that post test scores are more than the pre test scores. It shows that the impact of treatment to teachers through workshop on club activities was significantly effective

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Abstract – 16

Life Skills of Upper Primary Children in Tribal Area Schools.

A. Mathivanan, J. Anburaj, V.R. Murugesan, K. Sakthivel, J. Sumathi, S. Punithavathi, V. Murugesan

1. Principal Investigator, Lecturer, DIET, Perundurai, Erode District
2. Co-Investigator, Lecturer, DIET, Perundurai, Erode District

Investigators conducted a status study on the Life Skills of Upper Primary Children in Tribal Area Schools with the following objectives: To observe the life skill practices of Tribal Area schools; To find out the present status of the transactions of Life Skill components; To identify situational analysis materials of Life Skill applications.

Survey Method was followed. A sample of 45 Middle, High and Higher Secondary Schools from 4 Blocks of Erode District were selected by Random Sampling of schools; School Observation Schedule for CCE Co-Scholastic Life Skills, Interview Schedule on CCE Co-Scholastic Life Skills for Upper Primary Teachers and Interview Schedule on CCE Co-Scholastic Life Skills for Upper Primary Learners were constructed by the investigators to collect data. The findings are: Learners of Tribal Area Schools have high level of Life Skill Practices; Learners of Tribal Area Schools are highly Self Aware in Nature; Learners are deliberate to respond either Assertively or Negatively to the appropriate situations; The Communicative Skills of the Learners is appreciably high; Team Work Score of the Learners is high; There exists a significant inter relationship among all the five major components of Life Skills; Teachers of Tribal Area Schools have high level of Life Skill Practices; Learners of Tribal Areas do not differ in their Life Skill Practices with respect to the variable School Administration, Type of Schools where they study, Nature of Schools, Gender, Age Groups, community but Learners of Tribal Areas differ with respect to their locale

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Effectiveness of Multimedia Package in Promoting Environmental Awareness among the Students of Standard VIII in Kovilpatti Educational District

A.Jeba¹, G.Thanalakshmi², D. Kasi²

1. Principal Investigator, Lecturer, DIET, Vanaramutti, Thoothukudi District
2. Co-Investigator, Lecturer, DIET, Vanaramutti, Thoothukudi District

Investigators studied the effectiveness of Multimedia Package in promoting Environmental Awareness among the Students of Standard VIII with the following objectives: To develop Multimedia Package for teaching Environmental education among the students of Standard VIII; To find the difference between the post-test scores of Control and Experimental group on Environmental Awareness; To find the difference between the gain scores of Experimental group with respect to the background variables; To find the difference between the gain scores of Control and Experimental group on Environmental awareness in total / its various dimensions.

Experimental method with control group, experimental group, pre-test and post-test design was adopted. The sample consisted of 40 students of Standard VIII in Municipal High School, Gandhinagar, Kovilpatti, Thoothukudi District. Each Control and Experimental groups consisted of 20 students. Multimedia Package and Environmental Awareness scale developed by the investigators were the tools used. Intervention was given for 15 days. The findings are: There is a significant difference between the post-test mean scores of Control and Experimental group on Environmental Awareness. There is no significant difference between the gain score of Experimental group with respect to their Gender, Community, Number of Siblings and Educational Qualification of Parents; There is a significant difference between the gain scores of Control and Experimental group; There is a significant difference between the gain scores of Control and Experimental group in Air Pollution, Water Pollution, Noise Pollution and not in Land Pollution.

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Effectiveness of ICT in Enhancing Geographical Knowledge among Social Science Teachers at Upper Primary Level in Dharmapuri District

N. Asokan¹, T. Srinivasan², V. Suganya²

¹. Principal Investigator, Lecturer, DIET, Pulikarai, Dhammapuri District
². Co-Investigator, Lecturer, DIET, Pulikarai, Dhammapuri District

Investigators studied the Effectiveness of ICT in Enhancing Geographical Knowledge among Social Science Teachers at Upper Primary Level in Dharmapuri District. Its objectives were: To assess the Geographical knowledge of Social Science teachers; To enhance the Geographical knowledge among Social science teachers; To develop ICT programmes and assess its effectiveness in transacting Geographical concepts.

Pre-test-treatment-Post test design was adopted. 50 Social Science handling teachers of select 50 schools (Middle, High and Higher Secondary schools) of the Harur Block were selected as sample. Pre-test questionnaire consisting of 25 items of Geographical concepts at Upper Primary level was developed and used as tool. Modern ICT package of Geographical concepts related to Upper Primary syllabus was developed. Two day in-service training was given to the teachers on developed ICT package. Then the post-test was conducted. The findings are: Overall mean of achievement post-test scores of the teachers who are working in different types of schools is greater than that of pre test mean scores; The ICT package prepared for improving the knowledge of the teachers in geography is very useful and effective; The mean of achievement post-test scores of Middle Schools teachers is higher than High School teachers which in turn higher than Higher Secondary Schools teachers; The mean of achievement post-test scores of female teachers who teach geography at middle schools level is higher than than the pre-test scores.

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Abstract – 19

Enhancing Reading Ability in Tamil among the Primary School Children of Narikoravars Community through Multimedia in Pollachi Educational District

C.Anbarasan¹, C.Mahalakshmi², V.Suguna²

1. Principal Investigator, Lecturer, DIET, Thirumoorthy Nagar, Tiruppur District
2. Co-Investigator, Lecturer, DIET, Thirumoorthy Nagar, Tiruppur District

Investigators made an attempt to enhance the Reading Ability in Tamil among the Primary School Children of Narikoravars Community whose mother tongue is Vagiriboli through Multimedia in Pollachi Educational District. The objectives were: To find out level of reading ability in Tamil among Narikoravars community children; To improve reading ability of children through multimedia package; To find out whether multimedia approach increases Narikoravars community children attendance; To find out difference between boys and girls in improving their reading ability

Experimental Design was employed. All the 51 children of the Narikurava communities studying in Standard I to V of the Panchayat Union Primary School, MGR Colony and Panchayat Union Primary School Sathyaraj Nagar were selected as sample. The tool containing 23 questions was used to collect the data. Each question carries maximum of score 2 was allotted. Each item had three option-good (2 mark), average (1 mark) and poor (0 mark). The questions includes Fill in the blanks, indicate the letters, reading through pictures and passage reading. Multimedia developed by the investigators was also used as tool for intervention. The findings are: There is a significant difference between the Pre Test reading ability scores and the Post Test reading ability Scores of children. There is an improvement in school attendance of the children of the Narikurava communities.

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Abstract – 20

A Study on Computer awareness of Tribal Children of Jawadhu Hills Block at Upper Primary Level in Thiruvannamalai District

G.Palani

1. Principal Investigator, Senior Lecturer, DIET, Kilpennathur, Thiruvannamalai District

In this study investigator analysed Computer Awareness of Tribal Children. Its objectives were: To find out the availability and utility of ICT equipments and the existing level of awareness of the tribal children towards ICT in the Middle schools of the Block; To analyse the awareness of the children towards MS-Word and MS-Paint with regard to the select background variable.

Normative Survey method was employed. 173 Tribal students consisting 95 boys and 78 girls selected from three different type of schools viz., Panchayat Union Middle School (PUMS), Forest Middle School (FMS) and Government Tribal Residential Middle School (GTRMS) of Jawadhu Hills Block was the sample. Checklists, Semi-structured Interview Schedules for students and teachers, Awareness scale for students on MS-Word and MS-Paint were constructed by the researcher and used as tools. The findings are: All the select schools in the Jawadhu Hills Block has electricity connection, educational CDs/DVDs and ICT equipments (Laptop, Desktop, DVD player and LCD projector); Students’ awareness of ICT is moderate in MS-Word and is low in MS-Paint; Only about one-fifth of the schools are maintaining separate register for recording the usage of ICT equipments by their school children; Students studying in PUMS, FMS and GTRMS are better users, less users and poor users of computers respectively; Students differ significantly in their awareness towards MS-Word and MS-Paint with respect to the variables, management, usage of computer in school, favorite entertainment in computer but not with regard to the variables types of school parental education, parental occupation and usage of media at home.

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Abstract – 21

Avilability and Utilization of ICT Materials at Elementary Level

S.Lavanya¹

1. Principal Investigator, Lecturer, DIET, Mayanur, Karur District

In the present study, the investigator aimed to find out the availability of ICT resources in working condition, to establish the extent to which ICT is used in schools. Its objectives were: To study the availability of ICT materials at Elementary (Upper Primary) Level; To assess the utilization of ICT materials at Elementary (Upper Primary) Level level; To find out the difference if any between the utilization of ICT materials with respect to the select variables.

Normative Survey Method and Stratified Random sampling technique were used. 5 schools from each of all the 8 Blocks and 2 Matric schools (42 schools) were selected for the study. 2 teachers and 12 students were selected from each of these 42 schools. Checklist, Questionnaire for teachers, for students and Picture identification of ICT materials were used as tools. Findings are: More than 50% of ICT materials are available in 58% of the schools; Utilization of ICT materials by teachers is low but by students is high; Utilization of ICT materials by male teachers is higher than female; Utilization of ICT materials by boys is high but moderate by girls; Utilization of ICT materials by both urban and rural school teachers is low whereas by urban school students is higher than by rural; Utilization of ICT materials by teachers of Middle school, High and Higher Secondary school is low whereas by students of Middle school, High and Higher Secondary school is high, low and low respectively. Utilization of ICT materials by Matric school teachers, Government School teachers, Aided School teachers, ADW Schools teachers is high, low, low and very low respectively whereas by Matric school students, ADW school students is very high, moderate and low respectively.

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Abstract – 22

Impact of In-Service Training Programmes Organized by SCERT and DIETs during 2007-2012

Dr. S. Vincent De Paul¹, Dr. R. Alavandar², Dr. T. L. Vasanthi², Dr. S. Thangarasu², Others²

1. Principal Investigator-cum Reader, Head, Research Cell, SCERT, Chennai
2. Co-investigators, faculty members of various DIETs of Tamilnadu

Investigators studied the impact of In-Service Training Programmes (INSET) Organized by SCERT and DIETs during 2007-2012. Its objectives were: To assess the adequacy of training inputs used in INSET; To study the transaction modalities; To study the capability of resource persons; To study the impact of INSET in terms Perceptions of the Participants about the relevance and usefulness of INSET;

Normative Survey Method was used. 471 Participants drawn from faculty of DIETs, BRCs and Coordinators of CRCs and Teachers of all types of schools, 316 RPs drawn from DIETs & BRCs, 108 Coordinators (DIET Faculty) and 15 DIET Principals were the sample. 6 tools of NCERT were modified and used to collect data. Findings are: INSET have been organized in Group / Branch-wise / by individual faculty member of SCERT and DIETs, on the basis of Need Assessment; Postal Mode, Telephone, Internet as a mode of communication; Time Table is followed; Training centre has enough basic infrastructural facilities and Learning Materials; Training packages have been supplied in sufficient quantity to the trainees according to their needs; Resource Persons (RPs) have used multi-transactional strategies; RPs are being evaluated; Feedback has been used improve the INSET in general and Module in particular; Participants have interest in participating INSET to large extent; INSET have made an impact on the Teaching Competency; Participants do not differ significantly in Teaching Competency in all the select variables except District and Locale. No significant difference is found in the perception that INSET is helpful to understand the Content with regard to all select variables except District, Designation, Educational Qualification and Teaching Experience.

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Abstract – 23

A Study on Functioning of PSTE Branch in DIET

N. Ramalingam¹, P. Sriranganayagi², Dr. S. Thangarasu², Dr. T.L. Vasanthi², Others²

1. Principal Investigator-cum Assistant Professor, SCERT, Chennai
2. Co-investigators, faculty members of various DIETs of Tamilnadu

Investigators conducted a study on functioning of Pre-Service Teacher Education (PSTE) Branch in District Institute of Education and Training (DIET). Its objectives were: To understand the infrastructure facilities for PSTE students in DIET; To study the functioning of PSTE Branch of DIET; To analyze the role of Principal, PSTE Faculty in executing curricular activities; To study the Observation / Teaching Practice of PSTE students; To understand the expected functions of DIETs as perceived by alumni.

Survey method was adopted. 391 trainees studying D.El.Ed, 10 Principals, 10 PSTE faculty, 10 Alumni drawn from ten select DIETs, and 10 Headmasters and 10 Guide Teachers drawn from these 10 select DIETs located Districts, were the sample. 9 instruments were constructed. All necessary infrastructure facilities are sufficiently available in DIETs; Except the Lab Equipments (Psychology, English, Tamil & Mathematics) and Internet, all most all available facilities are being utilized by Students; Teacher Educators facilitate students to acquire skills of teaching, managing classroom, school with community cooperation; Teacher Educators enable the students to understand the real classroom environment through their Simulated classroom environment by incorporating modern pedagogical aspects; Both Guide Teachers and Teacher Educators take model classes during observation and clarify the doubts faced by students during their teaching practice; All Branches of DIET provide necessary inputs to PSTE Branch; Principals have good rapport with students & their parents and ensures curricular activities; Alumni endorse that the skills they acquired in DIETs have made them a competent teachers and expect DIET to include e-pedagogy for future teacher trainees.

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Abstract – 24

Enhancing Teachers’ Academic Performance through Teacher Motivation at Upper Primary Level

Dr. V. Usharani\textsuperscript{1}, V. Hemalatha\textsuperscript{2}, Dr. A. Subramanian\textsuperscript{3}, N. Indira\textsuperscript{3}

1. Principal Investigator, Senior Lecturer, DIET, Krishnagiri, Krishnagiri District
2. Co-Investigator, Senior Lecturer, DIET, DIET, Krishnagiri, Krishnagiri District
3. Co-Investigator, Lecturer, DIET, DIET, Krishnagiri, Krishnagiri District

In this study the investigators explored the possible strategies for enhancing the motivation level of teachers as well as their academic performance. Its objectives were: To find out the level of motivation and academic performance of teachers in their schools; to enhance the motivation level of teachers through various motivational activities in the form of training; To find out the impact of the training, among teachers in their motivation; To find out the relationship between the teachers’ motivation and their academic performance.

Control group, Experimental group, Pre-test, Post-test design was followed. 60 teachers (Five from each Block of each category of Schools) handling Upper Primary classes in Middle, High and Higher Secondary Schools of 4 Blocks in Krishnagiri District selected through Simple Random Sampling technique was the sample. Teacher Motivation Questionnaire and Interview-cum-observation Schedule developed by the investigators were used as tools. The experimental group was given two day training. Theories of motivation and techniques of motivation were dealt utilizing the services of motivational speakers, role model officials. The findings are: The gain score (of experimental group is higher than the control group; The treatment has enhanced the motivation level of teachers; There is no significant difference in teacher motivation scores with respect to their Gender, Expereince; The academic performance score of experimental group is higher than the control group; There is a significant difference in academic performance among the teachers with respect to their locale of the schools, Levels of Schools, Gender, Expereince; Teacher Motivation and Teachers’ Academic performance scores are positively correlated.

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Abstract – 25

Enriching the Lab skills of Art and Vocational group D.El.Ed., students in Thiruvarur District

S. Baskar¹, S. Balasubramanian²

1. Principal Investigator, Lecturer, DIET, Mannargudi, Thiruvarur District
2. Co-Investigator, Lecturer, DIET, Mannargudi, Thiruvarur District

Investigators attempted to enrich the Lab skills of Art and Vocational Group D.El.Ed., students in Thiruvarur District with the following objectives: To assess the lab skills of Arts and Vocational Group II Year D.El.Ed., students; To conduct the survey on availability of Lab materials in DIET and TTI’s; To compare the achievement marks in I Year Science Education with Science and Non-Science (Arts and Vocational) Groups students;

Single group Pre-test- Treatment-Post test Experimental design was adopted. 41 second year D.El.Ed Arts and Vocational Group students drawn from DIET, Aided TTIs and Private TTI functioning in Thiruvarur District using Puposive Random Sampling technique was the sample. Check list on the availability of lab materials and Pre-test and Post-test consisting of lab skills related questionnaire were used as tools. After the pre-test, the group was treated with the intervention. Providing hands on experience in lab materials and doing experiments in special class, Demonstration of experiments to the Arts & Vocational students and distributing Module on experimental activities were the interventions. There is a significant difference in their Lab skills between pre-test scores and post-test scores.

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Assessment of Life Skills among Pre-Service Students in Thiruvallur District

V.T. Shanthi1, D. Jacqulin Vasnthakumari2

1. Principal Investigator, Lecturer, DIET, Tirur, Thiruvallur District
2. Co-Investigator, Lecturer, DIET, Tirur, Thiruvallur District

In this study the investigator assessed the Life skills of Pre-Servcie Students in Thiruvallur District. Its objectives were: To study the level of acquisition of life skills among student-teachers in Thiruvallur District; To compare the level of acquisition of sub-components of life skills of student-teacher with regard to gender and locality of the Institution.

Survey Design was followed. Through stratified random sampling technique 500 student-teachers of DIETs and TTIs in Thiruvallur District were selected. But 404 student-teachers who responded the Life Assessment Scale was the sample. The Tamil version of three point, Life Assessment Scale standardized by Rajiv Gandhi National Institute for Youth Development (RGNIYD, 2010) was used as tool. It has 5 sub-components of Life Skills viz., Self-Awareness, Inter-personal Relationship, Creative Thinking, Problem-Solving and Coping with Emotion. The findings are: The level of Life Skills is at an appreciable level; Among the five Life Skills dimensions, the student-teacher possess Self-Awareness having top score followed by Inter-personal Relationship and Problem Solving; Among the five Life Skills, Creative Thinking occupies the fourth position and Coping with Emotions the last position; There is no significant difference between male and female student-teacher for all the five life skill dimensions; There is a significant difference in the level of life skill dimension Coping with Emotions between student-teachers of rural and urban Institutions. There is no significant difference in the life skill dimensions Self-Awareness, Inter-personal Relationship, Creative Thinking and Problem-Solving between student-teachers from rural and urban Institution.

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Abstract – 27

A Study on the Relationship between Teacher Commitment and Academic Achievement of Students at Primary Level in Tiruvallur District

V. Ramaprabha¹, P. Malarvizhi²

1. Principal Investigator, Lecturer, DIET, Tirur, Tiruvallur District
2. Co-Investigator, Lecturer, DIET, Tirur, Tiruvallur District

Investigators conducted a study on the Relationship between Teacher Commitment and Academic Achievement of Students at Primary Level in Tiruvallur District with the following objectives: To study the level of Teacher Commitment of Primary teachers in Tiruvallur District; To study the significant difference in Teacher Commitment with respect to select variables; To study the level of Academic Achievement of Primary students in Tiruvallur District; To study significant difference in Academic Achievement of students at Primary Level with respect to select variables.

Survey method was followed. 120 Teachers & 560 Students selected from 30 Primary schools located in three Blocks of each Educational Districts of Tiruvallur District by stratified random sampling technique was the sample. Teacher Commitment tool developed by Goyal which was modified by the investigators and an achievement tool developed by the investigators were used to collect data. The findings are: The level of Teacher Commitment among Primary teachers is high in Tiruvallur District; There is no significant difference in the Commitment among the teachers with respect to the variables educational districts, gender, types of schools, academic qualification and teaching experience; There is a significant difference in three dimensions namely commitment towards profession, Institution and students; The average achievement of primary students is nearly average in Tiruvallur District; There is no significant difference in the achievement of students with regard to gender, locale, types of schools.

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Abstract – 28

Mental Stress of Elementary School Teachers in Madurai District Related To Their School Environment

M.Ranjith Kumar¹, R.Ganapthy², T.Jeyagandhi²

1. Principal Investigator, Lecturer, DIET, T.Kallupatti, Madurai District
2. Co-Investigator, Lecturer, DIET, T.Kallupatti, Madurai District

Investigators probed the mental stress of Elementary School Teachers in Madurai District Related To Their School Environment with the following objectives; To find out the level of Teacher Stress among school teachers working in Madurai District; To find out the level of School Environment among school teachers working in Madurai District; To find whether there exists a significant difference in Teacher Stress /School Environment among the teachers with regard to select variables; To find out the significance of the relationship between teacher stress and school environment of teachers in Madurai District.

Normative Survey method was adopted. The present study consisted of 300 teachers working in schools of select Blocks Thirupparanguntram, Sedapatti, Kallupatti, Thirumangalam, and Madurai North in Madurai District. The samples were selected by using simple random sampling technique. Teacher Stress Scale [2013] and Working Relationship Inventory (2013) constructed and standardized by the investigators were used as tools to collect data. The findings arrived are: School teachers are found to have average level of stress in Madurai District; School teachers are found to have low level of School Environment in Madurai District; The sub sample of Locale and Type of Management only shows significant difference between the sub samples of the present study but the remaining variables Gender, Types of School, Experience do not show any significant difference; There is a significant relationship found between teacher stress and school environment in Madurai District.

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Abstract – 29
Development and Validation of Instruments for Onsite Support to Schools and DIETs

K. Ramanujam¹, Dr. S. Kannappan², Dr. S. Vincent De Paul², Dr. R. Alavandar², Dr. P. Golda Grena Rajathi², V. Ramaprabha², S. Vijayakumar², D. Packiam², Mr. G. Palani²

1. Principal Investigator-cum Joint Director (Schemes), SCERT, Chennai
2. Co-investigators, faculty members of SCERT and various DIETs of Tamilnadu

In this study investigators made an attempt to improve the functioning of DIETs and Schools by developing instruments for On-site Support. Its objectives were; To develop and validate instruments for On-site support to Schools and On-site support to DIETs.

Normative Survey was followed. For validation the instruments developed by the expert’s team were administered across the State in select schools and in select DIETs of 10 Districts by Field Investigators. The findings are: The validated instrument for ‘On-site Support to School’ has 9 parts namely A to I and items vary from 3 to 10. The titles are General Profile, Infrastructure, Enrollment & Attendance, Transactional Strategies Adopted, Student Teacher Relationship, Evaluation Procedure, Extracurricular Activities, Utility of Resources and Status of Reading, Writing & Numeracy; The validated instrument for ‘Onsite support to DIET’ has two Sections I and II. The Section I is ‘Observation Schedule for DIETs’. This Observation Schedule for DIETs has 9 Parts namely A to G. The titles are PSTE Branch, IFIC Branch, DRU Branch, P&M Branch, ET Branch, Work Experience Branch, CMDE- Branch, Special Activities, and Support by Observer. The section II is ‘Profile of the Faculty Members of the DIET’. This section covers the Areas of Interest and Professional activities of DIET faculty namely Participation in Seminars (last 3 years), Paper presented (last 3 years), Articles published in journals (last 3 years), Research undertaken (last 3 years), Professional Achievement and Academic Support given to schools. This Profile of the Faculty Members of the DIET’ has three titles viz., Principal, Senior Lecturer and Lecturer.

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Abstract – 30
Functioning of School Management Committees in Thiruchirappalli District

K.S. Mozhiyarasi¹, Helen Edward², P.SriRenganayaki²

1. Principal Investigator, Senior Lecturer, DIET, Kumulur, Trichirappalli District
2. Co-Investigator, Lecturer, DIET, Kumulur, Trichirappalli District

Investigators studied the involvement of School Management Committee (SMC) in developing School Development Plan (SDP) and effective functioning of schools with the following objectives: To assess the level of functioning of SMC with respect to its components viz., Awareness of RTE-act, Meeting of the Committee, Preparation of SDP and Utilization of Grants; To find out the significant difference between the level of functioning of SMC and its components with respect to their select variables; To find out the significant relationship between the level of functioning of SMC and its components; To know the level of functions of school activities.; To find out the significant difference between the level of school activities with respect to their members, locale.

Survey method was adopted. 64 Headmasters and 64 Teachers in SMC and 94 parents in SMC, 96 parents in non- SMC chosen from each two Primary Schools and Upper Primary Schools of all the 16 Blocks of Tiruchirapaplli District was the sample (318). Semi-structured Interview Schedules for Headmasters & Teachers and for Parents were used as tools. The findings are: Levels of the Functioning of SMC in all the four components are high; There is no significant difference in the level of functioning of SMC and its all four components with respect to the variables Designation & Level of Schools; There is a significant difference in the level of functioning of SMC in total and only in the component Awareness of RTE-act with respect to the variables Type of Schools & Locale; There is a significant relationship in the level of functioning of SMC in all the four components; There is no significant difference in the level of school activities with respect to their members and locale.

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Abstract – 31

Causes for the Low Performance of Students in SSLC Standard in Cuddalore District

P. Mallika¹, R. Amudha², R. Stellamarymaliga³

1. Principal Investigator, Senior Lecturer, DIET, Vadalur, Cuddalore District
2. Co-Investigator, Lecturer, DIET, Vadalur, Cuddalore District
3. Co-Investigator, Senior Lecturer, DIET, Vadalur, Cuddalore District

In the present study investigators probed the reasons for the low performance of the students in the public examination. Its objectives were:

To find school-related factors contributing to the low academic performance of students;
To investigate teacher-related factors contributing to the low academic performance of students;
To examine students’ characteristics being responsible for their low performance;
To investigate parent-related factors to the low academic performance of students;
To design the strategies for improving the performance of students in SSLC Examination in Cuddalore District

Descriptive Survey Research was adopted. Among the schools which obtained less than 55% in SSLC Exam held in April 2013, using simple random sampling 24 schools were selected. Purposive sampling technique was used for selecting failed students and their parents. The sample size was 272 (24 Headmasters, 89 Teachers, 80 failed students and 79 parents). Questionnaire for Headmaster, Teachers, and Opinionnaire for Students, Parents were the tools used. The findings are:

- Non availability teachers for English and Social Science subjects;
- More than half of the failed students opinioned that the teachers didn’t recognize their individual difference and point out the mistakes in test papers;
- Teachers and students accepted that the parents were not literate enough to clarify the doubts at home;
- More number of headmasters and teachers (69%) opinioned that failed students absented themselves often;
- Nearly half of the students reported that the continuous practice in simple questions was not given for every day;
- Majority of the teachers said that the students’ basic literacy and arithmetic skills were poor. But the parents didn’t agree with teachers’ opinion.

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Abstract – 32

Parental Involvement in among the Secondary School Children of Coimbatore District

N. Christal Jeya¹, M. Saminathan², S. Saravana Kumar²

¹. Principal Investigator, Lecturer, DIET, Thirumoorthy Nagar, Coimbatore District
². Co-Investigator, Lecturer, DIET, Thirumoorthy Nagar, Coimbatore District

A parent is the primary helper, monitor, coordinator, observer, record keeper and decision maker for child. Investigators analysed the Parental Involvement in among the Secondary School Children of Coimbatore District. Its objectives were: To study the level of parental involvement among the secondary school children of Coimbatore district; To study the significant difference of the parental involvement among the secondary school children in selected Blocks of Coimbatore District with reference to kind of school, locale of school, locale of residence, gender of students, educational qualification of parents and parental occupation.

The Survey method was adopted. 493 students selected from the secondary schools located in three blocks of Perur, Thondamuthur and Madukkarai in Coimbatore District by simple random sampling technique was the sample. Parental involvement tool developed by Dr. S. Vincent De Paul and Dr. S. Thangarasu was modified and used in this study. Following are the major results: The level of parental involvement among secondary school children in Coimbatore district is average. There is a significant difference in the parental involvement among secondary school children in terms of Gender; There is no significant difference in the parental involvement among secondary school children in terms of type of management, locale of school, type of school, locale of students' residence, fathers’ occupation, mothers’ occupation, mothers’ education, fathers’ education; There is a significant positive correlation between the dimensions of parental involvement among secondary school children.

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Abstract –33

Parents’ Attitude towards Schooling and Education of Girl Children in select Blocks of Madurai District
D. Packiam¹, H. Arockia Nirmala², S. Punithamary²

1. Principal Investigator, Lecturer, DIET, Vanaramutti, Thoothukudi District
2. Co-Investigator, Lecturer, DIET, Vanaramutti, Thoothukudi District

Having concerns on more dropout of girl-children in some blocks of Madurai District, the investigators conducted as study on prents’ attitude towards schooling and education of Girl children in select Blocks of Madurai District. Its objectives were: To find out the level of the parents’ attitude towards schooling and Education of Girl children in select blocks of Madurai District To findout the significant difference of the parents’ attitude towards Girl children’s schooling and Education of Girl children with reference to select variables; To find whether there is any significant relationship between dimensions and attitude towards Girl children’s schooling and Education of Girl children in select Blocks of Madurai District.

The Survey method was employed. 320 parents from three Blocks viz., Kallikudi, Thirupparankundram and Madurai East Blocks of Madurai District was the sample. A self constructed tool consisting of 31 questions with six dimensions was used to collect data. The findigs are: Parents have average attitude towards schooling and education of girl children in the select Blocks of Madurai District; There is a significant difference in the parents’ attitude towards schooling and Education of girl children with regard to the variable Age, Parents’ Occupation, Number of Children in the Family, Number of Girl Children in the Family, Educational Qualification and not with regard to the variable Gender, Locale of Residence, Marital Status; There is a positive correlation between the dimensions (educational outlook, social awareness, gender difference, panic attitude, parents’ occupation) and parents’ attitude towards schooling and Education of girl children.

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Abstract – 34

Interpersonal Relationship in Inclusive Classrooms as Perceived by the Teachers and Students of Karur District

P. Narumanam¹, R. Subramanian²

1. Principal Investigator, Lecturer, DIET, Mayanur, Karur District
2. Co-Investigator, Senior Lecturer, DIET, Mayanur, Karur District

Investigators made an attempt to study the existing level of interpersonal relationship in the inclusive classroom as perceived by the teachers and students. Its objectives were: To study the level of interpersonal relationship in inclusive classroom as perceived by the teachers and students; To study the difference in the interpersonal relationship in inclusive classroom as perceived by the teachers / students with regard to select variables;

The investigator used survey method. 100 teachers handling inclusive classes for Standards VI, VII, VIII from 70 inclusive schools comprising of Middle School, High School and Higher Secondary Schools of Karur District and 165 students with special educational needs studying in Standards VI, VII, VIII of these 70 schools was the sample. Interpersonal Relationship Scale with the components developed by the investigators was used to collect data. The findings are: Male teachers’, Rural teachers’, Aided school teachers’ perception towards interpersonal relationship in inclusive classroom are greater than the female teachers urban teachers; Government school teachers; Teachers having experience less than 10 years have greater perception than Teachers having experience more than 10 years; Female students’, Urban students’, Aided school students’ perception towards interpersonal relationship in inclusive classroom is greater than the male students, rural students, government school students; Students’ (of age above of 12 years) perception towards interpersonal relationship is greater than the students (of age up to 12 years); The Govt. school teachers and Aided school teachers have equal level of perception towards interpersonal relationship in the inclusive classroom.

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Abstract – 35

Students’ Awareness and Attitude towards Environmental Issues at Upper Primary Level in Kanchipuram District

D.Sharmila¹, B.Kalaiselvi²

1. Principal Investigator, Lecturer, DIET, Kaliyampoondi, Kanchipuram, District
2. Co-Investigator, Lecturer, DIET, Kaliyampoondi, Kanchipuram, District

Due to the excessive and rapid spread of consumer culture, the natural resources of the entire world are dwindling fast. In this study investigators made an attempt to assess students’ awareness and attitude towards environmental issues at Upper Primary Level. Its objectives were: To assess the student’s awareness of environmental issues at Upper Primary level; To study the attitude of Upper Primary students towards environmental issues; To find out whether there is significant difference between Boys and Girls, Government and Private schools students and students residing in Urban and Rural areas towards environmental awareness and attitude; To find out whether there is significant relationship between environmental awareness and attitude.

Descriptive survey method was used. By random purposive sampling method, 8 Government and 6 Private schools were selected with three three background gender, type of school and locale. Environmental Awareness Checklist and Attitude Scale developed by the investigator on the topics included in seventh standard text book were used to collect data. The findings are; Students have higher level of awareness and significant positive attitude towards environmental issues; Both Boys and Girls have the attitude of conserving the environment; But they differ in environmental awareness; Government and Private school students differ in their attitude towards environmental issues; There exists association towards environmental awareness; The residence does not have any affect on students’ awareness and attitude towards environment; There is a positive correlation between awareness and attitude towards environmental issues.

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Abstract – 36

Awareness on Natural Disasters among High School Students in Nagapattinam District

Dr. S. Thirugnanasambandam¹, T. Saraswathi²

¹. Principal Investigator, Lecturer, DIET, Kurukkathi, Nagapattinam District
². Co-Investigator, Lecturer, DIET, Kurukkathi, Nagapattinam District

Investigators assessed the awareness on Natural Disasters. Its objectives were: To measure the level of awareness of high School Students with regard to Natural Disasters (AWND) and with regard to the preventive measures to be taken (AWPMT); To find out whether there is any significant difference in AWND / AWPMT among High School students with respect to select variables; To study the correlation between AWND and AWPMT.

Normative survey was adopted. 400 students studying in Standard IX of High and Higher Secondary Schools in Nagapattinam Educational Districts were selected. Awareness scales constructed by the investigators were used to collect data. The findings are: The Awareness with regard to Natural Disasters and with regard to preventive measures to be taken during Natural Disasters of Standard IX students are at moderate level; There is a positive and high correlation between their AWND and AWPMT; Significant difference is found in their AWND between Boys & Girls, Government & Municipal Schools, Private & Municipal Schools, Municipal Schools & Adi Dravida Welfare Schools, High & Higher Secondary Schools; No Significant difference is found in their AWND between Urban & Rural Schools, Government & Private Aided Schools, Government & Adi Dravida Welfare Schools, Private & Adi Dravida Welfare Schools; Significant difference is found in their AWPMT between Government & Adi Dravida Welfare Schools, Government & Private Aided Schools, Government & Municipal Schools, Private Aided Schools & Adi Dravida Welfare Schools, Municipal Schools & Adi Dravida Welfare Schools, High & Higher Secondary Schools; No significant difference is noticed in their AWPMT between Boys & Girls, Urban & Rural Schools, Private Aided & Municipal Schools.

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Abstract – 37

Promoting Health Awareness among Tribal Area School Students

Dr. N. Subramaniam\(^1\), P. Chinnagounder\(^2\), A. Sivaprakasam\(^2\)

1. Principal Investigator, Lecturer, DIET, Namakkal, Namakkal District
2. Co-Investigator, Lecturer, DIET, Namakkal, Namakkal District

Having concerns on the poor health hygienic conditions of Tribal Area School Students, the investigators made an attempt to promote them with the following objectives: To study the Health and Hygiene awareness among Tribal School students of Bodamalai Hills; To promote Health and Hygiene awareness among tribal school students through Health awareness programmes; To investigate the effectiveness of Health and Hygiene awareness programme.

In this study the investigator followed single group pre-test and post-test experimental design. The study was conducted through interview and observation. The sample consisted of 28 students of Melur Gocvernment Tribal Residential (GTR) school, 7 students of Kedamalai GTR School and 7 students of Keelur GTR School and their parents. These three schools are located in Bodamalai (Vennandur Block) of Namakkal District. Health Awareness Inventory (HAI) developed by the investigators was used to assess the performance of the Tribal students and their parents by conducting Pre-test and Post-test. To promote the health awareness among Tribal students the following interventions were carried out; Conducting Medical camp and rally, displaying posters and slogans of health awareness and frequent visits of teacher educators will enhance health and hygienic habits of tribal students. The findings are: Health and Hygienic Awareness among Tribal Students of Bodamalai Hills of Namakkal District has been enhanced; There is no significant difference in Health and Hygienic Awareness between Boys and Girls.

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Abstract – 38
Awareness on Health and Hygiene among the Upper Primary Students in Nagappatinam District

T. Saraswathi¹, Dr. S. Thirugnanasambandam²

1. Principal Investigator, Lecturer, DIET, Kurukkathi, Nagapattinam District
2. Co-Investigator, Lecturer, DIET, Kurukkathi, Nagapattinam District

Investigators probed the awareness on health and hygiene among the Upper Primary Students in Nagappatinam District with the following objectives: To assess the level of awareness on health and hygiene of Standard VIII students in Nagapattinam District; To find out the significant difference if any in the awareness of the students on health and hygiene with respect to select variables; To assess the level of awareness about the causes of various diseases, injuries and arrangements of their prevention or check like mass inoculation and first aid; To assess the level of knowledge on prevention and control

Survey method was adopted. 400 Standard VIII students chosen from 30 schools using the random sampling techniques was the sample. Instrument developed by the investigators was used to collect data regarding School Environment (Part – A) and Health and Hygiene (Part –B). The findings are: Awareness on Health and Hygiene among the Upper Primary students is at moderate level; There is no significant difference in Awareness on Health and Hygiene between Boys & Girls, Rural & Urban students, Government Schools & Aided Schools , Aided Middle Schools (AMS) & Aided High Schools (AHS), AMS & Aided Higher Secondary Schools (AHSS), AHS & AHSS, AMS & Municipal Middle Schools (MMS), Government High Schools (GHS) & AHS, AHSS & Municipal Higher Secondary Schools (MHSS); There is no significant difference in Awareness on Health and Hygiene between the students of Educated & Uneducated Parents, Panjayat Union Middle Schools (PUMS) & GHS, PUMS & Government Higher Secondary Schools (GHSS), GHS & GHSS, MMS & MHSS, PUMS & AMS, PUMS & MMS, GHS & Welfare High Schools (WHS), GHSS & AHSS.

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**Abstract – 39**

Personal and Social Values of Upper Primary Students in Kanchipuram District

S.Arumbumozhi¹, C.Brintha², S.S.Venkatesan³

1. Principal Investigator, Lecturer, DIET, Kaliyampoondi, Kanchipuram District
2. Co-Investigator, Lecturer, DIET, Kaliyampoondi, Kanchipuram District

Education not only transmits knowledge and skills but is also a forceful tool for the cultivation of social and moral values. In this study investigators analysed the personal and social values of Upper Primary students. Its objectives were: To find out whether there is significant difference between boys and girls in their value pattern; To find out whether there is significant difference between Municipal and rural schools towards personal and social values; To find out the significant difference between father’s qualification and their children value pattern; To find out the significant difference between mother’s qualification and their children value pattern; To find out the significant difference between parental income and their children value pattern; To find out the relationship between personal and social values

Descriptive survey method was used. Random Sampling was adopted for the study. The sample consisted of 200 students from 20 schools of Kanchipuram Block.(100 sample were drawn from municipal and 100 rural schools). A situational tool containing 10 questions on personal values and 10 questions on social values constructed by the investigator was used to collect data. The findings are: There is no significant difference between gender, locality of school, father’s qualification, mother’s qualification and parental income. The correlation between personal and social values is highly positive

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**Abstract – 40**

Effectiveness of Mobile Teaching in Enhancing the Achievement Levels of Tribal Students Studying in Standard IX of Alangayam Block

S. Rajeswari¹, P. Mani², M. Suresh³

1. Principal Investigator, Senior Lecturer, DIET, Ranipet, Vellore District
2. Co-Investigator, Lecturer, DIET, Ranipet, Vellore District
3. Co-Investigator, Junior Lecturer, GTTI, Ranipet, Vellore District

Having concerns on the low achievement levels of Tribal students in Alangayam Block (stood last place in the last year Standard X Public Examiantion), the investigators made an attempt to improve them by conducting an effectiveness study on Mobile Teaching. Its objectives were: To study the problems faced by the students in learning English and Science; To give orientation to teachers in Mobile Teaching; To find out the effectiveness of Mobile Teaching among the Tribal Students Studying in Standard IX of Alangayam Block

Experimental Design was adopted. All the 65 students studying Standard IX in Government High School, Puliyur were taken as Experimental Group, and all the students studying Standard IX in Nellivasal High School were taken as the Control group. The Teachers suitable for Mobile Teaching were selected on the basis of their access, dedication, interest in teaching the subject and creative thinking. The select teachers were given orientation about Tribal Children, Teaching Methodology and Caring the Children. They were informed to attend the school in time on the dates in which they were deputed. The researcher developed tool in consultation with practising subject teachers in accordance with their contents in English and Science. The findings are: There is a significant difference between the pre-test and post-test scores of students both in English and Science; There is no significant difference between the the pre-test and post-test scores of male and female students both in English and Science; The mobile teaching improves the overall performance of the students.

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Abstract – 41

Effect of Neurocognitive Strategies in Improving the Retaining Capacity among Children at Elementary Level in Sivagangai District

Dr.A.Ananthi¹, M.Ranjani²

1. Principal Investigator, Lecturer, DIET, Kalayar Kovil, Sivagangai District
2. Co-Investigator, Senior Lecturer, DIET, Kalayar Kovil, Sivagangai District

In this study investigators made an attempt to study the effect of neurocognitive strategies in improving retaining capacity among students. Its objectives were: To assess the level of retaining capacity among the Standard VIII students; To find out the effectiveness of Neuro Cognitive Strategies (NCS) in improving the retaining capacity among Standard VIII students; To find out the effect of NCS in improving the retaining capacity and their achievement test score between the select intervening variable.

Parallel group experimental design was adopted. 20 Students studying in Standard VIII were selected from 10 Upper Priamry Sschools through purposive & convenient sampling method. A Questionnaire for Neuro Cognitive Intervention Strategy and Achievement Test for Standard VIII were used as tools. For eight weeks intervention techniques such as Understanding & Remembering, Activation of Prior Knowledge, Maintenance Rehearsal Versus Elaborative Rehearsal, Multiple Sensory & Multiple Format Instruction, Interference & Metamemory, Episodic & Semantic Memory Systems, Perceptual & Conceptual Priming, Encoding & Retrieval Practice, Retrieval Cues & Encoding Specificity Hypothesis were given. The findings are: The experimental group NCS scores and Academic achievement scores in post-tests are higher than the pre-tests. There is a significant difference in the retaining capacity of Standard VIII students through NCS with regard to their Locale, Status and Type of Management of Schools and not to their Gender; The predictability on the teaching competence is mainly contributed by the dimensions, Schema, Implicit Memory & Explicit Memory in the order of weights for male students and Schema, Cognitive Scaffolding & Sensory Memory in the order of weights for females students.

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Abstract – 42

Study Habits and Achievement in English among IX Standard Students of Salem District

Dr. K. Kannaki¹, S. Peter Anandh², Mathu²

1. Principal Investigator & Lecturer, DIET, Uthamasholapuram, Salem District
2. Co-Investigator, Senior Lecturer, DIET, Uthamasholapuram, Salem District

In the present study the researcher analysed how a study habits influence the learning of English language and relationship between study habits and achievement in English. The objectives of the study were: To find out the different language study habits; To find out the significant difference in the study habits with respect to select variables Gender, locality, type of school, fathers’ qualification, mothers’ qualification, fathers’ occupation, mothers’ occupation, monthly income of the family, teachers’ qualification and experience of the teacher in relation to the achievement in English among standard IX students Salem District; To find out the significant difference in the achievement in English among Standard IX students with respect to above said select variables; To find out the correlation between study habits and achievement in English among standard IX students.

Survey method was employed in the present study. The investigator used multi stage stratified random sampling technique for the present study. Out of 21 blocks in Salem District 10 blocks were selected by simple random sampling technique. From each block 3 schools were selected purposively viz. Co-education school, Boys School and Girls’ school. 30 students from each school were selected on simple random sampling technique. Altogether 900 standard IX students were selected for study. Study habits questionnaire and achievement test in English were the tools for the study. The students have different study habits viz. Reading habits, note taking skills and preparation for the test and examination. The majority of the students are in moderate level of achievement in English. There is a positive correlation between study habits and achievement in English.
Abstract – 43

Punctuality behaviour and Academic Achievement among VIII Standard Students in Theni District

P. Justinmary¹, K. Ramachandran², R.Bagdhavatchalaperumal²

1. Principal Investigator, Lecturer, DIET, Uthamapalayam, Theni District
2. Co-Investigator, Lecturer, DIET, Uthamapalayam, Theni District

Investigators conducted a study on punctuality behaviour and academic achievement among Standard VIII students. Its objectives were: To measure the punctuality behaviour and academic achievement among Standard VIII students; To find out whether there is a significant difference in their academic achievement in relation to punctuality behaviour Standard VIII students in terms of select independent variables.

Normative Survey method was adopted. A random sample of 500 Standard VIII students from Theni district with due representation of the variables Viz. Gender, Domicile, Extra-curricular activities and Sports and Games were chosen. General Information sheet, Punctuality Behaviour Inventory constructed by the Investigators and the First term aggregate marks were used as tools. The findings are: There is a significant difference between Male and Female in possession of punctuality behaviour among Standard VIII students; There is no significant difference between rural and urban pupils in possession of punctuality behaviour among Standard VIII students; There is a significant difference between the co-curricular activity of participant and non-participant pupils in possession behaviour of punctuality among Standard VIII students; There is no significant difference between the sports and games of participant and non-participant pupils in possession of punctuality behaviour among Standard VIII students; There is a significant high positive relationship between Punctuality Behaviour and Academic Achievement among Standard VIII students.

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Abstract –44

இத்தினிஸ்கரியர் பாராமைக்கைக்கு கொண்டு குறிப்பிட்டிய முடிவுக்காக குறிப்பிட்டு இதுவே வைத்தியவனை வாங்கும்

வெளிப்புறாக: இலகு வழித்தொடர்ச்சி, DIET, பல்வேறு, பல்வேறு பல்வேறு
2. வழித்தொடர் இலகுப்புறாக: இலகு வழித்தொடர்ச்சி, DIET, பல்வேறு, பல்வேறு பல்வேறு

குறிப்பிட்டிய படிகளின் ப்ரித்தியில் பிற்குறியில் இலகுகைகளுறு இலகுப்புறத்திலும். அத்தோடு பல்வேறு பல்வேறு பல்வேறு பல்வேறு பல்வேறு பல்வேறு பல்வேறு பல்வேறு பல்வேறு

1. குறிப்பிட்டிய இலகுப்புறாக: இலகு வழித்தொடர்ச்சி, DIET, பல்வேறு, பல்வேறு பல்வேறு
2. வழித்தொடர் இலகுப்புறாக: இலகு வழித்தொடர்ச்சி, DIET, பல்வேறு, பல்வேறு பல்வேறு

பிரிவில்லான ப்ரித்தியாது) பிரிவில்லான

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Abstract – 45

ரைக்காலத்துக்கான சிறுகற்பெண்ணுக்கான குழந்தைக் கைவிளையான பல்கலைக் கழகத்தின் பல்கலைக் கழகத்துக்கான குழந்தைக் கைவிளையான பல்கலைக் கழகத்தின் பல்கலைக் கழகத்துக்கான குழந்தைக் கைவிளையான பல்கலைக் கழகத்தின் பல்கலைக் கழகத்துக்கான குழந்தைக் கைவிளையான பல்கலைக் கழகத்தின் பல்கலைக் கழகத்துக்கான குழந்தைக் கைவிளையான பல்கலைக் கழகத்தின் பல்கலைக் கழகத்துக்கான குழந்தைக் கைவிளையான பல்கலைக் கழகத்தின் பல்கலைக் கழகத்துக்கான குழந்தைக் கைவிளையான பல்கலைக் கழகத்தின் பல்கலைக் கழகத்துக்கான குழந்தைக் கைவிளையான பல்கலைக் கழகத்தின் பல்கலைக் கழகத்துக்கான குழந்தைக் கைவிளையான பல்கலைக் கழகத்தின் பல்கலைக் கழகத்துக்கான குழந்தைக் கைவிளையான பல்கலைக் கழகத்தின் பல்கலைக் கழகத்துக்கான குழந்தைக் கைவிளையான பல்கலைக் கழகத்தின் பல்கலைக் கழகத்துக்கான குழந்தைக் கைவிளையான பல்கலைக் கழகத்தின் பல்கலைக் கழகத்துக்கான குழந்தைக் கைவிளையான பல்கலைக் கழகத்தின் பல்கலைக் கழகத்துக்கான குழந்தைக் கைவிளையான பல்கலைக் கழகத்தின் பல்கலைக் கழகத்துக்கான குழந்தைக் கைவிளையான பல்கலைக் கழகத்தின் பல்கலைக் கழகத்துக்கான குழந்தைக் கைவிளையான 

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Abstract – 46

Enhancement of Communicative Skills in Tamil using Tamil Language Games

Dr. V. Subramanian1, Karpagam2, Natarajan3

1. Principal Investigator, Lecturer, DIET, Kothagiri, The Nilgiris District
2. Co-Investigator, Headmistress, GTR School, Kunjapanai
3. Co-Investigator, Secondary grade Teacher, PUPS, Sholur mattam

Listening, speaking, reading and writing in addition to that of vocabulary in language learning leads to the development of communicative skill. An integrative approach of using language games to enhance communicative skill will support the learners to attain expected outcomes in language learning. The objectives of the present study were: To promote pronunciation skill of learners.; To develop language games for enhancing communicative skill of learners.; and To analyse different components of communicative skill existing among learners.

Pre-test, Post-test, Single group experimental design was adopted. The intervention was Usage of language games. Fifth standard students of Kotagiri block were selected through Random sampling technique. Pre-test and Post-test were used as tools.

Language Games intervened effectively in promoting Communicative Skills among Primary Learners. Language games are highly useful to enhance the communicative skills of the learners. Language cards and C.D. prepared by the researcher for the intervention are highly beneficial. The used materials can multiply and supplied to other schools.

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Abstract - 47

Enhancing the English language skills of students at standard VIII through VGC package in Thiruvarur District

Dr. T.L. Vasanthi

1. Principal Investigator & Lecturer, DIET, Mannargudi, Thiruvarur District

In order to strengthen the classroom transaction and to enhance the English language skills of the students the investigator developed VGC package (V for vocabulary, G for grammar and C for Communicative skills). The objectives of the present study were: To assess the level of English language skills of students at Std. VIII; To develop VGC package for enhancing the English Language skills of the students; To find out the effectiveness of VGC package in enhancing the English Language skills of the students with reference to sex, locale, type of school and educational qualification of parents.

Parallel Group – Experimental design was adopted in this study. A sample of 120 students of Standard VIII was selected from 2 blocks of Thiruvarur District. Pre and post-test for Vocabulary, Grammar, Communicative Skill, Observation Schedule for communicative skill and VGC package were the tools used. VGC package consisting of a module and video CDs was developed. The module comprised of 25 activities and language games for vocabulary, grammar and communicative skills. Video CDs with role play, stories, song stories and biographies were prepared focusing on communicative skills. The finalised VGC package was then implemented to the experimental group for 35 days. There is a significant difference between the achievement mean scores of the control group and experimental group students in the post-tests with respect to English Language Skills, Vocabulary, Grammar, and Communicative Skills. There is no significant variance among the achievement mean scores in Vocabulary, Grammar and Communicative Skills of experimental group in the post-test.

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**Abstract – 48**

**Effectiveness of Constructivist Learning Cards in enhancing Reading skills in English at Elementary level**

S. Usha

1. Principal Investigator & Lecturer, DIET, Kalayarkovil, Sivagangai District

Annual Status of Education Report (ASER, 2014) stated that the students at elementary level encounter difficulties in reading. In order to create interest among the students, the methods and approaches in English Language teaching and learning must be interactive; child centered; and need based. In the present study the investigator made an attempt to study the effect of Constructivist Learning cards in enhancing reading skills in English at elementary level with the following objectives: To design Constructivist Learning Cards to enhance the reading skill in English for Standard VI students; To find out the effectiveness of constructivist learning cards in enhancing the reading skill in English for STD VI students.

The present study is based on Parallel group Experiment design. The sample was selected by Purposive and Random sampling technique. The sample collected from select 5 schools in Sakottai Block. 10 Students studying in Standard VI (5 students for control group and 5 student for experimental group) from each of the 5 select schools were selected. Observation schedule for assessing oral reading skills and Questionnaire for assessing comprehensive reading skills developed by the investigator were used a tool for data collection. The investigator prepared and implemented Constructivist Learning Cards to the experimental group students for 30 days. Then the investigator conducted post-test for both control group and experiment group and assessed the reading skills among the students. There is a significant difference between pre-test and post-test scores of experimental group in English oral reading skill. There is a significant mean difference between post-test of control group and experimental group in English oral reading skill. The constructivist learning cards enhance the oral reading skill among students.

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Abstract – 49

Effect of Structure Substitution Drill Package in Developing the Listening and Speaking Skills of Fifth Standard Students

Dr. C.N. Ajith Jaya¹, Ms. N. Vijaya Lakshmi¹, Mr. V. Narayanan¹

1. Principal Investigator & Lecturer, DIET, Pudukkottai, Pudukkottai District

The present study aimed at providing adequate opportunity to the students in the classroom by implementing the structure substitution drill package. Its objectives were: To find the level of listening and speaking skills of V standard students; To develop a SSD package to practice listening and speaking in English to fifth standard students; To find out the effectiveness of Structure Substitution Drill package in improving the listening and speaking skills of the V standard students.

The pre-test post-test equivalent groups design was followed. Random sampling method was used for the study. 50 students formed the experimental group and the other 50 students formed the control group. A Structure Substitution Drill Package (SSD) was developed to improve the listening and speaking skills of the students. For this 8 grammatical items in English were selected. For each grammatical item, a few structures were selected. Each structure was substituted by single slot, double slot prompts. Each prompt was supplemented by suitable still or animated pictures. The treatment was given to the students for 30 days. The Structure Substitution Drill method is more effective than the traditional method in improving the listening skills of fifth standard students with respect to general, specific, inferential and intensive listening. The Structure Substitution Drill method is more effective than the traditional method in improving the speaking skills of fifth standard students with respect to demonstrative pronoun, Subject-verb agreement, present perfect tense, the verb-to be, verb – has/have, Prepositions, imperative sentences and modals.

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Abstract – 50

Effectiveness of Word-Cards, Picture-Cards and Phonetic-Cards in improving Reading Skill in English at Primary Level

M. Amudha¹, Ramesh²

1. Principal Investigator & Lecturer, DIET, Kothagiri, The Nilgiris District
2. Co-Investigator & Headmaster, PUPS, Kookalthorai, The Nilgiris District

An erroneous or poor reading ability at primary level will render further studies difficult for the students in future and will bring down the achievement level. Hence the investigator made an attempt to find the difficulty and errors committed by Primary Students in Reading English and to suggest a few remedies for reducing the errors through systematic investigation. The objectives were: To assess the errors in reading; To find out the effectiveness of planned strategies in improving learner’s ability in reading; To study the level of awareness about readiness in reading among primary pupils; To diagnose the drive given by the teachers towards organising conducive reading hours.

Randomized Groups – Pre-test-Post-test Design was adopted in the study. Subjects are assigned to the experimental and control groups by random procedures and administered a pre-test. Thirty students of fifth standard studying in panchayat union primary school Kookalthorai at Ooty block in The Nilgiris district were selected as sample. The tools used were: Check list consisting the components of Reading; Reading Aptitude test to teachers; and Reading Aptitude test to students – developed by the investigator. This experimental study was carried for period of four weeks. Effectiveness Word Cards, Picture Cards and Phonetic Cards cards were measured through post-test and the results were analysed. Mean score differences between pre-test and post-test of both male and female in experimental group is higher than the control group in reading ability. This study built up students’ confidence and enhances students reading not just in school but also at home.

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Abstract – 51
Impact of Innovative Instructional Strategies in Improving Reading Skills in English at Upper Primary Level

P.SO.Kesavan¹, E.Maanhvizhi¹

1. Principal Investigator & Lecturer, DIET, Uthamasholapuram, Salem District

The present study was an attempt to study reading skill in English at upper primary level of students and the influence of innovational instructional strategies. The objectives of the study were: To develop instructional strategies which would help the Standard VIII students perform the tasks involved in reading English; To find out the impact of the instructional strategies among the Standard VIII students in English Reading its sub skills.

Single group pre-test and post-test design was used in this study. The sample of the study comprised 72 students (38 Male and 34 Female) of Standard VIII from three middle schools of Salem district comprising of rural and urban environment. The tools used to collect the relevant data included test of decoding skills, test of oral reading fluency and test of reading comprehension. To improve the decoding skills the following interventions were carried out: Letter recognisation (Upper and Lower case) and Familiarizing high frequency words (Sight words); Practice of list of contraction words, list of word families (short and long vowels); Echo reading of sentences prepared on the 20 diphthongal and 24 consonantal sounds with audio narration; Paired reading and repeated reading to improve the oral reading fluency; Text looks back intervention to increase reading comprehension.

More than half of the subjects taken for the study were fall under Frustration Level with regard to Reading skill in English and its sub skills before the interventions. After the interventions, none of the subject was retained in the frustration level with regard to Reading skill in English and its sub skills. There was a significant difference in the students’ English reading skill and its sub skills from Pre-test to Post-test.

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Enhancing the level of Reading Skill in English among Class V Students through Innovative Activities

Dr. G. Anbumani¹, Dr. R. Parvathi¹

1. Principal Investigator & Lecturer, DIET, Krishnagiri, Krishnagiri District

English is an important subject in the primary Education curriculum. Since English is a foreign language students get scared about this subject learning English with interest is a great task. In this study an attempt was made to enhance the level of reading skill in English among class V Students through innovative activities. The objectives of the present study were: To enhance the level of Reading Skill in English among V Standard students.; To help the students enjoy the reading of English Language.; To help them to listen and understand the language.; To give them training in reading and understanding written language.

The experimental method was used in the study. The students of V standard studying in Krishnagiri District were the population of the study. The investigator selected 419 samples from 30 primary and upper primary schools of 5 blocks. The reading skill format developed by SCERT faculties and issued to DIET for purpose of reading skill assessment was modified and used as a tool for reading skill assessment. The tool consists of three levels of measurement namely Good, Satisfaction and Not able to read. One day orientation training programme was conducted by the investigator to teachers handling V Standard with hand-outs, Pronunciation Cards, Vocabulary Exercise Cards, Picture cards, Conversation cards and Word making cards.

The major findings were: By the treatment the level of English Reading has improved in post-test when compared with pre-test.; In Panchayat Union Primary schools the level of English reading the boys is higher than the girls; In Panchayat Union Middle schools the level of English reading the girls is higher than the boys; Low performing students are very much interested to do the simple activities for the development of reading skills.

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Abstract – 53
Reading Comprehension skills in Krishnagiri and Madurai District: A Survey

J.Inbaraj¹, Sangeetha², Dr.T.L.Vasanthi², D.Packiam²
1. Principal Investigator-cum Reader, Head, Language Cell, SCERT, Chennai
2. Co-investigators, faculty members of SCERT and various DIETs of Tamilnadu

Recently the National Achievement Survey Conducted by NCERT for Std III children puts Tamilnadu in the second place whereas Annual Status of Education Report (ASER) reveals alarmingly poor standards of Reading Comprehension Skills (RCS) in TamilNadu. There is a considerable body of opinion that methodology adopted in compiling ASER report is far more reliable and penetrative. At this crucial juncture, the present study was undertaken. Its objectives were: To find the level of attainment of Standard IX students in RCS in English and in its dimensions in Madurai and Krishnagiri Districts; To find out whether there is any significant difference in RCS in English and in its dimensions with respect to select variables; To find out whether there is any significant relationship between RCS in English and in its dimensions.

Normative Survey method was adopted. 1000 students of Standard IX from Madurai District and 1000 students of Standard IX from Krishnagiri District was selected using random sampling technique. RCS Assessment tool was developed by the investigators. RCS in English of Standard IX students is low; The level of attainment in all dimensions of RCS in English is moderate whereas in the dimension of Sequencing it is low; There is a significant difference in RCS in English among Standard IX students with regard to their District and Gender; Urban schools do better in RCS in English than Rural schools; Government schools of Madurai and Krishnagiri Districts do not differ in their RCS in English; There is a significant relationship between the dimensions of RCS in English among Standard IX students except between the dimension of Inferencing and other sub-skills.

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Abstract – 54

Problems in Reading English among Children at Elementary Level

R.Anbazhagan¹, Dr.K.Sampath²

1. Principal Investigator & Senior Lecturer, DIET, Vadulur, Cuddalore District
2. Co-Investigator & Lecturer, DIET, Vadulur, Cuddalore District

From the baseline survey, it was found out that the reading skill of children in English was poor at elementary level. It may affect the academic performance of students. So, it was decided to take up the project. The objectives of this study were: To study the problems in reading English by V Standard children in Cuddalore District; To find out if there is any significant difference in reading English between boys and girls.

Normative survey method was adapted for the study. 120 V standard students from 6 blocks were selected as sample for the study. A test material was prepared suiting to the level of Standard V children and it was evaluated by a Reading problem Inventory with 20 statements. Item wise analysis was done by mean percentage calculation. ‘t’ test was used to compare the reading problems between boys and girls. 63% of the students have difficulty in learning / remembering the names of letters. Around 80-89% has difficulty recognizing that words can be separated into their basic sound, such as shoe can be broken down into /sh/ and /00/, connecting letters to their sounds, pronouncing the beginning sounds in words, spelling high frequency short words, using context to identify new words and pronouncing long, unfamiliar words. About 23 to 31% of the students make letter reversals as b for d and q for p, inversion as n for u and w for m. There is no vast difference in the reading difficulties between boys and girls in the reading of English

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Abstract – 55

Reading Difficulties in English among Standard VIII Pupils in Villupuram District

S. Mabel Soruba Rani

1. Principal Investigator & Lecturer, DIET, G. Ariyur, Villupuram District

The acquisition of reading skill is the first requirement for the achievement during and after school. If the pupils have low level reading skill, it will affect their academic result, personality and social adjustment. The investigator found a problem in English reading skill from her experiences. Even VIII standard pupil can’t read their English textbook. In the present study investigator probed the difficulties faced by the pupils, while reading English with the following objectives: To study the difficulties in reading in English by Standard VIII pupils in Villupuram district; To find out if there is any significant difference in reading difficulties in English with regard select variables.

The investigator adopted survey method for this study. The investigator used simple random sampling technique and selected 315 pupils studying Standard VIII as sample from 10 schools in Villupuram District. Personal data sheet, Observation Schedule (Loud Reading), and Comprehension Test (Silent Reading) were used as tools. From the baseline studies, 13 different types of reading problems in English among students in Standard VIII were identified. All the problems were analyzed individually based on good, average and poor performance of the students. The findings are: The students in Standard VIII have reading difficulties in English; Standard VIII students are lacking the ability of understanding due to rote memory and also have the problem of understanding; Reading difficulties in English among standard VIII pupils have no significant difference in terms of gender, father’s educational level, number of siblings and have a significant difference with regard to locality, type and management of the school.

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Abstract – 56

Writing skills of Standard VIII Students in English at Upper Primary Level in Kanyakumari district

M.C.Padma Rolands¹, Dr.R.BabyVijila², S.SahayaPon Malar²

¹. Principal Investigator & Lecturer, DIET Theroor, Kanyakumari District
². Co- Investigator & Lecturer, DIET Theroor, Kanyakumari District

Keeping the need and importance of developing the writing skills among the students, the investigator attempted to conduct a survey to find out the writing skills of students in English who are at the bottle neck of Upper Primary Education in Kanyakumari District. The major objectives were: To find out the writing skills of Standard VIII students in coastal and hilly areas; To find out the writing skills of Standard VIII students with reference to gender, The Type of Management (Government/Aided), locality of the schools.

The Descriptive Survey Method was adopted. A total number of 350 students studying in Standard VIII of the selected Upper Primary schools in the District formed the sample of the study. The sample was drawn through stratified random sampling technique. Data were obtained using a standardized writing test in the form of Worksheets. The worksheet consisted of ten prompts and aimed to measure the writing traits – content, grammar, vocabulary, spelling and handwriting.

There is a significant difference in exhibiting their writing skills in English with respect to Gender, Type of management of Schools. The result of the study regarding the components of the writing skills reveals that the students have scored high in content but have scored low in vocabulary. Although the students know the content well they couldn’t express their ideas in writing because of lack of vocabulary skill in English. The top down scores on the components of writing skills are given based on the order of their ranking as content, grammar, spelling, handwriting and vocabulary.

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Abstract – 57

Enhancing Logical thinking in Mathematics through Laboratory Activities among Standard VIII Students

Dr. S. Malarvizhi¹, S. Babu², N. Punithavathi²

1. Principal Investigator, Senior Lecturer, DIET, Triplicane, Chennai District
2. Co-Investigator, Lecturer, DIET, Triplicane, Chennai District

Investigators made an attempt to improve the logical thinking of the students by giving constant practice through well designed Mathematics laboratory activities. The objectives of this study were: To assess the present status and use of Mathematics laboratory in government schools of Chennai District; To design and train the students of VIII standard in Mathematics laboratory activities; To enhance the logical thinking of VIII standard students through laboratory activities; To find out the impact of laboratory activities in logical thinking of VIII standard students in Mathematics.

An experimental design is adopted with control and experimental groups. 64 Standard VIII students studying in Government Higher secondary School were selected as sample. Among them 32 students are taken as control group and others are taken as experimental group. 43 teachers teaching mathematics in five government schools were taken as sample. The following tools viz., Teachers’ checklist, Pre-test and Post-test, A package of laboratory activities for Standard VIII students in Mathematics were developed by the investigator and used for data collection. Laboratory activities were implemented by the teacher for the experimental group for three weeks with the guidance of the investigator. Experimental group performed better than control group on post-test showing that Mathematics laboratory activities enhanced the logical thinking of VIII standard students. Significant difference was found between mean scores on logical thinking of the two groups (experimental and control) favoring Mathematics laboratory activities. The need of Mathematics laboratory was found to be expected from all schools having Mathematics laboratory materials.

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Abstract – 58

Effectiveness of Self-Learning Package on the Achievement of Mathematical Competencies at Primary Level among Hill – Area Students in Theni district

P. Nagajothi¹, Dr. M. Anantharaj², B. Manoharan²

¹. Principal Investigator, Lecturer, DIET, Uthamapalayam, Theni District
². Co-Investigator, Lecturer, DIET, Uthamapalayam, Theni District

To develop the mathematical competency of the hilly area students of Cumbam, Bodi and Mayiladumparai blocks the investigators developed Self – Learning Materials and probed their effectiveness. The objectives were: To develop Self Learning Materials for mathematics at primary Level; To find out the effectiveness of the the Self-Learning Package on the Achievement of Mathematical Competencies at Primary Level among Hill – Area Students in Theni district.

Pre-test Post-test Control group Experimental group design was employed. A sample consisting of 212 students (101 Boys and 101 Girls) of primary level from three blocks in 15 Hill – Area schools in Theni District, was selected through random sampling technique. Each Group consisted of 106 students (Standard I -72, Standard II -76 and Standard III -64). Treatment time for the experimental group was 20 days. During the treatment period the experimentatl group was trained with the help of self learning package. Achievement Test in Mathematics prepared and standardized by the investigator and Self-learning package prepared and validated by the investigator were used as tools for the study. The study has come out with meaningful findings: There is a significant difference between control and experimental groups in the post-test scores; There is no significant difference between the pre-test and post-test scores for control group and a significant difference between the pre-test and post-test scores for experimental group; There is a significant difference between control and experimental groups in gain score. The mean score shows that the experimental group has better gain score than the control groups.

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Abstract – 59

Availability and Utilization of Self-Learning Kit (SLM) of Mathematics in Villupuram District

Dr. A. Srinivasan¹

¹Principal Investigator, Lecturer, DIET, G. Ariyur, Villupuram District

In the present study the researcher probed how far the SLM kit of Mathematics given to primary and upper primary schools in the year 2006 by the School Education Department have been saved and utilized. The objectives of the present study were: To assess the level of Availability and Utilization of self-learning kit of Mathematics; To assess the level of the awareness of teachers and students regarding utilization of SLM kit of Mathematics; To find out the significant difference in Availability of SLM kit of Mathematics with respect to Location of the school and Type of school; To find out the significant difference in Utility of SLM kit of Mathematics with respect to Location of the school and Type of school.

The investigator adopted survey method. Two Primary / Upper Primary schools were selected from each blocks of Villupuram District. Thus the sample consisted of 44 Primary and Upper Primary Schools. The investigator prepared Observation Schedule for collecting data. Data regarding general information, information related to Availability and Utilization of SLM Kit of Mathematics are included in the observation schedule. The findings of the present study were: This research ascertains that primary and upper primary schools have the SLM kit of Mathematics; As far as the Utilization is concerned, more than 60% of schools use them properly, appropriately and effectively; There is a linkage between availability and utilization; Headmasters are aware of the availability of SLM kit of Mathematics and 62% of teachers are interested in using the SLM kit of Mathematics from class 1 to 4; There is a significant relationship between the working knowledge of teachers and the usage of self-learning kit of mathematics.

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Abstract – 60

Effect of Computer Supported Instruction on the Cognitive Learning Outcomes of Standard VII Students in Learning Science

Dr. A. Prabakar Devaraj¹, K. Ramani², M. Anbarasan², A. Javeed²

1. Principal Investigator, Lecturer, DIET, Oddanchatram, Dindigul District
2. Co-Investigator, Lecturer, DIET, Oddanchatram, Dindigul District

Investigators made an attempt to find out the effect of Computer Supported Instruction (CAS) on the cognitive learning outcomes of Standard VII students in learning Science (Human body Systems). The objectives were: To develop materials for CAS in Science for Standard VII; To study effectiveness of CAS in facilitating visual-spatial learning (VSL); To study the reaction of the students of the test-groups towards VSL through CAS.

Pre-test – Treatment – Post-test – Reaction – Scale – Memory – Retention - Test type of experimental study with control and test groups was followed. Four Panchayat Union/Municipal Middle schools, in Dindigul District were selected through Purposive Random Sampling Technique. An academic achievement test to measure the academic achievement & as well, evaluate the neuro cognitive functioning and a five-point reaction-scale to measure the attitude of the test groups towards computer-supported VSL developed by the investigators were used as tools. Then the test group was treated with the test factor. After a period of one-month from the date of administration of post-test and reaction scale, the academic achievement test was conducted as memory-retention-test. The major findings are: The test-groups scored significantly higher ‘marks’ in the post-test than the pre-test; The mean gain scores attained by the test group are significantly greater than the control group; This shows that CAS are far more significantly effective than the existing ALM teaching method in enhancing the academic achievement, and in the furthering of neurocognitive development, among the Standard VII students.

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Abstract- 61

Effectiveness of Co-operative Learning in Achievement of Science among Upper Primary students in Virudhunagar District

A.N. Venkadasamy¹, D.Seenivasagam²

1. Principal Investigator, Lecturer, DIET, Palayampatti, Virudhunagar District
2. Co-Investigator, Senior Lecturer, DIET, Palayampatti, Virudhunagar District

In this study the investigators studied the effectiveness of Co-operative learning in Science among Upper Primary Students with the assumption that Cooperative Learning will enhance the student’s achievement of Science in the class room situation. The objectives of this study were: To develop a co-operative learning of Science among Upper Primary students; To find out whether there is any significant difference between pre-test and post-test mean scores of students in the experimental group; To find out whether there is any significant difference in the post-test means scores performance between the control group students and the experimental group students.

The study employed the quasi experimental pre test – post test control group design. The independent variable was co-operative leaning while the dependent variable was achievement. The target population of this research was the 120 upper primary students in SBK Higher secondary school, Kaloorani, Virudhunagar District. From the population of 120 students, a sample of 60 students was randomly selected. The sample for Experimental group is made up of 30 students. This comprises of 15 males and 15 females, while the control group was made up of 15 males and 15 female students. Achievement test for science upper primary students was the main instrument to collect the data from the students. The findings are: There is significant difference between pre test and post test mean scores of the students in the experimental group; There is significant difference in the post test performance of the students between control group and experimental group after adopting the co-operative learning strategy.

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Abstract – 62

Utilization of Integrated Science Lab/Materials at Upper Primary level

Dr. C. Rajeswari1, Golda Greena Rajathi2, P. Geetha Rani2, S. Sevalkodiyon2

1. Principal Investigator-cum Assistant Professor, Head, Science Cell, SCERT, Chennai
2. Co-investigators, faculty members of various DIETs of Tamilnadu

In this study investigators probed the utilization of Integrated Science Lab/Materials (ISL/ISM) at Upper Primary level. Its objectives were; To identify the availability of lab facilities (LF) / materials (LM / equipments (LE) and the extent of utilization of above in Upper Primary schools; To find the awareness of teachers on ISL/ISM and its usage for learning science; To study the scientific skills of the children developed by using LM at Upper Primary level.

Survey Method was adopted. 200 Science teachers and 1000 students selected from 25 Upper Primary schools of four select Districts (Region-wise) of Tamilnadu using purposive and convenient sampling technique was the sample. Questionnaire for ISL/ISM facility, Questionnaire for teachers’ awareness on utilization of ISL/ISM, Observation Schedule for utilization of ISL, Questionnaire for scientific skills were developed. The findings are; Availability of LF/LM in ISL in Government Middle Schools (GMS) is low; Optimal availability of LF/LM is high in Government Higher Secondary Schools (GHSS) and Urban Schools (US); Availability of equipments, chemicals, glass wares and slides in ISL is almost same in all categories of schools; Awareness of teachers for utilization of ISL/ISM is very low and do not differ in their Gender, Cadre, Qualification, Experience; The lab activities performed by the teachers are very low; GMS and US are better in performing lab activities; Acquisition of experimental skills for handling Science equipments and doing experiments are found to be better among Girl students. Logical thinking is greater than concrete learning, experimental skills, problem solving, and scientific attitude.

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Abstract – 63

Attitude and Practices of Science Teachers towards Handling Practical Sessions at Secondary Level in Thanjavur District

Dr. N.Vidhyageetha¹, L.Palraj²

1. Principal Investigator, Lecturer, DIET, Aduthurai, Thanjavur District
2. Co-Investigator, Lecturer, DIET, Aduthurai, Thanjavur District

The investigators conducted a critical study on attitude and practices of Science teachers towards handling practical sessions at Secondary Level in Thanjavur District with the following objectives: To study the extent of availability of infrastructure and other resources available in secondary schools; To study the underlying support system enjoyed by Science teachers; To study the significance of the difference between various categories of the sub-samples of teachers in respect of their attitude and practice towards handling practical sessions.

Descriptive Research with Survey technique was adopted. By simple random technique 26 Science teachers each from all the 15 Blocks of Thanjavur District were selected as sample (390 Science teachers). Attitude and practices towards practical sessions scale and an observation schedule to determine the available infrastructure, facilities and resources in secondary schools were used as tools. The important findings are: In an average teachers show a neutral attitude and practices towards practical sessions; The teachers have adequate infrastructure needed to conduct practical activities at secondary level; Teachers get the necessary support system to carry out the practical activities during instruction; There is a significant difference in attitude and practices towards practical sessions among the teachers with respect to their Gender, Locale, Experience, Type of School Management, Type of Schools, School having Lab and not with respect to their Educational Qualification, Level of Schools; There is a significant difference between teachers who had not attended Lab skills training and teachers who do have not attended Lab skills training in their attitude and practices towards practical sessions.

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Availability and Utilization of Science Lab Equipments at Upper Primary and High School levels in Kanyakumari District

Dr. J. Jeena James¹, Dr. S. Godwin²

1. Principal Investigator, Senior Lecturer, DIET, Theroor, Kanyakumari District
2. Co-Investigator, Lecturer, DIET, Theroor, Kanyakumari District

In this study investigators probed the availability and utilization of Science Lab Equipments at Upper Primary and High School levels in Kanyakumari District. The objectives were: To study and compare the availability of Science laboratory equipments, with regard to select variables; To find out the Level of utilization of lab equipments by the Science teachers with regard to select variables; To find out the difference in the utilization of Science lab equipments with regard to to select variables; and to study the correlation between the Availability and Utilization of lab equipments by the Science teachers and students in Upper Primary and High schools.

65 science teachers and 500 students from the select 20 Upper Primary and 20 High schools in Kanyakumari District constituted the sample. Checklists to find out the availability of science lab equipments and Questionnaires to collect data regarding utilization were developed. The findings are: None of the Upper Primary schools in Kanyakumari District is with Science laboratory facilities; the availability of science lab equipments is more in High schools than in Upper Primary schools in Kanyakumari District; The Level of utilization of science lab equipments by the teachers is found to be ‘moderate’ at Upper Primary and High school levels; Gender, Experience of the teachers, Type of Management and Locality of the schools has no influence on the utilization of science lab equipments; There is positive relation between the availability and utilization of science lab equipments by the ‘Teachers’ in Upper Primary and High schools wheras there is no significant relationship between the availability and utilization of lab equipments by the ‘Students’ at Upper primary and High school levels in Kanyakumari District.

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Abstract – 65

Availability and Utilization of Laboratory Equipment at Upper Primary Level in Ariyalur District and Perambalur District

N. Rajendran¹, R. Kamaraju², M. Mayilsamy²

¹. Principal Investigator, Lecturer, DIET, Keelapaluvur, Ariyalur District
². Co-Investigator, Lecturer, DIET, Keelapaluvur, Ariyalur District

In this study investigators probed the status of the Science laboratory equipments and how they are being used by teachers at Upper Primary level. The study was conducted with the following objectives: To study the availability of the Laboratory equipments at upper primary level.; To find out the significant difference in the utilisation of laboratory equipments at upper primary level in selected schools in Ariyalur and Perambalur districts.

Survey method was used for finding out the availability and utilization of laboratory equipments at Upper Primary level in Ariyalur and Perambalur Districts. Stratified random sampling technique was used for selection of schools. Fifteen middle schools in each block were chosen for this study. One teacher handling Standard VIII and 5 students from Standard VIII of the select 130 schools were the sample for the study. Three tools were constructed by the researcher to collect the data: Checklist, to collect information regarding the availability of the science laboratory equipments; Questionnaire for teachers; A questionnaire to collect the data from the teachers regarding the utilization of laboratory equipments; Focus group interview for Standard VIII Students to collect data regarding the utilization of laboratory equipments. Around 75% of the Middle Schools in Ariyalur and Perambalur District have water facility, Electricity, Safety Materials (Fire extinguisher, water and sand), Drainage facility, Ventilation, Less than 25% of schools have separate room for conducting Practical. From focus group interview, it is found that more than 75% of schools conduct practical influenced by Training on Simple Science Experiments Training but do not use laboratory equipments.

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Abstract – 66

Effectiveness of Video Clips–Fused Teaching on Enhancement of the Concepts of Geography among Standard VII Students of Kovilpatti Educational District

S. Mohamed Rabeek1, G.K. Murughesun2, D. Bharathirajan3

1. Principal Investigator, Lecturer, DIET, Vanaramutti, Thoothugudi District
2. Co-Investigator, Lecturer, DIET, Vanaramutti, Thoothugudi District

In this study investigators studied the effectiveness of video clips–fused teaching on enhancement of the concepts of Geography among Standard VII students. Its objectives were: To develop the teaching – learning video – clips package in Geography for Standard VII students.; To find out the level of performance of the control group students in their gain score.; To find out the level of performance of the experimental group students in their gain score.; To find out the difference between control and the experimental group students in their gain score.

Pre-test and Post-test control group, experimental group - Experimental Design was adopted in the study. The investigator had selected all the 40 students of Panchayat Union Middle School, Elambuvanam, Thoothkudi District to serve as both the control and experimental groups. There were 20 students in each group. The following tools were used for data collection; Teaching – Learning video – clips package in Geography developed by the investigator, Mastery test in Geography developed by the investigator. Experimental group was taught by using video-clips. Intervention was given to a period of two weeks.

The findings are: There is a significant difference between Pre–test and Post – test scores of the experimental group student.; There is a significant difference between control and experimental group students in their gain score; Experimental group students are better than the control group students in their gain score.

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