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SRUJANA

(A PROGRAMME FOR COLOUR FUL CLASS ROOM)



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“ In my childhood, I was thrown in to a life Less World. Neithour colourful dream nor life’s joyfull nature was found there. Atlast I have been lived there as Isolated one through out my primary education.

“ Ravindranadh tagore “

History of Preset trend of teaching

In the traditional classroom teaching there is hardly any scope for the children to interact with the teacher, teaching learning material and the teaching learning environment. So, teaching becomes very monotonous and students have to mostly rely on rote learning. Most often classroom teaching is dominated by the lecture method of teacher except some essential aids like chalk, duster, blackboard, Overall TLM are hardly used in the classroom, When used it may not be context – Specific.

One of the major aim of NCERT 2005 is Designing, Providing for and enabling appropriate teaching learning system that could realize the identified goals. Learning has shifted from response strengthening to knowledge acquisition to construction of knowledge. In this context the duty of teachers is to provide appropriate environment where the child will construct his knowledge by interacting with his physical and social environment.

In this context, certain observations were made by Pedagogy wing, SSA, West Godavari District in regular monitoring and some lapses were identified at ground level of teaching.

1. Teachers are presenting concept without certain TLM.
2. Some teachers are unable to prepare TLM/ILM basing on the concept some are even though they are efficient in preparing TLM they are neglecting to prepare and use.

3. Students are not showing any interest in teaching learning process i.e., going on in classroom.
4. Decrease in enrollment of Government schools.
5. Irregularity and dropout rate increasing steadily.

In order to overcome the above said lapses and to attract the children/Parents towards Government schools, it is necessary to support and strengthen academic standards with the usage of TLM/ILM basing on the concept of all subjects. In this context, there is a need to orient teachers and develop appropriate context specific teaching learning materials useful to enhance the quality of teaching – learning process. Usage of TLM/ILM is mandatory in CCE method, to develop competencies that were prescribed in all subjects.

OBJECTIVES OF THE PROGRAM:

- To enrich the lesson planning and in class experiences of teachers.
- To engage student by making learning fun.
- To enhance students classroom experience by diversifying learning activities.
- To improve student learning out comes both subject specific and in a border context.

For this, Sarva Siksha Abhiyan West Godavari conducted a work shop from 21.12.2015 to 23.03.2015 with 25 DRG's of each subject totally 100 DRG's to plan and prepare TLM/ILM from 1 to 5th Classes, subject wise and topic wise.



After completion of workshop DRG's from each subject prepared nearly 250 models (TLM) from I to V class in 4 subjects of all concepts. The TLM was exhibited in all mandals through **"SRUJANA MOBILE TLM VAN"** by conducting **Mandal level TLM exhibitions**, which guides 7300 Primary teachers towards preparation of certain items. All teachers are instructed to come and visit the exhibits and should prepare TLM basing on these TLM.



SRUJANA Programme also released a Hand Book consisting the list of TLM, materials used, procedure of preparation of TLM, guide lines outcomes etc, Called **SRUJANA TLM HAND BOOK** which includes the individual and collaborative work of the students, project works etc. The District Collector and Chairman,SSA made preparation of TLM mandatory with the help of the grants released by SSA/Acquired from donars. The idea of activity based learning is rooted in the common notion that children are active learners.



MOBILE TLM VAN



MANDAL LEVEL TLM EXHIBITIONS

OUT COMES OF THE PROGRAMME

1. Learning became lively.
2. Attractive classroom atmosphere.
3. Students attracted to the schools.
4. Expected students participation.
5. Eliciting creativity among students.
6. Increase in regular attendance.
7. Decrease in dropout rate.
8. Use of naturally available resources.
9. Development of correlation and co-ordination among the students.
10. Understanding of concept in clear and easy manner.
11. Activity based learning which results in fruitful and joyful learning.
12. Usage of TLM made the concept complex to simple.
13. Supports the CCE method of teaching to achieve competencies in all subjects.
14. Use of low cost no cost material.

CONSLUSION :

To meet the goals of our programme we provide a teacher technology tool with curriculum aligned content, all supplementary hardware and soft ware required. Holistic teacher training designed to help teachers integrated technology in their classroom.

Finally we can conclude that “ **SRUJANA MOBILE TLM VAN**” plays an important role in acquiring basic levels of learning it also help to do assignments and project works.

The District Collector has also instructed, supported and encouraged to print a **SRUJANA TLM HAND BOOK** with TLM photos, dimensions, manufacturing materials and nature of work. All the Primary Teachers are very happy with that book and expressed their willingness to prepare TLM models. This book was supplied to each and every school in West Godavari and instruct the teachers to prepare 100 to 150 models in their own way and conduct the teaching learning process with TLM and make **class rooms more colourful**.

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