

A Study on the Utilisation of 'TLM' by Primary School Teachers in Bargarh District of Odisha



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Abstract

Teaching is an indispensable part of the process of education. The main task of a teacher is to facilitate learning with using learning materials to attain predetermined objective of education. But, generally the teacher prefer to use "chalk and talk approach" and text-method ignoring the value of utilizing 'TLM' (Teaching-learning materials) in their curricular transaction. So, school children are deprived up getting a meaningful, interesting and joyful learning situation. The traditional approach of teaching not only creates a boring and tired-zoom feeling in children's mind but it also develops a negative attitude towards the content materials. Hence, SSA emphasizes the proper utilization of TLM in curricular transaction of primary school children to improve their learning outcomes.

Keywords: TLM (Teaching Learning Materials), SSA (Sarva Sikshya Ahiyan) Curricular Transaction, Sensation, Perception, Conception, Stimulation, Child-Centered, Activity Based Learning, Facilitating-Learning.

Introduction

Curricular transaction is a means through which the teacher, the learner, the curriculum and other variables are organized in a systematic manner to attain pre-determined objectives of learning. The totality of learning experience of the child depends upon how the teachers are imparting knowledge to the children. But it is seen that, generally the teachers are adopting "chalk and talk" approach in teaching. But, time has been changed and learning process to be replaced to a great extent by which the individual learner is expected to take up challenges through an inevitable intellectual revolution. Silverman (1966) has expressed the nature of teaching in these words, "To be sure teaching – like the practice of medicine – is very much an art, which is to say, it calls for exercise of talent and creativity. But like medicine, it is also a science, for it involves a repertoire of techniques, Procedures and skills that can be systematically studied, described and improved. A good teacher, like a good doctor, is one who adds creativity and inspiration to the base repertoire."

It is well accepted fact that, senses are the gateway of knowledge. The child begins to learn with the help of his sense organs.

Stimulation of senses produces in the child a 'sensation' but later this sensation has a meaning added to sensation plus perception.

Perception leads to ideas and concepts. The child interested to see concrete things. He wants to handle and manipulate them. So, he must be given such opportunity that would enable him to satisfy the curiosity of doing things. Learning through senses is more permanent than mechanical learning. It is said that "one picture is worth of a thousand words" According to Jean Piaget, "The more the child has seen and heard, the more he wants to see and hear, experience begets experience". Thus, proper utilization of TLM by the teacher stimulates sensation that leads to permanent learning.

'TLM' includes text books, supplementary reading materials, teaching-learning aids, teacher's guide, workbooks, educational kits etc. The teacher should make a judicious use of all these materials to make transactional process effective.

Rationale of the Study

SSA emphasizes the proper utilization of "TLM" in curricular transaction of primary school children to improve their learning outcomes.

Hence under SSA, there is a provision of 'Teacher Grant' at the rate of 500/- (five hundred only) per teacher for primary & upper primary school towards preparation & utilization of TLM to strengthen curricular

transaction, but reality it is seen that most of the primary school teachers use 'chalk & talk' approach. Thus it is need to see how well and what way there the use of 'TLM' in primary school, the present study is undertaken.

Aim of the Study

1. To study the types of TLM used by the primary school teachers for orientation of pupils towards the lesson (introduction stage)
2. To study the types of 'TLM' used during the instructional process (presentation and application stage)
3. To study the use of TLM by primary school teachers to captivate the learners during the lessons
4. To study the use of TLM by primary school teachers for class room interaction and pupil's involvement.
5. To study the use of TLM for the development of clarity of concept and development of understanding in pupils.
6. To study the use of TLM by primary school teachers to test the learning outcomes of pupils.
7. To study the kinds of TLM (handmade or purchased) used by the primary school teachers.
8. To study the step taken for presentation, development and preservation of TLM.

Delimitation of the Study

The studies are delimited for studying the utilization of TLM for class- of twenty(20) primary schools of Bargarh revenue district of odisha. As a survey work, the investigator used analytical survey method & by making field survey from twenty(20) primary schools of four blocks i.e. Ambabhona, Bargarh, Bheden and Sohela of Bargarh revenue district of Odisha. In this study data collected from forty (40) teachers, two teachers from each Primary School. By making field observation to twenty primary schools of Bargarh district of Odisha, it is seen that there are eight (08) Project schools, four (04) cluster schools and eight (08) general schools.

Tools & technique used:

As a survey work, the investigator has used analytical survey method for collection of data from above mentioned sample schools. The investigator used observational schedule, questionnaires for teachers and report from VEC members of sample schools. The observational schedule and the questionnaires are prepared by the investigator with the consultation of RP'S (Resource persons) of primary schools which is verified and approved by the RAB (Research Advisory Board) of SSA, Bargarh. A direct observation is made to observe during the class-room situation. The VEC members or chairman of each primary school are requested to give a brief report on the use of TLM. Percentage analysis is used for analysis of the data.

Findings of the Study

From the analysis of questionnaire for teacher's, observational scheduled and report of VEC members of the sample schools, some major findings are given below

1. All the primary schools of Bargarh revenue District have sufficient TLM like purchased, collected and handmade.

2. Project schools, model schools, cluster schools have much sophisticated TLM like TV, Computer, Tape-recorder, pictures, charts and maps, than that of the general schools.
3. Most of the teacher using general category of purchased, handmade and collected aids for their class-room transaction.
4. Pupils involvement is above 50% in learning.
5. Generally, the teachers are using 'Wall- TLM' in class-room transaction during presentation.
6. Different types of TLM are used to develop clarity of concept and understanding in pupils.
7. Though there exist maximum teaching learning materials, teachers are using minimum TLM in class-room transaction.
8. Schools have the facility of keeping TLM in shelves, Boxes and almira's.
9. Few schools have learning corners and TLM rooms.
10. Training is given by the BRT's, BRCC'S, CRCC's and other resource persons on the preparation and use of TLM.
11. VEC members and chairman of the schools said that, teachers are using TLM, effectively in their class-room teaching.
12. Students are getting the scope of observing TLM but are not getting sufficient scope of preparing TLM by them.
13. Teachers replied that heavy use of TLM is disturbing for completing the course in time.
14. There is no scope for exhibition of TLM.
15. Community contribution is less for preparation & development of TLM.
16. ALL the VEC members have given positive response on the utilization of TLM.

Suggestions

Teaching-learning Process is a two way interactive process where both teacher & students play vital role. Use of teaching learning materials not only makes learning effective but also provides the scope for active involvement of both sides. But this needs right use of TLM at right place which will help the learners to explore their own thought and ideas. Hence, every teacher should be given with an appropriate knowledge to develop the skill of using TLM. Teacher should be given with training for preparing low- cost and no-cost teaching-aids and they should inspired the learners to prepare aids in the same guidelines. Reinforcement should be provided learners for preparation of best TLM. Efforts should be made for organizing exhibition on the handmade TLM of teacher and rewards should be given to the best one. It is also important for educational administrator & supervising officer to orient CRCC, BRCC, & BRT personnel to ensure that TLM are actually utilized by the teachers.

Conclusion

Individual difference is the law of nature. But true education always aims at to bridge the gap of learners. Effective use of TLM not only create a "collaborative & cooperative learning situation" but, it also help in understanding abstract concept and develop learning experience by the low achievers. Hence, proper utilization of TLM, definitely accelerate learning outcomes of the pupils.

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Project Work

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