

## Abstract

**State Name: Assam**

**1.**

Theme/Subject:	Gender Education
Stage of Education:	Upper Primary
Topic of Research:	A Study on Status of Girls' Education with Special Reference to Kasturba Gandhi Balika Vidyalaya (KGBV) in Barpeta District
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Institution where the Research was Conducted:	DIET, Dhubri, Assam
Category:	Research Study
Language of Research Report:	English
Year of Completion:	2017
Published/Unpublished:	Unpublished

**Introduction:** This study is related to status of girls' education in two Kasturba Gandhi Balika Vidyalayas (KGBVs) located in Gabardhanan and Barpeta development blocks of Barpeta district, Assam.

**Objectives:** (i) to examine the status of enrolment, retention and dropout rate of girls in KGBV; (ii) to find out the level of performance of girls; (iii) to find out the problem and constraints faced by girls in KGBVs; and (iv) to study the overall functioning of KGBVs in the district.

**Methodology:** A descriptive research design was adopted. **Sample:** Two KGBVs of Barpeta district were selected. **Tools:** Self-prepared tools that include information schedule, interview schedule and achievement test for assessment of performance of class VII girls were used for data collection. **Data Collection:** Data collection was done through face-to-face interaction with sample KGBV girls, parents, other stakeholders. To test the achievement level of girls in scholastic and co-scholastic areas, the researcher conducted a class test of girls studying in class VII prepared by the researcher. **Data Analysis:** Frequency analysis was used to describe the findings.

**Findings:** In both the KGBVs, classrooms were properly maintained and every class was running in a single classroom. However, there was no office room, sick room, visitors room, and separate vocational rooms in both the KGBVs. There were no laboratory, play materials, coach, musical instrument, music teacher. TLM was available in both the KGBVs. Food was found good. Existing hostel building was constructed to accommodate 50 girls in a dormitory which was congested and overcrowded. The teacher-pupil ratio in KGBV, Gabardhana was 1:12 and 1:16 in KGBV, Barpeta. Both the KGBVs had participation of girls belonging to disadvantaged group in terms of enrolment in proportion to their population percentage in a district. It was also found that in Barpeta, there was no drop out from 2013 to 2016 and all had completed full school cycle. But in Gabardhana, one girl from OBC category failed in 2015-16 academic year and hence dropped out. Majority girls were regular in classes. With regard to achievement, achievement test showed a

difference between the marks obtained in the classroom evaluation conducted by teachers and the test conducted by the investigator. CEE was not implemented in KGBVs. No proper evaluation was done for evaluation of Co-scholastic areas of girls.

**Implications:** The teachers were oriented and trained comprehensively on several aspects of KGBV like administration, financial management, pedagogic approach for multidimensional education within KGBVs, health and hygiene of adolescent girls. Still lack of systematic provision was found in addressing the academic gaps and bridging them. The teachers were of the opinion that special bridge courses if conducted for the initial three to four months after enrolment would be helpful in addressing this problem. In Barpeta, curriculum as a normal upper primary school is adopted. It was not sufficient for the designed impact in terms of empowerment and leadership building. However, additional curricular materials were provided to KGBVs to empower girls as per requirement of locality.

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## 2.

Theme/Subject:	Teacher Education
Stage of Education:	Teacher Education (In-service)
Topic of Research:	Challenges and opportunities in using OER in School Education: A study in Biswanath District of Assam
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Category:	Research Study
Language of Research Report:	English
Year of Completion:	2019
Published/Unpublished:	Unpublished

**Introduction:** A study was conducted to identify challenges and opportunities in using Open Educational Resources (OER) in school education by teachers and head teachers in Chaiduar educational block of Biswanath district, Assam.

**Objectives:** (i) to explore and understand challenges faced by teachers and head teachers while using OER in school education; (ii) to suggest measures for addressing issues and challenges in using OER.

**Methodology:** An exploratory research design was used and the study followed the qualitative paradigm. **Sample:** A total of 20 teachers and 15 head teachers/cluster resource centre coordinators were included in the study. Selection of teachers/ head teachers/ cluster resource centre coordinators was done purposively. **Tools:** interview schedule for teachers and a tool for group discussion with head teachers and cluster resource centre coordinator were developed by the researcher for data collection. **Data Collection:** face-to-face interview was conducted to ascertain data/information from teachers. Three focus group discussions were conducted to get data/information from teachers and cluster resource coordinators. **Data Analysis:** The qualitative data was analysed developing codes and themes manually. The information collected through in-depth interviews were transcribed and translated into English. The narratives were analysed thematically and conclusions were drawn from the findings.

**Findings:** Findings revealed that lack of awareness and understanding was found as one of the major challenges in not using OER in the teaching-learning process by teachers and head teachers in the study area.

**Implications:** There is a need for training programme for creating awareness and understanding of the concepts and uses of OER in teaching-learning process in the study area. Though the state educational department is organising capacity building programmes of teachers in this area, yet teachers are not feeling comfortable to use OER as a resource. Hence, training of teachers in this direction is required on a regular basis.

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### 3.

Theme/Subject:	Teacher Education
Stage of Education:	Elementary
Topic of Research:	An Analysis of Work Education Programme under Elementary School curriculum of Assam
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Category:	Research Study
Language of Research Report:	English
Year of Completion:	2017
Published/Unpublished:	Unpublished

**Introduction:** A study was carried out to explore the status of Work Education Programme (WEP) in elementary school curriculum of three districts namely, Shivasagar, Jorhat and Morigaon of Assam.

**Objectives:** (i) to identify the existing curricular activities conducted under WEP; (ii) to find out knowledge and attitude of teachers about WEP; and (iii) to identify their problems in carrying out the WEP.

**Methodology:** The study was descriptive in nature and primary data was collected from the field to describe the phenomenon under study. **Sample:** The study used a random sampling method and a total of 300 respondents were selected from 150 upper-primary schools (one teacher and one headmaster for each school), from nine blocks (three from each district, namely Dibrugarh, Jorhat and Morigaon. **Tools:** A structured questionnaire consisting of item related to the issue (e.g. collecting school profiles and teacher's personal information), two checklists (self-prepared) - one, to find out the strategies adopted by the teachers for conducting the work education programme and the other to find out the level of status of the implementation of work education programme were developed. Standardized knowledge check for studying the curriculum and pedagogical knowledge of the teacher, attitude scale (Likert's technique) to study the teachers' attitude towards the WEP, rating scale (self-prepared) to find out the problems faced by the teachers' in carrying out WEP in schools, were also adopted. **Data Collection:** The researcher visited the schools that came under the preview of study and collected data by holding face-to-face interviews and canvassing schedule to teachers/head teachers. **Data Analysis:** The collected data was coded, tabulated and analysed in accordance with the objectives of the study by using the statistical techniques: percentage, mean, standard deviation, Karl Pearson's product moment co-efficient of correlation (r).

**Findings:** Findings revealed that 86 per cent of schools have separate periods of work education. However, no integration of work education with other subjects was found in the majority of the schools. There was no availability of any standard evaluation tool for assessing students' progress in more than 60 per cent of sample schools. All activities (total=73) under different areas of work education covered by the study were found to be organised for students of upper primary classes in sample schools. However, the percentage of implementation was found very low. Findings also revealed the effective implementation of work education suffers due to lack of: funds;

a proper guidebook on work education; necessary equipment; boundary wall; laboratory; awareness among parents; and proper knowledge and skill of teachers. Findings also revealed that a very few teachers (9.70 per cent) were found having favourable attitude about WEP. A large number of teachers (59 per cent) were not in favour of WEP in schools. Further statistical analysis revealed that there was positive correlation ( $r=0.202$ ) between trained teachers and their favourable attitude towards WEP in comparison with teachers who did not undergo any training. The researcher through the use of experimental model of Work Education, which was experimented in 20 per cent sample schools of Jorhat district, showed effective and proved that special training and exposure is essential for developing knowledge, skill and attitude of teachers which builds confidence to carry out any work education programme in schools.

**Implications:** There is a need to organise capacity building programmes for teachers to make them understand the role and importance of WEP in schools. Training in work education helps in motivating teachers to make WEP a success in schools. Study also suggests that to make WEP in schools a success require networking and collaboration with nearby workplaces e.g. industries, local institutions etc.

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#### 4.

Theme/Subject:	Psychology of Education
Stage of Education:	Primary Stage
Topic of Research:	Achievement Motivation Self Esteem and Socio-economic Status among the Class-VIII students of Bongaigaon District of Assam: A correlation Analysis
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Category:	Research Study
Language of Research Report:	English
Year of Completion:	2017
Published/Unpublished:	Unpublished

**Introduction:** A study was conducted to explore the correlations of achievement motivations, self-esteem and socio-economic background of class VIII students in Bongaigaon district of Assam.

**Objectives:** To find out the relationship between achievement motivation, self-esteem and socio-economic status of class VIII students.

**Methodology:** The study was exploratory in nature and relied on primary data collected through standardised inventory. **Sample:** Purposive sampling was used to select schools so that both private and government-run schools covered. Stratified random sampling was used to select students from different socio-economic groups. 2 government schools were selected. From the 4 schools, 60 students (30 girls and 30 boys) were selected. Among the sample students, 20 each were selected from the three socio-economic groups (low, middle and high) of which 10 each from girls and boys. **Tools:** Achievement motivation inventory prepared by Prof. G Rao, self-esteem inventory by M.S. Prasad and G.P Thakur and socio- economic status scale by Dr. Beena Sah were used. **Data Collection:** data was collected by using the above standardise inventory. In all, interaction was made with 60 students of class VIII. **Data Analysis:** The correlation method (product-moment coefficient of correlation) was used to observe the relationship between the variables. Data was analysed as per the procedure of the inventories. Mean, standard deviation, t-test and coefficient of correlation were calculated for analysing the data.

**Findings:** Findings revealed that girls have high achievement motivation (mean score 48.78) in comparison with boys (mean score 46.68). In the case of self-esteem, findings revealed high self-esteem (mean score 6.86) among boys in comparison with girls (mean score 4.71). A negative correlation was found between achievement motivation and self-esteem of boys of the low socio-economic group but was found not significant. The study also revealed that boys and girls of the middle socio-economic group have a significant positive correlation between achievement motivation and self-esteem. A positive relationship was found between achievement motivation and self-esteem of girls of low socio-economic category whereas boys of

the high socio-economic group have weak and positive correlations between achievement motivation and self-esteem. Girls of the high socio-economic group have a significant positive relationship between achievement motivation and self-esteem. Boys and girls of the high socio-economic group found a negative but insignificant correlation between achievement motivation and socio-economic status. Both boys and girls of the middle socio-economic group have a high, positive and significant correlation between achievement motivation and socio-economic status. The correlation between self-esteem and socio-economic group was found that girls of the low socio-economic group and boys of the high socio-economic group have a negative but insignificant relationship. In the case of a middle socio-economic group, a high and positive and significant relationship was found.

**Implications:** There is a need to orient teachers to encourage children belonging to low socio-economic background to develop self-esteem and achievement motivation.

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## 5.

Theme/Subject:	Teacher Education
Stage of Education:	Middle School, In-Service Teacher Education
Topic of Research:	A Study on Self-Assessment of Upper Primary Teachers of Bongaigaon District
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Category:	Research Study
Language of Research Report:	English
Year of Completion:	2020
Published/Unpublished:	Unpublished

**Introduction:** A study was conducted on self-assessment of upper primary school teachers in Bongaigaon district of Assam.

**Objectives:** (i) to assess the teachers' own performance by themselves based on their expected roles and responsibilities; (ii) to identify the areas of strength and challenges of teachers in their teaching-learning process through reflective practices; (iii) to enhance the proficiency level of the teachers to their highest level in classroom teaching-learning activities and other school-related activities; and (iv) to provide constructive support for the improvement of teachers' performance through multiple experiences and mentoring on the teaching-learning process.

**Methodology:** A descriptive research design was adopted in this study. **Sample:** 21 elementary schools of Bongaigaon district were included in the study and 100 teachers teaching different subjects were selected from these sample schools with the help of simple random sampling technique. **Tools:** Modified Teachers Self-Assessment Tools (originally developed by NCERT, New Delhi), and classroom observation formats were used for data collection and on the spot assessment of materials used in the classroom by the teachers were also collected for getting necessary data. **Data Collection:** Primary data was collected by the investigator personally by visiting sample schools. **Data Analysis:** Collected data was tabulated and analysed according to subject-specific as well as by location of school. These were compared with the percentage form. The totality of the subject is again compared according to area of location and the tabular forms of these were also represented by statistical bar diagram for the whole district. Again, these were further compared with the level of the teacher's performance for the whole district and these were also represented through bar diagram.

**Findings:** Findings revealed that there was no difference in the performance of teachers belonging to rural and urban areas. Similarity was also found in the role and responsibilities of teachers in academic as well as administrative functions. In case of the strength of teachers that means the knowledge and understanding about the subject matter, their achievement was Level 3 i.e., approached the expected standard, and showed no challenges in teaching-learning process. The study further indicated that in class room teaching activities and other school related activities, their



performance was satisfactory (i.e. at Level 2) whereas in case of constructive support and mentoring, their performance is below the satisfactory level, (i.e., at Level 1) and exceptional performance, i.e., Level 4 means was almost absent.

**Implications:** The Self-reflective assessment is essential for every teacher to enable them to assess his/her strength and weaknesses. Continuous professional development of teacher is essential for professional growth of teachers and also helps in enhancing students learning at school.

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## 6.

Theme/Subject:	Education
Stage of Education:	Primary Education
Topic of Research:	Factors Causing Spelling Mistakes in Language (Assamese) by Students of Class II and Some Remedies to Minimize the Spelling Errors of the Students
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Category:	Action Research
Language of Research Report:	English
Year of completion:	2010-11
Published/Unpublished:	Unpublished

**Introduction:** A study was conducted to assess the factors causing spelling mistakes in Assamese language by students of class II and to suggest remedies to minimise the spelling errors in the language.

**Objectives:** (i) to find out the specific factors causing spelling mistakes committed by students of class II; and (ii) to evolve remedies to minimise the problem of causing mistakes by students in language class.

**Methodology:** It was an action research. **Sample:** A total of 10 students (5 boys and 5 girls) were randomly selected out of the 22 students of class II of a school in the Barpeta district. **Tools:** An achievement test was developed for both pre-test and post-test. The tool consisted of writing items, dictation from textbooks, and reading from an Assamese newspaper cutting. **Data Collection:** The pre-test was administered. Interventions were made and after 3 months of intervention in the teaching-learning process, the post-test was conducted using the same tool. Dictation was given to the students from the textbook for diagnosing their strengths and weakness in written work. A short and simple passage from an Assamese newspaper cutting was provided to the students for reading aloud and silently. They were instructed to copy the passage on their notebook. Textbook items were also used in the same way. Students were advised to use a dictionary to confirm the spelling of words. **Data Analysis:** The results of both the pre-test and post-test were analysed based on mean scores.

**Findings:** Findings revealed that the spelling mistakes occurred mainly in words having conjunction letters. The students got confused about words having more than two syllables. Lack of knowledge of Swara Symbol and Matra (Vowel, Consonant, Composition) was also observed. Problem was also found for words with similar pronunciation. The result also revealed a lack of regular practice in reading and writing.

**Implications:** The achievement level of students in language learning depends on the adoption of right strategy for the teaching-learning process. Therefore, the first

preference should be providing students adequate exposure to the language by means of written exercises, language games, reference materials etc. leading to learning correct spelling and enhancing their knowledge of vocabulary. Regular monitoring and remedial measures should be taken up so that students' learning gaps might be minimised.

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## State Name: Bihar

### 7.

Theme/Subject:	Teacher Education
Stage of Education	Diploma in Elementary Education (D. El. Ed.)
Topic of Research	A Study of Entry Behaviour of Pre-service Teachers of DIET Rambagh Muzaffarpur
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Category:	Research Study
Language of Research Report:	English
Year of Completion:	2021-22
Published/ Unpublished:	Unpublished

**Introduction:** Entry behaviour of pre-service teachers (batch 2021-23) of DIET Rambagh, Muzaffarpur was studied.

**Objectives:** (i) to study the entry behaviour of pupil-teachers of DIET Rambagh with respect to certain demographic variables viz. gender, subject stream, socio-economic status (SES) and age range.

**Methodology:** The research was exploratory in nature. The survey method was followed for investigation. **Sample:** A total of 132 participants were selected through convenience sampling and purposive sampling techniques. Out of 132 participants, 65 were enrolled in science stream (Female = 31 and Male = 34) and remaining 67 were enrolled in arts stream (Female = 40 and Male = 27). **Tools:** A self-developed Baseline Questionnaire (BLQ) was used. **Data Collection:** Data was collected through primary sources using the BLQ questionnaire. **Data Analysis:** Percentage analysis, t-test and one-way ANOVA statistics were used for data interpretation of the result and drawing conclusions.

**Findings:** Findings revealed that entry behaviour of male trainees was found slightly better in comparison with female trainees. But statistically, difference was not found significant. Stream wise analysis indicated that entry behaviour of science trainees was found comparatively better than trainees of arts streams and the difference between the two was also found statistically significant. On the other hand, no significant difference was noted between the entry behaviour of participants with respect to SES. Although participants belonging to medium SES exhibited better entry behaviour than that of the high and low status, the difference was statistically not significant. A significant difference was observed between the entry behaviour of trainees with respect to age range. The trainees belonged to age group 18-23 years had significantly better entry behaviour than of age group 31-35 years. Although entry behaviour of trainees belonging to age range 18-23 years was found better than that of 24-30 age group, this difference was found to be statistically not significant.

**Implications:** The study recommended that stakeholders of the institution should have to pay extra attention to the two most important target groups viz. trainees belonging to the arts stream and of the trainees in the age group of 31-35 years.

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**State Name: Haryana****8.**

Theme/Subject:	Psychology of Education
Stage of Education	Secondary and Senior Secondary
Topic of Research	A Comparative Study between Pedagogical and Managerial Practices in Aarohi Models Schools & Govt. Sr. Sec. Schools of Haryana
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Category:	Research Study
Language of Research Report:	English
Year of Completion:	2020
Published/ Unpublished:	Unpublished

**Introduction:** A study was conducted to compare the managerial and pedagogical practices of two types of schools: (i) Aarohi models schools and (ii) Government senior secondary schools (GSSS) in 36 educationally backward blocks of 10 districts of Haryana.

**Objectives:** To compare the managerial school practices of these types of schools that included: training of school heads and teachers; mode of recruitment; educational qualification of staff; record keeping of student progress; admission criteria; the medium of instruction; monitoring mechanisms; infrastructure facilities; autonomy; pedagogical processes; availability and use of labs; lesson plan, teachers diary, TLM; use of ICT; use of TLM; PTM organised; and co-curricular activities.

**Methodology:** A mixed method research design was adopted. **Sample:** All 36 Aarohi model schools and 36 GSSS located in educationally backward blocks of the 10 districts of Haryana were selected as samples. **Tools:** Interview schedule for school heads, teachers, and parents; a questionnaire for students; and an observation sheet were prepared to conduct the study. **Data Collection:** Primary as well as secondary data was collected with the help of 16 surveyors who were formally trained for the collection of data. **Data Analysis:** Percentage analysis was used for the analysis of data, interpretation of the result and drawing conclusion.

**Findings:** Findings revealed that only two principals and a few teachers have received training in Aarohi schools of all the educationally backward blocks of 10 districts of Haryana. It was found that principals in Aarohi model schools were recruited by way of conducting interviews whereas principals in GSSS come by promotion. Teachers in Aarohi schools and other staff are contractual or come through outsourcing. For admission into all Aarohi schools, entrance tests are held. In GSSS, most of the staffs are regular appointments. The study further revealed that 41 per cent of the staffs in Aarohi schools and 5 per cent of the staffs in GSSS have M. Phil. as the highest qualification. Teachers of both schools make daily lesson plans and maintain lesson plans and Aarohi schools conduct more PTMs than GSSS. Peer tutoring activities were carried out in Aarohi schools. Aarohi school teachers use more ICT labs in comparison to the GSSS teachers. In both schools, academic performance shared with parents on a monthly basis. Students who received trainings in GSSS are more in number in comparison to Aarohi students and Aarohi students received trainings in

cyber safety, communication skills, and fire safety.

**Implications:** The study suggests that there is a need for more training programs for Aarohi principals and teachers. The vacant TGT posts in Aarohi model schools need to be filled to ensure quality education to students. The GSSS teachers need to be motivated to use labs and ICT in the teaching-learning process. Cyber safety training must be dealt in a greater extent in both schools. Organisation and participation in co-curricular activities need to be improved in GSSS.

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9.

Theme/Subject:	Population Education- Adolescent Issues
Stage of Education:	Secondary and Senior Secondary
Topic of Research:	A Study on the Effect of Mobile Phone and Internet on Physical and Mental Health of Adolescents in Government Schools of Haryana
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Category:	Research Study
Language of Research Report:	English
Year of Completion:	2019-2020
Published/Unpublished:	Unpublished

**Introduction:** A study was conducted to analyse the effect of mobile phones and internet on adolescents physical and mental health in government schools in Haryana.

**Objectives:** (i) to examine perception of teachers, parents and school heads about the extent of use of mobile phones and the internet by adolescent students; (ii) to analyse effect of using mobile phones and internet on the physical and mental health of adolescents; and (iii) to assess initiatives undertaken by government schools to create awareness about cyber safety among students and safety measures adopted by teachers and parents.

**Methodology:** A descriptive survey research design was used. **Sample:** This study was conducted in government senior secondary schools located in six selected districts of Haryana. The stratified random sampling technique was used for sampling. 5 per cent sample of government senior secondary schools was randomly selected from the six districts, one each from the six divisions of Haryana. The selected districts were Ambala, Karnal, Rewari, Nuh, Rohtak, and Fatehabad. 5 per cent representation of all types of schools (boys/girls/co-ed) and locality (urban/rural) of schools was included in the sample. **Tools:** Self-prepared structured interview schedules for school heads, teachers, computer lab in-charge, and parents; a questionnaire for students; and an attitude scale for students were used. **Data Collection:** Time spent by students on mobiles and internet was collected and quantified. Perception of stakeholders about the effect of mobile phones and internet on the physical and mental health of students such as stress, anxiety etc. and use of the internet in academic activities was also ascertained. The action research associates and DIET lecturers were trained to carry out the survey. **Data Analysis:** The primary data collected from the survey was analysed using percentage, mean and t-test.

**Findings:** Findings revealed that more than 50 per cent of parents agreed that use of mobile and internet had negative effect on physical and mental health as well as on social behaviour. More than 60 per cent (67 per cent) believed that use of mobile and internet led adolescents in gaming addiction and affected their physical health. 83 per cent of parents confirmed that their children used internet at home. About 50 per cent

teachers mentioned that utilization of these devices was leading to social isolation. Majority of the students (62per cent) accepted that the use of internet increased stress.

**Implications:** Awareness must be created among students about the effect of prolonged use of mobile and internet on their physical and mental health.

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## 10.

Theme/Subject:	Education
Stage of Education	Primary to Senior Secondary
Topic of Research	Problems Related to out of Schools Children belonging to SC Community in Haryana (2015-16)
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Category:	Research Study
Language of Research Report:	English
Year of Completion:	2016
Published/ Unpublished:	Unpublished

**Introduction:** A study was conducted to identify the reasons of dropout and never enrolled Scheduled Caste (SC) community children in Haryana.

**Objectives:** To identify reasons of drop out and never enrolled children belonging to SC community.

**Methodology:** A survey research design was adopted. **Sample:** 60 rural areas and 30 urban areas (having majority of SC population) were selected through purposive sampling. A total of 2000 households, 2463 dropouts/non-starters, 163 community leaders and 194 school heads/teachers were selected from the areas in Haryana as sample for primary data collection. **Tools:** Questionnaire for out of school children, parents, community leaders, and school heads/teachers were used as tools for data collection. **Data Collection:** Secondary data was collected from published sources. Primary data was collected from the parents/ guardians, school heads, SMC members/ ward member/ councilor/ Panch belonging to SC community and their perceptions regarding the problems behind the drop out from schools or non-starting of schooling between the age groups 5-20 through a comprehensive survey process. **Data Analysis:** Analysis was done with descriptive statistics through advanced excel and SPSS.

**Findings:** Findings revealed that 75 per cent children dropouts and 12 per cent were identified as non-starters (among age group 5-16 yrs.). Among the non-starter/dropouts of age 5-16 years., 40 per cent were doing nothing, 28.7 per cent were helping their parents at home, 13.8 per cent were doing some labour work and only 0.95 per cent were self-studying. Among age group 16-20 years., 91 per cent were reported as dropouts and 4.7 per cent were non-starters; among these, majority of the dropouts were from higher secondary level (i.e., class 9-12) and from the session 2011-15. Among the non-starter/dropouts of age 16-20 years., 26.5 per cent were doing nothing, 30.8 per cent helping parents at home, 27.3 per cent doing some labour work and only 2 per cent were self-studying. Among the non-starters/dropouts of 5-16 yrs. and 16-20 yrs., only 43 per cent and 36 per cent wants to restart study respectively. Further, the study also revealed that the dropouts/non-starters rate of boys remained higher as compared to girls. Ambala, Faridabad, Hisar, Kaithal and

Sonipat were found to have maximum number of student dropouts. It was also found that parent's level of education had a multifaceted impact on children's retention and ability to learn in schools. The study revealed that poverty has also been a major reason for schools dropouts.

**Implications:** The study suggests that there is a need to create awareness about the facilities like vocational education, parent counselling, scholarship, remedial education, and bridge courses that are already offered in schools to motivate children to come and study in government schools of Haryana. The other issues/factors such as far away schools, lack of co-curricular activities, lack of female teachers, inadequate school infrastructure and teachers discriminatory attitudes towards students, also need to be addressed by concerned department.

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## 11.

Theme/Subject:	Assessment of Learning Achievement
Stage of Education	Primary and Upper Primary
Topic of Research	Baseline Report on Learning Outcome Survey (2013)
Name and Address of the Investigator(s) (With E-mail):	Shri Sanjay Kumar REAP Cell, SCERT Haryana, Gurugram E-mail: researchmanager.reapscert@gmail.com
Institution where the Research was Conducted:	REAP Cell, SCERT Haryana, Gurugram
Category:	Research Study
Language of Research Report:	English
Year of Completion:	2013
Published/ Unpublished:	Unpublished

**Introduction:** A study was conducted to assess the learning levels of class III and V students in English, Hindi and Mathematics and in class VIII for science and mathematics subjects in two blocks of two districts of Haryana.

**Objectives:** To assess the learning levels of students in classes III, V and VIII.

**Methodology:** The study adopted a descriptive survey research design. The study was based on a progression plan for students in Hindi, Mathematics and English of classes III and V. **Sample:** A total of 3378 students from the two blocks: 918 from Babain block of Kurukshetra district and 2459 from Rajaund block of Kaithal district were covered in the study. **Tools:** ASER tools for assessing the achievement level of class III and V students in Hindi, English and Mathematics and NCERT NAS Tools for assessing the achievement level of class VIII students in science and mathematics were adopted. **Data Collection:** A test was conducted. In class VIII, 1595 students appeared in the mathematics examination and 1633 students appeared in the science examination, covering both blocks. **Data Analysis:** The data was analysed using simple percentage.

**Findings:** Findings revealed that in class III only 55 per cent students were able to read story of 8-10 lines in Hindi and only 25 per cent students were able to achieve level 3 competencies in mathematics. In English only 7.22 per cent students in Rajaund and 16.14 per cent in Babain were found at zero level. In class V, 2.6 per cent in Rajaund block and 17.04 per cent in Babain block students were found at zero level in English. In class VII, analysis showed that learning levels in Science and Mathematics was found better in Babain block in comparison with Rajaund block.

**Implications:** Teaching-learning process needs to be improved to achieve the desired level learning in both the blocks.

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## 12.

Theme/Subject:	Library Science
Stage of Education	Primary, Secondary and Senior Secondary
Topic of Research	To study the existence and functioning of Library in Govt. Schools of Haryana (2018-19)
Name and Address of the Investigator(s) (with E-mail):	Ms Sheenu Dahiya, REAP Cell, SCERT Haryana, Gurugram E-mail: ra.reapscert@gmail.com
Institution where the Research was Conducted:	REAP Cell SCERT Haryana
Category:	Research Study
Language of Research Report:	English
Year of Completion:	2019
Published/ Unpublished:	Unpublished

**Introduction:** A study was conducted to analyse the existing conditions of school libraries and their status of functioning in government schools of Haryana.

**Objectives:** (i) to analyse the current status of existence and available infrastructure of libraries in government schools of Haryana; (ii) to examine the actual functioning of the libraries in government schools of Haryana; and (iii) to find out the content richness and relevance of books available in libraries in government schools of Haryana.

**Methodology:** A descriptive survey research design was adopted in this study.

**Sample:** A total of 137 schools from 11 sample districts of Haryana were selected using purposive sampling. 137 school heads, 137 library in-charges, 274 class teachers and 1370 students were selected using random sampling from the sample schools.

**Tools:** A structured questionnaire was developed as a tool for data collection.

**Data collection:** Data collection was done with the help of a team of trained surveyors. The data entry was done in Google form. **Data Analysis:** Data was analysed using statistical techniques like MS- Excel and SPSS version 20.0 and presented in the form of charts, diagrams and tables.

**Findings:** Findings showed that nearly 58 per cent of schools have a separate room for library, of whom 56.9 per cent room were well-ventilated and had a proper sitting arrangement. 52 per cent of schools have formed purchase committees for library books. 61 per cent of schools admitted that they received grants for the school library in the last 3 years. It was also found that only 37.2 per cent of schools reported having manual catalogues. Only 1.5 per cent of libraries had a functional computer; and among them, only 0.7 per cent had functional internet connections. It was also found that none of the schools had any sanctioned posts for librarians. With regard to the content richness of the resources, it was found that the top five most common types of books available were the story, poetry, biography, text-related books and dictionaries.

**Implications:** School libraries must have librarians in place. Library grants must be made timely available in schools. Access to internet and access to computer facilities with internet facilities must be available in all school libraries. It is also suggested one period in school time table must be devoted to compulsory library consultation for students in schools.

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### 13.

Theme/Subject:	Community Participation
Stage of Education	Upper Primary, Secondary and Senior Secondary
Topic of Research	Role of Community & Parents in the Teaching-learning process in Government Schools of Haryana
Name And Address of The Investigator(s) (with E-mail):	Dr Shivani Kaushik E-mail: researchmanager.reapscert@gmail.com
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Category:	Research Study
Language of Research Report:	English
Year of Completion:	2020
Published/ Unpublished:	Unpublished

**Introduction:** A study was conducted to assess the role of community and parents in the teaching-learning process in government schools of Haryana.

**Objectives:** To examine the role of parents and community members in school programmes and enrichment activities conducted by the school as per annual planner activities of schools.

**Methodology:** A descriptive research design was followed. **Sample:** There are 22 districts in Haryana and these twenty two districts are further divided in 120 blocks. Two government senior secondary schools from each block were covered under the study. In all 240 schools were planned initially to be covered as sample, but in some blocks only one school was covered due to non-availability of surveyors. **Tools:** Interview schedule for school heads, school teachers and in-charge cultural activities, a questionnaire for students and a school observation sheet was used to collect data. **Data Collection:** Data was collected with the help of 27 surveyors. Surveyors were trained at SCERT level before going for the fieldwork. Both quantitative and qualitative data was collected by the surveyors. **Data Analysis:** A simple percentage was used for the data analysis.

**Findings:** Analysis showed that only 25 per cent of the sample schools had created a cultural calendar for the academic year i.e. 2019-20. 65 per cent of sample schools organised 1 to 2 activities per month, but there is no specific pattern. The activities generally of drawing/painting programmes and celebration of religious festivals. Almost all schools informed that community and parents always come forward to participate in the cultural programmes as and when organised in schools. They also provided support as and when is demanded by school authorities of any nature.

**Implications:** There is a need to have availability of music and fine art teachers in every senior secondary school to enhance the organization of cultural programmes at school level. It is also suggested that purchase of musical instruments and costumes is equally essential in every school to enrich cultural activities at school level.

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14.

Theme/Subject:	Community Participation
Stage of Education	Primary and Secondary
Topic of Research	Role of Community & Parents in the Teaching-Learning process in Government Schools of Haryana
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Institution where the Research was Conducted:	REAP Cell SCERT Haryana-122002
Category:	Research Study
Language of Research Report:	English
Year of Completion:	2020
Published/ Unpublished:	Unpublished

**Introduction:** A study was conducted to assess the role of community and parents in the teaching-learning process in government schools of Haryana.

**Objectives:** To examine the role of communities and parents in school programmes and enrichment activities conducted by the school as per annual planner activities of schools.

**Methodology:** A descriptive research design was followed. **Sample:** A total of 210 government schools including all levels (Primary-2, Middle-4, High-2, and Senior Secondary-2) were selected randomly from all blocks of every district in the State. Jind district was dropped from the survey list at the last moment due to unforeseen circumstances. School head/principal, school teacher, students (above primary level), community members (Sarpanch/ Panch/ Ward members) and parents were the target group. **Tools:** Self-prepared questionnaires were used for data collection. **Data Collection:** Primary data was collected using self-prepared questionnaires developed for each stakeholder. All the surveyors underwent a brief training of tool development and execution to ensure that all surveyors understand the rationale of the study and use of survey instrument with high accuracy in data collection. Data entry was done using Google form. **Data Analysis:** Data entered was analysed using various statistical techniques as per the suitability and need of the data in SPSS (version 20.0) and the same was presented with the help of statistical tables, charts and diagrammes.

**Findings:** Findings showed an active involvement of community members and parents in the school functioning and the same was found welcomed by majority of the school authorities. However, their maximum involvement and contribution was found in the field of administrative and infrastructure related issues.

**Implications:** There is a need to evolve a strategy to design specific interventions that help the school authorities to make parents and community members empower to contribute in monitoring their wards school progress.

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## 15.

Theme/Subject:	Teacher Education
Stage of Education	All School Stages
Topic of Research	Analysis of Teacher's Time Utilization in Schools of Haryana
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Institution where the Research was Conducted:	REAP Cell, SCERT Haryana, Gurugram
Category:	Research Study
Language of Research Report:	English
Year of Completion:	2013
Published/ Unpublished:	Unpublished

**Introduction:** A survey study was conducted to understand extent of utilization of teacher's time in government schools of Haryana.

**Objectives:** To find out the nature of activities other than teaching assignment in which teachers generally utilise their duty times in government schools of Haryana.

**Methodology:** A descriptive survey method was adopted in the study. **Sample:** A total of 363 teachers from 140 schools covering 10 districts of Haryana, was selected as sample for the study. **Tools:** Self-prepared questionnaire. **Data Collection:** Data was collected from school teachers through the self-prepared questionnaire. The study focused on the tasks, other than teaching, that was performed by teachers during working hours. **Data Analysis:** Data was analysed using SPSS and STATA.

**Findings:** Findings revealed that 38 per cent of sample schools did not have designated school heads and 31 per cent of schools did not even have sanctioned posts filled. Further, 43 per cent of teachers were taking combined classes in the week time. About half of 43 per cent teachers (21.80 per cent) informed that they always take combined classes due to engagement of teachers in non-academic tasks e.g. engagement in in-service training programmes, visit to DEO/DPC/BEO, Census duty, BLO duty etc. Moreover, schools did not have required strength of teachers in schools. Sometimes teachers also remained absent because of their personal issues/problems. Analysis of field data indicated 30 days in a year teachers remained busy in Census duty (82 per cent), BLO duty (78.9 per cent) and Election duty (57 per cent). Monthly activities, take more than 5 hours in a month like MDM (27.6 per cent), school maintenance (23.6 per cent), cultural (26.8 per cent) and school construction (26.9 per cent) activities/duties. Weekly activities take more than 2 hours in a week like adjustment classes (59 per cent), contacting DEO, BEO offices (38 per cent), maintaining exam records (28 per cent) and school maintenance (23.6 per cent).

**Implications:** The study suggests that the extra duties of teachers need to be streamlined. A proper timetable is to be maintained for instructional and non-instructional duties. Teacher's workload to be properly defined and a schedule to be set for trainings during vacations. The study also suggests that the administrative support be provided in schools in terms of human power so that teaching work is not affected.

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## 16.

Theme/Subject:	National Programme and Schemes
Stage of Education	Elementary Stage
Topic of Research	Analysis of Status of Flagship Programmes Run Under Sarva siksha Abhiyan in Haryana During 2001-2008
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Category:	Research Study
Language of Research Report:	English
Year of Completion:	2013
Published/ Unpublished:	Unpublished

**Introduction:** Sarva Shiksha Abhiyaan (SSA) is an effort to universalise elementary education. The flagship programmes under SSA Haryana are: NPEGEL, KGBV, MDM, IED, TLM, M&E, CAL, AIE, ECCE, Free bicycle scheme for girls, and financial aid for students.

**Objectives:** Desk review of achievements of flagship programmes run under Sarva Siksha Abhiyan (SSA) during 2001-2008.

**Methodology:** The study used a descriptive analysis. **Sample:** SSA report of the years 2001-2008 were accessed and reviewed. **Tools:** A questionnaire was developed to collect details of financial grants received and expenditure incurred during the study period. **Data Collection:** Expenditure incurred in each of the schemes of the said years as per the reports. **Data Analysis:** Status of each programme analysed separately.

**Findings:** Analysis indicated that several steps have been taken to make in-service teacher training programmes a meaningful and effective. However, document reviewed did not explain anything about training modules, how to use TLM, monitoring system of the training programme and the impact assessment of training programmes. The reports also did not provide any statistical data about learning outcomes of students. The community participation in schools functionality was also not clear in the reports.

**Implications:** The study recommended a strong need to undertake impact studies of these flagship programmes, especially free bicycle distribution, mid-day meal scheme in government schools. Field-based impact studies only can give us an understanding about the achievement of such schemes in enhancing childrens' enrolment, learning outcomes, absenteeism in schools, as well as the situation of dropouts of students in government schools. The study further suggested that there is a need to conduct comprehensive research to study the effectiveness of computer aided learning outcomes of students and also the participation and involvement of community in schools.

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## 17.

Theme/Subject:	Children with Special Needs
Stage of Education	Primary and Upper primary
Topic of Research	Status Study of Facilities for Children with Special Needs in Government Schools
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Category:	Research Study
Language of Research Report:	English
Year of Completion:	2016
Published/ Unpublished:	Unpublished

**Introduction:** A study was conducted to analyse the status of facilities for children with special needs (CWSN) who were and were not admitted in public schools in Haryana. Analysis focused on status of facilities not only limited to infrastructure facilities, teachers, allowance etc. provided by the government of Haryana.

**Objectives:** (i) to find out the status of the facilities available for CWSN students who are or are not enrolled in government schools of Haryana; and (ii) to assess the problems that are faced by these children and persons associated with these children.

**Methodology:** A descriptive survey method was used. **Sample:** A total of 30 IED centres (2 from each 15 districts) were selected randomly. Further, A total of 30 schools (2 schools from each school with inclusive education; 1 for differently-abled (IED) centres) were also selected with at least 1 CWSN studying in them (as per the available DISE data). **Tools:** Survey tools to capture the response of various stakeholders such as parents of students studying in IED centres, resource persons in the IED centre, schools with IED centres, schools with at least one CWSN, was developed. **Data Collection:** The survey was conducted over a span of four working days in all the selected districts in May 2015 by 30 surveyors including Action Research Associates and DIET faculties. **Data Analysis:** Data was analysed using MS-Excel and other statistical tools like simple percentage.

**Findings:** Findings revealed that 88 per cent of the children were found to be born with disabilities. 42 per cent of the children had full support of their parents whereas the rest faced resistance from their parents. It was also found that most of the parents, were taking medical help for their children. About 35 per cent of the parents had never received allowances from the government and 2 per cent of the parents were not even aware of such allowances. 90 per cent of the resource persons were found to be fulfilling their duties properly.

**Implications:** The study suggests that more focus should be on vocational education to identify the hidden talent of CWSN students and more trained teachers should be provided in such centres. The transportation facility should be provided in order to encourage parents to send their kids to IED centers. There should be a provision of female care taker in each IED center to take care of growing girl children. There should be more awareness and transparency is required in terms of allowances provided to CWSNs and more parents should be made aware about the treatment of

their children.

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## 18.

Theme/Subject:	Infrastructure as per U-DISE Data
Stage of Education	All School Stages
Topic of Research	DISE 5% Sample Checking 2014-15 District Karnal and Mahendergarh
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Institution where the Research was Conducted:	REAP Cell, SCERT Haryana, Gurugram
Category:	Research Study
Language of Research Report:	English
Year of Completion:	2015
Published/ Unpublished:	Unpublished

**Introduction:** DISE (District Information System for Education) is a system developed at the national level to systematically collect data related to school education. It has also been recognised as the official data source for Sarva Siksha Abhiyan (SSA) since 2001. It aims at collecting educational data which can be further used for planning, management, monitoring activities to improve the educational standard of schools. In order to improve the quality of data collected through DISE and to check the DISE data on a basis of 5 per cent sample checking each year, the present study was conducted.

**Objectives:** (i) to find out the areas and level of deviations in DISE Data; and (ii) to identify gap areas/loopholes in data; and (ii) to suggest appropriate measures for improvement of quality of DISE data collection.

**Methodology:** A descriptive survey method was used. **Sample:** A stratified random sampling was adopted. A total of 114 schools (60 schools from Karnal and 54 from Mahendargarh districts) were selected as sample which was 5 per cent of total schools from the sample districts. The sample schools represented all type of schools including rural/urban, girls/boys/co-education, govt./private etc. **Tools:** Data Collection Format (DCF) was prepared to compile data. **Data Collection:** Data was collected with the help of surveyors. All the field surveyors underwent two-day intensive training to ensure that they understand the rationale of the study and use the DCF with high accuracy in data. **Data Analysis:** Data analysis was done using advanced excel in order to find the deviations or discrepancies in DISE data.

**Findings:** Findings revealed that the overall deviation of all the variables mentioned in DCF is 6.7 per cent. Particulars related to school location: the overall deviation is 1.1 per cent. Particulars related to school particulars: the deviation level of 4 per cent. Particulars related to school staff: the highest level of deviation is 38.3 per cent. Major deviation was found in the variable related to total number of sanctioned positions. Particulars related to physical facilities in schools: the highest level of deviation among all the sections is 15.7 per cent.

**Implications:** The study suggests that there should be a proper maintenance of staff details register. Further, the sample size should be increased. There should be different formats for different level/type of schools as there are lot of variations in the working methodology of all schools. The school staff should be oriented. There is need for the scrutiny of data at block/district level. The training of both the parties,

DISE data collection and the agency conducting the 5 per cent sample checking should be given together at the same time to make uniformity in the understanding of record based as well as observation-based variables in DISE. There should be a compulsory maintenance of recorded information.

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## 19.

Theme/Subject:	U-DISE Data
Stage of Education	All Stages
Topic of Research	DISE 5% Sample Checking 2013-14 (in Panchkula and Rewari districts)
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Institution where the Research was Conducted:	REAP Cell, SCERT Haryana, Gurugram
Category:	Research Study
Language of Research Report:	English
Year of Completion:	2014
Published/ Unpublished:	Unpublished

**Introduction:** DISE (District Information System for Education) is a system developed at the national level to systematically collect data related to school education. Collated data is used for planning, management and monitoring of the quality of school education. In order to improve the quality of data collected, it is mandatory for all states and UTs to check the DISE data on a basis of 5 per cent sample checking each year, this study was conducted for the purpose.

**Objectives:** (i) to find out the areas and level of deviations in DISE data; (ii) to identify gap areas/loopholes in data; and (iii) to suggest appropriate measures for improvement of quality of DISE data collection.

**Methodology:** A descriptive analysis was used. **Sample:** A total of 64 schools (5 per cent of total schools) were selected from two districts namely Panchkula and Rewari by using stratified random sampling technique. The sample schools represented all type of schools including rural/urban, girls/boys/co-education, govt./private etc. **Tools:** Data Capture Format (DCF) was used as a tool to collect data. **Data Collection:** Data was collected with the help of DIET faculty, lecturers and ARAs (Action Research Associates). They underwent a one-day training for the same. The data collected by sample checking survey in both the districts and was then compared to the DISE data to find out the areas and level of deviation. For the purpose of comparison between the sample checking data and DISE data, the DISE data for the specific schools were provided by the SSA division of the State. **Data Analysis:** Data analysis was done using the advanced excel in order to find the deviations or discrepancies in DISE data.

**Findings:** Findings revealed that overall deviations among DISE data and the sample checking data is 10.5 per cent i.e., 10 per cent (after rounding off) which is quite close to the acceptable level of 10 per cent.

**Implications:** The study suggests that there should be clarity regarding the objective of DISE data collection. There should be proper training/orientation of school heads and proper monitoring of schools. There should be conceptual clarity regarding observation-based variables. Academic supervision for completion of school records is required. There is a need for the provision of annual trainings for staff engaged in DISE data collection and monitoring activities.

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## 20.

Theme/Subject:	ICT Education
Stage of Education	Upper Primary
Topic of Research	Evaluation of G-10 Project in Gurugram, Haryana
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Category:	Research Study
Language of Research Report:	English
Year of Completion:	2013
Published/ Unpublished:	Unpublished

**Introduction:** G-10 Project is an initiative going on in 10 government school of Gurgaon (Haryana) in collaboration with Vasuki Educational Foundation. This study was conducted to analyse the use of ICT in the school education and to evaluate the G-10 project to see the benefits.

**Objectives:** (i) to find out the actual usage of ICT in schools; and (ii) to evaluate its impact on the learning level of students.

**Methodology:** A descriptive survey research design was adopted. **Sample:** 10 government schools including GMS (government middle school), GHS (government high school) and GSSS (government senior secondary school) from Gurgaon (Gurugram) district where the G-10 programme was going on were selected as sample. A total of 40 per cent of the enrolled students under G-10 Project were selected randomly from the mathematics and science subjects of classes VI to VIII. **Tools:** Two types of tools, assessment tests for the students covered under the G-10 project, and forms for the headmaster/principal, teacher and students under this project were used for the data collection. **Data Collection:** A total of 10 surveyors (DIET 2<sup>nd</sup> year students) were deputed for two days to conduct the survey. Out of these 5 teams of 2 students each were made and each team was allotted two schools. One school was visited each day and forms were submitted back at SCERT on the same day. The assessment test was conducted from chapters 1-5 of each subject i.e., mathematics and science. The test mostly had objective type questions and the students were given half an hour for each test. The forms were filled by the headmasters/principals, teachers and students. **Data Analysis:** Data was analysed using simple percentage and analysis was shown graphically in the report.

**Findings:** Findings revealed that 90 per cent of the schools had at least 1 trained teacher for each subject in the school. 80 per cent students prefer ICT teaching over blackboard teaching. 90 per cent teachers realised an improvement in the retention of students since G-10 project was adopted in these schools. 100 per cent teachers were found to be satisfied with the quality of content given on ILMS. The findings also revealed that the students and teachers face problem in understanding science subject in English. Most of the schools did not have proper log books maintained and they were not checked by the head of school on a regular basis.

**Implications:** The study suggests that content in some subjects like science should be uploaded in Hindi. A proper time table should be followed by schools to get better

results of this programme. There should be a strict monitoring of the usage of ILMS at fixed interval to check if there is any discrepancy in log books and the data received from the server. Maintenance of log-books should be given more importance and a uniform format of it should be followed by all schools. Proper infrastructure should be provided for the smooth functioning of the programme. Regular tests should be conducted for students to check if they are getting any benefit from the programme.

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## 21.

Theme/Subject:	Enrolment
Stage of Education:	Primary and Upper Primary
Topic of Research:	Trend in Drop out in Enrolment in the Sessions 2014-15 and 2015-16 in Government Elementary Schools of Haryana
Name and Address of the Investigator(s) (with E-mail):	Dr. Shivani Kaushik & Ms. Rakesh Sheoran REAP Cell, SCERT Haryana, Gurugram-122002 E-mail: researchmanager.reapscert@gmail.com
Institution where the Research was Conducted:	REAP Cell, SCERT Haryana, Gurugram
Category:	Research Study
Language of Research Report:	English
Year of Completion:	2018
Published/ Unpublished:	Unpublished

**Introduction:** A study was conducted to analyse the trend in declining enrolments in government schools of four districts namely, Faridabad, Nuh, Palwal, and Panipat of Haryana after the concern raised by U-DISE over it.

**Objectives:** (i) to check if the U-DISE data about students enrolment available with the department for session 2014-15 and 2015-16; (ii) to compare the enrolment trends in the four districts; and (iii) to analyse the perception of school staff as well as community representatives about the drop in enrolment in 2015-16 in comparison to 2014-15.

**Methodology:** A descriptive survey research design was adopted. **Sample:** 5 per cent of schools from 4 sample districts (Faridabad, Nuh, Palwal, and Panipat) i.e. a total 101 primary and 7 upper primary schools were selected as sample. **Tools:** Questionnaires for school head, teacher and community were prepared. **Data Collection:** Both quantitative and qualitative data was collected through questionnaires and also from school records such as mid-day meal registers and class register and print out from MIS portal. **Data Analysis:** Data was analysed using percentage.

**Findings:** Findings indicated a decline in enrolment in all the sample schools. The enrolment data for class I-VIII for the session 2014-15 and 2015-16 showed that there is an overall decline of 49 per cent across all the four districts. Nuh district had shown maximum decline in enrolment of 56 per cent followed by Panipat (51 per cent), Palwal (44 per cent) and Faridabad (35 per cent). The overall decline for upper primary classes (66 per cent) was more than primary classes (43 per cent). Among the primary classes, the maximum decline in enrolment is observed in Class I and among the upper primary classes, it was for class VII. Class II in Panipat district and Class V of Nuh district have shown exceptional decline in enrolment. The study also revealed that till class III, there was more decline in enrolment for boys and after class III, the enrolment number of girls reduces more in comparison with boys. The overall decline in rural areas was more than that of urban areas. Most responsible factor for drop in enrolment was found to be parent's attitude and lack of awareness towards importance of education. Financial constraints and poor academic performance were also found to be responsible for drop in enrolment. According to community representatives, lack



of infrastructure facilities and lack of teachers in schools were found to be significant factors leading to drop in enrollment in government schools.

**Implications:** The study suggests that more attention is required to be paid to retention. Lack of infrastructure facilities and longtime teacher vacancy need to be addressed. A separate study needs to be conducted to find if this trend continued in further sessions and whether these students are taking admission in private schools.

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Theme/Subject:	Teacher Training
Stage of Education:	Upper Primary
Topic of Research:	Training Needs Analysis
Name and Address of the Investigator(s) (with E-mail):	Dr. Sheenu Dahiya REAP Cell SCERT Haryana Gurugram E-mail: <a href="mailto:ra.reapscert@gmail.com">ra.reapscert@gmail.com</a>
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Category:	Research Study
Language of Research Report:	English
Year of Completion:	2020
Published/Unpublished:	Unpublished

**Introduction:** Training Needs Assessment (TNA) is a method that helps in assessing the training needs of any employee. It helps in identifying whether an employee require training. If, yes, what are the areas in which employees working under the education department of Haryana require training. An online survey was conducted to gather information about the training needs.

**Objectives:** To explore the training needs of all levels of employees working under the department of education in Haryana.

**Methodology:** A descriptive survey research design was adopted. **Sample:** A random sampling method was used to select sample of the stakeholders such as block and district level official, school heads, teachers, lecturers, BRPs, ABRC, DMS, DSS, clerks, assistants, Dy. Suptd., Suptd. and group D employees. **Tools:** five types of Google forms. **Data Collection:** the primary data was collected using Google forms developed by the Education Technology Cell, SCERT Haryana to address the training needs of the stakeholders. All the stakeholders were required to fill their responses online through google form in mainly two sections which were personal & professional details; and training needs. In this section all the respondents were asked to mark their preference for given training areas on a scale of 1 to 10 where 1 indicated 'most preferred' and 10 indicated 'least preferred'.

**Findings:** As per the responses received from the field the top 5 areas in which training was preferred by the respondents were: (i) District & Block Officers: E-Office & E-Tendering, Grievance Redressal & Good Governance, Mentoring & its importance, Ethics & Integrity and Stress Management through Yoga & Meditation; (ii) School Heads/Principals: Effective School Administration, Leadership & Team Dynamics, Health & Well Being, Use of ICT and Blended Teaching & Learning; (iii) Academic staff: Subject related training, ICT based trainings, and Pedagogy, Research and Moral values/Ethic based trainings; (iv) Clerical staff, Dy. Supdt. & Supdts.: Knowledge of Clerical work & duties, e-office; Development of communication & interpersonal skills; Official letter drafting, budget & record handling and Inculcation of positive attitude through spiritual trainings & Yoga; and (v) Group D: Knowledge of Clerical work & duties, e-office; Development of communication & interpersonal skills; Official letter drafting, budget & record handling and Inculcation of positive attitude through spiritual trainings & Yoga.

**Implications:** Training build capacities of employees with the knowledge and skills needed to do a particular task, and also changes their attitude in favour of their performance. So, the findings of the study will help to inculcate new training areas to fulfil the training gaps of the current training programmes being developed for each group of employees.

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**23.**

Theme/Subject:	Teacher Education
Stage of Education:	In-Service Primary Teachers
Topic of Research:	An Evaluation Study on Effect of Teacher Training under SSA in District Kangra
Name and Address of the Investigator(s) (with E-mail):	DIET staff and Pre-Service JBT trainees
Institution where the Research was Conducted:	DIET Kangra, Dharamshala, Himachal Pradesh- 176215
Category:	Research Study
Language of Research Report:	English
Year of Completion:	2011
Published/Unpublished:	Unpublished

**Introduction:** An evaluation study was conducted to assess the impact of teacher training programmes organised under Sarva Siksha Abhiyan (SSA) in Kangra district of Himachal Pradesh.

**Objectives:** To assess the impact of in-service teacher training programmes conducted under SSA for their skill up-gradation and behavioural changes.

**Methodology:** It was a pilot study. **Sample:** Evaluation study covered 184 teachers of seventeen educational blocks of district Kangra. The sample included 6 cluster head teachers, 36 head teachers, 108 junior basic teachers, 30 primary assistant teachers and 4 GUV from 17 educational blocks. A multi-level purposive sampling was used for selecting the sample. **Tools:** structured schedule was developed with the help of DIET teacher for obtaining the views and opinions. **Data Collection:** DIET staff and JBT trainees were used as field investigators. The investigator along with field investigators visited the schools to collect data with the help of a specially designed structured schedule. Field notes were recorded by the field investigators from each school. It also contained research observation and qualitative information which was being used while, explaining the data. **Data Analysis:** A simple percentage method was used for data analysis.

**Findings:** Findings showed that all the 184 respondents had attended 15 days teacher training programme every year. Their view was that teacher training programmes they underwent were helpful in improving their teaching-learning process. 36.95 per cent of teachers maintained that they had been using teaching-learning material in their classrooms. Majority of the them (72.28 per cent) were satisfied with the teacher training programme. A few (9.78 per cent) opined that they were not satisfied with the training programme due to lack of facilities and less trained resource persons.

**Implications:** Teacher training programmes are to be organised on a continuous basis to help all level of educational functionaries for enhancing their professional competencies.

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## 24.

Theme/Subject:	Psychology of Education
Stage of Education:	In-Service Teachers
Topic of Research:	Emotional Competence of Govt. School Teachers Working in Online Teaching Program during Lockdown Period of COVID-19 in Himachal Pradesh
Name and Address of the Investigator(s) (with E-mail):	Dr. Sanjeev Kumar DIET Shimla, H. P.- 171014 E-mail: sanjeev24778@rediffmail.com
Institution where the Research was Conducted:	DIET, Shimla, Himachal Pradesh
Category:	Research Study
Language of Research Report:	English
Year of Completion:	2021
Published/Unpublished:	Unpublished

**Introduction:** Himachal Pradesh Government had started an online teaching programme ‘*Samay Das Se Barahwala – Har Ghar Bane Pathshala*’ for the education of students from classes I to XII during lockdown period due to COVID-19. A study was conducted to assess the emotional competence of teachers working in the *Har Ghar Pathshala* programme during the Covid pandemic.

**Objectives:** To study and compare double and triple interaction effects of emotional competence of government school teachers with respect to gender, designation and stream.

**Methodology:** A descriptive research design was used. **Sample:** At the first stage, teachers were selected through a convenient sampling method through WhatsApp groups and 583 teachers responded. Further, 200 teachers were selected by applying the lottery method of random sampling technique and the sample was categorised on the basis of gender (male, female), designation (TGT, JBT) and stream (science, arts) and 25 teachers of each stream were included in the sample. **Tools:** Scale of Emotional Competency (SEC) developed by H.C. Sharma and R. Bhardwaj (1998) was used in the study. **Data Collection:** The tool was administered to all concerned government school teachers through various WhatsApp groups after giving due instructions to fill the scale. Quizzes were organized on the content delivered during that week in subject areas like English, Hindi, Mathematics, Science and Social Science. The item-wise scores were calculated and five items of SEC were added to obtain total emotional competence scores which were used for analysis. **Data Analysis:** A three-way ANOVA test was used to analyze the data.

**Findings:** It was found that emotional competence score for male JBT teachers was highest (score=13706) and was lowest with score value = 12584 for female TGT of government schools. Further, large gap was observed by stream between the highest and lowest scores of emotional competence of government school teachers. The emotional competence of JBT teachers of the science stream (score = 14203) was found highest whereas, the lowest was found in case of TGT teachers of Art stream with score value 12279. The calculated ‘F’ value for the main effect of gender of school teachers on their emotional competence was 15.17 which was significantly

higher than the table 'F' value 6.76 at 0.01 level of significance. As far as the main effect of the stream was concerned, it was found highly significant at the highest level of confidence at 0.01 level for which calculated value for  $df (1,199) = 60.74 >$  table value  $p = 6.76$ . It was also interpreted that, the government school teachers of the science stream were highly emotionally competent (score = 27880) than the government school teachers of the Arts stream (score = 24674).

**Implications:** Teachers will be able to teach in the schools in a better way and will use innovative methods of teaching if they will be emotionally competent. Emotional competence also empowers teachers to develop a good and healthy relationship with the parents and community members and hence, community participation in school education will increase.

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## 25.

Theme/Subject:	Evaluation Study
Stage of Education:	Primary and Secondary
Topic of Research:	Study on Online Programme “Har Ghar Pathshala” in Government Schools of District Solan
Name and Address of the Investigator(s) (with E-mail):	Babita Thakur DIET, Solan, Himachal Pradesh E-mail: babita.thakur551@gmail.com
Institution where the Research was Conducted:	DIET, Solan, Himachal Pradesh
Category:	Research Study
Language of Research Report:	English
Year of Completion:	2020
Published/Unpublished:	Unpublished

**Introduction:** During the Covid-19 pandemic situation the government of Himachal Pradesh launched a programme called “*Har Ghar Pathshala*” (HGP) with a vision to convert every home into a school. A survey study was conducted in the primary and secondary schools of Solan district of Himachal Pradesh to assess the impact of HGP programme.

**Objectives:** (i) to know the level of awareness, usage of HGP, and availability of mobile, internet and hard copy of the material among students of classes 1-12.; and (ii) to assess the participation level of students in the weekly quiz.

**Methodology:** A descriptive research design (survey) was used. **Sample:** Three-stage sampling was used to select the sample. At the first level, one school for each category was selected (primary, upper primary and senior secondary). At the second level, one senior class from each category was selected and lastly from selected classes, students were selected randomly. Using multistage random sampling, three faculty members were selected per block and were allotted a block-wise list of mobile numbers of students. 5-10 students per day were selected randomly by each faculty member. A total of 1254 students out of 34000 students of classes 1-12 belonging to all the 8 blocks of district Solan were selected randomly and interviewed. **Tools:** Google form; telephonic interview, group discussion. **Data Collection:** the selected sample of the students and their parents were interviewed telephonically. Further, a group discussion was held with all the faculty members for sharing their experiences and observations which could not be captured in the Google form. **Data Analysis:** Data was analysed using simple percentage.

**Findings:** Findings revealed that a total of 92.4 per cent of sample students viewed videos of HGP. In Ramshehar block of district, 62 per cent of students admitted that they had seen the videos. In Kandaghat block, the percentage was highest (98.5 per cent). In Ramshehar block most migratory parents work in industries and the parents found it difficult to hand over their mobile phones to the children in their absence therefore, the students could not watch videos of HGP regularly. Further it was found that only 38.3 per cent of students solved the worksheets given in HGP. It was found amid the discussion that teachers preferred self-made assignment questions on the

examination pattern. 94 per cent of students confessed that teachers checked their worksheets/ assignments regularly. In the district, out of 976 students of classes 1-8, 70 per cent took part in the weekly quiz. In Ramshehar only 43.8 per cent of students participated in the quiz whereas 92.9 per cent participated in the Dharampur block. 45 per cent of students confessed that the quizzes were easy to attempt and 19 per cent found it neither easy nor difficult. Nearly, 7 per cent of students found it difficult. It was observed that some of the teachers shared the videos, worksheets and other related content of HGP without sharing the same with the parents and thus could not get expected support from the parents.

**Implications:** The material provided in HGP can be used in schools where vacancies of teachers exist. The content, which a teacher feels is difficult to deliver, can be taught online or offline using the programme. The quiz and mock tests available in the programme can be used with offline teaching for assessment purposes. The programme can be extended to provide counselling to students and accordingly the students may choose suitable professional and skill-based courses.

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## 26.

Theme/Subject:	Educational Management and Planning
Stage of Education:	Foundational Stage
Topic of Research:	Evaluation of Reasons and Causes Responsible for Declining Enrolment in Government Schools of Himachal Pradesh
Name and Address of the Investigator(s) (with E-mail):	Dr. Ashok Gautam, Manoj Kumar, Veena Thakur E-mail: veenathakurcert@gmail.com
Institution where the Research was Conducted:	SCERT, Solan, Himachal Pradesh
Category:	Research Study
Language of Research Report:	Hindi
Year of Completion:	2018
Published/Unpublished:	Unpublished

**Introduction:** A research study was conducted with a view to assess the reason for decline in enrolment of children in government schools of Himachal Pradesh.

**Objectives:** To analyse the perception of parents and community members about the causes of decline in enrolment in government schools.

**Methodology:** A descriptive research design was adopted. **Sample:** The whole state was divided into four educational blocks. A total of 3000 heads of different government schools were taken as sample by using random sampling technique. **Tools:** The research tool comprised both close-ended and open-ended on aspects e.g. socio-psychological factors, infrastructural factors, school administration and educational policies, quality enhancement, and capacity building. **Data Collection:** Research tool was sent to the heads of the government schools as well as private schools through e-mails. The tool was administered to the respondents viz. parents and the local community members. **Data Analysis:** Responses were tabulated as per the developed criteria i.e., in the seven-choice section, consider options 1, 2, and 3 as significant, whereas options 4 as moderate and 5, 6 and 7 as non-significant. For the eight-choices section, consider options 1, 2, and 3 significant, whereas options 4 and 5 moderate and 6, 7, and 8 as non-significant. In the ten-part section consider options 1, 2, 3, and 4 significant, whereas options 5 and 6 moderate and options 7, 8, 9, and 10 as non-significant.

**Findings:** The possible causes for decline in enrolment in government schools were found as the absence of pre-primary classes i.e., nursery/kindergarten in government schools, mid-session transfers, non-teaching assignments of government school teachers, and disproportionate teacher-pupil ratio in government schools. Apart from these, parents also wanted proper transportation facilities for their wards, health check-up, hygiene, sanitary facilities in schools, and adoption of English as a medium of instruction. ‘No Retention Policy’ has also been reflected as one of the reasons for decline in school enrolments.

**Implications:** Based on the study, SCERT suggested that there is an urgent need to introduce pre-primary education in government primary schools. The *Anganwadis* should be strengthened and linked to the government schools. Trained nursery teachers recruited through proper channels should be engaged in the Anganwadis and existing Anganwadi workers should be given proper training through nursery training

institutes or necessary orientation programmes. English must be introduced as an optional medium at the entry level. The frequency of health check-ups may also be increased in government schools. The government must take the necessary measures to match the desired teacher-pupil ratio. The “no retention policy” should be reviewed immediately. The respective departments like health, census, and election may be directed to look for other suitable and viable alternatives and exempt teachers from any such duties to avoid hindrance in their teaching-learning process. Activity-based teaching which enhances the teaching-learning process should be encouraged. Mid-session transfer of teachers should be strictly banned.

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Theme/Subject:	Pedagogy
Stage of Education:	Primary
Topic of Research:	Multigrade Teaching System in District Solan: An Evaluative Study
Name and Address of the Investigator(s) (with E-mail):	Dr. Jaishree Kanwar and Babita Thakur
Institution where the Research was Conducted:	DIET, Solan, Himachal Pradesh
Category:	Research Study
Language of Research Report:	English
Year of Completion:	2010-11
Published/Unpublished:	Unpublished

**Introduction:** In district Solan, Multigrade Teaching (MGT) is quite prevalent as 81 schools are single teachers and 409 schools are two-teacher schools. An evaluative study was conducted to analyse the status of MGT in Solan district.

**Objectives:** (i) to assess the classroom management and transaction strategies in the MGT classes in an actual classroom; and (ii) to identify problems teachers face in the MGT classes.

**Methodology:** A survey research design was followed. **Sample:** Four blocks of Solan district were selected randomly. From each of these four blocks, 30 schools having MGT classes were selected through simple random sampling. Thus, the total sample comprised 4 blocks, 120 schools, and 120 teachers. **Tools:** A questionnaire was prepared by the research for teachers to collect aspects related to classroom management, problems faced by teachers and their possible solutions, and classroom transaction. An observation schedule was also prepared by the researcher to prepare a checklist on issues like seating plan, timetable, discipline, classroom process (methods, homework, classwork, assessment etc.) and students' participation in MGT classes. **Data Collection:** After the selection of schools, BRCCs of the selected blocks were assigned the task of research investigators and they were given one-day training to carry out the data collection. **Data Analysis:** Data was analysed mainly using percentages.

**Findings:** Findings revealed that 75 per cent of teachers confirmed that children used to self-study in the absence of a teacher. There was a class monitor in every class who generally monitor the class in the absence of a teacher. 86 per cent of teachers were of the view that use of technology had helped teachers a lot in handling MGT classes. Teachers, however, found it difficult to ensure complete attentiveness with the lower grades students with students from higher grades. 65 per cent teachers found it very difficult to complete the curriculum under the MGT situation. Teachers maintained that they found comfortable in addressing common topics only. 70 per cent teachers mentioned that maintaining discipline was a prime concern in this system. By and large, teachers believed that MGT has proved to be very effective in the management of school but not satisfactory in solving the problems related to the teaching-learning process. Homework and classwork is assigned regularly to students but only 25 per

cent of teachers expressed their inability to go through each student's homework and classwork on regular basis. All the teachers have asserted that activity-based teaching and the use of teaching-learning material were very effective in the MGT system. 50 per cent of teachers have denied that this method is effective for a teaching-learning process to take place effectively.

**Implications:** The special curriculum should be designed as per the requisite situation for MGT so that the syllabus could be completed on time. Model time-table with flexibility should be framed for single teacher and two teacher schools. Special training should be provided to develop competency in managing the MGT situation effectively. The future training programmes regarding the MGT should address issues related to efficient use of teaching time, classroom management, organization of self-directed learning, set of guiding principles regarding the pedagogy, and imparting rapid student assessment skills to teachers. For the effective transaction of curriculum, teacher of a multigrade school has to mobilise resources, both human and material, therefore, community participation can be powerful resource support. The help of educated people of the community can be sought to supplement teachers' efforts.

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## 28.

Theme/Subject:	Teaching Pedagogy
Stage of Education:	Upper Primary Stage
Topic of Research:	A Micro Study on the Use of TLM in the Actual Classroom Teaching-Learning Process in District Solan
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Institution where the Research was conducted:	DIET, Solan, Himachal Pradesh
Category:	Research Study
Language of Research Report:	English
Year of completion:	2013
Published/Unpublished:	Unpublished

**Introduction:** A micro-level study was conducted on the use of Teaching-Learning Material (TLM) in the actual classroom in the Solan district of Himachal Pradesh.

**Objectives:** (i) to attain the status of TLM grants being provided to the teachers under Sarva Shiksha Abhiyan (SSA); (ii) to assess the role of Principal/Headmaster in the implementation of TLM grants; (iii) to study the opinion of teachers toward TLM; (iv) to know the strategy regarding the preparation of TLM; (v) to observe the use of TLM in real classroom transactional process; and (vi) to assess the participation level of students in learning while using TLM.

**Methodology:** The study used a descriptive survey method. **Sample:** Multistage stratified and random sampling method was used in the selection of 60 upper primary schools. A total of 60 principals/headmasters, 120 teachers (2 from each schools handling classes in Mathematics, and Science) and 360 students (6 from each school) were selected from the four educational blocks namely, Arki, Kandaghat, Kuthar, Ramshehar of district Solan. **Tools:** Questionnaires to assess the usage of TLM grant, and to assess the use of TLM in the actual classroom for the teaching-learning process were prepared for the Heads/Principals. A classroom observation schedule and a questionnaire for students was prepared. Status of TLM grant, preparation process and usage of TLM, the effectiveness of classroom with TLM, the participation of teacher/students/Heads, and correlation of TLM with the subject(s)/content(s) were the key factors of the questionnaires. **Data Collection:** The research team of DIET Solan along with field investigators (Block Resource Coordinators) made contact with principals/ headmasters of 60 schools and collected data from sample schools. **Data Analysis:** Data was analysed in terms of percentages.

**Findings:** Findings revealed that all the principals agreed that schools received TLM grant in time and teachers used TLM grant as per norms. However, findings revealed that only 3.3 per cent of heads/principals used to visit classroom to observe the use of TLM. 40 per cent of the teachers used TLM for evaluation purposes. 69 per cent of the teachers felt that the workshops organized regarding the development and use of TLM was not sufficed. In 7 per cent of schools, TLM was displayed in the corners and was mostly related to science but not for other subjects. The majority of the teachers were using content-based TLM but 55 per cent were unable to correlate TLM

with their content. Only 22 per cent of students got a chance to make the TLM with their teachers.

**Implications:** There is a need to have a mandatory provision for principals/heads to visit the classrooms to observe the use of TLM in pedagogical processes. To develop competencies for the preparation of TLM and its use, special subject-specific workshops should be organized to enable the teachers to prepare TLM for subjects other than science subject. Capacity-building programmes should focus on topic specific TLM, integration of TLM with the teaching-learning process and evaluation. Apart from this, periodic exhibitions and TLM corners in every class should be made compulsory.

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Theme/Subject:	Teacher Education
Stage of Education:	In-Service
Topic of Research:	Impact of In-Service Teacher Training Programmes in Himachal Pradesh
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Institution where the Research was Conducted:	SCERT, Solan, Himachal Pradesh
Category:	Research Study
Language of Research Report:	English
Year of Completion:	2020
Published/Unpublished:	Unpublished

**Introduction:** A research study was conducted to find out the impact of in-service teacher training programme conducted during 2013-14 to 2017-18 for teachers in Himachal Pradesh.

**Objectives:** To evaluate the training inputs, processes, outcomes, relevance, usefulness and effectiveness of in-service teacher training programmes.

**Methodology:** A mix-method research design was followed. **Sample:** A multi-stage stratified random sampling was followed in a majority of cases. In a few cases, purposive sampling was employed to collect field data. **Tools:** Classroom observation schedule and case studies used as tools for data collection. **Data Collection:** Qualitative data was collected through class observations and case studies and quantitative data from trainee teachers, schools, Teacher Education Institutes (TEIs) was collected by using field survey method. Primary data was collected from 1564 school teachers, 404 trainee teachers, 52 classroom observations, 32 training sessions, 72 resource persons and 625 participants of monthly meetings conducted under SSA. Secondary data about the training was collected from SCERT, GCTE, SSA, RMSA, all DIETs, 42 BRCs and 217 cluster centres. **Data Analysis:** Quantitative data was analysed using percentages, minimum, first quartile, median, mean, third quartile and maximum. A desk review analysis of training schedules was also conducted.

**Findings:** This investigation revealed that there was a lack of physical facilities in the TEIs. These institutes had an unsuitable and unsafe environment for the pedagogical processes. Median and mean values for the availability of computers were 2 and 5.28 which indicated poor use of ICT potential. There was disparities in the training contents, training duration, number of training sessions and the number of trainings between the six districts under the domain of SCERT and the six districts covered by GCTE. In training conducted by SCERT, subject content, system perceived contents and administrative issues were 38.94 per cent, 30.23 per cent and 12.6 per cent. Issues concerning subject-specific pedagogy and general pedagogy were 4.38 per cent and 7.13 per cent respectively. In GCTE subject contents, subject pedagogy and general pedagogy were 16.07 per cent, 8.01 per cent and 12.13 per cent respectively. SCERT and GCTE achieved 14.28 per cent and 7.76 per cent of their training targets. During these five years, 46.64 per cent of C&V teachers, 22.76 per cent TGTs were not

provided with any training. Females were underrepresented as resource persons, training coordinators and cluster coordinators. The majority of the training sessions were taken by external resource persons in SCERT.

**Implications:** Training observations revealed the need of the orientation of resource persons. It was suggested the need to conduct training need assessment, prepare training modules, revise departmental policy, appoint permanent teacher educators, select training content which focused to enhance the academic performance of students, capacities of the faculties of TEIs, device online training courses and develop monitoring mechanism for monthly meetings conducted under SSA.

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## 30.

Theme/Subject:	Teacher Training
Stage of Education:	In-Service
Topic of Research:	A Research Study on the Impact of Teacher Training on In-Service Teachers
Name and Address of the Investigator(s) (with E-mail):	Sunita Mehta Lecturer, DIET Kinnaur, Reckong Peo, Himachal Pradesh- 172107
Institution where the Research was Conducted:	DIET, Kinnaur, Himachal Pradesh
Category:	Research study
Language of Research Report:	English
Year of Completion:	2010
Published/Unpublished:	Unpublished

**Introduction:** A research was conducted to assess the impact of in-service teacher training programmes on in-service teachers in Kinnaur district, Himachal Pradesh.

**Objectives:** (i) whether teachers require in-service training; (ii) whether teachers are satisfied with the training imparted by the resource persons; (iii) has any noticeable improvement been found in the teaching skill of teachers after undergoing teacher training; (iv) at what level (cluster/block/district) the teacher training has been most effective; (v) what subjects need to be incorporated as special subjects for teacher training; and (vi) what is the noticeable improvement in the pupils after classroom transaction with such teachers? Whether teachers feel interested in learning?

**Methodology:** A survey research design was adopted. **Sample:** For the selection of schools, a random sampling method was chosen. There were 37 clusters in all three blocks (Kalpa, Pooh and Nichar) in district Kinnaur and from each cluster two schools (1 primary and 1 middle) were selected. Out of the total of 268 schools, 74 schools were selected from all the 37 clusters. **Tools:** Self-prepared tools for teachers, parents and head teachers were used. **Data Collection:** For the collection of data, services of teachers of the non-sample schools were taken. Tools were tested at three nearby schools. Thereafter, tools were sent to 74 sample schools. **Data Analysis:** Data was analysed block-wise. A simple percentage technique was used for the data analysis and the 'yes/no' option of data was categorically compiled in tabular form.

**Findings:** Findings revealed that at the primary level, all sample teachers in all sample educational blocks underwent teacher training except in the Pooh block. In Pooh block only 95 per cent of teachers were trained. The teachers expressed that they feel comfortable in classroom transactions once they received in-service training at any level. All the teachers of Kalpa and Pooh block involved students in the preparation of TLM. However, in the Pooh block, only 91 per cent of teachers involved the students in preparing TLM. In the Kalpa block, the level of effectiveness of district-level training for the upper primary was 37.29 per cent, whereas it was 59.32 per cent for block-level training and only 3.39 per cent for cluster-level training. The educational block Pooh had 63 per cent effectiveness for upper primary district-level training, 22 per cent for block-level, and at the cluster level, the level of effectiveness was 15 per cent. In the Nichar Block, at the district level, the level of effectiveness for the upper primary was 59 per cent and at the block level, it was 24

per cent, whereas it was 17 per cent in cluster level training of upper primary teachers.

**Implications:** The research study revealed that training should be need-based. With the passage of time teachers need to be updated from time to time on aspects associated with classroom transactions. Teacher training at all levels must be well organised and it should focus on concerns related to child-centred and at par with child psychology.

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Theme/Subject:	School Management
Stage of Education:	Teacher Education (In-service)
Topic of Research:	Leadership and Working Styles of Institutional Heads for the Upliftment of School Plans in Light of SSA Intervention
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Institution where the Research was conducted:	SCERT, Solan, Himachal Pradesh
Category:	Research Study
Language of Research Report:	English
Year of completion:	2018
Published/Unpublished:	Unpublished

**Introduction:** A study was conducted to analyse the leadership and working styles of institutional heads for the upliftment of school plans in light of the Sarva Siksha Abhiyan (SSA) intervention in four districts of Himachal Pradesh namely, Bilaspur, Hamirpur, Sirmour, and Solan.

**Objectives:** (i) to study leadership qualities, working style, planning, and management techniques, monitoring and supervising, and the modes and techniques of institutional heads for establishing relationships with the community, staff, students, and parents.

**Methodology:** A descriptive survey research design was adopted. **Sample:** four districts viz Bilaspur, Hamirpur, Sirmour, and Solan were selected for the study. A total of 100 institutional heads including all the categories of institutional heads namely principals, headmasters, and centre head teachers was taken randomly from these districts. **Tools:** A tool comprised of both close-ended MCQ as well as open-ended questions belonging to four sections namely - leadership qualities, working style, planning and management techniques, monitoring and supervision techniques was developed. **Data Collection:** Data was collected by the field investigators from the respective schools allotted to them. Institutional heads responded to closed and open-ended questions. **Data Analysis:** The obtained data was analysed in form of percentages.

**Findings:** It was found that school heads always tried to understand the needs of their colleagues and own responsibility to solve their educational as well as professional development needs.

**Implications:** In light of the findings of the study suggestions given by SCERT are that career guidance and counselling for students should be made an integral part of school functioning. It will help them to set their goals in life and then focus on them properly. Cultural programmes by the villagers through their active participation should be part of inter-school community activity. A mechanism needs to be established and followed to find out the output of the various training programmes.

There is still a scope to work in the field of remedial teaching and continuous and comprehensive evaluation so that it can be implemented in true spirit in the field. Institutional heads need to investigate ways and means to make school management committees more active and effective in the improvement of government schools and their functioning.

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Theme/Subject:	Early Childhood Care and Education
Stage of Education	ECCE/Pre-school Stage
Topic of Research	Study of Effectiveness and Outcomes of the Implementation of Early Childhood Care and Education (ECCE)
Name and Address of the Investigator(s) (with E-mail):	Ms. Namarta Khajuria, Ms. Sudha Sharma, Ms. Ummi Hanee and Ms. Kalpana Jasrotia E-mail: dietjmu@gmail.com
Institution where the Research was Conducted:	DIET, Jammu- 180002
Category:	Research Study
Language of Research Report:	English
Year of Completion:	2015
Published/ Unpublished:	Unpublished

**Introduction:** A study was conducted to identify the effectiveness and outcomes of the implementation of Early Childhood Care and Education (ECCE) in schools of district Jammu.

**Objectives:** (i) to analyse the effectiveness of ECCE programme in schools of district Jammu; (ii) to assess the impact of ECCE programme on the drop rate of students at the primary stage of education; and (iii) to study the constraints in implementation in ECCE programme.

**Methodology:** A descriptive research design was adopted. **Sample:** A total of 153 primary and upper primary high schools (using proportionate random sampling technique) in 15 zones of Jammu district (using multistage random sampling technique) were taken. **Tools:** Self-prepared questionnaire and interview schedule was used. **Data Collection:** Data was obtained through questionnaire/ interview schedules and observer reports. Questionnaire was given to head of the institutions of sample schools. **Data Analysis:** Data was analysed using percentage and pie diagram/charts were prepared for different calculated percentage values.

**Findings:** Findings revealed that 88.24 per cent respondents agreed that all the students attended schools on a regular basis. 84.32 per cent added not only attended schools regularly but also participate in class actively and show their curiosity in classroom activities. 83.66 per cent of the respondents mentioned that parents of enrolled children participate actively in school activities as and when required. Educational authorities concerning with ECCE programme were providing all support to schools in running ECCE programme. However, lack of sufficient infrastructural facilities, lack of specially trained teachers for pre-primary classes, non-availability of caretaker/maid and insufficiency of funds provided by the government for the sustenance of ECCE programmes were found some of the hindrance affecting ECCE programme in schools.

**Implications:** The study suggests that there is a dire need of teachers to acquaint with the ECCE Scheme and therefore, special training programmes for the teachers should be organised.

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**State Name: Maharashtra**

33.

Theme/Subject:	Educational Technology
Stage of Education	Primary to Secondary Education
Topic of Research	The Status and Challenges of using QR Codes by Teachers through DIKSHA: Maharashtra
Name and Address of the Investigator(s) (with E-mail):	Dr. Gitanjali Maruti Borude E-mail- gitanjali.borude@gmail.com
Institution where the Research was Conducted:	SCERT, Maharashtra, Pune-411030
Category:	Research Study
Language of Research Report:	Marathi
Year of Completion:	2019
Published/ Unpublished:	Unpublished

**Introduction:** Mobile learning has become customary in current education and there has been a growing interest in using Quick Response (QR) codes for teaching and learning purposes. Maharashtra introduced QR codes in textbooks for access to e-content by teachers and students. A study was conducted to analyse the use of QR codes by school teacher under Digital Infrastructure for Knowledge Sharing (DIKSHA).

**Objectives:** (i) to analyse the status of use of QR codes by teachers through DIKSHA; and (ii) to examine the challenges faced by them while using it.

**Methodology:** A descriptive survey method was used. **Sample:** The study was based on a survey response of 5633 teachers and FGD response of 8413 teachers from 1098 schools collected randomly across 36 districts of Maharashtra. **Tools:** A survey questionnaire and FGD tool prepared by the researcher that included questions on themes such as QR code use behaviour among teachers, ease of use of DIKSHA app, difficulties faced with DIKSHA app, preferences of other learning apps etc. was used. **Data Collection:** Data was collected through an online link provided to teachers whereas FGDs were conducted with the help of DIET officers in 1098 schools of Maharashtra. **Data Analysis:** Percentages and averages were used on MS-Excel for data analysis.

**Findings:** Findings showed that a total of 81 per cent teachers of Maharashtra were using QR codes in Balbharti textbooks. Almost 82 per cent of rural teachers and 18 per cent urban teachers were using QR codes for teaching and learning purposes. The QR scanning feature of DIKSHA was preferred by 69 per cent of teachers whereas a feature such as search and filter was found preference of only 28 per cent and 3 per cent preference respectively. There were 7 per cent schools in Maharashtra, where none of the teachers used DIKSHA app. The survey revealed that teachers who were using DIKSHA, 46 per cent of teachers find QR codes effective for Mathematics followed by Science (43 per cent), Marathi (40 per cent) and English (36 per cent). FGD responses suggested that percentage of teachers who were using QR codes through DIKSHA in teaching-learning process was comparatively higher in upper primary stage (52 to 56 per cent) in comparison with those handling secondary classes (32 to 35 per cent). Further, it was found that 22 per cent of rural and urban teachers

realised DIKSHA content entertaining and engaging, 12 per cent teachers realised it interactive. Only 1.37 per cent of rural and 0.39 per cent of urban teachers mentioned that the content is of inferior quality. 76 per cent of teachers felt that DIKSHA can be used easily by students as well as parents.

**Implications:** The study suggests that there is a need to build capacities of teachers in relation to how to use QR code through DIKSHA to improve the experience of using QR codes for teachers, improve the quality of content available on DIKSHA and improve teacher pedagogy on the use of QR codes effectively in classrooms through teacher training programmes.

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**State Name: Mizoram****34.**

Theme/Subject:	Pre-school Education
Stage of Education:	Foundational
Topic of Research:	A Study of the Prevailing Conditions of Preschool section in Private English Medium Schools in Aizawl City
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Institution where the Research was Conducted:	SCERT, Mizoram
Category:	Research Study
Language of Research Report:	English
Year of Completion:	2016
Published/Unpublished:	Unpublished

**Introduction:** A study was conducted to examine the prevailing conditions of preschool section in private English medium schools in Aizawl city.

**Objectives:** (i) to assess the teaching-learning materials used in pre-schools; (ii) to examine the curricular and co-curricular activities of pre-schools; (iii) to study the academic and professional quality of preschool teachers; (iv) to observe the general learning environment in pre-schools; and (v) to study the evaluation system employed in pre-schools.

**Methodology:** A descriptive research design was adopted. **Sample:** For this study, 55 per cent (i.e., 64 out of a total of 117) schools were selected randomly from the list of schools provided by the Department of School Education, Government of Mizoram. **Tools:** Observation schedule, semi-structured interview schedule and questionnaire for pre-school teachers. **Data Collection:** Permission was sought from the principals to carry out study in their pre-school section. A questionnaire and interview schedule was administered to collect data from preschool teachers. The field investigators observed the classroom setting and the teachers were also interviewed for having data on classroom resources, activities conducted for various levels of development, instructional practices, textbooks used, and the types and of classroom activities, general classroom information and the tasks given to students in the classroom and for homework. **Data Analysis:** Data collected was tabulated and analysed using the percentage method.

**Findings:** Findings revealed that the curriculum followed in KGs and nursery (pre-school) classes, and the textbooks and workbooks used and their overall functioning is more like a primary school. In the absence of formal instructions from the government, the curriculum followed differs in all schools and there is no uniformity. Most of the schools were found to have prescribed as many as 5 - 10 textbooks and workbooks. It was also observed that teaching aids whether teacher-made or commercial readymade were few to be found in nursery and KG classes. There was too much emphasis on formal learning of reading, writing and arithmetic. A few hours were utilised for writing in the workbook and reading. Hence, a very little or no time

was given to children to play and do activities for the physical or socio-emotional development. Study also revealed that all the schools visited were owned and managed by private individuals and most of the schools were running in private buildings without much of a compound or free space for children to do outdoor activities. The classrooms are usually situated next to the other higher classes which may have caused inconvenience to do activities and plays in nursery and KG classes. Another drawback of the pre-schools is the lack of professional training of the teachers. All 115 pre-school teachers in the 64 schools studied did not have a professional degree to teach either pre-school or higher classes. Only 26 teachers out of 115 teachers i.e. 25 per cent have more than ten years of experience.

**Implications:** The government should give proper recognition and approval so that pre-school can be extended to the government primary schools. The academic authority may be entrusted to prescribe a curriculum to be followed by all the pre-schools in accordance with the recommendation of the National ECCE Curriculum Framework, 2013. Teachers require sensitization /orientation programmes working in the private sector. The government may approve to run a course in ECCE in SCERT and DIETs so that teachers and those that aspire to teach in the pre-school may get proper training in the state of Mizoram.

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Theme/Subject:	Adolescence Education
Stage of Education:	Secondary level
Topic of Research:	Impact Study of Role Play and Folk-Dance Competitions based on Adolescence Education Themes conducted in Government Schools of Sikkim
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Institution where the Research was Conducted:	SCERT-Sikkim
Category:	Research Study
Language of Research Report:	English
Year of Completion:	2018
Published/ Unpublished:	Unpublished

**Introduction:** A study was conducted to analyse the impact of role play and folk-dance competitions based on adolescence education theme on adolescents in government schools of Sikkim.

**Objectives:** (i) to analyse the impact of the role play and folk dance of participating schools; (ii) to assess the awareness level of the adolescents; (iii) to analyse the attitude of the adolescent learners, teachers and school heads, (iv) to explore the life skill challenges of adolescent learners and the challenges faced by schools in addressing the adolescent issues.

**Methodology:** A descriptive survey research design was adopted. **Sample:** The study used random sampling technique to select sample. A total of 300 students, 30 teachers and 20 school heads (from 20 schools of four districts, where, 10 were participating schools and 10 non-participating schools in role play and folk-dance competitions) were selected as sample. **Tools:** Self-prepared questionnaires were used.

**Data Collection:** Face-to-face interactions were made to collect data. **Data Analysis:** Data was analysed using simple percentage.

**Findings:** Findings revealed that the schools faced problems like drug abuse, gender issues, sex relationship, health issues and disciplinary issues. It was found that since, most of the schools had not conducted sensitization programmes therefore; all schools should conduct sensitization programs on adolescence issues, (especially with parents and teachers). It was found that around 50 per cent (10) schools (6 from participating and 4 from non-participating schools) had the issues related to drug abuse.

**Implications:** More focus through awareness programmes may be initiated to address such issue.

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## 36.

Theme/Subject:	Psychology of Education
Stage of Education:	Secondary level
Topic of Research:	Understanding Perceived Symptoms of Depression, Anxiety and Stress among the Adolescent Students of Government Schools in Sikkim.
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Institution where the Research was Conducted:	SCERT-Sikkim
Category:	Research Study
Language of Research Report:	English
Year of Completion:	2019
Published/ Unpublished:	Unpublished

**Introduction:** A study was conducted to analyse the symptoms of depression, anxiety and stress among adolescents of classes VIII-X studying in government schools in Sikkim.

**Objectives:** (i) to analyse the prevalence of Depression, Anxiety and Stress (DAS) among school going adolescents (students studying in Class VIII to X); and (ii) to find out the correlates of DAS among students by gender, age-group and area (rural/urban).

**Methodology:** A survey research design was adopted. **Sample:** A total of 1552 students (926 from urban and 626 from rural schools) studying in class VIII-X from 8 schools of Sikkim were selected using random sampling technique. **Tools:** Depression, Anxiety and Stress Scale (DASS-42) tool was used for data collection. The DASS-42 is a set of three self-report scales designed to measure negative emotional states of depression, anxiety, and stress. **Data Collection:** Face-to-face interactions with students were made to collect data. **Data Analysis:** Data was analysed using simple percentage.

**Findings:** It was found that the presence of symptoms of depression, anxiety and stress among the participants were 56.96 per cent, 63.53 per cent and 50.77 per cent respectively. It was found that out of the three studied depressive disorders i.e., depression anxiety and stress anxiety were the predominant among the participants followed by depression and stress. Among 926 participants from urban schools, the presence DAS were among 50.76 per cent, 65.66 per cent and 46.54 per cent of participants respectively. And among, 626 rural participants the presence of depression was 66.13 per cent, anxiety (60.38 per cent) and 57.03 per cent were in stress level respectively. In gender-wise comparison of prevalence of DAS among the participants i.e., female (806) and male (746), among female participants, 73.95 per cent were found to have at least one of the studied disorders. The overall prevalence of DAS among adolescents in government schools of Sikkim was significantly high.

**Implications:** Understanding of perceived symptoms of depression, anxiety and stress among the adolescent students is a necessity.

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## 37.

Theme/Subject:	Teacher Education
Stage of Education:	Elementary level
Topic of Research:	A Study on Pre-Service Teachers' Attitude towards Mathematics Teaching in District Institute of Education and Training
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Institution where the Research was Conducted:	DIET, West Sikkim
Category:	Research Study
Language of Research Report:	English
Year of Completion:	2019
Published/ Unpublished:	Unpublished

**Introduction:** A study was conducted to analyse the attitude of teacher-trainees towards mathematics teaching in DIET Gyalshing and DIET, Namchi West Sikkim.

**Objectives:** To analyse the attitudes of D. El. Ed. trainees towards mathematics subject and their positive attitude and competency towards mathematics subject.

**Methodology:** A descriptive survey method was used. **Sample:** The study consisted of pre-service teacher trainees of academic sessions 2018-20 and 2017-19 from DIET, Gyalshing and DIET, Namchi using purposive sampling. **Tools:** Self-prepared tool was used. **Data Collection:** Face-to-face interaction was done to collect data. **Data Analysis:** Simple percentage was used for the data analysis.

**Findings:** The study revealed that most of the trainees (47 per cent in 3rd Semester in DIET Gyalshing and 32 per cent in 3rd Semester in DIET Namchi) were still not confident of teaching mathematics at primary level. Around 50 per cent or more trainees from 3rd semester of DIET, Gyalshing were not in a position to decide whether topics like algebra and symmetry has its application in day-to-day life, whereas the figure lied between 40 to 44 per cent in the case of 3rd semester trainees of DIET Namchi. 79 per cent to 80 per cent trainees thought that children in school were afraid of mathematics subject. The study had also revealed that 44 per cent trainees of DIET, Gyalshing did express their likings for mathematics as a subject whereas only 32 per cent trainees of DIET, Namchi expressed their likings for mathematics as a subject.

**Implications:** The study suggests that there is a strong need to make students clarity in Mathematics from the primary and upper primary stage to develop their interest in Mathematics.

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## State Name: Tamil Nādu

38.

Theme/Subject:	Science Education
Stage of Education	Middle Stage
Topic of Research	Reducing the Problems of VII Standard Students in Understanding the Important Criteria of Five Kingdom Classification
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Institution where the Research was Conducted:	DIET, Krishnagiri, Tamil Nadu-635001
Category:	Action Research
Language of Research Report:	English
Year of Completion:	2018
Published/ Unpublished:	Unpublished

**Introduction:** Action research was conducted with the purpose of reducing the problem of class VII students in understanding the criteria of five kingdom classification in biology.

**Objectives:** To reduce the problem of class VII students in understanding criteria of five kingdom classification in biology.

**Methodology:** An experimental research design was adopted. **Sample:** A total of 62 students of class VII – 29 from English medium and 33 from Tamil medium studying in Government Girls Higher Secondary School (GGHSS), Bargur, Krishnagiri Educational district was covered in the study. Selection of students was done by using a purposive sampling technique. **Tools:** Self-structured questionnaire consisting of 15 fill-in-the-blanks questions related to the criteria of five-kingdom classification was used as a tool for data collection. **Data Collection:** Data was collected from the sample students by using self-structured questionnaires. Pre-test and post-test was done to collect data. **Data Analysis:** All answer scripts were valued and total marks, mean, standard deviation and ‘t’ values were calculated.

**Findings:** Findings revealed that children studying in GGHSS, Bargur understood more effectively the important criteria of five kingdom classifications through use of different activities such as flashcards, matching cards and PPT presentations and showed a significant difference in pre-test and post-test scores. This is because of the fact that children were able to develop a good understanding about biological technical terms with the help of flash cards. With the help of PPT, students easily understood the diagrammes, parts of the organs and difficult biological terms. Children studying in the VII standard easily identified the characteristic features of the five-kingdom classification through tabulation. With the help of a concept map, all the students were able to differentiate among fungi, bacteria, plants and animals.

**Implications:** It was found that the use of different techniques such as video

programmes, use of science laboratory played an important role in determining the academic achievement of students. Hence, use of laboratory, concept-mapping and utilisation of proper teaching-learning materials is essential in reducing the problems of students related to the understanding of the important criteria of the five-kingdom classification in biology.

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## 39.

Theme/Subject:	Pedagogy of Mathematics
Stage of Education	Preparatory Stage
Topic of Research	Maximizing the Problem Solving Skill in Division among V Std. Students
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Category:	Action Research
Language of Research Report:	English
Year of Completion:	2020
Published/ Unpublished:	Unpublished

**Introduction:** Action research was conducted in class five for enhancing students problem-solving skills in mathematical concept of division.

**Objectives:** To enhance class V students' problem-solving skills in solving mathematical division concept.

**Methodology:** An experimental design was adopted. **Sample:** A total of 36 students studying in class V in Panchayat Union Primary School (PUPS), Melkaradikuri, Krishnagiri district were selected using the purposive sampling technique. **Tools:** A questionnaire was prepared by researcher for pre-test and post-test having items valued 50 marks. It was used to find out students understanding in division concept. **Data Collection:** A pre-test was conducted for 30 students studying in class V. Activities were framed by the researcher and treatment was provided to students with the assistance of a co-researcher. Post-test was conducted after giving the treatment to study the effect of the treatment. **Data Analysis:** All answer scripts were valued and total marks, mean, and standard deviation was calculated.

**Findings:** Findings revealed a significant difference between pre-test and post-test scores. A high mean score was found in the post-test due to the activities done by the students to understand the concepts. The majority students felt that activity-based interventions in teaching-learning process really helped them to solve problems in division concept more effectively in comparison with those solve by conventional classroom teaching.

**Implications:** The study suggested that teachers can make use of student's skills to prepare TLM thereby, the students will get motivated. For descriptive type problems, teachers can make use of peer group learning to enhance student's skills.

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## 40.

Theme/Subject:	Language Education
Stage of Education	Foundational Stage
Topic of Research	Resolving the Problems in English Reading Skill among III Standard Students
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Category:	Research Study
Language of Research Report:	English
Year of Completion:	2020
Published/ Unpublished:	Unpublished

**Introduction:** Experimental research was conducted to analyse and improve the English reading skill of students of class III.

**Objectives:** To improve the English reading skills of class III students.

**Methodology:** An experimental research design was adopted. **Sample:** An overall 51 students (34 boys and 17 girls) were selected by using purposive sampling technique. **Tools:** Reading skill observation (A Grade: Reading the sentences with proper intonation and stress on punctuation marks without making mistakes. B Grade: Reading the sentences with one or two mistakes with intonation and stress. C Grade: Reading only the isolated words D Grade: Unable to read) were used as tools for the data collection. **Data Collection:** A pre-test was conducted. Activities were framed by the researcher and were used in the classroom practice. Treatment was given to the students by the concerned class teacher. The classroom activities were supervised by the headmaster. At the end of the treatment, a post-test was conducted. **Data Analysis:** All answer scripts were valued and total marks, mean, and standard deviation was calculated.

**Findings:** Findings revealed that use of locally-made teaching-learning material in classrooms for solving the problem in English reading skills helped in improving the reading skills of students in English.

**Implications:** The study suggested that periodical assessment of reading skills of students will help in uplifting their reading skills. Good beginning of reading instruction will teach children about various ways to identify words, comprehend text, achieve fluency and develop the motivation to read. The possession of a good reading skill will enable the individual to be able to assimilate a written work within a short period while reading.

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## 41.

Theme/Subject:	Language Education
Stage of Education	Preparatory Stage
Topic of Research	Improving Vocabulary among V Standard Students through Language Games
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Institution where the Research was Conducted:	DIET, Krishnagiri, Tamil Nadu-635001
Category:	Action Research
Language of Research Report:	English
Year of Completion:	2016
Published/ Unpublished:	Unpublished

**Introduction:** Action research was conducted with an aim to enhance vocabulary acquisition skills of class five students through language games.

**Objectives:** To develop vocabulary acquisition skills in English language among class V students through language games.

**Methodology:** An experimental research design was used. **Sample:** A total of 18 students from class V studying in Panchayat Union Primary School (PUPS), Kammampalli, in Krishnagiri district were selected using purposive sampling. **Tools:** A question paper was prepared by the researcher to test the vocabulary level of class V students. The tool consisted of four items of language games namely, word ladder (3, 4, 5 letters), word search box (crossword puzzle), missing letters (word, noun and verb), and missing syllables. Each item was of 5 marks and the overall question paper contained 50 marks. The crossword puzzle was of 10 reading marks and missing letters (noun and verb) were given 10 marks. **Data Collection:** A pre-test was conducted for all students studying in class V with help of a tool which was developed by the researcher. After the pre-test and calculation of scored marks of students, treatment was given to students. Finally, the post-test was conducted using the same tool. **Data Analysis:** Data was analysed by calculating the mean, standard deviation and t-test.

**Findings:** Findings showed a significant difference between pre-test and post-test scores of all students. However, no significant difference was found in the performance level of both boys and girls with regard vocabulary acquisition skills in pre-test and post-test. It was also found that the language games really entertained students of class V and it developed a good vocabulary attitude among them. It lowered student's anxiety and helped in improving vocabulary acquisition skills in English language.

**Implications:** The study suggests that correct use of English games will relieve the stress of learning a language and will help pupils to develop mastery over language naturally. Students learn through experimentation, discovery and interaction with their environment. Students, therefore, need variation in increasing motivation in improving their vocabulary in English language. Children need to be motivated, excited and relevant classroom exercises appear to be necessary if real understanding and acquisition are to take place.

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## 42.

Theme/Subject:	Science Education
Stage of Education	Secondary/Higher Secondary Stage
Topic of Research	Problems of IX Standard Students in Understanding the Physical and Chemical Classifications of the Matter and Solutions
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Institution where the Research was Conducted:	DIET, Krishnagiri, Tamil Nadu-635001
Category:	Action Research
Language of Research Report:	English
Year of Completion:	2020
Published/ Unpublished:	Unpublished

**Introduction:** Action research was conducted with the aim of resolving the problem of class IX students in understanding physical and chemical classifications of matter and solution.

**Objectives:** To improve an understanding of class IX students in physical and chemical classification of matter and solutions.

**Methodology:** An experimental research design was used. **Sample:** A total of 38 students (21 English medium and 17 Tamil medium) studying in class IX in Government High school, Kammampalli, Mathur were taken using purposive sampling. **Tools:** Self-structured tool consisted of 10 fill-in-the-blanks and five matches the following questions related to the physical and chemical classification of matter carrying two marks each, were taken. **Data Collection:** A pre-test was conducted for both mediums of students. Activities were given to the students in between the pre-test and post-test through various teaching aids such as flashcards, matching cards, concept mapping and PPT presentations. The post-test was conducted to find out the achievement level of students after the treatment. All answer scripts were scored separately. **Data Analysis:** Mean, standard deviation and 't' values was used for data analysis.

**Findings:** Findings revealed that student's understanding of different types of the matter was enhanced when they were taught by using different teaching aids e.g. flash cards, matching cards as well as PPT presentations. PowerPoint presentation helped students to develop a better understanding of solid, liquid and gas. Concept mapping was useful for students in understanding the classification of matter in the form of a mixture, colloidal substance and suspension.

**Implications:** Use of laboratory, concept mapping and utilisation of proper teaching-learning materials in classroom activities is essential in reducing the problems of students in understanding the physical and chemical classification of matter and also in enhancing their academic achievement.

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## 43.

Theme/Subject:	Science Education
Stage of Education	Middle Stage
Topic of Research	Enhancing Achievement of identification of Acids and Bases through Mnemonics among Seventh Standard Students
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Category:	Action Research
Language of Research Report:	Tamil
Year of Completion:	2018
Published/ Unpublished:	Unpublished

**Introduction:** Action research was conducted for enhancing student's achievement in identification of acids and bases through mnemonics among students of class VII.

**Objectives:** To enhance class VII student's achievement in of acids and bases through mnemonics.

**Methodology:** An experimental research design was adopted. **Sample:** A total of 29 class VII students (11 boys and 18 girls) of Panchayat Union Middle School (PUMS), Kuthalam Block, Nagapattinam district selected through purposive sampling. **Tools:** Self-structured tool was used to test the knowledge of class VII students in identifying acids and bases. It consisted of 30 multiple choice questions carrying 30 marks. **Data Collection:** A pre-test was conducted to assess student's knowledge of acid and base topic. The scores for individuals were recorded. In the next stage, treatment was provided to students through various activities and mnemonics to improve their concepts. In the end, a post-test was conducted. **Data Analysis:** The data was analysed by using appropriate statistical techniques such as mean, standard deviation and 't' test.

**Findings:** Findings revealed an improvement in students' achievement was observed after an application of mnemonics and they were able to identify concepts of acid and base for their learning process.

**Implications:** The study suggested that the mnemonic strategy can be used to develop an understanding of students in science concepts. The mnemonics strategy may be used by teachers in their daily teaching-learning process for enhancing student's understanding of science concepts.

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## 44.

Theme/Subject:	ICT / Educational Technology
Stage of Education	Middle Stage
Topic of Research	Enhancing Achievement of Atomic Structure-related Learning Outcomes through Information Technology and Mnemonics Strategy among Eighth Standard Students
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Institution where the Research was Conducted:	DIET, Nagapattinam, Tamil Nadu-611105
Category:	Action Research
Language of Research Report:	Tamil
Year of Completion:	2020
Published/ Unpublished:	Unpublished

**Introduction:** Action research was conducted with a view to enhance achievement of learning outcomes related to atomic structure through ICT and mnemonics strategies among class VIII students in a Government High School, Nagapattinam district of Tamil Nadu.

**Objectives:** To enhance class VIII student's achievement in learning outcomes of atomic structure through use of ICT and mnemonics strategy.

**Methodology:** An experimental research design was adopted. **Sample:** A total of 40 students (20 boys and 20 girls) of class VIII studying in Government High School, Therizhandhur, Kuthalam Block, Nagapattinam district were selected by using purposive sampling. **Tools:** A self-prepared tool containing 25 test items carrying 25 marks with multiple choice questions to test the eight standard student's knowledge of atomic structure was used as a tool for the data collection. **Data Collection:** A pre-test was conducted to assess the prior knowledge of students on the atomic structure topic. The score of each individual was recorded. In the next stage, treatment was provided to improve the student's knowledge of atomic structure topics through various activities, mnemonics and videos of self-learning. In the end, a post-test was conducted to assess knowledge gained by students after an intervention. **Data Analysis:** Data obtained was analysed by using mean, standard deviation and t-test.

**Findings:** A significant difference was observed in student's achievement levels before and after the intervention strategy. By adopting a mnemonics strategy and YouTube video, a gradual increase in students achievement level was observed with respect to students understanding of the concept of atomic structure.

**Implications:** The study suggests that use of ICT is helpful in enhancing achievement of atomic structure concepts with the support of a mnemonics strategy. Mnemonics strategy may be applicable to all branches of science in enhancing student's achievement in Physics, Chemistry and Biology concepts.

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## 45.

Theme/Subject:	Science Education
Stage of Education	Secondary / Higher Secondary Stage
Topic of Research	Enhancing Higher Order Thinking Skills in Electricity among VIII Std. Students through Self-learning Package
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Category:	Action Research
Language of Research Report:	English
Year of Completion:	2018
Published/ Unpublished:	Unpublished

**Introduction:** Action research was conducted with a view to enhance higher-order thinking skills (HOTS) in electricity among class VII students through a self-learning package.

**Objectives:** To enhance higher order thinking skills in electricity among class VIII students using self-learning package.

**Methodology:** An experimental research design was adopted. **Sample:** Using purposive sampling, a total of 25 students (10 boys and 15 girls) of class VIII studying in Nagapattinam district were selected. **Tools:** A self-prepared questionnaire consisting of 25 test items that carried 25 marks with multiple choice questions was used as a tool for data collection. The questions were prepared to test the HOTS of students on an electricity topic. The tool was given to the subject expert for opinion and necessary suggestions. **Data Collection:** A pre-test was conducted to enhance HOTS in electricity topic. The scores for individuals were recorded. In the next stage, treatment was given by the investigator to enhance HOTS in electricity topic by way of using various activities with the help of self-learning materials. In the end, a post-test was conducted. **Data Analysis:** Data was analysed by using mean, standard deviation, t- value.

**Findings:** Findings revealed that the use of self-learning materials developed keeping in view the local context significantly improved the test scores of class VIII students. Students learnt the concept of electricity through activities and showed a significant difference in mean scores. It helped the students in understanding complex science concepts in an easy way.

**Implications:** The study suggested that development of self-learning materials keeping in view the local context helps in developing self-confidence of learners in developing higher-order thinking skills.

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## 46.

Theme/Subject:	Value Education
Stage of Education	Middle Stage
Topic of Research	Developing Aesthetic values among VIII Standard Students through CAI
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Category:	Action Research
Language of Research Report:	English
Year of Completion:	2019
Published/ Unpublished:	Unpublished

**Introduction:** Action research was conducted with a focus on developing aesthetic value among class VIII students through CAI.

**Objectives:** To develop aesthetic values among class VIII students using CAI.

**Methodology:** An experimental research design was used. **Sample:** Using purposive sampling, a total of 30 students (15 boys and 15 girls) of class VIII studying in Vadakarai were selected. **Tools:** The aesthetic value questionnaire tool was used. **Data Collection:** Pre-test was conducted to assess aesthetic value. The score for each individual was recorded. After pre-test, various activities were conducted like floor, leave, Skelton, beauty with CAI as a supplementary aid. At the next stage, treatment was given to students for developing aesthetic value and to provide various activities to students with the aid of CAI. In the end, a post-test was conducted and the individual score was recorded. **Data Analysis:** Data was analysed by using mean, standard deviation and t-test.

**Findings:** Findings revealed that the use of CAI significantly improved the aesthetic value test scores of class VIII students. Findings also revealed that use of CAI as supplementary aid helps in improving learning of science concepts in an easy way.

**Implications:** Use of CAI as a supplementary aid in classrooms is helpful in developing self-confidence among learners and aesthetic values. Teachers may use CAI as a supplementary aid in their teaching-learning process.

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## 47.

Theme/Subject:	Language Education
Stage of Education	Preparatory Stage
Topic of Research	Improving English Hand Writing of III Standard Students through PDR Package
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Category:	Action Research
Language of Research Report:	English
Year of Completion:	2016
Published/ Unpublished:	Unpublished

**Introduction:** Action research was conducted with a purpose to improve English handwriting of class III students by using PDR package (Prerequisite skills, Drill exercises and Remediation strategies).

**Objectives:** To improve English handwriting of class III students through handwriting practices.

**Methodology:** An experimental research design was adopted. **Sample:** A total of 24 students from class III studying in Pappireddipattin block were selected using a purposive sampling technique. **Tools:** A self-prepared writing skill assessment tool was prepared and used to find out the students status in English handwriting. Students were assessed through the administration of near-point copying and far-point copying. Their handwriting was assessed by using a 5-point scale. **Data Collection:** A pre-test was administered for assessing the present status of students English handwriting. Intervention strategies included use of PDR package for example: (i) prerequisite skills - activities to promote handwriting readiness, holding the pencil, good posture for writing; (ii) drill exercises - cursive warm-ups, writing the alphabet, formation of numbers, cursive writing practice, writing words and sentences, evaluation; (ii) remediation strategies. Post-test was administered for assessing the status of students' English handwriting after the treatment. **Data Analysis:** The scores of the pre-test and post-test was analysed by using paired t-test.

**Findings:** Findings revealed that intervention strategies helped students to acquire better handwriting skills in English language. Performance range of students as indicated in the post-test analysis improved from ranged 24-68 in the pre-test to 44-90 per cent in post-test scores.

**Implications:** Students handwriting in English language improved by using continuous intervention strategies for instance writing of alphabets, formation of numbers, writing practice, cursive writing practice in classroom.

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Theme/Subject:	Language Education
Stage of Education	Middle Stage
Topic of Research	Enhancing Speaking Skill of Class VIII Students through Puppetry
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Category:	Action Research
Language of Research Report:	English
Year of Completion:	2019
Published/ Unpublished:	Unpublished

**Introduction:** Action research was conducted with a purpose to improve speaking skills of class VIII students in English by using puppetry as a teaching tool.

**Objectives:** To improve speaking skills of class VIII students in English through puppetry.

**Methodology:** An experimental research design was adopted. **Sample:** using purposive sampling technique a total of 35 students from class VIII studying in Government Higher Secondary School Kumalankuttai, Erode district, were selected. **Tools:** A self-prepared speaking assessment scale was used to assess the speaking skills of students. **Data Collection:** The procedure of using puppets to teach speaking skills was divided into three phases namely: Pre-teaching, whilst-teaching and post-teaching activity. To enhance students speaking skills in English language, the researcher organised various activities like role play, storytelling, dialogue etc. Different types of puppets like, glove puppets, socks puppets, finger puppets, paper-bag puppets, stick and ball puppets etc. were used to conduct these activities. **Data Analysis:** The scores of the pre-test and post-test was analysed quantitatively by using paired t-test.

**Findings:** Findings revealed that intervention strategies blended with puppetry stimulated enhance student's interest in speaking skills in English. Student's creativity was kindled through puppetries which in turn, lead to their increased involvement in the speaking process. Hence, student's ability to speak in English got improved. Findings also revealed that the average percentage of gain scores in the post-test was improved by 31 per cent higher than the pre-test scores.

**Implications:** Puppetry is an instrument that motivates students to develop listening and speaking language skills. Therefore, puppetry may be used as one of the intervention tool in teaching-learning process in enhancing speaking skills of students in English language.

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## 49.

Theme/Subject:	Language Education
Stage of Education	Secondary/ Higher Secondary Stage
Topic of Research	Enhancing the skill of Paragraph writing of Class IX Students through Participatory Creative exercises
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Category:	Action Research
Language of Research Report:	English
Year of Completion:	2020
Published/ Unpublished:	Unpublished

**Introduction:** Action research was conducted for enhancing paragraph writing skills among class IX students by using participatory creative exercises.

**Objectives:** To enhance class IX students' ability of paragraph writing through the technique of participatory creative exercise.

**Methodology:** An experimental research design was used. **Sample:** A total of 45 students from class IX studying in Bhavani block, Erode district were selected using a purposive sampling technique. **Tools:** Self-prepared tools were used for pre-test and post-test to assess paragraph writing skills of students. **Data Collection:** A series of activities comprising participatory creative exercises were performed in the classroom for four weeks. It included exercises such as clustering, creative writing prompts, word puzzles, letter writing etc. A systemic plan was executed for providing opportunities to all students to take part in the activity-based learning process. Along with the exercises, worksheets were used to provide learning experiences to learners in writing paragraphs. After the intervention, students' skill of paragraph writing was assessed by a post-test. **Data Analysis:** Paired t-test was used to compare pre-test and post-test mean scores.

**Findings:** Findings revealed that student's ability to write a paragraph in English enhanced through adopting participatory creative exercises.

**Implications:** Participatory creative exercises were found to be stimulated intervention strategies in enhancing student's skill of paragraph writing. Such intervention strategies may be used in other locations in enhancing paragraph writing skills of students.

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## 50.

Theme/Subject:	Language Education
Stage of Education	Secondary/ Higher Secondary Stage
Topic of Research	Enhancing the Achievement of D. El. Ed. Students in the Unit-Teaching Reading through Co-operative Learning Method
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Category:	Action Research
Language of Research Report:	English
Year of Completion:	2018
Published/ Unpublished:	Unpublished

**Introduction:** Action research was conducted to analyse impact of cooperative learning method in enhancing the achievement of D. El. Ed. Students in the unit-teaching reading.

**Objectives:** To enhance the academic achievement of student teachers in the unit-teaching reading through cooperative learning method.

**Methodology:** An experimental research design was adopted. **Sample:** A total of 42 second-year teacher trainees from DIET, Erode district, were selected using a purposive sampling technique. **Tools:** Self-prepared achievement tests in the unit-teaching reading were used for assessing the achievement of D. El. Ed. students. **Data Collection:** Informal learning groups were formed and the Jigsaw method of cooperative learning was adopted. At the end of each class, an informal and formal assessment was done by the peers. Guidance was given to them in framing questions for assessments. They were also guided to employ an appropriate tool for assessment. An Intergroup assessment was also done. Quiz, oral assessments and slip tests were conducted regularly at the end of each learning session. Post-test was also conducted of the student-teachers in the unit: teaching-learning. **Data Analysis:** Paired t-test was used to compare pre-test and post-test mean scores.

**Findings:** Findings revealed that the achievement of students in the unit-teaching reading was increased by learning through co-operative learning method. Cooperative learning method helped the D. El. Ed. Students in developing positive attitude towards learning, communication skills, team spirit and sense of belongingness. It also helped the trainees to get immediate feedback and receive support in enhancing their learning.

**Implications:** It is evident from the study that when the cooperative learning method is effectively structured and implemented in formal learning situations, with proper guidance and supervision of the teacher, it was found beneficial for the students to learn the concepts with interest and enthusiasm which in turn, leads to the positive effects on their achievement. Hence, teacher educators and teachers can adopt cooperative learning methods to promote peer learning and peer assessments.

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## 51.

Theme/Subject:	Science Education
Stage of Education	Secondary/ Higher Secondary Stage
Topic of Research	Improving the views on Socio-scientific Issues in Science among Students at Secondary Level through Scaffolding Learning Strategies
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Category:	Research Study
Language of Research Report:	English
Year of Completion:	2020
Published/ Unpublished:	Unpublished

**Introduction:** A study was conducted with a view to improve socio-scientific issues in science among secondary level students through scaffolding learning strategies.

**Objectives:** (i) to identify socio-scientific issues in science among class IX students; and (ii) to analyse the effect of Scaffolding Learning Strategies (SLS) in improving the views on Socio-Scientific issues in science among class IX students.

**Methodology:** A parallel group experimental research design was adopted. **Sample:** A total of 60 students of class IX (30 in the experimental group and 30 in the control group) studying in 6 schools were selected under three categories – management, the status of the school and gender of the students – using purposive and convenient sampling techniques. Further, 12 teachers, handling science in the selected schools, were also selected as samples. **Tools:** Self-prepared questionnaire to assess the students views on SSI-based Learning in Science and a semi-structured interview schedule developed by the investigator for teachers were used as tools for data collection. **Data Collection:** Face-to-face interaction was done by using tools to collect data. **Data Analysis:** Data was analysed by calculating the mean, and standard deviation (SD) and a comparison of the mean score was calculated by using Paired t-test.

**Findings:** Findings revealed that the experimental group mean score and SD in pre-assessment were 18.83 and 3.26 and the post-assessment mean score and SD were 39.93 and 3.13 respectively. On the other hand, the control group mean score and SD in pre-assessment were 15.83 and 3.02 and the post-assessment mean score and SD were 17.03 and 2.93 respectively. It indicated that the level of students views on socio-scientific issues in post assessment of the experimental group was higher (39.93) than in the control group (17.03). The value of  $\omega^2$  was found to be 0.80 which indicated that the difference between pre and post-assessment means was due to an 80 per cent variation in the views of students related to socio-scientific issues in learning science through the Scaffolding intervention strategies. Through the teacher's semi-structured interview schedule, it was analysed that, 75 per cent of the teachers defined the concept of socio-scientific issues as a scientific subject.

**Implications:** The study suggested that SSI-based instruction in the classroom will help students to engage in higher-order thinking processes. It will also allow students to apply what they have learnt in new situations.

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Theme/Subject:	ICT / Educational Technology
Stage of Education	Secondary/ Higher Secondary Stage
Topic of Research	Improving the Students' Skill of Application of Tenses Appropriately with the help of IWB at IX Standard Level
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Category:	Action Research
Language of Research Report:	English
Year of Completion:	2019
Published/ Unpublished:	Unpublished

**Introduction:** Action research was conducted with a view to improve class IX student's skills of application of tenses through IWB equipped classroom.

**Objectives:** To improve student's skills of application of tenses.

**Methodology:** An experimental research design was adopted. **Sample:** A total of 40 students (20 Tamil medium and 20 English medium) of Class IX studying in Sikkal, and the Nagapattinam district were selected using purposive sampling. **Tools:** A self-structured questionnaire of 40 marks was prepared on the basis of student's previous knowledge in English. Questions were based on present tense and past tense only. **Data Collection:** The pre-test was administered to class IX students at GHSS, and data was collected. Then, a special lecture was given on tenses with the help of IWB. This special lecture consisted of information related to the tenses, differences, definitions and uses with examples in English. Then, the researcher taught them about the differences between simple Present tense and simple Past tense. Likewise, between present continuous and past continuous through IWB. The post-test was administered to the same students and data was collected. **Data Analysis:** Percentage analysis of pre-test and post-test scores was done for arriving at conclusion.

**Findings:** Findings revealed that students scored lower marks in the pre-test. After an intervention, students could understand the definitions, examples and their uses actively. Both English medium and Tamil medium students eagerly participated and clarified their doubts during the session. Hence, in the post-test students scored higher than in the pre-test. IWB with the internet helped students to develop their knowledge of tenses.

**Implications:** Learning English is a major challenge for students especially, those belonging to rural areas. ICT like, IWB, with the internet is found to be more useful to motivate the students to learn and use the English language without mistakes. There is a need to create an atmosphere to learn English with ICT like IWB in all government schools.

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Theme/Subject:	Language Education
Stage of Education	Middle Stage
Topic of Research	Enhancing the Knowledge of Parts of Speech through Activities among VIII Standard Students
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Institution where the Research was Conducted:	DIET, Nagapattinam
Category:	Action Research
Language of Research Report:	English
Year of Completion:	2020
Published/ Unpublished:	Unpublished

**Introduction:** Action research was conducted with an aim to enhance the knowledge of parts of speech through activities among class VIII students.

**Objectives:** To improve student's understanding of the parts of speech.

**Methodology:** An experimental research design was adopted in this study. **Sample:** A total of 30 students (15 Tamil medium and 15 English medium) from class VIII studying in PUMS, Kuthalam and Nagapattinam districts were selected using a purposive sampling technique. **Tools:** The questionnaire was prepared on the basis of student's previous knowledge of English to measure their knowledge related to parts of speech. **Data Collection:** The pre-test was administered to class VIII students at PUMS, Kuthalam and data was collected. Firstly, students were taught about the parts of speech and their importance in English. Then, some activities were given on parts of speech. These activities consisted of the definition, types of nouns, verbs, pronouns, adverbs, adjectives, prepositions, conjunctions and interjections and their uses with examples in English. All the students actively participated in all types of activities and clarified their doubts. The post-test was administered to the same students and data was collected. The Pre-test and post-test questionnaires were prepared for twenty marks. **Data Analysis:** Percentage analysis was used to calculate pre-test and post-test scores.

**Findings:** Findings revealed that students scored lower marks in the pre-test. In the post-test, students answered all questions eagerly and got more marks. Now, they were able to understand the differences among parts of speech. Also, they were able to use it clearly without making mistakes in writing and speaking. Hence, classroom activities helped students to develop their grammatical knowledge of English.

**Implications:** Study found such activities to be more useful in enriching other class students' knowledge related to parts of speech.

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Theme/Subject:	Science Education
Stage of Education	Teacher Education - Pre-Service
Topic of Research	Making the DIET Trainees Understand Atomic Structure through Animation
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Category:	Action Research
Language of Research Report:	English
Year of Completion:	2018
Published/ Unpublished:	Unpublished

**Introduction:** Action research was conducted with an aim to make DIET trainees understand atomic structure through animation.

**Objectives:** To improve the knowledge of DIET trainees about the concept of atomic structure through animation.

**Methodology:** An experimental research design was adopted. **Sample:** A total of 25 second-year teacher trainees from DIET, Kurukkathi, Nagapattinam district were selected using a purposive sampling technique. **Tools:** A self-prepared questionnaire containing 20 items related to the atomic structure was used. **Data Collection:** A pre-test was conducted and scores were given. After conducting the pre-test, some special intervention activities were given to the teacher trainees to construct knowledge on the concept of atom and atomic model through PowerPoint presentations and animated videos. Then the post-test was conducted. **Data Analysis:** Data was analysed through statistical techniques like mean, standard deviation and t- test.

**Findings:** Findings revealed that use of animation technique in explaining atomic structure helped teacher trainees to understand the concepts associated with atomic structures in a very effective manner.

**Implications:** Teaching the lesson through animation, atomic structure and other science concepts will greatly improve the knowledge of school students at the secondary level. Teaching science through technology, if adopted, will develop the understanding of science concepts in a better way.

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Theme/Subject:	Language Education
Stage of Education	Preparatory Stage
Topic of Research	New Strategies to Enhance the Tamil and English Language Reading Skill of Fifth and Eighth Standard Students at Kilvelur Block in Nagapattinam District
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Institution where the Research was Conducted:	DIET Nagapattinam E-mail: dietngp@tn.nic.in
Category:	Action Research
Language of Research Report:	English
Year of Completion:	2012
Published/ Unpublished:	Unpublished

**Introduction:** Action research was conducted to enhance reading skills of class V and VIII students in Tamil and English language.

**Objectives:** (i) to find out the difference in reading skill of students in Tamil and English language; and (ii) to enhance reading skills of students in the Tamil and English languages by using the combination of phonetic and look and say method.

**Methodology:** An experimental research design was adopted. **Sample:** Using cluster sampling technique, a total of 107 students of class V and VIII studying in five government schools were taken as the sample of the study. **Tools:** Reading cards for Tamil and English languages were used. It included two, three and four letters words. **Data Collection:** Investigator assessed students reading ability and marked them as very good, good, fair, poor, and very poor. After the pre-test, the students were categorized into five groups A, B, C, D, and E. **Data analysis:** Data was tabulated by using percentage analysis.

**Findings:** Findings showed that the sample student's reading skills in Tamil and English got improved after the implementation of the phonetic and look-say methods. Pre-test and post-test results showed a significant difference in reading Tamil and English language after the implementation of phonetics and look-say methods.

**Implications:** Reading skills can be improved only if a student knows more vocabulary. Therefore, vocabulary can be improved by using rhyming word games, homophones etc.

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Theme/Subject:	Language Education
Stage of Education	Preparatory Stage
Topic of Research	Improving the Reading Skill in English Language of IV Standard Students
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Institution where the Research was Conducted:	CTE Tiruchirappalli
Category:	Action Research
Language of Research Report:	English
Year of Completion:	2019
Published/ Unpublished:	Unpublished

**Introduction:** Action research was conducted to improve the reading skills of class IV students in English language.

**Objectives:** To enhance reading skills among class IV students by using phonic method with the support of technology for reading.

**Methodology:** An experimental research design was adopted. **Sample:** A total of 23 class IV students studying in the Marungapuri block of Tiruchirappalli district were selected using random sampling. **Tools:** Self-prepared pre-test and post-test questionnaires were used as tools for data collection. The questionnaire contains 20 items which were divided into 3 major divisions and the scoring scheme was also allotted for each item, such as; fill-in-the-blanks, matching the rhyming words, reading comprehension etc. Each question carried one mark and the total test questionnaire was prepared for 20 marks to test the students reading skill. **Data Collection:** Data collected through conducting tests. **Data Analysis:** Data was analysed by using descriptive statistics (percentage, mean, standard deviation).

**Findings:** Findings revealed that sample students scored more marks in reading in the post-test due to the treatment given through the phonic method with the support of technology. The scores obtained in the pre-test were 38.69 per cent and in the post-test were 85.65 per cent and the mean value of the scores was 7.73 in the pre-test and was 17.13 in the post-test.

**Implications:** The study suggested that the teacher must use songs, and rhymes as a pedagogy for developing among student's vocabulary and making them familiar with sounds. Each individual students needs should be considered during the selection and utilisation of appropriate technological resources. Students should also be encouraged to read from other materials besides textbooks to enhance their reading skills. More and more focus should remain on using activities and games in classroom for language enrichment.

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Theme/Subject:	Health Education
Stage of Education	Secondary / Higher Secondary Stage
Topic of Research	Effectiveness of WIFS Programme for Adolescents in Promoting Academic Achievement
Name and Address of The Investigator(s) (with E-mail):	P. Elavarasu DIET, Tiruchirapalli E-mail: elavarasudiet@gmail.com
Institution where the Research was Conducted:	DIET, Tiruchirapalli, Tamil Nadu- 621712
Category:	Research Study
Language of Research Report:	English
Year of Completion:	2018
Published/ Unpublished:	Unpublished

**Introduction:** The health department of Tamil Nadu conducts the 'Weekly Iron Folic Acid Supplementation' (WIFS) programme through directorate of school education in all schools to maintain good health status among school children. SCERT plays a vital role in monitoring this programme. A survey research was conducted to examine the effectiveness of the WIFS programme for adolescents in promoting academic achievement in the Trichy district of Tamil Nadu.

**Objectives:** (i) to analyse the effectiveness of the WIFS programme regarding the academic achievement of adolescents; (ii) to examine the relationship between student awareness of the WIFS programme and their academic achievement; and (iii) to find out any significant difference in academic achievement between students high WIFS awareness and students low WIFS awareness.

**Methodology:** A descriptive survey research design was employed. **Sample:** Using a simple random sampling technique, a total of 1295 students from 64 government and government aided schools from 16 blocks in the Trichirappalli district were selected. **Tools:** WIFS programme awareness scale and school questionnaire was developed by the investigator along with the help of teachers and students. The questionnaire consisted of 25 questions on a 4-point scale. The tool was validated by an expert. **Data Collection:** Data was collected through administering questionnaires among selected sample. **Data Analysis:** Data was analysed using the T-test and Pearson correlation method.

**Findings:** Findings revealed a relationship between student's awareness of the WIFS programme and their academic achievement in government and government aided schools of the Trichirappalli district. Further, there was a significant difference found in academic achievement between high WIFS awareness and low WIFS awareness.

**Implications:** The study suggested that the educational authorities should take necessary steps in strengthening the WIFS programme in existing schools that can be extended to all types of schools. Further, the WIFS orientation programme should be given to the school headmaster, nodal teachers and students having low WIFS awareness.

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**58.**

Theme/Subject:	Language Education
Stage of Education:	Teacher Education (Pre-Service)
Topic of Research:	A Study on Partial Dysgraphia in Pre-Service Trainee Teacher and its Implications
Name and Address of the Investigator(s) (with E-mail):	Sima Maity Senior Lecturer, DIET Purulia, E-mail: Sima.diet@gmail.com
Institution where the Research was Conducted:	DIET Purulia, West Bengal
Category:	Action Research
Language of Research Report:	English
Year of Completion:	2021
Published/Unpublished:	Unpublished

**Introduction:** Action research was conducted on partial dysgraphia in pre-service trainee teachers and its implications among the students of DIET, Purulia, in West Bengal. The study was conducted based on the observation made by the researcher's long years of teaching experience while teaching students of D. El. Ed at different DIETs that more or less 70 per cent of students have partially dysgraphia while writing some specific Bengali letters (ল ন গ প etc.).

**Objectives:** (i) to make them aware of the right process of writing some specific letters because they are future teachers; and (ii) to protect the future students from developing habits of partial dysgraphia.

**Methodology:** An experimental research design was adopted. **Sample:** a total of 15 per cent of students were randomly selected among all the students of DIET, Purulia, who habitually writes different specific Bengali letters (ল ন গ প etc.) in the wrong sequence way. **Tools:** questionnaire, interview schedule, and test (through observation) were taken as tools for data collection. **Data Collection:** Students were divided into two groups: (i) control group - no correction treatment was given to this group; (ii) experimental group - was guided through the physical right process of writing as per text book of class I (আমার বই) and was been instructed to follow regular practice for one week. Writing tests was conducted after a week time. **Data Analysis:** Data was analysed using frequency analysis.

**Findings:** Findings revealed that efforts paid dividends. Many students mentioned that they were writing incorrectly because of wrong practising of alphabet writing in their childhood. This rectification practice method has helped them to understand the correct way of writing these alphabets.

**Implications:** This study submits that associated writing-process (rectification practice method) found fruitful to rectify the proper process of writing some specific Bengali letters. Adoption of such methods may help students to get rid of committing silly mistakes while writing.

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