

RESEARCH PROJECT ABSTRACT 2023-2024

Name of the DIET: Munanjipatti, Tirunelveli District

No. of Research Project: 5

S.No	Name of the Researchers	Topic
1.	Dr. D. Shanthi, Senior Lecturer	The Effect of Pre Reading-Activities on Reading Comprehension in English among High School Students
2.	Dr. A. Grace Sophia, Senior Lecturer	Training Students in Attaining learning outcomes in science using Blended learning.
3.	Dr.M.T. Manjula Devi Senior Lecturer	Nan Mudhalvan Scheme (NMS) - Perception of Teachers and Students on Career Guidance in Tirunelveli District
4.	Dr. M. Gnana Soundari, Lecturer	Effectiveness of certain Strategies in overcoming Antisocial Behaviour among High School Students.
5.	Mrs. V. Rubyselvarani, Lecturer	e-readiness among Primary Teachers in Integrating ICT in Teaching Learning Process

Name of the DIET :Tirunelveli

Name and Designation of the Researcher :Dr.D.Shanthi, Senior Lecturer, DIET, Munanjipatti

Title:

The Effect of Pre-reading Activities on Reading Comprehension in English among High School Students

1. Introduction:

EFL students find it difficult to comprehend English text the first time they read it. This difficulty may occur because students only have little knowledge about the text.

2. Need and significance:

Researchers have found that teaching pre-reading activities is the key element in developing student comprehension. High School students need to make use of various pre-reading activities to help them in the acquisition, storage and retrieval of information.

3. Objectives:

1. To find out the level of reading comprehension in guessing the reading content, asking pre-reading questions and vocabulary definitions among high school students in the control group, pre-test and post-test, experimental group, pre-test and post-test after pre-reading activities.
2. To find out whether there is any significant difference in the mean scores of high school students in guessing the reading content, asking pre-reading questions and vocabulary definitions between the experimental group in pre-test and post-test and control group in pre-test and post test.
3. To determine the effect of pre-reading activities and student worksheets on reading comprehension of high school students.

4.Hypothesis:

1. There is no significant difference in the mean scores of high school students in guessing the reading content, asking pre-reading questions and vocabulary definitions between the experimental group in pre-test and post-test and control group in pre-test and post test.

5.Methodology:

a) Method:

Experimental method. Randomized-pre-test post-test control group design was used for the study.

b) Sample:

Sixty high school students from GHSS, Barkitmanagaram for experimental and control group.

c) Intervention:

25 pre-reading activities and 16 worksheets for ten days were given to the experimental group to develop guessing reading content, asking pre-reading questions and vocabulary definitions.

d)Tool:

1. The Reading Comprehension Test for high school students developed and validated by the investigator using Cronbach's alpha.
2. Pre-Reading Activities and Worksheets for high school students were developed by the investigator.

e) Data Analysis: The data was analysed using Arithmetic Mean, Standard Deviation and 't' test.

6. Major Findings: The results reveal that 1. The level of high school students in control group pre-test 7(23.30%), 13(43.4%) and 1(3.30%) post test 18(60%), 19(63.30%), 8(26.70%) and 13(43.30%) had a high level of reading comprehension with regard to guessing reading content, pre-reading questions, vocabulary definitions and reading comprehension on the whole. 2. The level of high school students in experimental group post test 30(100%), 29(96.70%), 29(96.70%) and 30(100%) after pre-reading activities had high level of guessing reading content, pre-reading questions, vocabulary definitions and reading comprehension on the whole. 3. There is a significant difference between the effect of pre-reading activities on high school students in pre-test and post-test in control group. The control group post-test is better than the control group pre-test in guessing reading content, asking pre-reading questions, vocabulary definitions and reading comprehension on the whole. The gain score is 4.96, 4.18, 11.33 and 20.23 so the effect size is 0.6, 0.5, 1.8 and 1.2 respectively. 4. There is a significant difference between the effect of pre-reading activities on high school students in pre-test and post-test in experimental group. The experimental group post-test is better than the experimental group pre-test in guessing reading content, asking pre-reading questions, vocabulary definitions and reading comprehension on the whole. The gain score is 14.86, 8.03, 23.06 and 44.31 so the effect size is 3.8, 1.6, 4.9 and 3.3 respectively.

7. Conclusion: The future researchers are also expected to conduct the same research in different levels of education.

8. Educational Implications: Teachers, in planning and organizing their reading comprehension lessons, should choose appropriate and varied pre-reading activities to suit the experiences, age, level, and interests of learners as well as the context of use.

Photos : Receiving the Pre-test & Post-test data from Mr. Sathish Kingley, Headmaster, Govt., HSS, Barkitmanagaram, Tirunelveli & Std.IX Students Performance during Pre-Reading Activities



Name of the DIET : Tirunelveli

Name and Designation of the Researcher: Dr.A.Grace Sophia, Senior Lecturer, DIET, Munanjipatti

Title: Training Students in Attaining learning outcomes in Science using Blended learning

1.Introduction: The simplest definition of the term blended learning is the use of traditional classroom teaching methods together with the use of online learning for the same students studying the same content in the same course. However, in a quality blended learning experience, the content and activities of both in-person and online learning are integrated with one another and work toward the same learning outcomes with the same content. The blend demands consideration of several factors, mainly focusing on learning outcomes and the learner centred instructional environment.

2.Need and significance: Tamil Nadu has been known for its model of social development, especially with regard to access to primary health care and high enrolment of students in schools. However, the quality of school education, when measured by foundational learning outcomes, especially in primary schools in Tamil Nadu, is found to be woefully inadequate. The main reasons for the poor performance of primary school children, which are often stated, include a shortage of teachers in primary schools and the lack of monitoring of teaching and learning activities. Teachers should be sure that students have mastered basic concepts before proceeding to more sophisticated concepts.

3.Objectives:1.To state the components of Learning outcomes in science for class fourth.2.To identify various methods of assessments for verifying the attainment of learning outcomes in science.3.To design an appropriate blended learning strategies to implement to teach science for class fourth.4.To verify the effectiveness of blended learning in attaining Learning outcomes in science.

4.Hypothesis:1. There is no significant association between Achievement test Gain Score to attain learning outcomes in science of the Control &Experimental Group Students with respect to Fathers Qualification, Mothers Qualification, Fathers Occupation, Mothers Occupation, Family Monthly Income. There is no significant difference between Pre-Test and Post-Test Achievement Score of the Control &Experimental Group Students.2.There is no significant difference between Control&Experimental Group Boys and Girls in their Self-test Gain Score to attain learning outcomes in science.3.There is no significant association between Self-test Gain Score to attain learning outcomes in science of the Control &Experimental Group Students with respect to Fathers Qualification, Mothers Qualification, Fathers Occupation, Mothers Occupation, Family Monthly Income.4.There is no significant difference between Pre and Post Self-test score to attain learning outcomes in science of the Control Group &Experimental Students.

5.Methodology:

a) Method:The method adopted for the present study is Experimental design with Pre-test, Post-test, Control group and Experimental group design.

b) Sample: The sample for the present study consists of 62 students for experimental group and control group students studying in Standard IV students in Panchayat Union Primary School Moolaikaraipatti Vallioor Educational District in Tirunelveli District.

c) Intervention: **1.Face to face teaching :** Solves Simple Cross Word Puzzles, Builds Simple Word Chains, Associates Words with Pictures, Roam the Room, Dawn to dusk activity. **2.Blended with online resources:** Accessing e-library, Viewing expert lectures in YouTube, Online learning through videos and audios.

d) Tool: **1.**Achievement test in science developed by the investigator. **2.**Self test an Application Test developed by the investigator. **3.**The Blended learning Activities developed by the investigator.

e) Data Analysis: Mean, Standard Deviation, Percentage Analysis, 't' Test and Chi-square Analysis.

6.Major Findings: **1.**While comparing the mean score values Post-test scores (9.84) are better than the Pre-test scores (3.69) of the control group students in Achievement test. **2.**While comparing the mean score values Post-test scores (10.50) are better than the Pre-test scores (5.34) to attain learning outcomes in science of the control group students in their Self-test. **3.**While comparing the mean score values Post-test scores (37.53) are better than the Pre-test scores (5.16) to attain learning outcomes in science of the Experimental group students in Achievement test. **4.**While comparing the mean score values Post-test scores (34.16) are better than the Pre-test scores (10.50) of the Experimental group students in their Self-test.

7.Conclusion: Blended learning promotes HOTS taking thinking to higher levels than restating the facts and requires students to do something with the facts — understand them, infer from them, connect them to other facts and concepts, categorize them, manipulate them, put them together in new or novel ways, and apply them as we seek new solutions to new problems.

8.Educational Implications:The present study was taken up in the context of blending online learning with face-to-face Instruction in science learning. The study highlights positive effects of blended learning strategy over the conventional approach in fostering learning science among primary school students. The findings of the research have several implications in the present educational system. The study presents a model of integrating online learning with face-to-face instruction in primary schools.

Photos - Explains the process of producing and procuring daily needs Photosynthesis-Digital Board, Reinforcement Activity through canvas suite, Identifies simple features in immediate surroundings.



Name of the DIET : Tirunelveli

Name and Designation of the Researcher : Dr.M.T.Manjuladevi, Senior Lecturer, DIET, Munanjipatti

Title: Nan Mudhalvan Scheme (NMS) - Perception of Teachers and Students on Career Guidance in Tirunelveli District

1.Introduction: The Naan Mudhalvan scheme, introduced by the Hon'ble Chief Minister in March 2022, stands as a dedicated initiative to provide comprehensive and effective guidance for Higher Education and Career Development to students in government schools. It is driven by the belief that the Gross Enrolment Ratio (GER) in Tamil Nadu can witness a substantial increase through collaborative efforts between the School Education and Higher Education departments. This scheme recognizes the potential within a large number of government school students, who can excel in their chosen fields with the right guidance and support.

2. Need and significance: The core objective of the Naan Mudhalvan scheme is to empower all students to pursue meaningful higher education courses upon completing their school education. Its vision is nothing short of transformative: Therefore, the title of the problem is, “Nan Mudhalvan Scheme (NMS) - Perception of Teachers and Students on Career Guidance in Tirunelveli District”.

3.Objectives: To find out the level of perception and attitude of students and teachers towards Nan Mudhalvan Scheme; To find out the significant difference, if any, in the perception and attitude of students and teachers towards Nan Mudhalvan Scheme with regard to personal and institutional variables: To find out significant relation between perception and attitude of students and teachers towards Nan Mudhalvan Scheme

4.Hypothesis: There is no significant difference, if any, in the perception of students and teachers towards Nan Mudhalvan Scheme with regard to personal and institutional variables; There is no significant relation between perception and attitude of students and teachers towards Nan Mudhalvan Scheme.

5.Methodology:

a) Method: Sampling Method

b) Sample: The sample consists of 65 teachers handling standard XII and 343 students studying standard XII in Tirunelveli District

c) Intervention: Implementation of tools to students and teachers

d) Tool: Researcher made Tool: Perception of Students on NMS & Perception of Teachers on NMS

e) Data Analysis: Percentage Analysis, t-test includes the group means, sizes, standard deviations, and standard errors

6. Major Findings: More than 60% of students have moderate level of perception of. towards career guidance in Nan Mudhalvan Scheme. 41% of male students have high and 62 % of female students

have high level perception. towards career guidance in Nan Mudhalvan Scheme. There is positive correlation between perception and attitude of students towards career guidance in NMS.

7. Conclusion: Teachers can develop and mould the students as good citizen and make them emotionally mature and self-confident to shoulder the responsibility through NMS. The findings of this research study have implication on the way teachers, students, parents, administrators and professionals influence the awareness of the students at NMS

8. Educational Implications: The less experienced teachers may allotted as the in - charge of NMS in a career and counseling. Counseling programmes on subject oriented seminars may be arranged for the XII standard students. teachers may encourage the students to join in district model schools.

Photos

Tool Implementation



GHSS, Samugarengapuram



GHSS, Ittamoli



Tirunelveli Model School



Tool Implementation Teachers

Name of the DIET : Tirunelveli

Name and Designation of the Researcher: Dr.M.Gnana Soundari, Lecturer, DIET, Munanjipatti

Title: Effectiveness of certain Strategies in overcoming Antisocial Behaviour among High School Students.

1.Introduction: Antisocial behaviour results in social disapproval because it is harmful to maintaining social order. Antisocial acts are endemic and pervasive. There is a high prevalence of antisocial behaviour among student populations. Antisocial individual is a menace to the family, society and the country as a whole. Nearly everyday, the news reports stories about children committing acts of violence, often against children. Antisocial behaviour in childhood is the strongest predictor of antisocial behaviour in adolescence.

2.Need and significance: Antisocial behaviour of the young is not acceptable to the society and the delinquent is forbidden by law. It is a multifactor phenomenon caused by genetical, physiological, psychological and sociological factors that interact in different ways (Shanmugam 1981). Research is needed in identification and assessment of antisocial behaviour of students at the high school level.

3.Objectives:1.To find out the level of Antisocial Behaviour of High School Students with respect to gender.2.To find out the significant difference between the Antisocial Behaviour of High School Students with respect to: The Gender, The Locality of the House, The Medium of Instruction and The Type of Family.3.To find out the significant association between the Antisocial Behaviour of High School Students with respect to: The Religion and The Community.4.To find out the significant difference between the effectiveness of certain strategies in overcoming Antisocial Behaviour among High School Students with respect to the Gender.

4.Hypothesis:1. There is no significant difference between the Antisocial Behaviour of High School Students with respect to: The Gender, The Locality of the House, The Medium of Instruction and The Type of Family.2. There is no significant association between the Antisocial Behaviour of High School Students with respect to: The Religion and The Community.3. There is no significant difference between the effectiveness of certain strategies in overcoming Antisocial Behaviour among High School Students with respect to the Gender.

5.Methodology:

a) Method: Survey cum Experimental Study

b) Sample: 69 Students were randomly selected from K.R. GHSS, Reddiarpatti, Palay – Rural Block of Tirunelveli district.

c)Intervention: 1.**Social Skills Activities** - Two Truths and a Lie, Human Bingo, Name and Fact, Active Listening Pairs, Mirror Mirror, Picture Perfect, Charades, Storytelling Circle, Random Acts of Kindness,2.**Emotional Coping Skills Activities** – Emotion Charades, Empathy Circle, Breathing

Exercises, Guided Meditation, Yoga, Sports and Games, Guidance and Counselling, 3. **Cognitive Skills Activities** - Group Problem-Solving, Brainstorming Session, Scavenger Hunt, Trust Fall, Minefield, Escape Room, Tower Building,

d) Tool: Antisocial Behaviour Scale and Feedback Form

e) Data Analysis: Mean, Standard Deviation, Percentage Analysis, Levels, 't' Test and ANOVA (Analysis of Variance)

6. Major Findings: There is significant difference between male and female High School Students in their effectiveness of certain strategies in overcoming Antisocial Behaviour and its dimensions. While comparing means scores of females (72.40, 68.27 and 65.73) High School Students have better than male (63.80, 65.41 and 63.96) High School Students in their effectiveness of certain strategies in overcoming Antisocial Behaviour and its dimensions. While comparing means scores of males (67.43) High School Students have better than female (65.73) High School Students in their effectiveness of certain strategies in overcoming Antisocial Behaviour and its dimensions.

7. Conclusion: The study reveals that Antisocial behaviour is not a genetic thing that someone is born with Antisocial personality is something that is taught and brought on by the environment, Post intervention scenario the Effectiveness of certain Strategies in overcoming Antisocial Behaviour reveals that there was a remarkable gain in their Social Skills, Emotional Coping Skills and Cognitive Skills.

8. Educational Implications: The study reveals that appropriate intervention strategies can be developed to overcome antisocial behaviour in students based on the results of standardised antisocial behaviour rating scale. Teachers, at all levels, should be trained to develop and use comprehensive intention strategy (cognitive-behavioural) keeping in mind the background characteristics of students.

Photos

Tool Implementation, Empathy Circle, Sports and Games, Random Acts of Kindness,



Name of the DIET :Tirunelveli

Name and Designation of the Researcher : Mrs.V. Rubyselvarani, Lecturer, DIET, Munanjipatti

Title: e-readiness among Primary Teachers in Integrating ICT in Teaching Learning Process.

1.Introduction: e-readiness refers to a country's capacity and state of preparedness to participate in the electronic world. In teaching it means that a new teacher has the skills and knowledge required for effective teaching, sufficient knowledge of the subject matter that they will be teaching and personal characteristics and competencies that allow them to engage in the profession through effective relationship building. The online teaching readiness would highly depend on the competencies of teachers and skills to adapt the pedagogy and new roles by the teachers. After a year all the teachers returned to their traditional way of teaching.

2.Need and significance: Information and Communication technology is the most significant challenge that now confronting education at all levels. The challenge in brief is that how the process of education and teaching are affected by the increasing pace of the digital information & communication technology revolution and the emergence of a knowledge society where a much greater percentage of workforce than previously will need skills to create access and share knowledge. Pandemic situation shut the school education across the world. All the children are out of the classroom. As a result, education has changed dramatically with the distinctive rise of e-learning whereby teaching is undertaken remotely and on digital platform with this sudden shift away from the classroom, the students should adapt to the technological means of learning.

3.Objectives: To study the overall e-readiness among primary teachers in terms of Gender, Age, Location, Type of institution, Use of gadgets and Parental education and occupation.

4.Hypothesis: There is no significant difference between male and female primary teachers in e-readiness. There is no significant difference between rural and urban primary teachers in e-readiness. There is no significant difference between the Government and Government aided primary teachers in e-readiness.

5.Methodology:

a) Method: Random Sampling Method

b) Sample: The sample consists of 217 teachers at primary level working primary and middle schools in Tirunelveli District

c) Intervention: Implementation of tools to the primary teachers

d) Tool: Researcher made Tool: e-readiness tool for primary teachers

e) Data Analysis: Percentage Analysis, t-test includes the group means, sizes, standard deviations, and standard errors

6. Major Findings: More than 63% of primary teachers have moderate level of e-readiness to integrate ICT in teaching learning process. 18% of male teachers have high and 11 % of female teachers have high level of e-readiness to integrate ICT in teaching learning process.

7. Conclusion: integrating ICT in teaching learning process provides more exposure and experience to teachers and to the students as well. The pandemic has paved way for exploring different roles, skills sets and special competencies for the teacher to conduct the online learning modules, videos, pictures and presentation for the students better involvement and knowledge enhancement. So, the teachers can practice the digital mode of teaching among the traditional way of teaching when it is needed. The present study attempted to answer a unique question: To what extent are the primary teachers ready to use the current technologies in their teaching environments? The overall analysis revealed that slightly over half of the participants have

8. Educational Implications: The teachers can provided with more ICT related training for the betterment of the professional development.

Photos



Data collection – TDTA Primary School, Samathanapuram

Tool Implementation in Panchayat Union Primary School, Reddiyarpatti



Panchayat Union Primary School Tool Implementation – The Middle School Perumalpuram Melaseval