

AN ACTION PROJECT ON STARTING A RESOURCE CELL OF TEACHING LEARNING MATERIAL (TLM) IN THE SELECTED PRIMARY SCHOOLS OF NAGAR PRATHMIK SHIKSHAN SAMITI (NPSS) OF BARODA.

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ABSTRACT

A key to excellence in teaching is an acceptance and understanding of all children and their individual differences. The essence of best teaching is that the subject matter has to be communicated effectively to the students to make them understand the basic ideas. Effective communication can no longer be possible with words alone. Our traditional “chalk and talk” method finds it difficult to motivate learners. The teacher often understands the difficulty of conveying ideas and information without using resources beyond words. Teachers play very important role in raising standard of education. Informed teachers know there is rich mine of inexpensive materials like pamphlets, pictures, charts, posters, from discarded school books and exhibits of various types. To enable learners to keep pace with this widening frontiers of knowledge our teaching has to be geared up. Looking to the present scenario, there is vast difference in the teaching performance of private and government schools. Talking about elementary and primary schools of Nagar Prathmik Shikshan Samiti (NPSS), situation is quite different. Here, teacher can’t ignore the fact that children coming in these classrooms are socially and economically deprived.

Key Words : Traditional Chalk, TLM in teaching and learning.

INTRODUCTION

Primary education is the first years of structured education that occurs during childhood. The major goals of primary education are achieving basic literacy and innumeracy amongst all the students as well as establishing foundations in science, geography, history and other subjects. After post independence period in India, the quantitative achievements are impressive but there is a lot to desire on the qualitative front. Enrolment at primary stage jumped almost five fold from 20 million in 1950-51 to 102 million in 1991-92, the increase in the upper primary stage is far higher from 3 million to 35 million. But on qualitative side, the system lacks flexibility and inhibits initiative and innovation.

In the schools teaching provides the teacher an opportunity for doing something creative i.e. for moulding personality and minds. Since the goal of teaching is desirable learning, the quality of teaching can be tested only in terms of the quality of learning to which it leads. We can expect some return positively when teaching and learning are satisfactory.

On the other hand, it is not uncommon for students completing six years of primary schooling in government public schools to lack even rudimentary reading and writing skills. Not only that even the high drop out rates at the primary / elementary stage indicate that the system is too weak to retain the children in schools, even at the initial stages of learning. So, quality of education can be improved by redesigning the system in terms of content and teaching methods.

If quality education is to be improve a two-pronged efforts will have to be made.

(1) to re-design the system in terms of content and

teaching methods

(2) provide amenities to the school.

As Gandhiji suggested we need education of 3-H, i.e. Head, Heart and Hand. Training that teachers receive prepares them for the (teaching) role that have to play, how to deal with interface between schooling and society and many more. With the realisation of significance of the role of the teacher in education, it is natural that more attention needs to be given to teacher-education it-self.

METHODOLOGY :

In the Baroda City, under Nagar Prathmik Shikshan Samiti, there are 16 CRC centers, with 122 elementary schools. After making informal visits to different CRCs, CRC-2, near Gorwa area of Baroda was selected keeping in mind the criteria viz; Good strength of the students, Demand from CRC teachers to NPSS office for training in TLM, Interest of the teachers, Availability of Nagar Prathamik Shikshan Samiti Schools within city area. Besides all this, when government is emphasizing on the girls’ education, in CRC-2 enrolment of girls students are more compared to other CRCs. Hence, CRC -2 which consists of 7 different schools viz. School number 8, 9, 10, 17, 22, 37, and 46 having in all 33 teachers in lower primary schools (std. 1 to 4) was selected for the project.

The project proposal mainly emphasizing on different types of TLMs covered under project, duration of project work and budget were prepared and permission from administrative officer of Nagar Prathmik Shikshan Samiti, Baroda was taken for the same.

For the project finance, permission was taken from

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the administrative officer of NPSS. He approved the project and allowed to utilize TLM grant of lower primary school teachers of CRC -2, to carry out TLM project activities. In all, 33 teachers of lower primary schools of NPSS of Baroda, each with TLM grant of Rs. 500 /- were involved in the project activities.

RESULTS & DISCUSSION :

A reaction scale was developed by the project worker for the purpose of knowing reactions of the teachers towards various aspects and content of the training programme, focusing on preparation and use of TLM.

Rating scale on graphic aids and puppets prepared by Shah and Joshi (1992), were used for evaluation of teachers' performance on preparation and use of TLM, during supervision.

Reactions of the teachers towards the training programme—The teachers reported that :

- (i). All (100.00 percent) had attended training programme on TLM conducted by the project worker and also attended exhibition prior to the training.
- (ii). All liked the training programme very much.
- (iii). All found that physical facility, time and language during training were suitable.
- (iv). High majority (78.78 percent) of the teachers had not attended any training programme related to TLM previously.
- (v). All were using TLM to reinforce concept in the subject.
- (vi). High majority (75.75 percent) of the teachers were using TLM for all the subjects.
- (vii). Majority (63.63 percent) of the teachers felt the need of TLM for Maths subject, followed by (48.48 percent) for Science and Gujarati.
- (viii). High majority of (87.87 percent) the teachers were using charts followed by more than fifty percent (57.57 percent) using model generally readily available from the market in teaching before this training program.
- (ix). High majority (96.96 percent) of the teachers reported that this training helped them to learn about different types of TLM.
- (x). High majority (90.90 percent) of the teachers reported that this training has enabled them to prepare different types of TLM independently.
- (xi). Majority (69.69 percent) of the teachers reported that they learnt puppet quite satisfactorily followed

by learning of chart (66.66 percent) followed by (60.60 percent) learning mobile and flashcards.

In the use of TLM by the teachers during supervision following findings were revealed :

- (i). Majority (57.57 percent) of the teachers obtained average scores in the range of 26-50, in the preparation of TLM (chart, poster, flashcard, model and mobile) followed by few participants (27.27 percent) obtaining high score in the range of 51-75, which indicates that to obtain best results still teachers require more practice.
- (ii). High majority (90.90 percent) of the teachers obtained high scores in the range of 7-12 as far as using TLM in classroom for teaching purpose was concerned, which indicates that teachers were able to use TLM in a correct and effective manner.
- (xi). All (100.00 percent) of the teachers obtained high scores in the range of 7-12 in the use of flash cards.
- (xi). Little more than fifty percent (57.14 percent) of the teachers obtained high scores in the range of 19-27 in the preparation of glove puppet, they found making of glove puppet little tough.
- (xi). All (100.00 percent) of the participants obtained high scores in the range of 33-48 in the use of the puppet.

CONCLUSION :

It can therefore, be concluded that from the results of the supervision, it is known that TLMs were effective in changing classroom environment as well as to reinforce the skills in reading, writing, innumeracy, to make the concept clear. The reactions of the students, the enthusiasm of the teachers and CRC coordinators and members of government organization supporting the program in one of the CRC zone towards starting a resource cell was favourable. These results and observations signify the need for developing and using TLM to hold the attention, develop interest and motivate students in teaching program.

Planning such kind of interventions, which lead to develop great satisfaction and also found worth of using grant money, could solve a major complaint of teachers towards readymade TLM available in the market.

Effectiveness of proper preparation and use of TLM was visible through this project. It could be seen that teachers were found with better confidence and great enthusiasm. Even positive effective of use of TLM was seen on quality of teaching too as they enjoy learning and vice a versa.

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