

ACTION RESEARCH REPORT – 2015

**Inculcating the values of self discipline and
co-operation among the students of std IV & std V by introducing
“Mixed Ability Group”.**



Investigator

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ACTION RESEARCH REPORT

1. Title

Inculcating the values of self discipline & co-operation among the students of Std IV& Std V by introducing “**Mixed Ability Group**”.

2. Background of the Study

When the investigator visited the Panchayat Union Primary School, Anavaradanallur, she noticed that the school campus was not tidy and the classrooms were not attractive. The students did not have a good maintenance of their ABL cards & their books. Most of the children were not engaged in any other activities apart from their studies.

During the lunch time, the investigator found out that the students were fighting with one another to receive their lunch and after their lunch, the place where they ate was totally untidy with food particles. On seeing these, the investigator understood that the students did not have a good maintenance of their surroundings.

After the interaction with the teachers of classes Std IV & Std V the investigator came to know that the teachers were totally inconvenient with their students. There were only few brilliant students in the class but they were not ready to help other students in their studies. The teacher appointed

a leader and gave the total responsibility to him and so other students were suppressed and they did not participate in any activity of their class. The students did not seem to be engaged in any other activities apart from their studies. From her investigation she decided to do an appropriate research at the micro level to inculcate the values of self discipline & co-operation among the students of Std IV& Std V by introducing Mixed Ability Group” among them.

“**Mixed Ability Group**” comprised of balanced number of students of different abilities drawn from the classes Std IV & Std V. Each group had given a name and was put on duty for a week in turn. It was easier to have inter group competition and there was certainly improvement in discipline and other school activities. Students learned to put in collective efforts and understood the usefulness of working as a group.

3. Probable Causes

- a) The teachers are unaware of group activities
- b) The students do not have proper guidance.
- c) The teachers do not recognize education & values are interwoven.
- d) Teachers are not interested in giving group activities.
- e) No importance.

4. Probable Solutions

- a) The Students will learn to shoulder responsibility and develop leadership.
- b) Because of belonging to one group the students of the same “group” will come closer to one another.
- c) There will be improvement in discipline and other school activities.
- d) Because of intergroup competition the students will become more punctual and regular to school and also regular in wearing school uniform.
- e) There will be more cleanliness in the school. The students participation and interest will be enriched. Students will get their own experience in group activities.
- f) Slow learners will not be left out rather they will be motivated to remain active and become the part of the process.
- g) Through various interesting and informative activities, the level of intelligence will be enhanced among the students.
- h) Positive work relationship will be increased between teachers and students.
- i) Students will get their own experience in group activities.
- j) Discipline, feeling of Co-operation and patience will be inculcated among the students.

k) Students will learn to put in collective efforts, and will understand the usefulness of working as a group.

5. Action Hypothesis

Through “**Mixed Ability Group**” method the values of self discipline & co-operation will be inculcated among the students of Std IV &std V

6. Methodology

a) Sample

The sample for this research was drawn from the students studying Std IV& StdV in Panchayat Union Primary School, Anavaradanallur. The sample consists of 19 students.

b) Tools

A questionnaire was prepared and administered to 19 students, Studying IV Std&StdV in Panchayat Union Primary School, Anavaradanallur. There were 10 questions. Each question carried one mark. All were Yes/No type questions. Pre – test and Post – test were conducted using the same to the students of std IV &std V.

c) Interventions

1. Formation of Groups

All the students of Std IV & Std V were collected in a class room with their teachers. A small introduction and discussion about “Mixed Ability group” were made on for 30 minutes. The formation, Duties and Advantages of “Mixed Ability Group” were clearly explained to the students and teachers.



Strength of 19 students were divided into four groups and each group consisted of five members. Each group was named as

1. Subash Chandra Bose Group
2. Thiruvalluvar Group
3. V.O.Chidambaranar Group
4. Mahathma Gandhi Group

The members of four groups, elected their leaders for their groups. The class teachers of Std IV & Std V will observe and go through all the duties of the groups and encourage the children. The children were inspired by telling stories of the personalities like Subash Chandra Bose, Thiruvalluvar , V.O.Chidambaranar ,Mahathma Gandhi with the Photos of the above personalities.

2. Working of Groups:

The duties of “Groups” were explained to the group members and their leaders. Each Group was put on duty for a week in turn. The name of the group and their duties were displayed on the Duty Board. The name of the members of the group were written in a chart and hung in Headmaster’s room.

All the materials for cleaning purpose like, Broom, dustbin etc, were provided and were kept in a room.

3.Rewarding the Groups:

At the end of a week, each group was rewarded. It is very important to give the reward or encouragement immediately after the good behaviour.

The effectiveness of a reward in encouraging the good behaviour depends on giving it as soon as possible after the behaviour.

It is not necessary to give some object as a reward. A word of praise, congratulations and attention can be more effective than sweets and soft

toys. Moreover these rewards can be given more quickly and conveniently than material rewards. Such rewards also help to develop a loving relationship with the child. The duties of the four groups were looked after by the teachers and each group was rewarded with a Prize. Stars were given to each group.

I. SUBASH CHANDRA BOSE GROUP



Members:

1. *M.Gomathi* V - Std
2. *N.Muthumari* V - Std
3. *I.Muthulakshmi* V - Std
4. *M.Muthupetchi* IV - Std
5. *M.Maharajan* IV – Std



Duty:

Looking into the cleanliness of the school



The health of school children is directly affected by the environment of the school. Hence the environment of the school must be good for healthy life and not destructive of it. At first all the five members of Subash Chandra Bose group were asked to gather and were instructed about their duties.

The students were asked to clean the allotted area for a week with their leader under the guidance of their teacher. Their teachers directed the children and noticed the behaviour of them while they were working in groups.

The investigator visited the school, and found that the school campus was tidy and neat. There was a dust Bin in each class. The Headmaster reported that the Groups were totally involved in their duties by Co-operating with each other for attaining their group's goal.

II. THIRUVALLUVAR GROUP



Members

- 1. M.Geetha** *V - Std*
- 2. S.Sangeetha** *V - Std*
- 3. M.Suthan** *V - Std*
- 4. S.Sankar ganesh** *IV - Std*



Duties:

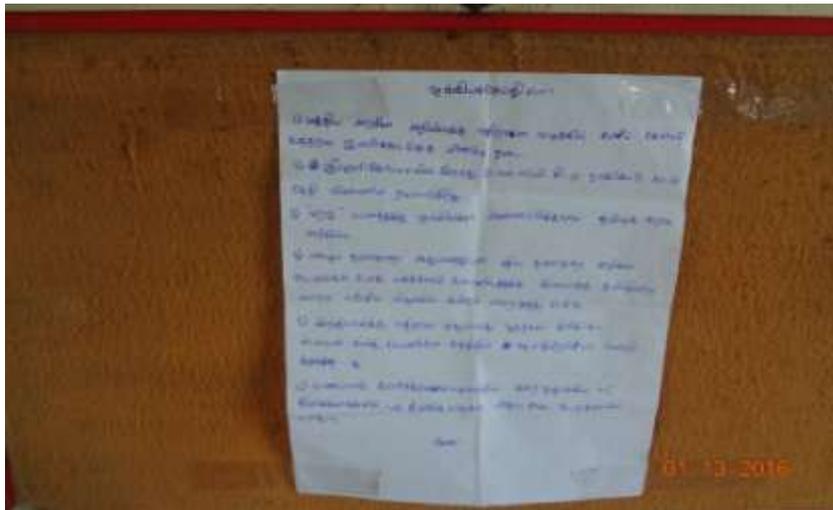
- i) Ringing the bell**
- ii) Giving the day's News, Thought of the Day and a Thirukkural in the morning assembly.**
- iii) Writing down the day's News, Thought of the day and a Thirukkural on the News Board.**



For ringing the bell in correct time a clock was placed in the class room.

Reading News

Reading is an important skill to be used in information gathering.



The children because of varied socio economic backgrounds were lacking in proper way of speaking and communication. In order to eliminate such problems the investigator planned with teachers to provide an opportunity (ie) Reading News, Thought of the Day and a Thirukkural, read by the House members in the morning assembly.

One of the member was asked to write the Headlines of the News Paper and with the guidance of his/her teacher he/she read the News in the morning assembly.

The same news, read in the assembly were displayed on the News Board. All the House Members were given a chance in a week, in turn. It was observed that all the children were performed well and came forward to participate very eagerly.

III. V.O.CHITHAMBARANAR GROUP



Members:

- | | | |
|-----------|--------------------|-----------------|
| 1. | M.Veni | V - Std |
| 2. | K.Sumathi | V - Std |
| 3. | M.Siva | V - Std |
| 4. | S.Tharanya | IV - Std |
| 5. | S.Udhayavel | IV - Std |



Duties:

- i) Checking the corridor traffic and**
- ii) Arrangements for Mid Day Meal.**

During the Lunch time, the members of the group, were asked to maintain discipline among the students. The members of V.O.C group directed the children and made them in a line to get Mid Day Meal one by one.



Mid-Day Meal

Health is the first essential of a human being. Children's health should be the concern of home and school, of parents as well as the teachers. The mid-day meal has a big role in the health of the children. The members of the group asked the students from I std to V std to stand in a line in getting their mid-day meal. After taking the Lunch, the verandah was cleaned by the House members. The same, was carried out for a week.

Childhood and adolescence are the critical periods for forming essential emotional habits that govern us through our lives. So to create a responsible society and reduce aggression and violence we need to teach children to manage their emotions, to be able to exercise emotional restraint and to control their impulse during anger or stress provoking situations. We need to raise emotionally intelligent children. Some children learn effective emotional skills, early in life from their parents, while other if not taught can keep on dealing with their emotions ineffectively throughout their lives causing stress to themselves, as well as, impacting their communication and relationships with others.

Primary teachers play a crucial role in molding the personality of child. It is quite evident that a Nation's strength depends upon worthy citizens. If we produce good citizens, through our children, the country becomes stronger. This can only be possible if we produce human beings only worthy citizens contribute to the welfare of society.

IV. MAHATHMA GANDHI GROUP



Members:

- | | |
|---------------------------|-----------------|
| 1. E.Subramani | V - Std |
| 2.M.Mariammal | V - Std |
| 3.C.Eswararaja | V - Std |
| 4.G.Muthupattan | IV - Std |
| 5.M.Arumugalakshmi | IV - Std |



Duties:

- i) Looking after the class without teacher.**
- ii) Maintaining the ABL Cards.**



The student who was minimized by others might not learn. So in order to develop some democratic rules among the children, the children of Mahathma Gandhi Group were directed to follow the rules like.

- Caring for others
- Assisting others when needed
- Helping to keep the classroom neat and tidy.

Activity Based Learning Method (ABL)

With emphasis on all round development of the children, the Government of Tamil Nadu implemented a new approach in Primary Education namely Activity Based Learning (ABL) System. It is being followed from first standard to fourth standards in all Primary Schools of Tamil Nadu. It is purely a learner centered approach in which the students learn according to their speed. Self-learning, Peer-learning, teacher supported learning etc. are special features of this system.

Here the teacher acts as a facilitator and a guide. The teaching staff of the school faced a lot of problems, because of over strength. The unpleasant response from the children created difficulties to the teacher to carry out the activities in ABL system.

The group members took responsibility in maintaining the classroom discipline. Students got opportunity for deeper understanding and insight

into the subject matter. Students were helped through group members in learning process. Because of the groups the ABL classroom arrangement was totally tidy and the teacher felt very easy in handling the students and capable of guiding and supervising the learning activities of students



7. Data Analysis

Pre-test and Post-test were conducted for 10 marks by giving the same question Pre-test and Post-test marks were tabulated.

S. No	Pre-Test	Post-Test
1.	20	60
2.	30	80
3.	40	90
4.	40	90
5.	40	80
6.	50	90
7.	40	80
8.	30	70
9.	30	60
10.	20	60
11.	20	50
12.	20	60
13.	40	80
14.	60	90
15.	50	70
16.	40	60
17.	30	50
18.	30	60
19.	20	90

From the table it was found that the mean score was increased in the Post-Test than in the Pre-Test.

8. Findings

Each group was put on duty for a week in turn. This encouraged the students very much to show better work in their turn. Students learned to put in collective efforts and understood the usefulness of working as a group. There was more cleanliness in the school. The students were very interested in participating their duties. Through "Mixed Ability Group" method a healthy competitive spirit was developed among the students.

9. Net gains of the present effort

- i) Students got their own experience in group activities
- ii) Students learned to shoulder responsibility and developed leadership.
- iii) There was improvement in discipline and other school working.
- iv) Teachers were interested in allotting the duties and encouraged the "Group"
- v) Slow learners were motivated to remain active and become the part of the process.
- vi) The level of intelligence was enhanced among the students through various interesting and informative activities.

10. Summary of Action Research

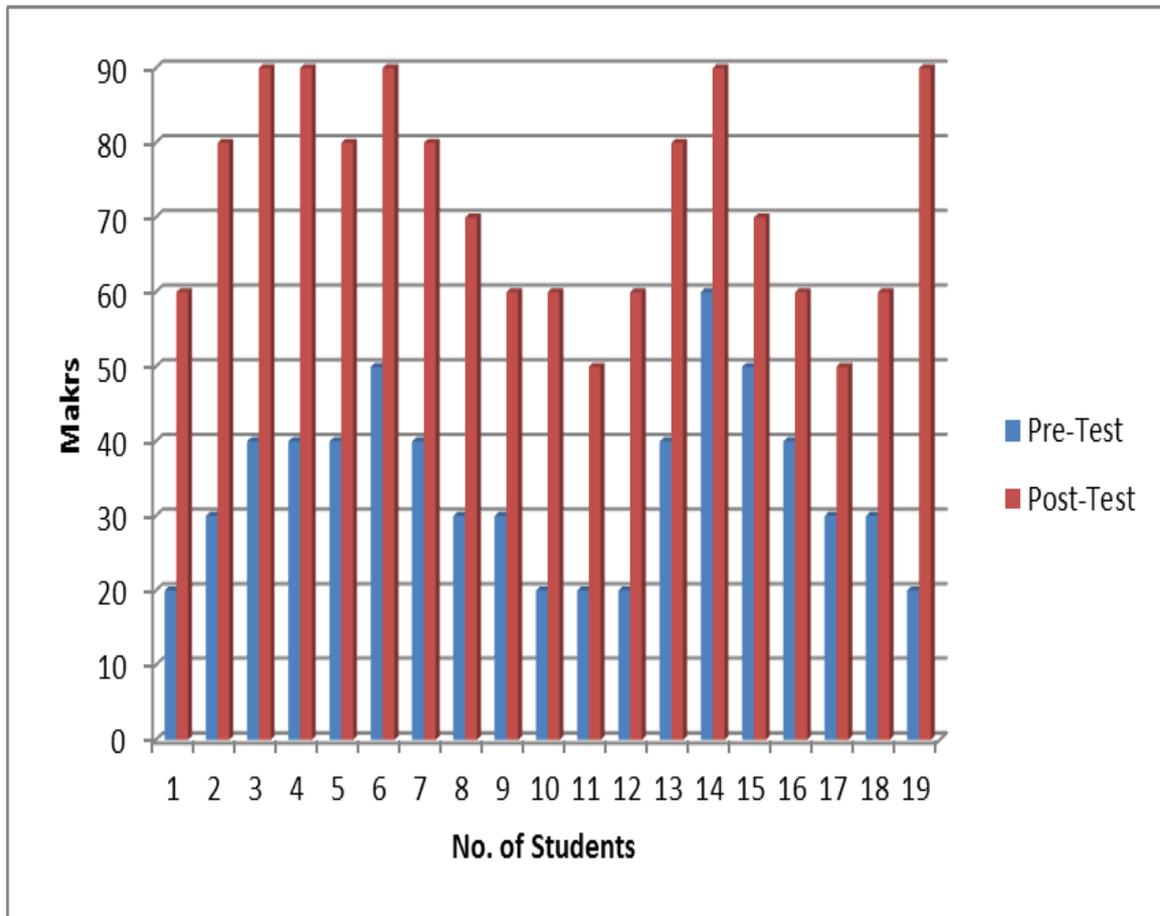
The study entitled **“Inculcating the values of self discipline and co-operation among the students of std IV& std V by introducing “Mixed Ability Group”** was carried out for a sample of 19 students of std IV & std V in Panchayat Union Primary School, Anavaradanallur, Thoothukudi District.

The investigator found that the students did not have a good maintenance of ABL cards and their surroundings. The teacher was totally inconvenient with her students. The teachers were not interested in giving Co-Curricular activities keeping those in mind, the investigator selected this topic to do an action research. Single group Pre-test and Post-test design was selected and a questionnaire was prepared. After introducing “MIXED ABILITY GROUP” method and giving number of activities the scores of students were found that it was quite high than Pre-test. This attempt proved highly useful to the students of Std IV & Std V and the teachers for enhancing the spirit of healthy competition and Co-operation among the students.-

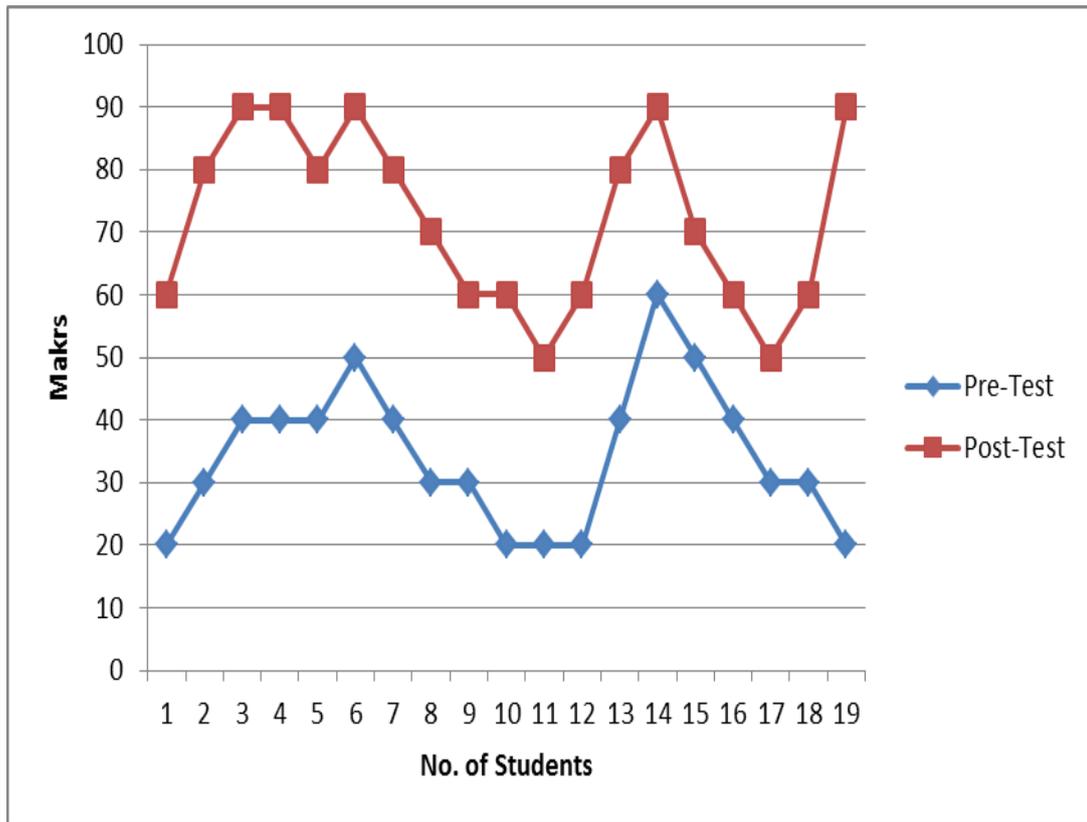
Reference Books

PTA Magazine – Dec 2007, Mar 2008, Sep 2009, Aug 2010

PRE-TEST AND POST TEST



PRE-TEST AND POST TEST



முன்தேர்வு / பின்தேர்வு

வகுப்பு : IV & V

மதிப்பெண் : 10

கீழே கொடுக்கப்பட்டுள்ள வினாக்களுக்கான சரியான விடையில் (ஆம்/இல்லை) குறியீடு செய்க. $10 \times 1 = 10$

1.	எங்களது பள்ளியில் மாணவர்கள் குழுக்களாக வேலை செய்கிறோம்.	ஆம்	இல்லை
2.	எங்களது வகுப்பில் மாணவர்கள் குழுக்கள் உள்ளன.	ஆம்	இல்லை
3.	நாங்கள் மாணவக் குழுத் தலைவனை தேர்ந்தெடுக்கிறோம்.	ஆம்	இல்லை
4.	காலை இறைவழிபாட்டுக் கூட்டத்தை மாணவர்கள் குழு நடத்துகிறது.	ஆம்	இல்லை
5.	பள்ளியை சுத்தம் செய்வதற்கு மாணவர் குழு உள்ளது.	ஆம்	இல்லை
6.	எங்களது வகுப்பில் குழுத் தலைவன் அடிக்கடி மாற்றப்படுவான்.	ஆம்	இல்லை
7.	வகுப்பில் நடைபெறும் போட்டிகளில் அனைத்து மாணவர்களும் கலந்துகொள்வோம்.	ஆம்	இல்லை
8.	சிறப்பாக செயல்படும் குழுவினை ஆசிரியர் மாணவர்கள் முன்னிலையில் பாராட்டுவார்.	ஆம்	இல்லை
9.	குழுவில் உள்ள அனைத்து மாணவர்களுக்கும் வேலை பகிர்ந்தளிக்கப்படும்.	ஆம்	இல்லை
10.	எங்களது சிறந்த படைப்புகள் பள்ளியில் அனைவரது பார்வைக்கும் வைக்கப்படும்.	ஆம்	இல்லை