

# **CONTINUOUS ACADEMIC SUPPORT AND MONITORING OF SCHOOLS BY THE FACULTIES OF DIET, MORIGAON**



## **OBJECTIVES**

- To identify the problems of the low-performing schools in Morigaon district through frequent visits and by observing classroom transactions.
- To provide academic support to those schools by doing demo classes by the faculties and conduct capacity-building programmes for the teachers of the schools.
- To enhance the reading skill in both first and second languages that affect the result of **Gunotsav** and **NAS**.

## **NEED**

- As per the report of NAS 2021, Morigaon district had secured the 10<sup>th</sup> position. And in Gunotsav 2023, the district secured the 23rd position. During our frequent visits to schools, it was observed that children are weak in reading.
- Hence, the importance of providing targeted support to manage low performance particularly in reading skill, across randomly chosen schools, including the lab schools was decided.

# STRATEGIES

- A consultative meet was organised with the CRCCs and teachers (30 nos.) of low-performing schools to identify the areas of learning difficulty that had shown undesirable results in NAS 2021 and Gunotsav 2023. The **grey areas** were identified where they need support.
- Some teaching strategies were adapted i.e. story-telling, role-playing, loud reading and practice worksheets (based on FLN study materials) developed by our Senior Lecturer Samhita Malini Baruah and Lecturer Santana Devi, primarily to enhance the reading skill. (A few of those are attached herewith .[WORKSHEETS \(ENGLISH\).PDF](#) )
- Demo classes were conducted during the school visits.
- D.El.Ed trainees provided their support in the newly selected lab schools during the School Internship Programme

**THE FOLLOWING NEED-BASED PROGRAMME ACTIVITIES WERE CONDUCTED AT OUR INSTITUTION TO ACHIEVE THE OBJECTIVES-**

**I) Consultative Meet on need-based support to the learners, based on the report of Gunotsav 2023 and NAS 2021 in collaboration with SSA, Morigaon, on 19<sup>th</sup> & 20<sup>th</sup> August 2023**

Target group- CRCC and teachers (30)

**II) One-day Consultative Meet with the teachers of lab schools under DIET, Morigaon, on 29<sup>th</sup> October 2023**

Target group- lab school teachers (30)

**III) One-day orientation cum training programme on introduction to phonetics and oral language development on 6<sup>th</sup> November 2023**

Target group- elementary school teachers (50)

**IV) Reading enhancement programme on learn to read and read to learn on 14<sup>th</sup> May 2024**

Target group- elementary school teachers (50)



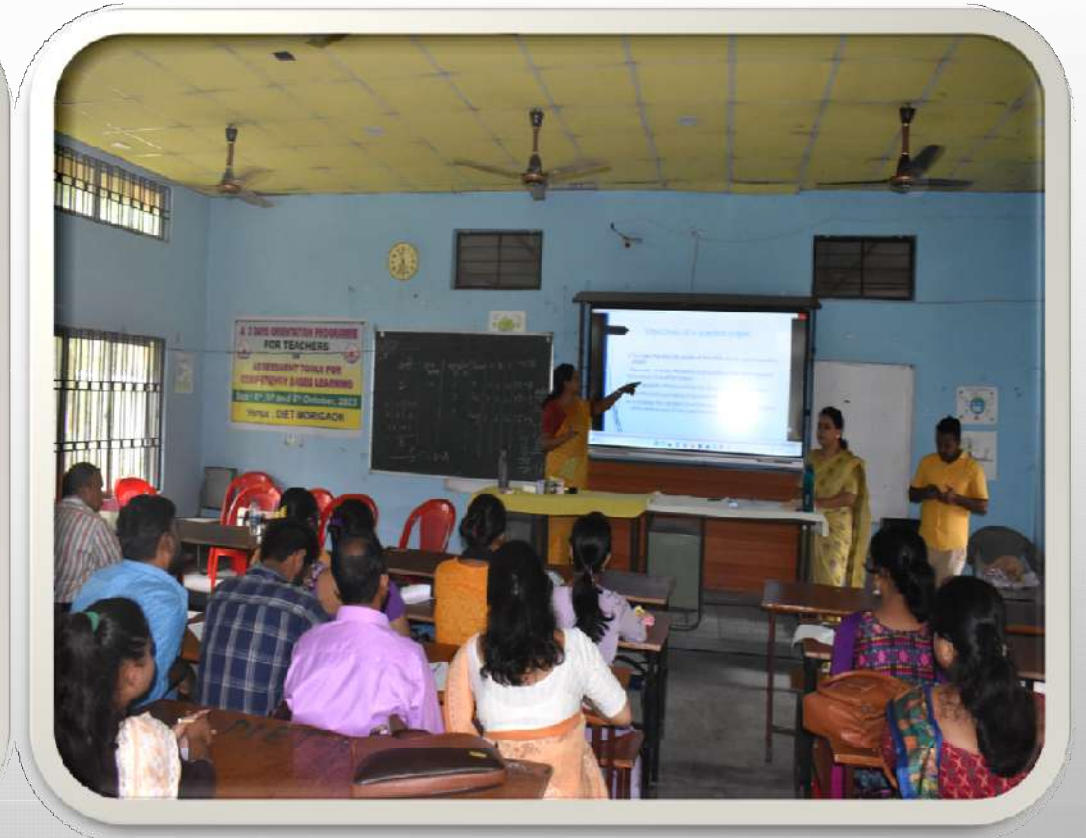
## **OUTCOMES**

- Most of the schools provided with need based support has shown better performance in Gunotsav 2024. Morigaon district has secured the fourth position this year.
- Lab schools with less teachers and high enrolment ratio have benefitted by the allotment of our trainees. Earlier, those schools were not covered under SIP. Some Head Teachers even requested to allot our trainees in their schools. [APPLICATION BY HEAD TEACHER.PDF](#). Their performance in Gunotsav is better this year.

## FURTHER ACTION ON FINDINGS

- Schools have been grouped based on their needs (learning difficulties). We monitor those schools, and input by our faculties is provided regularly. Comparative results of Gunotsav 2023-24 (Morigaon District) are documented. [COMPARATIVE RESULT OF GUNOTSAV 2023-24 \(MORIGAON DISTRICT\).pdf](#)
- We are propagating our support to more schools of Laharighat block this year.

## GLIMPSES OF THE CAPACITY BUILDING PROGRAMME ACTIVITIES CONDUCTED BY DIET, MORIGAON







## GLIMPSES OF ACADEMIC SUPPORT PROVIDED BY THE FACULTIES OF DIET, MORIGAON



**THANK YOU**



# **Impact of Fun Activities on Enhancing Spelling in English of Class V Students of Kanaklata L. P. school of Morigaon District : An Action Research**

*By*

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*Along with*

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## **Problem Area**

Spelling Mistakes in English made by the students of class V of Kanaklata L.P. School of Morigaon, Assam.

## **Need of the Action Research**

Spelling are important part of developing literacy skill in any language, and so as in English language too, which is a subject of study from primary grade to higher stage of Indian Education System . Thus the Action Research has its rationality, so far its subject matter is concerned.

The problem area was identified by D.El.Ed. 3rd semester trainees during their internship period (1<sup>st</sup> February to 5<sup>th</sup> March, 2024). Keeping in view the importance of spelling in students' learning , it was considered essential to carry out the research work by the concerned mentor along with the D.El.Ed. Trainees.

## **Objectives of the Action Research**

- ❖ To identify the possible cause(s) of spelling mistakes in English made by students .
- ❖ To provide intervention to improve their spelling.

## **Probable Causes**

- Irregular attendance of the students at school.
- Apart from the English textbook no other material is used in teaching English spelling.
- Lack of print resources in English.
- No scope for oral language development.

## **Most Probable Cause**

Apart from the English textbook no other material is used in teaching English spelling, is the most probable cause.



## **Statement of the problem**

Impact of Fun Activities on Enhancing Spelling in English of students of Class V of Kanaklata L. P. School of Morigaon District.

## **Definition of Term**

*'Fun Activities'* here include only 4 types of activities. Word Search Puzzle game, Jumble word game, Word ladder game and 'Look', 'Copy' & 'Write'.

## **Action Hypothesis**

Teaching with Fun Activities will enhance spelling in English of students of class V of Kanaklata L.P. School.

## **Action Research Design**

**Sample:** 09 students.

**Research Design:** Quasi-Experimental single group pre-test, post-test design .

# Data Collection Tool

1. Two Frames of 4/5 letter words to be used in Pre-Test and Post-Test.
2. Worksheets for Word Search Puzzle game, Jumble Word and Word Ladder game.
3. Word Charts.



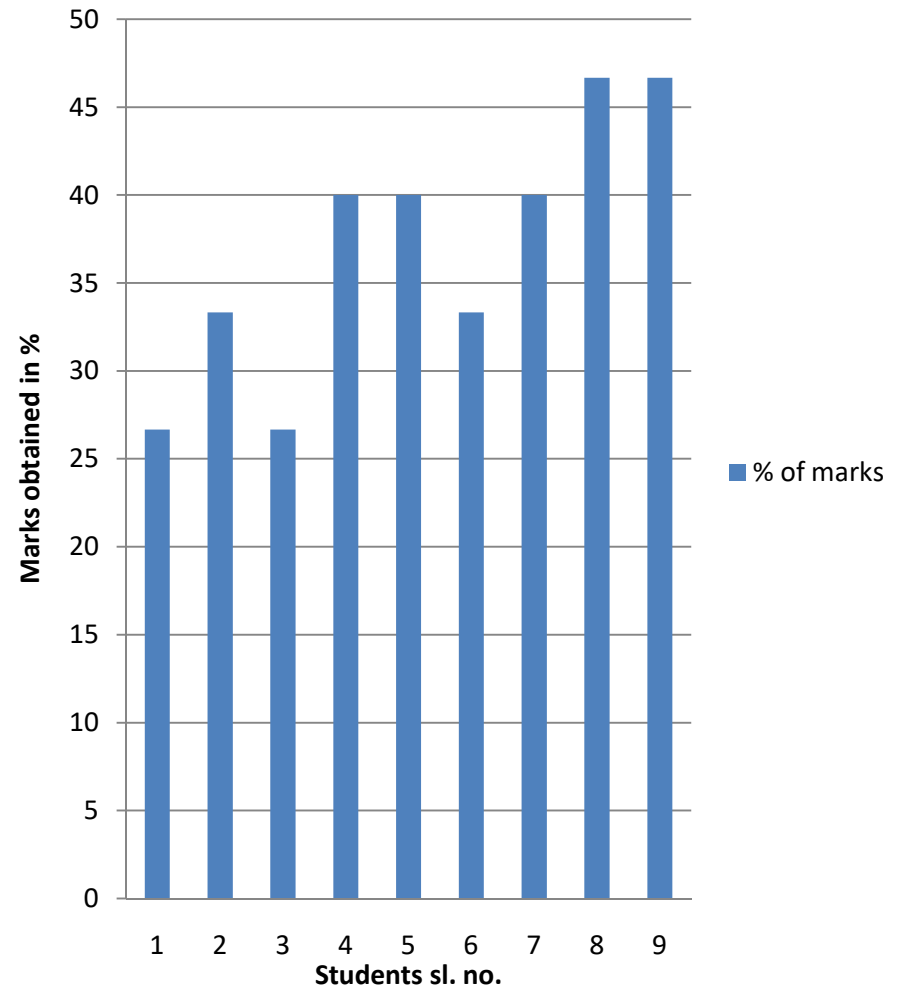


## Pre-Test :

30 marks (5 nos. each of 4 and 5 letters words and 5 small sentences, 2 x15 ) had administered on 09 students.

Sl. No.	Student Name	Marks Obtain	%
1	Miss Sumayun	08	26.67
2	Raju	10	33.33
3	Gungun	08	26.67
4	Mukut	12	40
5	Avay	12	40
6	Vir	10	33.33
7	Surabhi	12	40
8	Md. Ashis	14	46.67
9	Madhuri	14	46.67

$$\text{Mean} = \Sigma X/N$$
$$= 11.11$$



# Intervention

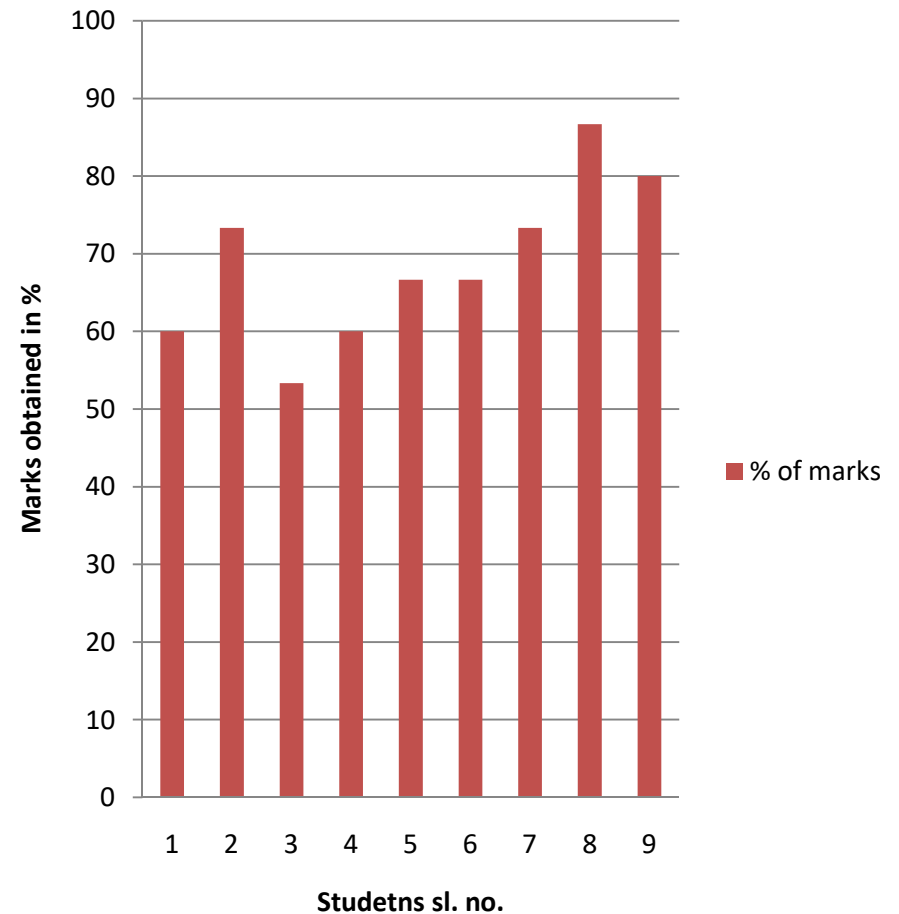
Activities	Tools/ Materials	Methods	Period
<b>Word Search Puzzle Game</b>	Worksheets for Word search puzzle game .	Students were asked to find words from worksheet. They were given the instruction to search meaningful words in vertical, horizontal and diagonal form and to circle the word.	Twice a week. 8 time during intervention period.
<b>Jumble Word Game</b>	Worksheets containing jumble words and sentences with picture clue.	During the initial days Worksheets containing jumble letters with picture clues were given to the students to form meaningful words. Later, Worksheets containing jumble words were given to form sentences.	Twice a week. That is, 8 time during intervention period.

<b>Word Ladder Game.</b>	Worksheets containing ladder game	Worksheets containing word ladder were given to the students and they were asked to complete the word ladder.	Twice a week.
<b>‘Look’, ‘Copy’ &amp; ‘Write’ Game.</b>	Word charts of commonly used English words consisting of 4/5 letters.	Students were asked to spell out the words from the word chart. Then, they were asked to write the words without looking and then asked to exchange their copies with each others for peer assessment.	In an interval of 3 days with different charts,

## Post-test :

After giving intervention for one month, a post-test was conducted. The test scores are as follows along with percentage.

Sl. No.	Student Name	Mark Obtain	%
1	Miss Sumayun	18	60.00
2	Raju	22	73.33
3	Gungun	16	53.33
4	Mukut	18	60.00
5	Avay	20	66.67
6	Vir	20	66.67
7	Surabhi	22	73.33
8	Md. Ashis	26	86.67
9	Madhuri	24	80.00



$$\text{Mean} = \frac{\sum X}{N}$$
$$= 20.67$$



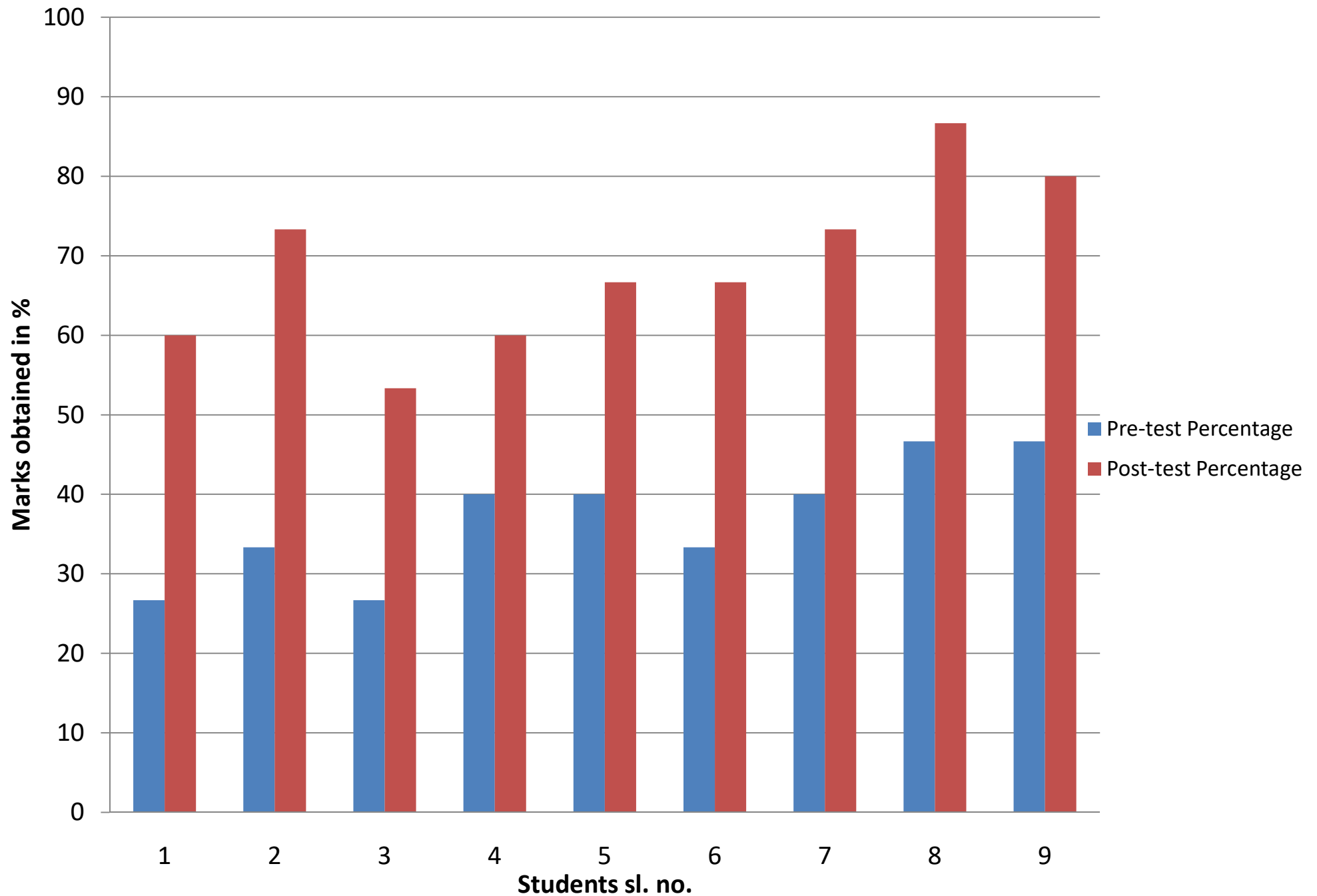
## Comparison between the Pre-Test and Post-Test Scores

Sl. No.	Name of Students	Pre-test Scores	Post-test Scores	Pre-test Percentage	Post-test Percentage
1	Miss Sumayun	8	18	26.67	60.00
2	Raju	10	22	33.33	73.33
3	Gungun	8	16	26.67	53.33
4	Mukut	12	18	40.00	60.00
5	Avay	12	20	40.00	66.67
6	Vir	10	20	33.33	66.67
7	Surabhi	12	22	40.00	73.33
8	Md. Ashis	14	26	46.67	86.67
9	Madhuri	14	24	46.67	80.00

**Mean of Pre-Test = 11.11**

**Mean of Post-Test = 20.67**

**Graphical Comparison of % of Pre-Test and Post-Test**



# Findings

- Test score of students have improved in post-test in compared to pre-test.
- Mean score of post-test ( Mean =20.67) has also been increased significantly in compared to the mean score of pre-test (Mean=11.11).
- Hypothesis is accepted that spelling mistake of the students can be reduced if it is taught and practice through fun activities.

# Intervention Period





# Further Actions and Follow up

## Sharing meeting with nearby school teachers



## Similar activities in teaching different subjects





*Thank you*

# Title: Terracotta And Clay-Modelling as Tool for Toy-Based Pedagogy

Innovative Practice of DIET Morigaon

# OBJECTIVES

- To promote toy-based pedagogy in primary schools of the Morigaon district, using clay modelling as a sustainable and easily accessible tool for teachers.
- Encouraging clay modelling and terracotta as pre-vocational skills among Upper Primary students.

# Need/ Justification

- Toys can serve as practical tools for facilitating active engagement, exploration, discovery-based learning, learning collaboration, cooperation, creativity, and imagination, according to NEP 2020's vision for educational reform.
- Different toys used in classroom transactions can be expensive to buy and time-consuming to produce. However, clay modelling can be regarded as the most sustainable and easily accessible learning resource available in Assam.
- Keeping that in mind, DIET Morigaon has taken the initiative to promote using clay modelling and terracotta materials as teaching and learning materials (TLMs) and classroom activities for school children. This will help them improve their fine motor development and hand-eye coordination. It also offers therapeutic benefits, allowing to release stress and anxiety through the tactile experience of kneading and shaping.
- Teachers can develop various concept-specific learning resources using clay, and by converting it to terracotta, they can easily preserve them for future use.

# Modalities/ Methods/ Strategies

- A one-day clay-modelling and terracotta workshop, “One Day with Clay”, was organised in collaboration with Morigaon Abhyasan LP School on May 21, 2023. The school's students participated in the workshop and prepared different models, such as numbers, letters, fruits, utensils, masks, etc. Two faculty members from DIET Morigaon, Mr. Kishore Kumar Das and Mr. Manoj Das, initiated the workshop as Resource Persons.
- A three-day workshop on “Clay-modelling and Terracotta Workshop” was conducted in DIET Morigaon from 4<sup>th</sup> to 6<sup>th</sup> October 2024, with 30 participants (LP and UP teachers) in DIET premises across the district. Renowned sculpture artist Mr. Gokul Paul was invited as the Resource Person for this workshop. The participant teachers modelled various learning materials for classroom use.
- At the end of the workshop, an exhibition was conducted, and teachers from the Lab schools were invited to witness the items developed during the workshop and get ideas.
- The teachers trained in the workshop use the pedagogy in their classroom practices, and timely follow-ups have been carried out.



# Outcome

- The student participants were enlightened about the various clay modelling processes and the significant career benefits these skills can bring, particularly in art, architecture, or interior design. This knowledge can inspire them to consider clay modelling a valuable skill for their future careers.
- The teachers conceived a way to inexpensively and effectively create teaching materials appropriate for children with special needs.
- The teacher participants are using clay modelling and toy-based pedagogy in their classroom activities.
- The exhibition provided the teachers at the lab schools with insight and guidance on integrating toy-based pedagogy into their classroom activities.

# Further Action on Findings

- Workshops will be held for upper primary teachers to develop subject-specific clay models with the assistance of the 30 KRPs trained in the first phase.
- After the rainy season, a unique clay modelling program will be conducted in the four blocks of the Morigaon district. Local artisans will be invited as Resource Persons, recognizing their invaluable contribution to this initiative.
- Three schools situated near DIET have been selected to organise "One Day with Clay".
- A permanent furnace will be installed on the DIET Morigaon premises so that participants can fire their clay models into terracotta.

# Photo/ video



Presentation of items developed during "One day with clay" with the students of Morigaon Abhyasan L P School

Photo/ video





# Photo/ video



Participants of the three days Clay Modelling workshop organised in DIET Morigaon premises



Photo/ video







# **Title: Workshop on Development of eContent for Classroom Transaction**



ICT Initiative  
Conducted By DIET Morigaon

# Objectives

- To create an awareness of ICT enabled teaching learning environment among the participants.
- To develop the capacity for designing and developing eContent on different subjects.
- To enable the participants in hands-on practice to use different tools for eContent development.
- To develop a Resource group in various educational blocks for further implementation.

# Need/ Justification

- With the advent of Internet and World Wide Web (www), the **access to information** has become very easy and the entire world is moving towards digitization. **Twenty first century** students learn in a global classroom and not necessarily within four walls. The advancements in technology and innovative digital devices and tools have a **great potential to improve educational outcomes**.
- The **National Policy of ICT in Schools Education and the National Curriculum Framework** emphasised on providing quality eContent as a pre-requisite for integrating ICT in the field of education.
- Keeping in view the diverse needs of learners, now use of eContent has become an essential component of teaching and learning process.
- Hence it becomes important to **empower and train the teachers** to develop quality eContent to enhance educational opportunities for learners.



# Modalities/ Methods/ Strategies

- A two-day **Workshop on Development of eContent for Classroom Transaction** was conducted at **DIET, Morigaon** as a part of ICT initiative on 18<sup>th</sup> to 19<sup>th</sup> June, 2024. A total no. of 20 teachers of Elementary level from four different blocks of Morigaon participated in the first phase of workshop. Dr. Mitali Baishya, Lecturer from DIET Morigaon, initiated the workshop as a Coordinator.
- Mr Anrag Kr. Bhuyan and Mrs. Suravi Das of Rangadoria High School and Pachim Manipur L.P. School respectively were invited as Resource Persons.
- Various **tools and topics** like Power Point presentation, Introduction to DIKSHA Portal, Developing Animation Resource, Canva, Creative Common Laws, Developing Interactive Resource were introduced and practised during the workshop.
- The participants prepared different eContents relevant to classroom transactions on the basis of the training imparted in the workshop.

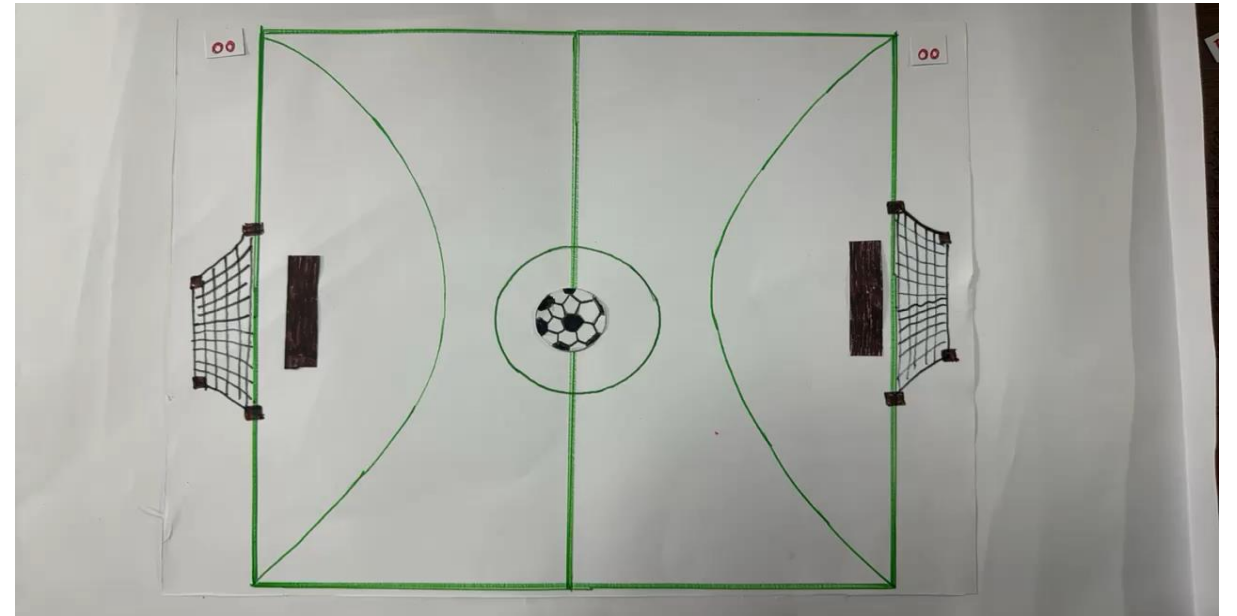
# Outcome

- The participants gathered an insight about the process of developing eContent and the significant utility in various classroom transaction situations.
- The teachers conceived a way of making the classroom transaction more joyful and interesting hence making the teaching-learning process more fruitful.
- The hands on practice sessions on the workshop enabled the teachers to use various tools and in developing relevant eContents.
- Motivate the teachers to develop and use eContents effectively.
- A resource group for robust implementation and to motivate teachers for developing eContents.

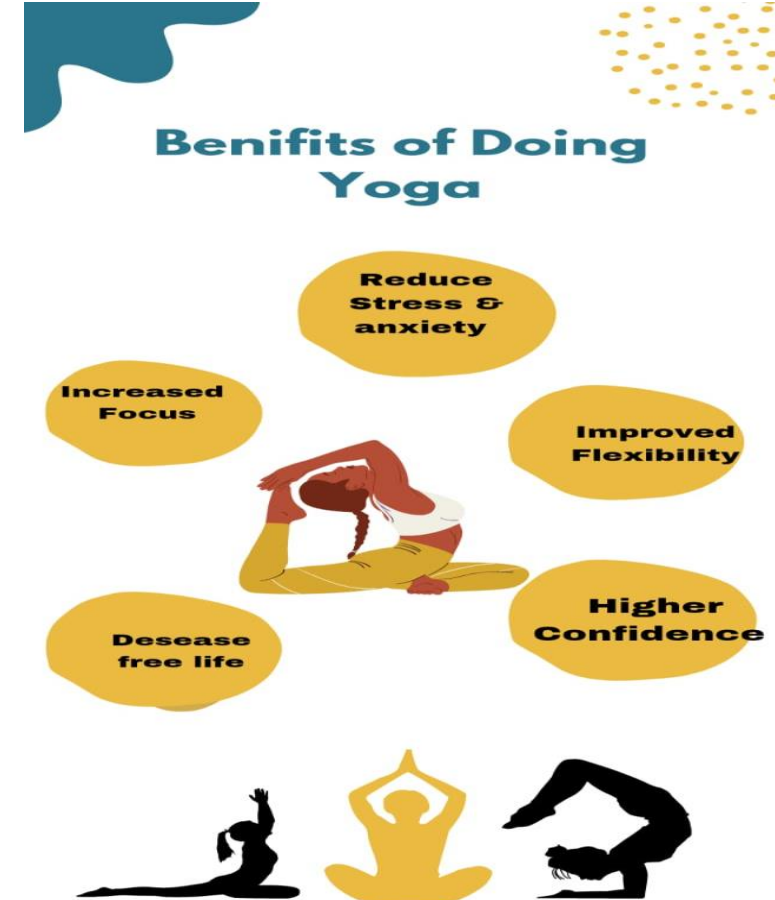
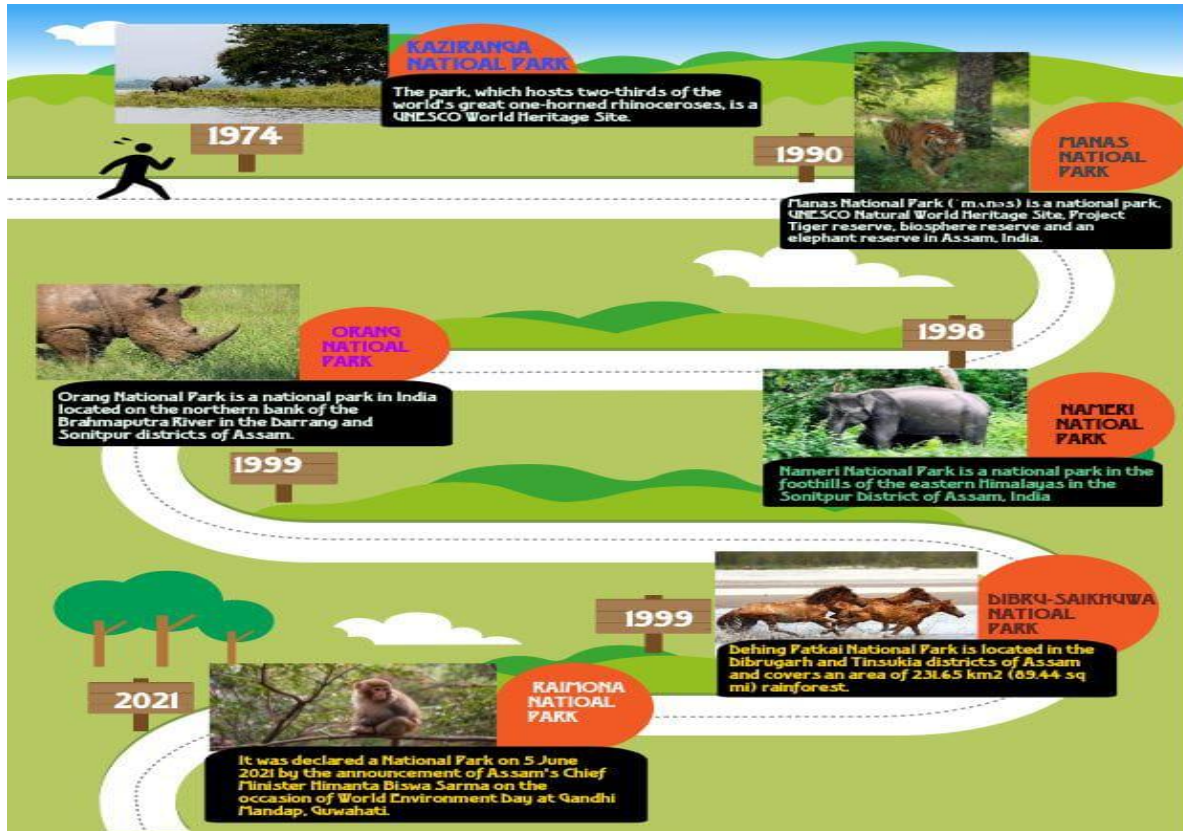
## Further Action on Findings

- Workshops will be held in **phased manner** for different levels of teachers to train in a need based mode with the **assistance of the 20 RPs** trained in the first phase.
- Time to time **academic and technical support** related to ICT will be imparted as and when required.
- Initiatives will be taken to **encourage and motivate the teachers to use ICT initiatives**.
- The workshops will **expand the understanding of innovative teaching methodologies** with the help of ICT.

# Content developed by the Participants

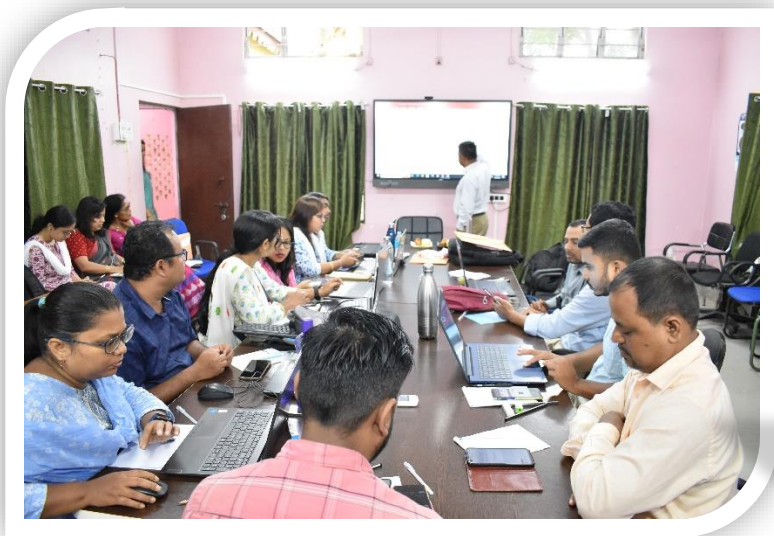


# PHOTOS

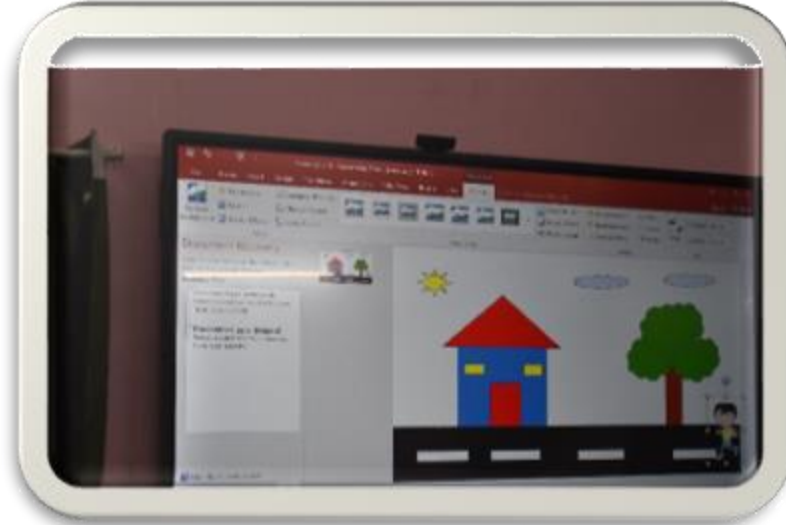




# PHOTOS



Few glimpses of activities during the workshop



*THANK YOU*