

A STUDY

ON

**HOW MAKE TEACHING LEARNING MORE ATTRACTIVE AND
ENJOYABLE IN PRIMARY, ELEMENTARY, SECONDARY AND
HIGHER SECONDARY – A REPORT**



STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

DEPARTMENT OF SCHOOL EDUCATION , GOVERNMENT OF WEST BENGAL

25/3 BALLYGAUNJE CIRCULAR ROAD , KOLKATA – 700 019

EMAIL : director@scertwb.org; website : www.scertwb.org

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Edited by : Dr. Chhanda Ray , Director , SCERT(WB)

Research Team Member : Sri Subrata Kumar Biswas, Research Fellow , SCERT(WB)

Assisted by : 1. The Officer in Charge , DIET Alipurduar

2. Sri Subhodeep Maity , Assistant Technician (Stat), DIET, North 24 Pargana

3. Smt Pompy Mukherjee, Data Entry Operator, SCERT (WB)

4. Sri Souvik Kar, Data Entry Operator, SCERT (WB)

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FOREWORD

The Department of School Education, Government of West Bengal, is endowed with the responsibility of enhancing Access, Equity and Quality in education across the State by bringing into practice the over-arching vision and mission of 21st century Education at the Primary, Upper- Primary, Secondary and Higher Secondary levels. The Department as the nodal body has several distinct Functionaries which look after various aspects of school education for the state. The Functionaries have well-defined assignments. SCERT (WB) act as a nodal body for research and training of School Education. The vision of the School Education Department is to ensure that students are imparted with the most supreme quality of education, physical environment to grow and curriculum that enables them to be responsible citizens of the country. The Department ascertains the universalization of education at Elementary level in schools as envisaged in The Right of Children to Free and Compulsory Education Act, 2009. The Department has also emphasized on The Secondary and Higher Secondary level in the same manner.

The Department of School Education , Govt of West Bengal has assigned various research works on emerging areas . SCERT(WB) took up the job titled “STUDY ON HOW TEACHING LEARNING BECOMES MORE ATTRACTIVE AND ENJOYABLE “ in Primary, Elementary , Secondary and Higher Secondary Level.

Dr. Chhanda Ray

Director, SCERT, West Bengal

ACKNOWLEDGEMENT

The State Council of Educational Research & Training (WB) is a service provider to the School Education Department, Govt. of West Bengal for policy formulations in regard to the various aspects of School Education. SCERT (WB) has undertaken several research studies to support the policy directions of the department. The study titled, “Study on teaching strategies – teaching learning becomes more attractive and enjoyable” has been assigned by School Education Department, GoWB to SCERT (WB). The present report contains the opinions of Teachers on Effective Teaching Methods in Primary, Elementary, Secondary and Higher Secondary Schools. First of all, we thank Sri Manish Jain IAS, School Education, and GoWB for assigning such an important study to SCERT and also for providing guidance from time to time. We also thank Sri Subhra Chakraborty, IAS, State Project Director, PBSSA for all kind of support provided to SCERT and approval of fund for this study. We are thankful to The District Project Officer, Alipurduar , District Inspector Of Schools (Secondary and Primary) for their valuable support in regards Teachers Selection and conducting Focus Group Discussions. We are thankful to the Officer-in-charge and staff members of DIET Alipurduar for successful administration of the questionnaires in selected schools and report preparation. We are also thankful to the Head teachers and school authorities of the selected schools for extending their support for the study.

Director, SCERT(WB)

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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND :

Education is a means of achieving both individual and national development. It is the most vital investment any nation can make for sustainable development. It is possible that the provision of quality education at the School education might be the surest way of contributing to the achievement of a nation's development goals. In fact, School education in different level is the foundation level and a determinant of the degree of success of any education system. This study considers the possibility of variations in the use of certain teaching strategies associated with program format as a factor affecting student performance. This study is done within the framework of another project investigating time or program compactness as a variable affecting students' linguistic achievement and attitudinal outcomes. Compact courses are programs which have the same number of instructional hours as regular programs but complete the total number of hours in a shorter span of time. Therefore, compact courses are of a short overall duration but consist of classes longer than those in regular, more distributed courses. Researchers and educators are showing interest in compact programs, because they may contribute to better student learning outcomes . For the purposes of this study, researchers have defined "teaching strategy" as a specific teaching behavior which may support one or more practices of an approach to, or method of, language teaching. Also teaching strategies defines "method as the melding of a teaching "approach" - the theoretical assumptions and beliefs about language learning - and the "procedure" - the practical classroom techniques, activities and tasks. The teaching strategies that researchers are focusing on here are not activities or tasks such as the use of a dictogloss, a dictation, or oral substitution drills; such classroom work constitutes different practice techniques. Teaching strategies should not be confused with what others may call "teaching approaches", "teaching practices", "procedures" or, indeed, "teaching strategies". The teaching strategies that I am researching are basic strategies used for conducting a lesson in a second language classroom. They represent the teacher talk intended to elicit certain behaviors or verbal interaction in the students. They provide the students with a source of target language input (in addition to the teaching materials) and they encourage the students to produce target language output and/or participate in or, at least, follow the lesson in the classroom activity. Some examples of these teaching strategies

are information questions, &play questions, requests or commands, disciplinary actions, and comprehension checks. When an instructional program is made more compact, it is reasonable to believe that instructors will adjust their teaching strategies to better facilitate. This study investigated the extent of application of various instructional methods in School Education at different level. Questionnaire was used for data collection from 1257 teachers drawn from primary, Elementary, secondary and Higher Secondary schools in the ALIPURDUAR District through google form. Also arranged focus group discussions among 47 teachers through online.

1.2 TEACHING :

Teaching refers to all the processes and activities designed to impart knowledge, skills and understanding at all levels of education from. Broadly and simply put, it is causing people to learn. So, in the school condition if the student has not learnt then the teacher has not taught. So, teaching is the standard of formal teacher - student interaction in which learning is the main product. Essentially a teacher guides the activities of the students in order to produce learning. The guidance may be direct or indirect, structured or unstructured. Learning on the other hand, is the process by which behavior changes as a result of experience. So the test of learning is behavioral changes or modifications that occur. But it must be noted that not all experiences are educative, as behavioral changes may be positive or negative. In any case the goal of teaching is to ensure learning, and if learning has not occurred, then the goal is not reached. The Dictionary of Education defines teaching as "Transferring or conveying knowledge, attitudes and skills" Teaching at all levels of the education is a systematic presentation of facts, ideas, skills, attitudes, and techniques to learners.

Teaching is not only an art but also a science. For every effective teaching there must be adequate planning. **PLANNING FOR TEACHING** The first step in effective teaching is effective planning. In planning any reasonable course of instructing, there are many questions that come to mind, but the four basic ones we must not forget are:

- (i) What are the educational goals to be reached? (I.e. objectives - Why am I to teach?)
- (ii) What educational experiences are to be provided in order to attain the objectives?
- (iii) How can these educational objectives be organized? (I.e. method - How do I teach?)

(iv) How could these objectives be determined whether they are reached?

The above raised questions point out the interrelatedness of the 4 basic elements of the curriculum.

1.3 LEARNING :

Learning is the process of acquiring new understanding, knowledge, behaviors, skills, values, attitudes, and preferences. ... The nature and processes involved in learning are studied in many fields, including educational psychology, neuropsychology, experimental psychology, and pedagogy.

Learning occurs when we are able to - Gain a mental or physical grasp of the subject. Make sense of a subject, event or feeling by interpreting it into our own words or actions. Use our newly acquired ability or knowledge in conjunction with skills and understanding we already possess.

When students can direct their learning and know how they learn best, they can also better navigate the wide range of available choices in school and beyond. ... Learning to learn is particularly important when teachers are no longer a main source of information and knowledge. Learning encourages the ability to do something efficiently with the help of available resources so that you can reach your goals. ... The importance of learning is that it helps the individual to acquire the necessary skills through learning and knowledge so that he can achieve his set goals

CHAPTER 2

OBJECTIVES AND METHODOLOGY

2.1 OBJECTIVES :

The study has been taken to attain the following objectives:

- (i) To make education more interesting among learners
- (ii) To propose suggestions for policy decisions for promotion of quality in school education
- (iii) To identify teaching strategies for making education more fun and enjoyable

2.2 METHODOLOGY :

The study adopted a descriptive survey design. The population of the study was 1245 teachers drawn from primary, Elementary, Secondary and Higher secondary schools in Alipurduar District. There was no sampling due to the fact that the population was small. The instrument used for data collection was a questionnaire titled “Questionnaire for Teaching Strategies (QTS 1) ”. It is a 15 item questionnaire made up based on the purposes of the study

The survey has been carried out through the Google form designed by the SCERT (WB) and four group discussion conducted by the Officer-In-Charge, DIET Alipurduar.

A data entry format for the questionnaire using MS – EXCEL was developed by the Assistant Technicians of DIET.

2.3 POPULATION:

The target population includes 1245 teachers of different Govt. Sponsored Schools in Primary, Elementary, Secondary and Higher Secondary level.

2.4. PARTICIPATION:

About 49.55% of the total Primary teachers, 5.69% of total Elementary teachers, 10.11% of total Secondary teachers and 42.65% of total Higher Secondary teachers are participated in the study.

CHAPTER 3

DISTRIBUTION OF DATA AND ANALYSIS

3.1 DISTRIBUTION OF DATA :

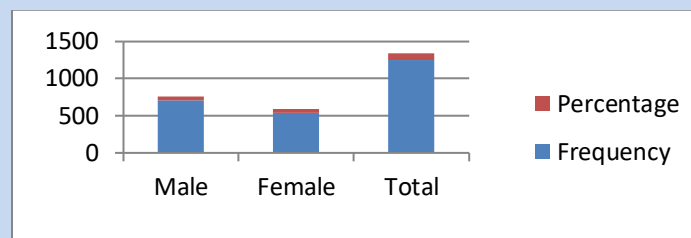
In this chapter we have distributed data of the responses of Teacher. The data from the Google forms has been transferred in M.S Excel for analysis

3.1.1 Respondent Profile (Teacher) :

This table shows total teacher (Respondents) participated in our survey

Table : 3.1.1

| Sex | Frequency | Percentage |
|--------|-----------|------------|
| Male | 702 | 56.43 |
| Female | 542 | 43.56 |
| Total | 1245 | 100 |



Graph 3.1.1

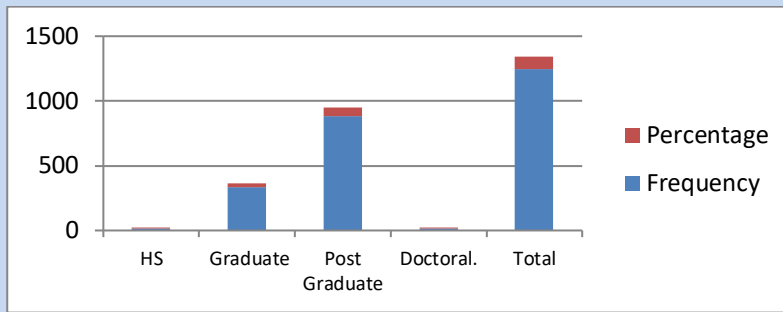
In the study 1245 number of Teacher have participated in our study of which 56.43% are male teachers and 43.56 % are female teachers.

3.1.2 Qualification Of Teacher :

This table shows that distribution of qualifications of the teachers in our sampled districts

Table 3.1.2

| Qualification | Frequency | Percentage |
|---------------|-----------|------------|
| HS | 13 | 1.04 |
| Graduate | 337 | 27.06 |
| Post Graduate | 882 | 70.84 |
| Doctoral. | 13 | 1.04 |
| Total | 1245 | 100 |



Graph 4.1.2

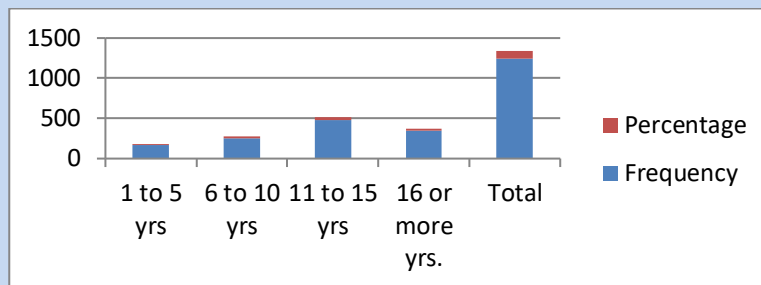
From the above graph, the data has been analyzed and found that most of the teacher (70.84%) have responded whose qualifications are post graduate. Also the data transpires that 1.04% teacher have Doctorate awarded.

3.1.3 Experience Of Teacher :

This table shows that in the sampled schools how much experienced teacher teaches students

Table 3.1.3

| Years | Frequency | Percentage |
|-----------------|-----------|------------|
| 1 to 5 yrs | 169 | 13.57 |
| 6 to 10 yrs | 253 | 20.32 |
| 11 to 15 yrs | 474 | 38.07 |
| 16 or more yrs. | 349 | 28.03 |
| Total | 1245 | 100 |



Graph 3.1.3

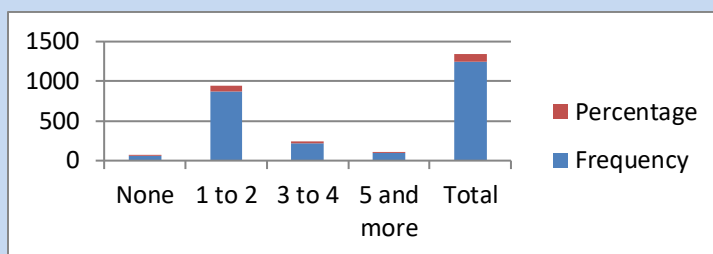
From the above graph we found that 38.07% of teachers having 11 to 15 years teaching experience and 28.03% are of 16 or more years experienced.

3.1.4 Subject Taught by the Teacher :

This table shows that distribution of number of subject taught by the Teacher

Table 3.1.4

| Subject | Frequency | Percentage |
|------------|-----------|------------|
| None | 62 | 4.97 |
| 1 to 2 | 871 | 69.62 |
| 3 to 4 | 221 | 17.66 |
| 5 and more | 91 | 7.27 |
| Total | 1245 | 100 |



Graph 4.1.4

From the above graph we found that most of the teacher (69.62%) taught at least two subjects in the School. Also 17.66% of the teachers taught three to four subject in their respective schools

3.2 Different Type of Teaching Methods used by the teachers in the classroom :

This table shows that distribution of different teaching approach used by the teacher during class room transactions .

Table 3.2.1: Teaching Methods : Demonstration

| Statement | Strongly Agree 1 | Agree 2 | Undecided 3 | Disagree 4 | Strongly Disagree 5 |
|---------------|---------------------|------------|----------------|---------------|------------------------|
| Demonstration | 64.33% | 33.89% | 1.04% | 0.56% | 0.16% |

| | | | | | |
|-------|-----|-----|----|---|---|
| Total | 801 | 422 | 13 | 7 | 2 |
|-------|-----|-----|----|---|---|

Table 3.2.2 . Teaching Methods : Using Laboratories

| Statement | Strongly Agree 1 | Agree 2 | Undecided 3 | Disagree 4 | Strongly Disagree 5 |
|--------------|---------------------|------------|----------------|---------------|------------------------|
| Laboratories | 37.91% | 42.24% | 15.42% | 2.73% | 1.68% |
| Total | 472 | 526 | 192 | 34 | 21 |

Table 3.2.3. Teaching Methods : Project based

| Statement | Strongly Agree 1 | Agree 2 | Undecided 3 | Disagree 4 | Strongly Disagree 5 |
|-----------|---------------------|------------|----------------|---------------|------------------------|
| Projects | 57.67% | 39.11% | 2.73% | 0.24% | 0.24% |
| Total | 718 | 487 | 34 | 3 | 3 |

Table 3.2.4. Teaching Methods : Lecture Methods

| Statement | Strongly Agree 1 | Agree 2 | Undecided 3 | Disagree 4 | Strongly Disagree 5 |
|---------------------|---------------------|------------|----------------|---------------|------------------------|
| Lecture Discussions | 56.14% | 39.27% | 2.57% | 1.44% | 0.56% |
| Total | 699 | 489 | 32 | 18 | 7 |

Table 3.2.5. Teaching Methods : Field Trips

| Statement | Strongly Agree 1 | Agree 2 | Undecided 3 | Disagree 4 | Strongly Disagree 5 |
|-------------|---------------------|------------|----------------|---------------|------------------------|
| Field trips | 36.06% | 49.15% | 11.88% | 1.92% | 0.96% |
| Total | 449 | 612 | 148 | 24 | 12 |

Table 3.2.6. Teaching Methods : Problem Solving Approach

| Statement | Strongly Agree 1 | Agree 2 | Undecided 3 | Disagree 4 | Strongly Disagree 5 |
|----------------------------|---------------------|------------|----------------|---------------|------------------------|
| Problem solving approaches | 55.34% | 41.60% | 2.24% | 0.48% | 0.32% |
| Total | 689 | 518 | 28 | 6 | 4 |

Table 3.2.7. Teaching Methods : Chalk Board

| Statement | Strongly Agree 1 | Agree 2 | Undecided 3 | Disagree 4 | Strongly Disagree 5 |
|-------------|---------------------|------------|----------------|---------------|------------------------|
| Chalk Board | 75.90% | 22.81% | 0.72% | 0.40% | 0.16% |
| Total | 945 | 284 | 9 | 5 | 2 |

Table 3.2.8. Teaching Methods : Computer assisted

| Statement | Strongly Agree 1 | Agree 2 | Undecided 3 | Disagree 4 | Strongly Disagree 5 |
|-------------------|---------------------|------------|----------------|---------------|------------------------|
| Computer assisted | 37.18% | 49.31% | 11.08% | 1.36% | 1.04% |
| Total | 463 | 614 | 138 | 17 | 13 |

Table 3.2.9. Teaching Methods : Brainstorming

| Statement | Strongly Agree 1 | Agree 2 | Undecided 3 | Disagree 4 | Strongly Disagree 5 |
|---------------|---------------------|------------|----------------|---------------|------------------------|
| Brainstorming | 32.69% | 50.28% | 14.53% | 1.44% | 1.04% |
| Total | 407 | 626 | 181 | 18 | 13 |

Table 3.2.10. Teaching Methods : Group Discussions

| Statement | Strongly Agree 1 | Agree 2 | Undecided 3 | Disagree 4 | Strongly Disagree 5 |
|-------------------|---------------------|------------|----------------|---------------|------------------------|
| Group discussions | 54.05% | 41.84% | 3.21% | 0.56% | 0.32% |
| Total | 673 | 521 | 40 | 7 | 4 |

Table 3.2.11. Teaching Methods : Team Teaching

| Statement | Strongly Agree 1 | Agree 2 | Undecided 3 | Disagree 4 | Strongly Disagree 5 |
|---------------|---------------------|------------|----------------|---------------|------------------------|
| Team teaching | 42.16% | 47.87% | 8.27% | 0.96% | 0.72% |
| Total | 525 | 596 | 103 | 12 | 9 |

Table 3.2.12. Teaching Methods : Oral Representations

| Statement | Strongly Agree 1 | Agree 2 | Undecided 3 | Disagree 4 | Strongly Disagree 5 |
|-------------------|---------------------|------------|----------------|---------------|------------------------|
| Oral presentation | 48.51% | 47.30% | 2.97% | 0.88% | 0.32% |
| Total | 604 | 589 | 37 | 11 | 4 |

Table 3.2.13. Teaching Methods : Using Real Objects

| Statement | Strongly Agree 1 | Agree 2 | Undecided 3 | Disagree 4 | Strongly Disagree 5 |
|--------------------|---------------------|------------|----------------|---------------|------------------------|
| Using real objects | 48.99% | 44.41% | 5.14% | 1.04% | 0.40% |
| Total | 610 | 553 | 64 | 13 | 5 |

Table 3.2.14. Teaching Methods : Activity Based

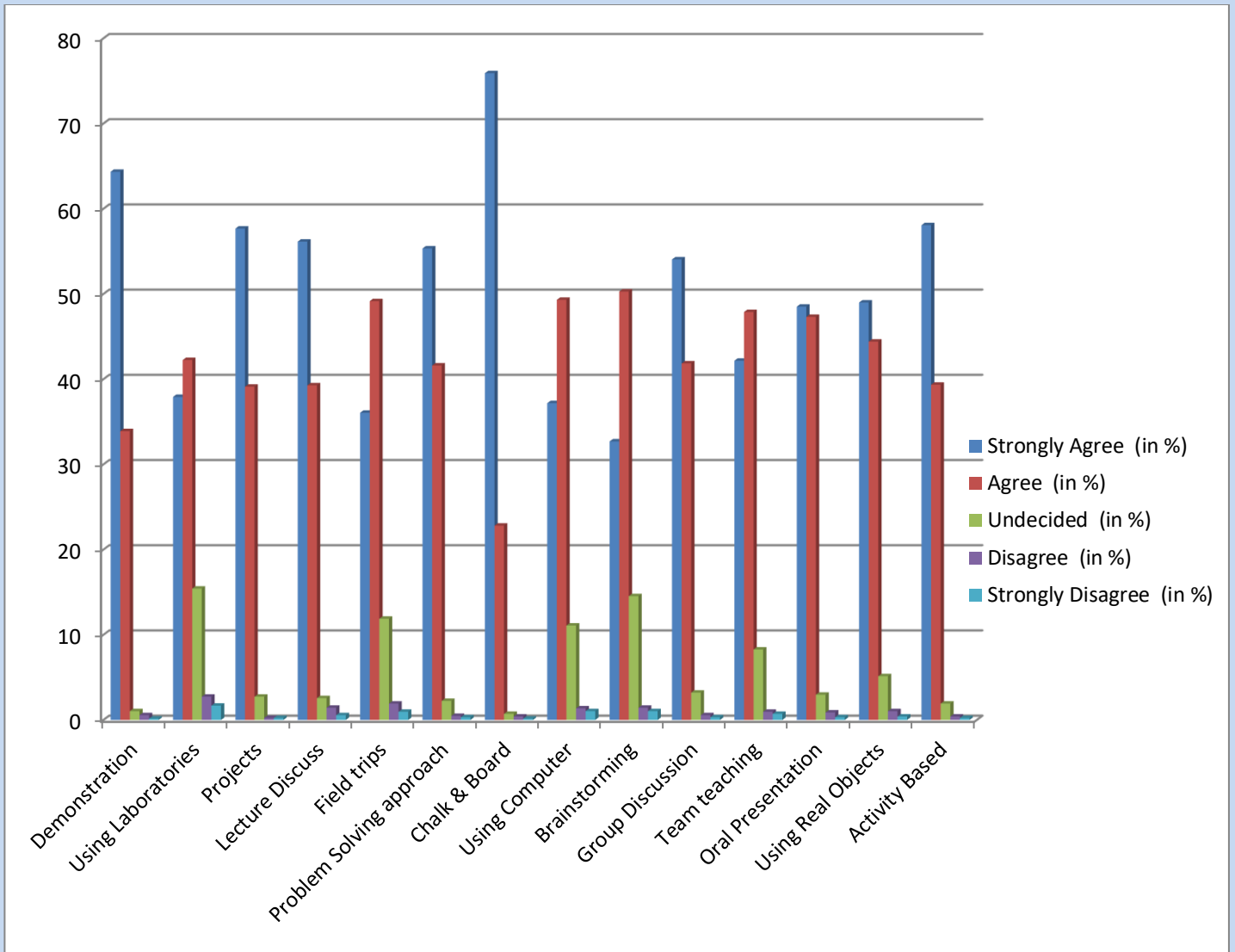
| Statement | Strongly Agree 1 | Agree 2 | Undecided 3 | Disagree 4 | Strongly Disagree 5 |
|----------------|---------------------|------------|----------------|---------------|------------------------|
| Activity Based | 58.07% | 39.35% | 1.92% | 0.40% | 0.24% |
| Total | 723 | 490 | 24 | 5 | 3 |

3.3. How do teachers taught in classroom?

This table shows the summarized representation of the previous table no. 3.2.1 to 3.2.14

Table: 3.3.

| Teaching Methods | Strongly Agree (in %) | Agree (in %) | Undecided (in %) | Disagree (in %) | Strongly Disagree (in %) |
|--------------------------|------------------------------|---------------------|-------------------------|------------------------|---------------------------------|
| Demonstration | 64.33 | 33.89 | 1.04 | 0.56 | 0.16 |
| Using Laboratories | 37.91 | 42.24 | 15.42 | 2.73 | 1.68 |
| Projects | 57.67 | 39.11 | 2.73 | 0.24 | 0.24 |
| Lecture Discuss | 56.14 | 39.27 | 2.57 | 1.44 | 0.56 |
| Field trips | 36.06 | 49.15 | 11.88 | 1.92 | 0.96 |
| Problem Solving approach | 55.34 | 41.60 | 2.24 | 0.48 | 0.32 |
| Chalk & Board | 75.90 | 22.81 | 0.72 | 0.40 | 0.16 |
| Using Computer | 37.18 | 49.31 | 11.08 | 1.36 | 1.04 |
| Brainstorming | 32.69 | 50.28 | 14.53 | 1.44 | 1.04 |
| Group Discussion | 54.05 | 41.84 | 3.21 | 0.56 | 0.32 |
| Team teaching | 42.16 | 47.87 | 8.27 | 0.96 | 0.72 |
| Oral Presentation | 48.51 | 47.30 | 2.97 | 0.88 | 0.32 |
| Using Real Objects | 48.99 | 44.41 | 5.14 | 1.04 | 0.40 |
| Activity Based | 58.07 | 39.35 | 1.92 | 0.40 | 0.24 |



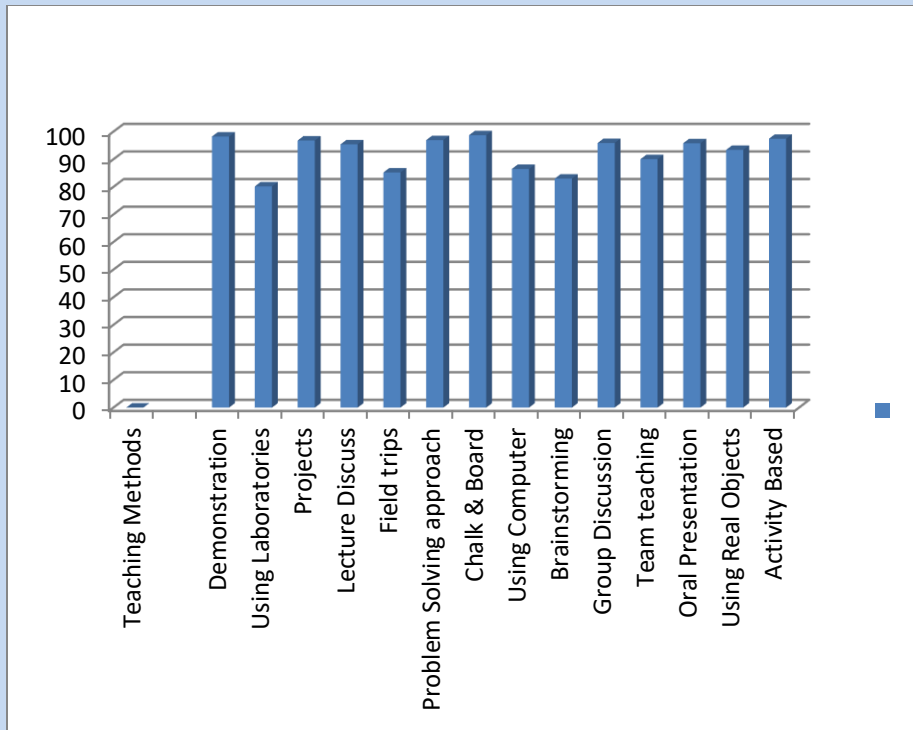
Graph: 3.3

3.4 Which Methods of Teaching is more effective ?

This table depicts that which methods/ approaches is more effective as per the responses of the Teachers.

Table: 3.4

| Teaching Methods | Percentage of Responses |
|--------------------------|--------------------------------|
| Demonstration | 98.22 |
| Using Laboratories | 80.15 |
| Projects | 96.78 |
| Lecture Discuss | 95.41 |
| Field trips | 85.21 |
| Problem Solving approach | 96.94 |
| Chalk & Board | 98.71 |
| Using Computer | 86.49 |
| Brainstorming | 82.97 |
| Group Discussion | 95.89 |
| Team teaching | 90.03 |
| Oral Presentation | 95.81 |
| Using Real Objects | 93.4 |
| Activity Based | 97.42 |



Graph: 3.4

CHAPTER 4

REPORT OF FOCUS GROUP DISCUSSIONS

4.1 INTRODUCTION :

Under such pandemic a virtual meeting has been organized on 21.09.2021 over Google Meet where nearly 47 teachers have been come together to amplify their teaching procedure and problems faced by different scenario. Teachers have been categorized into 4 groups as per their caliber in subjects. After having a long discussion in this report, I tried to bring out strategies taken by.

Subjects are categorized into four groups i.e. language group, math, science and social science.

4.1.1 Report on Language Group:

In language teaching the main hindrance is to correlate their local language with subject language. Different initiatives are taken to overcome such lagging.

- I) While teaching Bengali few teachers engage themselves to learn their local language (dialect) and after having that they try to teach content by using local dialect which make the environment more vivacious & comfortable for them as they express themselves in their own comfort and then it engrosses their attention in study. They find it more lascivious as interaction done in their own language.
- II) More importance is given to normalize classroom environment by Teachers.
- III) While teaching English Direct method amalgamated with translation makes it more attentive & sparkling. Students are asked to use small phrases & words while addressing. Thus, it helps in growing confidence in acquiring foreign language.

- IV) They are being asked to create small groups to carry out conversation under teacher's supervision. In lower classes using of TLM & PICTURES to introduce new words is most taken strategies.
- V) In online classes students are asked to appear in uniform to bring classroom environment as it has been assessed that it brings seriousness while conducting such virtual classes.
- VI) In institutions where projector facility is available teachers present the content through power point presentation which enhances their momentum of understanding
- VII) In English classes teachers arrange different activities to enhance and level of understanding and to accelerate the momentum of capturing a foreign language through alluring way. Sometimes they are divided into different groups to carry out conversation by using simple words and also, they are being asked to follow different verbal instruction given by teachers thus they gather knowledge.

4.1.2 Strategies taken in Math Classes:

- I) Problems created using real life experiences makes problems more interesting and students finding it more attractive as they can relate it with their surroundings.
- II) Different activities are arranged to facilitate their understanding of concept.
- III) Elementary math can be difficult because it involves learning new, abstract concepts that can be tricky for children to visualize. Introducing hands-on tools that make math a lot easier for young children to understand. Tools like Lego, clay, and wooden blocks can all be used in the classroom to demonstrate math ideas.
- IV) As most of the children are lacking of confidence in math as it is hard to gather abstract idea. So, teachers try to grow confidence among them

4.1.3 Strategies taken in science classes:

- I) Introducing real life object in classroom transaction make the teaching learning process more attractive and interesting as students found it closer to their real-life activity. Hence Teachers try to introduce objects from real life. As while teaching different part of flower real flower is being asked to bring which also make students more curious about their learning.
- II) In higher classes lab-based activity are given which facilitate the process of understanding as real object in lab makes their abstract reading more feasible. While teaching acids and base laboratory is best way to make it more apprehensible.
- III) Under Samagra Shiksha Aviyan Scientific equipment toolbox has been provided to some schools. Teaching with such tools seems more beneficial for science classes as they narrate the content in effective manner.
- IV) In some schools integrated lab has been develop which can be attained by the students of lower classes also.

4.1.4. Strategies taken in social science classes:

- I) Engaging student to classroom by unravelling the complexity of subject by integrating their daily life with subject content and thus brings curiosity among them about the content.
- II) Some teachers implement 5E model of teaching which seems quite hard but fruitful one as it gives scope to teachers for arranging remedial classes. It helps slow learner to cope with the momentum with the classroom transaction.
- III) Students are taken to field (Field Trip) to observe the nature and natural objects closely.

- IV) Usage of audio-visual aids in classroom transaction is another most important and desired method of teaching as learners find it jovial and gladdening.

4.2. FINDINGS FROM FOCUS GROUP REPORT :

As digital platform has been already initiated to carry out teaching learning process under prevailed long physical absence of pupil. It has been observed that digital platform makes the learning process effective and but due to prevailed social economic condition it is hard to abridge digital gap. Keeping endeavor to reduce the gap lets have a short discussion to figure out strategies to overcome from hindrances and brings high yielding teachings learning.

- I) As most of the cases it has been observed that local language/dialect is a matter of concern while acquiring language, suggestion from DRP's (who have already faced such issue of language and successfully work out the process of teaching) and lettered person from local community may be asked to place their opinion in connection with language learning. Thus, the engagement of learned from local community while figuring out teaching process may be fruitful. In this connection after post pandemic a meeting cum training may be organized to chalk out the problems and accomplishment of them.
- II) As Activity based learning makes the process of learning more buoyant and comprehensible so therefore more accent is demanding in developing new developed activities for each and every lesson and thus it also helps in draining the uneasiness from both teacher and students while implementing activity-based learning.
- III) As discussion on strategies brings out some positive fact that implementing of Scientific equipment tools makes the abstract idea of science easily comprehensible it is the need of hour to supply those scientific equipment tool box to each and every institution as per their grade. As most of the elementary schools are still follow the lecture method on dearth of proper equipment, it will be a good initiative if those are being provided by school education department and provide a hands-on training over using of that equipment in correlating the content.
- IV) It has also been assessed that using solely direct method while teaching foreign language without using audio visual equipment makes is less effective. Therefore, if proper aids are being provided to demonstrate the content in animated way, then DM can be easily got on to as environment makes the sense for pupil.

- V) The most emergent requirement of the hour is proper training of teachers to use and prepare teaching strategies for content based on ICT and audio-visual aids. As animated learning is easily accessible by students and also delectable by draining the abstract moment of understanding.
- VI) Lab based learning becomes more effective so lab may introduce in elementary section and proper training on relating content to lab-based activity is required. Math lab or corner like library corner may be cogent demand of hour. As catching abstract ideas from elementary section specially in math is very significant move. This concretizes the idea and dilute the latent fear on mathematics and the root learning process.
- VII) As suggested by few teachers in virtual meeting that physical activity and cultural activity must be given more importance while assessing the caliber of a student. Integration of co-curriculum activity with learning process makes the comprehensibility more cogent and reverberating.

CHAPTER 5 HIGHLIGHTS AND FINDINGS OF THE STUDY

5.1 HIGHLIGHTS : In this chapter we present highlights and findings of the study .

5.1.1 Participation:

| Primary | Elementary | Secondary | Higher Secondary |
|---------------------|--------------------|---------------------|---------------------|
| 617 No. of teachers | 71 No. of teachers | 126 No. of teachers | 531 No. of teachers |

5.1.2 Distribution of Teachers:

| Male | Female |
|------|--------|
| 702 | 542 |

5.1.3 Teacher Qualification:

| H.S | Graduate | Post Graduate | Doctoral |
|-----|----------|---------------|----------|
| 13 | 337 | 882 | 13 |

5.1.4. Distribution of Teacher's Experience:

| 1 to 5 yrs | 6 to 10 yrs | 11 to 15 yrs | 16 or more yrs. |
|------------|-------------|--------------|-----------------|
| 169 | 253 | 474 | 349 |

5.2 FINDINGS OF STUDY:

The findings may be summarized as follows:

- (i) In all, 1245 teachers were respondents in the Alipurduar District, of whom 56.43% were male and 43.56% were female.
- (ii) Majority of the respondents (70.84%) have post Graduate degree.

- (iii) Majority of the respondents (38.07%) are highly experienced.
- (iv) Most of the respondents (75.90%) teach by Chalk & Board methods.
- (v) 64.33% respondents teach by using demonstration.
- (vi) 58.07% respondents teach by activity based method.
- (vii) The study reveals that four methods Viz Activity based, Demonstration, Problem solving and Chalk & Board are effective for making teaching learning more enjoyable and attractive .

CHAPTER 6

SUGGESTIONS AND CONCLUSIONS

6.1 SUGGESTIONS :

The following are the suggestions in the light of the study findings.

- (a) The state may provide support to the schools for designing Activity Corner in different subject.
- (b) The State may organize teachers training programmes for the benefit of students on different teaching methodology used in the classroom.
- (c) The State may organize teacher training for the teachers on methodology for design Activity Corner in different subject.
- (d) The State may undertake the appropriate pedagogical use of relevant ICT in Conducting Classroom teaching so that students learn in an effective manner.
- (e) Strategies of Different Subjects mentioned in Chapter No. 4 may be applied throughout the state for making effective and enjoyable learning of the Students.

6.2 LIMITATIONS :

- (a) Some of the responses supplied by the respondents in reference to certain items may not be wholly objective and may be limited by lack of understanding.
- (b) There may be a gap in the perception of respondents and the actual intent of the items set in the questionnaire.
- (c) Subject wise and class wise segregated responses of teachers on Teaching Strategies could not be collected.
- (d) Due to paucity of time detail analysis could not be done.

6.3. CONCLUSIONS :

The Study conclude that so many teachers teach students in traditional methods. Very few teachers teaches students in their classroom by using ICT and activity based method. So Government may take initiative on Teachers Training though out the state in all level on different teaching approach for making teaching learning more effective and enjoyable . SCERT(WB) can play the Nodal Role for designing Activity Corner in all Schools in all classes and teachers training on the same. This report is not the whole scenario of the state so we may conduct the same study in all districts of West Bengal.

ANNEXURE

13. The portion of time you are involved in teaching is _____ %

14. How many courses related to teaching-learning would you have taken?

() None, () 1 to 2 , () 3 to 4 , () 5 or more course

15. Observations of the teacher on classroom Processes followed in your School [put a tick “ ” mark in appropriate boxes]

| Sl. No. | Statement | Strongly Agree 1 | Agree 2 | Undecided 3 | Disagree 4 | Strongly Disagree 5 |
|---------|----------------------------|---------------------|------------|----------------|---------------|------------------------|
| 1 | Demonstration | | | | | |
| 2 | Laboratories | | | | | |
| 3 | Projects | | | | | |
| 4 | Lecture Discussions | | | | | |
| 5 | Field trips | | | | | |
| 6 | Problem solving approaches | | | | | |
| 7 | Chalk Board | | | | | |
| 8 | Computer assisted | | | | | |
| 9 | Brainstorming | | | | | |
| 10 | Group discussions | | | | | |
| 11 | Team teaching | | | | | |
| 12 | Oral presentation | | | | | |
| 13 | Using real objects | | | | | |
| 14 | Activity Based | | | | | |

Signature of the Teacher with date

