

CONSOLIDATED REPORT 2023-24

Name of the DIET : Tirunelveli

No. of Action Research : 10

S.No	Name of the Researchers	Topic
1	Dr. S. Esther Rani, Senior Lecturer	கற்றல் விளைவுகளின் அடிப்படையில் நடுநிலைப்பள்ளி ஆசிரியர்களுக்கு பலவுள் தெரிவு வினாக்கள் மேம்படுத்துதல்.
2	Dr. D. Shanthi, Senior Lecturer	Empowering std VIII students to develop the skill of Reading Comprehension with the help of Concept Mapping
3	Dr. A. Grace Sophia, Senior Lecturer	Resolving the problems faced by STD V students in understanding micro competencies based on textual content in Science through Visual Cues.
4	Dr.M.T. Manjula Devi Senior Lecturer	Enhancing the awareness of Standard V students on Diet to treat Iron deficiency through Traditional Food Fest (TFF).
5	Dr. S. JebamalarAnnajothi Senior Lecturer	Enhancing the contextual understanding of text book vocabulary of Standard VIII students through Authentic materials and Multimedia.
6	Dr.C. Srinivasan, Lecturer	Enhancing the Conceptual understanding of Lever Mechanism by considering its Mechanism Instead of mere Instrument
7	Mr. K. Soundararajan Lecturer	ஒன்பதாம் வகுப்பு மாணவர்களுக்கு விதிவிளக்கு முறை மூலம் கற்பிப்பதன் வாயிலாக சந்திப்பிழை இல்லாமல் எழுதும் திறனை மேம்படுத்துதல்
8	Dr. M. Gnana Soundari, Lecturer	Enhancing the understanding of Nouns among Standard VI Students through Online Resources and Language games.
9	Dr.S.Sahayaponmalar Lecturer	Solving the Problem faced by VIII Standard students in understanding the types of circuit using Model Macking Method.
10	Mrs. V. Rubyselvarani, Lecturer	Enrichment of standard VI students in understanding skeletal and Muscular system with interrelationship through 'SKEMUS'

1.Name of the Investigator : Dr. S. Esther Rani , Senior Lecturer

2.Name of the DIET : Tirunelveli

3.Title :

கற்றல் விளைவுகளின் அடிப்படையில் நடுநிலைப்பள்ளி ஆசிரியர்களுக்கு பலவுள் தெரிவு வினாக்கள் மேம்படுத்துதல்

4.Objectives :

பலவுள் தெரிவு வினாக்கள் திறனை மேம்படுத்துதல்

5.Sample :

திருநெல்வேலி மாவட்டத்தில் பணிபுரியும் ஆறு முதல் எட்டு வகுப்பு மாணவர்களுக்குத் தமிழ்ப் பாடம் கற்பிக்கும் ஆசிரியர்கள் இருபத்து நான்கு பேர் (நடுநிலைப்பள்ளிகளில் பணிபுரியும் ஆசிரியர்கள் பன்னிரண்டு பேர் மற்றும் மேல்நிலைப்பள்ளிகளில் பணிபுரியும் ஆசிரியர்கள் பன்னிரண்டு பேர்) செயலாய்வுக்கு உட்படுத்தப்பட்டனர்

6.Tool :

ஆசிரியர்களுக்குப் பலவுள் தெரிவு வினாக்கள் தயாரித்தல்

7.Methodology : முன்தேர்வு – செயல்பாடுகள் – பின்தேர்வு

8.Findings :

விவரப் பகுப்பாய்வில் நடுநிலைப்பள்ளி ஆசிரியர்களின் முன் தேர்வு சராசரி மதிப்பெண் 27.08 ஆக இருந்தது. பணிமனை வாயிலாக கற்றல் விளைவுகளின் அடிப்படையில் பலவுள் தெரிவு வினாக்கள் தயாரித்தல் மற்றும் தரப்படுத்துதல் திறனை மேம்படுத்திய பின்னர் பின் தேர்வு சராசரி மதிப்பெண் 77.08 ஆக உயர்ந்துள்ளது என்பது ஆய்வின் மூலம் கண்டறியப்பட்டுள்ளது. இங்ஙனம் மதிப்பெண் உயர்வதற்கு ஆய்வாளர் பணிமனை வாயிலாக நடுநிலைப்பள்ளி ஆசிரியர்களுக்குக் கற்றல் விளைவுகளின் அடிப்படையில் பலவுள் தெரிவு வினாக்கள் தயாரித்தல் மற்றும் தரப்படுத்துதல் திறனை மேம்படுத்தியதே காரணமாகும்

பணிமனையில் கலந்து கொண்ட 24 ஆசிரியர்களுள் 9 ஆசிரியர்கள் மேம்பட்ட அடைவைப் பெற்றுள்ளனர் பணிமனையில் கலந்து கொண்ட அனைவரும் மேம்பட்ட திறன் பெற்றிருப்பதால் இச்செயலாய்வில் பயன்படுத்தப்பட்ட பணிமனை என்ற உத்தி அனைத்து ஆசிரியர்களுக்கும் ஏற்புடையதாக உள்ளது என்பதை ஆய்வு உறுதி செய்கிறது. கற்றல் விளைவுகளின் அடிப்படையில் பலவுள் தெரிவு வினாக்கள் தயாரித்தல் மற்றும் தரப்படுத்தல் திறனை பணிமனை வாயிலாக மேம்பட்டு உள்ளது என்பது இச்செயலாவின் வாயிலாகக் கிடைத்த முடிவாகும்.



கணேசமூர்த்தி நடுநிலைப்பள்ளி, கீழ
வீரராகவபுரம்



மனோரஞ்சிதம் நடுநிலைப்பள்ளி,
கொக்கிரகுளம்



கதீட்ரல் மேல்நிலைப்பள்ளி,
பாளையங்கோட்டை மாநகராட்சி புதிய
நடுநிலைப் பள்ளி, வண்ணார்பேட்டை



சி.எம்.எஸ். அஸ்போரன் நினைவு
நடுநிலைப்பள்ளி, பாளையங்கோட்டை

1.Name of the Investigator : Dr. D. Shanthi, Senior Lecturer

2.Name of the DIET : Tirunelveli

3.Title :

Empowering std VIII students to develop the skill of Reading Comprehension with the help of Concept Mapping

4.Objectives :

To find out the achievement of std VIII students in using concept mapping in pre test and post test after intervention.

To empower std VIII students to develop the skill of reading comprehension with the help of concept mapping during the intervention.

5.Sample :

The sample consists of 30 std VIII students of Upper Clapton Middle School, Tirunelveli district.

6.Tool :

Achievement Test to test the reading comprehension of std. VIII students using concept mapping template prepared and validated by the Investigator.

7.Methodology :

Experimental method: Pre-test, Intervention, post-test, single group design

8. Findings :

The results of this action research showed that using a concept mapping strategy helped std. VIII students to comprehend the text easily. It was found that the mean scores of post-test were 81 % and pre-test 31.33 %. The gain score was 49.67 %. This research has shown progress by enhancing LOE 813reads textual and non-textual materials with comprehension and identifies the details, characters, main idea and sequence of ideas and events. Thus, the researcher has empowered the students by providing textual and non-textual reading materials for reading comprehension in English with the help of concept mapping templates. Moreover, Concept Mapping has enhanced students' critical thinking and encouraged them to process information deeply for understanding. The students were able to identify the most general intermediate and specific concepts. They have learnt to label lines with linking words in order to indicate how the concept is related. They can make use of concept mapping as a useful cognitive tool in classroom practices.



Action Research - Pretest



Draw your own Concept Map - Group Performance



Draw your own Concept Map- Group Presentation



Worksheets for Intervention

1.Name of the Investigator : Dr. A. Grace Sophia, Senior Lecturer

2.Name of the DIET : Tirunelveli

3.Title :Resolving the problems faced by STD V students in understanding micro competencies based on textual content in Science through Visual Cues.

4.Objectives :

To enhance critical thinking

To analyse the scientific facts

To understand the various concepts in relation with LO

To enable the students to learn the concepts related with the specific LO

To familiarise the teachers with Visual cues and to promote children-friendly illustrations among students

To define the students to create their own captions for the provided cartoons, match captions with selections of cartoons, and analyze different cultural and/or social behaviour related micro competencies based on textual content in Science

To involve the use of pictures, symbols, photographs and written language as Instructional supports in both structured and natural environments

5.Sample : 17 students of Panchayat Union Primary school Pazhavor from Vallioor Block as a target group.

6.Tool : Achievement test in science developed by the researcher. Pre test conducted in person. Each student was given a question paper consisting of 25 questions carrying 25 marks. Digital cards, videos and sticky notes are used as intervention materials. The main aim of this action research is to understand, micro competencies based on textual content in Science through Visual Cues in Science without any doubt. The present study's time schedule was spread over seven days. All the students attended and actively participated in the class for all the seven days

7.Methodology : Experimental method: Pre-test, Intervention, post-test, single group design

8.Findings : Visual cues can also make remembering important information easier. Using visual cues can also help to make a concept more tangible for young learners. Images are the simplest and the most effective way to make sure that the information gets stored as a long-term memory. Visuals help learners grasp concepts easily by stimulating imagination and affecting their cognitive capabilities, Powerful images and visual metaphors create strong impressions and lasting memories in learners. Visual cues are perceptual signals that are used to direct attention, highlight information, and improve understanding within a learning context. Visual cues aid in the learning process by creating associations and triggers for memory. Information presented visually is often retained more effectively, facilitating better recall and comprehension. Overall, visual cues play a crucial role in enhancing learning by providing valuable visual support and improving the accessibility and effectiveness of educational materials.



Sticky notes Activity



Sticky notes Activity with our Headmistress our best collaborator



Micro competency –Drinking water & Polluted water



Micro competency- Different types of Root system

1.Name of the Investigator : Dr.M.T. Manjula Devi, Senior Lecturer

2.Name of the DIET : Tirunelveli

Title :Enhancing the awareness of Standard V students on Diet to treat Iron deficiency through Traditional Food Fest (TFF)

4.Objectives :

To enhance the awareness of standard V students about iron rich foods to treat iron deficiency
To learn the effectiveness of Traditional Food Fest (TFF) to treat iron deficiency of standard V students

5.Sample : 51 Standard V students

6.Tool : Iron and iron-rich food -Questionnaire

7.Methodology :Single group – pretest – Interventions - posttest – Experimental method.

8.Findings :

The obtained post-test mean 80.3 is greater than the pre-test mean value 27.3. So, it was found that there is significant difference between pre-test and post-test of experimental group. It is informed that 22 percent of the students were under below average only in pre-test. On the contrary 0 percent of the students were under below average, 78 percent of students were in average in pre-test and 33 percent of students were in average in post-test. In pre-test no students were above average and 67 percent of students were above average in post-test. Through the intervention's traditional food festival and doctors' speech and enrichment activities may enrich the achievement in post-test is creditably higher than the pre-test. All the students show improvement in their performance. The traditional food festival and enrichment activities in explaining has considerably improved the understanding the iron deficiency diseases and the diet to treat the iron deficiency. This study helps the teachers in explaining the iron deficiency diseases and its treatment through Traditional Food Festival and enrichment activities. This study makes awareness to the students. This study helps the students to understand the iron deficiency anaemia, importance, causes. symptoms and remedial measures to treat iron deficiency through iron rich foods through Traditional Food Festival and enrichment activities.



Dr. M.T.Manjula Devi, Senior Lecturer



Dr. A. Varatharajan, MD(S), Community Health Officer,



Traditional Food Festival



Traditional Food Festival

1.Name of the Investigator : Dr. S. Jebamalar Annajothi, Senior Lecturer

2.Name of the DIET : Tirunelveli

3.Title :

Enhancing the contextual understanding of text book vocabulary of Standard VIII students through Authentic materials and Multimedia

4.Objectives :

To Enhance vocabulary of Standard VIII students through Authentic Materials and Multimedia

5.Sample :

Twenty Five students studying in standard VIII, Government Higher Secondary School, Thirukurungudi constitute the target group for the present study. It includes twelve male and thirteen female students.

6.Tool :

In order to find the improvement of the students in the contextual understanding of textbook vocabulary, a Pre/Post test question was prepared by the investigator and the same tests were administered by her. The test items include MCQs like choosing the best word to fill in the blanks, choosing the synonyms, choosing the single word from their meaning given, matching the antonyms and finding the words from their meanings.

7.Methodology :

Pre test – Intervention – Post test single group design

8.Findings :

- The main beneficiaries of this Action Research are the standard VIII students of Government Higher Secondary School, Thirukurungudi, Kalakad Block, Tirunelveli District.
- They have improved well in the contextual understanding of textbook vocabulary.
- They learnt the textbook vocabulary taught by the investigator using authentic materials and multimedia with interest and found it to be very effectual.
- They have been enhanced their ability to use the vocabulary words in their daily life.
- They have learnt to frame simple sentences on their own using the words.
- They have gained confidence to use the textbook vocabulary words in their daily life situation.
- The net gain of the Action research is that there is quality improvement in the classroom practices.



Students Writing Pre Test



Teaching and Learning Vocabulary with Youtube Videos



Teaching and Learning Vocabulary with Audio Files



Teaching and Learning Vocabulary with Videos

1.Name of the Investigator : Dr. C.Srinivasan, Lecturer

2.Name of the DIET : Tirunelveli

3.Title :

Enhancing the Conceptual understanding of Lever Mechanism by considering its Mechanism Instead of mere Instrument

4.Objectives :

To enhance the students that the style of operation determines the lever class of a simple machine.

5.Sample :

Standard IV students of PUPS, Rastha, Manur Block, Tirunelveli District

6.Tool :

Performance Score Test (PST)

The investigator developed the tool for Performance Score Test to measure the performance of target group. The tool consists of eighteen multiple choice questions. Each carries one mark and no negative mark Each and every question has four multiple choice answers. Out of these four only one is correct answer.

7.Methodology :

Pre- test – Intervention – Post- test single group design

8.Findings :

According to statistical data drawn from the research, the researcher came to the following decisions.

- The average gain score is 58. This shows that the intervention worked effectively. This gain score is 61% for class I lever, 58 for class II lever, 55 for class III lever. This shows that, the students get more difficult on class II lever than class I lever and class III lever than class II lever.
- Each and every student has positive gain score.
- The range is increased in post-test, this is not good sign.

All the students scored more mark in post-test, comparing with their pre-test. But the increase is individual dependent. Some students, who had got poor score in pre-test, had shown more improvement in post-test and vice versa. Future research may concentrate in this issue.

1.Name of the Investigator : Mr. K. Soundararajan, Lecturer

2.Name of the DIET : Tirunelveli

3.Title :

ஒன்பதாம் வகுப்பு மாணவர்களுக்கு விதிவிளக்கு முறை மூலம் கற்பிப்பதன் வாயிலாக சந்திப்பிழை இல்லாமல் எழுதும் திறனை மேம்படுத்துதல்

4.Objectives :

- i) வல்லொற்று மிகுமிடங்களையும் வல்லொற்று மிகாவிடங்களையும் அறிந்து கொள்ளல்
- ii)இல்லகண நூற்பாக்களையும் காரண காரியத் தொடர்புகளையும் அறிஞர்களின் விளக்கங்களையும் அறிந்து கொள்ளல்
- iii)பிழையில்லாமல் எழுதக் கற்றுக் கொள்ளல்

5.Sample :

தென்காசி மாவட்டம், மேலநீலிதநல்லூர் ஒன்றியத்திலுள்ள கூவாச்சிபட்டி அரசு உயர்நிலைப்பள்ளி மாணவ, மாணவியர் 32 பேர்.

6.Tool : மாணவர்களின் முன்னறிவைச் சோதிப்பதற்கு அடைவுத் தோ்வுக்குரிய வினாத்தாள் தயாரிக்கப்பட்டது. வினாத்தாள் இருபத்தைந்து மதிப்பெண்களைக் கொண்டது. வினாக்கள் வல்லொற்று மிகுமிடத்தையும், மிகாவிடத்தையும் கண்டறியும் வகையில் பலவுள் தெரிவாக அமைக்கப்பட்டன. முன்தோ்வு மற்றும் பின்தோ்வுக்கு ஒரே வினாத்தாள் பயன்படுத்தப்பட்டது. இருபத்து ஐந்து மதிப்பெண்களுக்குத் தோ்வு நடத்தப்பட்டு நூறு விழுக்காட்டிற்குக் கணக்கிடப்பட்டது

7.Methodology : முன்தேர்வு – செயல்பாடுகள் – பின்தேர்வு

8.Findings :

முன்தேர்வில் குறைந்த மதிப்பெண் எட்டாகவும் அதிக மதிப்பெண் எண்பதாகவும் இருந்தது. பின்தேர்வில் குறைந்த மதிப்பெண் நூற்பதாகவும் அதிக மதிப்பெண் நூறாகவும் இருந்தது. பின்தேர்வில் எட்டு மாணவர்கள் தொண்ணூறு விழுக்காட்டிற்கு மேல் மதிப்பெண் பெற்றிருந்தனர். முன்தேர்வில் வகுப்பில் உள்ள மொத்த மாணவர்களின் சராசரி மதிப்பெண் ஐம்பது விழுக்காடாக இருந்தது. பின்தேர்வில் வகுப்பில் உள்ள மொத்த மாணவர்களின் சராசரி மதிப்பெண் எழுபத்து ஒன்பது விழுக்காடாக இருந்தது. எனவே இவ்வாய்வு பயனுடையதாக அமைந்தது.



விதிவிளக்கு முறை, காரண காரியத்
தொடர்பு முறை, அறிஞர்களின்
விளக்கங்கள் ஆகியவற்றின் மூலம்
பயிற்சி அளித்ததல்



விதிவிளக்கு முறை, காரண காரியத்
தொடர்பு முறை, அறிஞர்களின்
விளக்கங்கள் ஆகியவற்றின் மூலம்
பயிற்சி அளித்ததல்



சந்திப்பிழை இல்லாமல் எழுதும் திறனை
மேம்படுத்துதல்



சந்திப்பிழை இல்லாமல் எழுதும் திறனை
மேம்படுத்துதல்

1.Name of the Investigator : Dr. M.Gnana Soundari, Lecturer

2.Name of the DIET : Tirunelveli

3.Title :

Enhancing the understanding of Nouns among Standard VI Students through Online Resources and Language games

4.Objectives :

To make the students to identify suitable nouns for the sentences in English

5.Sample :

Twenty students of Standard VI, in KR GHSS, Reddiarpatti, Palayamkottai, Tirunelveli District in the Academic year 2023- 2024

6.Tool :

In order to mark out the improvement of the target group under the study of rectifying the problem in using nouns a questionnaire was prepared and administered to 20 students studying in VI Standard in KR GHSS, Reddiarpatti, Tirunelveli District. There were 20 questions each carrying one mark pre-test and post-test was conducted using the same question.

7.Methodology :

Pre test – Intervention – Post test single group design

8.Findings :

The average score of the boy in pre-test was 31 % and the average score of the boys in post-test was 73% and the average score of the girls was 34 % and the average score of the girls in post-test was 83 %. There is Significant difference between the pre-test and post test scores of the students.

- After providing some Online Resources and Language games to the students they were able to identify and use nouns in simple sentences.
- By making them to practice nouns continuously they felt it easy in using it.
- Their confident level increased in using nouns.
- They made use of nouns in framing simple sentences
- The target group come to know about nouns and motivated to use it in their speech and writing.



Action Research - Pre Test



Explaining Nouns through PPT and Online Resources



Newspaper Activity – Circle the Noun



Toss the Noun Ball & Find out the Types of Noun

1.Name of the Investigator : Dr. S.Sahayaponmalar, Lecturer

2.Name of the DIET : Tirunelveli

3.Title :

Solving the Problem faced by VIII Standard students in understanding the types of circuit using Model Making Method

4.Objectives : To make the students to identify the types of circuit using Model Making Method.

5.Sample : Fourteen upper primary students studying VIII standard (7 boys and 7 girls) in Panchayat Union Middle school, Radhapuram block, Tirunelveli district.

6.Tool : Questionnaire with ten multiple choices was prepared from Tamil Nadu Text Book. Pre-test and post-test were administered to the sample before and after interventions.

7.Methodology : Pre-test and post-test, single group Experimental Design was adopted.

8.Findings :

1. Pre-test findings show that 57 percent of the students are under low level, 29 percent of the students are under average level, 14 percent of the students are under high level. In post test scores 7 percent of the students are under low level, 29 percent of the students are under average level, 64 percent of the students are under high level. This shows that all students are improved in better level.
2. The minimum score in pre-test is 10, and the minimum score in post-test is 35. The maximum score in pre-test is 60, and the maximum score in post-test is 100. Thus it is clear that using different activities (ppt, Model making method, ppt, self-made video) enhance the understanding of science concept clearly.



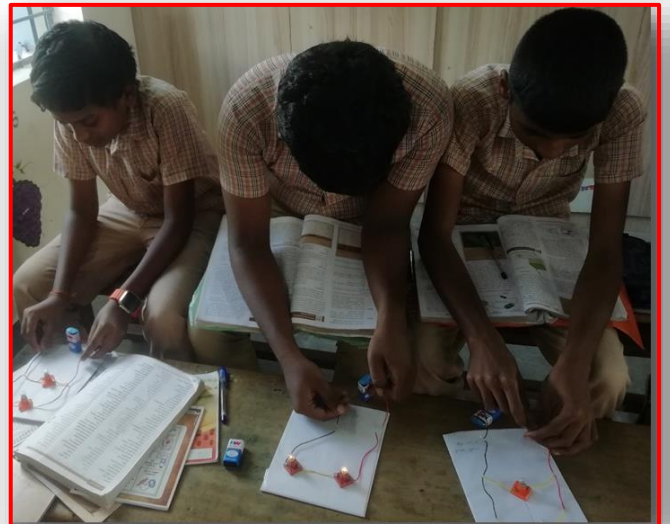
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Parallel circute and Series circute Prepared by the Students

1.Name of the Investigator : Mrs. V. Rubyselvarani, Lecturer

2.Name of the DIET : Tirunelveli

3.Title :

Enrichment of standard VI students in understanding skeletal and Muscular system with interrelationship through 'SKEMUS'

4.Objectives :

To make the students understand the concept of muscular and skeletal system with interrelationship.

5.Sample :

The VI standard students studying in Government Higher Secondary School, Melapalayam are selected as the sample for this study.

6.Tool :

Pre-test and post-test will be administered to the sample before and after interventions.

7.Methodology :

Pre test – Post test Single group design will be followed in this study.

8.Findings :

1. The pre-test findings show that 61 percent of the students are under low level, 39 percent are average level and there is no students having high score. In post test scores no students are at low level of marks and 58 percent of the students are at average level and 42 percent of students have got high level. This shows that all students are improved in their achievement.
2. The pre-test mean score of the students was 41.12. The post-test mean score of the students was 68.22. This clearly shows that grasping power of students using different activities make them to show more interest and help them to understand the concept easily.



Action Research Pre Test



Video presentation on Muscular System



Identification of skeletal parts using coloured picture



Action Research Pre Test